

APPALACHIAN STUDIES
IN GRADES 6-12 LANGUAGE ARTS AND ENGLISH CURRICULA
IN CENTRAL APPALACHIA

by

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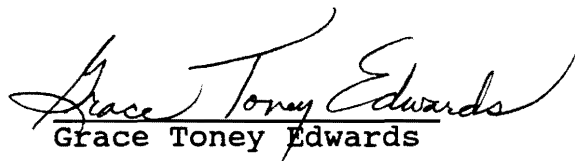
in

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(ABSTRACT)

The primary purposes of this study are to determine the extent to which Appalachian studies courses or units have become part of the middle and secondary public school English curricula in Central Appalachia and, in relation to these courses, to describe content and learning activities, to assess the effectiveness of school library media centers as resources, to identify major institutions and individuals who influence teachers, and to ascertain the extent to which young adult literature is used.

Surveys were sent to English teachers and school librarians in 305 schools in 86 counties in Kentucky, Tennessee, Virginia and West Virginia. Response rates were 52% for teachers and 60% for librarians. Frequencies and cross tabulations were computed for variables; the chi-square test for independence was also applied to selected variables. A case study accompanied the statistical data.

Major findings include: over a third of the schools include Appalachian studies as part of their English

curriculum, though far more as units within other courses than as separate Appalachian studies courses; a vast array of Appalachian authors are represented, many of them very local in nature; most teachers and librarians view the general library collections as adequate, but over half the teachers described the Appalachian collection as inadequate; librarians are viewed more as support staff than as co-educators; several institutions of higher education, public libraries, publishers and bookstores were identified as particularly influential; much confusion exists about what young adult literature is, and it does not appear to be widely used in the curriculum; because of the shared sense of place and culture, a meaningful connection exists between teachers and students.

(Recommendations for change included strengthening ties between higher education and public school education, implementing telecommunications technology to increase the possibility of greater communication among teachers and access to resources, and establishing an Appalachian resources clearinghouse for teaching materials. Further research should be directed toward surveying a larger geographical area as well as elementary school teachers, and exploring the issue of the effect of Appalachian studies courses on the self-concept of Appalachian students.)

ACKNOWLEDGEMENTS

If there is such a thing as a doctoral committee made in heaven, I believe I had the good fortune--or the good sense--to have assembled one. The combined wisdom and support of the members of my committee were an inspiration and safety net for me. Each one helped me in a unique way.

Don Kenney's contribution was to save me from myself. Without his counsel and concern for my welfare, I never would have arrived at the dissertation at all. When I did, he kept me from sending questionnaires to every man, woman and child in Appalachia and from reading and annotating every last piece of Appalachian literature. Thank you, Don Kenney.

As it turned out, the work that Don kept me from doing was replaced by the case study suggested by Jerry Niles. Since my research orientation had been primarily quantitative in nature, the thought of a case study was initially overwhelming. In retrospect, I value the personal interaction I had with the students and teachers more than any other aspect of the study because of the humanity it brought to the statistics. Thank you, Dr. Niles.

Tom Teates helped me more than he knows by always asking the critical questions--"How do you know?" "What does this mean?" "Why do you think that?"--and by

suggesting possible answers to the critical questions--

"Maybe they meant ..." "You might also want to explore ..."

"It could be that ..." Thank you, Dr. Teates.

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CHAPTER I
INTRODUCTION

The history of Appalachia, encompassing the mountainous regions from northern Alabama to New York state, is a history of exploitation of land and people beginning in the postbellum period before 1900 and continuing to the present day. Agents representing absentee steel, railroad and timber corporations began buying up huge tracts of mountain land at shamefully low prices before the turn of the century. This land divestiture resulted in a shift in the economic base, from family farming to industrialization and tourism, bringing with it a myriad of social problems: large scale welfarism, unemployment, environmental deterioration, underfunded schools and community services, and a pervasive sense of powerlessness and betrayal among rural Appalachians. A report published by the Appalachian Landownership Task Force (1983) documented the consequence of the collusion of absentee corporations with allies in state and local government--the successful evasion of taxes which would improve the region's schools and community services.

Perhaps the most insidious effect of this exploitation has been on the spirit of the Appalachian people. As Miller (1978) so powerfully described it,

It is not too much to say that the Appalachian often loses his soul. . . . He becomes disspirited, alienated from parts of himself. Spiritually, psychologically, he often leaves home, but he is not made to feel and cannot feel at home elsewhere. (p. 53)

Almost miraculously, in the midst of this malaise, a new pride among rural Appalachians began to appear around the time that the federal government "discovered" Appalachia with the creation of the Appalachian Regional Commission in 1965 during the Johnson administration. While the reviews of the Commission's positive effect on the region have been mixed, there is agreement that the accompanying self-awareness and cultural pride have produced what can only be termed an Appalachian cultural renaissance.

In an interview at Emory & Henry College, Emory, Virginia, eminent poet, essayist, short story writer and scholar, Jim Wayne Miller, recalled a lyrical image of this reawakening:

I remember Cratis Williams saying that when he finished his three-volume dissertation, The Southern Mountaineer in Fact and Fiction, in the late 50's, he thought he was 'putting the mountaineer to bed.' . . . Then, starting in the 60's, Williams discovered that Appalachia was 'a nest of singing birds.' (1988, p. 17)

Evidence of the "singing birds" abounds. It can be found in the research, journal articles and journals themselves relating to Appalachia that have proliferated since the 1960's. It can be found in the Appalachian heritage festivals that take place in communities and

educational institutions throughout the region. It can be found in the poetry and fiction. the film-making and music-making, that address Appalachian values, settings and themes. It can be found in professional associations and workshops. And it can be found in Appalachian studies programs and courses established in schools and universities throughout Appalachia.

Purpose of the Study

The primary purpose of this study was to determine the extent to which Appalachian studies courses or units have become part of the middle and secondary public school English curricula in Central Appalachia, made up of areas in Virginia, West Virginia, Kentucky and Tennessee. I explored the content and learning activities in these courses as well, and identified model programs and courses. A related purpose was to assess the effectiveness of school library media centers and school library media specialists as resources for Appalachian studies programs.

In addition, I believed it was possible to reveal links among educational institutions and other agencies, associations, and individuals, and in so doing, to identify the major influences on English teachers who taught Appalachian studies and on school library media specialists who developed collections of Appalachian materials in schools.

Finally, I attempted to ascertain whether, or to what extent, literature written specifically for young adults was being used in Appalachian studies classes. One final outcome of the study was a list of recommended young adult books with Appalachian settings and/or characters.

Significance of the Study

A number of arguments can be made, and indeed have been made, sometimes in very impassioned ways, for the inclusion of Appalachian studies in the curriculum of public schools in Appalachia. In reading what the proponents have to say, and in talking to some of them, I have attempted to assimilate their views into a multi-faceted rationale to support the inclusion of Appalachian studies programs.

Incorporating Appalachian history, literature and culture into the curriculum sends the message to students living in Appalachia that their way of life is valued which, in turn, promotes an enhanced self-concept and a sense of identity.

Negative self-concepts among rural Appalachian children have been fairly well documented in the research. Lord (1971) found that urban children in Appalachia possessed more positive self concepts than rural Appalachian children. Similarly, Reck (1978), using the same self-concept instrument as Lord, reported that rural Appalachian sixth

graders scored significantly lower than urban Appalachian sixth graders.

The more negative self-image of rural Appalachian children found in this study might . . . be understood as due in part to their acceptance of a negative social image of rural Appalachia imposed by the larger society. . . An additional important component of this possible explanation of the more negative self concept of the rural Appalachian children is the nature of Appalachian schools. . . [I]t does appear likely that rural schools in Appalachia are generally not controlled by or oriented toward the local rural populations that they serve. (pp. 128-129)

In an ethnographic study conducted in rural Appalachia, Cavender (1981) reported that his research suggested

students who come from indigent families, particularly those that historically have suffered from the social phenomenon known as 'inherited stigma,' are ascribed a pariah social identity in the school. [They] eventually internalize this identity, thus establishing a debilitating consistency between the way others view them and the way they view themselves. Moreover, once a student has internalized pariah identity he is likely to withdraw from the social world of the school due to feelings of alienation, resentment, and low self-esteem. (pp. iii-iv)

In a review article summarizing the research on rural Appalachian education that has been sponsored over the last twenty years by the Appalachian Educational Laboratory, Gotts and Purnell (1986) listed among their recommendations for curricular reform "A more distinctly rural curriculum . . . based in part on use of community resource people and partly on original development work" (p. 517). In my research, I attempted to identify community participation

and local curriculum development as fundamental components of Appalachian studies programs in public schools.

The issue of negative self-concept is a recurring theme not only in the research, but also in personal accounts. In talking about the theme of shame in his book Newfound in which the main character is a boy growing up in rural Appalachia, Miller said in an interview:

I know that southern Appalachian people have often been made to feel ashamed--of their circumstances and backgrounds, of their attitudes, values, preferences, speech, of the food they ate, the clothes they wore--ultimately of who they were. They have been regarded as imperfect versions of someone else.

I know that school consolidations have been the setting for much of this sense of shame. A psychiatrist working in the southern Appalachian region identified what he termed 'consolidated school syndrome' among children removed from their familiar community schools and bused to large schools where other students poked fun at them. (Kelly, 1991, p. 668)

At another time, Miller stated:

Education in Appalachia could set itself no better goal than helping Appalachian children define who they are. Appalachian children especially need to see their lives and experiences mirrored in art, verified, corroborated, legitimized. They don't need what they so often get: subtle indications that their lives and experiences, their thoughts and feelings are different and don't really count for anything. (1975, p. 455)

And, in another interview, Appalachian children's writer Cynthia Rylant who grew up in West Virginia confessed to feelings of inferiority.

I really felt an organic difference between me and people I would meet from Ohio or from anywhere else.

Generally I felt inferior; I thought they spoke better than I did and that they went to places I couldn't go. They went to museums. They knew how to do things like play tennis and water-ski, which weren't available to me given the part of the country that I lived in and the fact that we didn't have any money. . . Believe me, people in Appalachia have known for many, many decades that we are considered the bad neighborhood of the United States. (Julian-Goebel, 1991, p. 6)

One last quote from a recent article in the Roanoke Times & World-Review serves to drive home the issue of negative self concept. The writer is a staff writer for the newspaper and grew up in the coal town of Norton, Virginia.

Researching and writing the story on coal camps taught me more about Southwest Virginia history than any amount of studying and cramming I did in college. My parents always told me never to be ashamed of my small, rural hometown. And growing up, I tried not to be. But it was tough to feign pride when so many of my peers wouldn't even admit to strangers that they were born and bred in the heart of Southwest Virginia.

Never did we learn together that being mountain folks with accents was OK--and something we should be proud of.

I still wonder how I could have grown up in Norton without learning any of its history. Or how I could have attended college there without ever hearing about our own Appalachian writers and history makers. (Richert, 1993, p. 4C)

Appalachian studies programs can be exemplary vehicles for implementing the concept of cultural pluralism in public schools.

The once accepted ideology of the United States as melting pot, and of the public schools as important

instruments to mainstream diverse groups into one coherent national character, has been challenged over the past few decades. While the term pluralism has been used by historians for a long while, one scholar maintains that its evolving definition has changed radically.

While the first pluralism [from the 1880's through the 1960's] viewed local history as subordinate to national history, and the second pluralism [from the 1960's and 1970's] viewed local history as independent of and effectively superior to national history, this third pluralism seeks to deny subordination and superordination as elements in historical analysis altogether. Instead, it seems committed to the acceptance of difference and the practical uniqueness of persons and their experiences in particular places . . . , but it does not in the process deny the legitimacy of other persons' experiences in other places . . . It is a kind of 'I'm okay--you're okay' history. (Shapiro, 1985, p. 145)

An early definition of cultural pluralism emerged from discussions of the National Coalition for Cultural Pluralism:

a state of equal co-existence in a mutually supportive relationship within the boundaries or framework of one nation of people of diverse cultures with significantly different patterns of belief, behavior, color, and in many cases with different languages. To achieve cultural pluralism, there must be unity with diversity. Each person must be aware of and secure in his own identity, and be willing to extend to others the same respect and rights that he expects to enjoy himself. (Hazard & Stent, 1973, p. 14)

This new definition of cultural pluralism has resulted in part from the increasing numbers of immigrants to the United States, changing population figures so drastically in some

areas of the country that we are forced to rethink the meaning of the term "minority."

Cultural pluralism embraces not only newcomers, however, but also subcultures that have existed within the United States from its earliest years. A number of researchers have argued that the values, beliefs and behavior of people who reside in isolated, rural areas of Appalachia constitute a unique culture that is at odds with the norms of the dominant American culture. Keefe, Reck and Reck (1985) undertook a study to determine whether or not white Appalachian mountaineers could be described as a distinct ethnic group. Their model of ethnicity included structural, cultural and symbolic aspects:

The structural aspect of ethnicity refers to the boundedness and opposition of groups within the larger society. Cultural ethnicity is based on a distinctive pattern of traits shared by members of a group. Lastly, the symbolic approach to ethnicity puts emphasis on ethnic identification and perceived cultural differences. (p. 346)

Through interviews and case studies, this group of researchers compared factors involving success in high school between two social groups--the upper group (or popular students) who tended to live in town and to have moved from somewhere else, and the lower group (or unpopular students) who lived in the mountains and were native Appalachians. Findings supported the conclusions "that structural, cultural, and symbolic differences separate

Appalachians and non-Appalachians as a whole," and that members of these two ethnic groups perceived each other as different (Keefe, et al., 1985, p. 350).

As a result of their study, Keefe, Reck and Reck recommended that school personnel needed to recognize the importance of building positive ethnic identity among native Appalachians, and just as importantly, "to sensitize non-Appalachians (especially teachers) to the nature of ethnic prejudice and discrimination in the schools and ways to eliminate these educational barriers" (p. 350).

Multicultural education, then, can serve two important purposes. First, it can be a powerful tool for fostering self-esteem.

Children, it is argued, can better adapt to diverse cultural patterns if they have developed identity and purpose within their own cultural tradition. Only when an individual feels comfortable and secure in his/her cultural beliefs, values, and traditions can that person bridge the chasm between a minority culture and the majority one and belong to both." (DeYoung and Porter, 1979-80, p. 128)

Second, multicultural education can be instrumental in raising the consciousness about cultural differences and building respect for diverse cultures. In this way, Appalachian studies courses can benefit both Appalachians and non-Appalachians alike. In the 1960's and 1970's, similar arguments were made (e.g., Small, 1971) that reading black literature not only helped blacks to see themselves in

a more positive light, but also helped to reduce or eliminate racial prejudice among whites.

A particularly potent argument for adopting Appalachian studies courses comes from Miller (1977a) " . . . [C]ultural diversity should be acknowledged not out of altruism but because it is a good teaching strategy to do so. . . . Cultivation of a positive Appalachian identity is a form of organization which could lead to a stronger sense of social responsibility" (p. 18).

Regional literature and broader regional studies programs can lead to an enriched understanding not only of a part, or region, but also of the whole, or nation, through the study of relationships and contexts.

In recent years there has been a renewed interest in and examination of the concept of regionalism as a way of gaining richer insights about our country's history. Miller (1987a) states, "In the prevailing context of cultural pluralism, there is less of a tendency to view regions and regional life as aberrant, and a greater willingness to see regions as evidence of natural diversity" (p. 97). Fiction writers, of course, have known all along that "God lives in the details," but now literary scholars and historians support the notion that "where we are has something to do with who we are" (Miller, 1987, p. 99).

Establishing Appalachian studies programs in our public schools is one way to take advantage of what Miller (1987b) calls a

cosmopolitan regionalism--a regional perspective which does not exclude a knowledge of the wider world, but is concerned with and appreciative of the little traditions within the great traditions of human history, and of ways in which small and great traditions are connected. . . . (p. 13)

Furthermore, the interdisciplinary nature of regional studies, such as Appalachian studies, can be a powerful tool for developing critical thinking skills.

On the simplest of levels, a teacher can generate discussions which evaluate the accuracy of setting (including flora, fauna, and minerals), the descriptions of regional and ethnic customs, the prevalence of occupational stereotypes, . . . Most regional literature provides a wealth of opportunities for addressing such kinds of questions, but most importantly it is comprised of subject matter sufficiently familiar to most students. . . . (Gould, 1983, pp. 150-151)

An emphasis on Appalachian culture can help to bridge the gap between life and education in Appalachia, leading to a more trusting relationship between schools and families.

A conceptual model frequently used by researchers to analyze the social and economic problems of Appalachia is that of colonialism, the process through which dominant outside industrial interests established control, exploited the region, and maintained their domination over the region (Lewis et al., 1978). The public school has often been

identified as a primary agency involved in this exploitation.

Historically, schools in Appalachia have been controlled by local elites and manipulated for political ends. Schools have been a major institutional arm of colonialization of Appalachia, participating in the denigration of regional lifestyles, perpetuating external control through discrimination, and helping to insure the continued powerlessness of Appalachian rural people [R]ural Appalachian schools are viewed as basically similar to educational systems imposed on other colonized areas of the world. Characteristically, colonial schools tend to destroy children by undermining cultural pride and, at the same time, by preventing them from having access to the rewards of the dominant society. (Reck & Reck, 1980, p. 19)

Reck and Reck describe the inevitable result of this perception: a pervasive lack of trust in the schools and a sense of betrayal. "It is as if the people [we] interviewed perceive that education has some potential utility for them, but that the schools have somehow failed to deliver that potential, whatever it might be" (1980, p. 22).

Weller, a missionary in Appalachia and keen observer of the customs, lifestyles and beliefs of mountain people, wrote in 1965:

Since the forms of education were imposed from the outside and did not grow up as an expression of the culture, . . . there has traditionally been a resistance to 'book learning.' . . . Education must have immediate and specific application before the mountain man counts it important or necessary (pp. 108-109).

This attitude toward formal schooling is corroborated by the statement of an Appalachian woman interviewed by Reck and

Reck: "Living is more important than schooling" (1980, p. 19) One need only check the attendance rosters of high schools in many parts of rural Appalachia on the first day of hunting season as evidence that this attitude still exists.

One way to provide an important link between home and school is to include an Appalachian studies program in the public school curriculum. Eliot Wigginton's now famous foxfire concept was one of the first attempts to have students focus on their own culture and heritage as mountain people.

'Foxfire,' at its most elementary level, worked in that tenth grade English class because the hard skills the students were learning were being learned not simply so they could pass a test or complete a text-related homework assignment, but because--through the vehicle of their own community--the applicability of those skills had suddenly become clear, and the skills came to life. They were useful. They had reason for being. Their use made sense. Community as 'vehicle.' (1978, p. 216)

Since adolescent readers enjoy and relate to books with characters their own age and in similar situations, English teachers can enhance their Appalachian studies courses by including works written about young adults in Appalachian settings.

In recent years, research falling within the constructs of bibliotherapy and reader response theory has revealed a

wealth of information about what young readers like to read and how what they read affects them. A typical finding comes from one study of tenth-grade students' responses to six young adult novels in which the researcher concluded that "students will respond more readily and responsibly to literature within the realm of their own experience than to the traditional literature of classroom anthologies" (Mullarkey, 1987, abstract). This conclusion forms the foundation for the increasing number of adolescent literature courses taught in colleges and universities to aspiring secondary English teachers and school librarians.

Added to the awareness of the importance of adolescent literature in the curriculum is a renewed interest by young adult authors in the people and customs of the South as reported by Small:

Unlike the superficial, sentimental novels of the 40s and 50s, many recent young adult novels set in the South deal in profound ways with the Southern people, their culture and problems. . . . Authors like Sue Ellen Bridgers, Katie Letcher Lyle, Mildred Taylor and Katherine Paterson write in the tradition of Southern literature--in the tradition, that is, of Eudora Welty and McCullers. They write from the South; they do not merely place their stories there. (Small, 1986, p. 64)

In her article about five adolescent novels set in Appalachia, Hinson (1983) reflects on the need for adolescents to read novels with regional settings and characters. "Teenage readers want to see themselves in the novels they choose to read, and a very important, but often

overlooked, part of this sense of self is the self that we are because of where we're from" (p. 4). Including Appalachian young adult literature in Appalachian studies classes can thus be an even more powerful and empowering way of studying local culture.

Limitations of the Study

The study was limited to surveying English teachers and librarians in public schools, grades 6-12, in a designated part of Appalachia. In other words, there were limitations regarding subject area, grade level and geographic location.

The nature of Appalachian studies is interdisciplinary, covering a wide range of subjects that are traditionally taught in public schools: literature, history, government, economics, sociology, natural sciences, to name a few. The rationale for contacting English teachers was that typically Appalachian studies courses have been initiated by English teachers and included as part of the English curriculum. At times, team teaching may occur between or among disciplines, and a question on the survey instrument was included to determine this fact. However, there was the chance in this study that information about an Appalachian studies unit or course not taught by an English faculty member would be missed.

I was aware that in addition to middle and high schools, many elementary schools include Appalachian studies

in their curricula. I decided to exclude them from the study because the content and resources for these courses necessarily differ from those used in the higher grades. The questionnaire I designed for teachers in grades 6-12 was not be appropriate for elementary school teachers.

Establishing the geographic boundaries within which my surveys were sent proved to be somewhat problematical since the term "Appalachia" has been defined in a number of different ways. Appalachian novelist Jesse Stuart's description is "Appalachia is anywhere there's coal under the ground" (Garrett, cited in Ergood, 1978). But probably the most well-known definition of Appalachia is one found in the Appalachian Regional Development Act of 1965, and amended in 1967, which included the region that follows the spine of the Appalachian Mountains from southern New York to northern Mississippi. Based on both natural environmental and socioeconomic characteristics, this definition included all of West Virginia and parts of twelve other states. The Appalachian Regional Commission (ARC), the governmental agency established in this legislation, later subdivided the region into the Northern, Central and Southern subregions, recognizing that the subregions had distinctive income, population and employment characteristics which called for distinctive developmental needs.

Although the geographic delimitations for these subregions were created by ARC for political purposes, it made sense for me to adopt Central Appalachia as the core region for the purposes of this study. Central Appalachia encompasses 86 counties in eastern Kentucky, southern West Virginia, extreme western Virginia and northeastern Tennessee. (A map and list of these counties are attached in Appendix A.) As described by DeYoung (1985)

This area differs from the western and southern subregions due to its traditional reliance on an extractive economy, its isolation from population and transportation centers in surrounding areas, and its historically distinct relationship with state and federal governments (particularly during and immediately following the American Civil War). Here immense wealth resides side by side with abject poverty, and successes and failures are brought into full relief. (p. 47)

Since one of the reasons for studying the inclusion of Appalachian studies in middle and high school curricula was to determine its effect on students' self-esteem and to identify model courses, I believed that surveying the poorest region, "where successes and failures are brought into full relief," might produce the richest data. Questionnaires were sent to chairs of all English departments and to library media specialists in 305 schools containing at least one of the grades from grades 6-12 in these 86 counties in Virginia, West Virginia, Kentucky and

Tennessee. The counties in which the schools are located are listed in Appendix A.

Assumptions

I began the research with a number of underlying assumptions. First, I believed that the impetus for an English teacher to include Appalachian studies in the middle or high school curriculum could often be traced to an identifiable event or person. In informal discussions with teachers, I have heard them describe again and again how "so-and-so turned me on to Appalachian literature" or how "attending that workshop was a revelation to me" or how "I never realized there were Appalachian authors until I took that course." I perceived that many teachers somehow viewed these experiences almost in a spiritual sense, as a kind of enlightenment or conversion. I attempted to structure my questionnaires and interviews in ways that would illuminate this assumption.

Second, I assumed that in most cases the adoption of Appalachian studies as part of the curriculum was due to the efforts of an individual teacher rather than to the full-fledged support by an entire school or school system. If this was the case, then it followed that Appalachian studies would be incorporated as a unit or part of a broader course, rather than as a separate course taught for a semester or entire year.

A third major assumption was that the content of Appalachian studies courses would not vary from one school to another as much as the teaching methods and learning activities might. I assumed that most teachers received their ideas for content from the same or similar workshops, anthologies, and college courses, and continued to use these ideas in their teaching. The manner in which the content was taught, however, might vary according to the creativity of individual teachers.

I also believed that in the Appalachian studies curricula I was surveying very little use was being made of Appalachian literature written specifically for young adults. This assumption was based on results of several studies (e.g., Aubin, 1981; Martin, 1987) which concluded that young adult literature in general has been slow to reach middle and high school English classrooms. This situation is no doubt traceable to the manner in which English teachers in the region have been educated.

Finally, I assumed that I would find a great variety of available resources, including print and nonprint as well as human, but a rather narrow usage of them. In other words, I thought that one of the major limitations to use of a wide range of diverse resources would be due to the lack of communication and dissemination of information about them. It was my view that most teachers were somewhat isolated and

did not have enough opportunities to share ideas about their work. Also, as a librarian, I was acutely aware of how difficult it is first, to find out about existing materials, and second, to obtain them from other institutions. I was almost certain that many of the riches are untapped by English teachers and librarians, partially due to the nonexistence of resource-sharing mechanisms in school libraries.

Design of the Study

I developed three questionnaires, two for English teachers and one for school library media specialists. Copies of these instruments along with the cover letters are attached in Appendix B. Teacher questionnaires were mailed in two steps: the first survey was addressed to the chairs of English Departments in all middle and high schools (305 total) in the 147 counties of Central Appalachia. It asked respondents to indicate whether or not they taught Appalachian studies units or courses, to record a minimal amount of information about these courses, and to provide demographic information about themselves and their schools. The first survey also asked respondents to indicate whether or not they would be willing to complete a more in-depth questionnaire. If the respondents were willing, I sent out a second questionnaire which required 20-30 minutes to complete. At the completion of the second survey, I asked

respondents if they would be willing to be observed or interviewed about their teaching of Appalachian studies.

The questionnaires sent to library media specialists were addressed to "Librarian" in the same 305 schools. This instrument asked respondents to provide information about their library collections in relation to Appalachian studies programs and their cooperation with teachers. It also included demographic questions about themselves, their libraries and their schools. All surveys were a combination of multiple choice and open-ended questions.

The questionnaires were mailed with cover letters to teachers and librarians at the beginning of the 1993-94 academic year. Follow-up mailings were made four weeks later in an effort to improve the number of responses. Frequency distributions and percentages were computed for all suitable responses. Comparisons between several variables were also made with the significance of relationships between variables tested by means of the chi square test for independence.

When it became clear that most of the questionnaires I had mailed had been returned, I selected for a case study an Appalachian studies program for which all three questionnaires had been returned. I scheduled interviews with teachers, students, librarian and administrators in the selected school. My interviewing technique consisted of a

number of prepared questions and also the freedom to "follow the interviewee" when I deemed it useful. Interviews were taped and summaries included with the study results. Conclusions and recommendations were based on the results of the three questionnaires and case study data.

Organization of the Study

My research study is organized into six chapters. The purpose, limitations, significance and underlying assumptions of the study have been discussed in Chapter I. Its design and organization were also stated.

In Chapter II, I provides a review of related literature dealing with the incorporation of Appalachian studies into public school curricula.

Chapter III provides further details on the design of my study and the research methodology.

In Chapter IV, I present the analysis of my survey data, focusing on each question and the relationships among the variables.

Chapter V contains a summary and discussion of my case study based on data I gathered through interviewing and observation.

Chapter VI contains my conclusions, based on the analysis of both the survey and interview data. I discuss the findings as they relate to the purpose and assumptions I stated in Chapter I. I also explore implications for

applications of my research to practice and make recommendations for further research.

In addition to Appendix A (a map of Central Appalachia and a list of states and counties in the study), three further documents are appended. Appendix B contains copies of the three questionnaires with the cover and follow-up letters. Appendix C is comprised of a list of recommended young adult novels with Appalachian settings and/or characters for use in middle and high school Appalachian studies courses. Copies of the syllabi used in the Appalachian Literature courses in my case study are in Appendix D.

CHAPTER II

REVIEW OF RELATED LITERATURE

The sounds emanating from the "nest of singing birds" in Appalachia were especially loud, insistent and joyful during the 1970s. The establishment of the Appalachian Regional Commission in 1965 ushered in a new cultural self-consciousness among the inhabitants of the region. A few voices were heard at first; then more and more voices joined the chorus praising "things Appalachian" (Plumley, 1977). Many Appalachians who had previously felt shame and alienation when measuring their own customs and values against those of mainstream America looked at the other side of the cultural coin. What they discovered about themselves--characteristics such as individualism, self-reliance, neighborliness, family-centeredness, love of place, sense of beauty, and tolerance for others (Jones, 1975)--had the power to engender pride and a sense of self-worth.

It was not long before the Appalachian cultural renaissance was reflected in the public school curriculum in parts of Appalachia. This is not surprising since the newfound pride was itself an educative and empowering phenomenon. A number of observers during the 1970s, and later historians and researchers in the 1980s and 1990s,

interpreted the new curriculum as predominantly cultural in nature. Others took it a step further, seeing the rightful place for Appalachian studies as the multicultural education movement.

Some observers viewed the adoption of Appalachian studies as largely a political move. In a region where many parents and educators felt powerless to influence an educational system they perceived controlled by "outsiders," the infusion of Appalachian studies into the curriculum became a way to assume some control. Another angle from which to view Appalachian studies was taken in the late 1960s by Eliot Wigginton, one of the first teachers (and surely the most famous) to tap into Appalachian culture as a resource to support his English classes. He linked his "Foxfire" approach to experiential education espoused by John Dewey. Not only was the Foxfire movement a radical change in teaching and learning practices in Rabun Gap, Georgia, where Wigginton taught; he also envisioned it as a "bottom-up" school reform movement.

Other lenses have also been used through which to view the inclusion of Appalachian studies in public schools in Appalachia. Some researchers see the implementation of Appalachian studies as an excellent example of the whole language approach or of the effective use of regional literature in English classes. Others place it within the

context of the growing body of research on rural education in the United States.

All of these viewpoints have their proponents. I have selected from the literature representative studies and cite them below to illuminate the various stances taken in support of incorporating Appalachian studies into public schools in Appalachia. In addition, I have included in this chapter lists of actual documents publicly accessible such as curriculum guides, bibliographies, and anthologies, all dealing with Appalachian studies courses. In many cases, these documents exhibit the characteristics of the highest standard of scholarship and at the same time reveal an exuberant love of the subject.

Cultural/Multicultural Approach

Among the early critics of public school education in Appalachia, Jim Branscome (1974) argued that "the propensity of teachers and the educational system to 'culturally enrich' our 'culturally deprived' Appalachians is unsound" (p. 31). He was one of the first to suggest that perhaps what needed to change was the educational system, not its students. In the same article, he observed:

Appalachian culture has survived many forms of culture shock, not the least of them being the hostility of the region's school system to things Appalachian. The schools represent the best place for beginning the reaffirmation of the value of Appalachian culture. (p. 28)

In contrast to Branscome's impassioned style but in complete agreement with his point of view, Una Mae Lange Reck has objectively compiled the findings from her sustained research on rural Appalachian children in school settings. Beginning in 1978 with her dissertation in which she studied the self concept of sixth graders in rural Appalachia and urban Piedmont in North Carolina, Reck has repeatedly called for

school personnel to view rural Appalachian children with a 'difference model' rather than a 'deficit model'. . . The deficit model treats cultural differences in terms of a norm and deviation from that norm, while the difference model treats cultures as different from one another, but neither inherently superior or inferior. (p. 136)

Reck (1978) found that rural Appalachian children had a significantly lower self concept than did the urban children, and that the lower self image centered around school-related skills and activities (p. 129). One of the most interesting findings in her study, which deviated from findings in similar research, was that there was no significant relationship between self-concept and academic achievement (p. 133).

While the above findings resulted from the administration of The Piers-Harris Children's Self Concept Scale, another publication reported findings based on interviews and conversations with Appalachian community members conducted at the same time. These interviews

indicated that "people generally view the school system as being apart from the community rather than as a part of the community. Many people, in varying ways and degrees, express alienation from the schools and hostility toward education" (Reck & Reck, 1980, pp. 21-22). Based on the findings from the self concept scale and the interviews, Reck and Reck went on to describe schools as "an alien setting in which the child confronts a negative and distorted image of himself, as in a carnival house of mirrors" (p. 22).

In related research in 1982, Reck compared a number of variables between rural Appalachian and urban non-Appalachian sixth graders. She found, among other things, that the urban students defined themselves in terms of activities and hobbies and were more concerned about extra-school activities and an athletic definition of self, whereas the rural children defined the self more in terms of possessions and relationships and expressed more school-related anxiety (p. 17). Once again, Reck concluded that since the self images of urban students were more "in sync" with the accepted norms of the school, "Educators must learn to view children who do not exhibit an orientation of the self toward activities, athletics and games, personal attributes and traits as different but not necessarily deficient" (p. 18). In other words, educators must come to

understand the different cultural contexts from which students come.

Reck continued with her research throughout much of the 1980s. A study involving native Appalachian eighth grade females revealed that the freshman year of high school is a pivotal one for girls, and if they were to succeed in high school, intervention in the form of more personal contact with high school faculty was needed (Reck, 1983). In 1985, she reported the results of a survey of 1450 high school students at a county-wide consolidated high school in southern Appalachia. Her data revealed that students who were Appalachian, those who were rural, and those from the lower socioeconomic class participated in clubs, activities, and sports to a significantly less degree than did students who were non-Appalachians, those who resided in the town, and those who were from the upper socioeconomic class. Furthermore, students who were not Appalachians, lived in the town, and enjoyed a higher socioeconomic status had higher rates of participation in the more "prestigious" clubs (Reck, Reck & Keefe, 1985).

Nowhere in Reck's published research did she advocate the adoption of Appalachian studies courses in public schools. Rather, her conclusions tended to lie in the area of attitude change on the part of school administrators and teachers, which in turn would lead to changes in policies.

The following example is typical of the recommendations she made at the end of her articles:

What is necessary is an honest acceptance of the human equality of individuals who exhibit cultural differences. This requires a sensitivity to the existence of socio-cultural differences between educators and rural Appalachian children, an attitude that these constitute differences and not deficiencies, an awareness of the economic reality of Appalachia, and an awareness of the cleavage which exists between the schools and the people of rural Appalachia. (Reck & Reck, 1980, p. 24)

Although Reck herself did not do so, other researchers have used her findings about the negative effect of schools on Appalachian children as a compelling reason for including Appalachian studies in the public school curriculum in Appalachia. In a region where educational research has been sparse, her empirical data have served as the bedrock on which to base these kinds of curriculum decisions.

In at least two of her studies, Reck referred to two models of viewing cultural differences: the "deficit model" in which differences are seen as superior and inferior, and the "difference model" in which differences are seen, but no judgments about the comparative value of these cultural differences are made (Reck & Reck, 1980, p. 23; Reck, 1982, p. 2). By recommending the difference model, Reck placed her research in the context of the then new multicultural education movement. The basic tenet of this new movement was that the best way for a society to grow and develop was

for cultural pluralism, not the ethnocentrism of the dominant society, to flourish.

At about the same time, two other researchers at the University of Kentucky wrote, "While not yet fully articulated or developed, components of multicultural education already utilized in other areas of the nation seem headed for the mountains" (DeYoung & Porter, 1979-80, p. 129). They continued,

It seems very likely that within a matter of years, many public schools in the Appalachian region will have well-developed curricular packages emphasizing Appalachian music, culture, and values. Similarly, as future teachers are exposed increasingly to multicultural education programs, we can probably expect to find more acceptance and appreciation of cultural differences in the background of students in school (pp. 129-130).

Certainly one way to accomplish the goals of cultural pluralism would be to provide within the curriculum opportunities for students to discuss and appreciate their own cultural traditions. "Only when an individual feels comfortable and secure in his/her own cultural beliefs, values, and traditions can that person bridge the chasm between a minority culture and the majority one and belong to both" (DeYoung & Porter, 1979-80, p. 128).

Although DeYoung and Porter predicted an increasing infusion of Appalachian culture into the curriculum of public schools in Appalachia, they were much more pessimistic about the potential of the focus on

multiculturalism to solve many of the problems with Appalachian education.

Most problems of education in the Appalachian region stem from structural inequalities within Appalachia and between Appalachia and the dominant society. Schools in the region are underfunded, occupational opportunities for those with advanced training are minimal, and social class differences are pervasive. Furthermore, the educational establishment in the region basically tends to reflect national priorities in education. Those in charge of educational policy seem least interested in promoting important educational and social change (1970-80, p. 132).

As though to test the accuracy of DeYoung and Porter's prediction about Appalachian studies in schools, Jones undertook a study to determine the extent to which folklore from southern Appalachia was used by English teachers in that region. With data gathered through the use of a questionnaire sent to a sample of high schools in northern Georgia, eastern Tennessee, western North Carolina, eastern Kentucky, southwestern Virginia, and southern West Virginia (the area defined as Southern Appalachia by the Appalachian Regional Commission), she found that 57% of the teachers contacted said they used folklore to some extent. This percentage increased to 83% among teachers in rural schools. Her descriptive study also indicated that the preferred assignments accompanying folklore units included doing further research, learning crafts, and preparing genealogies. (Jones, 1984, p. v).

I mention one final study in this section on the cultural analysis of Appalachian students and schools as a basis for establishing Appalachian studies courses in Appalachian middle and high schools. Baker (1990) looked at culture from a completely different angle than any of the previous researchers I have mentioned. He wrote "an ethnographic description of how the reader's cultural background and the culture depicted in the text he or she . . . [was] reading . . . [were] associated with the responses of college-level readers to contemporary Appalachian short stories" (p. 46). I think most English teachers in Appalachia would agree with Hinson, a middle school teacher herself when she said, "For many teenagers, I think, there is a need to read novels whose settings and characters are regional" (1983, p. 4).

However, Baker's research produced evidence that does not necessarily support this point of view. Based on his findings, Baker concluded that

culture has the potential of being a resource as well as a constraint in an individual's interaction with a text when readers discover in their initial encounters with a text cultural features that parallel their own, they enter into the culture the author is depicting with a sense of identity and familiarity. Such an experience provides motivation and interest in the reading; however, in this initial stage of the reading act the culture of the text and the culture of the reader meet and, as in any transaction, a complex, unpredictable interplay of cultural elements begins. In some cases, the familiarity readers have with the text's culture could possibly continue to provide

schema, cognitive maps, and insight that would heighten the quality of the transactions that they experience with the text. On the other hand, the interplay of cultural elements during the reading act can . . . involve limiting or distracting factors. In literary selections readers may initially discover a cultural scene so familiar that they feel as though they are witnessing, as the information Daniel expressed, 'a picture of my own life.' However, as these readers move further into the text, their expectations related to story schema and/or content, acquired through their cultural background, may not be met; or individual domains of the selection, possessing special cultural meanings or associations for the readers, may be emphasized at the expense of a more holistic consideration of the text. (Baker, 1990, pp. 224-225)

Baker's final analysis of his fascinating and complex data led him to believe that "in the act of reading a work of literature, the various components of readers' individual cultural backgrounds have a greater influence on the kinds of interactions and responses they experience than do the cultural elements depicted in the text" (p. 225).

Foxfire Movement

To omit Eliot Wigginton and what has become known as the Foxfire approach from a study of the development of Appalachian studies in Appalachian schools would be akin to baking bread and leaving out the yeast. In a sense, he invented Appalachian studies, or at least, his own brand of Appalachian studies which was an amalgam of local cultural preservation, Deweyan experiential learning, community development, grassroots classroom reform, and entrepreneurship.

Wigginton has engagingly documented the story of Foxfire's beginning a number of times in the prefaces to the Foxfire books (of which there are now sixteen) as well as in interviews and journal articles. Briefly, the story goes, he came to Rabun Gap, Georgia, in 1966 from Cornell University to teach ninth- and tenth-grade English at the 240-pupil Rabun Gap-Nacoochee School. After six weeks of traditional teaching, he "surveyed the wreckage" and the next day he walked into class and said, "How would you like to throw away the text and start a magazine?" (Wigginton, 1971, p. 9). The rest is history.

For almost twenty years after its inception, no serious evaluation of the Foxfire movement was conducted although a great deal of testimonial literature accumulated. Then John Puckett spent a year (1984) in Rabun Gap, Georgia, doing ethnographic fieldwork, interviews and analysis of primary and secondary documents relating to the project. His work culminated with his dissertation (Puckett, 1986), later published as a book, Foxfire Reconsidered: A Twenty-Year Experiment in Progressive Education (Puckett, 1989). Puckett worked closely with Wigginton and his staff, and as one reviewer stated, "Puckett's presence coincided with an organizational crisis and reevaluation and seems to be in part a catalyst for refinements and new directions" (Snyder, 1990, p. 397).

Though in a sense his examination of the Foxfire movement was sanctioned by Wigginton, Puckett did not shrink from criticism:

Foxfire has fallen short of the ideal envisioned by Wigginton. . . . Foxfire magazine has not proved to be an effective vehicle for teaching the elements of writing style; students have been increasingly distanced from the locus of organizational power and responsibility; educational processes have often been subordinated to such exigencies as publication deadlines; Foxfire staff teachers have failed to apply critical elements of Wigginton's educational philosophy in courses purported to be applications of the Foxfire concept; and Foxfire's community development thrust is an example of good intentions gone awry. (Puckett, 1986, abstract)

However, there was much to praise as well, and Puckett continued:

In an era when the foundations of public education have been shaken by a storm of criticism, Foxfire can properly be seen as a welcome example of how much dedicated teachers, motivated students and a supportive community can accomplish. For example, it has been highly influential in the service of cultural preservation and has upgraded the image of Appalachia both within and beyond the region. (1986, abstract)

The impact of the magazine named Foxfire by the students who created it on the curricula of public schools throughout Appalachia, and indeed, the world, is almost impossible to overestimate. "By 1985 approximately 260 cultural journalism projects, initiated and controlled by teachers, had been launched" (Puckett, 1986, 398). In fact, the magazine's title became a well recognized educational term.

. . . Foxfire is easier to use than the unwieldy 'cultural journalism.' In a sense 'Foxfire' has become a generic term in much the same way that Levi's has come to mean jeans and Jell-O is used to refer to any flavored gelatin. To many people, it stands for a particular approach to learning. (Reynolds, as cited in Puckett, 1986, p. 398)

Over the years, Wigginton has written profusely about the evolving Foxfire movement, and as the years passed he has articulated more clearly both his reasons for including culture in the curriculum and his methodology for teaching it.

When students are told by a teacher or a text that they should be proud of their culture, the impact is negligible. A guest speaker at an assembly doesn't remedy the situation nor do ethnic food festivals or once-a-week 'enlightenment' sessions. Rather, it is sustained exposure that is effective in an environment characterized by independent student research and inquiry, where aspects of culture are discovered (as in a scavenger hunt) and brought, as Maxine Greene would say, 'to a level of consciousness' and examined. . . . If we are not led to examine our culture and background, we are denied the potential such study has to influence the acquisition of certain academic skills and content, to evaluate our beliefs in comparison with those of others, to select the best against certain unassailable principles, and to change society. (Wigginton, 1991-1992, pp. 61, 64)

As mentioned previously, Wigginton's influence has been felt worldwide; since my study is concerned with the integration of Appalachian studies into the curriculum of middle and high schools in Central Appalachia, I will focus on a study which examined the use of the Foxfire approach by teachers associated with the Eastern Kentucky Teachers' Network (Eller, 1989). The Teachers' Network has sponsored

an annual seminar since 1985 at Berea College. "The purposes of the seminar are to acquaint teachers with the philosophy of John Dewey, and to provide a means for implementing his philosophy in their classrooms through the Foxfire methodology" (Eller, 1989, p. 16). Through a series of interviews with and classroom observations of teachers (of grades 4-12) selected from the Network, Eller examined and described "a literacy that legitimates their students' culture and language, and that encourages students to confront inequitable relationships in society" (1989, abstract).

There were several portions of this study that dealt with the reasons these teachers in eastern Kentucky used Appalachian studies.

After years of exposure to the hegemonic texts favored by the schools--i.e., texts that tend to promote the dominant rationality while denying an alternate rationality--some of the teachers have turned to Appalachian literature in an effort to develop their self-awareness as members of an oppressed and marginalized group. For many of these teachers, literacy has become a source of liberation rather than a means for suppression. (Eller, 1989, p. 144)

One of the most significant findings . . . is that those teachers who have been able to transcend their position as members of the middle class and come to grips with their own Appalachian identity, have begun to relate to their students in a new way. . . . Their goal is to empower their students, so that they might begin to create a new image of Appalachia and reverse the cycle of dependency and oppression. (Eller, 1989, p. 155)

And finally, this passage about school libraries caught my eye because of its applicability to my own study.

In addition to a curriculum that tends to either ignore Appalachian history and culture, or to reinforce negative stereotypes, many of the teachers also discussed the problem of the inaccessibility of Appalachian literature in their school libraries. In some cases, the only available Appalachian books were those that had been purchased by the teacher. (Eller, 1989, p. 163)

Whole Language Approach

Whole language encompasses the notion that literacy is acquired through interaction with a variety of print materials rather than with materials or exercises designed specifically to teach the separate components of language. The list of curriculum materials provided at the end of this chapter is replete with examples of how teachers of Appalachian studies use their own materials, their students' materials and a variety of resources beyond the textbook.

Hathaway's research findings (1979) support the inclusion of supplemental reading in language arts and English curricula. In her study of the uses of Appalachian culture and oral tradition in teaching literature to adolescents, she wrote

There are values for both students and teachers in learning to recognize and use the richness of the oral tradition in literature classrooms. It enables the adolescent student to understand and appreciate his own cultural heritage at a time in his life when discovering his identity is of great importance to him. In addition, students can be led to observe that there are universal themes and patterns common to the folk

tradition which appear cross-culturally and in written literature as well. (Hathaway, 1979, p. 166)

Reck, Reck and Keefe (1986) analyzed textbooks used in grades 2 through 12 to determine the degree of cultural congruency between school curriculum and ethnic cultural setting in an Appalachian school system. They examined a total of 35 textbooks--elementary school reading books, high school and elementary school social studies books, and high school literature books--in terms of the following characteristics: explicit or conceivable rural Appalachian content and setting; frequency of Appalachian related items indexed; and authorship by Appalachian writers. They also noted distortion, factually incorrect or incomplete statements, ethnocentric viewpoints, and the absence or imbalance of material relating to ethnic minorities.

There was a total absence of explicitly Appalachian content in the elementary reading textbooks and the content was overwhelmingly urban in nature. The elementary social studies books revealed similar patterns. In addition, some distortion occurred. For example,

The caption below a fairly substantial log house and a two-story farm house with a large front porch reads 'Long ago Americans built shelters like this.' The descriptors 'long ago' and 'shelters' convey a strong negative message to rural children who may very well live in such 'shelters' (how is a 'shelter' different from a 'home'?). (Reck, Reck & Keefe, 1986, pp. 8-9)

No mention of Appalachia was made in the four high school social studies texts examined. Of the nine high school literature tests examined, only one contained a selection written by an Appalachian author--a short story by Thomas Wolfe. In addition, no stories were set in Appalachia (p. 10).

These researchers concluded that given the fact that rural Appalachian students had a more negative self-concept and that Appalachian parents and students perceived that their schools were run by and for "outsiders" (facts supported by findings in previous research they had done), the educational experience could be improved "through the use of supplemental reading materials or through a more sensitive selection of primary texts used in the classroom" (p. 11). While the major thrust of their study was the identification of disparities between texts and culture, their recommendations for supplemental materials are congruent with the tenets of the whole language movement. Furthermore, as Eller (1989) eloquently argued in her study of teachers in eastern Kentucky,

Literacy is not conceptualized here as the possession of reading and writing 'skills' that enable individuals to 'function' in society, but rather as the competence to use both oral and written language in order to take control of our lives. . . . what is required in our schools is a more critical literacy--a literacy that not only allows individuals to operate effectively within institutions as they currently exist, but a literacy that allows individuals to begin to act upon

the oppressive forces within those institutions. In other words, critical literacy is defined as the communicative competence necessary for democratic empowerment. (pp. 9-10)

Regional Literature

At first glance, it seems that the argument for using regional literature as a way to learn about Appalachia does not differ from the argument put forth by those espousing the value of learning about one's culture. However, the operative word in the phrase is literature (as opposed to history, or sociology, or culture). One of the first essays that defined Appalachian literature and its unique contributions was "A Sociological Rationale for the Existence of Appalachian Literature" (Welch, 1976). Whereas he based his definition of the literature on cultural characteristics of the region, Welch made a distinction between literature and sociology:

This literature reflects a broader spectrum of experience than is found in sociological studies and should never be thought to be bound by sociology itself. It contains idiom and metaphor that deserve further analysis. . . It deserves to be read and understood by both the people of the Appalachian region and by readers everywhere who love literature and respect the complicated truth it embodies. (Welch, 1976, p. 179)

The most articulate Appalachian proponent for the use of Appalachian literature in education is Jim Wayne Miller. He cautioned that

sociology and literature are easily confused in Appalachia . . . [but] their ends and purposes . . . are

fundamentally different. The sociologist is concerned with establishing firm generalizations based on facts; he is more interested in group than in individual behavior. Literature is concerned with abstractions and generalizations only as they are implied through particulars; literature is concerned more with what motivates and characterizes individuals than with groups, and with the unique knowledge to be derived from this emphasis. (Miller, 1977, p. 88)

To take this train of thought a step further, Miller advocated the use of literature rather than sociology or history as a way of understanding the region and its people, "for the best insights into both their uniqueness and their universality" (Miller, 1977, p. 90). The value of Appalachian literature lies in its ability to

provide especially for the young people of the region a sense not of estrangement and alienation from the region's past, but rather a sense of continuity, a felt immediacy of a tradition in which they can stand and even participate. (Miller, 1977, p. 87)

Politics and the Issue of Control

In 1973 a collection of essays called Growin' Up Country was published by the Council of the Southern Mountains in Clintwood, Virginia. One of the pieces contained in this book, which has a grassroots, "protest" flavor, was "A Question of Control" by Linda Johnson. I have not been able to unearth any information about the author, but no matter--her treatise which began with a quote from Berrigan's Prison Letters and ended with a warning by Hawk Little John, a Cherokee ("If you and your people are not careful, if you do not take control of your land and

your lives, then you, too, will live out your lives on a reservation" (Johnson, 1973, p. 125)), is a rousing protest against outsiders--"preachers, teachers, coal-operators, . . . textile mill owners. . . . sociologists and anthropologists, who have been controllers, manufacturers, and interpreters of regional information" (p. 122).

Johnson's essay gives voice to the belief by many Appalachians that the ultimate reality of the region was a political one, "a question of control." Notice the inclusion of teachers in Johnson's list of outsiders. A few paragraphs later she focuses on the role education plays in what she calls "institutionalized occupation" (p. 122).

Many of us have travelled far enough to figure out that our salvation which is indeed very real, does not reside with the existing institutions: be that the Appalachian Regional Commission, the welfare departments, the Federal Government or the schools. And this includes all schools of higher learning. For what they do is take the best of those who haven't dropped out of the schools, and train them to function as babysitters in the public schools, in the welfare departments, in the county governments and in other institutions. This educated class is imperative in maintaining control. (p. 123)

Johnson criticized the emphasis on technique rather than content in Appalachian studies programs offered by educational institutions. She suspected the institutions of packaging courses according to a prescribed method, a method they developed. She was particularly critical of oral

history projects in which she saw the major consideration as knowing how to operate tape recorders.

Her concluding remarks are inspiring but vague, as rhetorical communication tends to be, but I see them as an eye-opening reflection of a widely held perception in Appalachia--that ultimately control is the major issue.

Education as we have experienced it has become a religion in this country more sacred than American-style democracy. And our idol is objectivity, the great equalizer. We are, however, calling for an education which must facilitate the completion and understanding of ourselves; it must somehow help us to become more human and more aware of what is happening to us. But this process is generally lacking or ignored within most institutions. We must come to understand that Appalachian Studies and all education is ourselves. We are our own resources. And we must control our own resources--economic, political and cultural. (p. 125)

Perhaps no other scholar has done more research in the interaction of economic, political and educational issues than Alan J. DeYoung at the University of Kentucky. A portion of his research has centered on the issue of school consolidation which has been both a reality and a symbol for loss of control by rural Appalachians. The following statement from a 1986 study by Boyd and DeYoung echoes Johnson's arguments, and in a sense their objective tone has a more chilling effect than her rhetoric.

The net result of school consolidation in much of Appalachia has been to disenfranchise local citizen groups from control of their schools while enabling school officials to carve out a niche as educational experts at the county level. Consolidation has

continually eroded the school as a location for community activity and has made the yellow school bus a symbol of modern education. (Boyd & DeYoung, 1986, p. 282)

A number of studies of school consolidation have been undertaken within and outside of Appalachia. Smith (1988) summarized the issue simply:

For over one hundred years, school consolidation has been one of the few certainties in education. Although hotly debated in rural regions of America, it nevertheless has continued. . . . Professional educators have generally argued in favor of consolidation, while many residents of small communities, threatened with the loss of their schools, have argued against it. (Smith, 1988, p. 1)

Later in his study of Appalachia's last one-room school, Smith says, "The one-room school and its demise cannot be fully understood without examining its adversary, school consolidation" (p. 3). Through his choice of words (e.g., "demise", "adversary"), Smith has characterized the issue as one of control, with a clear winner and loser. As mentioned in Chapter 1, the negative effect of school consolidation on the self-concept of rural Appalachian youth has been reported both empirically and testimonially (Reck, 1978; Miller 1991).

Rural Education

The inclusion of the school consolidation issue under the rubric of "Politics and the Issue of Control" was an arbitrary decision as it would just as appropriately fit in this section labelled "Rural Education." I include rural

education as one of the lenses through which to view Appalachian studies because it uniquely illuminates some of the issues involved by placing them in a larger context.

In a review article with a distinctly Appalachian slant, DeYoung (1988) historically traced the research that has been conducted on rural education. In a word, very little scholarship existed on the topic until the 1980's. According to DeYoung, the history of education in the United States during the nineteenth and twentieth centuries has been largely an urban history.

During the last decade educational researchers have become interested in studying rural education.

Noting that rural communities frequently find their schools more satisfactory than do metropolitan ones, and observing that smallness may facilitate rather than inhibit educational excellence, there seems to be renewed interest in the possibilities of rural and small schools as educational models. (DeYoung, 1988, p. 43)

But the situation in Appalachia is somewhat more problematic than on the national level due to the fact that the region was the target of reforms from outside the region. As an example, "Current educational reforms dedicated to the raising of test scores and attendance rates is [sic] tied to state and national educational investment strategies rather than to local community needs or issues" (DeYoung, 1988, p. 43). DeYoung went on to predict that

any hope of redressing urban-oriented school history and reform in Appalachia . . . probably resides with the potential success of current grassroots movements linking rural education and community development to the rural farm crisis in this country, and/or to other regional study and policy interested groups which attempt to frame issues like education in political terms. Just like activists in Appalachian studies who are concerned about the politics of land ownership, water quality and health, the politics of education and the politics of school reform will have to be identified more visibly as issues in Appalachia in the future. (DeYoung, 1988, p. 44)

As early as 1976 Snuffer studied social change, particularly in terms of education, within the urban/rural dichotomy. He noted that

rural hollow folk have a great tenacity for resisting social change. Their resistance is a counter definition of their life situation to that of the more progressive urban society. Urban society places priority on material success while rural hollow residents dealt with here place priority on maintaining traditional patterns of life associated with familism, personal relationships, and religion. Hollow residents' definition becomes translated into the defense of traditional beliefs and values such as familism, religion and fundamentalism which give their life meaning and security in a changing social order. The consequence of the counter definition becomes a resistance to change manifesting itself in low socioeconomic standards, low motivation for economic and educational achievement, eventuating into a culture of poverty and alienation. (Snuffer, 1976, p. 236)

When I read to this point in Snuffer the first time, I was appalled by his condescension--"hollow folk" indeed, and then assigning blame to the victims. But after reading further, and allowing that almost twenty years have passed and we are living in a time of political correctness, I reconsidered. A few pages later he wrote

. . . educational curriculum, educational philosophy, as well as teacher attitudes, are somewhat antiquated and would require alterations in order to be relevant for the hollow culture. As an example, the present curriculum which attempts to superimpose the middle class values and beliefs on the rural hollow culture would have to change so that rural beliefs and values are presented in a more favorable light. . . . The direction of the curriculum should be toward building pride in the cultural heritage of the student while at the same time providing the student with the skills necessary for living successfully in main stream society. (Snuffer, 1976, pp. 238-239)

Snuffer recommended that educational institutions unite with other community agencies for social change so that residents viewed "the total community as a classroom and the people of the community as students, as well as the individual student in the traditional school building" (p. 239). These ideas predate similar suggestions by DeYoung by about ten years and coincide as well with methods used in the Foxfire approach.

Young Adult Literature

With the exception of Hinson (1983), the inclusion of regional young adult literature to an Appalachian studies curriculum has not been mentioned in the literature dealing with Appalachian studies in middle and high schools.

Interest in children's and young adult books with Appalachian settings and characters, or by Appalachian authors is apparent, however. Books for youth are reviewed in some regional journals, most notably by George Brosi in Appalachian Heritage and Roberta Herrin in Now and Then.

Several bibliographies, some published and some not, have appeared and will be mentioned later in this chapter. In addition, the fact that several books that qualify as Appalachian children's books have won the coveted Newbery Award has called attention to this particular subgenre.

My review of literature on using young adult books in the classroom has therefore broadened beyond simply Appalachian studies, for the reasons used in general for including young adult literature apply for any course. Many articles have been written about the value of using young adult literature as supplemental reading in the classroom, and many of these articles are pedagogical in nature and specific to one book or a list of particular books. The fact that The ALAN Review, a publication of the Adolescent Literature Assembly of the National Council of Teachers of English, exists attests to the growing interest in using books written specifically written for adolescents in the classroom.

More and more, colleges of education are introducing prospective high school English teachers to young adult literature and its instructional uses. Recent research seems to indicate, however, that the majority of middle and high school English teachers have not incorporated the use of young adult literature into their classes. Based on her survey of 280 English teachers, Aubin (1980) reported that

teachers were not clear as to what constituted a Young Adult Novel. Many teachers reported that they never or seldom read Young Adult Novels. A majority of teachers were more apt to use the Young Adult Novel as part of an outside reading program and/or with their less able students. Teachers were not positive about the Young Adult Novel as a teaching material. A majority of teachers did not take advantage of professional journals and/or conferences where Young Adult Novels might be discussed. (Aubin, 1980, abstract)

In a content analysis of the English Journal, Martin (1986) identified the issue of whether or not to include young adult literature in the English curriculum was one of the major curricular and instructional issues in secondary English education during the period between 1976 and 1985. Based on her analysis of the articles in this particular journal, she characterized the prevailing attitude toward young adult literature as follows.

Although some authors argue for the exclusion of young adult (YA) literature from the secondary English curriculum, most agree that there is room in the literary canon for both young adult literature and the classics. The dominant position is that young adult literature can become a transition--providing literary concepts as well as broadening experiences requisite to reading more mature literature. Some advocate the pairing of YA novels with classics of similar themes to help students make the transition from self-selected to teacher-selected books. (Martin, 1986, p. 77)

In a third doctoral study, Durway (1989) began with the stance that adolescent literature is useful in the classroom. Her dissertation encouraged English teachers to use the genre and described the usefulness of adolescent

novels in fulfilling the objectives of North Carolina's English curriculum.

Several textbooks now exist for use in adolescent literature classes in colleges and universities. Most of these include both well-reasoned rationales for using the literature and methods for incorporating the literature into the curriculum.

Other Forms of Scholarship

In addition to the research studies cited above, there are other forms of scholarship that pertain to the use of Appalachian studies in schools. "Other" research includes the publication of anthologies, the compilation of bibliographies, and the development of curriculum materials. I have compiled lists of relevant materials in these three categories.

Anthologies

Haddix, C. (Ed.). (1975). Who speaks for Appalachia? prose, poetry and songs from the mountain heritage. New York: Pocket Books.

Higgs, R. J., and Manning, A. N. (Eds.). (1975) Voices from the hills: Selected readings of southern Appalachia. Boone, NC: Appalachian Consortium Press and New York: Frederick Ungar Publishing Co.

McNeil, N., and Squibb, J. (Eds.). (1988). A Southern Appalachian reader. Boone, NC: Appalachian Consortium Press.

Bibliographies

- Bennett, G. E. (1974). Library materials for schools in Appalachia. Morgantown, WV: West Virginia University. (ERIC Document Reproduction Service No. ED 092 127)
- Carney, G. (1991). An annotated bibliography of Appalachian literature by or about southern mountain women. Anchorage, AL: University of Alaska.
- Edwards, P. (1973). A bibliography of Appalachian children and young people's books. Berea, KY: Berea College Appalachian Center. (ERIC Document Reproduction Service No. ED 092 976)
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- Houser, S. S. (197?). A checklist of novels dealing with the southern Appalachian area for grades 5-12. Berea, KY: Berea College Appalachian Center. (ERIC Document Reproduction Service No. ED 212 444)
- Kesner, M. (1973). Bibliography for Appalachian studies. Berea, KY: Berea College Appalachian Center. (ERIC Document Reproduction Service No. ED 091 120)
- Martin, J. (1982). Choosing books for Appalachian children: An annotated bibliography. Berea, KY: Berea College.
- Mielke, D. N., ed. (1978). Teaching mountain children (pp, 224-232). Boone, NC: Appalachian Consortium Press.
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- Moser, M. Y. (1974). Resources for the study of Appalachia. Berea, KY: Berea College Appalachian Center.
- Schuster, L. and McCrumb, S. (1984). Appalachian film list. Appalachian Journal, 11, 329-383.
- Taylor, M. K. (1971). A selected Appalachian bibliography. (ERIC Document Reproduction Service No. ED 057 025)

Curriculum Materials

- Adams, G., et al. (1982). People of the Appalachians. Detroit, MI: Burton International School. (ERIC Document Reproduction Service No. ED 242 651)
- Berry, D. A., et al. (1986). Merchant people: Pride, power, and belief in rural America. Learning guide. French Creek, WV: Griesinger Films. (ERIC Document Reproduction Service No. ED 291 539)
- Bishara, M. N. (1986). Education for the gifted in rural locations in Virginia. Final report. Richlands, VA: Southwest Virginia Community College. (ERIC Document Reproduction Service No. ED 285 631)
- Brennan, J. M. (1981). Appalachian literature and culture: A teaching unit for high school students. Berea, KY: Berea College Appalachian Center. (ERIC Document Reproduction Service No. ED 209 048)
- Brosi, G. (1992). The literature of the Appalachian South. Richmond, KY: Eastern Kentucky University.
- Brosi, G. (1987). Resources for teaching Appalachian literature in the junior high and high school classroom. Berea, KY, unpublished.
- Chafin, S. R. (1976). Views of Appalachia: Resource unit. Berea, KY: Berea College Appalachian Center. (ERIC Document Reproduction Service No. ED 209 044)

- Clark, L. (1973). A structural guide for Appalachian history and culture in American history. Berea, KY: Berea College Appalachian Center. (ERIC Document Reproduction Service No. ED 093 541)
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- Hancock, R. (1987). Appalachian studies: Course description. Pulaski, VA: Pulaski County Schools.
- Hays, J. T. (1977). Appalachian studies for the high school student with an emphasis on Appalachian literature. Berea, KY: Berea College Appalachian Center. (ERIC Document Reproduction Service No. 210 130)
- Lord, S. B. and Patton-Crowder, C. (1979). Appalachian Women: A learning/teaching guide. Knoxville, TN: University of Tennessee, Model Sex-Fair Training Program in Educational Psychology and Guidance.
- Miller, J. W., (Ed.). (1981). I have a place. Pippa Passes, KY: Alice Lloyd College, Appalachian Learning Laboratory.
- Oldendorf, S. B. (1981). Community-based citizenship education: A goal for junior high Appalachian studies. Berea, KY: Berea College Appalachian Center. (ERIC Document Reproduction Service No. ED 209 041)
- Plumley, W. (1977). Things Appalachian: A handbook. Charleston, WV: MHC Publications.
- Plumley, W., Warner, M., and Anderson, L., (Eds.). (1976). Things Appalachian. Charleston, WV: MHC Publications.
- Stokely, J. (1981). An Appalachian studies teacher's manual. Oak Ridge, TN: Children's Museum of Oak Ridge.
- Underwood, S. C. (1976). Appalachian folktales: A unit of study. Berea, KY: Berea College Appalachian Center. (ERIC Document Reproduction Service No. ED 211 310)

CHAPTER III
DESIGN OF THE STUDY

The primary purpose of the study was to determine the extent to which Appalachian studies has become part of the middle and secondary public school English curricula in the Central Appalachia area. Related to this goal was the exploration of the content, resources and learning activities associated with Appalachian studies for the purposes of identifying model programs. Secondly, I wanted to assess the effectiveness of school library media centers and school library media specialists as resources for Appalachian studies. Thirdly, I wanted to reveal links among educational institutions and other agencies, associations, and individuals in order to identify the major influences on the establishment of Appalachian studies in public schools. Finally, it was my intent to determine the extent to which literature written specifically for young adults was being used in Appalachian studies classes.

I decided to use both survey and case study methodology to accomplish my goals. I believed that the demographic and other specific data most easily gathered through the use of questionnaires would be illuminated and enriched by interviews with representatives of a thriving Appalachian studies program.

Survey Methodology

I selected the area identified by the Appalachian Regional Commission as "Central Appalachia" to be the focus of my study (ARC, 1977). Central Appalachia is composed of the most economically depressed counties in Appalachia, a region defined mainly by coal fields. It encompasses a total of 86 counties, 49 in Kentucky, nineteen in Tennessee, nine in Virginia and nine in West Virginia. It was my thinking that by selecting the poorest of the school systems, I would perhaps have the greatest chance of locating Appalachian studies programs that had truly had a positive influence in the schools. In other words, I focussed on the area I believed had the greatest need for Appalachian studies programs.

By referring to Patterson's American Education (1993), I identified within these 86 counties a total of 305 public schools serving middle and high school students. Some of these schools contained grades 1-12, others were combination junior/high schools, but the majority were the more traditional separate middle or junior high schools and high schools. (See Appendix A for a list of counties and states.)

I designed three questionnaires to be sent to English teachers and librarians in these 305 schools (see Appendix B). The first questionnaire was called "Appalachian Studies

Questionnaire I" and was mailed to the chairpersons of English departments in all 305 schools with an accompanying letter (see Appendix B). I borrowed ideas for this survey instrument from Jones (1984) who surveyed secondary English teachers in Southern Appalachia about their use of Appalachian folklore. The second questionnaire was called "Appalachian Studies Questionnaire" and was mailed to librarians in all of the 305 schools. As I was not able to find an existing instrument that could be used or adapted, I designed the second questionnaire.

The third questionnaire was called "Appalachian Studies Questionnaire II" and was mailed to English teachers who had indicated the existence of Appalachian studies in their schools on Appalachian Studies Questionnaire I and who had agreed to complete a lengthier questionnaire. The third questionnaire also asked English teachers to return copies of their Appalachian studies syllabus, unit outline, list of assignments, reading list and/or list of activities. I borrowed a few ideas again from Jones (1984) for the third questionnaire, but most of it was my original design. All three survey forms gave respondents the opportunity to request more information about the study once responses had been tabulated and analyzed.

The first and second questionnaires, 305 to chairs of English departments and 305 to school librarians, were

mailed on October 1, about a month after the public schools had begun their academic year. A stamped, self-addressed envelope was sent with each instrument for the convenience of teachers and librarians. The third questionnaire was mailed upon receipt by me of a first questionnaire in which the English teacher had agreed to fill out another instrument.

Follow-up letters (Appendix B) were mailed four weeks after the initial mailing to teachers and librarians who had not yet responded. In addition, special follow-up letters were mailed to those teachers who had agreed to complete Appalachian Studies Questionnaire II but had not completed them after a month.

The data analysis is presented in Chapter IV with tables showing frequency distributions and percentages of all tabulations. Comparisons were also made between a few variables and the statistical significance of their relationships tested using the chi square test for independence.

Case Study Methodology

My intention was to select a case study site from among those sites where all three questionnaires were completed, two by the English teacher who taught Appalachian studies, and one by the school librarian. Thus the field of candidates was narrowed down to fourteen possibilities. I

interpreted the completion of the surveys as an indication of interest in the topic, and both respondents on all fourteen sets of surveys had noted that they were willing to be interviewed. Ultimately I selected a site where two semester-long courses of Appalachian literature were available to students as English electives. These courses were well established, having been taught for a number of years by an English teacher who had taken the initiative to develop both courses.

I visited the selected site three times in the spring of 1994, arriving each time at 9:00 a.m. and, in two visits, leaving at the end of the school day. On the second visit, I scheduled an additional interview after school. My investigative techniques included (1) interviews and informal discussion with the English teacher who taught the Appalachian literature courses, the school librarian, another English teacher who worked with students in a writing lab, a special education teacher who had also incorporated Appalachian content into a course, the principal, a former secondary English supervisor from the system's central office, and several students, some individually and some in groups; (2) observation of the Appalachian Literature classrooms; (3) observation of other miscellaneous data, such as student writing samples, student-produced publications, newspaper clippings, bulletin

boards, the writing lab and the school library collection of books and materials. In addition, I visited the Chamber of Commerce in the town where the high school was located and read historical markers near the high school.

Student, teacher, librarian and principal interviews were done at the school during normal school hours. The Appalachian Literature teacher was extremely cooperative, using her planning period on three days to talk to me, plus spending several hours one afternoon with me during a faculty work day. She taught two different elective Appalachian Literature classes. I observed one class twice and the other class once. During one of the class periods, I spoke to students who were using class time to display and discuss their assigned projects, scrapbooks in which they included written interviews with members of their families, original poetry about family members, photographs and other artifacts.

During two class periods, the teacher allowed me to take two students each time to the school library to interview them. Other student interviews were more informal and occurred during class time. The other two teachers were interviewed individually during their planning periods. I interviewed the principal in his office and the librarian in the school library. In addition, I interviewed a former

English supervisor, currently a principal of a middle school, at her home at 4:30 p.m. one afternoon.

My purpose in interviewing participants in the Appalachian studies program was to expand upon what I had learned from the questionnaires, and therefore I used the content of the questionnaires as a guideline for my questioning. The interviews were not highly structured and I tended to let the interviewees follow their own tangents for extended periods of time before re-focusing them on the topic at hand. With the exception of the informal discussions in the classroom, I audio taped all interviews which were later transcribed. I analyzed the text of the transcription guided by themes suggested in the research and in the data from the questionnaires.

CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

Occurrence of Appalachian Studies in Schools

As described in Chapter III, I selected Central Appalachia as the area in which to study the inclusion of Appalachian studies in the curriculum of grades six through twelve. Central Appalachia consists of 86 counties in four states: 49 counties in Kentucky, 19 in Tennessee, nine in Virginia and nine in West Virginia. Within these counties I identified a total of 305 public schools which included at least one grade from grades six through twelve: 147 schools in Kentucky, 53 in Tennessee, 39 in Virginia and 66 in West Virginia. (See Appendix A for a list of states and counties and a map of Central Appalachia.)

I designed three different questionnaires to be mailed to English teachers and school library media specialists in these 305 schools. (Copies of questionnaires are found in Appendix B.) Questionnaire I was addressed to "Chair, English Department" and mailed to all 305 schools. A separate Librarian Questionnaire was addressed to "School Librarian" and mailed to the same 305 schools. Thirty copies of Questionnaire II were mailed to English teachers who had responded to Questionnaire I and agreed to fill out a second, more detailed questionnaire.

Questionnaire I was completed and returned by 158 teachers for a response rate of 52%. Of the 158 returned questionnaires, 58 or 37% of the teachers reported that they included Appalachian studies as part of the English curriculum. Thirty of the 58 (52%) agreed to complete a second questionnaire and a copy was immediately mailed to them. Of these 30, 21 (70%) actually completed and returned a second questionnaire.

A total of 183 school librarians from these same 305 schools completed and returned questionnaires for a response rate of 60%. Eighty-four of the librarians (or almost 48% of the 176 who answered the question) indicated that Appalachian studies was part of the English or language arts curriculum in their schools.

In tabulating the responses, I found that the number of schools represented by Questionnaire I completed by teachers and the Librarian Questionnaire totalled 240. Of these, 101 (42%) responses overlapped--that is, both librarians and teachers from the same 101 schools completed questionnaires. In addition, librarians from 82 other schools responded which represented about 45% of the total number (183) received from librarians. Teachers from 57 other schools responded, about 36% of the 158 questionnaires completed by teachers.

Questions #1 and #2 were the same on both questionnaires. The first question asked whether Appalachian studies was a part of the English or language arts curriculum in that school. The second question asked whether Appalachian studies was a part of any other curriculum subject in the school. On question #1, 232 of the 240 teachers and librarians responded. Of these, 113, or close to half, indicated that Appalachian studies was a part of the English or language arts curriculum.

Since the first two questions on the two different questionnaires were exactly the same, and since 101 schools were described in questionnaires received from both groups of respondents, on these two questions I was able to compare the teacher responses with the librarian responses. There was not a great deal of agreement between the two groups. To explain further, there were twenty responses to question #1 in which the librarians said Appalachian studies was a part of the English curriculum but the English teachers said no. Furthermore, there were twelve responses when the teachers said Appalachian studies was a part of the curriculum but the librarians disagreed. Out of a total of 101 schools, responses from the librarian and the teacher within the same school differed 32 times.

The responses to question #2 from these 101 schools, which addressed the inclusion of Appalachian studies within

a curriculum subject other than English, differed to an even greater degree. The librarian indicated the existence of Appalachian studies in 25 cases when the English teachers in the same schools said no. In addition, English teachers replied positively to question #2 ten times when librarians did not, for a total of 35 cases in which the two groups did not agree.

It is difficult to explain the inconsistency of the responses to these two questions. One possible explanation would be that the term "Appalachian studies" meant different things to different people. It may be that the definition given on the questionnaire was incongruent with educators' understanding of the term "Appalachian studies." The respondents may have thought of the term as referring to a complete semester-long or year-long course, and therefore did not respond positively if something shorter or less significant existed. It is also possible that if Appalachian studies was subsumed as a unit within a longer course, teachers outside of the subject in which it was taught as well as librarians may not have been aware of every instance it was included in the curriculum.

The fact that so many more librarians than teachers indicated the existence of Appalachian studies within the English curriculum is interesting and somewhat problematical. The question comes immediately to mind,

wouldn't English teachers themselves have been certain whether or not Appalachian studies was part of their curriculum? And if it was not, why would librarians have indicated otherwise? One answer might be that Appalachian studies was taught in the past but was no longer a part of the curriculum. In this case, librarians would remember working with teachers or students on the subject, but may not have been aware that it no longer existed.

Regarding question #2 which asked about the inclusion of Appalachian studies in a subject other than English or language arts, librarians again answered more positively than English teachers. In this case, however, it is entirely possible that librarians would be more aware than English teachers of its existence in other subject areas. Due to the nature of their positions in schools, librarians come into contact with large numbers of teachers and students and could very well be tuned into details of classes across the curriculum to a greater degree than teachers in a particular subject area.

A more exact picture of teacher responses to the first questions is given by state in Table 1. Of the 156 teacher responses to the question about Appalachian studies being included in the English curricula of schools, 43% of the responses came from Kentucky, 24% from West Virginia, 18% from Virginia and 15% from Tennessee. These data can be

compared with the overall percentages of the 305 schools represented by states: 48% of the schools were in Kentucky, 22% in West Virginia, 15% in Tennessee and 13% in Virginia (percentages do not total 100 due to rounding).

A close look at Table 1 also reveals that 29 of the positive responses to question #1, representing exactly half of the Appalachian studies courses or units in the study, came from Kentucky teachers. Virginia teachers represented seventeen (29%) of the positive responses, West Virginia had nine programs to total 16% and Tennessee had only three positive responses (5%). It is important to keep in mind, then, that the data largely reflect conditions as they exist in Kentucky.

Librarian responses to the same question are displayed in Table 2. It is interesting to note that far more librarians in Kentucky responded than did teachers (84 compared to 67), yet in West Virginia only 32 librarians replied from 66 schools surveyed compared with 37 teachers. Over half of the total positive responses to question #1 came from librarians in Kentucky.

Question #2 on both teacher and librarian questionnaires inquired about the inclusion of Appalachian studies in curricula other than English or language arts.

Question 1: Is Appalachian studies--that is, Appalachian literature, folklore, culture, history--taught as a part of the language arts or English curriculum in your school?

Table 1

Appalachian Studies in English Curriculum by State:
Teacher Responses

Frequency Percent Row percent Column percent	Appalachian studies not taught	Appalachian studies taught	Total
Kentucky	38 24% 57% 39%	29 19% 43% 50%	67 43%
West Virginia	28 18% 76% 29%	9 6% 24% 16%	37 24%
Virginia	11 7% 39% 11%	17 11% 61% 29%	28 18%
Tennessee	21 13% 88% 21%	3 2% 13% 5%	24 15%
Total	98 63%	58 37%	156 100%

N = 156

2 missing responses

Note: Due to rounding, percentages may not total 100

Question: Is Appalachian studies--that is, Appalachian literature, folklore, culture, history--taught as a part of the language arts or English curriculum in your school?

Table 2

Appalachian Studies in English Curriculum by State:
Librarian Responses

Frequency Percent Row percent Column percent	Appalachian studies not taught	Appalachian studies taught	Total
Kentucky	41 23% 49% 45%	43 24% 51% 51%	84 47%
West Virginia	19 11% 59% 21%	13 7% 41% 15%	32 18%
Virginia	13 7% 41% 14%	19 11% 59% 22%	32 18%
Tennessee	19 11% 66% 21%	10 6% 34% 12%	29 16%
Total	92 52%	85 48%	177 100%

N = 177

8 missing responses

Note: Due to rounding, percentages may not total 100

Table 3 reports teachers' answers which reflect proportions of the population similar to those found in question #1. It is interesting to note that according to the English teachers who responded from Tennessee, Appalachian studies is included in other subject areas more frequently than it is in English (six instances versus three). Librarians, on the other hand, reported a more equitable distribution between other subject areas and English (11 instances versus ten) as shown in Table 4.

For the purposes of organizing the data clearly and meaningfully, the remainder of the data analysis is divided into four sections. The first section includes a description of school and community demographics. The second section includes first, a description of English teachers based on the demographic data received, and second, a description of Appalachian studies courses being taught. A third division includes first, a description of school librarians based on demographic data received, and second, a description of general and specifically Appalachian resources available in school library media centers. Finally, a section addresses the general use of young adult literature in the English curriculum and the specific use within the Appalachian studies curriculum.

Question: To your knowledge, is Appalachian studies taught as a part of any curriculum other than language arts or English in your school?

Table 3

Appalachian Studies in Other Curricula by State:
Teacher Responses

Frequency Percent Row percent Column percent	Appalachian studies not taught	Appalachian studies taught	Total
Kentucky	44 29% 67% 42%	22 14% 33% 46%	66 43%
West Virginia	25 16% 71% 24%	10 7% 29% 21%	35 23%
Virginia	18 12% 64% 17%	10 7% 36% 21%	28 18%
Tennessee	17 11% 74% 16%	6 4% 26% 13%	23 15%
Total	104 68%	48 32%	152 100%

N = 152

6 missing responses

Note: Due to rounding, percentages may not total 100

Question: To your knowledge, is Appalachian studies taught as a part of any curriculum other than language arts or English in your school?

Table 4

**Appalachian Studies in Other Curricula by State:
Librarian Responses**

Frequency Percent Row percent Column percent	Appalachian studies not taught	Appalachian studies taught	Total
Kentucky	45 25% 54% 46%	39 22% 46% 49%	84 47%
West Virginia	14 8% 44% 14%	18 10% 56% 23%	32 18%
Virginia	21 12% 66% 21%	11 6% 34% 14%	32 18%
Tennessee	18 10% 62% 18%	11 6% 38% 14%	29 16%
Total	98 55%	79 45%	177 100%

N = 177

8 missing responses

Note: Due to rounding, percentages may not total 100

School and Community Demographics

The same five questions requesting demographic information were included on both Questionnaire I sent to English teachers and on the Librarian Questionnaire:

1. *What grades are taught at the school where you are employed?*
2. *How many students are enrolled in your school?*
3. *What is the approximate population of the community your school serves?*
4. *How would you characterize the socioeconomic status of your community?*
 - predominantly unemployed*
 - predominantly working class*
 - predominantly middle class*
 - a mixture with no predominant group*
5. *How would you characterize the community in which you teach?*
 - urban*
 - rural*
 - suburban*

As explained above, the responses from teachers and library media specialists did not necessarily come from the same schools although there was a fair amount of overlap. Therefore I am reporting the demographic data separately for both questionnaires.

The first two questions listed above describe the schools targeted in the study. Table 5 reflects the responses from English teachers regarding the grades taught in the schools. A total of twenty different combinations of

Question: What grades are taught at the school where you are employed?

Table 5

Grade Combinations in Schools: Teacher Responses

Grade Combinations	Frequency	Percentage
0 - 8	1	1
0 - 12	3	2
4 - 6	1	1
4 - 8	1	1
5 - 8	7	4
5 - 12	1	1
6 - 8	20	13
6 - 9	2	1
6 - 12	2	1
7 - 8	9	6
7 - 9	16	10
7 - 12	16	10
8	1	1
8 - 9	1	1
8 - 12	10	6
9 - 11	1	1
9 - 12	52	33
10	1	1
10 - 12	11	7
12	1	1
Total	157	100

N = 157

1 missing response

Note: Due to rounding, percentages may not always total 100

grade levels was reported, reflecting a surprising amount of diversity. Based on the responses of 157 teachers, a third of the schools (52) were traditional high schools consisting of grades 9-12. The next most common combination was the typical middle school combination of grades 6-8 comprised of twenty schools (13%). Ten percent (16) of the schools contained grades 7-9 and another ten percent contained grades 7-12. There were nine different instances when only one school represented a particular combination. The possibility exists that when only one grade was listed, such as 8, 10 and 12, the question may have been misinterpreted by the teacher.

Table 6 describes the grade combinations as reported by 182 school librarians. As expected, the responses are quite similar, many of them reflecting data from the same schools as reported by the teachers. The traditional high school remains the most common form of grade combination representing 31% of the schools. Schools with grades 7-12 are just as commonly reported by librarians as schools with grades 6-8, both at 12%. Sixteen different grade combinations were reported by librarians compared with twenty by teachers.

Table 7 shows composite groups of enrollments as reflected by teacher responses to the question, "*How many students are enrolled in your school?*" Enrollments actually

Question: What grades are taught at the school where you are employed?

Table 6

Grade Combinations in Schools: Librarian Responses

Grade Combinations	Frequency	Percentage
0 - 8	4	2
0 - 12	10	5
4 - 8	1	1
5 - 6	1	1
5 - 8	7	4
6	1	1
6 - 8	22	12
6 - 9	3	2
6 - 12	4	2
7 - 8	9	5
7 - 9	15	8
7 - 12	22	12
8 - 9	1	1
9 - 12	57	31
10 - 12	14	8
Total	182	100

N = 182

1 response missing

Note: Due to rounding, percentages may not always total 100

Question: How many students are enrolled in your school?

Table 7

School Enrollments: Teacher Responses

Students Enrolled	Cumulative Frequency	Cumulative Percentage
<400	33	21
<500	56	36
<600	77	49
<700	96	62
<800	115	74
<900	126	81
<1000	135	86
<1200	144	92
<1500	152	97

N = 156

2 responses missing

ranged from a low of 120 students at one school to a high of 2550 students at one school. The most frequently mentioned enrollments were 600 students (ten schools) and 400 students (seven schools) with 500 students and 1200 students reported at six schools each.

The 180 responses from school librarians regarding enrollment figures were almost identical in the cumulative percentage column to the 156 teachers' answers. Based on the data received from both questionnaires, half of the schools had enrollments of 600 or fewer students. The range of enrollments reported by librarians covered a spectrum from 80 students at one school to 1600 students at one school. The most commonly reported enrollments by librarians were eight schools with 400 students, seven schools with 650 students and seven schools with 1200 students.

I thought it would be interesting to explore further the relationship between the variable of enrollment size and the existence of an Appalachian studies program in the English curriculum. Using a chi-square test of independence, I measured the strength of the association of the two variables in an effort to determine whether smaller (and therefore more rural) schools were more likely to have Appalachian studies included in their curricula. As shown in Table 8, there does not appear to be a statistically

Table 8

Occurrence of Appalachian Studies by School Enrollment

Frequency Percent Row percent Column percent	School Enrollment			
	<400	401-600	601-800	>800
Appalachian studies taught	27 17% 27% 64%	32 20% 32% 68%	21 13% 21% 68%	19 12% 19% 51%
Appalachian studies not taught	15 10% 26% 36%	15 10% 26% 32%	10 6% 17% 32%	18 11% 31% 49%
Total	42 27%	47 30%	31 20%	37 24%
	DF	Value	Probability	
Chi-Square	3	3.006	0.391	

N = 157

1 missing response

Note: Due to rounding, percentages may not total 100

significant association between the variables. In other words, should a conclusion be made that an association existed, the probability of this conclusion being wrong would be .391.

Three questions were designed to collect demographic data on the communities in which the schools are located. Table 9 lists composite groups of population figures gathered from the teacher responses to the question, "*What is the approximate population of the community your school serves?*" One hundred thirty-one of the 158 teachers who completed Questionnaire I answered this question. The fact that 27 teachers (17%) did not answer the question may reflect some confusion about the wording of the question. Speculation about confusion is corroborated by the non-response rate of 28% to this same question on the librarian questionnaire which is summarized in Table 10. A few respondents wrote the population of the town in which the school was located, but mentioned that their school served an entire county so the actual figure wanted might be much higher.

The population figures reported by teachers ranged from a low of 350 people to a high of 100,000 people. Librarians reported a range of 200 to 45,000.

In another community demographics question, both groups were asked to characterize the socioeconomic status of their

Question: What is the approximate population of the community your school serves?

Table 9

Community Population: Teacher Responses

Population	Cumulative Frequency	Cumulative Percentage
2000 & less	25	19
5000 & less	65	50
10000 & less	93	71
20000 & less	118	90
65000 & less	130	99

N = 131

27 missing responses

Question: What is the approximate population of the community your school serves?

Table 10

Community Population: Librarian Responses

Population	Cumulative Frequency	Cumulative Percentage
2000 & less	12	9
5000 & less	61	47
10000 & less	85	65
20000 & less	113	86
45000 & less	131	100

N = 131

52 missing responses

communities as *"predominantly unemployed, predominantly working class, predominantly middle class or a mixture with no predominant group."* As shown in Table 11, teachers and librarians showed a high degree of agreement in defining the socioeconomic status of their communities. The remarkable statistic here is the characterization of between 22% and 24% of these Central Appalachian communities as consisting of *"predominantly unemployed"* persons.

Once again, on the last community demographics question, *"How would you characterize the community in which you teach--urban, rural or suburban?"* teacher and librarian responses were quite similar in their overwhelming rural characterization. Differences may be explained by the fact that the responses represent different sets of schools or by the respondents' varying interpretations of the classifications *"rural," "suburban" and "urban."* One teacher who chose not to answer this question wrote that the community in which she lived was a mixture of rural, small town and bedroom community for a nearby city, making it impossible to categorize easily. Percentages for the three choices are given in Table 12 for both groups.

Description of English Teachers and Appalachian Studies Courses

Eleven of the questions on Questionnaire I and all of the questions on Questionnaire II, both sent to English

Question: How would you characterize the socioeconomic status of your community: predominantly unemployed, predominantly working class, predominantly middle class, or a mixture with no predominant group?

Table 11

Community Socioeconomic Status: Teacher and Librarian Responses

Socioeconomic Status	Teacher Response Percentage	Librarian Response Percentage
Unemployed	24	22
Working class	35	39
Middle class	7	8
Mixture	34	31

N of teachers = 148 (10 missing responses)

N of librarians = 168 (15 missing responses)

Question: *How would you characterize the community in which you teach: urban, rural, suburban?*

Table 12

Rural/Suburban/Urban Characterization:
Teacher and Librarian Responses

Characterization	Teacher Response Percentage	Librarian Response Percentage
Urban	3	6
Suburban	10	13
Rural	86	81

N of teachers = 147 (11 missing responses)

N of librarians = 175 (8 missing responses)

Note: Due to rounding, percentages may not total 100

teachers, were designed to gather data which would describe characteristics of both the teachers and the curricula of Appalachian studies courses. Several questions on the librarian questionnaire also addressed Appalachian studies courses.

One hundred fifty-eight English teachers returned the first questionnaire, with 58 (37%) of these stating that Appalachian studies was a part of the language arts or English curriculum and 99 (63%) stating it was not part of the curriculum; there was one missing response. Of the 58 positive responses, half were from Kentucky and almost a third from Virginia. Similarly, half (11) of the 21 responses to Questionnaire II were from Kentucky with four each from Virginia and West Virginia and only two from Tennessee. The fact that Kentucky schools are so heavily represented should be kept in mind when looking at the data.

Out of these 158, 153 answered the question "*To your knowledge, is Appalachian studies taught as a part of any curriculum other than language arts or English in your school?*" Forty-eight (31%) reported that Appalachian studies was part of a curriculum other than English and 105 (69%) reported that it was not part of any other curriculum; there were five missing responses.

Although the questionnaire asked that the curriculum subject be specified, not all positive responses indicated a

subject. Those that did listed 21 different subjects in which Appalachian studies was a part of the curriculum. The answers are tabulated in Table 13.

When all the different kinds of history are combined, after English, which received 58 positive responses from the teachers, history is the most commonly mentioned subject (23 responses) to encompass Appalachian studies. Next most common is social studies (including Kentucky and West Virginia studies) which was reported sixteen times.

Table 14 shows the librarian responses to the same question. Of the 183 librarians who responded to the questionnaire, 176 answered this question with 96 (55%) negative answers and 80 (45%) positive answers with seven missing responses. Once again, history was by far the most commonly mentioned subject of the 22 reported by librarians. When all kinds of history were combined, a total of 52 responses indicated history, with social studies (including Kentucky studies, Appalachian studies, West Virginia studies and global studies) the second most popular answer with eleven responses.

By breaking down these answers by state, we can observe the relative occurrence of Appalachian studies in the English curriculum versus its occurrence in some other curriculum. Table 15 shows how states compare and how teachers and librarians compare in their reporting of this

Question: To your knowledge, is Appalachian studies taught as a part of any curriculum other than language arts or English in your school?

Table 13

Curriculum Subjects Including Appalachian Studies:
Teacher Responses

Curriculum Subjects	Frequency
History	11
West Virginia History	4
Kentucky History	3
Tennessee History	2
United States History	2
Advanced Placement History	1
Social Studies	14
Kentucky Studies	1
West Virginia Studies	1
Geography	2
Science	2
"All subjects"	2
Reading	1
Music	1
Health	1
Mathematics	1
Art	1
Sociology	1
Physical Education	1
Library Skills	1
Gifted	1
Total	54

Question: To your knowledge, is Appalachian studies taught as a part of any curriculum other than language arts or English in your school?

Table 14

Curriculum Subjects Including Appalachian Studies:
Librarian Responses

Curriculum Subjects	Frequency
History	32
Kentucky History	9
West Virginia History	9
Tennessee History	1
Appalachian History	1
Social Studies	4
West Virginia Studies	3
Kentucky Studies	2
Appalachian Studies	1
Global Studies	1
Geography	7
Music	4
Art	3
Government	2
Science	2
Sociology	1
Folk Dance	1
Home Arts	1
Multicultures Class	1
Mathematics	1
Physical Education	1
Library Skills	1
Total	81

Table 15

Appalachian Studies in English vs Other Curricula:
Teacher and Librarian Responses by State

State	Teachers		Librarians	
	English	Other	English	Other
Kentucky	29	22	43	39
West Virginia	9	10	13	18
Virginia	17	10	19	11
Tennessee	3	6	10	11

phenomenon. It is interesting to note that both teachers and librarians in West Virginia and Tennessee perceived that Appalachian studies was included more frequently in curricula other than English.

Proportionately the librarians' written responses to the request for subjects outnumbered those of the English teachers. One reason for this may be that librarians have more familiarity with all disciplines in a school because of their support role as resource providers. For example, it seems more likely that a math teacher would discuss a need for resources with the school librarian than with an English teacher. It is not uncommon for teachers, especially in larger schools, to be unaware of content within another discipline.

English teachers were asked whether they taught an entire course on Appalachian studies or a unit within a course. Of the 58 teachers who indicated they taught Appalachian studies, only nine responded that they taught an entire course. Of these nine, six reported further that the course was one semester in length. The remaining three did not indicate the length of the course. There were seven missing responses to this question. Forty-two teachers (82% of those responding to this question) reported that they taught Appalachian studies as a unit within another course. Of these 42, 37 reported the length of their units which

varied from one week to eight weeks, with frequencies listed in Table 16. The most commonly reported time period devoted toward Appalachian studies within another English course was two weeks.

Table 17 gives a more detailed picture by state of the use of courses versus units. As shown, four entire courses were reported being taught both in Kentucky and in West Virginia. Only one Appalachian studies course was reported in Virginia and none in Tennessee.

Thirteen (22%) of the teachers indicated that they had participated with other departments in a team-teaching or interdisciplinary approach to teaching Appalachian studies. Three of them mentioned working with history teachers, two with social studies teachers, one with art and one with science. Another teacher indicated that s/he team-taught with teachers of all other subjects. The remaining 45 (78%) reported that they had not team-taught Appalachian studies.

Fifty-four of the 58 teachers who taught Appalachian studies answered the question "*In what grade(s) do you teach your Appalachian studies course or unit?*". The junior and sophomore years were the most commonly reported grades in which Appalachian studies were taught in English courses. Frequencies are given in Table 18.

Table 19 shows the frequencies for the levels of students to whom Appalachian studies were taught. The

Question: Do you teach an entire course on Appalachian Studies or a unit within another course: course (indicate length, such as 1 semester), unit (indicate length, such as 4 weeks)?

Table 16

Length of Appalachian Studies Units

Length of Units	Frequency
1 week	3
2 weeks	9
3 weeks	6
4 weeks	6
5 weeks	2
6 weeks	6
8 weeks	1
several 1-week units	1
varying lengths	3
Total	37

Table 17

Appalachian Courses vs Units Taught by State

Frequency Percent Row percent Column percent	Course	Unit	Total
Kentucky	4 8% 17% 44%	20 39% 83% 48%	24 47%
West Virginia	4 8% 50% 44%	4 8% 50% 10%	8 16%
Virginia	1 2% 6% 11%	15 29% 94% 36%	16 31%
Tennessee	0 0 0 0	3 6% 100% 7%	3 6%
Total	9 18%	42 82%	51 100%

N = 51

7 missing responses

Note: Due to rounding, percentages may not total 100

Question: In what grade(s) do you teach your Appalachian studies course or unit?

Table 18

Grades in Which Appalachian Studies Are Taught:

Grade	Frequency
12	15
11	29
10	20
9	14
8	14
7	10
6	4
Total	54

Question: In what level(s) within grade(s) do you teach your Appalachian studies course or unit: advanced placement, honors, college bound, general, remedial?

Table 19

Levels of Students Taught

Level	Frequency
Advanced placement	4
Honors	9
College bound	15
General	44
Remedial	9

number of frequencies (81) exceeds the number of teachers responding to this question (58), indicating that some teachers taught more than one level. By far, the most commonly reported level was "general" which probably comprises the majority of the levels taught in most schools.

All 58 teachers responded to the question "Approximately how many years have either you or someone else taught the Appalachian studies course or unit in your school?". The length of time varied from a low of less than a year to a high of 27 years, indicating that in one case Appalachian studies was being taught in 1966, right around the time of the conception of the Appalachian Regional Commission. Frequencies for the number of years are given in Table 20. It is interesting to note that Appalachian studies is still being added to curricula at a rate that does not seem to be diminishing.

Fifty-six of the 58 respondents answered the question "What is the highest degree you hold?" and Table 21 illustrates that almost half (46%) of the English teachers have a masters degree plus additional credits.

Table 22 shows frequencies and percentages for the answers to the question "What is your total number of years in the teaching profession?". The median number of years is right around twenty, with a range of one year to 35 years

Question: Approximately how many years have either you or someone else taught the Appalachian studies course or unit in your school?

Table 20
Years Appalachian Studies Taught

Years	Frequency	Percent	Cumulative Frequency	Cumulative Percentage
0	1	2	1	2
1	5	9	6	10
2	4	7	10	17
3	10	17	20	35
4	5	9	25	43
5	8	14	33	57
6	3	5	36	62
8	3	5	39	67
10	6	10	45	78
11	1	2	46	79
12	1	2	47	81
15	3	5	50	86
16	2	3	52	90
20	3	5	55	95
22	1	2	56	97
26	1	2	57	98
27	1	2	58	100

Question: What is the highest degree you hold: non-degreed, bachelor's, master's, master's plus, specialist in education, doctor of education, doctor of philosophy?

Table 21

Highest Degrees Held: Teacher Responses

Degree	Frequency	Percentage
Bachelors	36	23
Masters	46	30
Masters +	72	46
Specialist in education	1	1
Doctor of Philosophy	1	1
Total	56	100

N = 56

2 missing responses

Note: Due to rounding, percentages may not total 100

Question: What is your total number of years in the teaching profession?

Table 22
Years in Teaching Profession

Years	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1	1	1	1	1
2	2	1	3	2
3	3	2	6	4
4	1	1	7	5
5	7	5	14	9
6	2	1	16	10
7	3	2	19	12
9	2	1	21	13
10	4	3	25	16
11	2	1	27	17
12	6	4	33	21
13	5	3	38	24
14	8	5	46	29
15	5	3	51	33
16	4	3	55	35
17	6	4	61	39
18	6	4	67	43
19	2	1	69	44
20	9	6	78	50
21	12	8	90	57
22	5	3	95	61
23	15	10	110	70
24	8	5	118	75
25	9	6	127	81
26	4	3	131	83
27	5	3	136	87
28	6	4	142	90
29	3	2	145	92
30	6	4	151	96
31	1	1	152	97
32	3	2	155	98
33	1	1	156	99
35	1	1	157	100

N = 157

1 missing response

Note: Due to rounding, percentages may not total 100

reported. Further illumination of the data occurs in Table 23. Fifty percent of the respondents had taught 21 years or longer and another 34% had taught between eleven and twenty years, indicating that the English teachers who responded were for the most part a seasoned group of teachers. The fact that the majority of these teachers are veterans of many years of teaching helps to explain the high level of education attained.

The results of a chi-square test displayed in Table 23 demonstrated there was no statistically significant association between the number of years in the teaching profession and whether or not Appalachian studies was taught by an English teacher.

Frequencies and percentages for class size are shown in Table 24. Although class sizes ranged from a low of two classes with 15 students to a high of one class of 150 students, the most commonly reported class size was 25 students which accounted for over a quarter of the responses. The next most popular class sizes reported were 30 students accounting for about 1% of the responses and 20 students accounting for about 10% of the responses. Classes with 20 through 30 students accounted for over 75% of the responses. Only one respondent did not answer this question. It is not surprising that the most common answers were 20, 25 and 30, as most educators are accustomed to

Table 23

Appalachian Studies Taught by Number of Years Teaching

Frequency Percent Row percent Column percent	Years in Teaching Profession			
	0 - 10	11 - 20	21+	Total
Appalachian studies not taught	17 11% 17% 65%	30 19% 30% 57%	52 33% 53% 67%	99 63%
Appalachian studies taught	9 6% 16% 35%	23 15% 40% 43%	26 17% 45% 33%	58 37%
Total	26 17%	53 34%	78 50%	157 100

	DF	Value	Probability
Chi-Square	2	1.444	0.486

N = 157

1 missing response

Note: Due to rounding, percentages may not total 100

Question: What is your average class size?

Table 24
Average Class Size

Students	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
15	2	1	2	1
16	1	1	3	2
18	4	3	7	5
20	16	10	23	15
21	2	1	25	16
22	7	5	32	20
23	8	5	40	26
24	11	7	51	33
25	43	27	94	60
26	4	3	98	63
27	10	6	108	69
28	14	9	122	78
29	4	3	126	80
30	21	13	147	94
31	2	1	149	95
32	4	3	153	98
33	3	2	156	99
150	1	1	157	100

rounding off the number of students in their classes to the next highest number divisible by five. Maximum class sizes might also be in effect and would generally be stated in numbers divisible by five.

The last question on Questionnaire I asked "Are you a native of Appalachia?". There were nine missing responses. Of the 149 who answered, 26 (17%) answered "no" and 123 (83%) answered "yes." Responses from librarians to the same question were even more skewed toward the positive. Of the 180 who answered the question (there were three missing responses), 159 (88%) reported they were native Appalachians, leaving only 21 (12%) who were not.

Two questions on the more detailed Questionnaire II sent to English teachers addressed the inception of and motivation for the teachers' interest in Appalachian studies and decision to include it in the English curriculum. Presented in Table 25 are the data received from the 21 teachers who responded to the question "*How did you develop your interest in Appalachian studies? (check all that apply)*".

Teachers were asked to record the name of the college, university, workshop or conference that had helped to develop their interest in Appalachian studies. Of the four teachers who reported undergraduate college courses, two of

Question: How did you develop your interest in Appalachian studies?

Table 25
How Interest in Appalachian Studies Developed

Activities	Frequency	Percentage
undergraduate college course(s)	4	19
graduate course(s)	4	19
inservice training	1	5
independent reading and study	17	81
informal discussion/personal experience	13	62
workshops, conferences	8	38

N = 21

them mentioned Berea College and one Clinch Valley College. The four who reported university graduate courses mentioned the following institutions each once: University of Kentucky, Berea College, West Virginia COGS program, Morehead State University and Eastern Kentucky University.

The following responses were received in regard to workshops and conferences:

Appalachian Literature Workshop, Hindman Settlement School, Hindman, KY

Appalachian Writers Workshop, Hindman Settlement School, Hindman, KY (mentioned twice)

Appalachian Literature & History, Berea College, Berea, KY (mentioned twice)

Appalachian Studies Conference

Summer Highland Conference, Radford University, Radford, VA

Appalachian Teachers Network

Beth Vanover Roberts' workshop, Emory & Henry College, Emory, VA

Stokely Institute

Foxfire Workshops, Berea College, Berea, KY

Literacy & Locale Summer Program, University of Kentucky, Lexington, KY

Foxfire training, Eastern Kentucky Teachers Network, Hindman Settlement School, Hindman, KY

The following responses were received in answer to the question *"Who or what has been the greatest influence on your decision to teach Appalachian studies?"*.

Level One Foxfire Seminar and EKTN workshops; also independent reading.

After I read Follow the River by James Alexander Thom, I felt that it would be a wonderful opportunity to teach a regional literature to my students.

Dr. Cratis Williams and my study at Hollins College.

The observance of a week of Mountain Heritage Festival in our community.

Lee Smith, Gurney Norman. And of course, my own experience as a native of Appalachia!

My own interest in Appalachian studies has prompted me to want to share the wealth of interesting material that has developed in this area.

Berea College undergraduate studies.

The Tech Prep program suggests Appalachian studies as a portion of the curriculum.

The students are enthusiastic and enjoy the oral interviews.

Jesse Stuart and Pek Gunn poetry.

Myself, Loyal Jones.

I teach this within my literature course because of family influences and childhood environment.

Having grown up in Appalachia, I know first hand the quality of our people and the rich diversity of our culture.

Family.

Attendance and involvement in Foxfire Workshop, Literacy & Local Summer Program and Appalachian Writers Workshop.

I think the students need to be familiar with their own roots and see the success of people from Appalachia.

I wanted my students to be proud of their heritage.

Gurney Norman and my grandfather.

Personal interest and Appalachian Literature and History Conference at Berea College.

These reasons are a composite of internal and external influences. Although conferences, workshops, colleges, educators and authors are listed, just as frequently personal beliefs and family members are given credit for teachers' interest in Appalachian studies.

Most of the remaining information in this section of the analysis was reported by English teachers on Questionnaire II. As reported earlier, Questionnaire II was sent to thirty English teachers from the original 58 who had indicated the presence of Appalachian studies in their English curricula. These thirty agreed to complete a second, more time-consuming questionnaire. Of the thirty who agreed to complete it, 21 actually responded.

One question asked *"If you use an anthology of Appalachian literature, please indicate the title."* Table 26 shows the tabulation of data received in response to this question. The names of two well-known anthologies were included as options to check. If a teacher checked the "other" category, s/he was asked to report the title of the anthology used. Although only two other anthologies were checked, three titles were reported: The Uneven Ground, Rudy Thomas, editor; Selected Kentucky Literature, Joy

Question: If you use an anthology of Appalachian literature, please indicate the title.

Table 26

Use of Anthology for Appalachian Studies

Anthology	Frequency	Percentage
<u>A Southern Appalachian Reader</u>	4	19
<u>Voices from the Hills</u>	6	29
Other	2	10
I do not use an anthology	9	43

N = 21

Note: Due to rounding, percentags may not total 100

Pennington, editor; and Appalachian Folklore. Two other written answers were given:

I use selected readings that I copy for the students.

The Appalachian Heritage Magazine published by Berea College.

"What are the sources of information and reading materials which you use in teaching your unit or course in Appalachian studies? (check all that apply)" was another question that addressed resources supporting these courses. In addition to the information reported in Table 27 which consists of the available options teachers were able to check on the questionnaire, the following resources were listed in response to the "other" category:

Also primary source materials--wills, letters, diaries, etc.

Paperback copies of novels.

Family/youth resource centers.

Eight of the 21 respondents answered positively when asked *"Are you aware of any Appalachian literature included in English textbooks for middle or high school students?"*

Their responses included:

An American Experience, Prentice Hall, 11th grade--
"Sophistication" by Sherwood Anderson, current edition.

Adventure in American Literature, Harcourt, Brace, Jovanovich, 11th grade--"Another April" by Jesse Stuart, about five years ago.

Question: What are the sources of information and reading materials which you use in teaching your unit or course in Appalachian studies? (check all that apply)

Table 27

Materials and Resources Used in Appalachian Studies Courses

Resources	Frequency	Percentage
Textbooks or anthologies	15	71
Your own materials	19	90
Students' materials	6	29
Regional folklife centers	4	19
Your school library	17	81
Another school library	2	10
Public or college library	14	67
People from the community	14	67
Conferences or workshops	9	43

N = 21

All textbooks include Appalachian literature, grades 9, 10, 11--McGraw-Hill, Prentice Hall, Scott Foresman.

Adventures in American Literature, Harcourt, Brace, Jovanovich, 11th grade--"Grill" by Jesse Stuart.

Understanding Literature.

Patterns in Literature, Scott Foresman, 9th grade--story by Jesse Stuart.

Understanding Literature, Macmillan, 9th grade--story by Jesse Stuart.

Jesse Stuart's "Hot Adventures" (no textbook name given).

In response to a list of well-known Appalachian authors, teachers were asked to check those names whose writings they had used in Appalachian studies courses and to add other authors' names they had used. As shown in Table 28, Jesse Stuart was mentioned by seventeen of the 21 responding teachers, followed closely by James Still and Harriette Arnow.

The following authors, listed in alphabetical order, were named in the "other" category. If the names were mentioned more than once, the times they were mentioned appear in parentheses.

Sherwood Anderson
Gary Barker
Pinckney Benedict
Bill Best
Billy C. Clark
Annie Dillard
Janice Holt Giles
Caroline Gordon
James Jones

George Ella Lyon (2)
Bobbie Ann Mason (2)
Jim Wayne Miller
William Montell
Breece Pancake
James Alexander Thom
Rudy Thomas
Cratis Williams
Thomas Wolfe

Question: Check the authors' names below whose writings you have used in teaching Appalachian studies (check all that apply).

Table 28

Authors Used in Appalachian Studies Courses

Authors	Frequency	Percentage
James Agee	6	29
Harriette Arnow	14	67
Marylou Awiakta	3	14
Wendell Berry	7	33
Fred Chappell	4	19
Wilma Dykeman	9	43
John Fox, Jr.	12	57
Jim Wayne Miller	12	57
Gurney Norman	10	48
Lee Smith	9	43
James Still	15	71
Jesse Stuart	17	81
Eliot Wigginton	8	38
Other	3	14

N = 21

Teachers were asked to select from a list those student activities they assigned in their Appalachian studies courses. Their responses are tabulated in Table 29. There was also an opportunity for them to specify other activities not on the list. Three teachers listed the following activities in the "other" category:

Poetry by authors of Appalachian novels; other Appalachian poetry.

Documentary making, demonstrations of soap making, apple butter, etc., family trees.

We have one day of displays of crafts, arts, and visiting museums and craftsmen. We also have a dinner of Appalachian foods provided by the parents.

Three of the 21 respondents indicated that extracurricular activities had evolved from their Appalachian studies courses. Their answers included:

Enclosed is a poem written by Dallas Crabtree during our Appalachian studies. The poem merited first place in the State Creative Writing Contest.

Junior high schedules are difficult to include extras once the schedules are set.

Our drama classes perform a play "Piece Goods" which they revise and update every year. They use stories, songs, poems and cuttings from novels.

Two questions were designed to measure the perception of teachers of the influence of their courses on the self-esteem of the students who were enrolled in them. The first

Question: What learning activities do you assign students in your Appalachian studies course or unit? (check all that apply)

Table 29

Student Activities Assigned in Appalachian Studies Courses

Activities	Frequency	Percentage
Reading/discussing literature	18	86
Viewing films/listening to tapes	17	81
Craft projects	9	43
Field study	6	29
Genealogy projects	9	43
Library research	14	67
Collection projects	7	33
Oral history projects	15	71
Other	3	14

N = 21

question asked "Do you think incorporating Appalachian studies into your curriculum has had an influence on the self-esteem of Appalachian students--that, students who have lived in the region all or most of their lives?". According to the frequencies reported in Table 30, most teachers (90%) did perceive a positive influence on native Appalachian students. Two comments were made by teachers in response to this question:

Though not many students classify themselves as Appalachian. May have grandparents from Eastern Kentucky.

Will have a strong positive influence [this was the first year the course was being taught].

Seventy percent of the teachers also felt that their courses positively influenced non-natives' views of Appalachian culture as reported in Table 31. There were three missing responses from the latter question explained by the fact that three teachers indicated that they taught only native Appalachian students. Written comments that accompanied this question included:

N/A--all of my students are from Appalachian.

Not applicable--all natives.

All my students are 2nd, 3rd and 4th generation Appalachians.

Many express a stronger appreciation of what we studied later, after experiencing other (traditional) forms.

The course will have a strong positive influence.

Question: Do you think incorporating Appalachian studies into your curriculum has had an influence on the self-esteem of Appalachian students--that is, students who have lived in the region all or most of their lives?

Table 30

Influence of Course on Self-Esteem
of Native Appalachian Students

Influence	Frequency	Percentage
Negative influence	--	--
No observable influence	2	10
Somewhat positive influence	10	48
Strong positive influence	9	43

N = 21

Note: Due to rounding, percentages may not total 100

Question: Do you think incorporating Appalachian studies into your curriculum has had an influence on how students who have not grown up in an Appalachian region view Appalachian culture?

Table 31

Influence of Course on
Non-native Student Views of Appalachia

Influences	Frequency	Percentage
Negative influence	--	--
No observable influence	5	28
Somewhat positive influence	9	50
Strong positive influence	4	22

N = 18

3 missing responses

The last question on Questionnaire II addressing a description of the Appalachian studies course being taught by the English teacher was *"How would you characterize the support you have received from school administrators for the Appalachian studies portion of the curriculum?"*. Most of the 20 teachers who chose to answer this question believed that Appalachian studies received the same level of support and recognition as any other course they taught. Frequencies and percentages are shown in Table 32. The following comments accompanied the responses to this question:

One administrator was supportive once; others show a general interest at times but not a specific interest.

My principal is very supportive of my teaching.

Have allowed me to purchase books.

Description of Librarians and Library Resources

This section of the data analysis focuses on the questions on the Librarian Questionnaire and Questionnaire II having to do with the school librarians who responded and their roles in supporting both the Appalachian studies curriculum and the general curriculum of the schools represented. These questions also deal with resources available in the school library/media centers and the extent

Question: How would you characterize the support you have received from school administrators for the Appalachian studies portion of the curriculum?

Table 32

Administrative Support for Appalachian Studies Courses

Support	Frequency	Percentage
Unusually strong support and recognition compared with other courses/units I teach	3	15
Same support and recognition compared with other courses/units I teach	13	65
No discernible support or recognition	4	20
Opposition to teaching Appalachian studies	--	--

N = 20

to which they support Appalachian studies. Several questions also address the ways in which resources are used in locations beyond the school library/media center.

Several questions on the Librarian Questionnaire were designed to gather information about the librarians themselves. One of the questions asked *"What is the highest degree you hold?"*, the same question asked English teachers on Questionnaire I. As can be seen in Table 33, about half the librarians responding to this question have a masters degree plus additional credits. These data are very similar to the data reported by teachers in this survey.

Table 34 shows the frequencies and percentages for the number of years in librarianship reported by 177 of the librarians. The average number of years is about 18 compared with 20 as the average number of years reported by the English teachers. By simply eyeballing the figures in Table 34, it is easy to see that the frequencies cluster between years 16 and 25; almost half of the librarians are accounted for in this relatively small span of years. Of the 180 librarians who responded to the question *"Are you a native of Appalachia?"*, 159 (88%) answered yes, leaving only 21 (12%) who indicated they were not natives.

To the question *"Do you make any special effort to purchase books by Appalachian authors or about Appalachia?"*,

Question: What is the highest degree you hold: non-degreed, bachelor's, master's, master's plus, specialist in education, doctor of education, doctor of philosophy?

Table 33
Educational Level of Librarians

Level	Frequency	Percentage
Non-degreed	1	1
Bachelors degree	33	18
Masters degree	47	26
Masters degree +	92	51
Specialist in education	6	3

N = 179

4 missing responses

Note: Due to rounding, percentages may not total 100

Question: What is your total number of years in school librarianship?

Table 34
Years in Librarianship

Years	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
0	1	1	1	1
1	3	2	4	2
2	6	3	10	6
3	4	2	14	8
4	8	5	22	12
5	7	4	29	16
6	4	2	33	19
7	5	3	38	22
8	5	3	43	24
9	6	3	49	28
10	8	5	57	32
11	3	2	60	34
12	3	2	63	36
13	1	1	64	36
14	4	2	68	38
15	5	3	73	41
16	8	5	81	46
17	10	6	91	51
18	5	3	96	54
19	6	4	102	58
20	14	8	116	66
21	8	5	124	70
22	8	5	132	75
23	12	7	144	81
24	4	2	148	84
25	12	7	160	90
26	3	2	163	92
27	3	2	166	94
28	3	2	169	96
29	1	1	170	96
30	2	1	172	97
31	3	2	175	99
34	1	1	176	99
35	1	1	177	100

N = 177

160 (90%) librarians of the 177 who responded to this question said "yes" and 17 (10%) said "no".

When asked "*How do you locate Appalachian materials to purchase them?*", librarians supplied a wide variety of sources in answer to this open-ended question. These sources have been organized into generic categories followed by specific references and frequencies in Table 35. The University Press of Kentucky appears to have had an enormous impact on school library collections. Similarly, a West Virginia bookstore, James & Law Co., was mentioned thirteen times as a place to find books on Appalachia.

Librarians were asked to check the names of well-known Appalachian authors whose books were part of their school library/media center's collection. Table 36 reflects the frequencies and percentages of their responses. Six authors were mentioned by more than half of the librarians as being represented in their libraries: James Agee, Harriette Arnow, Wilma Dykeman, John Fox, Jr., Jesse Stuart and Eliot Wigginton.

They were also asked to list other major authors whose works appeared in their school library. A list of authors which were mentioned more than once in this "other" category appears in Table 37 along with frequencies. Noteworthy among these authors are Harry Caudill, James Still and Janice Holt Giles.

Question: How do you locate Appalachian materials to purchase them? Name 1 or 2 sources.

Table 35
Selection Sources for Appalachian Materials

Sources	Subcategory Frequency	Category Frequency
Bookstores	18	49
James & Law Co., Clarksburg, WV	13	
Appalachian Mountain Books, Berea, KY	5	
Joseph Beth Bookstore, Lexington, KY	4	
Mountain Memories Books, Charleston WV	4	
Appalachian Peddler	2	
Ohio Book Store	1	
Heritage Book Nook, Pound, VA	1	
Main Street Books, Abingdon, VA	1	
Catalogs/Sales Personnel		40
University Presses	1	38
University Press of Kentucky	31	
University of Tennessee Press	6	
Jobbers/Publishers	12	33
Baker & Taylor	3	
Latta's	2	
Circle Book Service	2	
August House	2	
Follett	2	
Perma Bound	1	
Kentucky Images	1	
Carole Marsh Books	1	
Clarksburg Book Co.	1	
Jalamap Publications	1	
Foxfire	1	
Kentucky Imprints	1	
Southern Book Co.	1	
NAPPS	1	
Lexington Book Co.	1	

(Table 35 continued on next page)

Table 35 (continued)
Selection Sources for Appalachian Materials

Publications		29
Journals/Reviews	12	
Local newspapers	6	
<u>Booklist</u>	5	
<u>School Library Journal</u>	3	
Newsletters	1	
<u>Junior High School Library Catalog</u>	1	
<u>Senior High School Library Catalog</u>	1	
Jesse Stuart Foundation		26
Word of mouth	7	17
Teachers	7	
Students	1	
Local people	1	
Other librarians	1	
Colleges/Universities		13
Berea College	9	
College bookstores	2	
University of Kentucky Bookstore	1	
Classes	1	
Conferences/Workshops	4	9
Highlands Summer Conference	2	
Appalachian Literature Workshop	2	
National Storytelling Conference	1	
Museums	1	4
Appalachian Museum	2	
Oak Ridge Children's Museum	1	
Miscellaneous		9
Librarians meetings	2	
Kentucky State Media Association	1	
State park gift shops	1	
Tourist/souvenir shops	1	
Exhibits at West Virginia State Fair	1	
State Book Fair, Frankfort, KY	1	
Craft fairs	1	
Public library	1	

Question: The following list contains names of authors whose writings are frequently used in Appalachian studies courses. Please check all names which are represented in your school's library collection.

Table 36
Appalachian Authors Represented
in School Libraries

Authors	Frequency	Percentage
James Agee	101	55
Harriett Arnow	122	67
Marilou Awiakta	3	2
Wendell Berry	58	32
Fred Chappell	25	14
Wilma Dykeman	95	52
John Fox, Jr.	128	70
Jim Wayne Miller	52	28
Gurney Norman	44	24
Lee Smith	43	24
Jesse Stuart	173	95
Eliot Wigginton	113	62

N = 183

Question: The following list contains names of authors whose writings are frequently used in Appalachian studies courses. Please check all names which are represented in your school's library collection--other major authors (please name).

Table 37
Other Appalachian Authors Represented in School Libraries

Authors	Frequency
Harry Caudill	30
James Still	20
Janice Holt Giles	17
Rebecca Caudill	9
Billy C. Clark	8
Thomas Clark	5
Denise Giardina	5
Leonard Roberts	4
Ruth Ann Musick	4
Jim Comstock	4
Robert Penn Warren	4
Richard Chase	4
Bobbie Ann Mason	4
James Lane Allen	3
Vera & Bill Cleaver	2
Robert M. Rennick	2
H. Addington	2
Boyd B. Stutler	2
George Ellis Moore	2
Thomas Wolfe	2
John G. Morgan	2
James Gay Jones	2
Charles Perdue	2
Mildred Lee	2
Jo Carson	2
Bruce Roberts	2
Thomas D. Clark	2
Otis K. Rice	2
Howard B. Lee	2
Louise McNeill	2

Following is an alphabetical list of authors who were reported only once:

Vernon Abner	C. B. Allman
Joseph Alexander Altsheler	Gerald Alvey
Joan Anderson	Jerry H. Ash
Arthur Ball	Viola Reed Bare
Gary Barker	Alex Bealer
Bill Best	Ray Allen Billington
Carson Brewer	Maurice Books
Edward Browne	William Byrd
Bette Waddel Cannon	Alan Carpenter
Jess Carr	Stan Cohen
Robert Collins	Elizabeth Cometti
Joe Commer	Phil Conley
Earl Core	Joe Creason
William Christian Dadnill	Jenny Davis
Dennis Deitz	Clyde Edgerton
Ron Flanney	Thomas R. Ford
Gary Friddell	Joseph Friedl
Patrick Gainer	Bob Gallreath
Paul Gillespie	Bonnie J. Green
Jean Gurney	Cathryn Hanklan
Patrick Haragan	Roy Lee Harmon
George Washington Harris	Lowell Harrison
Mildred Haun	Edwin Hoffman
John Rice Irwin	Lona Fridley Jones
Loyal Jones	Hamill Thomas Kenny
Barbara Kingsolver	James Klatter
John E. Kleber, ed.	Dillion Lacy
David Larkin	Virgil Anson Lewis
George Ella Lyon	Catherine Marshall
David Maurer	Jill McCorkle
Kyle McCormick	Lywood Montell
Robert Munn	Mary Murfree
Thomas Nelson Paige	William Plumley
Eliot Porter	Robert Powell
William Price	Ruth Radlauer
John Ramsey	Rodney Ratliff
A. H. Rice	Elizabeth Maddox Roberts
Cindy Ross	Cynthia Rylant
Martin Schmidt	Charles Shetler
Joseph Shwendenman	Edgar B. Simms
Verna Mae Slone	Doris Buchanan Smith
June Sprigg	James Steele
William & Mary Steele	Jane Stewart
Martha Bennett Stiles	H. P. Sturm
Festus Summers	Lewis Preston Summers

Bill Surface
Richard Taylor
Rudy Thomas
Billy Edd Wheeler
John Alexander Williams
Bryan Wolley

Ann Sutton
Eugene David Thoenen
Robert Voxler
Dan White
Jessee Wilson

Several questions were designed to ascertain the level of borrowing activity from other libraries. Table 38 shows the frequency with which librarians in this study borrowed materials generally. In contrast, Table 39 shows the frequency with which librarians borrowed materials for use in Appalachian studies courses. About a third of the librarians who answered this question indicated that they occasionally borrowed Appalachian materials from other libraries or agencies, while only four percent regularly did so.

Librarians were asked to name one or two libraries or agencies from which they had borrowed materials to support the Appalachian studies courses. The data received from this open-ended question have been summarized in Table 40 according to generic categories. Public libraries are used as a source for unowned materials about twice as frequently as college libraries, and four times more often than other school libraries. The reason for this is probably a combination of more extensive resources and the service orientation of public libraries.

Question: As a general rule, do you obtain materials from other libraries which your library does not own: never, occasionally, frequently?

Table 38
Frequency of Obtaining General Materials
from Other Libraries

Frequency	Frequency	Percentage
Never	39	22
Occasionally	111	62
Frequently	30	17

N = 180

3 missing responses

Note: Due to rounding, percentages may not total 100

Question: Have you obtained materials from other libraries or agencies for the Appalachian studies course: never, occasionally, frequently?

Table 39
Frequency of Obtaining Appalachian Materials
from Other Libraries

Frequency	Frequency	Percentage
Never	107	65
Occasionally	53	32
Frequently	6	4

N = 166

17 missing responses

Note: Due to rounding, percentages may not total 100

Question: If you answered yes to question 12 (have you obtained materials from other libraries or agencies for the Appalachian studies course), name one or two of these libraries or agencies.

Table 40
Sources of Materials for Appalachian Studies Courses

Sources	Frequency
Public libraries	51
College/university libraries	26
School libraries	12
State agencies	10
Other	8

The specific responses that make up the composite sources shown in Table 40 are listed below. If more than one librarian mentioned the source, the frequency with which it was mentioned will follow it in the list.

Public Libraries

Buchanan County Public Library
Casey Public Library (2)
Chapmanville Public Library
Clark County Public Library
Clay County Public Library
Clear Fork Public Library
Clinch-Powell Public Library
Corbin Public Library
Fayette County Public Library
Greenup County Public Library
Hamlin Public Library
Knox County Public Library
Knoxville Public Library
Lee County Public Library
Lewis County Public Library
Lonesome Pine Regional Library (7)
Middlesboro/Bell County Public Library
Mingo County Public Library
Monroe County Public Library
Oak Ridge Public Library
Owsley County Public Library
Perry County Public Library
Powell County Public Library
Princeton Public Library
Raleigh County Public Library
Smith County Public Library
Summers County Public Library
Tazewell County Public Library (3)
Wise County Public Library
Wolf County Public Library

College/University Libraries

Alice Lloyd College
Berea College (2)
Bluefield College (3)
Clinch Valley College (3)
Concord College (4)
East Tennessee State University (2)

Lincoln Memorial University
Morehead State University
Southern West Virginia Community College (2)
Southwestern Virginia Community College
Tennessee Tech
Union College
University of Kentucky
University of Louisville
University of Tennessee
Virginia Tech

School Libraries

Foley Middle School, Berea, KY
Lee High School
Paul Blazer High School
Powell Valley High School (2)

State Agencies

Kentucky Educational Television
Kentucky Library Network (5)
Kentucky State Library
West Virginia Library Association
West Virginia Library Commission (2)

Other

Media Centers
Anderson County Media Center
Chattanooga Area Resource Center
County Media Center
Cumberland Gap Park Service
Local personalities
Oak Ridge Children's Museum
Own private collection
Private donors

The librarians who indicated that they never obtained materials from other libraries or agencies were asked to indicate their reasons. Table 41 shows the breakdown of reasons given. Thirteen librarians checked the "other" category, but only three written reasons were given:

Question: The main reasons you do not borrow materials from other libraries or agencies are: (check all that apply).

Table 41
Reasons Materials Are Not Borrowed from Other Libraries

Reasons	Frequency
Teachers do not ask me to get materials the library does not own.	61
I am not familiar with interlibrary loan procedures.	7
I do not have the technology support, such as a computer and/or modem, necessary.	54
Other	13

Too time consuming, especially when material is lost.
We do not have enough to loan so it is not fair to borrow.

I have had or purchase what is needed.

It [Appalachian studies] is not in our curriculum.

Whereas the practice of interlibrary loan is prevalent in public and academic libraries in response to diminishing budgets, this kind of resource sharing is not popular among school librarians in this study. Guidelines and procedures for accomplishing interlibrary loans are in place in most, if not all, states however, and school libraries traditionally have not taken advantage of this relatively inexpensive method of obtaining materials. One reason, no doubt, is the cost of mailing materials and another is the time involved to track down materials at other libraries.

At times the reasons may simply be that school librarians are unaware of the procedures and do not have access to union lists to locate materials efficiently. With the implementation of automated library systems, it is becoming feasible to print out bibliographies and lists of holdings, making it easier to publicize library holdings. Also, many libraries within a school system have plans to be connected to an electronic network in which catalogs from all libraries on the network are available to everyone.

It is interesting to note that most frequently mentioned reason for not borrowing materials from other

libraries is that *"teachers do not ask me to get materials the library does not own."* The predominance of this answer may point to a host of other issues, such as lack of communication between teachers and librarians, the reliance of teachers on classroom materials, the fact that teachers do not realize what materials are beyond the library's walls nor that the librarian can obtain them, and the librarian's role as reactive rather than proactive.

Two questions about Appalshop films were asked: *"Have you ever heard of Appalshop Films?"* and *"Have you ever bought or rented a film produced by Appalshop for viewing by students in your school?"* Because Appalshop films have been produced in Whitesburg, Kentucky, for many years and their content has been almost exclusively Appalachian in nature, it seemed reasonable that these films would be familiar and accessible to schools in Central Appalachia. Of the 181 librarians who responded to the first question, 68 (38%) had never heard of the films and 113 (62%) were aware of them. Forty (22%) librarians of the 180 who answered had bought or rented an Appalshop film.

The average rental cost for an Appalshop videotape is \$60 with an average purchase price of about \$150. Price may be one reason why many schools do not have access to these excellent resources, but over 20% of the librarians still indicated that they had rented or purchased an Appalshop

film or videotape. Appalshop productions are occasionally shown on cable television, on both PBS and the Learning Channel, which makes them somewhat more accessible and promotes name recognition. The surprising fact to me is that almost 40% of the librarians in the study had never heard of the company. I do not know if this means that Appalshop Film and Video does not mail their excellent catalog to school libraries.

Two questions were asked about the adequacy of library collections, the first having to do with the general library collection and the second with the Appalachian studies portion of the collection. Both teachers and librarians answered these questions and their responses are tabulated in Tables 42, 43, 44 and 45.

It is quite remarkable that in a time of diminishing resources the overwhelming majority of librarians (over 80%) believed their general library collections to be either "strong" or "adequate". Their assessment of the Appalachian portion of their collection was also fairly positive, with 63% indicating either a "strong" or "adequate" collection in this area. It is unfortunate that I did not make this question part of the first questionnaire sent to teachers so more responses would be recorded. Since it was a part of the second questionnaire, only 21 teacher responses are available. Of these, 65% felt that the general library

Question: How would you characterize your library/media center's total collection of materials in general?

Table 42
Adequacy of General Library Collection: Librarian Responses

Adequacy	Frequency	Percentage
Strong collection	30	16
Adequate collection	119	65
Inadequate collection	33	18
Not sure	1	1

N = 183

Question: How would you characterize your school library/media center's total collection of materials in general?

Table 43
Adequacy of General Library Collection: Teacher Responses

Adequacy	Frequency	Percentage
Strong collection	2	12
Adequate collection	9	53
Inadequate collection	6	35
Not sure	-	--

N = 17

4 missing responses

Question: How would you characterize your library/media center's collection of materials about Appalachia?

Table 44
Adequacy of Appalachian Collection: Librarian Responses

Adequacy	Frequency	Percentage
Strong collection	11	6
Adequate collection	105	57
Inadequate collection	59	32
Not sure	8	4

N = 183

Note: Due to rounding, percentages may not total 100

Question: How would you characterize your school library/media center's collection of materials on Appalachia?

Table 45

Adequacy of Appalachian Collection: Teacher Responses

Adequacy	Frequency	Percentage
Strong collection	1	6
Adequate collection	5	29
Inadequate collection	11	65
Not sure	--	--

N = 17

4 missing responses

collection was "strong" or "adequate." On the other hand, 65% of these teachers who all taught Appalachian studies found the Appalachian portion of the collection "inadequate."

I can only guess at the reasons for the satisfaction with the library collections. On the part of the librarians, I would imagine it has to do with the use that's being made of the collection by teachers and students. If teachers for the most part are not making requests for other materials, this would be an indication to librarians that their collections are doing the job. Theoretically, teachers do not have at their disposal the broad range of catalogs and selection aids that librarians do; therefore, they may feel that it is the job of the librarian to tend to the collection. If there are some resources in the library to support their students' assignments, they may be satisfied, not knowing what else is available.

Both teachers and librarians were asked the same two questions about the level of cooperation between them. First, they were asked to characterize their relationships in a general sense. Librarians were asked, "*How would you characterize your relationship with English teachers in general?*" Teachers were asked, "*How would you characterize*

the level of cooperation and communication that generally exists between you and your school librarian?" Responses are summarized in Tables 46 and 47.

Over 50 percent of the 151 librarians who responded to this question checked the statement "*English teachers ask me to suggest and purchase materials to support their courses*" as the most applicable characterization of their relationship from among the choices given. This relationship was verified by ten of the seventeen teachers who responded indicating "*The librarian regularly supports my teaching by suggesting, buying, borrowing or renting relevant materials.*" Once again, the teachers' answers to this question would have been more meaningful had the question been asked of more teachers on Questionnaire I. None of the seventeen teachers perceived the librarians going beyond this role. However, thirty (20%) librarians reported that "*English teachers include me in planning and/or teaching their courses,*" indicating a greater level of cooperation. In analyzing these results, I have some doubts that this question was asked in the most effective way. I asked for the most applicable answer from the four I created; however, the fact that there were 32 librarian responses (out of 183) and four teacher responses missing (out of 21), there seems to have been some ambiguity or discomfort in answering the question. There may have been

Question: How would you characterize your relationship with English teachers in general? (Check the most applicable statement.)

Table 46

General Level of Cooperation with English Teachers

Level of Cooperation	Frequency	Percentage
There is very little or no communication between English teachers and the library media center.	5	3
English teachers occasionally discuss their courses with me.	36	24
English teachers ask me to suggest and purchase materials to support their courses.	80	53
English teachers include me in planning and/or teaching their courses.	30	20

N = 151

32 missing responses

Question: *How would you characterize the level of cooperation and communication that generally exists between you and your school librarian? (Check the most applicable answer.)*

Table 47

General Level of Cooperation with Librarians

Level of Cooperation	Frequency	Percentage
We rarely or never discuss what I teach.	1	6
We occasionally discuss what I teach.	6	35
The librarian regularly supports my teaching by suggesting, buying, borrowing or renting relevant materials.	10	59
The librarian goes beyond simply providing materials to help me plan and/or teach.	--	--

N = 17

4 missing responses

other applicable reasons that I missed.

A second question pinpointed the Appalachian studies curriculum. The question asked the librarians was "*Regarding the Appalachian studies curriculum, how would you characterize your relationship with the English or language arts teacher who teaches Appalachian studies?*" English teachers were asked "*How would you characterize the role of your school librarian with regard to your Appalachian studies unit or course?*" Responses are summarized in Tables 48 and 49.

Once again, the most popular role characterization of librarians by both teachers and librarians was one of "*suggesting, buying, borrowing or renting relevant materials.*" However, the way in which the question was worded encouraged a richer response than the two previous questions. All 183 librarians answered; of these, nineteen indicated they had helped plan the Appalachian studies course and seven had actually helped to teach it, indicating a greater level of cooperation between teachers and librarians.

In addition, both questionnaires provided the opportunity for written comments regarding the teacher-librarian relationship in terms of Appalachian studies. Teacher comments in response to the statement "*The librarian has helped in other ways (please describe)*" included:

Question: Regarding the Appalachian studies curriculum, how would you characterize your relationship with the English or language arts teacher who teaches Appalachian studies? (Check all that apply.)

Table 48

Level of Cooperation with Appalachian Studies Teachers

Level of Cooperation	Frequency
Not applicable--Appalachian studies is not part of the curriculum.	72
The teacher has not asked me for assistance.	17
I have not offered the teacher any assistance.	4
I have suggested, bought, borrowed or rented materials for the Appalachian studies course.	80
I have helped plan the Appalachian studies course.	19
I have helped teach the Appalachian studies course.	7
Students have used the library to display Appalachian studies projects.	21
Other, briefly describe	12

N = 183

Question: How would you characterize the role of your school librarian with regard to your Appalachian studies unit or course? (Check all that apply.)

Table 49

Level of Cooperation with Librarian: Appalachian Studies

Level of Cooperation	Frequency	Percentage
I have not asked the librarian for any assistance.	1	5
The librarian has not offered any assistance.	2	10
The librarian has supported the course by suggesting, buying, borrowing or renting relevant materials.	13	62
The librarian has helped me plan the course.	1	5
The librarian has helped me teach the course.	--	--
The librarian has helped in other ways.	4	19

N = 21

Note: Percentages do not equal 100 as respondents were asked to check all answers that applied.

Helped me find copies of what I wanted. She may be willing to order more materials.

Our librarian schedules bi-monthly library sessions for our classes. She allows the teachers to assist the students.

Very supportive!

Somewhat [supportive].

Librarian comments in response to the "other" category included:

Other teachers have asked and I have ordered.

Drama class.

College prep English courses.

Theatre residency of Appalshop Theatre.

Helped produce 3 sound slide programs for the unit.

Our school has had one teacher in the past who has utilized Appalachian studies in the production of our own publication The Eagle. We have these publications on file.

Recorded materials on video from TV programs about Appalachia.

Took a group of gifted students to Appalshop.

We have Appalachian Week every year in October. All the teachers have lessons having to do with Appalachia during this week. We bring in several crafts people, have Appalachian music, etc.

I suggested video of "Split Cherry Tree" and she used it. The kids enjoyed story and video and did well on her test.

One last question addressed the accessibility of resource materials. Teachers were asked *"Are there specific pieces of literature or audiovisual materials you would like*

to use but are unable to obtain?" Of the 17 teachers who answered this question, ten (63%) said "yes". If they checked "yes" they were asked to give a title. Their comments included:

Lack of funds prevent me from purchasing other materials; I used, often, my copies when I can't purchase class sets.

Arnold's The Dollmaker with Jane Fonda.

Not all authors listed in question 6 are available to me. If I had them, I would use them.

Pek Gunn poetry.

Videos on folklore (Appalachian).

Anything Appalachian at this point.

Videos of short stories by Appalachian writers and audio cassettes.

Video of "Fat Monroe" by G. Norman.

The materials specified by the teachers in the above list are, for the most part, items that are quite easily accessible. Of course, the cost may be prohibitive, but the materials themselves do not seem particularly obscure.

Several questions remain. Is cost the only factor, or are the teachers unaware of how to obtain the materials? Have the teachers tried to get these materials? Have the teachers asked librarians to obtain the materials?

Description of the Use of Young Adult Literature

This section of the data analysis focuses on the responses to one question on the Librarian Questionnaire and

two questions on Questionnaire II which deal with the use of young adult literature, both in a general sense and in regard to Appalachian studies.

Teachers were asked on Questionnaire II whether they assigned their students to read young adult novels generally and then whether they used young adult novels as part of their Appalachian studies units or courses. In response to the more general question "*Do you assign young adult novels for your students to read outside of your Appalachian studies unit or course?*", fourteen (74%) of the nineteen teachers who responded said "yes". Two teachers wrote comments:

I'm not sure what you mean by this question. I teach grades 10 and 12--most of our novels are classic novels.

I would if I could find them.

In response to the second question about using young adult books with Appalachian characters and settings, ten (53%) of the nineteen teachers who responded said "yes". The questionnaire gave them an opportunity to list titles they had used. Following are the written comments in response to this question:

Christy by Katherine Marshall (maybe for adults). The students found it difficult to be objective about the content.

The Borning Room, Borrowed Children.

Books by Jesse Stuart; exerpts from books by Lee Smith.

Daughter of the Legend, To Kill A Mockingbird, Inherit the Wind.

The Tall Woman, The Enduring Hills, many others.

Where the Lilies Bloom, Borrowed Children.

River of Earth - James Still; Thread That Runs So True - Jesse Stuart; The Little Shepherd from Kingdom Come - John Fox, Jr.

River of Earth - James Still; Jacob Have I Loved, The Dollmaker

The Tall Woman - W. Dykeman; "Fat Monroe" - Gurney Norman.

River of Earth; parts of others.

The written comments by teachers are interesting in that they reveal some confusion about what young adult literature actually is. The teacher who answered "I'm not sure what you mean by this question" probably represents a fair number of English teachers who are either not familiar with the genre of young adult or adolescent literature, or who do not believe the genre has a role to play in curriculum. Teachers' ambiguity is reflected to an even greater degree in the list of titles offered as examples of Appalachian young adult literature. It may be argued that only four of the titles (The Borning Room, Borrowed Children, Jacob Have I Loved, Where the Lilies Bloom) clearly fall into the category of young adult literature. The other novels, although they may include adolescent characters, were published as books for adults. This

uncertainty about what constitutes a young adult novel is prevalent among high school English teachers as documented by several researchers (e.g., Aubin, 1981; Martin, 1987). It is quite possible that veteran English teachers have not been exposed to either the notion of young adult literature nor its use in the English curriculum.

Librarians were given a list of major young adult writers whose books included Appalachian characters and settings. They were asked to check those authors represented in their school libraries and to write the names of other major young adult Appalachian authors whose books they had in their collections. Table 49 lists the frequencies of the authors mentioned in the survey. Other Appalachian young adult authors mentioned by librarians as being represented in their school libraries are recorded alphabetically in a list following Table 49. If authors were mentioned by more than one librarian, the frequency appears behind the author's name in the list.

The most popular young adult authors from the list provided on the questionnaire, those mentioned by more than half of the librarians who responded, were Bill and Vera Cleaver, Rebecca Caudill, Betsy Byars, Virginia Hamilton, Katherine Paterson, William O. Steele and Phyllis Reynolds Naylor. When the librarians wrote in other names, once again there was some ambiguity about what a young adult book

Question: *There are a number of young adult books, that is, books written specifically for youth ages 12-18, which have Appalachian characters and settings. Some of the more well-known authors of these books are listed below. Please check all names which are represented in your school's library collection.*

Table 50

Appalachian Young Adult Authors Represented
in School Libraries

Authors	Frequency
Robert Burch	54
Betsy Byars	131
Rebecca Caudill	136
Bill and Vera Cleaver	146
Virginia Hamilton	127
Lou Kassem	32
George Ella Lyon	58
Phyllis Reynolds Naylor	105
Jim Wayne Miller	45
Katherine Paterson	117
Cynthia Rylant	86
William O. Steele	109
Ruth White	18

was. Some of the authors listed fall within the young adult category are generally recognized as authors of young adult books, while others clearly are not. In addition, there seemed to be some confusion about what constituted an "Appalachian young adult author." Most persons who are familiar with the young adult genre would agree that people such as Norma Mazer, Richard Peck, Lois Duncan, Jane Yolen and Robert Peck are indeed young adult authors but definitely not Appalachian.

Other Appalachian young adult authors mentioned by librarians as being represented in their school libraries included:

Charles Ambler	Mildred Lee (2)
William Armstrong	Carol Lorenza
Viola Reed Bare	Norma Mazer
Marshall Buckalew	Kyle McCormick
Alan Carpenter	Ruth Ann Musick
Jo Carson	Richard Peck (2)
Richard Chase	Robert Peck
Billy C. Clark (2)	William Price
Elizabeth Cometti	Leonard Roberts
Jim Comstock	Carol J. Scott (2)
Phil Conley	Ferne Shelton
Hubert Davis	James Sherburne
Jenny Davis	Edgar Simms
Lois Duncan	Doris Buchanan Smith (2)
Wilma Dykeman	Wayne Smith
Ronald Fisher	Anna Egan Smucker
Patrick Gainer	Martha Stiles
Janick Holt Giles (3)	Jesse Stuart (3)
George Hall	Henry Summers
Sue Halsey	Felix Sutton
F. Ray Johnson	Jane Yolen
James Gay Jones	

CHAPTER V
PRESENTATION AND ANALYSIS OF CASE STUDY

Rationale for Case Study

Initially I conceived of my study as exclusively quantitative in nature. I believed that the data gathered through survey methodology would provide me with a description of Appalachian studies courses as they existed in middle and high schools in Central Appalachia. Furthermore, by analyzing the data I felt I would be able to identify characteristics of successful programs, leading me toward recommendations for effective teaching and further research.

As I developed the questionnaires I came to the realization that this kind of data collection seemed inadequate for some of the issues I wanted to explore. Some of the most interesting and important areas of my research, areas relating to values, beliefs, and attitudes, seemed to require and deserve an interactive quality and flexibility that questionnaires did not afford. Questionnaires seemed essential for my study because of their capability to gather large amounts of information relatively easily, but they fell short when it came to investigating in depth one person's perceptions or beliefs.

When I tried to project what I would know when all the questionnaires had been returned, I suddenly understood what Geertz meant when he called ethnography "thick description" (Bogdan and Biklen, 1992, p. 39). The survey data were important, but a case study in which I would more "thickly" describe the meaning behind the data could illuminate and give life to statistical tables. A real incentive for using the case study approach was to have access to voices that were not heard in the questionnaires, voices of students, other teachers and administrators.

In addition to enlivening and enriching my research, a case study filled my need to "tell a story." The oral tradition is strong among native Appalachians and it seemed appropriate to tap into this strength by talking to participants in and observers of Appalachian studies courses. Also, my own background in English predisposed me to think in terms of characters, plot and setting.

Once I had decided to supplement the data gathered with a case study, I waited for the completed questionnaires before I decided on the location. Ideally, I wanted a school where both the English teacher and the librarian had returned their questionnaires since this would tend to indicate that both respondents were interested in Appalachian studies and, by association, my research. This narrowed the field to fourteen locations.

All fourteen teachers and fourteen librarians had indicated on the survey that they would be willing to be interviewed. The decision about the location for the case study was not an easy one, as there was something to recommend most of these sites as good candidates and other things that were not at all representative of the "norm" as projected by the picture drawn by the data gathered from the questionnaires. In the end, I chose my site based on a number of practical and intuitive considerations. Coal City was selected, first, because the teacher at Coal City High School had taught two complete semester-long courses of Appalachian Literature annually for five years. Second, her answers on the questionnaire were extraordinarily complete and included supplemental explanatory notes. This indicated to me that she seemed interested in describing her activities and explaining the meaning behind her answers. Finally, Coal City was within easy driving distance, making it a desirable choice for a number of visits.

This case study begins with a description of the town's history and economy and my observations of the physical and cultural aspects of the high school. This background information provides a context for the major themes that emerged from my interviews with teachers, students and administrators. I took the lead in my conversations with the participants, directing their attention to some of the

same topics covered by the questionnaires, but I tried to be aware of the fact that the interviews might unearth new issues as well. Pseudonyms have been assigned to all personal names.

Coal City, West Virginia

History

Coal City, at an elevation of about 2600 feet, spreads along a shallow valley in the Central Appalachian Mountains. As in much of Appalachia, the first settlers, who were of Scotch-Irish descent, followed Seneca and Shawnee Indian trails into the isolated mountains in the 1700s. Numerous historical markers in and around Coal City attest to the formidable conditions faced by these frontier families. The discovery of coal in the latter half of the nineteenth century was the catalyst for rapid and enormous changes in the economy and living conditions of these early families.

Once the quantity and quality of the resource were understood, entrepreneurs from the more settled Pennsylvania region bought coal-rich land for next to nothing and established coal mines. Railroads soon followed, permitting coal to be hauled away in vast quantities. One historian reported that as early as 1900, 1500 coal cars were rolling through Coal City daily (McGehee, 1990, p. 8). Lana Porter, the English teacher who teaches Appalachian Literature at Coal City High School, told me

Coal City exists because of coal. We became a railroad center because of the coal that moved through here. . . They say that you can almost put a coal car on the tracks here and it would end up in Norfolk because it is a downward slope all the way.

Literally, the backbone of the economy was a labor force made up of imported workers. Along with blacks fleeing poverty in the deep South were "Italian stonemasons, Jewish merchants, Hungarian and Polish immigrant miners, [local] farmers, and sharply-dressed Pennsylvania businessmen. . . [N]ineteenth-century [Coal City] was a noisy place and an enormously complex society" (McGehee, 1990, p. 7). The coal boom continued throughout the first half of the twentieth century with Coal City's population reaching its peak of over 21,000 people in the 1950s.

Economic Conditions

According to the 1990 census, the average per capita income in the county in which Coal City is located was \$11,661, compared to an average of \$10,520 for all of West Virginia and a national average of \$14,420 (U.S. Bureau of the Census). Coal City's population is less than 13,000, a decrease caused by the increased mechanization of coal operations resulting in the need for a much smaller labor force. When Lana Porter attended Coal City High School herself in the 1950s, the enrollment was approximately 1000 students. It now hovers around 600 students. She explained further:

People have moved away . . . Jobs are lost due to mechanization. Maybe this gets into . . . our philosophy of life in the mountains, in the fact that we don't want anyone else telling us what to do so plans are not made for the future. People adamantly oppose change, and so if they cannot get a job in the coal mines here, they think there are no jobs.

Snuffer (1976) provided a reason for the resistance to change in his research on beliefs and values of rural Appalachians. He described residents of Appalachia placing value on the family, personal relationships and religion as opposed to the materialism of outside society. This "adamant opposition to change," or what Snuffer defines as the counter definition of values, "manifests itself in low socioeconomic standards, low motivation for economic and educational achievement, eventuating into a culture of poverty and alienation" (p. 236).

It is impossible to overstate the role of coal in the economy and in people's lives. Lana's father and husband both worked in the mines at times. Virtually without exception, students I interviewed who were natives of the region had parents and grandparents who were connected to coal in one way or another. One girl told me her grandfather had died from black lung disease when she was twelve years old.

A drive through Coal City reveals a once prosperous economic center now on the wane. There are residential

areas replete with very large, beautiful homes built in the early part of the century, many of which have been divided into multiple family dwellings. The railroad yards in the downtown area loom too large for the number of trains that now pass through. The architecture of many of the office buildings is on a grand scale.

When I asked students what there was in downtown Coal City, they said "empty buildings." One junior said, "Some of the shops are so old, nobody wants to shop there any more. Everything's at the mall now. The only thing to go downtown for is the library." Another one reported, "My grandpa used to have a butcher business, but now everybody goes to Krogers, so he retired." Lana put it most bluntly:

I question the motives of our Board of Directors with the Main Street Program. They're trying to revitalize downtown Coal City. Downtown Coal City will never be revitalized. The mall is out of town and I heard this morning that Stone and Thomas [a major department store] is now leaving the mall. It's really upsetting.

Coal City High School

Physical Description

The high school, built in 1956, currently houses grades ten through twelve, although in the fall of 1995 ninth graders will also be a part of the enrollment. A new wing is currently under construction, so the school grounds are littered with building materials. The old part of the high school seems dated and very used. The interior walls are

painted in "institutional" colors or covered with the tile so popular forty or fifty years ago. Some of the walls need painting. There is not much inside the school that is aesthetically pleasing. In many ways, it is a very typical example of many schools where funding and planning have not kept pace with changing needs and uses for space. The lack of interior beauty is eclipsed by the breathtaking views of the mountains from almost any classroom window.

Funding Trends

It is no secret that declining funding has made its mark on the high school and on the school system in general. The school librarian, Dorothy Troop, revealed her frustration in this written comment on her questionnaire:

I am aware of numerous resources. However, in your questions you are unaware of reality. This library has been given \$1000 each year to operate on for the last 5 years. We are having difficulty maintaining The Readers' Guide. From this amount all lamps for all machines is taken, all videotapes to operate the Whittle [cable television] program, paper and supplies for my classes.

Another indication of reduced spending has been the cutback in staff at the central office. At one time the English supervisor was able to provide financial and moral support for the Appalachian Literature program through writing grants and giving encouragement in other ways. Lana reported:

Now they have combined the supervisors. They have so

much to do. The supervisor that we have now was formerly the gifted supervisor in the county. Now she has English, Social Studies, Gifted Education, Foreign Languages and Physical Education. Now, does that make sense? I feel like we're regressing.

Consolidation

Consolidation has been a much-discussed topic for years in the county school system. In the past the talk included Coal City High School as an option for the location of a consolidated school. A 1990 issue of the school paper presented pros and cons of consolidation. The reporter representing the benefits included added talent for the school's sports programs (this was listed first!), "larger classes . . . for more in-depth class discussions," increased opportunities for the students from the smaller schools for classes and extracurricular activities, and the development of new friendships.

The student with the opposing viewpoint began, "The benefits of consolidation will soon be forgotten as the problems these changes will cause become reality." Her list of problems included long bus rides, inability of rural students to stay after school for extracurricular activities and loss of individual attention for students. The reporter understood that consolidation would definitely affect rural students more than students who lived in town.

As it turned out, Coal City High School was not consolidated with smaller schools. Instead, the decision

was recently made to build a brand new high school to accommodate four smaller county schools, reducing the number of high schools in the county from eight to four.

Consolidation seems to have once been a much more volatile issue than it is currently. Both teachers and students, and therefore probably parents, seemed resigned to it. Upon questioning, however, doubts surfaced. Lana provided some of the history of consolidation.

It has been fought in this county. We've had several bond issues proposed and they've been defeated for consolidation; however, I think we have reached a point with these very small high schools where I think people realize that they are going to have to consolidate. They have graduating classes of twenty to thirty students, you see, very small high schools. It is a very difficult issue, because the school was the center of the community. Everything revolved around the small schools. For example, Millerville High School has not necessarily always had a football team, but it's always had a wonderful basketball tradition. The community has absolutely focused on that school.

All of these schools that are consolidating now are planning big celebrations and yearbooks before closing down. The schools will continue to be used as middle schools [but] it won't be the same. You know, our area here is so mountainous and we have that closeness in the community so we have really had battles on our hands as far as consolidation.

Wendy Roy, another English teacher who lives outside of Coal City, felt very strongly about it. "We fought it," she said, "not because we don't want to be together, but because of the sense of community being lost." She voiced her frustration with the seeming inevitability of consolidation in the face of opposition from the community. On the other

hand, Joseph Carboni, Coal City High School's principal, favored consolidation because of the additional academic opportunities available to students. Their conflicting sentiments echoed those of parents and educators in Smith's (1988) case study of Appalachia's last one-room school.

Most of the students interviewed felt there would be lots of problems with consolidation because of the different kinds of people attending the new school. One student said, "You know, some of those people from the boonies are just rough. I know some nice people from there, but there are just certain groups you wouldn't want to hang out with." I asked if they thought it was sad to lose high schools and one boy said, "I'd hate to lose this one."

English Classroom

Lana Porter's classroom where she teaches Appalachian Literature is comfortably cluttered. She admits she does not have enough time to keep it organized, but the overall effect reflects a variety of learning activities and resources. A large bookcase in the back of the room houses her Appalachian resources. Next to it are filing cabinets piled high with different sized shoe and apparel boxes, the result of an American Literature assignment to make board games. American Indian "dreamcatchers" hang from the wall, leftover products of an Appalachian Literature assignment. Two bulletin boards reflect the content of two different

courses, one featuring a poem about outdoor walls with accompanying photographs, and the other displaying a rubbing of a gravestone, photos, maps, wills and textual information about Appalachian history. There is a television on a cart at the front of the room which she uses frequently for showing videotapes. A map of Appalachia covers one blackboard.

Interview Participants

I interviewed three teachers at Coal City High School: Lana Porter, who teaches Appalachian Literature I and II; Wendy Roy, who also teaches English and coordinates the Writing Lab; and Susan Johnson, a special education teacher who also teaches a course in Appalachian Literature.

Lana Porter is a native of Coal City, having attended the same high school in which she now teaches. She graduated from Marshall University in 1966 with a double major in English and Social Studies, an ideal combination for her current courses in Appalachian Literature. She has taught English, American History, computer education and special education in both middle and high schools. Currently she teaches eleventh grade English classes plus the two Appalachian Literature courses. She continued her education with a master's degree in Educational Administration from West Virginia College of Graduate Studies. She indicated she does not wish to be an

administrator, but it was the only degree offered by this college which brings its courses to Coal City. Extra pay is given to teachers with master's degrees.

Susan Johnson is a teacher of learning disabled students at Coal City High School and has also developed a combination Appalachian Literature/Speech course which is an elective for juniors and seniors. Susan is also a native of the area whose major in college was elementary education and social studies. She has a master's degree in Special Education. She admitted that nothing in her education really prepared her to teach Appalachian Literature, but she has been interested in local history and genealogy since she was a teenager. During the summers, she and her husband are on-site managers of a nearby church camp, and she uses this time to catch up on her Appalachian reading.

Wendy Roy is a colleague of Lana's in the English Department at the high school. She spends half her time teaching two English classes and half her time coordinating the Writing Lab, which houses around thirty computers and is available to classes or individuals needing word processing or graphics software. Wendy comes from Oak Ridge, Tennessee, and is a self-professed "mountain woman." Next year she will teach in the county's new consolidated school.

Dorothy Troop, the school librarian, is a former English teacher who received her master's degree in

Educational Media from Radford University. Joseph Carboni is the principal, another native West Virginian. Kathleen Buckley, who is now a principal at a junior high school in a nearby town, was the English supervisor when Lana developed her Appalachian Literature courses five years ago.

I also interviewed a number of students, some individually and some as a class, who were enrolled in the Appalachian Literature courses at the time of my study. Chris was a senior who grew up in Ohio and moved to Coal City several years ago. Another senior, Lisa, moved to Coal City from Marietta, Georgia. Becky, Kevin and Ben were juniors, all of them natives of the Coal City area. All other students were interviewed as a class and were not identified individually.

Teachers' Education

The level of education reported on the questionnaires by both English teachers and librarians was high, over half having a master's degree plus additional courses. This level was borne out by the educational backgrounds of the teachers I interviewed at Coal City High School. The two English teachers, the special education teacher and the school librarian all fell into the master's degree plus category. In addition, Lana's colleague, Wendy Roy had one master's degree in Special Education and was working on her second master's degree in English Education. The former

supervisor, Kathy Buckley, was working on her doctorate through Virginia Tech and the principal had received his master's degree from Radford University.

The teachers at Coal City High School have all been able to obtain their master's degrees through the satellite programs offered by the West Virginia College of Graduate Studies. Up until the establishment of this institution in the 1970s, only two graduate schools had been available in West Virginia--Marshall University and West Virginia University. The mission of the West Virginia College of Graduate Studies has been to bring advanced degree programs to isolated parts of the state. The teachers in this study attest to the value and success of this outreach program. Dorothy Troop, the librarian, received her master's degree through an off-campus degree program offered by Radford University.

Lana mentioned several other kinds of continuing education that were especially helpful to her in developing the Appalachian Literature courses. The summer before she began to teach these courses, she took a three-week course at Berea College in Kentucky in Appalachian History and Literature. She also mentioned the Summer Highland Conference at Radford University, various Appalachian Studies Conferences and the Appalachian Teachers' Network meetings at Radford University. Lana is a charter member of

the Assembly on the Literature and Culture of Appalachia, a division of the National Council of Teachers of English, and has attended and presented at its annual conference. She talked about how helpful the materials and discussions at these workshops and meetings are and how they enable her continually to change and augment her courses with new material.

Appalachian Literature Courses

History

In the 1970s there had been a phase elective senior English program at the high school and Appalachian Literature had been taught as a nine-week course. When Lana began teaching English at Coal City High School, she inherited in her classroom a box of Appalachian materials and a set of books from this previous class. In 1988 the English program changed and five English courses were needed for graduation. This meant that more full-semester elective courses were needed. At this time Lana developed Appalachian Literature I and II and began teaching them in 1989. The courses were not developed to be sequential; that is, students may elect to take one or both courses and in either sequence. The majority of students in either Appalachian Literature course are seniors but there are substantial numbers of juniors taking the courses as well.

Course Objectives and Activities

The syllabi for Appalachian Literature I and II (see Appendix D) list course objectives, concepts, units, learning activities and methods of evaluation. The major objectives differ somewhat for each course, but one objective applied to both: "to develop in the student an awareness of 'sense of place,' both cultural and geographical." In the classes I observed Lana teach, this objective remained central. Her lectures and assignments dealt with persons and places familiar to her students, as familiar as their own families and as the historical marker two blocks from the high school.

In Appalachian Literature I, students used a textbook, A Southern Appalachian Reader, an anthology of Appalachian fiction and nonfiction compiled by two Tennessee high school English teachers specifically for use in high school settings. In addition, students read The Thread That Runs So True, Jesse Stuart's autobiography.

In contrast to using the above textbook and biography, students in Appalachian Literature II read two historical novels: Follow the River by James Alexander Thom, the story of the capture by Indians of Mary Ingles and her escape and return to the New River Valley, and The Tall Woman by Wilma Dykeman, the story of a strong mountain woman during the

Civil War. Lana has enough copies of these four books for all students in her classes.

The major projects for the two courses include preparing a family scrapbook, writing an autobiography and doing independent study and research on a chosen topic. For the family scrapbook assignment, students interview at least four members of their families and then write character sketches of them, one of which must be a poem. In addition, they are encouraged to include photographs and artifacts, anything that helps to describe their families.

During one of the classes I observed, students shared their scrapbooks, read their poems and talked about what they had learned about their families. Some of this activity was done as an entire class, but Lana also gave them time to get into small groups to share. Some students who appeared hesitant to speak up in front of the entire class talked animatedly about their scrapbooks to their classmates in small groups.

Lana told me about one boy she had taught the previous year who wrote about his youthful granny who at 73 does aerobics and drives a red convertible. Another student began her scrapbook, "Everyone in my family is crazy."

Lana showed me some of the scrapbooks that had been done during the current semester. One in particular stood out. A girl from a small mining town outside of Coal City,

who lives with her three sisters and mother, wrote a character sketch of her great-great-grandmother, Gracie Maybelle. The student described her as a big, fat woman who stuck her chewing gum on her head so that she would know where it was. She always carried a pocketbook and the scrapbook contained the contents of the pocketbook, an assortment of small unrelated items which revealed the character that Gracie Maybelle really was. In addition, the scrapbook contained photographs, greeting cards, baptismal and marriage certificates and other mementoes.

In the other course, students select an area for independent study and research and write a paper. An example of a research topic might be the history of a particular coal mine. She listed the following supplemental materials on her syllabus: resource books, magazines, bulletin boards, films and newspapers. All of these materials are kept in file cabinets and bookcases in her classroom and are the basis for the research papers. Students use the computers in the Writing Lab for preparing their scrapbooks and papers.

In addition to the two projects described above, Lana relies heavily on primary sources such as wills, letters, diaries, memoirs and first-hand accounts. Three examples of videotapes she uses are Even the Heavens Weep and Matewan, movies about the coal mine wars in West Virginia, and The

Dollmaker, about Appalachian emigrants to Detroit. She also has several videotapes of interviews with Appalachian authors.

At various times folklore, music and crafts are interwoven into her teaching as well. Last year students in one of the classes made Indian "dreamcatchers" out of willow branches, twine, beads and feathers. Some of these are still hanging on the classroom walls.

In addition to Lana's two Appalachian Literature courses, Susan Johnson teaches a year-long dual Appalachian Literature/Speech course for learning disabled students at Coal City High School. Although she uses some of the same resources as Lana does, in particular the book Follow the River and the movie Matewan, she also uses a number of very different activities.

I usually start the class with Appalachian ghost stories and other tales, and after we read them, they write their own. We also write a story book, which can either be in the form of ghost stories or in the form of a children's book. The children's book uses a lot of illustrations and lots of the students would rather draw than write. Sometimes some of them will write in a historical vein, where they look up information first. The book is an ABC book, so they go through the whole alphabet that way. They come up with some real ideas for the letter X! There's one word, I can't think of it right now, that's a phobia that mountaineers have for outsiders that begins with X.

Susan also talked about a variety of other projects she uses with her students in which she employs a great variety of

visual, oral, written and hands-on methods in her attempt to find the best way for her students to learn.

One of the favorite activities in her class are the field trips. She has taken her students on an architectural tour of downtown Coal City, to Burke's Garden, to the Crab Orchard Museum in Virginia, and to the West Virginia Visitors Center. She is looking forward to the 90-minute block schedule next year so she can "pile all the kids into my station wagon" and take a tour of a nearby coal mine.

Lana regretted that although she had planned to include field trips in her courses, to date she has been unable to incorporate them into the curriculum. It is not for lack of locations to visit as she mentioned many interesting nearby sites, such as museums and coal mines. Her activities with both curricular and extracurricular programs have kept her so busy that she has simply not been able to take the time to plan and carry out tours. She is still hoping to do this, however, and perhaps the change to the 90-minute block schedule next year will permit the addition of field trips.

Neither Lana nor Susan have used oral history activities in the Foxfire mode, but both mentioned them as future possibilities. In fact, Susan indicated she had just received a new tape recorder for her room and now would feel safe in letting her students use her old one. Next year she plans to have students set up interviews with old Coal City

residents in their homes or in nursing homes and have them record and write what they have learned. She had seen the technique used in a film about the Foxfire movement.

Use of Young Adult Literature

Young adult literature is not used in the Appalachian Literature courses. On the shelves with Lana's other Appalachian materials is a complete classroom set of Borrowed Children by George Ella Lyon which was bought a year or two ago when grant funding made it possible for the author to visit schools in the county. Lana said they did not read the books as a class since it was actually a story for pre-adolescents.

English teacher Wendy Roy had taken a class in adolescent literature as part of one of her master's degrees. She confirmed the fact that young adult literature is not used in the English curriculum. She explained that she had served on the English curriculum committee some years ago which had developed a reading list for grades 7-12 for the entire county. Wendy reported that "other than Huck Finn, that list does not contain a great deal of adolescent literature." She remembered that there were a few young adult novels on the fifth and sixth grade lists, such as The Outsiders and The Pigman, but her committee dealt only with grades 7-12. She felt there was a need to develop a K-12 curriculum.

Both Wendy and Lana believed that young adult books were more appropriate for junior high or middle school students rather than for high school students. Now that the ninth grade was joining Coal City High School, Wendy felt there may be more need for these books in the school. She also saw the value of using them with some of the special education students whose maturation level differed from that of students in regular classes. The special education teacher Susan Johnson did not use any young adult literature in the Appalachian Literature course she taught for learning disabled students, nor in any of her courses.

There were very few young adult novels in the school library media center, and none that were written in the past few years. Of course, it must be remembered that the funding has been extremely low, and there are very few new books on the shelves at all.

The scarcity of young adult fiction in the classroom and in the library was disappointing but hardly surprising when viewed in the light of the research. Aubin (1981) found, first, that secondary English teachers were uncertain about what young adult fiction was, and second, most of them did not read it nor see its value as teaching material. Others, such as Martin (1986), are proponents of its usefulness in the classroom, but such arguments would not be necessary if the majority of English teachers were already

convinced. The data from my own questionnaires also revealed confusion on the part of both teachers and librarians about what constituted young adult literature.

Research findings, then, show a wide disparity between what is being taught in institutions which prepare teachers and librarians and what is being practiced. Since my data showed that the majority of the teachers and librarians who completed the questionnaires were veterans of many years of service in public schools, it is entirely possible that most of them have not been exposed to young adult fiction and its role in curriculum. I did notice, however, in the teachers' lounge at Coal City High School, a flyer on the bulletin board announcing summer classes offered through the West Virginia College of Graduate Studies, one of which was a week-long intensive course on adolescent literature.

Resources and Support

Classroom Resources

Most of the materials that Lana used as resources for the Appalachian Literature courses were housed in her classroom. These resources included classroom sets of the anthologies, biographies and novels plus numerous other books, magazines, newspapers and videotapes. Her own magazine subscriptions included Now and Then, Appalachian Heritage, Goldenseal, Hearthstone and Appalachian Journal.

Most of these she has indexed by subject so that students can more easily use them. She has filing cabinets filled with additional resources such as newspaper clippings, photographs, brochures, maps and copies of journal articles on relevant topics.

She estimated that she has personally spent between \$1500 and \$2000 on resources to support these two courses, and in addition she uses books from her extensive home collection as did 90% of the teachers who responded to the questionnaire. She is concerned about the cuts in funding at the county level.

Some of the books we're using are wearing out. For example, this anthology [A Southern Appalachian Reader] that we use is a paperback and we've had it rebound twice and they are beginning to wear out again. It's a fairly expensive book, \$17.95 I think when we first bought it. It's an integral part of our Appalachian Literature program. If the students don't have these, if they're not replaced, I don't know what we're going to do.

Her extensive use of old wills, diaries and letters has been a relatively inexpensive way to study Appalachian history and culture.

I have a diary, a section of a diary from a coal miner's superintendent that was written over a period of about four months in 1898. The coal mine was in this area. This fellow talks about miners and the fact they they are drunk today and they didn't come in or that there was a circus over in Millerville--things like that. I feel that they should have a working knowledge of the miners in West Virginia because they do not get that any other place. I don't know that it has ever been mentioned in the U.S. history classes her.

While she has her collection of these items with which she teaches, students also supplement these with their own offerings. During one class I observed, an Appalachian student displayed a letter that her great great grandfather had written while serving in the Civil War. The data from the questionnaires indicated that students' materials were used by six of the 21 teachers responding, a fairly unusual practice in most high school courses.

Lana also mentioned the catalog from the Appalachian Book and Record Shop owned by George Brosi in Berea, Kentucky. The inexpensive catalog is a valuable resource for any Appalachian studies course, containing not only books and audiovisual materials that are for sale, but also essays, interviews, excerpts from books and photographs of Appalachia.

Library Media Center Resources

The students in the Appalachian Literature courses rarely used the school library media center for their assignments. Both Lana and Susan indicated that occasionally students went to the library when they were doing independent research, but usually they used the books and magazines provided in their classrooms. Similar situations were mentioned in Eller's case study in which teachers reported that very few Appalachian materials were available in their school libraries and sometimes "the only

available Appalachian books were those that had been purchased by the teacher" (1989, p. 163).

As could be predicted by the funding level, the resources available in the library to support Appalachian studies are meager. There is a set of volumes on West Virginia history which would be helpful and a shelf of books, including three Foxfire books, on Appalachia. Of the 24 major Appalachian authors listed on the questionnaire, only one, Jesse Stuart, was checked by the librarian as appearing in the library's collection.

There were no subscriptions to Appalachian journals or magazines and no apparent selection aids for purchasing Appalachian materials. The librarian indicated that she did try to make a special effort to purchase books by Appalachian authors or about Appalachia and she relied on teacher requests for locating them. The collection was characterized as inadequate, both generally and specifically for Appalachian materials, by the librarian. Lana indicated on the questionnaire that the library collection was inadequate in regard to Appalachian materials but generally "adequate for most things I need."

Dorothy Troop reported that her library budget for the last two years has been \$1500 annually, and for several years prior to that, only \$1000 annually. Consequently, it has been impossible to purchase necessary materials. She

solicits donations from local bankers and businessmen who sometimes "grimace when they see me coming, but it's hard for them to turn me down completely because we've taught their grandchildren in the schools." She estimated she had raised \$1500-\$1600 for the current year to supplement the school budget. The total from the two sources still amounts to only about \$3000, a very small sum for a high school library serving 600 students.

The library itself is very small, although there are plans to enlarge it soon. There are only enough chairs and tables for one class to meet. Consequently, with the exception of the lunch hour, the library is closed to individual students outside of scheduled classes. The extent of electronic resources are one encyclopedia and one periodicals index on CD-ROM.

To help students locate materials, Dorothy has prepared a list of magazines available at local colleges. She is also investigating an Internet connection through a cooperative agreement with a local college. This online service would require a dedicated telephone line which she does not currently have. The only phone line into the library now also rings in the teachers' lounge and she was quick to point out that tying up the teachers' line was not an option.

Dorothy has not attended the state meeting for school library media specialists for a number of years. She indicated that the school system does not pay any expenses nor does it allow professional leave days for these professional meetings. She was not aware of who was in charge of libraries at the state level and could not remember having any communication with anyone at the state level. Once again, the county supervisor was extremely busy and did not have much time for giving support or guidelines.

In spite of the lack of resources in the library, the teachers spoke highly of Dorothy. They felt that she tried hard to meet their needs and the needs of the students. They all mentioned her efforts to teach library skills to classes of students. Last fall she organized a "Read Out 93", a series of activities linked to books and the libraries, in which local merchants donated prizes. Each spring she sponsors a "College Information Day" in the library. She spoke of working late many evenings, and of keeping the library open Wednesday evenings for student use.

The comments by the Coal City teachers and by Dorothy seemed to corroborate the level of cooperation described in the questionnaires. In general, there is a mutual respect but roles of teachers and librarians are distinctly separate. In contrast to the multiple role of the library media specialist as teacher, information specialist, and

instructional consultant espoused in the guidelines set forth jointly by the American Association of School Librarians and the Association of Educational Communications and Technology (1988), school librarians in this study remain for the most part outside the realm of curriculum. The intersection of communication between librarians and teachers tends to be in the area of materials selection or purchase rather than in the area of actual curriculum planning or instruction.

Administrative Support

On the questionnaire, Lana characterized the support she received from school administrators as no different from their support of her other classes. She indicated that both her principal and assistant principal were supportive of her teaching, but their interests lay in other areas.

Although her current supervisor has too much work to do to be able to provide much support or encouragement, Lana believed that two of her former English supervisors were very interested in the Appalachian Literature courses.

I felt I could say, 'This is an idea I have, what can we do?' I never felt threatened by them. I never felt as though they were looking over my shoulder to see that I was doing everything correctly. It's just the fact that I needed their help and they were the people I went to for help.

Kathleen Buckley, one of the previous English supervisors, talked at length about her own interest in

Appalachian studies. She herself had instituted the program at an elementary school where she had previously taught and was sold on its value to raise the self-esteem of native West Virginians. She and Lana had attended several programs together at East Tennessee to hear Appalachian writers speak. They both spoke enthusiastically about hearing John Ehle in particular.

Kathleen's efforts in grant writing paid big dividends for Lana's Appalachian Literature program, as well as for other Appalachian programs in the county. Kathleen told about writing mini-grant proposals to receive funding from the state Humanities Council. The funding made possible the purchase of classroom sets of books and visits from Appalachian authors such as George Ella Lyon and Roy Hamner. Another successful grant funded a project featuring West Virginia author Pearl Buck.

Support from Higher Education

Kathleen and Lana also spoke highly of Grace Toney Edwards, director of the Appalachian studies program at Radford University. Both credited her with pushing to get Appalachian literature recognized at the national level through her connection with the National Council of Teachers of English. When Kathleen decided to incorporate Appalachian studies into her elementary school class, she made a special trip to see Grace Edwards in Radford,

Virginia, who gave her ideas for resources. Kathleen also drove to the Appalachian Educational Laboratory in Charleston to get more information.

In addition, attendance at workshops and meetings sponsored by colleges and university were a source of materials and inspiration as reported by Lana, Wendy and Kathleen. Less than half of the teachers who responded to Questionnaire II, however, listed educational conferences or workshops as resources for their teaching.

Parental Support

Very little support from parents for the Appalachian Literature courses was demonstrated. Neither Lana nor the principal Joseph Carboni could recall comments from parents about the Appalachian Literature courses. This was not unusual, they said, since there was not much parental involvement in the school. The Parent-Teacher Organization was largely inactive, a fact largely due, they felt, to the demands and schedules of parents' jobs.

Lana did say several times that she knew some of the parents were reading the book Follow the River, because her students asked for extensions in keeping it so their mothers or grandmothers could finish reading it. One student told me she was late in finishing it because her mother was reading it every time she needed it. It was also clear that students had received cooperation and interest in their

scrapbooks from their parents because of the inclusion of photographs, family certificates and mementoes. Lana believed that family interest would increase even more when she instituted oral histories into her classes.

Reasons for Teaching Appalachian Literature

Enhancing Self-Esteem

The fact that Lana had developed two elective English courses with Appalachian content seemed quite extraordinary, since the questionnaires indicated that the great majority of teachers incorporated Appalachian studies as short units within longer courses. Of course, there was the purely practical reason that more English electives were needed, but a course on African American Literature or Native American Literature would certainly have been just as acceptable. Her reasons relate to a combination of her interest in both English and social studies and also to her belief that studying local literature and history had the power "to get kids to at least say, 'I can be proud of this. This is a part of who I am.'" She explained further:

I thought that our kids had a great negative feeling about themselves. I really feel bad that they think that they're not as good as other people. We are constantly being made fun of through the media. We are stereotyped and our kids fall into this when they visit other places. People make fun of the way we talk and I feel like this sometimes really affects them, and maybe they feel like they're not as good as the rest of mainstream America. One of the rationales for my program was that I wanted the students to see that we have people here who are writing literature, that we

have a heritage and people we can be proud of. The textbook I use has biographical sketches that point out that these people are Fulbright scholars. They've won awards and have PhDs, yet they write about where they came from and who they are.

Kathleen Buckley, currently a principal of a junior high school in the county but previously the county's English supervisor and a former elementary school teacher, had similar reasons for incorporating Appalachian studies into the elementary school teaching. She did not remember what year it was, but she did remember that the West Virginia University football team was going to Hawaii for a bowl game. The media were "bashing West Virginia every which way you turned." As the result of a literature workshop she attended at East Tennessee State, she determined to do something to improve her students' self image.

Everybody was so depressed, so down, the students just felt like West Virginia is the pits, we're awful, West Virginians are terrible, the state is awful, the people are awful. I wanted them to know that West Virginia isn't any worse than any other state, they all have their problems. I decided to research the Appalachian heritage, our heritage, our roots, and look into some of the literature for my students. I wanted them to know that we've got a background that's rich.

The topic of self-esteem is a complex one linked to social class, economic and educational factors and distinctive speech patterns, just to name a few of the variables. Following, I have attempted to categorize a

number of themes relating to self-esteem that emerged from the interviews with both students and teachers.

Language variation. In talking with Wendy Roy, an English teacher who grew up in Oak Ridge, Tennessee, I found that she remembered a particular incident as a junior in high school which she had found humiliating.

I remember my father was actually the male valedictorian of his high school and very bright, but he used the word *ain't*. It was just never questioned. We were taught in high school that *ain't* was not an acceptable word. I remember going home and asking my parents if they would mind not using *ain't* in front of me. They didn't change it and they didn't say they weren't going to change it either. As a matter of fact, my mother probably would have made an attempt to not embarrass me, because what I really was saying was, 'You're going to embarrass me.'

It makes me angry when I look back upon the attitude of that particular teacher. Maybe you would want to choose when to use *ain't* and I never got that message. But I grew from it, and I think it's real important for students to recognize what they come into this classroom with.

My literature review did not include specific studies which linked low self-esteem with language, but certainly language is one of the cultural differences that Reck referred to in her research (1980; 1982). Other researchers have focused their attention on Appalachian English. One example is Eller (1989) who maintained that the "deficit theory" described by Reck is perpetuated by teachers who label children as verbally inept when their language does not conform to the teacher's linguistic model. In another

study, Luhman (1990) measured attitudes in Kentucky about the use of Appalachian English compared with Standard American English and found that speakers of Appalachian English accepted low status evaluation of their dialect.

Negative stereotypes. Students found it easy to remember and cite examples of bias against them because of the place where they were from. One girl, from a rural area outside Coal City, related a story to me about how a clerk in a Coal City mall department store had ignored her and her mother when they wished to purchase something. "She looked at us like she thought she was better than us." I asked her how that made her feel. "Mad." Another student told about an incident that happened to her on a visit to her grandparents in Pennsylvania.

We stopped at a gas station somewhere and we were talking to this old man. He asked us where we were from and we said 'West Virginia' and he looked down at our feet and he goes, 'You're wearing shoes!' I couldn't believe that somebody had the nerve to say such an ignorant thing, or in the first place to even think it. You don't hear anyone discriminating against other regions. If you're from West Virginia, you're supposed to be barefoot and pregnant if you're a woman. Now why, why? Just 'cause it's West Virginia?

Another student revealed how much she had connected to characters in the movie The Dollmaker, which they had viewed in class.

It's about a woman who moved away from the mountains up to Detroit, to industry. She missed her home. But I think her kids missed it even more than she did. People made fun of how they talked and how

they dressed. In school they didn't know how to do things that other kids could do. They felt stupid.

Teenage pregnancy. The phenomenon of pregnancy in high school can certainly be linked to self-esteem issues as well as to a sense of hopelessness or apathy about the future. Lana reported that "this pregnancy issue is just rampant;" in four of her five classes she had at least one girl who either was currently pregnant or had already had a child. The overwhelming majority of these mothers remained unmarried. The entire theme of a recent issue of Expressions, the high school newspaper, was teenage pregnancy and included a cartoon of a stork carrying a baby with the caption: Last Stop Coal City High.

Preppies, normal kids and rednecks. There was general agreement among students that there were three different groups of kids in the school: the preppies, the "normal" kids, and the rednecks or grits. I was interested in hearing about these differences in an effort to determine whether or not there was a rural/town cultural split as reported in Reck's research (1985). The distinguishing characteristic of preppies appeared to be the fact that their parents had more money than the others. Rednecks were described by one student as the equivalent of gang members in cities: "they just stand on the corner and hang out, but

not like a big city gang, they don't kill anybody or anything."

All of the students I spoke to were in Lana Porter's class and all of them saw themselves as being "normal," not in either of the other two groups. They did not perceive that home location, that is, whether they lived in town or rural areas, had anything to do with which group a student belonged to. Most of them indicated that the groups seemed about equal in numbers of students who belonged to them. They also reported that they had friends in all three groups.

The students whom Reck (1985) studied attended consolidated schools and this may account for the fact that she found a definite cultural difference between the town kids and the country kids. Coal City High School has always been a school that has served students from the town and from nearby small towns and more rural areas. As Lana reported, however, none of the students came from the real isolated mountainous areas. Students seemed to perceive the smaller towns and nearby rural areas as more suburban in nature, really just a part of Coal City.

According to the responses to the questionnaires, nineteen of 21 teachers believed that their Appalachian studies classes had a strong positive or somewhat positive effect on the self-esteem of native Appalachian students.

Thirteen of eighteen responding teachers felt their classes also helped non-natives view the region more positively.

I asked Lana if she had evidence that the course helps her students with self-esteem. She answered that their personal remarks are the best testimony.

At the end of the year, I usually have them do an evaluation and I think probably the very best one was from a young man who said, 'All along I thought about leaving West Virginia, but now I'm not so sure I want to go.'

Motivating Learning

Lana also mentioned that she believed students had a higher level of interest in studying when they felt a geographical identification. She hoped that if they did happen to leave the area, they would have something to take with them. She said, "At some point it might encourage them to find out about wherever they live."

Another teacher at Coal City High School, Susan Johnson, told me that as a native of West Virginia she had been interested in Appalachian studies ever since a great uncle of hers had researched their family history when she was in high school. As a teacher of learning disabled children, she finds Appalachian Literature to be a course that is especially motivating to her students because of so many local sites to visit and the diversity of materials available in different formats for diverse learners. When I

asked one of her students what he had learned in the class this year, he responded,

I learned a lot and it's stuff that you really didn't think about before. Like, there's a historical marker right here by the school, about the guy whose cabin burned down and the Indians took his wife. There's also the old cabin down by the junior high. I've seen these things all my life but I just never thought about them before. It's neat.

Appreciating Family Ties

Lana expressed concern about the dissolution of family life and talked about the benefit of some of the activities assigned in her Appalachian Literature classes.

What's interesting in the Appalachian Literature classes is these kids start finding out about their families and they start talking because up to this point, many of them never ever talk about their families. We have lost the storytelling because of our television and our travel and our cars. The kids have their own rooms with a stereo, probably even a refrigerator, and they never even have to come out. They have their own telephones. We have lost this contact with the family and there aren't very many families that do anything together any more.

Chris, from Ohio, seemed to corroborate Lana's fears:

My parents and I don't really see each other a lot. My mom works and has a life and my dad works and has his life. I just grew up pretty much where I said, 'Okay, you guys have a life, and I'll have my own life.'

It was interesting listening to Chris because of his perceptions as an "outsider" and because of his candor. When I asked him what he had learned from his Appalachian Literature class, he immediately replied, "That it's a big deal to be related to people who've been around here for

some time. It's like I get the sense that they get some special quality from being the third cousin of someone."

If students' creative writing is any indication, many of them still value their families. Numerous poems, essays and short stories written about family members, particularly grandparents, appear in Laurel Leaves, the school's annual creative writing publication. The tables of contents from the past several years list titles such as "Pawpaw," "My Grandmother's Apartment," "In Loving Memory of My Grandfather," "Grandmother's Attic," "A Daughter's Love," and "She Has Won My Greatest Admiration: My Great Grandmother."

Appreciating Place

The English teacher Wendy found Lana's Appalachian Literature course a welcome addition to the English curriculum and lauded its results.

It gives the students a sense of understanding of not only the community they live in, whether they come from here or New York, and we do have some diversity here. It lets those who haven't grown up in Appalachia understand more and it gives the students who did grow up here a sense of belonging and appreciation and respect. Everyone researches his or her own roots. Therefore, it doesn't matter whether it's Appalachian, you're still going through the process of looking and I love that. You can start from wherever you are.

I asked a class of students, "Does taking this Appalachian Literature class make you think differently about where you live?" Everyone nodded. One girl spoke up.

At first I didn't realize how much people from West Virginia were discriminated against, where we lived and who we were, until I took this class. The class helped me learn respect for where I live.

Vickie, a girl whose great great grandfather was a Cherokee chief, said the class made her think about her new neighbors who just come here from New York.

They couldn't believe--from what they've been told, you know, West Virginia is hillbillies, and they expected us to be all wearing bib overalls--they could not believe that it was so pretty here. They haven't ever had to cut grass, they don't know how. They didn't know how to plant a garden or flowers, they had my mom show them. They love it. They just think it's beautiful here.

Almost all of the twelve or fifteen native West Virginian students I spoke to wanted to remain in the area. Most expressed their desire to travel to other parts of the country or world, but they felt that Coal City was a good place to live. Kevin, a junior who lived in a small town about fifteen minutes from Coal City, answered my question "What are you going to do after you graduate from high school?" He wants to go to college, become a nurse and then get a job at Coal City Hospital.

I want to stay here. I like to go hiking through the woods. There's all kinds of stuff in those woods. You see deer and bear and there's an old graveyard, little ponds, we go fishing. I like it here. It's quiet, no crime. There's more freedom in the country.

Vickie, another junior and a native of the area, expressed her desire to be a physical therapist and then return to a job in Greensburg, a slightly larger community

just minutes away. She said, "I've known people who want to get away, and they move to Roanoke or somewhere like that. All it is is traffic. I don't like that."

Lana's colleague Wendy spoke poetically about her ties to Appalachia.

As a result of living in Oak Ridge [Tennessee], I find that I am a mountain person. I need the mountains. I need to look at mountains. I leave the mountains and if I'm in the flatlands for too long, it's like I'm out of balance. I love the mountains. I love the feeling of them.

On the other hand, there were some students who could hardly wait to leave Coal City. Chris, a non-native, felt that Coal City had little to offer in terms of entertainment and even less in terms of the work force. Chris said, "Pretty much I have the feeling if you're not 80 years old or like to get drunk, there's not much to do." Chris elaborated a little on what he doesn't like about Coal City. "It's not so much the people that I don't like. It's that there's not enough people here." Upon graduation this spring, he plans to move to North Carolina with some friends and get a job.

Many of the students expressed frustration at the lack of opportunities for them in Coal City. While some said they would like to stay near their families, they knew there were no jobs for them. "We have to go somewhere where there's industry and more people." Lana told me she always

asks the graduating class how many plan to stay in this area and how many want to leave.

And the hands go up. They say 'We're outta here. There is absolutely nothing to do here.' But I wonder if that still is not typical of the high school student across the United States. Everyone wants to get away from home because it's always better somewhere else. I use the quote in my class, 'Things near are not less beautiful than things remote.' I like that because I have a feeling that so many of these students will be back. They'll find that life is not so rosy. And I think they will feel this tie to Appalachia.

The "tie to Appalachia" is something that both Lana and Wendy spoke about, and of course this is a theme that permeates the literature, both research and fiction. The students who want to stay feel this tie as well, but they have not had the experience and self-knowledge that the years bring, and do not seem to be able to articulate it as clearly as the adults. One junior told the story about how she had been born here, but her father had lost his job with the railroad so they moved to Charlotte, North Carolina. Both her parents "longed to return to Coal City" and finally were able to when her father, who then worked for the U.S. Post Office, applied for a transfer.

Summary

The picture of the Appalachian Literature courses at Coal City High School that emerged from my interviews and observations is a fascinating mixture of richness and impoverishment, not unlike a picture of Appalachia itself.

On the one hand is a teacher with experience, knowledge, skill and passion for her subject and her students. Add to this the wealth inherent in the physical location and the history of the region. On the other hand is the lack of material resources and, perhaps even more frustrating, of accessibility to resources. Add to this the absence of support from supervisors, parents and colleagues.

And yet, a successful Appalachian Literature program continues to exist after five years. One reason why Lana's courses have been successful is her reliance on low-cost teaching and learning materials such as wills, diaries, maps and local newspapers. While her courses could without doubt be enhanced by exposure to Appalshop films or to a broader spectrum of Appalachian literature or research materials available in a well-stocked library, the nature of the subject lends itself to using the materials at hand. In addition, she had gone to considerable expense to equip her classroom with additional books and magazines. Because this course was her own idea, Lana voiced an ownership of it and a freedom to change it which she did not feel about her American Literature English classes.

Although not a lot of material support for her program was documented, the moral support she received, particularly from colleagues and from her involvement with professional associations, was extremely important to her. It was

evident that she valued the respect and verbal support of her colleague Wendy Roy, who indicated she always advised students to take the Appalachian Literature courses as electives in their English program. Lana also spoke enthusiastically about past supervisors who had supported her ideas by writing grants to enrich her courses with human and print resources. More than the financial support, even, she enjoyed being appreciated and valued by these people, and being able to share her own excitement with someone.

According to Lana, being able to share the excitement was one of the great benefits of attending National Council of Teachers of English national meetings and other workshops and seminars sponsored by colleges and universities. These outside activities were great sources of both information and inspiration, contributing to her sustained enthusiasm for her courses.

When considering the elements that contribute to the success of the Appalachian Literature courses, it is impossible to overstate the importance of Lana Porter herself, as a person and as a teacher. As a new bride, she was introduced to the author Jesse Stuart by her mother-in-law and, as she professed, "was hooked." She is convinced that Appalachian literature has the power to transform lives because it transformed her own.

Eller (1989) found in her study of Kentucky teachers that many of them viewed one of their primary responsibilities to be "improving the life chances of their students" (p. 10). Lana's concern for her students in a holistic way was evidence of a similar belief. She cared that they felt inferior, that that were pregnant, that they settled for too little, and her voiced reason for establishing electives in Appalachian Literature was to combat this negative self-concept. It was readily apparent that she believed that Appalachian Literature has a unique power to instill in students a pride in themselves and their culture.

CHAPTER VI
SUMMARY AND CONCLUSIONS

Summary of Purpose and Methodology

The purpose of my study was to determine the extent to which Appalachian studies was taught in the English curricula of middle and high schools in Central Appalachia. In addition to discovering the number of schools in which Appalachian studies was taught, I wanted to be able to identify the literature, resources and activities being used by teachers and students in their Appalachian studies courses. I was interested in knowing the relationship between school libraries and the Appalachian studies curricula, and between school librarians and English teachers. Research shows evidence of rural Appalachian students possessing more negative self-concepts than their urban non-Appalachian counterparts, and I wanted to explore whether or not Appalachian studies courses have had a positive influence on Appalachian students' self esteem. And finally, I wanted to know if teachers in Appalachia used young adult novels in their classrooms as part of the English curriculum.

The first part of my research consisted of sending questionnaires (see Appendix B) to English teachers in grades 6-12 and to school librarians in 305 schools in the

area known as Central Appalachia (see map and list of states and counties in Appendix A). One hundred fifty-eight teachers responded for a return rate of 52%, while 183 school librarians (60%) completed and returned their questionnaires. Frequencies for all questions and cross tabulations for a large number of questions were computed. In addition, the chi-square test of independence was applied to several variables.

A case study of an Appalachian literature course was developed as a way of particularizing the survey data. From among fourteen qualifying schools--that is, schools represented by surveys returned from both the librarian and the English teacher who taught the Appalachian studies course--a site was chosen for interviews and observation. I observed the Appalachian Literature classroom on three different occasions and interviewed English teachers, students, administrators and the school librarian.

Discussion of Findings

Findings Related to Initial Assumptions

At the beginning of my study, I made several assumptions about what the data would confirm. First, I believed that teachers would be able to trace their decisions to include Appalachian studies in the curriculum to a specific person or event. While the survey responses and interviews confirmed that the teachers could indeed

identify important influences, I had overlooked the most important factor which can be described as their own sense of self. Again and again, in response to the question "*Who or what has been the greatest influence on your decision to teach Appalachian studies?*" I received answers such as "my own experience as a native of Appalachia," "myself," and "family influence." In order for external factors such as workshops, course work or other persons to have an effect, there seems to have first existed within the teachers themselves a sense of place and heritage.

Another assumption I made was that the incorporation of Appalachian studies into the English curriculum was largely due to efforts of interested individual teachers rather than to broad-based support. In analyzing the data from the questionnaires, I found that I was not really able to test this assumption since I had not asked the question directly. I did ask about the support they received from school administrators for their Appalachian studies courses. While none of them indicated that there had been any opposition from administrators, only three of twenty reported "unusually strong support and recognition compared with other courses/units I teach." Three teachers said they received no discernible support and thirteen indicated the same support as they received for other classes.

Individual effort on the part of the teacher was confirmed by my interview with the teacher of Appalachian Literature in my case study. When the opportunity to develop an English elective course presented itself, this teacher chose Appalachian Literature with no particular assistance or encouragement from either administrators or colleagues. A shorter Appalachian Literature elective had existed at the school in the past, but the teacher who had taught it was no longer on the faculty.

I had assumed that the content (based on the resources used) of Appalachian studies courses would not vary from school to school as much as the teaching methods and learning activities would. It is difficult to say for certain whether or not this assumption was borne out by the survey results, but it appears that my assumption did not hold up. In fact, just the reverse may be true--that learning activities are more alike than content. There was a good deal of agreement on learning activities with the great majority of the 21 respondents favoring "reading/discussing literature," "viewing films/listening to tapes," "oral history projects," and "genealogy projects."

As far as content goes, while many well known Appalachian authors were checked as being in school libraries or classrooms, many other "write-in" authors led me to believe that the courses are more varied and possibly

much more local in nature than I had thought. The resources used by the teacher and students in the case study verified that much of the course content focused on the history of the pioneers and coal miners in the immediate area. More general literature was also used, but emphasis was placed on how it illuminated or reflected local culture.

I was correct in assuming that very little young adult fiction (fiction written specifically for adolescents) was assigned, either in general English courses or in Appalachian studies courses. The situation in the case study was extreme: there was no young adult literature used in the curriculum nor were there any young adult books in the library. A small percentage of the English teachers indicated in the questionnaires that they used young adult fiction in their classes, but even these answers reflected some confusion about what the genre was. Based on the findings from the surveys and the case study, young adult literature as a curriculum resource is not widely accepted nor is its definition completely clear to English teachers.

My final assumption stated in Chapter I was that resources for Appalachian studies are rich and varied but largely unavailable to teachers. On the one hand, I was proven wrong in my case study because the teacher did in fact use a large variety of resources; they just happened to be resources I had not thought of--free or inexpensive

materials such as pamphlets, newspaper clippings, wills and diaries. On the other hand, my assumption was correct when I considered the kinds of resources I originally had in mind, such as Appalshop films and videotapes or curriculum materials developed by other educators. Over a third of the librarians, for example, had never heard of Appalshop Films which have been produced in their own back yard (Whitesburg, Kentucky) for many years.

Additional Findings

Several demographic statistics deserve emphasis. More than three-fourths of both the teachers and the librarians had earned a master's degree or above, a fact that can be partially explained by the fact that both groups were veterans of many years of public school experience. The average number of years in teaching was twenty compared to about eighteen for librarianship. Since librarians and teachers with master's degrees are compensated at a higher level, there is some incentive for earning advanced degrees; nevertheless the educational level of both teachers and librarians seems remarkably high.

The questionnaires also revealed that the overwhelming majority of both librarians and teachers are native Appalachians. Eighty-eight percent of the librarians and 83 percent of the teachers characterized themselves as natives of Appalachia. In addition, almost a fourth of both groups

characterized the socioeconomic situation in their areas as "predominantly unemployed." It is interesting to note that in a region where some researchers have shown that traditionally education has neither been valued nor trusted, (Reck & Reck, 1980) many natives--and in this case, primarily women--are highly educated and have chosen to remain near their families and childhood homes in spite of few economic opportunities.

Recommendations for Change

Many issues were unearthed by the questionnaires and, particularly, by the case study: the isolation of teachers; the scarcity of time for teachers to plan and reflect; the gulf between theory and practice and between teacher education and the public school classroom; the lack of teaching resources and access to them; the lack of knowledge about the potential of young adult fiction in the curriculum. These issues are not, of course, specific to Appalachian studies in the middle and high school English curriculum. However, Appalachian studies is a part of a system, a school system, and does not exist in a vacuum. It is impossible then to offer suggestions for change that do not encompass the system as a whole.

Reducing the Isolation of Teachers and Librarians

It became clear as I proceeded with the case study that teachers are isolated from one another and from librarians.

Lana Porter, the Appalachian Literature teacher in the case study, expressed frustration that so little time was available to talk to other Appalachian Literature teachers in the school system about her courses. At the same time that she felt she had more autonomy and control in regard to the Appalachian Literature courses, which she had developed as electives, than she did with her required American Literature courses, the sense of ownership was accompanied by a sense of loneliness. There was one other teacher in the school who taught an Appalachian Literature/Speech course to learning disabled students, but their planning periods did not coincide, and they both indicated that there was not a lot of chance to communicate.

More opportunities are needed for teachers to talk to each other about their ideas and plans and to reflect on their teaching. This is true for teachers of every subject, and particularly important for those who teach courses such as Appalachian studies for which there is no state-wide or system-wide curriculum. Unfortunately, little attention is given to teacher development and renewal in the traditional school day and year schedules. When school reform issues are discussed, there is a tendency to begin with the familiar school schedule and try to fit reform into a pre-existing mold.

Perhaps what is needed is to begin with no schedule, to think about what students need and what teachers need, and finally to consider the logistics and the division of time. In institutions of teacher education, we are convinced that practices such as reflective teaching, autonomous learning and collaborative learning are important components of the teaching-learning environment. Yet, opportunities for teachers as learners to experience and model these practices are usually not built into the school day or academic year.

Possibilities exist even within the current structure. If there are now "teacher work days," it is possible that these could be reconceptualized as or supplemented by "teacher talk days" in which teachers of Appalachian studies, and of all subjects, meet to talk about, reflect on and share their teaching. Next year, the school in my case study, Coal City High School, is adopting a new 90-minute block schedule. This will allow students to complete in one semester a course which previously took an entire year. The benefit for teachers is fewer class preparations per day and a longer planning period. Perhaps the flexibility afforded by more time to plan will allow for more meetings among teachers who would then have time to travel to another school. Principals and system administrators would need to encourage this kind of interactivity and flexibility.

Bridging the Gulf: Higher Education and Classroom Practice

As I mentioned in the previous section, current trends and theories in teacher education, and in higher education in general, are not reflected to a great degree in teaching practice. While most of the institutions of higher learning in Central Appalachia offer Appalachian Studies programs as well as teacher education programs, many times these two programs do not intersect.

Teacher education faculty need to take advantage of the resources available through Appalachian Studies programs. Teacher education in most institutions now emphasizes such concepts as diversity or multiculturalism and whole language. Using examples and literature from the Appalachian Studies field would be an ideal way to teach such concepts, and would be particularly meaningful to Appalachian pre-service teachers, most of whom will be remaining in Appalachia to teach. As an example, the "deficit model" (in which cultural differences are viewed as superior and inferior) and the "difference model" (in which differences are acknowledged but no value judgments made) defined so well by Reck (1982) is an excellent addition to the literature of multiculturalism.

Other ways to incorporate Appalachian studies into teacher education classes involve the concepts of whole language and language variation. Because of the growing

number of children's books about Appalachia and the wealth of Appalachian resources available at most colleges and universities within the Appalachian region, Appalachian topics would be excellent examples for the study of the whole language approach by elementary education pre-service teachers. In addition, studying Appalachian speech patterns would be an excellent way for future teachers to explore the area of language variation.

Appalachian scholar Jim Wayne Miller argued for a closer tie between teacher education and public school education in Appalachia (1977a). His suggestions included many college-sponsored practices that have evolved over the last two decades--developing summer institutes for teachers, bringing teachers and students to campuses for festivals and seminars, and having college faculty bring courses and programs out to schools. In many cases, however, it is the faculty involved in Appalachian studies programs and not the teacher education faculty involved in these activities.

Closer ties need to be developed between pre-service and in-service education. In a general sense, teacher education needs to adopt a model in which service is part of the product--in other words, a model in which teachers are not only prepared, but supported once they begin teaching, a sort of "maintenance" contract involving in-service

education and consultation. Collaborative efforts such as mentor teacher programs are one way to link preservice or new teachers with experienced teachers.

A very simple link between higher education and public schools exists in the formation of alliance groups. For example, at Radford University and Virginia Tech teacher education faculty members have established the New River Alliance of Librarians and the New River Valley Academic Alliance of Teachers of English, both of which sponsor several program meetings each year for the purpose of informal social interaction and exchange of ideas.

Another benefit of closer ties between higher education and public schools would be an increase in the rate at which new knowledge is incorporated into the public school curriculum. Student teachers frequently remark upon the gap they discover existing between what they're taught in their pre-service courses and what they find being taught in the schools.

In the area of Appalachian studies, the responses to my questionnaires reflected a great reliance on older materials. For example, of the 21 teachers who answered the question about using an anthology, only four of them reported using A Southern Appalachian Reader, a 1988 textbook prepared by school teachers for use in high schools. Eight other teachers used anthologies published in

the 1970s. Similarly, the great majority of teachers used writings by Jesse Stuart and James Still, authors whose books were published decades ago, while more current works were far less popular in the classroom. This is not to say that these older works are not still valid for use in the classroom, but there is the chance that their popularity may be a result of teachers' unfamiliarity with newer materials.

Both the questionnaires and the case study verified the role that certain institutions of higher education are playing in the continuing education and development of teachers involved in Appalachian studies. Berea College in Kentucky and Radford University in Virginia were mentioned most often as institutions sponsoring workshops that supported teachers' efforts. In addition to their annual summer workshops, Radford also sponsors the Appalachian Teachers Network which meets each fall on the campus. An Eastern Kentucky Teachers Network, which offers training in the Foxfire method, also exists with sponsorship from the Hindman Settlement School, Hindman, Kentucky.

These workshops and networks, along with similar events at other colleges and universities in Central Appalachia, were extremely important experiences for the 21 teachers who responded to a second in-depth questionnaire, including Lana Porter in my case study. Unfortunately, I did not ask a question about English teachers' knowledge of these events

on the first questionnaire which was returned by 158 teachers; this would have given me a much better idea of how widely known these workshops are. Certainly they should be publicized as widely as possible among teachers, to try to recruit new participants as well as to continue to attract those already involved. Since the participants are so enthusiastic in their praise, it might help to include their testimony in the publicity.

Fostering the Use of Young Adult Fiction

Young adult literature, sometimes called adolescent literature, may be taught in the Education, English or Library Science department of a college or university, but it has become over the last decade or so a fairly standard required course in the English and library media teacher education curricula of most colleges or universities. As a part of the program of studies for education majors, the courses normally include teaching methods as well as literary aspects of the genre, giving the message that young adult fiction is a valuable addition to the English curriculum.

My survey findings relating to the use of young adult literature are difficult to interpret. At first glance, it appeared that young adult literature was making great headway in the English classroom. Three-fourths (14 out of 19) of the teachers said they assigned young adult novels

for their students to read outside of the Appalachian studies curriculum. I regret that I did not ask this question on the first questionnaire sent to English teachers as I would have had a much greater response. Additionally, I wish I had asked for the names of one or two novels. Nevertheless, this response seemed rather remarkable considering the fact that 85% of the teachers in the study had taught for 11 or more years, indicating they probably had not had a course in young adult literature during their undergraduate teacher preparation.

Another question on the questionnaire asked whether they had assigned young adult books with Appalachian characters or settings for use in their Appalachian studies classes. Fifty percent indicated they had, but their answers to the request for titles revealed a widespread misunderstanding of what an Appalachian young adult novel was. Responses such as Inherit the Wind, To Kill A Mockingbird, The Tall Woman and Christy clearly are not within the definition of young adult novel (and some questionably within the definition of an Appalachian novel) --that is, they were not written specifically for teenagers. Only five of the 17 titles listed could actually be defined as young adult novels.

The confusion about what constitutes an Appalachian young adult novel also renders suspect the conclusion that

75% of the English teachers used young adult novels in their general English classes. My interviews with two English teachers in the case study corroborates the fact that there exist misconceptions about the genre. Both Lana Porter, the Appalachian Literature teacher, and her colleague Wendy Roy expressed the view that young adult novels are for children at the upper elementary and middle school levels and possibly for students in high school with disabilities who are at a different developmental level than "normal" high school students.

When it comes to young adult literature, it appears that a very wide gap exists between what is taught in teacher education programs and what is practiced and believed in the high schools in this study. Once again, the problem becomes one of more interaction between higher education and the schools, specifically between teacher educators and middle and high school teachers. The alliance idea is a good one here, as well, because informational and entertaining programs involving young adult authors and books would be an excellent idea. Adolescent literature reading groups have also been formed by teacher educators to involve both persons in higher education and classroom teachers and librarians whose sole purpose for meeting is to share young adult books and ideas for using them with students.

The Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN) sponsors a preconference workshop each November before the national NCTE meeting, provides grants for individuals or groups who are researching topics related to young adult literature, and publishes The ALAN Review three times a year. Special interest groups focusing on young adult literature have also sprung up in other professional organizations such as the International Reading Association and the American Library Association.

While these are excellent projects, many of them do not filter down to a substantial number of classroom teachers. Methods of communication which reach the classroom teacher are needed. Again, this is where in-service programs presented by teacher educators are important. Another suggestion would be for ALAN and similar organizations to sponsor mini-grants to teachers, both in higher education and in public schools, to develop programs and teaching materials using young adult literature. Since research shows that some English teachers are more willing to use young adult literature as a bridge to the classics rather than as literature which stands on its own (Martin, 1986), developing programs and materials along these lines might be a way to hook more teachers initially.

Every semester that Adolescent Literature courses are taught for education majors all over the United States, students develop units, lesson plans, reader support kits and other materials which are then handed in to the teacher, graded, and never heard of again. Better dissemination of these materials is needed. At the very least, the best of these need to be kept in teaching and learning resource centers on campuses for future reference by other pre-service teachers and public school teachers in the region. One way to get public school teachers involved might be to invite them to an evening meeting with pre-service teachers where the teachers, as practitioners, would provide feedback.

Enhancing Communication and Access Through Technology

New telecommunications technology has the potential to reduce both the isolation of classroom teachers and the lack of materials available in school libraries. As important as it is to obtain computers for use in classrooms, just as important is the installation of a telephone line in every classroom and school library. With the addition of a phone line dedicated to computer use, teachers, librarians and students will have access to the world beyond the school.

Several applications of telecommunications technology have potential for classrooms in general, and for Appalachian studies courses in particular. On-site access

to e-mail allows teachers to exchange ideas without leaving their classrooms. If something works in the classroom, it can be shared immediately with a colleague in another school, whether it be in the same school system or across the world. Computers linked to phone lines also permit students and classes to communicate. Teachers of Appalachian studies in rural areas may wish to set up projects involving their own students with students in Appalachian studies classes in another part of Appalachia, or with students in urban areas.

At the present time, VA.PEN (Virginia Public Education Network) provides a free 800-number access to the Internet and to various discussion groups and news services. Statewide education networks are in different stages of implementation in all states, and are particularly powerful tools for schools in rural areas.

In addition, library automation becomes increasingly important in an era of diminishing resources. Downward trends in budgets translate to fewer library materials, and access to collections outside the local library becomes fully as important as ownership of materials. The installation of microcomputer-based library catalogs permits easy compilation of bibliographies on topics such as Appalachian Folklore or Coal Mining. With the addition of communication capabilities provided by a modem, telephone

line and fax machine, these lists of materials can be shared easily and quickly with other schools.

Increasingly, colleges, universities and public libraries are making their catalogs available for on-line access. School librarians will be able to take advantage of these opportunities to search other catalogs and initiate interlibrary loans on-line. Postage costs for mailing items will have to be built into library budgets, but materials such as journal articles will be available inexpensively through the use of fax machines.

The leap from the existing situation at Coal City High School Library to this high-tech world of telecommunications may seem impossible. In actuality, the cost is relatively low for the necessary hardware and software. The real challenge comes in finding the knowledge and the time to implement the technology. Dorothy Troop, the librarian at Coal City High, has the right idea: not having the technical background herself to install such a system, she has enlisted the aid of a high school junior who works in a local computer store. Together they have written a proposal for a connection to the Internet by hooking up to the mainframe computer at a local college.

State professional organizations, such as the Virginia Educational Media Association (VEMA), are important vehicles for educating librarians in computer technologies. It is

unfortunate that Dorothy Troop has not been to her state's professional organization's meetings in several years due to lack of funding. It is essential that administrators become aware of the educative role that these professional organizations perform, a role no longer assumed by the diminished staffs of central school offices. VEMA has been particularly successful in educating principals and other administrators about technology by sponsoring low cost preconference workshops specifically for administrators. The workshops are well attended, and in addition, VEMA offers annually an "Administrator of the Year Award" to an administrator who has demonstrated support and achievement in the area of technology.

Instituting similar measures in other states in Appalachia might help increase the rate at which computer technologies are incorporated into the schools. Recognizing the decision-making role of administrators is an important step toward the adoption of new technologies in schools. In the process, administrators and librarians become allies, and the position of the librarian often takes on new status.

Waiting for library media specialists who are currently being prepared to assume leadership roles with regard to technology will take a long time, and educational opportunities for existing librarians are necessary to

accelerate the process. Once again, those teacher educators with the expertise, this time in technology, must provide faculty development. Colleges and universities must find ways to bring courses and workshops to teachers and librarians in isolated areas.

Establishing an Appalachian Teachers Clearinghouse

In my literature search and in the study itself, as well as in the courses I teach in teacher education, I have discovered that there is not a dearth of good ideas for teaching Appalachian studies. An ERIC search for curriculum materials and bibliographies relating to Appalachian studies unearthed a wealth of information. I am also convinced that another rich source of information exists in research and original work done by students in Appalachian Studies courses and education courses in colleges and universities throughout Appalachia. Much of the latter work is never disseminated beyond the college classroom. In addition, syllabi of courses taught in the public schools and in college courses are rarely shared with colleagues. The nature of much of this information is ephemeral, yet it may have great value to teachers who are interested in developing Appalachian studies courses or in modifying existing ones.

The establishment of an Appalachian studies clearinghouse would be one way that teaching materials which

are seldom shared could be collected and made available to interested teachers. In my previous career as an academic librarian, I subscribed to a similar clearinghouse for library instruction materials. These consisted of documents and audiovisual materials that had been developed by librarians for teaching library skills; examples were handouts, library guides, pamphlets, audio library tours, video library orientations and other items which had neither been published nor copyrighted.

The idea was very simple. A library science department of a public university provided the storage space for the materials and the postage for mailing them out. Four times a year a brief newsletter was sent to subscribers describing new materials, requesting submissions and printing any requests for special materials that librarians had requested. When a librarian requested a certain packet of materials, they were mailed out and the requestor had a week to look them over and copy whatever was needed. The librarian then paid the postage to return the items.

For the Appalachian Studies Clearinghouse to work for teachers, no subscription fees should be charged. An Appalachian Studies Center or Program in a regional university would be an ideal location for the materials. A grant proposal could be written for funding to set up the clearinghouse and to publicize it initially. A possible

source of funding might be a grant from the Appalachia Educational Laboratory (AEL) in Charleston, West Virginia, whose purpose is to support public education in Central Appalachia. Once it was established, the minimal cost involved could become part of the program's budget.

Together with a clearinghouse, an electronic discussion group targeting Appalachian studies could be instituted at the same university. These discussion groups, or listservs, exist currently for many educational disciplines, including the areas of school library media, children's literature (but not young adult literature, which is another possibility), gifted education, middle school education, to name just a few. The purpose of the listservs is to provide a forum for interested persons to discuss issues related to particular topics. To explain how the discussion groups work, an interested person subscribes to a group by sending an e-mail message to the electronic address. Once a person has subscribed, all messages that are posted on the list arrive in the person's electronic mailbox. Any subscriber may post a message at any time and it will be mailed to all other subscribers.

Examples of messages on an Appalachian studies listserv might include:

Does anyone know how I can reach George Ella Lyon? I'd like to have her visit our school and I need to know the cost.

I just rented the Appalshop Video entitled "Portraits and Dreams" about a photography project done by school-children in Eastern Kentucky. It's terrific! Now my students are going to do their own project.

Don't forget the Appalachian Celebration week June 19-25 at Morehead State University, Morehead, Kentucky. Music, crafts, storytelling, films, workshops and people like George Brosi, Jo Carson, Anndrena Belcher.

A benefit of having a listserv connected with the clearinghouse would be that teachers could request materials electronically to save time and money. In addition, a listserv is an added incentive for learning to use e-mail.

Recommendations for Further Research

A survey similar to mine in the remaining subregions of Appalachia would permit comparisons among the subregions and among states in regard to the inclusion of Appalachian studies courses in the schools. By analyzing data from all subregions, it would be possible to compare the status of these courses in urban versus rural schools as well.

It would also seem logical to survey English teachers and librarians in urban schools in cities to which Appalachians have emigrated, cities such as Cincinnati, Detroit and Indianapolis, to determine to what extent Appalachian studies courses have been incorporated into the curriculum. A comparison of the content of urban courses compared to the content of courses in more rural Appalachia might yield some interesting results.

A similar survey of elementary school teachers in Appalachia would determine how frequently Appalachian studies are used with the lower grades. In particular it would be interesting to know whether young adult novels, which do not appear to be popular with middle and high school teachers, are used in upper elementary grades. Also, it is again time for research to be done on the use of young adult literature in the English classroom as the information cited in this study is now almost ten years old.

One of the disappointments to me in my case study was the state of the library in Coal City High School and its lack of support for Appalachian studies. There were survey responses from other schools in which the libraries appeared to play a much larger role in supporting Appalachian studies. I believe a case study involving a school in which the librarian and the English teacher cooperated to a greater degree might bring to light other variables that contribute toward successful Appalachian studies programs. There are also other relevant factors that might be present in other locations, for example, more parental and/or administrative support, or a more rural location, or a recently consolidated school which would yield varied results.

One question that my study did not answer definitively is whether or not studying Appalachian studies influenced

the self-concept of native Appalachian students, or influenced the views of non-natives towards Appalachia. It is only natural that almost all of the English teachers surveyed believed that their Appalachian studies courses positively influenced the self-concept of their Appalachian students. The teachers and students interviewed in the case study also overwhelmingly agreed that the Appalachian Literature courses had a positive affect. However, the results are not really conclusive due to the limited number of participants in the study and the way in which the question was asked.

It would be difficult to measure the effect of the course on self-concept since it is hard to imagine how the effects of the course could be separated from other variables at work. I believe that one way to gather some evidence linked to self-concept might be to interview students several years after they had taken the course to determine whether there was any lasting effect. Puckett (1986) used this technique in his study of the Foxfire program and described former Foxfire students as "the richest source of data . . . [and] also the most difficult (and frustrating) to collect" (p. 462).

Conclusion

The ultimate question that I wanted to be able to answer by analyzing the data from the surveys and the case

study was "What are some of the variables that comprise a successful ongoing middle or high school Appalachian studies program in Central Appalachia?" I am defining success in this instance in terms of the value assigned to the course by its students, its teacher and other English teachers in the school. I wanted to know if there were factors that were essential for the existence of an effective program, and if these factors were unique in any way from those present in any effective educational endeavor.

It seems easiest to identify first those variables which contribute toward the success of a program but are not indispensable. Whereas it is logical to assume that support from administrators and/or parents might be crucial, the case study proved this assumption to be incorrect. Lana Porter has taught her Appalachian Literature courses every semester for five years and cannot recall any feedback with parents or principals relating to these courses. It is true that she received encouragement and grant funding from two English supervisors during the earlier years, but the courses existed before and after this support.

It also seems reasonable to expect that the school library media center would be a pivotal part of any new curricular offering in terms of on-site resources and access to resources beyond the school. At Coal City High School, this also was not the case. The library's collection of

Appalachian materials was meager, and the role of the librarian in supporting the Appalachian Literature program was almost non-existent. While it is certainly true that school libraries could be, and many times are, of enormous assistance in supporting Appalachian studies programs, they do not appear to be a necessary factor for programs to thrive.

Workshops, conferences and membership in professional organizations also play an important role in motivating teachers of Appalachian studies courses. Lana Porter recognizes the importance of these kinds of links; yet her initial decision to develop her elective Appalachian Literature courses was made before she participated in these kinds of activities. The data from the questionnaires show that informal discussion and personal reading were mentioned far more frequently than workshops or continuing education as reasons for interest in teaching Appalachian studies.

A case could be made that some form of support might be needed, whether it be parental, collegial, administrative or in the form of workshops or institutes. In other words, no particular kind of support might be needed, but some kind of support might be essential. Or, perhaps the only recognition or feedback necessary is what the students give the teacher.

What is left after all other variables are explained are the teachers and the students. After reading the responses to the questionnaires and completing my case study, there is no doubt in my mind that one essential ingredient is a teacher who is skilled, knowledgeable, dedicated and credible to her students. There exist in the answers to the question, "*Who or what has been the greatest influence on your decision to teach Appalachian studies,*" a specificity of person or event together with a passion for the subject. In many cases, the person was the teacher herself or a member of the family. The answers reveal a level of self-knowledge on the part of the teachers in relation to their subject that is translated into a commitment to share what they know.

Appalachian studies courses work, I think, when teachers have this commitment to share with their students something meaningful to themselves. This is not so different from successful teachers in other disciplines; but there is a difference that a sense of *place* lends to the Appalachian studies classroom. United by their shared understanding of place, teachers and students have the potential to reach a remarkable level of trust. During my classroom observations, I noticed when Lana referred to Appalachia, the coal fields, or "these mountains," students nodded, they were with her, they understood immediately,

they responded with personal observations. Their understanding was not only geographical in nature, but encompassed a value system and indeed a whole culture. Assignments were meaningful because they were tied to their values and their culture.

It is precisely this type of meaningfulness that all teachers should strive for in helping connect school to the lives of their students. In this sense, teachers of Appalachian studies can be viewed as models of effective teaching and Appalachian studies the vehicle for significant connections to occur.

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CURRICULUM VITAE

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Education

- 1994 Ed.D. Virginia Polytechnic Institute & State University, Blacksburg, Virginia
Curriculum and Instruction
- 1982 M.L.S. University of Maryland, College Park
Library Science
- 1981 M.Ed. Virginia Polytechnic Institute & State University, Blacksburg, Virginia
Curriculum and Instruction
- 1965 B.A. University of Minnesota, Minneapolis
English

Employment History

- 1992- Assistant Professor, Dept. of Educational Studies, College of Education and Human Development, Radford University, Radford, Virginia
- 1982-1990 Assistant Professor and Librarian, University Libraries, Virginia Polytechnic Institute & State University, Blacksburg, Virginia
- 1981-1982 Graduate Research Assistant, M. Lucia James Curriculum Laboratory, College of Education, University of Maryland, College Park
- 1979-1981 Graduate Research Assistant, College of Education, Virginia Polytechnic Institute & State University, Blacksburg, Virginia
- 1978-1979 Library Aide, Blacksburg Middle School, Blacksburg, Virginia

- 1974-1977 Research Associate, Office Planning and Institutional Research, College of St. Benedict, St. Joseph, Minnesota
- 1971-1974 Research Project Coordinator, University of Rochester Medical Center, Rochester, New York
- 1965-1971 Sales Manager, Kelco Supply Company, Minneapolis, Minnesota

Professional Activities

- 1992- Coordinator, New River Valley Alliance of Librarians
- 1991- Co-editor, Journal of Youth Services in Libraries, quarterly journal of Association of Library Services to Children and Young Adult Library Services Association of the American Library Association
- 1981- Member, American Library Association and its divisions:
 Association of Library Services to Children
 Young Adult Library Services Association
 American Association of School Librarians
- 1991- Member, National Council of Teachers of English and its divisions:
 Assembly for Literature on Adolescents
 Assembly on the Literature and Culture of Appalachia
- 1992- Member, Virginia Educational Media Association
 Chair, Higher Education Media Association
- 1992- Member, Virginia Association of Teachers of English
- 1993- Member, International Society for Technology in Education
- 1993- Member, Virginia Society for Technology in Education

Major Publications

- 1994 Critical essays on Mildred Lee and Alice Bach for Twentieth Century Young Adult Writers, St. James Press.
- 1992 "Reflections in a New Mirror," Virginia English Bulletin, 42 (2): 42-45.
- 1992 "Curriculum Reform: The Role of Academic Libraries," in B. Baker and M.E. Litzinger, eds., The Evolving Educational Mission of the Library. Chicago, IL: Association of College and Research Libraries, 1992: 90-108.
- 1989 "A Graduate Course in Information Literacy," in G.E. Mensching and T.B. Mensching, eds., Coping with Information Illiteracy: Bibliographic Instruction for the Information Age. Ann Arbor, MI: Pierian Press, 1989: 14-22.
- 1989 "Education for the Electronic Reference Environment," Journal of Academic Librarianship, 15 (2) in issue No. 13 of column entitled "Libraries and Computing Centers: Issues of Mutual Concern."
- 1986 With D.M. Moore and P. Armistead. "Media Research: A Graduate Student's Primer," British Journal of Educational Technology, 17 (3): 185-193.

Grants

- 1989-1990 With Edward Fox, "Comparison of Advanced Retrieval Approaches for Online Catalog Access," Council on Library Resources.
- 1987-1988 "A CAI Program in Library Skills for Virginia Tech Freshmen," grant from Virginia Tech Learning Resources Center.
- 1985-1986 With Donald Kenney, "A Cooperative Library Instruction Program for College Bound High School Students in Southwest Virginia," LCSA Title III Grant.

Recent Presentations

- 1993 "Reading Authors," National Council of Teachers of English, Richmond, Virginia
- 1993 "Kids and Authors," Virginia Educational Media Association, Williamsburg, Virginia
- 1990 "A Virginia High School/University Computer Network," Virginia Educational Media Association, Richmond, VA
- 1989 "A Graduate Course in Information Literacy," 17th National Library Instruction Conference, Ann Arbor, Michigan
- 1989 Poster session, "In-Depth Service at a Comprehensive Reference Desk: A Plan to Facilitate Subject Research," American Library Association, Dallas, Texas

Linda J. Wilson

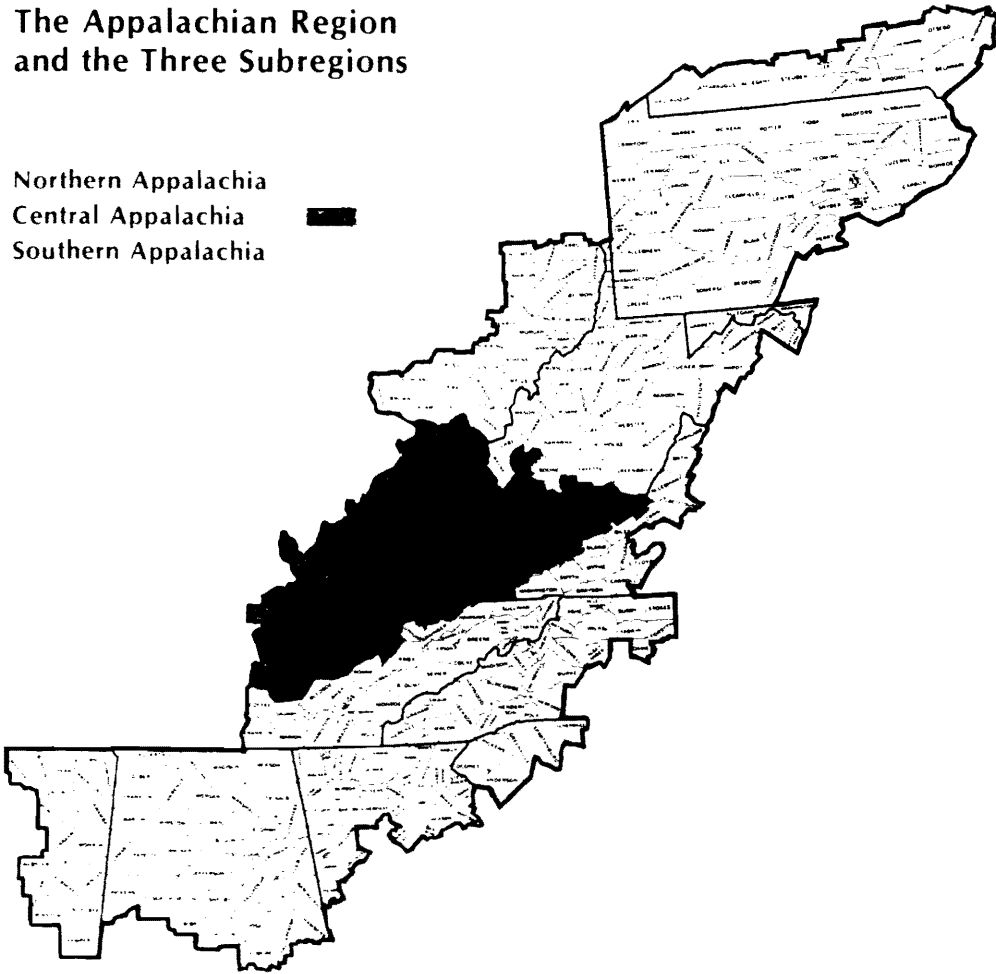
APPENDIX A

Map of Appalachian Region and Subregions

List of States and Counties in Study

The Appalachian Region and the Three Subregions

Northern Appalachia
Central Appalachia
Southern Appalachia



The above map was copied from Appalachian Regional
Commission (1977), p. 3.

STATES AND COUNTIES IN CENTRAL APPALACHIA

Kentucky

Adair	Estill	Lawrence	Montgomery
Bath	Fleming	Lee	Morgan
Bell	Floyd	Leslie	Owsley
Boyd	Garrard	Letcher	Perry
Breathitt	Green	Lewis	Pike
Carter	Greenup	Lincoln	Powell
Casey	Harlan	Madison	Pulaski
Clark	Jackson	Magoffin	Rockcastle
Clay	Johnson	Martin	Rowan
Clinton	Knott	McCreary	Russell
Cumberland	Knox	Menifee	Wayne
Elliot	Laurel	Monroe	Whitley
			Wolfe

Tennessee

Anderson	Cumberland	Morgan	Smith
Campbell	DeKalb	Overton	Van Buren
Cannon	Fentress	Pickett	Warren
Claiborne	Jackson	Putnam	White
Clay	Macon	Scott	

Virginia

Bristol City	Lee	Scott
Buchanan	Norton City	Tazewell
Dickenson	Russell	Wise

West Virginia

Lincoln	Mercer	Raleigh
Logan	Mingo	Summers
McDowell	Monroe	Wyoming

APPENDIX B

Questionnaires and Cover Letters

October 1, 1993

Dear Colleague:

Over the past two decades, the literature and culture of the region known as Appalachia have experienced a kind of renaissance. Folklife festivals in our communities, magazines devoted to our region, and college courses in Appalachian studies are evidence of this new interest in "things Appalachian."

Many middle and high schools have also incorporated Appalachian studies into their curricula, and this is the subject of my dissertation now underway at Virginia Tech. I am surveying English and language arts teachers and school librarians in a four-state area known as Central Appalachia. I am interested in knowing more about how teachers teach Appalachian studies and how librarians help to support these courses.

Will you please fill out the enclosed questionnaire or forward it to the appropriate person in your school? The questionnaires are numbered to enable me to follow up on those that are not returned, but all information will remain strictly confidential. Please note that questions appear on **both** sides of the questionnaire.

I need the results of the questionnaires as soon as possible, and your prompt return will be appreciated. For your convenience, I have enclosed a self-addressed, stamped envelope. Thank you for your help.

Sincerely,



Linda J. Wilson
4521 Graham St.
Elliston, VA 24087

November 3, 1993

Dear Colleague,

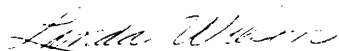
I teach education courses at Radford University, Radford, Virginia, and am a doctoral student at Virginia Tech, Blacksburg, Virginia. As both a student and teacher, I am interested in knowing the extent to which Appalachian studies is being taught in schools in the central part of Appalachia. I believe that using regional literature and culture in the classroom is an important way to validate the experiences of native Appalachians.

I want to determine how many teachers are devoting some time in their English and language arts classes to teaching Appalachian studies. I am also interested in knowing how school libraries support these classes. The main purpose for gathering this information is to learn something about the content and teaching practices involved in these courses so I can then distribute this information to teachers and librarians.

Several weeks ago I sent you a questionnaire asking whether or not Appalachian studies is taught in your school. I have not heard from you and am enclosing another copy in the hope that you will find a few minutes to complete it and return it in the stamped envelope.

I sincerely appreciate your cooperation in letting me know what's happening in your school.

Sincerely,



Linda Wilson

Appalachian Studies Questionnaire

Please complete the following questions and return the questionnaire in the stamped addressed envelope provided.

1. Is Appalachian studies--that is, Appalachian literature, folklore, culture, history--taught as a part of the language arts or English curriculum in your school?
 no *yes*
2. To your knowledge, is Appalachian studies taught as a part of any curriculum other than language arts or English in your school?
 no *yes (please indicate subject such as history or geography)*
3. Do you make any special effort to purchase books by Appalachian authors or about Appalachia?
 no *yes*
4. How do you locate Appalachian materials to purchase them? Name 1 or 2 sources.

5. How would you characterize your library/media center's collection of materials about Appalachia?
 strong collection
 adequate collection, meets most requests from teachers and students
 inadequate collection
 not sure
6. How would you characterize your library/media center's total collection of materials in general?
 strong collection
 adequate collection, meets most requests from teachers and students
 inadequate collection
 not sure
7. The following list contains names of authors whose writings are frequently used in Appalachian studies courses. Please check all names which are represented in your school's library collection.

<input type="checkbox"/> <i>James Agee</i>	<input type="checkbox"/> <i>Harriette Arnow</i>
<input type="checkbox"/> <i>Marilou Awiakta</i>	<input type="checkbox"/> <i>Wendell Berry</i>
<input type="checkbox"/> <i>Fred Chappell</i>	<input type="checkbox"/> <i>Wilma Dykeman</i>
<input type="checkbox"/> <i>John Fox, Jr.</i>	<input type="checkbox"/> <i>Norman Gurney</i>
<input type="checkbox"/> <i>Jim Wayne Miller</i>	<input type="checkbox"/> <i>Lee Smith</i>
<input type="checkbox"/> <i>Eliot Wigginton</i>	<input type="checkbox"/> <i>Jesse Stuart</i>
<input type="checkbox"/> <i>Other major authors (please name)</i> _____	

8. There are a number of young adult books, that is, books written specifically for youth ages 12-18, which have Appalachian characters and settings. Some of the more well-known authors of these books are listed below. Please check all names which are represented in your school's library collection.

<input type="checkbox"/> <i>Robert Burch</i>	<input type="checkbox"/> <i>Betsy Byars</i>
<input type="checkbox"/> <i>Rebecca Caudill</i>	<input type="checkbox"/> <i>Bill and Vera Cleaver</i>
<input type="checkbox"/> <i>Virginia Hamilton</i>	<input type="checkbox"/> <i>Lou Kassem</i>
<input type="checkbox"/> <i>George Ella Lyon</i>	<input type="checkbox"/> <i>Phyllis Reynolds Naylor</i>
<input type="checkbox"/> <i>Jim Wayne Miller</i>	<input type="checkbox"/> <i>Katherine Paterson</i>
<input type="checkbox"/> <i>Cynthia Rylant</i>	<input type="checkbox"/> <i>William O. Steele</i>
<input type="checkbox"/> <i>Ruth White</i>	
<input type="checkbox"/> <i>Other major authors (please name) _____</i>	

9. Regarding the Appalachian studies curriculum, how would you characterize your relationship with the English or language arts teacher who teaches Appalachian studies? (check all that apply)

Not applicable -- Appalachian studies is not part of the curriculum
 The teacher has not asked me for assistance
 I have not offered the teacher any assistance
 I have suggested, bought, borrowed or rented materials for the Appalachian studies course
 I have helped plan the Appalachian studies course
 I have helped teach the Appalachian studies course
 Students have used the library to display Appalachian studies projects
 Other, briefly describe _____

10. How would you characterize your relationship with English teachers in general?
 (check the most applicable statement)

There is very little or no communication between English teachers and the library media center
 English teachers occasionally discuss their courses with me
 English teachers ask me to suggest and purchase materials to support their courses
 English teachers include me in planning and/or teaching their courses

11. As a general rule, do you obtain materials from other libraries which your library does not own?

never
 occasionally
 frequently

12. Have you obtained materials from other libraries or agencies for the Appalachian studies course?

never
 occasionally
 frequently

13. If you answered *yes* to question 12, name one or two of these libraries or agencies.
-

14. If you answered *never* to questions 11 and 12, the main reasons you do not borrow these materials are: (check all that apply)

- Teachers do not ask me to get materials the library does not own*
- I am not familiar with interlibrary loan procedures*
- I do not have the technology support, such as a computer and/or modem, necessary*
- Other reason* _____

15. Have you ever heard of Appalshop Films?

no *yes*

16. Have you ever bought or rented a film produced by Appalshop for viewing by students in your school?

no *yes*

17. What is the highest degree you hold?

non-degreeed *bachelor's* *master's* *master's plus*
 specialist in education *doctor of education* *doctor of philosophy*

18. What is your total number of years in school librarianship? _____

19. What grades are taught at the school where you are employed? _____

20. How many students are enrolled in your school? _____

21. What is the approximate population of the community your school serves? _____

22. How would you characterize the socioeconomic status of your community?

predominantly unemployed *predominantly working class* *predominantly middle class* *a mixture with no predominant group*

23. How would you characterize the community in which you teach?

urban *rural* *suburban*

24. Are you a native of Appalachia? *no* *yes*

The final stage of my dissertation research will include a number of interviews with teachers, librarians, students and parents. If you are willing to talk with me, please sign your name, address and phone numbers and I will be in touch. THANK YOU!!

Yes, I'm willing to be interviewed about Appalachian resources in school libraries.

Name: _____ Home phone _____ Work phone _____

Address: _____

If you would like to know more about my study once I have a chance to analyze the results of the questionnaires, just check here and provide your name and address below if you did not already provide them above, and I'll get back to you.

Appalachian Studies Questionnaire I

Please complete the following questions and return the questionnaire in the stamped addressed envelope provided.

1. Is Appalachian studies--that is, Appalachian literature, folklore, culture, history--taught as a part of the language arts or English curriculum in your school:
_____ *no* _____ *yes*
2. To your knowledge, is Appalachian studies taught as a part of any curriculum other than language arts or English in your school?
_____ *no* _____ *yes (Please indicate curriculum subject such as history, geography)*

NOTE: If you answered no to question #1, please skip to question #8 and answer questions #8 through #16.

3. Do you teach an entire course on Appalachian Studies or a unit within another course?
_____ *course (indicate length, such as 1 semester)* _____
_____ *unit (indicate length, such as 4 weeks)* _____
4. Do you participate with any other department in a team teaching or interdisciplinary approach to Appalachian Studies?
_____ *no* _____ *yes (indicate departments)* _____
5. In what grade(s) do you teach your Appalachian studies course or unit? _____
6. In what level(s) within grade(s) do you teach your Appalachian studies course or unit?
_____ *advanced placement* _____ *honors* _____ *college bound* _____ *general* _____ *remedial*
7. Approximately how many years have either you or someone else taught the Appalachian studies course or unit in your school? _____
8. What is the highest degree you hold?
_____ *non-degreed* _____ *bachelor's* _____ *master's* _____ *master's plus*
_____ *specialist in education* _____ *doctor of education* _____ *doctor of philosophy*
9. What is your total number of years in the teaching profession? _____
10. What grades are taught at the school where you are employed? _____
11. How many students are enrolled in your school? _____
12. What is your average class size? _____
13. What is the approximate population of the community in which you teach? _____

14. How would you characterize the socioeconomic status of your community?
 predominantly unemployed *predominantly working class*
 predominantly middle class *a mixture with no predominant group*
15. How would you characterize the community in which you teach?
 urban *rural* *suburban*
16. Are you a native of Appalachia? *no* *yes*

Thank you for taking the time to respond to this questionnaire. I am interested in learning more about how English teachers teach Appalachian studies. If you teach Appalachian studies and would be willing to answer a more extensive questionnaire, one requiring 20-30 minutes to complete, please write your name and address below and I'll send you a questionnaire within one week.

Yes, I am willing to complete another questionnaire.

Name: _____

Address: _____

If you would like to know more about my study once I have had a chance to analyze the results of the questionnaires, just check here and provide your name and address below if you did not already write it above, and I'll get back to you.

THANK YOU!

Appalachian Studies Questionnaire II

Thank you for agreeing to complete a second questionnaire regarding how you teach Appalachian studies. Please return the completed questionnaire in the stamped addressed envelope provided.

- What are the sources of information and reading materials which you use in teaching your unit or course in Appalachian studies? (check all that apply)

textbooks or anthologies
 your own materials
 regional folklife centers
 another school library
 people from the community
 other (please list) _____

students' materials
 your school library
 public or college library
 conferences or workshops
- If you use an anthology of Appalachian literature, please indicate the title:

A Southern Appalachian Reader
 Voices from the Hills
 Other (please give title) _____
 I do not use anthology
- Are you aware of any Appalachian literature included in English textbooks for middle or high school students?

no *yes (title of textbook, publisher and grade level)*

- There are a number of young adult books, that is, books written specifically for youth ages 12-18, which have Appalachian characters and settings. Have you used any of these books in your Appalachian studies course or unit?

no *yes (please list titles)* _____

- Do you assign young adult novels for your students to read outside of your Appalachian studies unit or course?

no *yes*
- Check the authors' names below whose writings you have used in teaching Appalachian studies: (check all that apply)

<input type="checkbox"/> <i>James Agee</i>	<input type="checkbox"/> <i>Harriette Arnow</i>	<input type="checkbox"/> <i>James Still</i>
<input type="checkbox"/> <i>Marilou Awiakta</i>	<input type="checkbox"/> <i>Wendell Berry</i>	<input type="checkbox"/> <i>Jesse Stuart</i>
<input type="checkbox"/> <i>Fred Chappell</i>	<input type="checkbox"/> <i>Wilma Dykeman</i>	<input type="checkbox"/> <i>Eliot Wigginton</i>
<input type="checkbox"/> <i>John Fox, Jr.</i>	<input type="checkbox"/> <i>Norman Gurney</i>	<input type="checkbox"/> <i>Lee Smith</i>
<input type="checkbox"/> <i>Jim Wayne Miller</i>		
<input type="checkbox"/> <i>Other major authors (please list names)</i> _____		

14. Do you think incorporating Appalachian studies into your curriculum has had an influence on the self-esteem of Appalachian students--that is, students who have lived in the region all or most of their lives?

- negative influence*
- no observable influence*
- somewhat positive influence*
- strong positive influence*

15. Do you think incorporating Appalachian studies into your curriculum has had an influence on how students who have not grown up in an Appalachian region view Appalachian culture?

- negative influence*
- no observable influence*
- somewhat positive influence*
- strong positive influence*

16. How would you characterize the support you have received from school administrators for the Appalachian studies portion of the curriculum?

- unusually strong support and recognition compared with other courses/units I teach*
- same support and recognition compared with other courses/units I teach*
- no discernible support or recognition*
- opposition to teaching Appalachian studies*

17. How did you develop your interest in Appalachian studies? (check all that apply)

- undergraduate college course(s), name of college* _____
- graduate course(s), name of university* _____
- inservice training*
- independent reading and study*
- informal discussion and personal experience*
- workshops or conferences, identify by name* _____

18. Who or what has been the greatest influence on your decision to teach Appalachian studies?

Thank you for taking this additional time to complete this questionnaire. If you are willing to share your ideas, please return with your completed questionnaire copies of your Appalachian studies syllabus, unit outline, list of assignments, reading list, and/or list of activities.

The final stage of my dissertation research will include a number of interviews with teachers, students, administrators and parents regarding the teaching of Appalachian studies. If you are willing to talk with me, please sign your name, address and phone numbers and I will be in touch.

Yes, I am willing to be interviewed.

Name _____

Address _____

Phone Numbers _____ (work) _____ (home)

APPENDIX C

Recommended Appalachian Young Adult Novels

RECOMMENDED APPALACHIAN YOUNG ADULT NOVELS

The following list of books currently in print began with an unpublished list prepared by George Brosi for the Summer Highland Conference at Radford University, June, 1993. The publication status of the books was again checked in May 1994 to verify that they are still in print. Those that weren't were dropped from his list and a few additional titles have been added. There are a number of very fine out-of-print young adult Appalachian books as well, but due to their unavailability, they are not listed.

- Armstrong, William. (1969). Souder. New York: HarperCollins. Gr. 6 up.
- Armstrong, William. (1971). Sour Land. New York: HarperCollins. Gr. 6 up.
- Burch, Robert. (1980). Ida Early Comes Over the Mountain. New York: Viking. Gr. 5-9.
- Burch, Robert. (1987). Queenie Peavy. New York: Puffin. Gr. 3-7.
- Byars, Betsy C. (1982). After the Goat Man. New York: Puffin. Gr. 3-7.
- Byars, Betsy C. (1970). Summer of the Swans. New York: Viking. Gr. 7 up.
- Cannon, Beattie. (1987). A Bellson for Sarah Raines. New York: Macmillan. Gr. 7 up.
- Caudill, Rebecca. (1988). Tree of Freedom. New York: Puffin. Gr. 5-9.
- Clark, Billy C. (1960). A Long Row to Hoe. Jesse Stuart Foundation. Gr. 6 up.
- Cleaver, Vera & Bill. (1991). Where the Lilies Bloom. New York: HarperCollins. Gr. 7 up.
- Cole, Norma. (1990). The Final Tide. New York: Macmillan. Gr. 5 up.
- Davis, Jenny. (1987). Good-bye and Keep Cold. New York: Orchard Books. Gr. 7 up.

- Fritz, Jean. (1958). The Cabin Faced West. New York: Putnam. Gr. 4-7.
- Green, Connie J. (1989). The War at Home. New York: Macmillan. Gr. 5-9.
- Hamilton, Virginia. (1993). M.C. Higgins, the Great. New York: Macmillan. Gr. 7 up.
- Haseley, Dennis. (1991). Shadows. New York: Farrar, Straus & Giroux. Gr. 2-6.
- Kassem, Lou. (1991). Listen for Rachel. New York: Avon. Gr. 5.
- Key, Alexander. (1979). Escape to Witch Mountain. S&S Trade. Gr. 5 up.
- Lyon, George-Ella. (1988). Borrowed Children. New York: Orchard Books. Gr. 5-7.
- Markle, Sandra. (1992). The Fledglings. New York: Bantam. Gr. 7 up.
- Miller, Jim Wayne. (1989). Newfound. New York: Orchard Books. Gr. 7 up.
- Naylor, Phyllis Reynolds. (1990). Send No Blessings. New York: Macmillan. Gr. 7 up.
- Naylor, Phyllis Reynolds. (1991). Shiloh. New York: Macmillan. Gr. 3-7.
- Paterson, Katherine. (1987). Bridge to Terabithia. New York: HarperCollins. Gr. 5 up.
- Reeder, Carolyn. (1991). Grandpa's Mountain. New York: Macmillan. Gr. 3-7.
- Rylant, Cynthia. (1985). A Blue-Eyed Daisy. New York: Macmillan. Gr. 5-7.
- Rylant, Cynthia. (1986). A Fine White Dust. New York: Macmillan. Gr. 6-8.
- Rylant, Cynthia. (1992). Missing May. New York: Orchard Books. Gr. 6 up.

- Smith, Doris Buchanan. (1984). The First Hard Times. New York: Dell. Gr. 5-9.
- Smith, Doris Buchanan. (1986). Return to Bitter Creek. New York: Viking. Gr. 3-7.
- Steele, William O. (1990). Buffalo Knife. New York: Harcourt Brace. Gr. 3-7.
- Steele, William O. (1992). Flaming Arrows. Peter Smith. Gr. 3-7.
- Steele, William O. (1992). Perilous Road. Peter Smith. Gr. 3-7.
- Steele, William O. (1990). Winter Danger. New York: Harcourt Brace. Gr. 3-7.
- Stuart, Jesse. (1958). Plowshare in Heaven. Jesse Stuart Foundation. Gr. 7 up.
- Stuart, Jesse. (1990). Split Cherry Tree. Jesse Stuart Foundation. Gr. 7 up.
- Stuart, Jesse. (1970). To Teach, To Love. Jesse Stuart Foundation. Gr. 10 up.
- White, Alana. (1990). Come Next Spring. Boston: Houghton Mifflin. Gr. 4-8.
- White, Ruth. (1988). Sweet Creek Holler. New York: Farrar, Straus & Giroux. Gr. 7 up.
- White, Ruth. (1992). Weeping Willow. New York: Farrar, Straus & Giroux. Gr. 7 up.

APPENDIX D

Syllabi for Appalachian Literature Courses
Coal City High School

SYLLABUS APPALACHIAN LITERATURE I (one semester)

MAJOR OBJECTIVES:

1. To provide the student with basic knowledge of the literature produced by Appalachian authors and /or the literature written about Appalachia.
2. To develop in the student an awareness of "sense of place," both cultural and geographical.

MAJOR CONCEPTS:

1. The student will learn about the geographical area in which he lives through the chronological study of the literature of Appalachia.
2. The student will become aware of his own family unit through methodical study.
3. The student will learn about traditions, folklore, isolation, and emigration in Appalachia.

MAJOR UNITS:

1. The Past - A study of Oral Tradition
2. Local color and Realistic Tradition
3. Contemporary Authors
4. How America Came to the Mountains
5. Moving Mountains: The Struggle of the Coal Industry
6. The Change Hits Home
7. Appalachian Emigration
8. A Sense of Place in Appalachian Writing

LEARNING ACTIVITIES AND TECHNIQUES:

1. The student will use A Southern Appalachian Reader as the text for basic study.
2. The student will prepare a family scrapbook using the guidelines at the end of each chapter of the text.
 - a. Interviewing techniques narrative writing, and organizational skills will be employed to produce this scrapbook.
3. The student will be involved in various writing activities.
4. The student will participate in field trips when approved and when appropriate to the topic of study.
5. Resource persons will be used in the classroom when available and appropriate.
6. The student will read Jesse Stuart's autobiography, The Thread That Runs So True.
7. Supplemental materials will be used when available and when appropriate such as:
 - a. resource books
 - b. magazines
 - c. bulletin boards
 - d. films
 - e. newspapers

METHODS OF EVALUATION:

1. Teacher Observation
2. Quiz and Test Grades
3. Daily Grades
4. Writing Grades
5. Grades on Special Assignments

SYLLABUS APPALACHIAN LITERATURE II (one semester)

MAJOR OBJECTIVES:

1. To develop in the student an awareness of "sense of place."
2. To provide an understanding of one's cultural heritage and historical background through literature.
3. To allow the student to explore unusual forms of Appalachian literature through a study of folklore, music, and selections from primary sources.

MAJOR CONCEPTS:

1. Through a topical study of the literature of Appalachian, the student will learn about the history, culture, and the present day conditions of the Appalachian area.
2. Through a study of tradition and customs the student will become aware of "who he is."
3. As a result of this study, the student will realize that it is possible to develop a positive self and geographical identity.

MAJOR UNITS:

1. Folklore
2. Music
3. Indian Massacres in Appalachia
4. Mining in Appalchia
5. Background and Effects of Emigration

MAJOR LEARNING ACTIVITIES AND TECHNIQUES:

1. Read and study two novels:
 - a. Follow the River by James Alexander Thom
 - b. The Tall Woman by Wilma Dykeman
2. The student will select one area of independent study and research that topic.
3. The student will be allowed to participate in field trips if approved and are appropriate.
4. Resource persons will be used if appropriate.
5. Specific audiovisual materials will be used such as cassette tapes, videotapes, and records.
6. Supplemental material will be used from magazines available in the classroom such as Appalachian Heritage, Now and Then, Goldenseal, Hearthstone, and Appalachian Journal.
7. The student will use primary sources such as wills, letters, diaries, memoirs, and first-hand accounts to further his knowledge of the Appalachian area.

METHODS OF EVALUATION:

1. Teacher Observation
2. Quiz and Test Grades
3. Daily Grades
4. Grade on Independent Research
5. Grades on Special Assignments