

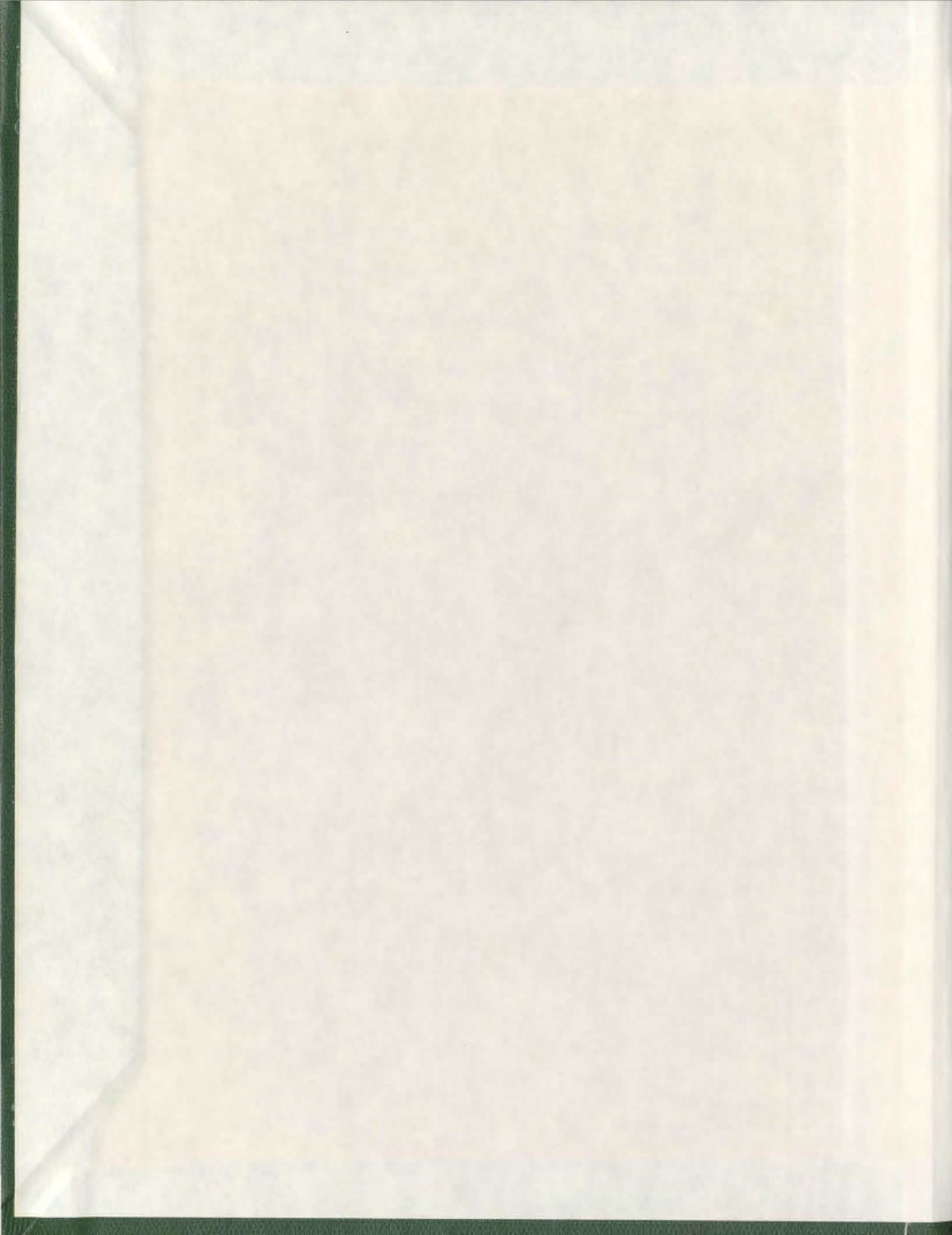
READING INTERESTS OF BEGINNING GRADE VI
STUDENTS UNDER THE JURISDICTION OF THE
ROMAN CATHOLIC SCHOOL BOARD FOR GANDER-
BONAVISTA AND THE CONGRUENCY OF EXPRESSED
INTERESTS WITH SELECTED BASAL READING PROGRAMS

CENTRE FOR NEWFOUNDLAND STUDIES

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RIVLYN JOSEPH GALWAY



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READING INTERESTS OF BEGINNING GRADE VI STUDENTS UNDER
THE JURISDICTION OF THE ROMAN CATHOLIC SCHOOL BOARD
FOR GANDER-BONAVISTA AND THE CONGRUENCY OF EXPRESSED
INTERESTS WITH SELECTED BASAL READING PROGRAMS

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Education

Department of Curriculum and Instruction
Memorial University of Newfoundland

St. John's

Newfoundland



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July, 1980

Acknowledgements

The writer is deeply grateful to his major advisor, Dr. Lloyd R. Brown, and to the other members of his committee, Dr. Philip Nagy, and Dr. Aubrey Wright, for their suggestions and guidance.

To the principals, teachers and pupils in the various school systems of the Roman Catholic School Board for Gander-Bonavista, the writer expresses his thanks for their assistance in the collection of the data necessary to make the project possible.

A note of gratitude is also expressed to Mrs. Linda Riggs, Mrs. Linda Dooley and Dr. Aubrey Wright for their assistance in the classification of the content of the basal readers utilized in this study.

Finally, the writer expresses a sincere thank-you to his wife Stella, and his two daughters, Janet Lynn and Karen Ann, for their encouragement and understanding. Without their inspiration the work would have been infinitely more difficult.

Abstract

Galway, Rivlyn Joseph. "The Expressed Reading Interests of Beginning Grade VI Pupils Under The Jurisdiction of the Roman Catholic School Board for Gander-Bonavista and the Congruency of Expressed Interests With Selected Basal Reading Programs." Master's Thesis, Memorial University of Newfoundland, 1980.

Statement of Problem

The purpose of this study was two-fold: 1.) to determine the expressed reading interests of beginning grade VI pupils; 2.) to determine the extent to which these expressed interests are reflected in the content of selected basal readers. The basal readers utilized in the investigation were limited to those basal texts which are classified as provincially adopted texts for the Province of Newfoundland and Labrador.

Procedure

The study population consisted of grade five pupils who were attending the last four weeks of their school year and had completed the instructional program for that grade. Since the pupils were in the process of being promoted to grade six, they were classified in the study as beginning grade six pupils.

A questionnaire was designed which contained 171 short annotations based on the various selections contained in the basal readers used in the investigation. Due to the length of the questionnaire it was divided into two parts. Ten annotations

which appeared in part one of the instrument were repeated in part two as a measure of reliability.

A pilot study of the questionnaire was conducted which resulted in minor changes. The final questionnaire was administered to 197 grade \bar{V} pupils towards the end of their school year. The data were coded on computer cards, analyzed by computer, recorded and studied.

Results and Recommendations

The major findings of the study were:

1. Differences in the reading interests between boys and girls were significant in ten areas: adventure, mystery and detective, school stories, hobbies, science and invention, sports, and humorous and nonsensical poems.

2. Significant differences between boys and girls in the content of basal readers existed for only one text, Exploring Afar.

3. Verbal I.Q. significantly influenced reading interests in the areas of mystery and detective, and sports.

4. No significant differences existed between verbal intelligence and the content of the basal readers investigated.

5. Non-verbal I.Q. significantly influenced the reading interest of pupils in only one category, sports.

6. No significant differences existed between non-verbal I.Q. and the content of the basal readers investigated.

7. Reading achievement significantly influenced the reading interests of pupils in four areas: animals, mystery

and detective, science fiction and biographies.

8. Significant differences between reading achievement and the content of basal readers existed for only one text, Voyager 11.

9. Chronological age significantly influenced reading interests in two areas: people and places in other countries, and sports.

10. No significant differences existed between chronological age and the content of the basal readers investigated.

As a result of the findings emerging from the study, a number of recommendations were made:

1. Further investigations should be conducted at other grade levels to determine the reading interests of pupils.

2. Investigations of this type should be undertaken periodically to determine the level of interest of pupils in provincially adopted texts. Furthermore, reading texts should not be purchased without some knowledge of the interest rating of their contents for children.

3. Provision should be included in the procedure for adopting basal texts to allow for textbook changes to be made regularly in order to meet the reading interest requirements of school children.

4. The Provincial Department of Education should establish a committee which would have as its prime task to assess the reading interests of pupils throughout the province

with a view of creating provincial basal readers for the province.

5. Schools and school districts should be encouraged to develop adequate library facilities with materials compatible with children's reading interest.

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CHAPTER I

NATURE OF THE STUDY

I. Introduction and Statement of the Problem

Reading, according to Smith and Dechant, is the key, not only to successful school work, but also to economic security and social adjustment in our society.¹ Since reading serves as the basis of the educational process, it is imperative that each child become competent in its use. Without sufficient skill in reading, the ability to acquire and comprehend knowledge and information declines and the individual may become no more than an economic cripple.

Despite the development of other means of communication, reading remains the most important process in the dissemination of information, thoughts and ideas and the accumulation of knowledge. According to Beery, Barrett and Powell:

The ability to read is almost universally regarded as an essential tool for learning in school, for achieving the power to pursue knowledge and for promoting personal achievement and fulfillment. Learning to read remains a paramount curricular goal despite the emergence of many ways to secure information

¹Henry P. Smith and Emerald V. Dechant, Psychology in the Teaching of Reading (Englewood Cliffs, N.J.: Prentice-Hall Co., 1961), p. 3.

through media that may seem to be more novel and make less demands on the young learner.²

Research indicates that interest is important in learning to read. A 1967 study by Shnayer with sixth grade pupils concluded that high reading interests may enable most students to read beyond their measured reading ability.³ Strang, in a study conducted in 1968, reported students' responses to questions about their interests and how their interests affected what they read. With few exceptions, the children confirmed Strang's impression of the dynamic force of interest. Interest first enlisted student attention and then impelled them to read the material. When interest was involved, pupils tended to concentrate more than usual, therefore comprehending what was read. Students in Strang's study repeatedly related interest to effort, saying that interest affected the effort they put forth. Many pupils believed that interest underlined their ability to learn and remember.⁴

²Althea Beery, Thomas Barrett and William Powell, Elementary Reading Instruction--Selected Materials (Boston: Allyn and Bacon, Inc., 1969), p. 226.

³Sidney Shnayer, "Some Relationships Between Reading Interests and Comprehension," Dissertation Abstracts, XXVIII (March, 1967), 2606.

⁴Ruth Strang, "Interest as a Dynamic Force in the Improvement of Reading," Remedial Reading: An Anthology of Sources (Boston: Allyn and Bacon, Inc., 1968), p. 81.

The importance of interest in reading is also stressed by Stanchfield:

Interest is a key factor in reading because motives are closely associated with interest. Children tend to read the things they are interested in reading.⁵

This statement suggests that if children are to be expected to read more and enjoy what they read, every effort should be made to provide materials which have a high interest appeal to them. Zimet, after a critical review of the pertinent literature, stated that the importance of interest cannot be overestimated.⁶ In addition, Coleman and Jungleblut state:

An underlying assumption is that school children who are in the process of improving their reading skills are more likely to do so when what they read appeals to them.⁷

Jordan also emphasizes the importance of interest to learning:

The abiding interest of school children in their subject of study has for many years been one of the criteria of good instruction.

⁵Martha Jo Stanchfield, "A Study of Boys' Reading Interests in Relationship to Reading Achievement" (Doctoral Dissertation, University of California, Los Angeles, 1961), p. 151.

⁶Sara F. Zimet, "Children's Interests and Story Preferences: A Critical Review of the Literature." Elementary School Journal, LXVII (December, 1966), 221.

⁷J.H. Coleman and Ann Jungleblut, "Children's Likes and Dislikes About What They Read." Journal of Educational Research, CIV (February, 1961), 221.

In literature classes, this becomes a problem of peculiar interest. Unless the student turns to his literature with satisfaction, there may be developed in him a distaste for, then a turning away from, and finally an almost complete forgetting of all he has learned about the subject. If we could determine what the children's interests are, it would be possible to direct those forces along lines which are desirable. If not directly, at least indirectly, we could connect the school subjects with his interests and show how it is related to them.⁸

Interest, thus, has a strong relationship to performance and motivation. Teachers use their knowledge of motivated learning to direct students towards learning to read. Students' interests develop as attempts to satisfy basic motives and curiosities. According to Smith and Dechant, educators can do little to improve the students' interests and tastes until they become aware of what current interests students have.⁹ This awareness is fostered through systematic studies which will keep the pupil's needs in the center of attention.

It has been suggested by Witty, Coomer, and McBean that studies of children's reading interests should be made annually in order that parents, teachers, librarians, authors and artists may be kept informed of the general trends in

⁸Arthur M. Jordan, Children's Interest in Reading (Chapel Hill, N.C.: University of North Carolina Press, 1962), p. 1.

⁹Henry P. Smith and Emerald Dechant, Psychology in the Teaching of Reading, p. 285.

children's reading tastes. They point out that such surveys could help not only in estimating the success of school programs, but also in providing another important source from which to select books and stories of genuine appeal to boys and girls.¹⁰

II. Significance of the Study

According to Catledge, the majority of elementary pupils use basal readers as the basis for their developmental reading programs.¹¹ Generally, the content of these readers is selected by a panel of adult reading experts, authors, reading teachers and textbook editors, resulting in a selection of stories that is intended to appeal to children and which serves as the basis of the reading instructional program.

A study conducted by Emans in 1968 suggests that content which adults view as appealing to children is very different from the children's own choices.¹² In addition,

¹⁰Paul Witty, Ann Coomer, and Della McBean, "Children's Choices of Favourite Books: A Study Conducted in Ten Elementary Schools," Journal of Educational Research, XXXVIII (April, 1946), 276.

¹¹Faye Catledge, Correct Use of Basal Readers, Vol. II, Part I, ed. by J. Allen Figurel (Newark, Delaware: International Reading Association, 1967), p. 107.

¹²Robert Emans, "What do Children in the Inner City School Like to Read?" Elementary School Journal, LXIX (May, 1968), 119.

research conducted by Shnayer indicates that interest appeal of reading materials plays an important role in reading comprehension.¹³ He found that children could read material beyond their tested reading levels if the material was of high interest to them. Since the goal of increasing comprehension is central to most developmental reading programs, it appears that making the content of reading text selections interesting to children is highly desirable. Basal reading programs, therefore, may be more effective if the content of the selections in the textbooks meets the reading interests of children as determined by children rather than adults.

Despite the documented evidence to support the importance of interest in reading, little attention has been devoted to the topic in this province. Studies have been conducted at the grade nine level by Brett¹⁴ and Crocker.¹⁵ However, this researcher is unaware of any such studies at the primary and elementary levels. This is indeed surprising when one reviews the tremendous changes that have been made

¹³Sidney Shnayer, "Some Relationships Between Reading Interests and Comprehension." 2606.

¹⁴Betty M. Brett, "A Survey of the Leisure Reading of Grade Nine Students in Central High Schools in Newfoundland." (Master's Thesis, University of Alberta, 1964).

¹⁵Oswald K. Crocker, "The Leisure Reading of High School Students in Newfoundland, Library Facilities in These Schools, and Home Background Related to Reading." (Doctoral Dissertation, Indiana University, September, 1967).

in the provincial educational system since 1968. The improvements include the availability of a variety of texts, the formation of curriculum committees, the allocation of library grants to school boards and the increase in the number of school libraries. Little attention has been directed to determining the suitability of material for students in Newfoundland schools. This apparent lack of information on reading interests is most surprising in view of the fact that "the best chance of encouraging good reading habits lies in or before grade six, with some hope in grade five and little chance after grade six, since by this stage reading interests have been crystallized."¹⁶

III. Purpose of the Study

This study attempts to survey the reading interests of grade six pupils in one educational district. The expressed reading interests are analyzed to determine the extent to which they are influenced by the variables of sex, IQ, reading achievement and chronological age. In addition, the study investigates the levels of interest of grade six pupils in a number of basal readers utilized in that grade.

¹⁶L.F. Ashley, "Children's Reading Interests and Individualized Instruction," Elementary English, XLVII (December, 1970), 1092.

Questions

The following questions are advanced for investigation in this study:

- 1) Are there differences in the reading interests of beginning grade six pupils when they are grouped by sex?
- 2) Are there differences in the reading interests of beginning grade six pupils in the content of basal readers when they are grouped by sex?
- 3) Are there differences in the reading interests of beginning grade six pupils when they are grouped on the basis of verbal intelligence into low, average and high levels of ability?
- 4) Are there differences in the reading interests of beginning grade six pupils in the content of basal readers when they are grouped on the basis of verbal intelligence into low, average and high levels of ability?
- 5) Are there differences in the reading interests of beginning grade six pupils when they are grouped on the basis of nonverbal intelligence into low, average and high levels of ability?
- 6) Are there differences in the reading interests of beginning grade six pupils in the content of basal readers when they are grouped on the basis of nonverbal intelligence into low, average and high levels of ability?
- 7) Are there differences in the reading interests of beginning grade six pupils when they are grouped on the basis of reading achievement into low, average and high levels of ability?
- 8) Are there differences in the reading interests of beginning grade six pupils in the content of basal readers when they are grouped on the basis of reading achievement into low, average and high levels of ability?
- 9) Are there differences in the reading interests of beginning grade six pupils when they are

grouped on the basis of chronological age into the youngest age group, the average age group and the oldest age group?

- 10) Are there differences in the reading interests of beginning grade six pupils in the content of basal readers when they are grouped on the basis of chronological age into the youngest age group, the average age group and the oldest age group?

IV. Definition of Terms

The following terms are used in the study:

Interest. The term 'interest' refers to an expression of intent on the part of beginning grade six pupils to read selections from basal readers utilized in this study. The expression of intent is indicated by the selection of one of four alternatives for each annotation: as a response to the question of whether or not pupils would like to read the selections as indicated in the annotations. The four alternatives are: definitely not, probably not, probably yes, definitely yes. Each alternative is assigned a numerical value in order to facilitate the establishment of interest levels.

Reading Content Category. The term 'reading content category' refers to one of a number of story classifications of the content of selected basal readers which constitute an integral part of this study.

Reading Interest Questionnaire. The term 'reading interest questionnaire' refers to a series of titles and annotations which are based on the content of selected basal readers for grade six. The annotations are concise summaries

of the selections contained in the basal readers and pupils are asked to respond by indicating whether or not they would like to read the stories which are contained in the questionnaire.

Basal Reading Text. The term 'basal reading text' refers to a book which is a part of a series and which serves as the primary instructional material for use by pupils in acquiring a sequence of reading skills through the various school grades. The basal reader is usually accompanied by a workbook, worksheets and/or duplicating masters as well as a coordinated teacher's manual or teacher's edition of the text.

Interest Level. The term 'interest level' refers to one of four levels of interest which students express in each of the various basal readers utilized in this study. The four interest levels are: low interest, moderately low interest, moderately high interest, and high interest.

Reading Achievement. The term 'reading achievement' refers to the reading comprehension level of grade six pupils as expressed in years and months and as measured on the comprehension subtests of the Canadian Test of Basic Skills. The reading achievement levels are viewed as representative of the province in view of the fact that pupils in the Roman Catholic School Board for Gander-Bonavista have been close to the provincial norm as indicated by the Provincial Standards Testing Program over the past several years.

Intelligence Quotient. The term 'intelligence quotient' refers to a deviation IQ as measured by the Canadian

Lorge-Thorndike Intelligence Test, Verbal and Nonverbal Forms.

The results are referred to as IQ scores.

Basal Reader Content. The term 'basal reader content' refers to the classification of the content found in each of the four grade six basal readers used in the study. The content is classified by an independent ad hoc committee of three teachers who work with the programs on a daily basis.

V. Limitations and Delimitations of the Study

According to Jordan

There are two methods of discovering the reading interests of children. One method is by studying the withdrawal of books from the library. Another method is by questioning pupils directly as to their likes and dislikes.¹⁷

Regardless of which of the two methods for discovering reading interests are used, each method reveals a number of limitations. The library withdrawal method is influenced by the availability of books and the inability of the researcher to determine why the books are being withdrawn. The second method, the questioning approach, may take the form of either an oral interview or a written questionnaire. The oral interview approach can be influenced by the pupil's refusal to cooperate, his inability to communicate with strangers, or his inability to communicate with adults on an individual basis. It can also be influenced by a desire on the part of the subject to please the interviewer,

¹⁷Arthur M. Jordan, Children's Interests in Reading, p. 25.

resulting in answers which the pupil thinks the interviewer wants him to give. As a result of these limitations, this researcher has decided to utilize the questioning method which requires the use of a written questionnaire.

The advantage of the written questionnaire method over the interview and library withdrawal methods has been stated by Thorndike:

In order to get reactions to a wide range of different topics and materials within a reasonable testing time, the time devoted to a single item must necessarily be brief. Practical limitations of time, materials and reading ability make it impossible to have students actually read any considerable number of books and stories for the purpose of an interest survey.¹⁸

Thorndike has developed a written questionnaire method which is effective and practical and which is described in the following statement:

The briefest indication of the character of a book is contained in its title, but while some titles are quite indicative of the character of a book, others are designed more to conceal than to reveal. Titles by themselves, then, provide a picture of a book which is likely to be too vague and incomplete and too variable from one person to another. Titles would fail, therefore, to provide the basis for meaningful and comparable judgements of interest or lack of interest in the topic selected. But we can sharpen up the picture by adding to the title an annotation of any desired length. The annotated title represents a compromise between the goals of broad sampling on the one hand and completely defined reading material on the other hand, making it possible to include in

¹⁸Robert L. Thorndike, A Comparative Study of Children's Reading Interests, (New York: Bureau of Publications, Teacher's College, Columbia, 1941), p. 31.

a short test, a range of topics which would require weeks or months to actually read while achieving a more precise definition of each item than would be possible through the title alone.¹⁹

To get reactions to a wide range of different topics from an adequate number of sixth graders, this researcher incorporated Thorndike's annotated titles questionnaire method into a Reading Interest Questionnaire which forms an integral part of this study.

In this study a number of limitations and delimitations are identified.

Limitations

- 1) The number of possible responses by the pupils is limited by the number of choices offered by the measuring instruments.
- 2) Since it is natural for children to want to please authority figures, it is possible that responses will be influenced by the desire of the pupils to give answers which they feel would please the investigator.
- 3) Although the Reading Interest Questionnaire was read to the pupils by the investigator with the assistance of the classroom teacher, differences in environmental background could affect each pupil's interpretation of the questionnaire items.
- 4) In view of the fact that the annotations contained in the Reading Interest Questionnaire were compiled by the researcher, student responses might be influenced by factors other than the content of the story or stories as reflected in the annotations. Among such factors would be the type of character portrayed (male-female, negro-caucasian, etc.), the researcher's own interests and biases, or a pupil's dislike for a particular aspect of the story.

¹⁹Ibid., p. 23.

- 5) Caution should be exercised with the classification of the content of basal readers since there may exist a potential overlap among various categories. Thus, historical fiction may display elements of a factual category or science fiction could be viewed as science and invention.

Delimitations

- 1) The study is limited to beginning grade VI pupils in one educational district in the province of Newfoundland-Labrador.
- 2) Only grade six basal readers which are adopted by the Provincial Department of Education are used in the study.
- 3) The variables of teacher influence and teaching methods are not investigated in the study.
- 4) There are other variables which are not controlled. The degree of peer influence on the choice of responses are not measured. Personal problems and physical alertness which might influence responses are not controlled. The degree of individual indifference to the study is not determined.
- 5) Factors such as color of book, size of print and illustrations which can influence interests are not investigated.

VI. Organization of the Study

Chapter I has presented an introduction to the study. It has stated the purpose and significance of the investigation and identified a number of limitations and delimitations. In addition, definitions have been provided for the terms utilized in the study. In Chapter II, the conceptual framework for the study is delineated through a review of

professional literature related to the topic. Chapter III describes the procedures and the techniques employed to collect, process and analyze the data. An analysis of the data and a presentation of the findings are the basis of Chapter IV. In Chapter V, a summary of the study is given with conclusions and recommendations as well as suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. Introduction

For almost one hundred years much research and study has been devoted to the subject of children's reading interests and tastes. According to Witty, one of the earliest of these studies is W.B.C. True's listing of "What My Pupils Read."¹

Harris reported that over 300 studies have been conducted on the reading preferences of school age children.² These studies have investigated a wide range of variables: intelligence, sex, age, race, geographical location, motivation, comprehension, creativity, adult and children's interpretation of what is interesting, sophistication of tastes, development of tastes, expressed reading interest, and general interests and activities of children.

The literature to be reviewed in this chapter will identify the importance of reading interests in the instructional reading program. In addition, a review of a number

¹W.B.C. True, "What My Pupils Read." Cited in Paul Witty et al., "Study of Children's Reading Interests: A Brief Summary, Part II." Elementary English, XXXVII (December, 1960), 541.

²Theodore L. Harris, "Reading," Encyclopedia of Educational Research (4th ed., New York: The MacMillan Co., 1969), p. 1074.

of variables will be presented. These variables include age, sex, intelligence, reading achievement and basal reader content.

II. Importance of Interest to Reading

Jenkinson emphasized the importance of interest to learning in the following statement:

Interest has a central role in any type of learning. It has long been a psychological truism that learning is most successful when the learner has a stake in the activity being undertaken; he becomes involved cognitively or emotionally in what he is learning. Central to the function of interest appears to be the fact that it directs and focuses the learner's attention on the task at hand.³

A number of researchers have investigated the importance of reading interests to reading. Smith believed that interests were the touchstones for reading achievement, reading enjoyment and reading usefulness.⁴ Jan-Tausch declared that not only should children's reading interests be analyzed, but this analysis should be made at periodic intervals during their school career in order to determine whether any changes occur.⁵ Kopel and Witty concluded that

³Marion D. Jenkinson, "Role of Motivation in Reading," Conference on Reading (Chicago: University of Chicago Press, 1964), p. 54.

⁴Nila Banton Smith, Reading Instruction for Today's Children (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), p. 408.

⁵Evelyn Jan-Tausch, Discovery and Management of Interest in Reading (Boston: IRA, 1968), p. 13.

since reading is associated with experience, and interest gives direction and purpose to these experiences, it is important to identify children's interests.⁶

Jenkinson stressed the important relationship of interest to reading when she stated:

Interest will determine not only whether an individual will learn to read, but how well he will read, how much he will read and in what areas he will read.⁷

Veatch concurred with Jenkinson by concluding that forcing children to read in areas in which they are not interested will hardly broaden their interests.⁸

Finally, in making a strong plea for educators to consider children's interest in reading instruction, Norvell concluded from his twelve-year study of children's reading interests that

... educators sometimes act as though they were not dealing with human beings ... with boys and girls, but with mythical sexless robots whose tastes, inclinations and interests can be assessed to be or must be made to be identical with those of the teacher. The budget of unattractive modern writings which constitute the major part of our reading programs is kept going only by a vigorous zealously pursued system of forcible feeding.⁹

⁶David Kopel and Paul Witty, "Motivation and Reading," Educational Administration and Supervision, XXIV (April, 1938), 259-260.

⁷Marian D. Jenkinson, Role of Motivation in Reading, p. 123.

⁸Jeanette Veatch, Reading in the Elementary School, (New York: Roland Press Co., 1966), p. 146.

⁹George W. Norvell, "Some Results of a Twelve-Year Study of Children's Reading Interests," English Journal, XXXV (December, 1946), 535-537.

III. Reading Interests and Sex

Numerous investigations have been conducted to study the differences in reading interests of boys and girls. A number of studies have concluded that significant sex differences do exist in the reading tastes of children with a strong beginning in the intermediate grades.

One of the earliest studies of reading interests and sex differences was conducted by Jordan in 1921.¹⁰ He studied the withdrawal of books from the public libraries of New York City and nearby communities. Jordan reported significant differences in the reading interests of boys and girls. Boys from 10-13 years of age were interested in fictional books about war, scouting, school, sports, Boy Scouts and what Jordan referred to as strenuous adventure. For the non-fictional category, 'what and how-to-do' books ranked at the top. Girls in the same study were interested in fictional books of home and school, fairy tales, stories with a historical background and love. Except for a few books on dramatics, poetry and cooking, girls displayed little interest in non-fiction. Similar results were reported in 1926 by Terman and Lima.¹¹

¹⁰Arthur M. Jordan, Children's Interests in Reading, (Chapel Hill, N.C.: University of North Carolina Press, 1926), p. 173.

¹¹Lewis Terman and Margaret Lima, Children's Reading: A Guide for Parents and Teachers (New York: D. Appleton and Co., 1926), p. 112.

In a study primarily concerned with the differing interests of bright, average and dull children, Lazar found that although mystery stories were first choice for both boys and girls, there were marked sex differences in the choices of most materials. The study involved 2,027 pupils in grades four through six in thirteen New York City schools.¹²

The study concluded that adventure stories and realistic topics such as science and history appealed to all groups of boys, whereas fairy tales interested girls. Boys were only slightly interested in girls' choices and these boys were generally in the "dull" group. However, girls, particularly bright girls, read boys' books. Boys read magazines more frequently than did girls, preferring detective and mystery categories; girls chose magazines with a general story-type format. Juvenile series and standard classics were popular in the type of story chosen.

Girls were more interested in possessing library cards than boys and appeared to have a wide range of interests. Lazar's data in this respect was at variance with the data of Terman and Lima, who concluded that "boys scatter their reading over a wide range ..." ¹³ and those of Wolfson, who

¹²May Lazar, Reading Interests, Activities and Opportunities of Bright, Average and Dull Children, (New York: Columbia University Press, 1937), p. 201.

¹³Lewis Terman and Margaret Lima, Children's Reading, p. 69.

noted that boys were interested in more categories of reading than were girls.¹⁴

Witty and Kopel reported in 1939 that fairy tales were given first preference in grades one through four by girls. Boys preferred detective stories as a first choice in grade two and adventure stories in the remaining grades. In grades five through seven, both boys and girls preferred adventure stories. The study also revealed that girls made more frequent trips to the library than boys in grades one through eight.¹⁵

The results of investigations by Thorndike and Henry indicated that sex was a more important factor than intelligence in the determination of reading interests of children. Sex influenced the selection of books concerned with love and romance, with boys rejecting these stories. Stories of sports had little appeal for girls but high appeal for boys. Exploration, mythology, travel and science had high appeal for boys and low appeal for girls.¹⁶

Thorndike, in a study conducted in 1941, questioned the influence of reading ability and past experiences upon

¹⁴Bernice J. Wolfson, "What Do Children Say Their Reading Interests Are?" Reading Teacher, XIV (November, 1960), 81.

¹⁵Paul Witty and David Kopel, Reading and the Educative Process, (San Francisco: Ginn & Co., 1939), p. 119.

¹⁶Robert L. Thorndike, "Differences in the Reading Interests Related to Difference in Sex and Intelligence Levels," Elementary School Journal, 11 (June, 1940), 760.

the choice of topics made by children.¹⁷ He developed a list of eighty-eight fictitious titles with annotations in order to elicit verbal responses from 2,891 subjects in New York City, ranging in age from eight to twenty years. He found a consistent pattern of boys' interests, and to a lesser degree, a pattern of girls' interests, cutting across all age and intelligence differences. Stories of violent adventure and sports appealed to boys but not to girls. Love and romance interested girls but were rejected by boys. In non-fiction areas, exploration and science attracted boys but had low appeal for girls. Hobbies were of interest to both sexes, but the hobbies differed. Similarly, while biography was moderately high in appeal for all, marked sex differences were apparent in the subject of the biography. Mysteries, detective stories, and stories about criminals were the only areas which appealed to both boys and girls.

In 1955, Taylor and Schneider investigated the reading interests of 5,000 elementary school students from grades five to eight in Chicago.¹⁸ Using a questionnaire, the researcher determined what books children read at various

¹⁷ Robert L. Thorndike, A Comparative Study of Children's Reading Interests, (New York: Teacher's College, Columbia University, 1941), p. 187.

¹⁸ Marion W. Taylor and Mary A. Schneider, "What Books Are Our Children Reading?" Chicago School Journal, XXVIII (January-February, 1957), 155-160.

grade levels, examined the degree to which these preferences differed between the sexes and the degree to which they changed as the children got older. They found that the most important interest of boys in all four grades was adventure. There was a change in the pattern of interests of girls. Beginning in grade six and continuing until grade eight, girls showed a marked increase in their preferences for books that dealt with personal adjustment and boy/girl relationships.

A study conducted by Jefferson contained a questionnaire of 120 items and was administered to 339 pupils in grades three through six in California. The questionnaires were completed in school, with directions read aloud by teachers. The results indicated that boys were interested in war, sports, science and exploration. In contrast, girls preferred love and romance, feminine activities, school adventures, children of other lands, and fantasy. Mysteries, humor, and animal stories interested both sexes. Non-fiction accounted for six of the ten most popular choices made by boys.¹⁹

Norvell's study showed that sex was a significant factor in children's choices in reading as early as the third grade. The study was based upon an analysis of data gathered from 24,000 children in grades three through

¹⁹ Benjamin F. Jefferson, "Some Relationships Between Parents and Children: Preferences in Juvenile Literature," Elementary School Journal, LVIII (January, 1958), 212-22.

six in New York State. Information was acquired through questionnaires on which the subjects listed their reactions to selections studied and discussed in class, to selections read independently, and to material read to the class by the teacher without discussion. Selections were checked to reveal varying levels of interest such as "very interesting," "fairly interesting," or "uninteresting." In all, 1,576 selections were tabulated.

From the data Norvell determined the favourable and unfavourable factors which influenced the reading interests of boys and girls. Favourable factors for boys included adventure, physical struggle, animals, courage, heroism, humor and male characters older than themselves. Favourable factors for girls were adventure, home and school life, animals, mystery, romantic love stories, and either male or female characters older than themselves.²⁰

Wolfson investigated the reading interests of 2,000 pupils in grades three through six in Connecticut. He administered an interest inventory which contained 120 items, representing twelve categories. Analysis of the data indicated that boys showed high interest in machines and applied science while girls expressed interest in family life and children, as well as in fine and applied arts.

²⁰George W. Norvell, What Boys and Girls Like to Read, (Morristown, New Jersey: Silver Burdett Co., 1958), p. 189.

Boys listed more categories than did girls, seeming to reflect a larger variety of interests.²¹

A study by Ramsey involving 142 pupils in grades four, five and six in Indiana also displayed marked differences in reading interests attributable to sex. Although the study contained only eight (8) fictitious titles to measure potential reading interests, the researcher concluded that girls preferred mysteries, stories about children and familiar experiences, romances and stories about criminals. Boys preferred biography and adventure stories.²²

Summaries of research studies into children's reading interest by Traxler and Townsend,²³ Traxler and Jungleblut,²⁴ and King²⁵ have also confirmed the relationship of sex to reading interests.

Researchers have generally agreed that sex is the most important factor related to reading interest. By way

²¹Bernice J. Wolfson, "What Do Children Say Their Reading Interests Are?" Reading Teacher, XIV (November, 1960), pp. 81-82.

²²Wallace Ramsey, "A Study of Salient Characteristics of Pupils of High and Low Reading Ability," Journal of Developmental Reading, IV (Winter, 1962).

²³Arthur Traxler and Agatha Townsend, Eight More Years of Research In Reading, (New York: Educational Records Bureau, 1955), pp. 15-28.

²⁴Arthur Traxler and Ann Jungleblut, Research In Reading During Another Four Years, (New York: Educational Records Bureau, 1960), pp. 16-26.

²⁵Ethel M. King, "Critical Appraisal of Research of Children's Reading Interests, Preferences and Habits," Canadian Educational Research Digest, IX (December, 1967), pp. 312-326.

of a summary of numerous investigations, Furness stated:

In general, studies of children's interest in reading show few sex differences up to the age of nine except for the inordinate interest in trains on the part of small boys. Little girls of six to nine years of age enjoy the same type of story as the boys of the same age. They are interested in tales about pets and animals in comic books and in stories that have a "sharp episodic nature."

At the age of nine or thereafter, the interests of boys and girls broaden to include fuller concepts of the far away and long ago. Sex differences, however, are in evidence.²⁶

VI. Reading Interests and Intelligence

Children's reading interests have often been compared with their intellectual abilities. Although there is not complete agreement among the researchers, results indicate that intelligence influences the amount of material read rather than the topic chosen, with bright children reading more widely and in greater quantity.

Thorndike found that bright and dull children had similar interests, but bright children read the same titles at an early age. The study also concluded that reading stories to children could minimize the factor of intelligence, suggesting that differences might occur as a result of

²⁶ Edna Lee Furness, "Researchers on Reading Interest," Education, LXXXIV (September, 1963), 6.

reading difficulty rather than divergent interests.²⁷

Thorndike and Henry compared 101 rapid-learning and 107 slow-learning children in grades six, seven and eight in a small town, using the annotated questionnaire technique previously reported. The rapid-learning group recorded a mean I.Q. of 128 while the slow-learning pupils had an I.Q. of 88. Similar topical interest patterns emerged in both groups. Although the study concluded that both groups were interested in non-fiction titles, the actual reading included a vast majority of fictional selections. The fast-learning group reported reading almost twice as many items, with titles covering a wider range of topics than was the case for the slow-learning group.²⁸

Lewis and McGee also investigated the reading interests of two groups of children; a mentally superior group with an I.Q. of 115, and a mentally retarded group with an I.Q. of at least 75. The pupils in the study were selected from 455 schools and 310 communities in thirty-six states. The subjects in the study were drawn from an elementary school population of 45,000 pupils in grades four through eight. The researchers concluded that superior mental ability and reading interests went hand in hand. In contrast to the "mentally retarded group," the study concluded that over twice as many mentally superior

²⁷Robert L. Thorndike, A Comparative Study of Children's Reading Interests, p. 35.

²⁸Robert L. Thorndike and Florence Henry, "Difference in Reading Interests Related to Differences in Sex and Intelligence Levels, "Elementary School Journal, LVIII (January, 1958), 212-218.

pupils read science and history. It was also reported that comics had their greatest appeal for those pupils of superior mental ability.²⁹

Huber investigated 430 children in fifteen classes in Yonkers, New York, in order to determine the influence of intelligence upon the reading interests of children. The fifteen classes were divided into three ability groups: dull, average, and bright. Thirty poems and stories were selected and classified into six categories: familiar experience, unusual experience, humor, fantasy, information, and heroism and service. The selections were read aloud in the classroom. The study concluded that dull children liked selections classified as "familiar experience" more than did the average and the bright children. The study also reported that the selections of dull children seemed to be influenced more by the simplicity of the material and influenced less by the literary quality than were the selections of the average and the bright pupils. Huber concluded that attention should be given to both the content and the complexity of reading materials when selections are made.³⁰

²⁹Drayton W. Lewis and William McGee, "A Comparison of the Interests of Mentally Superior and Retarded Children," School and Society, LII (December, 1940), 597-600.

³⁰Miriam Blanton Huber, The Influence of Intelligence Upon Children's Reading Interests, (New York: Teacher's College, Columbia University, Contributions to Education No. 312, 1928), p. 56.

Terman and Lima investigated the differences between the reading interests of gifted children and those of children in general. Pupils in the gifted group numbered one thousand and had a minimum IQ of 135 on the Stanford-Binet Intelligence Test. An unselected control group consisted of all the other children whose IQs were below 135. The pupils in both groups were asked to keep a day-to-day record of their actual reading for a period of two months. The results showed great differences in the reading interests of the gifted and control groups. Boys in the gifted group read more books in the field of science, history, biography, drama, and poetry than did the boys in the control group. Similar differences were reported between gifted and control girls. The study also concluded that the gifted pupils read more books at an earlier age.³¹

Similar results were reported by Terman and Oden. Their study included an analysis of the reading interests and habits of 511 gifted pupils and compared them with unselected control groups. The researchers reported that the gifted group read more science, history, biography, travel, folk tales, informational fiction, poetry and drama than was the case for the unselected group. Most of the

³¹Lewis Terman and Margaret Lima, Children's Reading: A Guide for Parents and Teachers, (New York: D. Appleton and Company, 1926), p. 112.

gifted pupils, eighty-eight percent, read more than the average pupil and none read less than the average student. Gifted pupils read an average of six hours per week at the age of seven and this was increased to an average of twelve hours a week at the age of thirteen.³²

Research findings regarding the relationship between reading interests and intelligence are by no means conclusive. A number of investigations have shown that there are no real differences in the reading interests of children at different intellectual levels. One plausible reason for this contradiction is the chronological age of the subjects included in the studies with younger pupils displaying greater similarities in reading interests than is the case for older pupils whose interests are more defined and definite.

Gates conducted a study of the reading preferences of bright and slow first grade pupils by using narrative and informative selections. Thirty narrative and thirty informative selections suitable in difficulty for children near the end of grade one were selected from books and magazines. One narrative and one informative selection were read each day until as many pairs as possible had been read. After a pair had been read, the children were asked to indicate the selection they preferred. The study revealed that

³²Lewis Terman and Melita Oden, The Gifted Children Grow Up: Twenty-Five Years Follow-Up of a Superior Group, (Stanford: Stanford University Press, 1947), p. 138.

regardless of ability, the majority of pupils included in the investigation preferred narrative selections over informative selections. Gates concluded that the brightest pupils preferred stories to informative materials to the same extent as did average or below average pupils.³³

Butler reported similar results from his study of the influence of intellectual ability on the reading preferences of grade two pupils. He reported that the overall favourite category was fantasy, followed by fairy tales, animal stories and home-school life. The least preferred by all groups in the study were science and nature. Butler concluded that intellectual ability was not a determiner of reading preference although it could have an effect on the overall preferences of students in various grade levels.³⁴

V. Reading Interests and Reading Achievement

Several studies have attempted to correlate reading achievement with reading interests. One such study was conducted by Stanchfield. The investigation was conducted with 153 boys in grades four, six and eight. At each grade level there were sub-groupings of superior, average, and poor

³³Arthur I. Gates, Interest and Ability in Reading, (New York: The Macmillan Co., 1930), p. 178.

³⁴James Orval Butler, "Expressed Reading Interests of Children Enrolled in Grades Two in Selected Schools of Colorado," (Doctoral Dissertation, University of Oklahoma, 1964), p. 108.

readers. Stanchfield analyzed the relationship between reading interests and grade-level achievement, limiting the study to boys because the incidence of reading difficulty was higher with boys than with girls.³⁵

The subjects were asked to respond to fifty categories of reading interests such as aviation, science fiction and war as well as twenty characteristics of reading interests such as excitement, sadness, and suspense. The results of the study showed that there were no significant differences in the preferences of the subjects who were reading below grade level, at grade level, or above grade level. In addition, Stanchfield reported no significant differences in the choices of poor, average, and good readers among the twenty characteristics of reading interests.

Ransey, while exploring characteristics of students with high and low reading ability, reported few differences in the reading choices of his pupils. A total of 142 boys and girls in grades four, five and six were included in the study, with sixty-one judged to be 'poor readers' and eighty-one judged to be 'good readers' on the basis of their per-

³⁴Jo Martha Stanchfield, "Boys' Reading Interests as Revealed Through Personal Conferences," Reading Teacher, IV, No. 9 (September, 1962), 41-44.

³⁵Ibid, 43.

formance on the Stanford Achievement Test. The results of the investigation indicated that girls, both good and poor readers, preferred mysteries, stories about children and familiar experiences, romance and stories about animals as their reading preferences. Boys who were poor readers selected adventure stories as their favourite reading material, while boys who were good readers chose both adventure and biography.³⁷

Other researchers, such as Butler,³⁸ Wollner,³⁹ Worley,⁴⁰ and Peltola,⁴¹ have concluded that no significant relationship exists between children's reading preferences and their reading ability.

³⁷Wallace Ramsey, "A Study of Salient Characteristics of Pupils of High and Low Reading Ability," Journal of Developmental Reading, IV, 12 (Winter, 1962), 93.

³⁸James O. Butler, "Expressed Reading Preferences of Children Enrolled in Grade Two in Selected Schools of Colorado," (Doctoral Dissertation, University of Oklahoma, 1964), p. 187.

³⁹Mary H. Wollner, "Children's Voluntary Reading as an Expression of Individuality," Contributions to Education, No. 944, (New York: Teacher's College, Columbia University, 1949), p. 136.

⁴⁰Stinson E. Worley, "The Relationship Between Developmental Task Situations and Children's Interests in Stories," (Doctoral Dissertation, North Texas State College, 1961), p. 142.

⁴¹Bette J. Peltola, "A Study of Children's Book Choices," Elementary English, XXXX (October, 1963), 495.

Several investigations have concluded that reading interests are influenced by a pupil's reading ability.

Johnson, in his study of 229 ninth graders, reported that pupils reading at or above grade level directed more time to reading than did pupils reading below grade level.⁴²

Lipscomb reported a similar conclusion in a study of the reading preferences of grade six pupils.⁴³

Witty and Kopel also investigated the relationship between reading interests and reading ability. They used an interest inventory in order to study the reading interests of one hundred poor readers from grades three through six in selected schools of Illinois. The inventory was intended to provide information on the type and amount of reading experiences of poor readers on the assumption that such experiences would shape the reading interests of pupils. The results of the study led the researchers to generalize that a book chosen for its suitability to the reading experiences of good readers would not be suitable for poor readers. The researchers further concluded that if books were simplified, they would not be suitable for the below average reader because the reading experiences of good readers and poor readers are different.⁴⁴

⁴²Marion R. Johnson, "Some Possible Factors Related to the Amount of Reading Success of a Selected Group of Ninth Grade Pupils," (Doctoral Dissertation, University of Michigan, 1940), p. 181.

⁴³Lena E. Lipscomb, "A Study of the Reading of a Sixth Grader," The Elementary English Review, VIII (January, 1931), 60-63.

⁴⁴Paul Witty and David Kopel, Reading and the Educative Processes, (San Francisco: Ginn & Co., 1939), p. 98.

To determine the relationship between reading comprehension and the major themes of novels chosen for study, Daigon investigated the reading preferences of sixty pupils in grade seven. The subjects were classified into high, average and low groups according to their reading comprehension ability. The study reported that girls with high reading comprehension read the greatest number and variety, and the most difficult books. Girls of average and low reading comprehension preferred animal stories, mysteries and problems of adolescence.

Boys of high and average reading comprehension in the study preferred adventure novels while the boys of low reading comprehension read only a few mystery novels. Based on these findings, Daigon concluded that the choices of themes in the novels were influenced by reading comprehension.⁴⁵

The contradiction which exists in the research findings pertaining to the relationship between reading interests and reading achievement may be attributable to a number of causes. Cundiff, in expressing her belief that reading achievement is one of the factors related to reading interests, lists some of the other factors which could lead

⁴⁵Arthur Daigon, "The Dominant Themes in the Free Reading of Seventh Grade Students to the Factors of Sex and Reading Comprehension," (Doctoral Dissertation, New York University, 1963), p. 211.

to variations in the development of reading interests:

Children's reading interest depends upon many things. Among them are children's general IQ; their growth and development in reading skills; their experiences at home, at school and in their outside world; their likes and dislikes; their environment, rural and urban; their economic level; their supply of reading material--that is the availability of books; their social age and their sex.⁴⁶

VI. Reading Interests, Age and School Grade

A number of studies have been conducted to investigate the relationship between children's reading interests and their chronological age and grade placement. Many of these studies indicate that reading interests do change as children mature. These changes continue up to the age of puberty where reading interests tend to become more stable and permanent.

A study by Terman and Lima investigated the relationship between chronological age and reading interests of 1,800 pupils in the public schools of California. Although the classification of the reading categories is open to question, the investigators reported that before age five, children were interested in jingles, picture books, fairy tales and in talking animals and nature stories. The six- and seven-

⁴⁶Ruby E. Cundiff, "Children's Reading Interests," Peabody Journal of Education, XXV (May, 1948), 259-263.

year-old was mainly interested in stories about the wind, birds, animals, trees, flowers, but still enjoyed Mother Goose Rhymes and picture books. The six- and seven-year-olds also enjoyed having fairy tales, myths and legends read to them. At the age of eight, children showed the greatest interest in fairy tales as well as stories about children in general.

At age nine, reading interests were different for boys and girls. Nine-year-old girls were still interested in fairy tales while boys of the same age were interested in real life stories. Books of travel and stories of other lands captured the interest of the ten-year-old children. Boys at this age also began to read books on inventions and mechanics. Interest in the lives of famous men and women also began at this age. At age eleven, most boys became interested in stories of adventure and mystery while girls read mostly stories of home and school life. The twelve-year-old boy showed the greatest interest in biography and history, while the twelve-year-old girl continued to read stories of home and school life. There was no development of new interests at age thirteen, instead the former interests were intensified. At fourteen, most of the children began to turn to specialized reading. The researchers concluded that definite reading interests were formed by age fifteen and that after age sixteen, there was little difference between adult and adolescent reading likes

and dislikes.⁴⁷

A similar finding was reported by Strong, who concluded from his study that interests were no longer affected by age after pupils reached the age of fifteen. His investigation revealed a correlation between the likes of fifteen-year-old boys and fifty-five-year-old men to be .73, indicating a strong positive correlation.⁴⁸

Geeslin attempted to ascertain which factor had the greater influence upon reading choices--reading age or chronological age. Initially, third, fifth and seventh grade pupils rated the interest appeal of books they had read, which resulted in three lists of books representative of the reading levels of the three grades. Next, the researcher formed two experimental groups of pupils who had not previously been a part of the study. Although both groups had an average reading age of ten, one group had a chronological age of eight while the second group's chronological age was twelve. Each subject was shown pairs of books and asked which book in each pair he would prefer to read. One book in each pair was a favourite of the reading-age peers while the other was a favourite of the chronological

⁴⁷ Lewis M. Terman and Margaret Lima, Children's Reading: A Guide for Parents and Teachers, p. 192.

⁴⁸ Edward K. Strong, Vocational Interests Eighteen Years After College, (Minnesota: University of Minnesota Press, 1955), p. 181.

age group. The researcher concluded that girls in the classrooms with chronological age-mates made a significantly greater number of choices in accordance with chronological age mates than was the case for girls in classrooms with reading age mates. The researcher also reported that there was no evidence to indicate that boys were influenced more by either their reading age or chronological age.⁴⁹ It should be pointed out that Geeslin generalized to the overall population from two extremes: slow twelve-year-old pupils and advanced eight-year-olds. No conclusions were stated for the average in each age group.

In reviewing many investigations concerned with reading interests, Rankin found that the reading interests of children displayed a marked development from year to year. She reported the existence of similarities in children's reading interests at various ages, although individual variations in reading preferences existed. The researcher found that until the age of six, three subjects covered the field of children's interest: stories of children having experiences similar to their own, stories of pets and toys, and stories of trains, planes and other things that go. At about eight years of age, she found that girls were interested in stories about horses, dogs and cowboys. The study also

⁴⁹Dorine H. Geeslin, "A Descriptive Study of the Current Book Choices of Pupils on Three Grade Levels: A Search for the Effects of Reading Age Upon Reading Interests," (Unpublished Doctoral Dissertation, Florida State University, 1967, p. 189.

reported that changes in interests continued through the high school years, although there was a decline in the rate of and amount of change after entrance into high school.⁵⁰

Several researchers have investigated the relationship between reading interests and grade placement. One such study conducted by Witty, Coomer and McBean involved 7,879 children from kindergarten to grade eight in ten public schools of Chicago. In kindergarten to grade three, the pupils were asked to name the stories they liked best and responses were recorded by the homeroom teachers. Pupils in grades four to eight listed the five books they had read and enjoyed most during the year. The most popular stories for kindergarten and primary grades were stories about animals, followed by fairy tales. In grades four to six, fairy tales received the highest ranking. This group of children also liked stories dealing with humor, adventure books and stories of children from other lands. The pupils in grades seven and eight showed some indications of maturing tastes with their favorites being stories of action and adventure. The study also reported that some children in the second and third grades selected books usually designated as appropriate for grades four to six while some elementary students preferred primary level books.⁵¹

⁵⁰Marie Rankin, "Reading Interests of Children," Religious Education, XLIII (May-June, 1948), 149.

⁵¹Paul Witty, Anne Coomer and Dilla McBean, "Children's Choices of Favourite Books: A Study Conducted in Ten Elementary Schools," Journal of Educational Psychology, XXXVIII (May, 1946), 278.

This may be attributed to the varying reading levels of the students involved in the study conducted by the researchers.

Dawson also investigated the topic of variations in the reading interests of children as they progress through elementary school. She noted that girls and boys in kindergarten and grade one tend to enjoy stories of children like themselves. At age seven or eight, tales that feature fairies, elves, giants and brownies had appeal. Pupils in grades three to five displayed interest in fables and fairy tales while interests shifted to myths, legends, hero and folk stories in grades five to seven. Pupils in these upper grades also began to enjoy mysteries and sport stories while interest in cowboys and fairy stories seemed to decline.⁵²

Row reported significant differences between the reading interests of pupils at all grade levels, first through six, as well as a wide range of differences in the expressed interests. Animal fantasy stories were chosen most often by primary grade pupils, but were listed by some pupils at all levels in the elementary school. Mystery stories were often preferred by third grade pupils as well as pupils in the intermediate grades. Sports stories were preferred by boys as early as the second grade but were selected more often by boys in grades three through six. Biographical and historical fictional stories were selected most often by intermediate grade pupils. Adventure stories

⁵²Mildred A. Dawson, Fundamentals of Basic Reading Instruction," (New York: David McKay & Co., Inc., 1963), p. 23.

were often selected at each grade level but humorous stories were chosen by a small number of pupils at each grade level. "Realistic stories" were listed most often by primary grades, while science stories were selected most often by intermediate grade pupils.⁵³

Amatora and Edith reported the results of an investigation which studied the records of book withdrawals from school libraries in New York. It was found that second and third graders selected as their first choice books in which children were the main characters. For both of the grades, animal stories ranked second, fairy tales third, and poetry fourth. The researchers also concluded that a shift in the pupil's interest pattern emerged in the intermediate grades with the fourth grade viewed as a transitional period. By the sixth grade, the interests shifted to adventure as the first choice for the pupils.⁵⁴

Furness concluded from a summary of numerous investigations that reading interests undergo a more rapid change during the elementary school period than during any subsequent period. Primary children are interested in stories about

⁵³Barbara H. Row, "Reading Interests of Elementary School Pupils in Selected Schools in Muscogee County, Georgia," (Doctoral Dissertation, Auburn University, 1968), p. 236.

⁵⁴S.M. Amatora and S.M. Edith, "Children's Interest in Free Reading," School and Society, LXXIII (March, 1951), 136.

animals, birds and nature. Junior High school pupils want to read stories dealing with history, biography, travel, science, animals as well as informational books.⁵⁵

In general, studies of reading interests and chronological age reveal that reading interests are affected by age, but that certain topics are popular with children from several age groups. Although shifts in reading interests occur at various levels, these shifts occur gradually and are overlapping. There are more similarities than differences between interests of children from several chronological age groups.

VII. Reading Interests and Basal Reader Content

The majority of elementary students receive systematic instruction in reading through the use of basal readers. The story content of these readers is determined by a panel of adults who select stories which will reflect the interests of children at a particular grade. Several investigations have been conducted in order to determine the relationship between the reading interests of pupils and the contents of their basal readers.

⁵⁵Edna Lee Furness, "Researchers on Reading Interests," Education, LXXXIV (September, 1963), 6.

Smith compared the children's independent reading choices and the content of basal readers at the first grade level by categorizing the choices of two groups of grade one pupils who had visited the public library and comparing their choices with the content of the texts used in their reading class. She found that basal readers cater to a much narrower span of reading interests than was indicated by the pupils' independent choices. In addition, Smith reported that stories in library books were more varied and informational than the stories in basal readers. She further concluded that basal readers do not meet the interest needs of first graders.⁵⁶

Harris also attempted to determine whether basal readers meet the reading interests of first graders. He developed an interest index consisting of twenty-four pairs of illustrated stories. Each pair contained one story from a basal reader and one written by the researcher, both of which were read to first graders while an illustration was flashed on a screen. The pupils were asked to circle number one (1) or two (2) on a piece of paper to indicate a preference. In addition, Harris administered standardized tests of reading ability and intelligence and interviewed the children. He found that girls had more interest in basal reader content

⁵⁶Ruth C. Smith, "Children's Reading Choices and Basal Reader Content," Elementary English, XXXVIII (March, 1962), 209.

than boys and found that intelligent, good readers were less likely to choose basal reader content.⁵⁷

Koelsch examined the relationship between interest appeal of stories and comprehension of stories in five basal reading series used with retarded readers. He used the same standard of reference to categorize both the content areas of children's interests and the content areas of the texts under consideration. Stories in the basal readers were assigned the same categories as found in the reading interest part of the California State College Comprehensive Interest Inventory. He designed a rating scale to compare the categories of the stories in the readers with the pupil's interests. Each series was rated +1 to +5, or -1 to -5 depending on the relative ranking in each category. Using a chi-square analysis, he found significant differences among the basal readers with regard to interest content indicating that some series have greater appeal to children's interests as measured by the Comprehensive Interest Inventory than other series.⁵⁸

Ziveber conducted a study to determine the factors in basal readers which have the greatest appeal to middle

⁵⁷James M. Harris, "The Expressed Reading Interests of First Grade Boys and Girls and the Adequacy of Current Readers in Meeting these Interests." (Doctoral Dissertation, Cornell University, 1955), p. 280.

⁵⁸George J. Koelsch, "Readability and Interest of Five Basal Reader Series with Retarded Students," Exceptional Child, XXXV (February, 1969), 488.

grade children. She used the technique of recording the spontaneous comments of children after a story was completed and found that the satisfactory ending of the story was most often cited by the children. Excitement, humor and suspense also ranked high. She found that the interests of boys were similar to that of the girls when the preferred stories were analyzed. However,

... stories of games and contests of outdoor adventure, thrilling stories characterized by a narrow escape and stories of boys and men who achieved, appealed more strongly to the boys. The girls were attracted to a greater extent than the boys by stories in which a girl proved her worth and sentimental stories in which goodness and kindness of a character are outstanding.⁵⁹

The investigation also reported that the most preferred unit of stories in the texts used was a unit of stories containing folk tales, fables, legends, tall tales and fanciful tales. Least preferred were the units about children of today with their everyday experiences and problems and those that centered around the use of modern inventions.⁶⁰

Emans analyzed two basal reading series seeking to answer the question, "Will inner-city children express greater interest in stories in a multi-ethnic reader that focus on

⁵⁹ Sr. Mary Madonna Ziveber, "A Study of Factors in Basal Reader Stories that have the Greatest Appeal to Intermediate Grade Children," (Master's Thesis, Cardinal Stritch College, Fort Point, Wis., 1962), p. 94.

⁶⁰ Ibid., p. 108.

a city theme or in stories in a multi-ethnic reader that focus on a 'family-friends-pets theme?" A random sampling of eleven boys and eleven girls who had not begun a reading program was made. These pupils were read six stories taken from each of two reading programs, The Banks Street by MacMillan & Company, and The City Schools' Reading Program by the Follett Publishing Company. No attempt to match story content was made. The stories were read to the pupils in pairs and the pupils were asked to choose one story of the two that they preferred. Although the study utilized a limited sample, stories with the "family-friends-pets" theme were chosen significantly at the .001 level by the pupils.⁶¹

In addition, the researcher requested a number of adult readers to indicate in advance how they thought the study would come out and the group predicted the city theme 15 to 1. Emans concluded that "if the adults involved in this study are typical of adults in general, it would seem that adult hunches about what children would like to read are not a basis on which to select stories for children."⁶² An earlier investigation conducted by Peltola also concluded that children base their distinctions of the interest appeal

⁶¹Robert Emans, "What do Children in the Inner City School Like to Read?" Elementary School Journal, LXIX (December, 1968), 121.

⁶²Ibid., 122.

of stories on criteria different from those of adults.⁶³

In summary, it is apparent that basal readers serve as the chief instructional vehicle for the teaching of reading in our schools. It is essential, therefore, to provide content in the basal readers which is attuned to the reading interests of the students for whom the texts are intended and not based exclusively on what adults think children would like to read.

⁶³Bette J. Peltola, "A Study of Children's Book Choices," 495.

CHAPTER III

PROCEDURES FOR THE STUDY

I. Introduction

A number of procedures were employed in this study to analyse and to compare the expressed interests of the subjects with the contents of selected Sixth Grade basal readers. The procedures utilized were:

- i) Selecting the study population
- ii) Determining sex, age, IQ, and reading achievement of the subjects
- iii) Developing and administering the instrument used to determine reading interests
- iv) Determining an interest rating for each reader and for each content category by each variable
- v) Performing a statistical analysis of the data in order to determine if significant differences exist between reading and the content of sixth grade basal readers for selected variables

II. Study Population

The study population consisted of grade five pupils who were attending the last four weeks of their school year and had completed the instructional program for that grade.

In view of the fact that the Pupils were being promoted to grade six, they are referred to in this study as beginning grade six pupils.

The total number of pupils included in the study is 197 out of a possible 215 for a return rate of 91.6 percent. A total of eighteen pupils were excluded from the study for a variety of reasons such as insufficient data, absenteeism, and relocation to other areas of the province.

Beginning Grade Six pupils were selected for the study because research has shown that by grades five and six, children's reading interests begin to become crystallized and permanent.¹ It would be helpful, therefore, if information on reading interests was made available to teachers in order that arrangements might be made to provide suitable reading material.

III. Determining Sex, IQ, Reading Achievement and Chronological Age

The information necessary to determine sex and age was obtained from school records. The information pertaining to verbal and non-verbal intelligence and reading achievement levels was obtained from a number of tests which were administered to the pupils.

¹L. F. Ashley, "Children's Reading Interests and Individualized Instruction," Elementary English, XLVII (December, 1978), 1092.

Intelligence Test

The Canadian Lorge-Thorndike Intelligence Test was administered to all pupils who were included in the study population. This test consists of two sections--a verbal battery and a nonverbal battery. Tables 1 and 2 indicate the IQ distribution of the sample used in the study. The mean for the verbal IQ was 91.2 while the mean for the nonverbal IQ was 99.3.

TABLE 1

Distribution of Pupils According to Verbal IQ Scores

	VERBAL IQ SCORES			
	Lowest Thru 89	Average 90-100	101 Thru Highest	Total
Number of Pupils	91	83	23	197

TABLE 2

Distribution of Pupils According to Nonverbal IQ Scores

	NONVERBAL IQ SCORES			
	Lowest Thru 89	Average 90-100	101 Thru Highest	Total
Number of Pupils	60	84	53	197

The Canadian Test of Basic Skills

The comprehension subtest of the Canadian Test of Basic Skills, Form Three was also administered in order to obtain the reading achievement levels of the subjects. The mean reading achievement score was 5.3. Table 3 indicates the reading achievement distribution of the sample used in the study.

TABLE 3

Distribution of Pupils According to Reading Levels

	READING ACHIEVEMENT			Total
	Low 2.5-5.0	Average 5.1-5.8	High 5.9-6.6	
Number of Pupils	71	80	46	197

The chronological age and sex of the pupils were obtained from school files and/or class registers. Of the 197 pupils used in the study, 111 were males and 86 were females and the mean chronological age was eleven years and three months. Table 4 reveals the distribution of pupils by age.

TABLE 4

Distribution of Pupils According to Chronological Age

	CHRONOLOGICAL AGE			Total
	Youngest Age Group	Average Ave Group	Oldest Age Group	
	(Lowest to 130 months)	(131-140 months)	(141 months to highest)	
Number of Pupils	80	70	47	197

IV. The Questionnaire

This study used a method to determine reading interests which minimized the influence of reading ability and past experiences on student responses. In addition, the instrument selected obtained responses from each individual to the same array of stimuli and permitted the sampling of a wide range of different topics within a feasible testing time. The instrument which best meets these criteria is the annotated titles questionnaire. Thorndike states that:

... the annotated title represents a compromise between the goals of broad sampling on the one hand and completely defined reading material on the other, making it possible to include in a short test, a range of topics which would require weeks or months to actually

read while achieving a more precise definition of each item than would be possible through the title alone.²

The annotated titles technique has been used by a number of researchers in addition to Thorndike. It was first used by Waples and Tyler in 1931 while studying the nonfictional reading habits of adults.³ The researchers sampled topics which appeared in magazines and articles and prepared brief annotations of them to indicate the nature of the article.

Thorndike adapted the approach used by Waples and Tyler in that he prepared fictitious annotated titles since he was concerned with determining the topics of interest rather than interest in specific stories or books.⁴ Minkler,⁵ Jefferson,⁶ and Simmons⁷ used similar procedures in their reading interest studies.

²Robert L. Thorndike, Comparative Reading Interests of Children, p. 5.

³Douglas Waples and R.W. Tyler, What People Want to Read About (Chicago: University of Chicago Press, 1949), p. 98.

⁴Robert L. Thorndike, Comparative Reading Interests, p. 7.

⁵Frederick Minkler, Voluntary Reading Interests in Canadian Elementary Schools (Toronto: The MacMillan Company of Canada, 1948), p. 15.

⁶Benjamin F. Jefferson, "Some Relationships Between Parents and Children's Preference in Juvenile Literature," Elementary School Journal, XLVIII (January, 1958), 217.

⁷Gertrude L. Simmons, "A Study of the Influence of Social Class and Race on the Reading Interests of Sixth Grade Pupils in Leon County, Florida" (Doctoral Dissertation, Florida State, 1963), p. 73.

Developing the Questionnaire

The questionnaire utilized in this study contains a total of 171 annotations. The annotations were based on actual stories, poems, articles, etc., which appeared in selected basal readers presently available to grade six pupils in schools throughout the province of Newfoundland and Labrador. The basal readers were written by McInnes & Hearn,⁸ McInnes & Hearn,⁹ Baldwin, McKeoun & Barrett,¹⁰ and Johnson, Ramirey & Smith.¹¹

The investigator elected to include actual annotations in the questionnaire as opposed to fictitious annotations because of a desire to determine an interest rating for each reader. It was concluded that such a rating would be more meaningful if it were based on actual stories as opposed to make-believe or fictitious selections. As a consequence of the decision to include annotations based on actual stories contained in various readers, several interest categories are represented by a relatively small

⁸John McInnes, Emily Hearn, Toboggans and Turtle-necks (Thomas Nelson & Sons (Canada) Ltd., 1973).

⁹John McInnes, Emily Hearn, Sleeping Bags and Flying Machines (Thomas Nelson & Sons (Canada) Ltd., 1973).

¹⁰C.M. Baldwin, J.A. McKeoun, F.L. Barrett. Voyager 2 (Copp Clark Publishing Co., Toronto, 1971).

¹¹Ida Mae Johnson, Alfonso R. Ramirez, Mildred Beatty Smith, Exploring Afar (Gape & Co., Toronto, 1974).

number of annotations while other categories are represented by a relatively large number of selections.

Due to the length of the questionnaire, it was divided into two parts. As a measure of reliability, ten annotations which appeared in part one were restated in part two.

Pilot Study

A pilot study of the questionnaire, as recommended by Borg,¹² was conducted to clarify confusing and ambiguous items contained in the instrument. Twenty students who were not a part of the study and who had not been exposed to the selections contained in the basal readers were selected for the pilot study. The questionnaire was administered to all students in two sessions. The instructions were read to the students by the investigator in order to eliminate differences in reading ability. The pupils were encouraged to ask for clarification of any part of the instructions that they found confusing. The pupils were then asked to respond to each title by circling one of D.N. (Definitely Not), P.N. (Probably Not), P.Y. (Probably Yes), D.Y. (Definitely Yes) in order to represent an answer to the question, "Do you think you would like to read this story?" At the end of the questionnaire, the subjects were asked to

¹²Walter M. Borg, Educational Research: An Introduction (New York: David McKay, 1963), p. 213.

indicate if there were any stories that they would like to read about which were not listed on the questionnaire.

An analysis of the responses of the pilot group revealed need for only minor changes in the wording of directions as well as minor changes to the wording of several annotations. No suggestions were made for the inclusion of other annotated titles.

Following the pilot study, the completed questionnaire as shown in Appendix A was prepared and administered to the sample population.

Administering the Questionnaire

The questionnaire was administered to the study population from May 21, 1979 to June 20, 1979. In addition to the annotations which appeared in both part I and part II of the questionnaire, one class was re-administered the questionnaire after an interval of three weeks. This was viewed as an additional check on the consistency of the instrument. The questionnaire was given in two parts and on several occasions, the investigator availed of the cooperation of the respective home room teachers in providing assistance in administering part two of the questionnaire. In most classes, however, the investigator administered the total instrument, which involved the reading of directions for the questionnaire as well as reading each of the 171 annotations.

V. Analysis of Data

The analysis of the data involved: 1) grouping the annotations contained in the Reading Interest Questionnaire by reading content category and by reader, 2) determining a level of interest score for each content category for each variable, 3) determining an interest rating score for each reader for each variable, 4) determining a level of significance for the differences in interest between each content category and each reader by each variable.

Grouping the Annotations

In view of the fact that the annotations contained in the Reading Interest Questionnaire were based on the contents of various basal readers, a content analysis of each reader was required in order to facilitate the grouping of the annotations by content categories. The content analysis of the basal readers was conducted by an independent committee of three educators, two of whom work with various reading programs at district level and one of whom is involved with the programs at a school level. The standard of reference for categorization was based on the works of Solomon,¹³ Arbuthnot¹⁴ and Sanderlin.¹⁵ Each annotation

¹³Doris Solomon, Best Books for Children (New York: R.R. Bowker Co., 1969).

¹⁴May Hill Arbuthnot, Children and Books (3rd ed.), Glenview, Ill.: Scott, Foresman & Co., 1964).

¹⁵Sylvia Sanderlin, ed., Bibliography of Books for Children (Washington, D.C.: Association for Childhood Education International, 1971).

included in the Reading Interest Questionnaire was categorized by the content categories derived from the analysis of the basal readers. The classification of the annotation contained in the Questionnaire is contained in Appendix B. In addition, each annotation in the Questionnaire was grouped by basal reader and is contained in Appendix C.

Determining a Level of Interest Score

The computation of the data required that a level of interest score be determined for each reading content category. Consequently, each 'definitely not' response to an annotated title was assigned a rating of one, each 'probably not' response was assigned a rating of two, each 'probably yes' response was assigned a value of three and each 'definitely yes' response was assigned a value of four. For each content category, the numerical value for each of the responses were added and divided by the number of titles in that category. This resulted in a rating score ranging from a low of one to a high of four. In determining the level of interest in each category, value phrases were assigned to the numerical values.¹⁶ The value phrases were chosen to reflect a range of intent on the part of beginning grade six pupils to respond in various ways to each annotation. The numerical values and their corresponding value phrases are contained in Table 5.

¹⁶Robert L. Thorndike, A Comparative Study of Children's Reading Interests, p. 24.

TABLE 5

Numerical Values and Corresponding Value Phrases

Numerical Value	Value Phrase
1.0 - 2.4	Low Interest
2.4 - 2.8	Moderately Low Interest
2.8 - 3.2	Moderately High Interest
3.2 - 4.0	High Interest

Determining an Interest Rating for Each Reader

The analysis of the data also included the computation of an interest rating for each reader for each variable. The interest rating for each basal reader is calculated from a formula used by Martin.¹⁷ The formula requires that the percentage of pupils expressing interest in each reader at each level of interest be multiplied by a numerical value assigned to each level of interest used in the study. The levels of interest and the corresponding numerical values used to determine the interest rating for each reader are shown in Table 6.

The products of the four interest levels for each reader are totaled and divided by 100% since the percentage of pupils expressing interest at the four levels of interest would total 100. The quotient obtained represents the numerical interest rating of the basal reader(s).

¹⁷Robert F. Martin, "Interestability of Basal Readers," (Doctoral Dissertation, University of Southern California, 1972), p. 137.

TABLE 6

Levels of Interest and Corresponding Numerical Values

Level of Interest	Numerical Value
Low Interest	1
Moderately Low Interest	2
Moderately High Interest	3
High Interest	4

Determining a Level of Significance Score

Information and data for each of 197 pupils were coded and entered into specific columns on computer cards. Since two cards were required to enter all of the data, an identification number was assigned to each pupil. The data for the entire sample were analysed in order to find out if a significant relationship existed between the variable of sex, IQ, reading achievement and chronological age and each of reading content categories. In addition, the data were analysed in order to determine if a significant relationship existed between the variables under investigation and each basal reader used in this study. Chi-square was used to test the level of significance. The .05 level of significance was used.

In summary, this chapter has presented the techniques and procedures used in this study. The procedures discussed

include: 1) selecting the study population; 2) determining the sex, age, IQ and reading achievement of the subjects; 3) developing and administering the instrument used to investigate reading interests; 4) determining an interest rating for each reader and for each content category by each variable; 5) performing a statistical analysis of the data in order to determine if significant differences exist between reading interests and the content of sixth grade basal readers by the variables utilized in the study.

CHAPTER IV

ANALYSIS OF DATA

I. Introduction

This chapter presents the data and discussions of the findings of the study. The investigation was concerned with the reading interests of beginning sixth grade pupils. In addition, the study attempted to determine an interest rating for each of four (4) sixth grade basal readers. The data presented includes: 1) the reliability of the questionnaire; 2) a general discussion of the findings; 3) the reading interests of pupils when grouped by sex, verbal intelligence, non-verbal intelligence, reading achievement, and chronological age; 4) an interest rating for each of the four (4) sixth grade basal readers when the pupils are grouped by sex, verbal intelligence, non-verbal intelligence, reading achievement level and chronological age.

The reading interests of grade six pupils as well as the interest ratings for four of the basal readers used in that grade were rated on a four-level interest scale: low interest (LI), moderately low interest (MLI), moderately high interest (MHI), and high interest (HI).

II. Reliability of the Reading Interest Questionnaire

A reliability check was performed on the Reading Interest Questionnaire in two ways. The first method was a pre-post test arrangement involving a group of twenty-five students who were readministered the questionnaire with a time interval between the testing sessions of three weeks. A Pearson correlation was performed on each item for both sets of questionnaires. The correlations were next converted to a linear scale by the use of the Fisher Z in order to facilitate the calculation of an average score. The Fisher Z scores ranged from a low of 0.004 to a high of 1.372. The range in the Z scores may be attributable to factors such as fluctuating interests on the part of the pupils, the time of year when the instrument was administered, the length of the questionnaire and overall student motivation. These scores were averaged to produce an average Z score of 0.61. The Fisher Z score was then converted back to a Pearson correlation of 0.54 which revealed a positive correlation between the pre- and post-test groups.

The second procedure showed the correspondence between the first reliability check and a method of determining the 'proportion of agreement.' This additional check was included in the format of the instrument. The questionnaire consisted of two parts, eighty-five annotations in part one and eighty-six annotations in part two. Ten of the annotations which appeared in part one were repeated in part two. A two part

formula was utilized to measure the consistency of the responses of the pupils to the annotations which appeared in both parts of the questionnaire. Through the use of the crosstabs procedure the number of pupils expressing identical responses in part one and part two of the questionnaire to the repeated annotations was totaled and divided by the total number of subjects included in the study, which was 197 pupils. This produced a percentage of agreement for each pair of repeated annotations which ranged from a low of 43.6% to a high of 69% with an average rating of 56.4% displaying identical responses to the items which were included in both parts of the questionnaire.

The second part of the formula dealt with those pupils who expressed a near identical agreement with the repeated annotations. For the purpose of utilizing the formula, near identical agreement was defined as those pupils who displayed a shift of one crosstab cell from the identical response. This produced a percentage of near identical agreement which ranged from 23.6% to 41% with an average rating of 33.5% indicating near identical agreement with the annotations which were repeated in both parts of the Questionnaire.

The percentage of pupils expressing identical and near identical agreement were converted to an index of agreement for each pair of repeated annotations. An ad hoc formula was devised in order to convey a measure of student consistency among the pairs of repeated annotations. The formula utilized the percentage of pupils who expressed identical agreement

for each pair of repeated annotations as well as one-half of the percentage of pupils who expressed near identical agreement for the repeated annotations. The formula distinguishes between the value assigned to those who expressed identical agreement in comparison to those who expressed near identical agreement and conveys a better measure of agreement than would be possible through the use of other alternatives such as the percentage of total agreement only or a combined total of the percentage of agreement and near agreement. The percentage of pupils expressing agreement and near agreement as well as the index of agreement rating is contained in Table 7.

A Pearson correlation was also performed on each pair of repeated annotations and the correlations were transformed to a linear scale provided by the Fisher Z score. The Z scores were averaged to produce an average Z score of 0.62. This was converted back to a correlation score of 0.55 which revealed a positive relationship for the proportion of agreement between the subjects for the pairs of repeated annotations and corresponds favorably to the 0.54 correlation obtained from the pre-post test arrangement previously discussed.

III. General Discussion of the Reading Interests of Beginning Grade Six Pupils

The questionnaire used in this investigation contained eighteen reading categories: eight fictional areas, eight non-fictional areas, and two categories covering the area

TABLE 7

Percentage of Pupils Displaying Identical Agreement, Near Identical Agreement, and the Index of Agreement for the Repeated Annotations

Annotations	Identical Agreement	Near Identical Agreement	Index of Agreement
17 and 165	43.6%	40.8%	.64
23 and 116	69.0%	23.6%	.81
35 and 158	64.9%	28.0%	.79
39 and 145	61.9%	34.0%	.79
51 and 142	43.7%	41.0%	.64
60 and 92	54.8%	36.4%	.73
72 and 96	58.8*	34.0%	.76
84 and 151	63.4%	29.0%	.78
55 and 117	53.8%	30.8%	.69
63 and 122	49.7%	37.6%	.69

of poetry. The fictional areas were: adventure, animals (realistic and talking), folk tales (legends and mythology), magic and fantasy, mystery and detective, school stories, science fiction, and stories of family and home life.

The non-fictional areas included: aviation, biography, factual and informational, history, hobbies, people and places in other countries, science and invention, and sports.

The area of poetry was sub-divided into two categories: humorous and nonsensical poems, and non-humorous and traditional poems. It was not the intent of the researcher to deal with the category of poetry in any depth in this investigation. The purpose of classifying poetry into humorous and non-humorous classifications was to determine if there existed a general liking or disliking for poetry. Consequently, the study does not contain items dealing with various poetic forms such as sonnets or ballads, nor does it deal with other classifications of poems such as narrative or descriptive poems.

Since the design of the questionnaire was based on the content of the basal readers used in this study, and since every genre could not be represented in every reader, it should be noted that a number of categories were not included in the Reading Interest Questionnaire. Some of the omitted categories were: love and romance, fictional sports, religious stories, exploration, occupations and war stories.

In addition, as a consequence of attempting to organize the questionnaire in order to reflect the stories which students would encounter in grade six, and as a result of the large number of stories, articles and poems which had to be accommodated in the questionnaire, a large number of annotations were developed in order to adequately assess the reading interests of the pupils and at the same time adequately and sufficiently reflect the nature of each of

the readers used in the investigation. A total of 171 annotations comprised the questionnaire, with ten of the annotations being repeated in part two of the questionnaire. An average rating was determined for each of the 171 items which was based on the numerical value assigned to each response made by each pupil. The average rating for each annotation is shown in Appendix D with the lowest average rating being 1.83 and the highest being 3.65 out of a possible of 4.00. The average rating for the total questionnaire was 2.86. In addition, the percentage of pupils selecting each of four alternatives for each of the 171 annotations is contained in Appendix E.

Each annotation contained in the questionnaire was classified by reading content category and an average rating for each category was determined. Table 8 provides the average numerical rating with a corresponding interest level for each category in the questionnaire. The average ratings ranged from a low of 2.30 to a high of 3.23 out of a maximum of 4 points.

IV. General Discussion of the Interest Rating for Each Reader Utilized in the Study

Four basal readers were used in this study. These were: Sleeping Bags and Flying Machines, Toboggans and Turtle-necks, both published by Thomas Nelson and Sons; Exploring Afar, published by Gage and Company, and Voyager II, which

TABLE 8
Average Rating for Each Category

Category	Average Rating	Interest Level
<u>Fiction:</u>		
1. Adventure	3.21	High Interest
2. Animals (Realistic and Talking)	3.15	Moderately High Interest
3. Folk Tales, Legends and Myths	3.01	Moderately High Interest
4. Magic and Fantasy	3.07	Moderately High Interest
5. Mystery and Detective	3.18	Moderately High Interest
6. School Stories	3.20	Moderately High Interest
7. Science Fiction	3.23	High Interest
8. Family and Home Life	2.98	Moderately High Interest
<u>Non Fiction:</u>		
9. Aviation	2.86	Moderately High Interest
10. Biographies	2.84	Moderately High Interest
11. Factual Stories	2.72	Moderately Low Interest
12. History	2.30	Low Interest
13. Hobbies	2.56	Moderately Low Interest
14. People and Places In Other Countries	2.43	Moderately Low Interest
15. Science and Invention	2.74	Moderately Low Interest
16. Sports	2.84	Moderately High Interest
<u>Poetry:</u>		
17. Humorous and Non-sensical	2.63	Moderately Low Interest
18. Non-Humorous and Traditional	2.53	Moderately Low Interest

is published by Copp Clark and Company. Each of the readers is a provincially adopted textbook for grade six and all are used extensively throughout the province of Newfoundland and Labrador.

The mean was calculated for each reader from the numerical value assigned to each response in the Questionnaire and is shown in Table 9. The text with the highest mean was Toboggans and Turtlenecks with an average rating of 2.90 out of a maximum of 4.00. The text with the lowest mean was Exploring Afar with a rating of 2.78.

The percentage of pupils expressing interest at each level of interest for each reader was also determined and is contained in Table 10. From the percentages, an interest rating was calculated for each reader by using the interest rating formula. In general terms, the basal reader with the highest interest rating for beginning grade six pupils was Toboggans and Turtlenecks. This was followed by Voyager II with a rating of 2.67. The basal text with the lowest interest appeal was Exploring Afar with a rating of 2.47.

V. Are There Differences in the Reading Interests of Boys and Girls?

An analysis of the data on reading interests and sex indicated significant differences in nine areas: adventure, mystery and detective, family and home life, aviation and space, factual stories, hobbies, science and invention, sports, and humorous and nonsensical poems. The data also approached

TABLE 9
Mean Calculation by Reader

Reader	Mean
Sleeping Bags and Flying Machines	2.83
Toboggans and Turtlenecks	2.89
Exploring Afar	2.78
Voyager II	2.86

TABLE 10
Percentage of Pupils Responding to Each Interest Level
by Each Reader

Reader	Levels of Interest				Interest Rating
	LI	MLI	MHI	HI	
Sleeping Bags and Flying Machines	11.7	37.1	35.5	15.7	2.55
Toboggans and Turtlenecks	10.2	28.4	37.1	24.4	2.76
Exploring Afar	17.3	31.5	37.6	13.7	2.47
Voyager II	11.2	29.4	40.6	18.8	2.67

significance for the category of school stories. A breakdown of the percentages of pupils expressing interest in each category is revealed in Table 11.

Both boys and girls expressed high interest in the categories of adventure, mystery and detective and school stories. Girls also expressed high interest in the category of family and home life while boys expressed moderately low to moderately high interest in this category. Boys revealed high interest in the category of aviation and space while girls indicated a consistent level of interest in the category in each of the four interest levels. Girls expressed low interest in factual stories due mainly to the type of selections in this category which would appear to appeal more to males than to females. In this category, boys indicated a moderately high interest level. Boys also expressed high interest in science and inventions, and sports while girls revealed a low interest rating in these categories.

The interpretation of the data on the category of hobbies should be undertaken with some caution. While girls expressed low interest in the category, it should be pointed out that there was only one selection in this category and it dealt with the topic of parachuting. Boys, on the other hand, displayed a fairly equal distribution over three of the interest levels. Similarly, while not significant in a statistical sense, the data on the category of people and places in other countries should also be viewed with some caution since the category contained only one

TABLE 11

Percentage of Pupils Expressing Interest at Each Level of Interest According to Sex

Categories	SEX								Levels of Significance
	Males				Females				
	LI	MLI	MHI	HI	LI	MLI	MHI	HI	
<u>Fiction:</u>									
1. Adventure	1.8	8.1	25.2	64.9	11.6	12.8	32.6	43.0	.0032*
2. Animals (Realistic & Talking)	8.1	15.3	31.5	45.0	8.1	19.8	27.9	44.2	.8549
3. Folk Tales, Legends and Myths	9.9	14.4	35.1	40.5	15.1	16.3	24.4	44.2	.3663
4. Magic and Fantasy	11.7	24.3	22.5	41.4	8.1	17.4	18.6	55.8	.2467
5. Mystery and Detective	9.9	9.0	22.5	58.6	3.5	20.9	26.7	48.8	.0313*
6. School Stories	16.2	13.5	20.7	49.5	8.1	8.1	15.1	68.6	.0546*
7. Science Fiction	8.1	11.7	18.0	62.2	10.5	16.3	9.3	64.0	.3022
8. Family and Home Life	15.3	29.7	31.5	23.4	11.6	10.5	26.7	51.2	.0002*
<u>Non-Fiction:</u>									
9. Aviation and Space	18.9	15.3	22.5	43.2	26.7	26.7	25.6	20.9	.0080*
10. Biographies	17.1	17.1	36.9	28.8	27.9	19.8	36.0	16.3	.1092
11. Factual Stories	13.5	27.0	39.6	19.8	47.7	20.9	23.3	8.1	.0000*
12. History	36.9	27.9	25.2	9.9	34.9	19.8	24.4	20.9	.1453
13. Hobbies	34.2	0	29.7	36.0	68.6	0	25.6	5.8	.0000*
14. People and Places in Other Countries	46.8	0	38.7	14.0	47.7	0	39.5	12.8	.9474
15. Science and Invention	12.5	17.1	27.0	42.3	58.1	23.3	10.5	8.1	.0000*
16. Sports	9.0	24.3	18.9	47.7	44.2	23.3	23.3	9.3	.0000*
<u>Poetry:</u>									
17. Humorous and Nonsensical	37.8	26.1	26.1	9.9	20.9	36.0	26.7	16.3	.0533*
18. Non-Humorous and Traditional	38.7	37.8	18.9	4.5	33.7	36.0	20.9	9.3	.5389

*Significance at the 0.05 level

selection in the Reading Interest Questionnaire.

In the area of humorous and nonsensical poems, girls showed moderately low interest while boys revealed a low interest rating in the category.

Both groups indicated moderately high to high interest in animals (realistic and talking), folk tales, legends, mythology, magic and fantasy, and biographies. Low to moderately low interest was revealed by both groups in the categories of history, and non-humorous and traditional poems.

VI. Are There Differences Between Basal Reader Content
and the Reading Interests of Beginning Grade
Six Pupils According to Sex?

An analysis was conducted on the data for basal readers according to the variable of sex. The results are shown in Table 12. A level of significance was achieved for one basal reader, Exploring Afar. This text received the highest interest rating for boys and the lowest interest rating for girls. Conversely, the text achieving the lowest interest rating for boys was Sleeping Bags and Flying Machines while the text acquiring the highest rating for girls was Toboggans and Turtlenecks.

All four basal texts fluctuated in their interest appeal for both boys and girls at the moderately low to moderately high interest level although Toboggans and Turtlenecks displayed a high interest rating for 21.6% of the boys and 27.9% of the girls.

TABLE 12

Differences Between Basal Reader Content and the Reading Interests of Beginning Grade
Six Pupils According to Sex

Reader	SEX										Level of Significance
	Males					Females					
	LI	MLI	MHI	HI	Interest Rating	LI	MLI	MHI	HI	Interest Rating	
Sleeping Bags and Flying Machines	10.8	36.9	36.0	16.2	2.57	12.8	37.2	34.9	15.1	2.53	.9745
Toboggans and Turtlenecks	9.9	31.5	36.9	21.6	2.70	10.5	24.4	37.2	27.9	2.83	.6450
Exploring Afar	9.0	27.0	45.9	18.0	2.73	27.9	37.2	26.7	8.1	2.16	.0002*
Voyager II	10.8	31.5	42.3	15.3	2.61	11.6	26.7	38.4	23.3	2.73	.5278

*Significant at the 0.05 level.

VII. Are There Differences in the Reading Interests of Beginning Grade Six Pupils with Below Average, Average and Above Average Verbal Intelligence?

Comparisons were made between the reading interests of below average, average and above average pupils on the basis of their verbal intelligence. Significant differences were found among the three groups in the areas of mystery and detective, and sports. The percentage of pupils expressing varying levels of interest in each of the categories and the level of significance score for each category for the variable of verbal intelligence are included in Table 13.

For the category of mystery and detective, the percentage of pupils expressing high interest increased with an increase in verbal intelligence across the three IQ groups. Students of below average verbal IQ expressed moderately low to moderately high interest in this category while pupils of average verbal IQ indicated moderately high interest and pupils in the above average group expressed high interest in the category.

In the category of sports, the pupils in the below average verbal IQ group displayed a fairly equal distribution in all four interest levels. The average verbal IQ group indicated low interest in sports while the above average group revealed a high interest rating in this area.

Although not statistically significant, the percentage of pupils expressing high interest in animals (realistic and talking), folk tales, legends and mythology, magic and

TABLE 13

Percentage of Students Expressing Interest at Each Level of Interest for Fictional and Non-Fictional Topics
According to Verbal Intelligence

Categories	VERBAL INTELLIGENCE												Level of Significance
	Below Average Verbal Intelligence				Average Verbal Intelligence				Above Average Verbal Intelligence				
	LI	MLI	MHI	HI	LI	MLI	MHI	HI	LI	MLI	MHI	HI	
<u>Fiction:</u>													
1. Adventure	7.7	12.1	28.6	51.6	6.0	9.6	25.3	59.0	0	4.3	39.1	56.5	.6023
2. Animals (Realistic & Talking)	8.8	11.0	38.5	41.8	7.2	21.7	26.5	44.6	8.7	26.1	8.7	56.5	.0856
3. Folk Tales, Legends and Myths	15.4	16.5	31.9	36.3	10.8	16.9	28.9	43.4	4.3	4.3	30.4	60.9	.3311
4. Magic and Fantasy	13.2	19.8	24.2	42.9	7.2	26.5	19.3	47.0	8.7	8.7	13.0	69.6	.2066
5. Mystery and Detective	9.9	18.7	24.2	47.3	3.6	13.3	28.9	54.2	8.7	0	8.7	82.6	.0260
6. School Stories	14.3	14.3	19.8	51.6	12.0	8.4	15.7	63.9	8.7	8.7	21.7	60.9	.7166
7. Science Fiction	14.3	13.2	14.3	58.2	6.0	15.7	14.5	63.9	0	8.7	13.0	78.3	.2765
8. Family and Home Life	16.5	20.9	30.8	31.9	10.8	25.3	25.3	38.6	13.0	8.7	39.1	39.1	.5094
<u>Non-Fiction:</u>													
9. Aviation and Space	20.9	26.4	25.3	27.5	26.5	16.9	19.3	37.3	13.0	8.7	34.8	43.5	.1586
10. Biographies	24.2	18.7	35.2	22.0	20.5	19.3	36.1	24.1	17.4	13.0	43.5	26.1	.9643
11. Factual Stories	28.6	22.6	37.4	12.1	32.5	27.7	26.5	13.3	13.0	21.7	34.8	30.4	.1685
12. History	35.2	23.1	23.1	18.7	37.3	24.1	27.7	10.8	34.8	30.4	21.7	13.0	.8311
13. Hobbies	47.3	0	31.9	20.9	55.4	0	24.1	20.5	34.8	0	26.1	39.1	.2234
14. People & Places in Other Countries	40.7	0	42.9	16.5	59.0	0	31.3	9.6	30.4	0	52.2	17.4	.0607
15. Science and Invention	31.9	19.8	24.2	24.2	37.3	21.7	16.9	24.1	21.7	13.0	13.0	52.2	.1392
16. Sports	17.6	26.4	26.4	29.7	32.5	24.1	18.1	25.3	21.7	13.0	8.7	56.5	.0249
<u>Poetry:</u>													
17. Humorous and Nonsensical	27.5	35.2	24.2	13.2	32.5	28.9	31.3	7.2	34.8	17.4	17.4	30.4	.0653
18. Non-Humorous and Traditional	30.8	39.6	23.1	6.6	38.6	37.3	16.9	7.2	52.2	26.1	17.4	4.3	.6080

fantasy, science fiction, and family and home life also increased with a corresponding increase in verbal intelligence across the three IQ groups. A similar finding was revealed for the non-fictional areas of aviation and space, biographies, factual and informational stories, and hobbies, with the latter category containing only one selection.

In each of the two poetry categories, pupils indicated low to moderately low levels of interest. However, over 30% of the above average pupils indicated high interest in humorous and nonsensical poems while over one-half of this group expressed a low interest rating in non-humorous and traditional poems.

For both the fictional and non-fictional categories, the majority of pupils in each verbal IQ group indicated an interest level which ranged from moderately high to high interest. For the poetry categories, the majority of pupils in each group expressed low to moderately low levels of interest.

VIII. Are There Differences Between Basal Reader Content and the Reading Interests of Beginning Grade Six Pupils According to Verbal Intelligence?

An interest rating was calculated for each reader according to the variable of verbal intelligence. Table 14 indicates the interest rating for all of the readers for each subgroup. In addition, the percentage of pupils expressing interest at each level of interest as well as

TABLE 14

Difference Between Basal Reader Content and Reading Interests of Beginning Grade Six Pupils According to Verbal Intelligence

Reader	VERBAL INTELLIGENCE															
	Below Average Verbal IQ					Average Verbal IQ					Above Average Verbal IQ					Level of Significance
	LI	MLI	MHI	HI	Interest Rating	LI	MLI	MHI	HI	Interest Rating	LI	MLI	MHI	HI	Interest Rating	
Sleeping Bags and Flying Machines	12.1	34.1	36.3	17.6	2.59	9.6	43.4	33.7	13.5	2.52	17.4	26.1	39.1	17.4	2.57	.7376
Toboggans and Turtlenecks	13.2	24.2	36.3	26.4	2.45	7.2	32.5	41.0	19.3	2.72	8.7	30.4	26.1	34.8	2.87	.4418
Exploring Afar	18.7	30.8	34.1	16.5	2.48	18.1	34.9	36.1	10.8	2.39	8.7	21.7	56.5	13.0	2.73	.4580
Voyager II	11.0	31.9	36.3	20.8	2.66	10.8	30.1	45.8	13.3	2.62	13.0	17.4	39.1	30.4	2.97	.4669

a level of significance score for each reader is shown in this table.

Although none of the data in the basal readers was statistically significant, it should be noted that the text with the highest interest rating for pupils of below average and average verbal intelligence was Voyager II. Pupils in the average verbal IQ group rated Toboggans and Turtlenecks as the most interesting text while pupils in the below average group rated the same text as least interesting. Pupils of average verbal IQ rated Exploring Afar as the least interesting text while above average verbal IQ pupils indicated that Sleeping Bags and Flying Machines was the basal text of least appeal. Across all three verbal IQ groups, pupils tended to express low to moderately low interest in all four basal readers.

IX. Are There Differences in the Reading Interests of
Beginning Grade Six Pupils with Below Average,
Average and Above Average Non-Verbal
Intelligence?

A distribution was also made of the pupils based on a non-verbal intelligence score. Three groups were established: below average, average and above average. Table 15 indicates the data for each group and further reveals that a significant difference existed for one area, the category of Sports. Pupils of above average non-verbal intelligence indicated high interest in sports while the below average

TABLE 15

Percentage of Students Expressing Interest at Each Level of Interest for Fictional and Non-Fictional Categories
According to Non-Verbal Intelligence

Categories	NON-VERBAL INTELLIGENCE												Level of Significance
	Below Average Non-Verbal IQ				Average Non-Verbal IQ				Above Average Non-Verbal IQ				
	LI	MLI	MHI	HI	LI	MLI	MHI	HI	LI	MLI	MHI	HI	
<u>Fiction:</u>													
1. Adventure	5.0	11.7	21.7	61.7	7.1	10.7	27.4	54.8	5.7	7.5	37.7	49.1	.6453
2. Animals (Realistic & Talking)	8.8	10.0	33.3	48.3	7.1	19.0	34.5	39.3	9.4	22.6	18.9	49.1	.3176
3. Folk Tales, Legends and Myths	11.7	15.0	31.7	41.7	14.3	16.7	27.4	41.7	9.4	13.2	34.0	43.4	.9636
4. Magic and Fantasy	13.3	16.7	25.0	45.0	9.5	22.6	19.0	48.8	7.5	24.5	18.9	49.1	.8361
5. Mystery and Detective	10.0	18.3	18.3	53.3	4.8	13.1	29.8	52.4	7.5	11.3	22.6	58.5	.5859
6. School Stories	11.7	13.3	20.0	55.0	13.1	13.1	19.0	54.8	13.2	5.7	15.1	66	.7707
7. Science Fiction	15.0	11.7	13.3	60.0	7.1	15.5	16.7	60.7	5.7	13.2	11.3	69.8	.5497
8. Family and Home Life	11.7	16.7	30.0	41.7	17.9	20.2	27.4	34.5	9.4	28.3	32.1	30.2	.5248
<u>Non-Fiction:</u>													
9. Aviation and Space	15.0	23.3	33.3	28.3	26.2	17.9	19.0	36.9	24.5	20.8	20.8	34.0	.3493
10. Biographies	23.3	15.0	36.7	25.0	21.4	17.9	39.3	21.4	20.8	22.6	32.1	24.5	.9446
11. Factual Stories	26.7	23.3	33.3	16.7	31.0	23.8	34.5	10.7	26.4	26.4	28.3	18.9	.8625
12. History	26.7	23.3	25.0	25.0	41.7	21.4	28.6	8.3	37.7	30.2	18.9	13.2	.0809
13. Hobbies	43.3	0	36.7	20.0	51.2	0	25.0	23.8	52.8	0	22.6	24.5	.4978
14. People & Places in Other Countries	40.0	0	41.7	18.3	50.0	.1	38.1	11.9	50.9	0	37.7	11.3	.6518
15. Science and Invention	30.0	21.7	21.7	26.7	35.7	30.8	22.6	27.4	32.1	26.4	13.2	28.3	.6005
16. Sports	13.3	26.7	30.0	30.0	29.8	23.8	31.4	25.0	28.3	20.8	9.4	41.5	.0373*
<u>Poetry:</u>													
17. Humorous and Nonsensical	25.0	23.3	23.3	18.3	32.1	32.1	29.8	6.0	34.0	24.5	24.5	17.0	.2645
18. Non-Humorous and Traditional	23.3	45.0	21.7	10.0	40.5	34.5	21.4	3.6	45.3	32.1	15.1	7.5	.1763

*Significant at .05 level.

non-verbal IQ group showed moderately high to high interest in the same area. The average non-verbal IQ group displayed fairly consistent interest over all four interest levels.

In several categories, including science and inventions, science fiction and hobbies, an increase in the percentage of pupils expressing high interest corresponded to an increase in non-verbal intelligence across all three IQ groups. Conversely, a decrease in the number of pupils expressing high interest across the three non-verbal IQ groups was noted for the categories of adventure, family and home life, and people and places in other countries. The percentage of pupils indicating low interest in both categories of poetry increased with a corresponding increase in non-verbal intelligence across the three groups.

In the fictional categories, pupils expressed high interest across all intelligence levels while expressing low to moderately low interest in most non-fictional categories. In the area of poetry, pupils in each non-verbal IQ group expressed low to moderately low interest in both the humorous and nonsensical poems as well as the non-humorous and traditional poems.

X. Are There Differences Between Basal Reader Content and the Reading Interests of Beginning Grade Six Pupils According to Non-Verbal Intelligence?

The percentage of pupils expressing interest at each level according to the variable of non-verbal intelligence

is included in Table 16. The table also reveals the interest rating for each basal reader for each non-verbal IQ group as well as a level of significance score for each reader. A level of significance was not recorded for the variable of non-verbal IQ for any of the basal readers used in this investigation.

The data indicated that the text acquiring the highest interest rating among the pupils of below average and average non-verbal intelligence was Toboggans and Turtle-necks while Voyager II received the highest interest rating among the pupils of above average non-verbal intelligence. The least appealing text for both the below average and average non-verbal IQ group was Exploring Afar. The least appealing text for the above average non-verbal IQ group was Toboggans and Turtlenecks.

The percentage of pupils expressing high interest in Sleeping Bays and Flying Machines decreased with a corresponding increase in non-verbal intelligence while the percentage of pupils expressing high interest in the other three readers tended to fluctuate across IQ levels. For the basal readers Exploring Afar and Voyager II the percentage of pupils expressing moderately low interest increased with a corresponding increase in intelligence. Approximately two-thirds of the pupils in each non-verbal IQ group expressed an interest level in the four basal readers which ranged from moderately low to moderately high interest.

TABLE 16

Difference Between Basal Reader Content and Reading Interests of Beginning Grade Six Pupils According to Non-Verbal IQ

	NON-VERBAL INTELLIGENCE															
	Below Average Non-Verbal IQ					Average Non-Verbal IQ					Above Average Non-Verbal IQ					Level of Significance
	LI	MLI	MHI	HI	Interest Rating	LI	MLI	MHI	HI	Interest Rating	LI	MLI	MHI	HI	Interest Rating	
Sleeping Bags and Flying Machines	8.3	33.3	40.0	18.3	2.68	13.1	38.1	33.3	15.5	2.51	13.2	39.6	34.0	13.2	2.47	.9071
Toboggans and Turtlenecks	10.0	20.0	36.7	33.3	2.93	9.5	31.0	40.5	19.3	2.70	11.3	24.0	32.1	22.6	2.45	.4225
Exploring Afar	15.0	26.7	36.7	21.7	2.65	21.4	31.0	41.7	6.0	2.32	13.2	37.7	31.1	17.0	2.52	.1117
Voyager II	8.3	28.3	36.7	26.7	2.81	13.1	29.8	45.2	11.9	2.55	11.3	30.2	38.7	20.8	2.68	.4527

XI. Are There Differences in the Reading Interests of
Beginning Grade Six Pupils with Below Average,
Average and Above Average Reading Ability?

A distribution was made of the pupils based on reading achievement. Three groups were established: below average, average and above average. Table 17 indicates that significant differences exist among the three groups in the areas of animals (realistic and talking), mystery and detective, science fiction and biographies.

Pupils of below average ability in reading achievement expressed moderately high to high interest in the category of animals (realistic and talking) while pupils of average and above average reading ability indicated high interest in the area. All three reading achievement groups expressed high interest in both mystery and detective and science fiction.

Pupils in the above average reading achievement group expressed moderately high to high interest in the category of biographies while pupils of below average and average reading ability indicated low to moderately high interest in this category.

The percentage of pupils expressing high interest in the categories of animals, mystery and detective and science fiction increased with a corresponding increase in reading ability. For the category of biographies, the percentage of pupils expressing interest fluctuated through the four levels for each of the reading achievement groups.

TABLE 17

Percentage of Pupils Expressing Interest at Each Level of Interest for Fictional and Non-Fictional Topics
According to Reading Levels

Categories	READING ACHIEVEMENT LEVELS												Level of Significance
	Below Average Reading Level				Average Reading Level				Above Average Reading Level				
	LI	MLI	MHI	HI	LI	MLI	MHL	HI	LI	MLI	MHI	HI	
<u>Fiction:</u>													
1. Adventure	9.9	11.3	33.8	45.0	5.0	12.5	18.8	63.8	2.2	4.3	37.0	56.5	.0633
2. Animals (Realistic & Talking)	9.9	11.3	43.7	35.2	7.5	22.5	23.8	46.3	6.5	17.4	19.6	56.5	.0392*
3. Folk Tales, Legends and Myths	21.1	18.3	25.4	35.2	7.5	15.0	33.8	43.8	6.5	10.9	32.6	50.0	.0939
4. Magic and Fantasy	15.5	25.4	16.9	42.3	6.3	20.0	23.8	50.0	8.7	17.4	21.7	52.2	.4429
5. Mystery and Detective	11.3	22.5	22.5	43.7	3.8	12.5	26.3	57.5	6.5	4.3	23.9	65.2	.0489*
6. School Stories	16.9	15.5	18.3	49.3	12.5	11.3	17.5	58.8	6.5	4.3	19.6	69.6	.2732
7. Science Fiction	16.9	11.3	15.5	56.3	6.3	20.0	12.5	61.3	2.2	6.5	15.2	76.1	.0267*
8. Family and Home Life	18.3	22.5	23.9	35.2	11.3	21.3	35.0	32.5	10.9	19.6	28.3	41.3	.6677
<u>Non-Fiction:</u>													
9. Aviation and Space	28.2	18.3	25.4	28.2	17.5	25.0	22.5	35.0	21.7	15.2	23.9	39.1	.5775
10. Biographies	29.6	15.5	33.8	21.1	20.0	22.5	42.5	15.0	13.0	15.2	30.4	41.3	.0180*
11. Factual Stories	35.2	22.5	29.6	12.7	27.5	25.0	33.8	13.8	19.6	26.1	34.8	19.6	.6907
12. History	39.4	23.9	22.5	14.1	37.5	23.8	27.5	11.3	28.3	26.1	23.9	21.7	.7133
13. Hobbies	47.9	-	33.8	18.3	51.3	-	26.3	22.5	47.8	-	21.7	30.4	.4773
14. People & Places in Other Countries	49.3	-	39.4	11.3	45.0	-	40.0	15.0	47.8	-	37.0	15.2	.9505
15. Science and Invention	32.4	19.7	26.8	21.1	36.3	17.5	17.5	28.8	28.4	24.0	13.0	34.8	.4030
16. Sports	19.7	26.8	28.2	25.4	26.3	21.3	22.5	30.0	28.3	23.9	6.5	41.3	.1120
<u>Poetry:</u>													
17. Humorous and Nonsensical	32.4	36.6	22.5	8.5	30.0	27.5	30.0	12.5	28.3	26.1	26.1	19.6	.5327
18. Non-Humorous and Traditional	35.2	39.4	18.3	7.0	37.5	31.3	23.8	7.5	37.0	43.5	15.2	4.3	.7993

*Significance at the 0.05 level.

All three reading achievement groups indicated moderately high to high interest in the majority of categories in the fictional area. In the non-fictional categories, the pupils in each of the reading achievement groups distributed their interest ratings throughout the four levels.

For the area of poetry, pupils in below average, average and above average reading achievement groups indicated low to moderately high interest in both the humorous and nonsensical poems and the non-humorous and traditional poems.

XII. Are There Differences Between Basal Reader Content and the Reading Interests of Beginning Grade Six Pupils According to Reading Achievement?

The percentage of pupils expressing interest at each level of interest for each reading achievement group is shown in Table 18. The table also indicates the interest rating for each reader as well as a level of significance score. Significance was noted for one basal reader, Voyager II which was rated as moderately low to moderately high in interest for each reading achievement group.

The most appealing text for the pupils in each of the reading achievement groups was Toboggans and Turtle-necks. The least appealing text for the below average and average groups was Exploring Afar while pupils in the above average reading achievement group rated Sleeping Bags and Flying Machines as the least appealing text.

TABLE 18

Differences Between Basal Reader Content and Reading Interests of Beginning Grade Six Pupils According to Reading Achievement Level

	READING ACHIEVEMENT LEVELS															Level of Significance
	Below Average Reading Achievement					Average Reading Achievement					Above Average Reading Achievement					
	LI	MLI	MHI	HI	Interest Rating	LI	MLI	MHI	HI	Interest Rating	LI	MLI	MHI	HI	Interest Rating	
Sleeping Bags and Flying Machines	11.3	40.8	28.2	19.7	2.56	10.0	40.0	37.5	12.5	2.52	15.2	26.1	43.5	15.2	2.58	.4349
Toboggans and Turtlenecks	16.9	19.6	31.0	22.5	2.59	7.5	25.0	43.8	23.8	2.84	4.3	32.6	34.8	28.3	2.87	.2347
Exploring Afar	22.5	33.8	31.0	12.7	2.33	15.0	33.8	40.0	11.3	2.47	13.0	23.6	43.5	19.6	2.69	.4371
Voyager II	11.3	43.7	26.8	18.3	2.52	11.3	22.5	48.8	17.5	2.72	10.9	19.6	47.8	21.7	2.80	.0391

Pupils in the below average reading achievement group indicated that Toboggans and Turtlenecks had a moderately high interest appeal while the remaining three basal readers were rated as moderately low in interest. The pupils in the average reading achievement group expressed moderately low interest in Sleeping Bags and Flying Machines while expressing high interest in the other three basal readers. Pupils in the above average reading achievement group expressed moderately high interest in all four readers.

XIII. Are There Differences in the Reading Interests
of Beginning Grade Six Pupils According to
Chronological Age?

Table 19 reveals the choices of the pupils when they were grouped on the basis of chronological age. Significant differences were found for the categories of people and places in other countries and sports. Interpretation of the data for the category of people and places in other countries should be guarded by the fact that there was a limited sampling from the basal readers contained in the Questionnaire. With this limitation in mind, the data show that pupils in each of the chronological age groups expressed low to moderately high interest in this category. For the category of sports, the youngest age group indicated low to moderately low interest while the average age group expressed high interest in the area. The oldest age group revealed a

TABLE 19

Percentage of Pupils Expressing Interest at Each Level of Interest for Fictional and Non-Fictional Topics According to Chronological Age

Categories	CHRONOLOGICAL AGE												Level of Significance
	Youngest Age Group				Average Age Group				Oldest Age Group				
	LI	MLI	MHI	HI	LI	MIL	MHL	HI	LI	MLI	MHI	HI	
<u>Fiction:</u>													
1. Adventure	8.8	8.8	30.0	52.5	1.4	11.4	30.0	57.1	8.5	10.6	23.4	57.4	.5567
2. Animals (Realistic & Talking)	10.0	21.3	30.0	38.8	7.1	14.3	31.4	47.1	6.4	14.9	27.7	51.1	.7909
3. Fold Tales, Legends and Myths	17.5	12.5	27.5	42.5	7.1	18.6	28.6	45.7	10.6	14.9	38.3	36.2	.4024
4. Magic and Fantasy	8.8	20.0	16.3	55.0	10.0	22.9	24.3	42.9	12.8	21.3	23.4	42.6	.7477
5. Mystery and Detective	5.0	12.5	25.0	57.5	7.1	14.3	30.0	48.6	10.6	17.0	14.9	57.4	.5354
6. School Stories	15.0	8.8	18.8	57.5	12.9	12.9	15.7	58.6	8.5	12.8	21.3	57.4	.9012
7. Science Fiction	8.8	10.0	15.0	66.3	8.6	12.9	15.7	62.9	10.6	21.3	10.6	57.4	.6915
8. Family and Home Life	17.5	20.0	25.0	37.5	8.6	21.4	34.3	35.7	14.9	23.4	29.8	31.9	.7100
<u>Non-Fiction:</u>													
9. Aviation and Space	25.0	22.5	21.3	31.3	20.0	15.7	22.9	41.4	21.3	23.4	29.8	25.5	.5616
10. Biographies	26.3	21.3	36.3	16.3	17.1	17.1	34.3	31.4	21.3	14.9	40.4	23.4	.4083
11. Factual Stories	37.5	26.3	23.8	12.5	17.1	24.3	42.9	15.7	29.8	21.3	31.9	17.0	.1062
12. History	38.8	26.3	23.8	11.3	34.3	21.4	30.0	14.3	34.0	25.5	19.1	21.3	.6630
13. Hobbies	57.5	-	23.8	18.8	41.4	-	35.7	22.9	46.8	-	23.4	29.8	.2009
14. People and Places in Other Countries	61.3	-	27.5	11.3	32.9	-	48.6	18.6	44.7	-	44.7	10.6	.0109*
15. Science and Invention	40.0	20.0	21.3	18.8	27.1	18.6	22.9	31.4	29.8	21.3	12.8	36.2	.2628
16. Sports	30.0	32.5	17.5	20.0	22.9	20.0	17.1	40.0	17.0	14.9	31.9	36.2	.0155*
<u>Poetry:</u>													
17. Humorous and Nonsensical	37.5	28.8	23.8	10.0	24.3	31.4	31.4	12.9	27.7	31.9	23.4	17.0	.5926
18. Non-Humorous and Traditional	43.8	30.0	21.3	5.0	37.1	38.6	18.6	5.7	23.4	46.8	19.1	10.6	.2861

*Significance at the 0.05 level.

moderately high to high interest in sports.

Although differences existed in other categories, these differences were not significant. In the fictional categories, pupils in all three chronological age groups expressed moderately high to high interest in all categories. In the non-fictional areas, pupils in each age group expressed low to moderately high interest in most of the categories. One exception was the category of aviation and space which was of high interest for the youngest and average age groups while the oldest age group found the category equally appealing at all four interest levels.

For the area of poetry, the youngest group expressed low to moderately low interest in both categories. The average age group indicated moderately low to moderately high interest in humorous and nonsensical poems and low to moderately low interest in non-humorous and traditional poems. The oldest age group displayed low to moderately low interest in both categories of poetry.

XIV. Are There Differences Between Basal Reader Content and the Reading Interests of Beginning Grade Six Pupils According to Chronological Age?

The interest rating for the grade six basal readers for the variable of chronological age as well as a level of significance score for each reader is contained in Table 20. Significance was not achieved for any of the basal readers.

TABLE 20

Difference Between Basal Reader Content and Reading Interests of Beginning Grade Six Pupils According to Chronological Age

Reader	LI	MLI	MHI	HI	Interest Rating	LI	MLI	MHI	HI	Interest Rating	LI	MLI	MHI	HI	Interest Rating	Level of Significance
Sleeping Bags and Flying Machines	7.5	46.3	32.5	13.8	2.52	17.1	28.6	37.1	17.1	2.54	10.6	34.0	38.3	17.0	2.61	.3183
Toboggans and Turtlenecks	11.3	35.0	31.3	22.5	2.65	7.1	31.4	35.7	25.7	2.79	12.8	12.8	48.9	25.5	2.87	.1588
Exploring Afar	21.3	37.5	32.5	8.8	2.99	11.4	27.1	45.7	15.7	2.65	19.1	27.7	34.0	19.1	2.52	.2124
Voyager II	16.3	32.5	33.8	17.5	2.52	7.1	27.1	47.1	18.6	2.77	8.5	27.7	42.6	21.3	2.76	.272

The least appealing text for pupils in both the youngest and average chronological age groups was Sleeping Bags and Flying Machines. In addition, the youngest age group rated Voyager II as the least appealing text. The oldest age group rated Exploring Afar as the least interesting text.

The oldest and average chronological age groups selected Toboggans and Turtlenecks as the most interesting text while the average group rated Voyager II as a close second. The youngest age group indicated that Exploring Afar was the most interesting of the four basal texts.

Pupils in the youngest and average age groups expressed moderately low to moderately high interest in all four basal readers. The oldest age group expressed moderately high to high interest in Toboggans and Turtlenecks and moderately low to moderately high interest in the other three readers.

XV. Summary of Results

Summary of the Results Concerned with the Reading Interests of the Total Group

An analysis of the findings of the reading interests of a group of beginning sixth grade pupils was presented in this chapter. The findings were as follows:

1. When the pupils were grouped on the basis of sex, significant differences were found at the 0.05 level between boys and girls in ten areas: adventure, mystery and detective, school stories, family and home life, aviation and space, factual stories, hobbies, science and invention, sports, humorous and nonsensical poems.

2. When pupils were grouped on the basis of verbal intelligence into below average, average and above average groups, significant differences were found at the 0.05 level in two areas: mystery and detective, and sports.

3. When the pupils were grouped on the basis of non-verbal intelligence into below average, average, and above average, significant differences were found at the 0.05 level in one category, non-fictional sports.

4. When the pupils were grouped on the basis of reading achievement, significant differences were found at the 0.05 level in four categories: animals (realistic and talking), mystery and detective, science fiction, and biographies.

5. When pupils were grouped on the basis of chronological age, significant differences were found at the 0.05 level in the categories of people and places in other countries and in the category of sports.

Summary of Findings Concerned with the Interest Ratings of Sixth Grade Basal Readers

The interest levels of four grade six basal readers were analyzed by comparing the contents of the readers with the expressed interests of grade six pupils. The findings were as follows:

1. When the pupils were grouped on the basis of sex, boys and girls showed different levels of interest in the basal readers. The most interesting text for boys was Exploring Afar while girls found Toboggans and Turtlenecks to be the most interesting text. Two of the texts, Sleeping Bags and Flying Machines and Exploring Afar had a higher appeal for boys than for girls while the remaining two texts, Toboggans and Turtlenecks and Voyager II had a higher appeal for girls than for boys.

2. When the pupils were grouped on the basis of sex, significant differences at the .05 level were found for one basal reader, Exploring Afar.

3. When the pupils were grouped on the basis of verbal intelligence, the below average and above average pupils rated Voyager II as the most interesting text while pupils of average verbal intelligence found Toboggans and Turtlenecks as the most interesting text. All three groups expressed

interest in the four readers ranging from moderately low to moderately high levels of interest.

4. When pupils were grouped on the basis of verbal intelligence, no significant differences were found among the four basal readers investigated.

5. When the pupils were grouped on the basis of non-verbal intelligence, the text Toboggans and Turtlenecks was found to be the most interesting text for the below average and average pupils while the above average group rated Voyager II as the most interesting text. The average and above average IQ groups expressed moderately low to moderately high interest in all four readers while the below average pupils expressed a similar range of interest in three of the readers while indicating moderately high to high interest in a fourth reader, Toboggans and Turtlenecks.

6. When the pupils were grouped on the basis of non-verbal intelligence, no significant differences were found among the four basal readers investigated.

7. When the pupils were grouped on the basis of reading achievement into below average, average and above average reading achievement groups, the most interesting text for all three groups was Toboggans and Turtlenecks. The majority of pupils in all three groups expressed a level of interest in the four basal readers which ranged from moderately low to moderately high levels of interest.

8. When the pupils were grouped on the basis of reading achievement, significant differences at the .05 level were found for one basal reader, Voyager II.

9. When the pupils were grouped on the basis of chronological age into the youngest age group, the average age group and the oldest age group, the most appealing text for all three groups was Toboggans and Turtlenecks. The majority of pupils in each group expressed a level of interest in the readers which ranged from moderately low to moderately high level of interest.

10. When the pupils were grouped on the basis of chronological age, no significant differences were found among the four basal readers investigated.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Statement of the Problem

The major concern of this study was to investigate the reading interests of beginning grade six pupils and to compare these expressed interests with the story contents found in four sixth grade basal readers. The purposes of the investigation were to (1) determine the reading interests of beginning grade six pupils when they are grouped by sex, verbal IQ, non-verbal IQ, reading achievement and chronological age; (2) determine the extent to which the contents of sixth grade basal readers match the reading interests of beginning sixth grade pupils when they are grouped by sex, verbal IQ, non-verbal IQ, reading achievement and chronological age.

A number of questions were stated for investigation in the study. These questions were concerned with the extent to which grade six pupils differed in their expressed reading interests and the congruency of the expressed interests with the content of selected basal readers.

Procedures

The procedures used in this study were as follows:

(1) those used in selecting the study population; (2) those used in determining sex, IQ, reading achievement and age of the subjects; (3) those used in determining the reading interests of the study population; (4) those used in determining an interest rating for each reader and for each content category by each variable; (5) those used in analyzing the data.

The schools used in this study were included under the jurisdiction of one provincial school board and involved a total of nine schools. The data concerned with age, sex, reading achievement, and IQ were obtained from school records as well as several standardized tests. A questionnaire was developed to determine the reading interests of the children and a pilot study was conducted in order to refine the instrument. The questionnaire was administered to 197 pupils, twenty-five of whom did the questionnaire a second time as a measure of the reliability of the instrument.

The data obtained for the investigation were statistically computed and analyzed by the use of cross-tabulation. The chi-square test of comparison was used to determine whether differences in reading interests according to sex, verbal IQ, non-verbal IQ, reading achievement and chronological age were of statistical significance. In order to determine the interest rating of each basal reader,

comparisons were made between the expressed reading interests of beginning sixth grade pupils used in the study and the contents of four sixth grade basal readers.

Results and Discussion of Findings for the Study Population

The results and discussions of the findings from the study were concerned with determining the reading interests of the pupils and calculating an interest rating for each reader. The results were as follows:

1. Differences in the reading interests between boys and girls were significant in ten areas: adventure, mystery and detective, school stories, family and home life, aviation and space, factual stories, hobbies, science and invention, sports and humorous and nonsensical poems. A greater percentage of boys expressed high interest in adventure, mystery and detective, aviation and space, factual stories, hobbies, science and invention, and non-fictional sports than was the case for girls. A greater percentage of girls expressed high interest in school stories, family and home life, and humorous and nonsensical poetry than was the case for boys.

2. On the basis of sex, significant differences existed between the reading interests of boys and girls and the content of basal readers for one text, Exploring Afar.

3. On the basis of sex, boys rated Exploring Afar as the most interesting text while girls rated Toboggans and Turtlenecks as the most interesting text. Sleeping Bags and Flying Machines and Exploring Afar had a higher appeal for boys than for girls while Toboggans and Turtlenecks and Voyager II had a higher appeal for girls than for boys.

4. Verbal IQ significantly influenced reading interests in the areas of mystery and detective, and sports. The percentage of pupils indicating high interest in mystery and detective increased with intelligence while the percentage of pupils indicating high interest in sports fluctuated from one verbal intelligence group to the other.

5. When grouped on the basis of verbal intelligence, no significant differences existed between pupils of below average, average and above average verbal intelligence and the content of the basal readers investigated.

6. When grouped on the basis of verbal intelligence, Voyager II was determined to be the most interesting text for pupils of below average and above average verbal intelligence while pupils of average verbal intelligence found Toboggans and Turtlenecks to be the most interesting text. All three groups expressed moderately low to moderately high interest in the four basal readers.

7. Non-verbal IQ significantly influenced the reading interests of the pupils in only one category, sports. Pupils of above average non-verbal intelligence indicated high interest in the area. Below average pupils revealed moderately high to high interest in this category while pupils of average non-verbal intelligence displayed fairly consistent interest over all four levels.

8. When grouped on the basis of non-verbal intelligence, no significant differences existed between pupils of below average, average and above average non-verbal intelligence and the content of the basal readers investigated.

9. When grouped on the basis of non-verbal intelligence, pupils of below average and average non-verbal intelligence rated Toboggans and Turtlenecks as the most interesting text while the above average pupils indicated that Voyager II was the most interesting text. The pupils of below average non-verbal intelligence expressed moderately high to high interest in Toboggans and Turtlenecks while the remaining groups expressed a range of interest from moderately low to moderately high interest in all four readers.

10. Reading achievement significantly influenced reading interests in four categories: animals (realistic and talking), mystery and detective, science fiction, and biographies. In the three fictional categories, a greater percentage of pupils in each reading achievement group expressed higher interest than was the case for other interest levels. In the non-fictional category of biographies, a greater percentage of pupils in each group expressed moderately higher interest than was the case for the other interest levels.

11. When grouped on the basis of reading achievement, significant differences existed among the pupils of below average, average and above average reading comprehension and the content of one basal text, Voyager II.

12. On the basis of reading achievement scores, the most interesting book for pupils of below average, average and above average reading achievement was Toboggans and Turtlenecks. In addition, the pupils of below average reading achievement expressed a lower interest in the four basal readers than did the average and above average groups.

13. Chronological age significantly influenced reading interests in two categories, people and places in other countries, and sports. In both categories, the percentage of pupils expressing high interest increased from the youngest age group to the average age group and dropped slightly for the oldest age group.

14. When grouped on the basis of chronological age, no significant differences existed among the reading interests of pupils in the youngest age group, the average age group and the oldest age group and the content of the basal readers investigated.

15. On the basis of chronological age groups, the most interesting text for the youngest, average and oldest age groups was Toboggans and Turtlenecks. The youngest age group also tended to show lower interest in all four readers than did the other age groups.

XVI. Conclusions

As a result of the findings in this study, a number of conclusions can be stated concerning the reading interests of beginning grade six pupils and the interest ratings of provincially adopted basal readers. These conclusions are:

1. The influence of sex on the reading interests of beginning grade six pupils was greater than the influence of verbal IQ, non-verbal IQ, reading achievement and chronological age.

2. The verbal intelligence of beginning grade six pupils did not significantly affect the overall reading interests of the pupils as significance was recorded for two categories: sports and mystery and detective.

3. The non-verbal intelligence rating of beginning grade six pupils did not have a significant effect upon the reading interests of the pupils. Significance was achieved for one category, sports.

4. The reading achievement of beginning grade six pupils did not significantly affect the overall reading interests of the pupils. However, the differences were significant for four areas: animals, mystery and detective, science fiction and biographies.

5. The chronological age of beginning grade six pupils did not significantly affect the overall reading interests of the pupils. Significance was recorded for two categories: people and places in other countries and sports.

6. The three most popular categories for beginning grade six pupils were: science fiction, adventure and school stories.

7. The three least popular categories for beginning grade six pupils were: people and places in other countries, history and non-humorous and traditional poems.

8. Beginning sixth grade girls liked stories concerned with folk tales, legends and myths, magic and fantasy, school stories, family and home life, and mystery and detective. Boys liked stories concerned with adventure, mystery and detective, aviation and space, science fiction, science and inventions, and sports.

9. Interest in the category of mystery and detective increased with an increase in verbal intelligence, as was the case for the categories of animals, science fiction, folk tales, magic and fantasy, and aviation and space.

10. There was an increase in interest in the categories of science fiction and magic and fantasy, with an increase in non-verbal IQ.

11. There was a decrease in the interest level for poetry with an increase in non-verbal IQ.

12. Interest in animals, mystery and detective, humorous and nonsensical poems and science fiction increased with an increase in reading achievement.

13. Interest in non-humorous and traditional poems decreased with an increase in reading achievement while interest in humorous and nonsensical poems increased with a corresponding increase in reading achievement.

14. Interest in the categories of adventure, animals, factual stories, history, science and inventions and poetry increased with a corresponding increase in age.

15. Significance was recorded for the interest rating of basal readers and the variable of sex for the text Exploring Afar.

16. Significance was not recorded among the interest ratings of basal readers and the variable of verbal intelligence.

17. Significance was not recorded among the interest ratings of basal readers and the variable of non-verbal intelligence.

18. Significance was recorded for the interest ratings of basal readers and the variable of reading achievement for the text Voyager II.

19. Significance was not recorded among the interest ratings of basal readers and the variable of chronological age.

20. The grade six reader of highest interest to beginning grade six pupils is Toboggans and Turtlenecks while the text of least interest is Exploring Afar.

21. The grade six reader of most interest to boys is Exploring Afar while girls preferred Toboggans and Turtlenecks. The least interesting text for boys is Sleeping Bags and Flying Machines and for girls it was Exploring Afar.

22. The grade six reader of most interest to pupils of below average and above average verbal intelligence was Voyager II; pupils of average verbal intelligence found Toboggans and Turtlenecks of greatest interest. The least appealing book for pupils of below average verbal ability was Toboggans and Turtlenecks, while pupils of average verbal ability rated Exploring Afar as the least interesting and above average pupils found the least interesting book to be Sleeping Bags and Flying Machines.

23. The grade six reader of most interest to pupils of below average and average verbal ability was Toboggans and Turtlenecks while pupils of above average non-verbal ability rated Voyager II as the most interesting text.

24. The grade six reader of least interest to the pupils of below average and average verbal ability was Exploring Afar while pupils of above average non-verbal ability rated Toboggans and Turtlenecks as the least interesting text.

25. The grade six reader of greatest interest to pupils of below average, average and above average reading comprehension was Toboggans and Turtlenecks.

26. The grade six reader of least interest to pupils of below average and average reading achievement was Exploring Afar, while the basal text of least interest for pupils of above average reading comprehension was Sleeping Bags and Flying Machines.

27. The grade six reader of greatest interest to the youngest age group, the average age group and the oldest age group was Toboggans and Turtlenecks.

28. The grade six readers of least interest for the youngest age group of beginning grade six pupils were Sleeping Bags and Flying Machines and Voyager II. The text of least interest to the average age group was also Sleeping Bags and Flying Machines while the oldest age group rated Exploring Afar as the least appealing text.

XVII. Recommendations

As a result of the findings and conclusions emerging from this study, the following recommendations are made:

1. More investigations of this type should be conducted at other grade levels in order to find out the reading interests of pupils at various grade levels.

2. More investigations of this type should be undertaken in order to determine the level of interest of pupils in provincially adopted basal texts.

3. School districts should be encouraged to conduct investigations of this type periodically in order to help them make recommendations to authors, writers and curriculum committees regarding the content and interest appeal of readers.

4. Reading textbooks should not be purchased without some knowledge of the interest rating of their contents for children.

5. The present policy of providing alternate texts for schools should be more flexible in order to accommodate the range of interests of pupils within the province as well as within individual school boards.

6. Efforts should be made to supply relevant and interesting materials for children. If children are interested in materials to be read, they will make more of an effort to read them.

7. Provision should be included in the procedure for adopting basal texts to allow for textbook changes to be made regularly in order to meet the reading interest requirements of school children.

8. The Provincial Department of Education should establish a committee which would have as its prime task to assess the reading interests of pupils throughout the province with the intent of publishing provincial basal reading texts for the province.

9. Studies should be conducted in this area utilizing a variety of data gathering techniques: library withdrawals, student assessment of stories read from basal texts.

10. Schools and school districts should be encouraged to develop adequate library facilities with materials compatible with children's reading interests.

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APPENDIX A

READING INTEREST QUESTIONNAIRE

READING INTERESTS QUESTIONNAIRE

Name _____

CA _____ RL _____ GR _____ SEX: M F

VIQ _____ NVIQ _____

Directions:

This is not a test. There are no right or wrong answers. I am just trying to find out what boys and girls enjoy reading. The more that is known about what you enjoy reading, the easier it is to supply such stories for you and other students.

On the pages that follow are the titles of a number of stories and articles. Each title is followed by a short description telling what the story is about. The title and the sentence or sentences which follow it will give you information on the story and will tell what kind of story it is.

I will read each title and the sentence or sentences which follow it. If you are certain that you would like to read the story, put a circle around DY, which means "Definitely Yes". If you are certain you would not want to read the story, put a circle around DN, which means "Definitely Not".

If you are not certain about whether or not you would want to read the story, but you think you might like to, put

a circle around PY, which means "Probably Yes".

If you are not certain about whether or not you would want to read the story, but you think you might not want to, put a circle around PN, which means "Probably Not".

Remember, I am trying to find out what you really like to read. Don't choose titles you think you ought to read, or ones which you think your teacher or I would want you to read. Pick the titles that you think you would really like to read.

Although you are writing your name on this paper, your answers will be kept confidential.

Below are several titles as a practice for you as to what you are required to do.

Samples:

The Rocket Ship

A boy and his friends build a rocket ship. They thought it would fly. One day they were playing in it and it took off. This is their story of adventure in outer space.

DN PN PY DY _____

A Big Mistake

Jerry pleads with his Father to buy him a ski-doo. Father finally buys the ski-doo. Jerry goes into the country and has a serious accident.

DN PN PY DY _____

PART I:1. An Interview with Russ Jackson

An interview which highlights the abilities and talents of one of the greatest players to appear in the CFL.

DN PN PY DY _____

2. The King's Content

The story of a young boy who wins a contest in the City of Fez by using familiar things in a new way. The boy's creativity helps make the City a famous place.

DN PN PY DY _____

3. Pop-up-Poems

A collection of amusing short poems. These poems are based on very simple observations in every day life.

DN PN PY DY _____

4. Roof Sitter

The story of a young girl who has the difficult task of babysitting a shy and stubborn little boy. To escape the constant attempts to manage him, the boy climbs onto the roof and refuses to come down.....until his parents return.

DN PN PY DY _____

5. The Mad Dog

After losing the German Shepherd puppy which had been his best friend, Dan was quick to condemn a stray dog as the killer. The boy's desire to kill the dog disappears when the truth is revealed to him.

DN PN PY DY _____

6. The Moon and the Seven Singers

A Blackfoot legend which tells how the bone whistle came to the Blackfoot Indians and saved them from starvation.

DN PN PY DY _____

7. Milo and the Word Market

The confusion and the irregularities of the English Language are exposed to Milo as he makes his way through a world of fantasy and a land of dictionopolis. He visits a word market, encounters a spelling bee and ends up tangling with a police officer.

DN PN PY DY _____

8. Truck Drivers' Dictionary

Some of the words and word combinations which truck drivers use as a part of their trade. Do you think you could understand what is meant by some of the expressions?

DN PN PY DY _____

9. The Weatherman

A humorous poem which mocks the weatherman's forecasting ability.

DN PN PY DY _____

10. The Sea

A collection of poems written by ten year old boys and girls about the sea. The beauty of the water on a sunny day, at sunset and under the stars is revealed in these poems.

DN PN PY DY _____

11. Three Strong Women

A folk tale about a sports hero who is humbled by three unsuspecting females but who gains the great prize in the end.

DN PN PY DY _____

12. The Dog

A poem which describes the change in the behavior of a dog stemming from a change in owners.

DN PN PY DY _____

13. The Television-Chocolate Room

Five children are visiting a chocolate factory where the world's most famous candy is made. They learn how to send out chocolate bars by television. One of the children decided to see whether a live person could be sent with amusing results.

DN PN PY DY _____

14. Maria Martinez Famed Artist

A true story about Maria, a simple potter. A search into the past led her to discover ancient methods of pottery-making which were used by her ancestors. As a result of her discovery, Maria was no longer a simple potter but a great artist.

DN PN PY DY _____

15. The Viking Warrior

Two Newfoundland children, Toby and Anna, tour the coast of their community in a punt. They are saved from disaster by the quick work of their dog, Tiny.

DN PN PY DY _____

16. Reflections Dental

A poet expresses his complaints about television in poetic form.

DN PN PY DY _____

17. Newspaper Reports

A series of newspaper and magazine articles which tell of mishaps encountered by migratory flocks as they travelled over Toronto.

DN PN PY DY _____

18. Herbert's Poem

Everyone knows how difficult it can be to write a poem. Herbert also finds it difficult to do this but he receives some unexpected and valuable help.

DN PN PY DY _____

19. The Adventure of Suzy Sherlock

A young girl comes to the aid of her brother who is accused of causing an accident. After some fine detective work, Suzy presents her case to the policeman and becomes a heroine in the eyes of her family.

DN PN PY DY _____

20. Lily the Swan

A story which takes place in Italy. A set of twins become very fond of the swans in the lake and are instrumental in saving the birds from a certain death.

DN PN PY DY _____

21. The City Enforces

A poet's view of a sprawling city and what place humans have in it.

DN PN PY DY _____

22. Ice Break

A young couple enjoying
an afternoon tobogganing,
encounter difficulties when
the toboggan breaks through
the ice. Danger sets in but
perseverance prevails.

DN PN PY DY _____

23. Making Chocolate Fudge

A recipe for making chocolate
fudge with which some stu-
dents may wish to try their
talents.

DN PN PY DY _____

24. Lake Winnipeg Mermaid

A story of the mythological
creature - the mermaid and
the effect it had on one
fisherman.

DN PN PY DY _____

25. Marshlands

A slow moving, rhyming poem
which attempts to show us
an imaginative picture of
the marshlands.

DN PN PY DY _____

26. Arthur Becomes King

The legendary story of Arthur
whose noble principles and
superhuman power enables him
to claim the throne of
England and put an end to
the fighting in the country.

DN PN PY DY _____

27. Sam and the Trumpeters

In a time when people want
to destroy things, a boy
and girl find a beaver nest
and try to save it from
its enemies.

DN PN PY DY _____

28. Limericks

A collection of limerick poems describing strange and unique creatures.

DN PN PY DY _____

29. Signs and Portents

A poem which attempts to point out the traditional beliefs which we have as they pertain to the weather.

DN PN PY DY _____

30. Island of the Blue Dolphins

The story of a young girl who is left on an island off the coast of California. Her fight to survive and her efforts to make the wild animals her pets create exciting reading.

DN PN PY DY _____

31. Animals of Australia

A story which presents facts about some of the unusual animals of Australia.

DN PN PY DY _____

32. Grain of Mustard Seed

The story of how two friends were set against each other. One friend can't believe that his long-time companion could display such animosity and his faith in people is shattered. A surprising turn of events prove him wrong.

DN PN PY DY _____

33. Old Blue

A traditional poem of how the death of a dog can affect its saddened owner.

DN PN PY DY _____

34. The Python

A humorous poem about snakes and the poet's view of having them for pets.

DN PN PY DY _____

35. Twenty Minutes to Zero

A young boy races against time in order to rescue an old fisherman whom he hardly knows.

DN PN PY DY _____

36. The Turtle

A teenager and his father come across a turtle in the middle of the road. The boy wants to shoot the turtle for he sees no value in this lumbering animal doing nothing but blocking the way. The father teaches the boy a valuable lesson about life and the right to live.

DN PN PY DY _____

37. Chester's New Suit

Chester wanted a football suit, but his mother insisted that he needed a dress suit. How Chester solves the problem provides for an amusing story.

DN PN PY DY _____

38. Cheers

An amusing poem about cheering and cheerleaders.

DN PN PY DY _____

39. How Good a Witness Would
 You Be?

How would you react if you saw a bank robbery? What would you remember about the event? This is an interesting selection which will test your ability to recall details about an event.

DN PN PY DY _____

40. The Game of Seven Errors

A quiz game that will require you to use your skills of observations to find mistakes in a picture.

DN PN PY DY _____

41. The Lesson

Despite the efforts of an old man, a dog and cat who are living in the same house continue to want to act in accordance to their nature. This is the story of how the differences were resolved.

DN PN PY DY _____

42. His Nose Is His Secret
Weapon

The story of Ginger, a German Shepherd dog, who is trained to locate people who may be buried in snow at various ski resorts. Ginger's efforts make him a true mountain hero.

DN PN PY DY _____

43. My Grandfather, Henry Watts

When Henry Watts rows out to the fishing grounds to haul in his fishing nets, he finds the body of a man who was drowned six years previous. Through a series of eerie and spooky events, Henry doesn't return for eleven months and is faced with a lot of changes.

DN PN PY DY _____

44. Windy Boy in a Windswept Tree

A poem which describes the feelings experienced by the poet when he climbed a tall tree.

DN PN PY DY _____

45. The Hydrogen Dog and The
Cobalt Cat

An amusing poem about the misadventures of a dog and a cat.

DN PN PY DY _____

46. Secrets Can Be Kept

John and David, two brothers, prepare for their annual holiday to Summer Island. With their Indian friend, Mike, they explore some of the caves along the coast and find something unusual.

DN PN PY DY _____

47. The Story of Chocolate

This is the story told in comic strip form, of the origin of a popular food--chocolate.

DN PN PY DY _____

48. Burma Boy

Love for an enraged elephant that had run away from the elephant camp enables a young boy to accomplish what the bravest elephant drivers have failed to achieve. Haji's rare act of courage saves the village rice fields as well as the mighty beast.

DN PN PY DY _____

49. Tom's Ghost

A young boy unravels the mystery surrounding the legend of Tom's Ghost while on a camping expedition with his friends. However, the trick is on those who are telling the story.

DN PN PY DY _____

50. The Snow Vampire

A legendary story about the Micmac Indians and snow vampire. Strange events take place when a pretty young girl rejects the tribe witch doctor as her husband.

DN PN PY DY _____

51. The Right Kind of House

A stranger travels to a small community with the intention of buying an old house. His overzealous efforts to buy a weather beaten house lead the owner of the dwelling to wonder why.

DN PN PY DY _____

52. The Three Sisters

The story of destruction that hits two islands as a result of the neglect by the inhabitants to care for their environment. The story points out the need to care for the treasures that we have in our land.

DN PN PY DY _____

53. Grunt...Snort...Hisses...
Egod, a Denizen of The Deep

A story about the mythical creature the sea serpent. The story tells of a number of sightings of the legendary creature from 1825 to 1962.

DN PN PY DY _____

54. Roosevelt Grady

The story of the happenings and mishappenings of a young boy as his family moves from one location to another in search for work.

DN PN PY DY _____

55. Beware of the Doggerel

A nonsense poem which tells the reader of the different antics of various breeds of dogs.

DN PN PY DY _____

56. The Voyageurs

This story gives you an interesting account of a part of Canada's history - the story of the famous French Canadian Canoemen, the Voyageurs.

DN PN PY DY _____

57. An Unusual Sport

The thrill and excitement of parachute jumping from a height of 15,000 feet.

DN PN PY DY _____

58. Ontario Landscape

A poem which describes the poet's feelings and enthusiasm for autumn.

DN PN PY DY _____

59. The Spur Dog

A young boy and his dog have a deep sea fishing adventure while on his uncle's fishing boat in Prince Edward Island. Quick action and determination prevent a minor incident from becoming a disaster.

DN PN PY DY _____

60. Texture

A short poem which calls upon us to use our senses in order to feel the natural world which surrounds us.

DN PN PY DY _____

61. The Forest Is My Kingdom

The story of a boy who wants to spend his life in the woods, enjoying nature, painting and drawing. He resists the efforts of his parents in forcing him to leave because of his love for nature.

DN PN PY DY _____

62. Elephants

An exciting true story of Frank Buck and his thrilling adventures in capturing wild elephants.

DN PN PY DY _____

63. The Bull Moose

A poem describing the reactions of a moose which has become captive.

DN PN PY DY _____

64. Me, Myself and I

A collection of poems which focus on the question of identity.

DN PN PY DY _____

65. Wheels of Fire

A family living on the prairies are subjected to many emergencies. This story tells of one such event when fire threatens the family and all of their belongings.

DN PN PY DY _____

66. New Shoes

A young girl recalls some of the events in her early childhood, some pleasant and some unpleasant.

DN PN PY DY _____

67. Heroic Years of the Automobile

A collection of stories which reveals some of the firsts for automobiles.

DN PN PY DY _____

68. A Rodeo! What's That?

A story about a different kind of rodeo - the truck drivers' rodeo. The kinds of tests which the drivers must perform at the rodeo point out the tremendous skill which each participant must display in order to be successful.

DN PN PY DY _____

69. Lightning Storm

A poem which conveys a feeling of fear and isolation resulting from a lightning storm which has temporarily eliminated any means of contact with the outside world.

DN PN PY DY _____

70. Many Uses of Parachutes

A series of short articles and photographs on parachuting and skydiving.

DN PN PY DY _____

71. Riddles Around the World

Can you stump your friends with some of the geographical riddles in this selection?

DN PN PY DY _____

72. The Purple House

A new family moves into the neighbourhood and Rod is excited, curious and even suspicious. Suspicion increases when a number of dogs in the area die from poison. When the mystery is solved, everyone becomes friends.

DN PN PY DY _____

73. The Old Trapper's Trick

A boy and his grandfather are attacked by a bear while hunting. The bear was responding to an old trapper's trick to attract predators, but got more than he bargained for.

DN PN PY DY _____

74. The Mermaid and the Three Axes

The story of a mermaid who helps a poor fisherman when he loses his ax. The mermaid rewards the fisherman with a surprise gift and a lesson to all that honesty is the best policy.

DN PN PY DY _____

75. The Great Canadian Canoe Race

This is the story of a canoe race which was undertaken by Canadian Athletes to help celebrate the 1967 Canadian Centennial year. The race retraces the route of the famous voyageurs of our early history.

DN PN PY DY _____

76. Suzie's New Dog

A staterical poem which mocks a person's new-found pet.

DN PN PY DY _____

77. Treetop Airwoman

The story of a female navigator who was a part of a bush pilot team in the early 1900's. The story is told in the lady's own words.

DN PN PY DY _____

78. The Story Machine

What would the world be like if machines took over what humans do? This story, which is told in the form of a play, gives us a glimpse into a possible future. The story ends with both a threat and a question.

DN PN PY DY _____

79. On a Wing and a Prayer

A story which tells of the dangers and risks taken by a unique type of pilot, the Irish pilot. These pilots risked their lives daily in order to open up the new frontiers. The story tells of some of the dangerous missions.

DN PN PY DY _____

80. The Cat Who Could Fly

The story about a strange cat, a cat which could fly. A circus owner tries to persuade the young owner of the cat to sell. The boy refuses and provides a surprising reason for his decisions.

DN PN PY DY _____

81. Really

Use of familiar expressions to illustrate literal interpretation rather than the intended meaning of a group of words.

82. A Dream Come True

The story of Allan Pinkerton, a private detective who started from a small beginning and eventually began his own private investigation agency. The story provides you with a number of interesting episodes in Allan's crime detection career.

DN PN PY DY _____

83. Sasquatchery, to Date

The story presents an up-to-date account of the various sightings of the Sasquatch. The information is current up to 1969 with suggestions as to what can be done in the future.

DN PN PY DY _____

84. Squid-Jiggin Ground

A humorous and fast moving poem about the fishing grounds and the fishermen.

DN PN PY DY _____

85. Low Tide at St. Andrews

A traditional poem which paints a picture of the landscape at low tide in coastal communities.

DN PN PY DY _____

PART II:86. Making of a Champion

A story of the determination of a handicapped boy who wants to do as well as other boys in various games and activities. This is the story of how he becomes the city champion tennis player.

DN PN PY DY _____

87. An Adventure With The Gods

A legend which tells of the unusual adventures of the gods of the sky. The infant god, Mercury, plays a trick on his brother Apollo. The trick backfires and the infant loses his prized possession.

DN PN PY DY _____

88. Day of the Festival

The story about the preparation of a Japanese festival, the 'O Bon' or a festival for the dead. The excitement in the air, the gay colored dancers, the different patterned Kimonos all add to the religious occasion.

DN PN PY DY _____

89. Louis Pasteur

A story which highlights several of the discoveries of Louis Pasteur. The story tells of a true incident about a young boy whom Pasteur saved.

DN PN PY DY _____

90. The Old Lady and the Cat

A poem about an elderly lady who lives all alone with only the company of her cat to break the lonely feeling of the long night.

DN PN PY DY _____

91. Tout Petit

A little boy receives an Easter gift from his father - a Newfoundland dog. The family is divided on its affection towards the dog and as a result a decision is made about the dog's future.

DN PN PY DY _____

92. Texture

A short poem which calls upon us to use our senses in order to feel the natural world which surrounds us.

DN PN PY DY _____

93. Forty Fearless Enemies

A young lion encounters his first power struggle. He fears nothing; he is brave, cunning and strong. But he is inexperienced and is taught a lesson with such fierceness and determination that he barely escapes with his life.

DN PN PY DY _____

94. Parts of a Parachute

A story which tells about the parts of a parachute, how it works and the careful ritual of packing the parachute in preparation for a jump.

DN PN PY DY _____

95. Off Course

A poem which expresses the poet's impressions of what it is like to be in space.

DN PN PY DY _____

96. The Purple House

A few family moves into the neighbourhood and Rod is excited, curious and suspicious. Suspicion increases when a number of dogs in the area die from poison. When the mystery is solved, everybody becomes friends.

DN PN PY DY _____

97. Fifteen

A poem written in a dramatic tone about a fifteen year old boy and his aspirations for the future.

DN PN PY DY _____

98. Some Dogs

A humorous poem which describes a variety of dogs.

DN PN PY DY _____

105. R is for Rocket

A make-believe story about a man who wants to sent his family on a rocket ship to Mars. However, there isn't enough money for all of them go do. The man finds a model of a rocket at a dump, repairs it and soon the family dream comes true.

DN PN PY DY _____

106. Something to Sing About

A story combined with drawing and photographs illustrating Canada's uniqueness and the pride of its people.

DN PN PY DY _____

107. Bluey

A young boy, Cecil Bishop, better known to his friends as Bluey, travels to the interior of Australia with the Green family for Christmas. A forest fire threatens the lives of everybody but Bluey's quick action and determination saves the day for all concerned.

DN PN PY DY _____

108. Parachuting the Beginning

The story of the early development of the parachute. The story presents factual information related to early parachute jumps, beginning as early as 1797.

DN PN PY DY _____

109. Space Child

A nonsensical poem which tells about a child in space and the adventures encountered in the trip.

DN PN PY DY _____

110. Blue Stone

A story in the form of a play about moon exploration. After discovering the Blue stone, Captain Roach has a visit from a non-earthling who warns of the dangers of the rays from the stone and offers to help.

DN PN PY DY _____

111. Distant Treasure

A wealthy merchant living in a desert town, greets a weary traveller and invites him to his house for dinner. The traveller presents a gift to the merchant's beautiful daughter. The gift brings joy to the girl and in time acquires a special meaning for the merchant and all the inhabitants in the town.

DN PN PY DY _____

112. Just For Fun

A collection of poems which have a strong sense of humor and includes the element of surprise.

DN PN PY DY _____

113. The Great Chief

The story of an Indian chief who succeeded in stopping the Indian wars and united the tribes into the union of the six nations.

DN PN PY DY _____

114. Poetry's a Plug In

A collection of poems which helps us understand something about life.

DN PN PY DY _____

115. The Watching Window

The Harrow family purchased a new house in Orchard Grove. From the huge window in the dining room, they could see various species of birds arriving in their backyard. Everything was fine until one morning when a mishap occurred.

DN PN PY DY _____

116. Making Chocolate Fudge

A recipe for chocolate fudge with which some students may wish to try their talents.

DN PN PY DY _____

117. Beware of The Doggerel

A nonsense poem which tells the reader of the different antics of various breeds of dogs.

DN PN PY DY _____

118. Code of Signals for Football
 Officials

An informational article to help the football fan to understand the game a little better.

DN PN PY DY _____

119. God's Creatures

A collection of poems about animals--animals of various sizes and shapes from the air, land and sea. Animals that come alive through the efforts of the poet.

DN PN PY DY _____

120. First 'Fill-'er Up' Stations

A story of the development and growth of an industry designed to help automobile owners--the gas stations. The development and changes in this industry reflect the changing demands of society.

DN PN PY DY _____

121. The Peckinese

A rhyming poem which pokes fun at the sleeping habits of some dogs.

DN PN PY DY _____

122. The Bull Moose

A poem describing the reactions of a moose which has become captive as well as human reactions to the animal.

DN PN PY DY _____

123. A Secret For Two

The story of a milkman and a horse who become very attached to one another as they make their daily rounds. Both grow old and feeble until one day an accident takes place and the secret of their dependence becomes known to all.

DN PN PY DY _____

124. Poems for the Out-of-Doors

A collection of poems which deal primarily with the out-of-doors and outdoor experiences.

DN PN PY DY _____

125. Rascal

A true story about a pet racoon raised by a boy. The coon learned to eat at the table, travel with the boy on his bike and even sleep with him. Everything was okay until a class smart alacky snapped a rubber band in the coon's face.

DN PN PY DY _____

126. Lost in the Barrens

Two boys join a caribou hunting expedition. They become separate from the main party and are unable to find their way home. They are forced to take shelter in a cabin in Hidden Valley. When the storm is over, they head for home but not before encountering terrible obstacles.

DN PN PY DY _____

127. Jermmy's Ride

The story of Jermmy's unusual ride. Not knowing the dangers he was in, Jermmy hopped in a bucket on a tramway with some amusing results.

DN PN PY DY _____

128. Timothy Finds His Place

A young boy receives a special gift from his dad for his birthday. A large piece of land. Everyone wants to tell the boy how to use the land to make a profit. It is difficult for Timothy to make up his mind. What will he do with his land?

DN PN PY DY _____

129. The Mysterious Cat

A poem which tells about a proud and mysterious cat which appears in the poet's dreams.

DN PH PY DY _____

130. Poetry and Life

A collection of poems about ordinary things in our lives--the things we play with, the clothes we wear, the natural things in our environment.

DN PN PY DY _____

131. What Do I Remember of the
Evacuation?

A poem which tells about the Japanese Canadians in 1942 who were uprooted from their homes on the west coast of Canada and taken to other parts of the country because of the war with Japan. Some were taken to detention camps, others to work on farms or road gangs.

DN PN PY DY _____

132. Terry's Troubles

The end of another school year and report card time. Most students were happy to start their summer holidays, except for Terry, a grade V student. Terry's results were not all that pleasing and she was concerned over what her mother would say to her. But an understanding mother saved the day for the young student.

DN PN PY DY _____

133. How to Live to be 200

A rather satirical account of a middle age man who suddenly finds himself overweight and wants to do something about it. What he tries to do in order to lose weight makes for enjoyable reading.

DN PN PY DY _____

134. The Caribou Hunt

An Indian boy and girl mingle with a herd of buffalo. How they go undetected and secure their food without killing the animals or losing it to the wolves, is told in this story.

DN PN PY DY _____

135. A Tool of Demolition

A story about a piece of machinery whose destructive powers clear the way for progress.

DN PN PY DY _____

136. Routine Patrol

A police officer, Walter Murman, takes you on one of his routine patrols. A young hitchhiker is travelling with him as the policeman makes his usual and unusual rounds.

DN PN PY DY _____

137. The Winged Horse

This is a legend about Pegasus. When Lycia was terrorized by the dreaded chimera, Bellerophon came to the rescue. Under Minerva's direction, he tamed the wild and fiery Pegasus and together they destroyed the chimera.

DN PN PY DY _____

138. Who Cares

Several poems showing how people care for their environments and the creatures in it and with an invitation for all of us to do the same.

DN PN PY DY _____

139. A Matter of Taste

A poem of different flavors and tastes.

DN PN PY DY _____

140. Jack Miner

The story about the efforts of a small group of people who try to protect the wildlife animals from becoming extinct.

DN PN PY DY _____

141. Little Fan

A poem which uses the supernatural in an effort to explain a happening in a community.

DN PN PY DY _____

142. The Right Kind of House

A stranger travels to a small community with the intention of buying an old house. His over-zealous efforts to buy a weather-beaten house leads the elderly owner of the house to wonder why.

DN PN PY DY _____

143. The Witch's Cat

A fairy tale poem which tells of the displeasure of a witch at the loss of some of her power and trickery.

DN PN PY DY _____

144. Ho! Ye Sum, Mon Stars

A traditional Indian poem which reflects on the natural elements of the Universe.

DN PN PY DY _____

145. How Good a Witness Would You Be?

How would you react if you saw a bank robbery? What would you remember about the event? This story will test your ability to recall details about the event.

DN PN PY DY _____

146. Christopher Columbus

A humorous poem which suggests that Columbus discovered America "by thinking it couldn't be there."

DN PN PY DY _____

147. For a Brown Dog

A poem which tells the story of the death of a dog.

DN PN PY DY _____

148. Big Game Hunters

A story about accidents caused by carelessness in the forest. Bob and Susan are on a safari but their inexperience in hunting creates some problems for them.

DN PN PY DY _____

149. A Spear for Omar

In spite of his fear, a young fisherman performs an act of bravery that saves the life of his brother, whose fearlessness sometimes leads him to take unwise risks.

DN PN PY DY _____

150. Power Failure

A power failure hits a small community and all are left in darkness. After some hectic moments the family settles down and begins a very enjoyable and unusual evening.

DN PN PY DY _____

151. Squid Jiggin Ground

A humorous and fast moving poem about fishing and fishermen.

DN PN PY DY _____

152. The Old Wife and the Ghost

An amusing poem about an old woman's solution to ridding her house of a ghost.

DN PN PY DY _____

153. A Vote for Vanilla

An amusing poem which tells how one person with a favourite flavour gets carried away with his enthusiasm.

DN PN PY DY _____

154. What's Going On Here?

This article provides an opportunity to look at several sports action shots and you are asked to try and match them with excerpts from different news stories.

DN PN PY DY _____

155. Happy Election Day

This is the story of a friendly class rivalry between boys and girls in a grade V class. An election is planned for a class officer and both the boys and the girls want to win. The election takes a new twist when the boys nominate a girl.

DN PN PY DY _____

156. Don't Cross the Creek

Gordie, a twelve year old boy, is on his uncle's farm. Ignoring his uncle's advice, the boy wanders into the forest and becomes lost and frightened. The boy has to rely on Brandy, his uncle's golden retriever, to assist him in finding his way back.

DN PN PY DY _____

157. Animals Around the World

An adventure quiz in which you become a big game hunter and try to capture the right names for animals from various continents.

DN PN PY DY _____

158. Twenty Minutes to Zero

A young boy races against time in order to rescue an old fisherman he hardly knows.

DN PN PY DY _____

159. Rowena

A pioneer story about the hardships of one family in its efforts to resettle in a new community.

DN PN PY DY _____

160. Emperors of the Island

A narrative poem which gives a spooky and mysterious view of a deserted island.

DN PN PY DY _____

161. Torpedo Running

Airplanes were used extensively during warfare, especially to carry torpedoes. This story tells what happened on one of these planes which was stationed at an Air Force Base when the torpedo was activated.

DN PN PY DY _____

162. Wop May

The story of Wop May, one of Canada's heroes of early flying. The story recalls one of the many mercy flights which were carried out into the wilderness of Alberta as well as the dangers that the pilots were exposed to.

DN PN PY DY _____

163. Riddles in the Dark

This story describes the meeting between Bilbo Hoggins and Gollum. The two play a game of riddles. If Bilbo wins, Gollum will show him a way out of a tunnel in which they are trapped, if Gollum wins, poor Bilbo gets eaten. The riddles grow harder and harder and at last Gollum misses. Will Gollum keep his promise?

DN PN PY DY _____

164. Canadian Car Rallies

A story which provides you with interesting information regarding car rallies. Some of the rules, regulations and penalties are mentioned.

DN PN PY DY _____

165. Newspaper Reports

A series of newspaper and magazine stories dealing with some of the mishaps encountered by migratory birds as they travel over Toronto.

DN PN PY DY _____

166. Movement

A series of poems on movement in nature, in dance, sports, play and our own expressions of movement.

DN PN PY DY _____

167. The Case of the Sensational
 Scent

An excerpt from the book Homer Price. The story tells how a young boy and his skunk assist the sherriff in capturing four pyjama clad robbers.

DN PN PY DY _____

168. Throughout the World

A traditional Indian poem
which points out the strength
and eagerness with which the
individuals relate to life
and to nature.

DN PN PY DY _____

169. Some Little Bug

A poem which shows the
difficulty of determining
the best food to eat while
at the same time trying to
maintain our health.

DN PN PY DY _____

170. A Corner Store Poem

A poem about an elderly man
who has spent more of his
life operating a grocery
store.

DN PN PY DY _____

171. Swim to Glory

The story of Marilyn Bell
and her Lake Ontario swim.
Despite all odds, this girl
accomplished her feat in
order to give Canada a name
in long-distance swimming.

DN PN PY DY _____

APPENDIX B

CLASSIFICATION OF STORY CONTENT BY READING CATEGORIES
FOR THE
READING INTEREST QUESTIONNAIRE

Reading Interest Questionnaire

FICTIONAL

Adventure

Ice Break
 Twenty Minutes to Zero
 Secrets Can Be Kept
 Burma Boy
 The Spur Dog
 Elephants
 The Old Trapper's Trick
 Bluey
 Lost in the Barrens
 Jermmmy's Ride
 The Caribou Hunt
 A Spear for Omar
 Power Failure
 Don't Cross the Creek
 Torpedo Running
 The Case of the Sensational
 Scent

Animals--Realistic and Talking

The Mad Dog
 The Viking Warrior
 Lily the Swan
 Sam and the Trumpeters
 Island of the Blue Dolphins
 The Turtle
 The Lesson
 His Nose is his Secret Weapon
 Tout Petit
 Forty Fearless Enemies

Folk Tales and Mythology

The King's Contest
 The Moon and the Seven Singers
 Three Strong Women
 Lake Winnipeg Mermaid
 Arthur Becomes King
 My Grandfather, Henry Watts
 The Snow Vampire
 Grunt...Snort...Hisses... Egod,
 a Denizen of the Deep
 The Mermaid and the Three Axes

NON-FICTIONAL

Aviation and Space

The Story Machine
 On a Wing and a Prayer

Biography

Maria Martinez, Famed Artist
 The Great Chief
 A Secret for Two
 Jack Miner
 Big Game Hunters
 Wop May

Factual Stories

Truck Drivers' Dictionary
 Making Chocolate Fudge
 Animals of Australia
 How Good A Witness Would
 You Be?
 The Game of Seven Errors
 The Story of Chocolate
 Many Uses of Parachutes
 The Great Canadian Canoe Race
 Really
 Sasquatchery, To Date
 Parts of a Parachute
 Cars of Yesterday
 First 'Fill-'er-Up Stations
 A Tool of Demolition
 Animals Around the World

History

The Three Sisters
 The Voyageurs
 Wheels of Fire
 Day of the Festival
 Rowena

Hobbies

Parachuting - The Beginning

Reading Interest Questionnaire (cont'd.)

FICTIONAL

Folk Tales and Mythology
(cont'd.)

An Adventure with the Gods
 The King and the Cats
 Distant Treasure
 The Winged Horse

Magic and Fantasy

Milo and the Word Market
 The Cat Who Could Fly
 Timothy Finds His Place
 Riddles in the Dark

Mystery and Detective

The Adventure of Suzy Sherlock
 Tom's Ghost
 The Right Kind of House
 The Purple House
 A Dream Come True
 How to Live to be 200
 Routine Patrol

School Stories

Herbert's Poem
 Rascal
 Happy Election Day

Science Fiction

The Television-Chocolate Room
 The Story Machine
 R is for Rocket
 Blue Stone

Family and Homelife

Roof Sitter
 Chester's New Suit
 Roosevelt Grady
 The Forest is my Kingdom
 New Shoes
 The Watching Window
 Terry's Troubles

NON-FICTIONAL

People and Places in Other
Countries

Terry's Troubles

Science and Inventions

Heroic Years of the Automobile
 Louis Pasteur
 Adventuring Underwater

Sports

An Interview with Russ Jackson
 An Unusual Sport
 A Rodeo! What's That?
 Making of a Champion
 Code of Signals for Football
 Officials
 What's Going On Here?
 Canadian Car Rallies
 Swim to Glory

(cont'd.)

Reading Interest Questionnaire (cont'd.)

POETRY

Humorous and Nonsensical
Poems

Pop-Up-Poems
 The Weatherman
 Signs and Portents
 The Python
 Cheers
 The Hydrogen Dog and the Cobalt
 Cat
 Beware of the Doggerel
 Riddles Around the World
 Suzie's New Dog
 Squid-Jiggin Ground
 Some Dogs
 He Just Goes Fffffff-ut
 Bones
 Space Child
 Just for Two
 The Peckinese
 A Matter of Taste
 The Witch's Cat
 Christopher Columbus
 The Old Wife and the Ghost
 A Note for Vanilla

Non-Humorous and Traditional
Poems

The Sea
 The Dog
 Reflections Dental
 The City Enforces
 Marchlands
 Limericks
 Old Blue
 Windy Boy in a Windswept Tree
 The Bull Moose
 Me, Myself and I
 Lightning Storm
 Ontario Landscape
 Low Tide at St. Andrews
 The Old Lady and the Cat
 Texture
 Off Course
 Fifteen
 The Igloos Are Calm
 Something to Sing About
 God's Creatures
 Poetry's a Plug In
 Poems for the Out-of-Doors
 The Mysterious Cat
 Poetry and Life
 What Do I Remember of the
 Evacuation?
 Who Cares
 Little Fan
 Ho! Ye Sun, Mon Stars
 For a Brown Dog
 Emperors of the Island
 Movement
 Throughout the World
 Some Little Bug
 A Corner Store Poem

APPENDIX C

CLASSIFICATION OF STORY CONTENT OF THE BASAL
READERS UTILIZED IN THE INVESTIGATION BY
READING CATEGORY

Sleeping Bays and Flying Machines

FICTIONAL

Adventure

Ice Break
Secrets Can Be Kept
The Spur Dog
The Old Trapper's Trick
Torpedo Running

Animals--Realistic
and Talking

The Viking Warrior
His Nose is His Secret Weapon
Tout Petit

Magic and Fantasy

Timothy Finds His Place

Mystery and Detective

Tom's Ghost

Family and Homelife

New Shoes
The Watching Window

NON-FICTIONAL

Aviation and Space

Treetop Airwoman
On a Wing and a Prayer

Biography

Wop May

Factual Stories

Newspaper Reports

History

The Three Sisters

POETRY

Humorous and Nonsensical
Poems

Pop-Up Poems
Beware of the Doggerel
Suzie's New Dog
Some Dogs
The Peckinese

Non-Humorous and Traditional
Poems

The Dog
Marshlands
Old Blue
Ontario Landscape
Texture
Low Tide at St. Andrews
Poems for the Out-of-Doors
For a Brown Dog

Toboggans and Turtlenecks

FICTIONAL

Adventure

Jermmy's Ride
Power Failure
Don't Cross the Creek

Animal--Realistic
and Talking

Lily The Swan

Folk Tales, Legends and
Mythology

Lake Winnipeg Mermaid
The Snow Vampire
Grunt...Snort...Hisses... Egod,
a Denizen of the Deep
The Mermaid and the Three Axes
Distant Treasure

Magic and Fantasy

The Cat Who Could Fly

Mystery and Detective

The Purpose House
Routine Patrol

NON-FICTIONAL

Factual Stories

Sasquatchery, To Date

History

Wheels of Fire
Day of the Festival
Rowena

POETRY

Humorous and Nonsensical
Poems

Limerick
Bones

Non-Humorous and Traditional
Poems

The Bull Moose
Lightning Storm
The Old Lady and the Cat
Poetry's a Plug-In
Poetry and Life
What Do I Remember of the
Evacuation?
Who Cares
Movement
A Corner Store Poem

Voyager II

FICTIONAL

Adventure

Lost in the Barrens
The Caribou Hunt

Animals--Realistic
and Talking

Sam and the Trumpeters
Island of the Blue Dolphins
The Lesson
Forty Fearless Enemies
The Turtle

Folk Tales, Legends and
Mythology

The Moon and The Seven Singers
Three Strong Women
My Grandfather, Henry Watts
The Winged Horse

Magic and Fantasy

Milo and The Word Market
Riddles in the Dark

Mystery and Detective

The Right Kind of House
How to Live to be 200

School Stories

Herbert's Poem
Rascal

Science Fiction

The Television-Chocolate Room
The Story Machine
R is for Rocket

Family and Homelife

Roof Sitter
Roosevelt Grady
The Forest is my Kingdom

NON-FICTIONAL

Biography

The Great Chief
A Secret for Two
Jack Miner
Big Game Hunters

People and Places in Other
Countries

Grain of Mustard Seed

Sports

Making of a Champion
Swim to Glory

(cont'd.)

Voyager II (cont'd.)

POETRY

Humorous and Nonsensical
Poems

The Python
Cheers
The Hydrogen Dog and the
Cobalt Cat
Squid-Jiggin Ground
He Just Goes Fffffff-ut
Space Child
Just for Fun
A Matter of Taste
The Witch's Cat
The Old Wife and the Ghost
A Vote for Vanilla

Non-Humorous and Traditional
Poems

The Sea
Reflections Dental
Windy Boy in a Windswept Tree
Me, Myself and I
Off Course
Fifteen
God's Creature
Little Fan
Wop May
Some Little Bug

Exploring Afar

FICTIONAL

Adventure

The Python
 Burma Boy
 Elephants
 Bluey
 A Spear for Omar
 The Case of the Sensational
 Scent

Animal--Realistic
and Talking

The Mad Dog

Folk Tales, Legends,
Mythology

The King's Contest
 Arthur Becomes King
 An Adventure with the Gods
 The King and the Cats

Mystery and Detective

The Adventure of Suzy Sherlock
 A Dream Come True

School Stories

Happy Election Day

Science Fiction

Blue Stone

Family and Homelife

Chester's New Suit
 Terry's Troubles

NON-FICTIONAL

Biography

Maria Martinez, Famed Artist

Factual Stories

Truck Drivers' Dictionary
 Making Chocolate Fudge
 Animals of Australia
 How Good a Witness Would
 You Be?
 The Story of Chocolate
 Many Uses of Parachutes
 The Great Canadian Canoe Race
 Really
 Parts of a Parachute
 Cars of Yesterday
 First 'Fill-'er Up' Stations
 A Tool of Demolition
 Animals Around the World

History

The Voyageurs

Hobbies

Parachuting - The Beginning

Science and Inventories

Heroic Years of the Automobile
 Louis Pasteur
 Adventuring Underwater

Sports

An Interview with Russ Jackson
 An Unusual Sport
 A Rodeo! What's That?
 Code of Signals for Football
 Officials
 What's Going On Here?
 Canadian Car Rallies

(cont'd.)

Exploring Afar (cont'd.)

POETRY

Humorous and Nonsensical
Poems

The Weatherman
Signs and Portents
Riddles Around The World
Christopher Columbus

Non-Humorous and Traditional
Poems

The City Enforces
The Igloos Are Calm
Something to Sing About
The Mysterious Cat
Ho! Ye Sun, Mon Stars
Throughout the World

APPENDIX D

AVERAGE RATING FOR EACH ANNOTATION CONTAINED
IN THE READING INTEREST QUESTIONNAIRE

Annotation	Mean	Annotation	Mean	Annotation	Mean
1	2.44	32	2.44	63	2.89
2	2.83	33	3.10	64	2.41
3	2.52	34	2.54	65	3.30
4	3.29	35	3.43	66	2.31
5	3.19	36	3.08	67	2.63
6	2.61	37	2.94	68	2.85
7	2.62	38	2.42	69	2.79
8	2.64	39	3.31	70	2.80
9	2.29	40	2.75	71	2.75
10	2.87	41	2.62	72	3.39
11	3.13	42	3.57	73	3.17
12	2.57	43	3.65	74	3.02
13	3.40	44	2.23	75	2.57
14	2.44	45	2.50	76	2.68
15	3.40	46	3.51	77	2.80
16	1.85	47	2.86	78	2.92
17	2.43	48	3.13	79	2.91
18	2.69	49	3.48	80	3.32
19	3.43	50	3.51	81	2.02
20	2.80	51	2.67	82	3.00
21	2.19	52	2.60	83	3.42
22	3.52	53	3.14	84	2.94
23	3.10	54	2.53	85	2.45
24	3.03	55	2.47	86	3.04
25	2.05	56	2.73	87	3.05
26	2.95	57	3.26	88	2.27
27	2.95	58	2.07	89	2.79
28	2.54	59	3.23	90	2.80
29	2.03	60	2.17	91	3.28
30	3.57	61	3.07	92	2.04
31	2.70	62	2.73	93	3.01

(cont'd.)

Annotation	Mean	Annotation	Mean	Annotation	Mean
94	2.68	125	3.60	156	3.47
95	2.67	126	3.27	157	2.85
96	3.31	127	3.01	158	3.28
97	2.51	128	3.03	159	2.57
98	2.52	129	2.74	160	3.05
99	2.27	130	2.33	161	3.13
100	2.81	131	2.77	162	2.84
101	2.68	132	3.47	163	3.29
102	2.60	133	3.13	164	2.61
103	2.29	134	3.00	165	2.31
104	2.65	135	2.48	166	2.49
105	3.42	136	3.16	167	3.44
106	2.52	137	2.84	168	2.50
107	3.24	138	2.51	169	2.71
108	2.56	139	2.60	170	2.80
109	2.99	140	2.88	171	3.29
110	3.20	141	2.51		
111	2.89	142	2.76		
112	2.51	143	3.06		
113	2.75	144	2.31		
114	2.40	145	3.11		
115	3.24	146	3.03		
116	3.11	147	2.98		
117	2.43	148	2.95		
118	2.45	149	3.03		
119	2.70	150	3.06		
120	2.19	151	2.88		
121	2.77	152	3.11		
122	2.81	153	2.65		
123	3.19	154	2.75		
124	2.43	155	3.29		

APPENDIX E

PERCENTAGE OF PUPILS EXPRESSING A RANGE OF INTEREST
IN READING EACH ANNOTATION

Percentage of Pupils Expressing a Range of Desire to Read Each Annotation

Levels of Interest					Levels of Interest				
Annotation	DN	PN	PY	DY	Annotation	DN	PN	PY	DY
1	28.9	21.9	25.4	23.9	20	13.2	18.3	43.7	24.9
2	12.7	19.3	40.1	27.9	21	24.9	42.1	23.9	9.1
3	25.9	19.3	31.0	23.9	22	3.6	6.6	24.4	65.5
4	12.2	5.6	22.8	59.4	23	9.1	17.8	26.9	46.2
5	8.1	12.7	31.5	47.7	24	10.2	14.7	37.1	38.1
6	17.8	22.3	40.6	19.3	25	31.5	40.1	20.8	7.6
7	22.3	18.8	33.5	25.4	26	12.7	15.2	36.0	36.0
8	20.8	21.3	31.0	26.9	27	12.7	13.7	39.6	34.0
9	28.4	27.4	31.0	13.2	28	25.9	21.8	24.4	27.9
10	13.7	19.3	33.0	34.0	29	32.5	39.1	21.8	6.6
11	8.6	11.7	38.1	41.6	30	4.1	4.6	21.8	69.5
12	18.8	27.4	32.0	21.8	31	15.7	20.8	42.1	21.3
13	6.1	7.1	28.4	58.4	32	22.8	24.4	39.1	13.7
14	22.3	28.4	32.5	16.8	33	7.6	17.3	33.0	42.1
15	5.1	7.6	30.5	56.9	34	24.9	19.8	31.5	23.9
16	46.2	31.5	13.7	8.6	35	3.0	8.1	32.0	56.9
17	18.8	35.0	30.5	15.7	36	8.6	14.7	37.1	39.6
18	14.2	23.4	42.1	20.3	37	9.6	18.8	39.1	32.5
19	6.6	6.1	24.9	62.4	38	30.5	20.3	26.4	22.8

(cont'd.)

Appendix E (cont'd.)

Levels of Interest					Levels of Interest				
Annotation	DN	PN	PY	DY	Annotation	DN	PN	PY	DY
39	6.6	8.6	32.0	52.8	58	28.9	40.1	26.4	4.6
40	15.2	24.4	30.5	29.9	59	5.6	11.7	37.1	45.7
41	13.7	28.9	39.1	18.3	60	30.5	31.0	29.4	9.1
42	3.6	2.5	27.4	66.5	61	7.1	12.7	46.2	34.0
43	4.6	2.5	16.2	76.6	62	14.7	22.8	37.6	24.9
44	25.9	32.0	35.0	7.1	63	13.7	16.2	37.6	32.5
45	19.8	31.0	28.9	20.3	64	23.9	27.4	33.0	15.7
46	3.0	7.1	25.4	64.5	65	7.6	7.6	32.0	52.8
47	13.7	20.8	31.5	34.0	66	26.4	32.5	24.9	16.2
48	11.2	12.2	28.9	47.7	67	19.3	25.9	27.4	27.4
49	5.1	7.1	22.8	65.0	68	18.8	18.8	20.8	41.6
50	5.6	6.6	19.3	68.5	69	13.2	22.3	37.1	27.4
51	14.7	26.9	35.0	23.4	70	13.7	24.4	29.9	32.0
52	16.2	26.4	38.1	19.3	71	15.2	20.8	38.1	25.9
53	11.7	11.2	28.9	48.2	72	6.1	5.6	31.5	56.9
54	16.2	28.4	41.1	14.2	73	5.6	17.3	32.0	45.2
55	22.3	28.9	27.9	20.8	74	11.2	12.7	39.6	36.5
56	16.8	19.3	38.1	25.9	75	16.2	28.4	37.6	17.8
57	6.1	14.7	25.9	53.3	76	16.2	20.3	43.1	20.3

(cont'd.)

Appendix E (cont'd.)

Levels of Interest					Levels of Interest				
Annotation	DN	PN	PY	DY	Annotation	DN	PN	PY	DY
77	11.2	21.3	44.2	23.4	96	6.1	8.6	33.5	51.8
78	16.2	10.7	38.1	35.0	97	17.8	27.4	41.1	13.7
79	10.2	17.8	42.6	29.4	98	22.3	26.9	26.9	23.9
80	7.6	8.6	28.4	55.3	99	29.4	28.9	26.9	14.7
81	38.6	28.4	25.4	7.6	100	14.7	20.8	33.5	31.0
82	7.6	20.8	36.0	35.5	101	17.8	25.4	28.4	28.4
83	3.6	10.7	25.9	59.9	102	17.3	22.8	42.1	17.8
84	15.2	14.7	31.0	39.1	103	23.9	34.5	30.5	11.2
85	18.8	30.5	37.6	13.2	104	18.3	20.8	38.6	22.3
86	9.6	13.2	40.6	36.5	105	6.1	4.1	31.5	58.4
87	8.6	18.8	31.5	41.1	106	15.7	31.0	38.6	14.7
88	23.9	34.0	33.0	9.1	107	5.6	11.7	36.0	46.7
89	10.7	21.8	45.2	22.3	108	17.3	32.0	27.9	22.8
90	13.2	22.3	36.0	28.4	109	11.2	15.2	37.6	36.0
91	4.1	11.2	37.6	47.2	110	8.6	10.2	33.5	47.7
92	35.5	33.0	23.4	8.1	111	11.2	20.8	36.0	32.0
93	11.7	16.2	32.0	40.1	112	17.3	30.5	36.5	15.7
94	19.8	20.3	32.0	27.9	113	15.7	18.8	40.6	24.9
95	13.2	26.4	41.1	19.3	114	22.8	28.9	34.5	13.7

(cont'd.)

Appendix E (cont'd.)

Levels of Interest					Levels of Interest				
Annotation	DN	PN	PY	DY	Annotation	DN	PN	PY	DY
115	7.6	12.7	27.9	51.8	134	10.2	16.8	36.0	37.1
116	9.1	14.2	33.5	43.1	135	18.8	31.0	33.5	16.8
117	22.8	27.9	32.5	16.8	136	6.1	12.2	41.1	40.6
118	23.9	29.4	24.9	21.8	137	17.8	13.7	35.5	33.0
119	12.2	25.4	43.1	19.3	138	19.3	27.9	35.5	17.3
120	28.9	33.0	28.4	9.6	139	23.4	20.3	29.9	26.4
121	15.7	17.3	41.1	25.9	140	12.7	17.8	38.6	31.0
122	16.2	18.3	33.5	32.0	141	16.8	30.5	37.6	15.2
123	7.6	9.1	40.1	43.1	142	15.7	16.8	43.7	23.9
124	18.8	33.0	34.5	13.7	143	13.7	10.2	33.0	43.1
125	4.1	4.6	18.3	73.1	144	28.4	28.9	25.9	16.8
126	8.6	8.1	30.5	52.8	145	9.1	14.2	33.0	43.7
127	10.7	13.2	40.6	35.5	146	10.2	20.3	26.4	43.1
128	6.6	16.2	44.7	32.5	147	12.2	16.8	32.0	39.1
129	17.8	18.8	35.5	27.9	148	13.7	13.7	36.5	36.0
130	25.4	28.9	33.5	12.2	149	7.1	21.3	33.0	38.6
131	14.2	18.3	43.7	23.9	150	9.6	15.2	35.0	40.1
132	6.6	5.1	23.4	65.0	151	20.3	14.7	21.8	43.1
133	9.1	10.7	38.6	41.6	152	12.2	13.7	24.9	49.2

(cont'd.)

Appendix E (cont'd.)

Levels of Interest					Levels of Interest				
Annotation	DN	PN	PY	DY	Annotation	DN	PN	PY	DY
153	19.3	19.8	38.1	22.8	163	9.6	8.1	25.4	56.9
154	15.2	21.8	36.0	26.9	164	24.4	19.3	26.9	29.4
155	9.1	8.1	26.9	55.8	165	25.9	31.0	29.4	13.7
156	2.5	10.7	24.4	62.4	166	22.3	23.4	37.1	17.3
157	10.7	20.3	42.6	26.4	167	6.6	5.1	25.9	62.4
158	7.1	6.6	37.6	48.7	168	17.3	25.4	47.2	10.2
159	18.3	24.4	39.6	17.8	169	17.8	18.3	39.6	24.4
160	11.7	16.2	27.4	44.7	170	14.2	19.3	38.6	27.9
161	10.7	11.7	32.0	45.7	171	9.6	9.1	23.4	57.9
162	12.2	19.3	40.6	27.9					

APPENDIX F

AVERAGE RATING FOR EACH CATEGORY CONTAINED
IN THE QUESTIONNAIRE

Average Rating For Each Category

Category	Mean Score
FICTION	
Adventure	3.2
Animal--Realistic and Talking	3.1
Folk Tales, Legends and Mythology	3.0
Magic and Fantasy	3.1
Mystery and Detective	3.2
School Stories	3.2
Science Fiction	3.2
Family and Homelife	3.0
NON-FICTION	
Aviation and Space	2.8
Biographies	2.9
Factual Stories	2.6
History	2.7
Hobbies	2.5
People and Places	2.5
Science Inventions	2.7
Sports	2.8
POETRY	
Humorous Poetry	2.6
Non-Humorous Poetry	2.5

APPENDIX G

SUMMARY OF BASAL READER INTEREST RATINGS ACCORDING
TO EACH VARIABLE INVESTIGATED IN THE STUDY

Interestability Ratings of Basic Readers for Sixth Grade Pupils

Basic Readers	Boys	Girls	Below Average Verbal IQ	Average Verbal IQ	Above Average Verbal IQ	Below Average Non-Verbal IQ	Average Non-Verbal IQ	Above Average Non-Verbal IQ	Below Average Reading Comprehension	Average Reading Comprehension	Above Average Reading Comprehension	Youngest Age Group	Average Age Group	Oldest Age Group
Sleeping Bags and Flying Machines	2.57	2.53	2.59	2.51	2.56	2.68	2.51	2.47	2.56	2.52	2.58	2.52	2.54	2.61
Toboggans and Turtlenecks	2.70	2.83	2.45	2.72	2.87	2.93	2.70	2.45	2.59	2.84	2.87	2.65	2.79	2.87
Voyager II	2.61	2.73	2.66	2.61	2.96	2.81	2.55	2.68	2.52	2.72	2.80	2.52	2.77	2.76
Exploring Afar	2.73	2.16	2.48	2.39	2.73	2.65	2.32	2.52	2.33	2.47	2.69	2.99	2.65	2.52

Էքզոյակն յնք	5.13	5.16	5.48	5.30	5.17	5.25	5.23	5.21	5.23	Բոլե	Երե
Կոյնք II	5.07	5.13	5.00	5.07	5.00	5.02	5.07	5.02	5.07	Բոլե	Երե
Լիւսնայոց Լորոյնքն չի	5.10	5.03	5.42	5.15	5.07	5.03	5.07	5.02	5.07	Բոլե	Երե
Յւր Էլլիւն խոյնքն Ձիւքնի Բոլե	5.21	5.23	5.20	5.27	5.20	5.08	5.27	5.20	5.27	Բոլե	Երե
Բնիկ Բնիկն	5.25	5.24	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25
Բնիկ Բնիկն	5.25	5.24	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25
Բնիկ Բնիկն	5.25	5.24	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25	5.25

Բնիկ Բնիկն Բնիկն Բնիկն Բնիկն Բնիկն Բնիկն Բնիկն Բնիկն Բնիկն Բնիկն Բնիկն Բնիկն

