

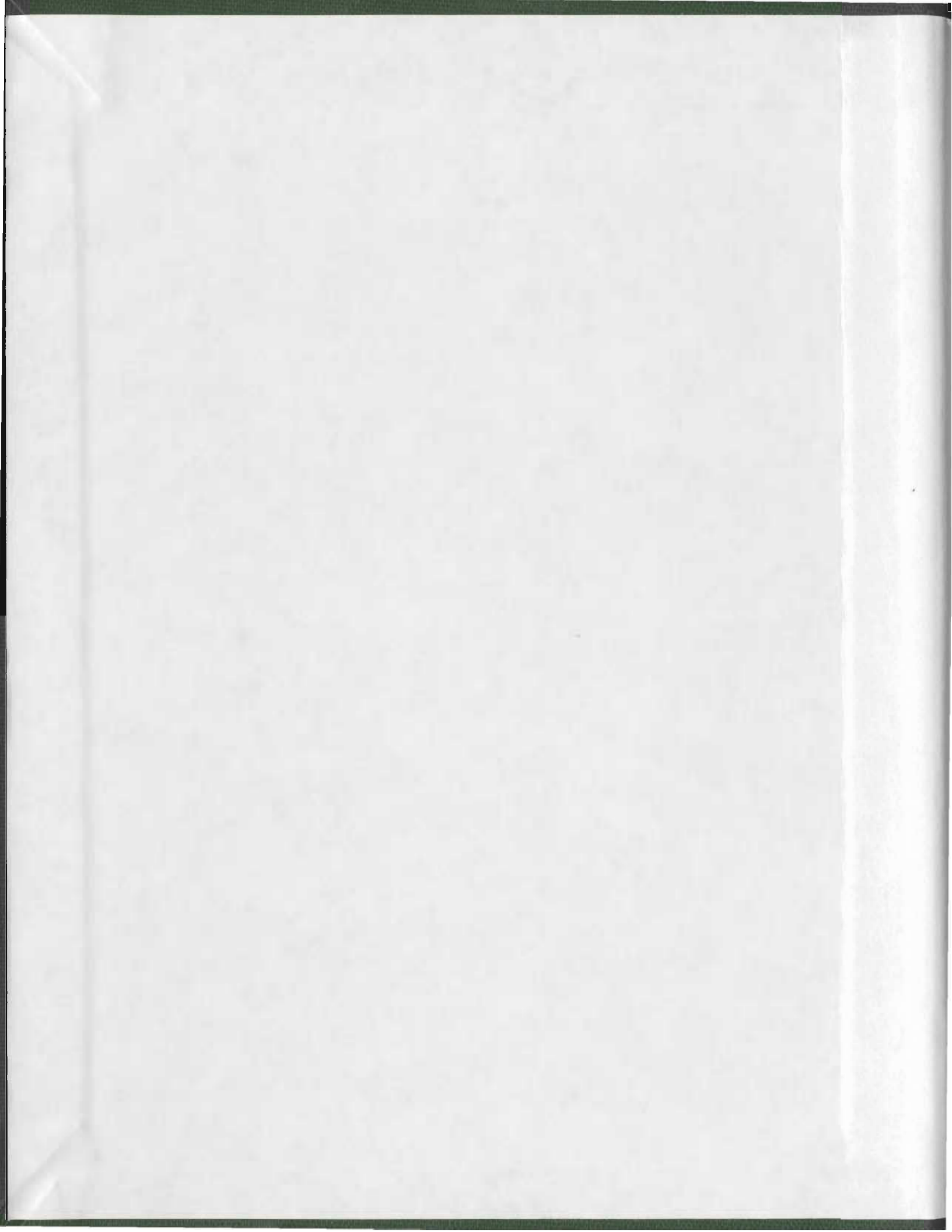
A SURVEY OF THE LEISURE READING OF  
JUNIOR HIGH SCHOOL STUDENTS IN THE  
PROVINCE OF NEWFOUNDLAND

CENTRE FOR NEWFOUNDLAND STUDIES

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A SURVEY OF THE LEISURE READING  
OF JUNIOR HIGH SCHOOL STUDENTS IN  
THE PROVINCE OF NEWFOUNDLAND

by

☐ Barbara Ann Lane, B.A. (Ed.)

A thesis presented in partial fulfillment  
of the requirements for the degree of  
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### Abstract

This study was designed to gather information on the leisure reading habits and interests of junior high school students in the province of Newfoundland. The population surveyed was randomly selected from four Newfoundland School Boards considered to be representative of the Newfoundland school population. The questionnaire method was used to collect the necessary information from the students and one hundred percent return was achieved.

Results showed that a high percentage of the students surveyed enjoyed reading in their leisure time, although girls were more likely than were boys to read for enjoyment. Although there were some interests common to both sexes, there was a marked difference between reading choices of boys and girls.

Both boys and girls indicated a strong interest in mystery/adventure stories and stories about young people. With respect to the genres, girls reported a preference for novels and boys a preference for short stories. Poetry was of little interest to either sex. Both sexes preferred fiction to fact, prose to poetry, plays to essays and magazines to newspapers.

The students reported that the greatest deterrents to their leisure reading were lack of time and the lack of interesting books. The books on the supplementary reading

list were not widely read by the students of either sex. The book's title and the influence of movies and television were the two greatest influences on students' choices in books.

A number of recommendations for improvement in the leisure reading programs in Newfoundland are presented as a result of the conclusions reached in this study.

### Acknowledgements

The researcher gratefully acknowledges the assistance, guidance and the never-ending patience of Dr. Betty Brett who supervised this study.

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## CHAPTER I

### THE NATURE OF THE STUDY

#### Introduction

The development of a reading habit based on a love of reading may well be the most important contribution the school can make to the student's education.<sup>1</sup>

All educators involved in secondary education would agree on both the importance of reading ability in coping with school subjects and the importance of reading for enjoyment and information. Most would also agree that there is a serious discrepancy between what the existing high school reading levels are and what these levels should be.

Research shows that not only are some high school graduates unable to deal successfully with a world steeped in print, but that many students are unable to cope with the content areas that depend heavily on print. Unable to cope with the required material, a substantial number of students become frustrated and resort to asocial behavior, many eventually joining the ranks of the dropouts. Although it is known that for numerous reasons good readers also drop out of school, experience shows that those who have difficulty in school because of reading problems are much more likely to do so.

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<sup>1</sup>George Norvell, The Reading Interests of Young People (East Lansing, Michigan: Michigan State University Press, 1973), p. 3.

Educators recognize that children are individuals and that no two are exactly alike. Children differ physically, emotionally, psychologically and in their background of experiences. As children move up the grades these differences become more and more pronounced, so that any heterogeneously grouped high school class may contain students of any given combination of traits. And yet, because of the pressures of subject teaching, it is at the high school level that teachers very often tend to forget this principle of individual differences and treat the class as a single unit. High school teachers generally use only those books prescribed by the Department of Education. They often expect adolescents to react to the same books, not as individuals, but as a group. Not only do they expect this of a single class, they often expect it of every class year after year. However, authorities in the field of children's literature point out the many differences as well as the similarities between children and their interests in the junior high grades.

Writers and researchers in the area of children's literature stress the importance of children's interests in determining a literature program and in selecting books for libraries and classrooms. As Johnston and Shores write:

Few would hold that children's interests or verbally expressed needs should serve as the sole or even primary foundation for the curriculum, but many wisely maintain that knowledge of what interests youth or what youth says it wants is needed by professional educators as an



essential tool in the continual task of updating and improving methods of teaching.<sup>2</sup>

Carlsen<sup>3</sup> supports this statement in emphasizing the importance of interest when he says that adolescents will attempt to read very difficult books if they are interested but will reject even the simplest if the books are boring to them.

Far from advocating that anything goes or that as long as children read it doesn't matter what, Carlsen maintains that:

... our problem in guiding teen-age readers is one of knowing the stages, being ready with the right suggestions when one stage is ending and another about to begin, and recognizing that each stage is but a rung on the ladder toward the truly cultivated human being.<sup>4</sup>

In agreement with this idea, McCord writes that:

... we must help the student develop interests through reading, but we must also be willing to accept his interests at a particular moment and help him find materials which fit those interests.<sup>5</sup>

<sup>2</sup>C. Johnston and J. Shores, "Reading and Reference Interests of Junior High Students", Reading Interests of Children and Young Adults, ed. Jean Spealman Kyoth (Methuchen, New Jersey: The Scarecrow Press, Inc., 1970), p. 157.

<sup>3</sup>G. Robert Carlsen, Books and The Teen-Age Reader. (New York: Harper and Row, 1967), p. 32.

<sup>4</sup>Ibid., p. 33.

<sup>5</sup>C. McCord, "Developing An Effective Reader: Secondary", Development of Lifetime Reading Habits, eds. D. Dietrich and V. Matthews (Newark, Delaware: International Reading Association, 1969), p. 26.

Our objective, as educators, is not to get all the students in our classes to read the same book or selection of books, but to get them to read a wide range of good books. Educators need to provide for their students as many reading opportunities and experiences as possible and to ensure that their reading experiences are enjoyable ones. Children need to be exposed to a great deal of good literature over a period of time, since both interest and appreciation are developmental. The selection of books should be based on a sound knowledge of the learning process, the growth and development of children, and the interests of the children themselves. It is important that the literature program be balanced and that it include all of the genres. It is critical that educators start with the children's interests in an attempt to expand these interests, stimulate appreciation for literature and develop life-long reading habits.

#### Statement of the Problem

It is generally agreed among authorities that it is the responsibility of the schools not only to teach students how to read, but to do so in such a way that those students will want to read and will find reading an enjoyable and rewarding experience. There is in the literature, however, an abundance of evidence to support the belief that a large number of high school students and graduates are unable to read at the expected level. Indeed, many are indifferent

to reading while a significant number have a negative attitude and actively dislike to read.

If, as such evidence suggests, reading standards are low and adolescents lose interest in reading following junior high school, perhaps the root of the problem can be found in the reading experiences provided by the schools. Numerous educators have studied and documented the important relationship between children's interests and their success in reading. There emerges from the literature a strong suggestion that one of the reasons for the lack of ability to read and the lack of interest in reading on the part of high school students and graduates is the lack of consistency between what children are interested in and what they are given to read.

This study is concerned, then, with investigating the reading interests of grades seven and eight students and the extent to which such interests are being stimulated and maintained by the present supplementary reading list and the school programs in existence.

#### Purpose of the Study

This investigation will seek to obtain information on the following six points:

1. The amount and quality of the independent or leisure reading of grades seven and eight students in the province of Newfoundland.

2. The reading interests and habits of grades seven and eight students in Newfoundland.
3. The extent to which the supplementary reading list is meeting these interests.
4. The extent to which school and classroom libraries are meeting these interests.
5. The effects of the factors of age, sex and grade upon reading interests.
6. The extent to which T.V. influences students' reading.

#### Significance of the Study

Information obtained in this study should be valuable:

1. in helping those responsible for improving the literature program by making them aware of the types of material that their students are interested in;
2. in revising and expanding the supplementary reading list for grades seven and eight;
3. in establishing a sound starting point in building and extending classroom libraries for leisure reading;
4. in providing an important source of book selection for both librarians and teachers;
5. in contributing to the ongoing efforts to improve education in Newfoundland by providing a basis for selecting materials of interest to students in junior high school.

Scope and Limitations of the Study

The reader should bear in mind the following points regarding the scope and limitations of this study:

1. Since the sample for investigation was randomly chosen from four School Boards, including both urban and rural communities, it is considered to be representative of the grades seven and eight population in the province of Newfoundland, and generalizations are therefore applicable to that population.

2. Since the supplementary reading list is common to grades seven and eight, the grade seven students may have been at a disadvantage in rating the books. While the grade eight students had been exposed to the books for almost two years, the grade seven students' exposure was only half that time.

3. This study is limited by the inherent problems of the questionnaire method. Since it was administered in the classroom, it may have been influenced by the school setting to the extent that the sincerity and spontaneity with which students answered questions may have been negatively affected.

Overview of the Study

This investigation and its results are reported in five chapters. Chapter I has discussed the problem being studied, the purpose of the study, its significance, scope and limitations. Chapter II will present a review of the literature related to the problem.

Chapter III will discuss the methodology and design. It will explain the choice of grades, the design and function of the survey instrument, the sampling procedure, and the collection and analysis of data.

A presentation and discussion of the data collected from student questionnaires will be given in Chapter IV.

Chapter V will summarize the findings of the study and report the implications of these findings. Suggestions for improvement in the reading programs will be offered.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

A review of the literature related to reading interests reveals an abundance of research and discussion on the subject. For the purposes of this study it was decided to concentrate on that literature concerned with the importance of establishing permanent reading habits, the need for educators to be aware of the reading interests of students, and the important part guidance plays in stimulating, maintaining and expanding those interests, so that students will find reading an enjoyable experience.

#### Establishment of Permanent Reading Habits as an Aim of a Literature Program

Introduced in the early nineteenth century, the teaching of English as a high school subject is a relatively new concept in the curriculum.<sup>1</sup> In the early stages of the program's development, the selection of literature was determined by the importance attached to the classics and literary types with emphasis on memorization and analysis. Little

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<sup>1</sup>Geneva H. Pilgrim and Mariana K. McAllister, Books, Young People and Reading Guidance (New York: Harper and Row Publishers, 1968), p. 46.

thought was given to the role students' interests should play in the selection of material. It was not until the twentieth century that interest was considered an important factor. Once recognized, however, the volume of literature and research pertaining to interest and its influence on reading grew overwhelmingly. Thus, in the 1930's more emphasis was placed on interests, and some concessions to those interests were made. This resulted in the introduction of anthologies which included the classics as well as some popular and more modern literature, generally as excerpts.

As early as 1913, John Dewey wrote about the importance of student interests in the learning process:

The genuine principle of interest is the principle of the recognized identity of the fact to be learned or the action proposed with the growing self; that it lies in the direction of the agent's own growth, and is, therefore, imperiously demanded if the agent is to be himself. Let this condition of identification once be secured, and we have neither to appeal to sheer strength of will, nor to occupy ourselves with making things interesting.<sup>2</sup>

This importance of interest as it relates to reading was recognized somewhat in 1925 by the National Association for the Study of Reading and that association identified as one of the objectives of a sound literature program the

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<sup>2</sup>John Dewey, Interest and Effort in Education (Boston: Houghton Mifflin Co., 1913), p. 7.



need "to promote and refine reading interests and tastes which will direct and inspire the present and future life of the reader and provide for the wholesome use of leisure time".<sup>3</sup> Almost half a century later the well-known researcher into the reading interests of children and young people, George Norwell, wrote that:

The development of a reading habit based on a love of reading may well be the most important contribution the school can make to the student's education. Achievement of this purpose would transform the whole program of in-school and after-school education.<sup>4</sup>

Most recent writers corroborate this point of view, stressing the importance of developing a life-long reading habit and the important role played by interest. Dechant wrote that interests are the active forces "... that determine whether the student will read, how much he will read, and in what area he will read".<sup>5</sup> He claimed that an important cause of poor reading is lack of interest, since interest is the key to motivation.<sup>6</sup>

<sup>3</sup> National Association for the Study of Education, Twenty-fourth Yearbook, Report of the National Committee on Reading (Bloomington, Illinois: Public School Publishing Co., 1925), p. 64.

<sup>4</sup> George Norvell, The Reading Interests of Young People (East Lansing, Michigan: Michigan State University Press, 1973), p. 3.

<sup>5</sup> Emerald Dechant, Reading Improvement in the Secondary School (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1973), p. 87.

<sup>6</sup> Ibid.

Bond, Tinker and Wasson declared that the development of a permanent interest in reading is essential if continuous growth in reading is to take place in the classroom.<sup>7</sup> Larrick expressed the opinion that, indeed, when children are provided with materials that appeal to their interests, half the battle is already won, since the motivation to read is already there.<sup>8</sup> Almost twenty years ago King proposed that such a broad objective as the establishment of a permanent reading habit was perhaps more important then than ever before because of the large number of people who could read but didn't.<sup>9</sup>

That schools have frequently fallen short of their objective to instill a love of reading and develop permanent reading habits is evident throughout the literature. As early as 1939, Witty and Kopel reported that interest in reading declined rapidly after the junior high grades and that studies carried out disclosed "... a low level in reading taste and a deplorably small amount of leisure-time reading".<sup>10</sup>

<sup>7</sup> Guy L. Bond, Miles A. Tinker and Barbara B. Wasson, Reading Difficulties: Their Diagnosis and Correction, 4th ed. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979), p. 415.

<sup>8</sup> Nancy Larrick, "Making the Most of Children's Interests", Education, Vol. 73 (1953), p. 524.

<sup>9</sup> Ethel M. King, "Critical Appraisal of Research on Children's Reading Interests, Preferences, and Habits", Canadian Education and Research Digest, Vol. 7 (Dec., 1967), p. 142.

<sup>10</sup> Paul Witty and David Kopel, Reading and the Educative Process (Boston: Ginn and Co., 1939), p. 28.

This decline continued in the senior years of high school and persisted throughout the college years with fifty-six percent of college students doing no optional reading.

Ashley, in reviewing more recent research, concluded that non-literates (defined as non-habitual readers) predominate in our society, since only five percent of the children passing through the Canadian school system will turn to reading voluntarily, and only one percent of these will read what is considered worthwhile literature.<sup>11</sup>

At the first National Readership Symposium held in Canada in 1979, Frank Smith, a noted scholar, berated the schools, not for their lack of success in teaching subject matter or reading skills, but for their failure to generate interest in reading. He accused schools of not only failing to create an interest in reading but, indeed, of sometimes even causing students to lose what interest they had. In such cases, he maintained, reading becomes associated with the classroom only, and is something to be avoided.<sup>12</sup>

In a study examining the change in young people's attitudes toward school programs over a ten year period, Norvell found English to be the least liked subject, and interest in the subject steadily declining. He wrote that:

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<sup>11</sup>L.F. Ashley, Children's Reading and the 1970's (Toronto: McClelland and Stewart Ltd., 1972), p. 1.

<sup>12</sup>Frank Smith, "Reading in Canada: Newspapers and Literacy", Reading, the Future and Us, ed. Dick MacDonald (Toronto: Webcom Ltd., 1979), p. 18.

... in junior-high school the loss of interest in English is more than twice as great as for any other subject. In the senior high school, the subject showing almost as great a loss as English is social studies, another reading subject ... mathematics, the subject requiring the least reading, and the subject least affected by radio and television, has maintained interest best. It is evident that not only is English the least liked school subject, it<sup>13</sup> has deteriorated in interest most rapidly.

Studies in this province substantiate such findings. Brett in investigating the interests of Newfoundland's high school students found the amount of time spent in reading meager and the quality of most literature read to be poor. She found that while students read more than educators believed, the major deterrents to reading were "lack of interesting books" and "too little time to read" provided by the schools.<sup>14</sup> Crocker confirmed these conclusions and reported that "a substantial proportion of students are initial non-readers of books",<sup>15</sup> with most of their reading confined to school related work.

<sup>13</sup> George Norvell, The Reading Interests of Young People, pp. 172-173.

<sup>14</sup> Betty M. Brett, "A Survey of the Leisure Reading of Grade Nine Students in Central High Schools of Newfoundland" (Unpublished Master's thesis, University of Alberta, 1964), p. 55.

<sup>15</sup> Oswald K. Crocker, "The Leisure Reading of High School Students in Newfoundland, Library Facilities in the Schools and Home Background as Related to Reading" (Unpublished doctoral dissertation, University of Indiana, 1967), p. 136.

The Importance of a Knowledge of  
Students' Interests in Reading

It has long been accepted as fact that learning will take place much more easily and successfully if the learner has a stake in what he is learning. Educators and psychologists have acknowledged the relationship between interest and learning and have emphasized the function of interest in directing and focusing the learner's attention. As a result they stress the need for teachers to be aware of students' interests and to use these interests to motivate students to learn. As long ago as 1939, Witty and Kopel wrote:

The use of motive and interest has one conspicuous value; it engenders intense effort and consequently more efficient work. If it be granted that intensity of effort brings about really desirable changes in an individual, teachers will improve instruction by striving continuously to ascertain and employ children's interests.<sup>16</sup>

More recently and more specific to reading, Dechant wrote that "achievement in reading is dependent on the student's motivational readiness. Lack of interest is an important cause of poor reading. To achieve in reading, the student must want to learn."<sup>17</sup> He went on to say that "motivation flows from interest. Without interest there is usually no will to do, no

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<sup>16</sup>Paul Witty and David Kopel, Reading and the Educative Process, p. 203.

<sup>17</sup>Emerald Dechant, Reading Improvement in the Secondary School, p. 86.

drive to learn. Without motivation the student will not develop into a natural reader".<sup>18</sup>

Other educators such as Jacobs<sup>19</sup>, Spiegler<sup>20</sup>, Karlin<sup>21</sup>, Brown<sup>22</sup>, Larrick<sup>23</sup>, Veatch<sup>24</sup>, Pilgrim and McAllister<sup>25</sup> and Ashley<sup>26</sup> agree that interest is the key to motivation. All agree that in order to guide children's reading in an attempt to develop worthwhile interests and

<sup>18</sup>Ibid., p. 89.

<sup>19</sup>Leland B. Jacobs, "Goals in Promoting Permanent Reading Interests", Developing Permanent Interest in Reading, ed. Helen Robinson (Chicago: The University of Chicago Press, 1956), p. 23.

<sup>20</sup>George G. Spiegler, "Give Him a Book That Hits Him Where He Lives", Improving Reading in Secondary Schools, ed. Lawrence Hafner (New York: The Macmillan Co., 1967), p. 443.

<sup>21</sup>Robert Karlin, Teaching Reading in High School: Improving Reading in Content Areas, 3rd ed. (Indianapolis: Bobs-Merrill Educational Publishing Co., 1972), p. 251.

<sup>22</sup>Carl A. Brown, "Meeting Reality in the Classroom", Improving Reading in Secondary Schools, ed. Lawrence Hafner (New York: The Macmillan Co., 1967), p. 411.

<sup>23</sup>Nancy Larrick, "Making Books Come Alive for Children", Readings on Reading Instruction, 2nd ed., eds. Albert J. Harris and Edward R. Sipay (New York: David McKay Co., Inc., 1972), p. 325.

<sup>24</sup>Jeannette Veatch, Individualizing Your Reading Program (New York: G.P. Putnam's Sons, 1959), p. 20.

<sup>25</sup>Geneva H. Pilgrim and Mariana K. McAllister, Books, Young People and Reading Guidance, p. 8.

<sup>26</sup>L.F. Ashley, Children's Reading and the 1970's, p. 1.

habits, leading to the ultimate goal of appreciation, teachers must be aware of the interests that already exist within their students.

Authorities point out that not only does interest function as a motivational factor, but also that lack of interest can be detrimental to the learning process. Horst wrote that "when interest is lacking, reading itself can become a distasteful chore or a perfunctory job, both a waste of time and energy".<sup>27</sup> After a twelve year study Norwell concluded that "the school fails, and distaste and rejection follow when the unsuitable is forced upon people".<sup>28</sup> This conclusion is supported by the findings of Olson and Ames<sup>29</sup> which suggest that many of the materials used in teaching skills and appreciation are "unrealistic" for our students and that the teachers' goals rather than the students' are given priority.

Harris maintained that:

There are frequently marked differences between what children want to read and what teachers and librarians recommend; many of the books which have been selected

<sup>27</sup>J.M. Horst, "Will They Read? (An Experiment)", English Journal, Vol. 42 (1953), p. 260.

<sup>28</sup>George Norvell, The Reading Interests of Young People, p. 171.

<sup>29</sup>Arthur V. Olson and Wilbur S. Ames, Teaching Reading Skills in Secondary Schools (Scanton: Intext Educational Publishers, 1972), p. 155.

by adult committees as the best children's book of the year have been ignored by children.<sup>30</sup>

As Dechant pointed out, "interests arise through the interaction of our basic needs and the means we use to satisfy them".<sup>31</sup> Since our needs change over time, it follows that the interest of students at any given time are not permanent and, indeed, some may not even be worthwhile. Teachers must not, however, denounce the students' interests, thereby negating and destroying them, but rather must build upon them and extend their reading horizons. Early observed that "teachers should remember that a reader of trash has the chance of improving his tastes; a non-reading pupil has no taste to improve".<sup>32</sup>

It is the responsibility of teachers to provide the student with many, varied and enjoyable reading experiences in an attempt to broaden and refine his interests. Harris contended that in providing books that reflect the students' interests we are providing the opportunity for extensive reading and "the child who reads extensively will make his own comparisons and will, in the long run, prefer sound

<sup>30</sup> Albert J. Harris, How to Increase Reading Ability, 5th ed. (New York: David McKay Co., Inc., 1970), p. 453.

<sup>31</sup> Emerald Dechant, Reading Improvement in the Secondary School, p. 87.

<sup>32</sup> Margaret J. Early, "Stages of Growth in Literary Appreciation", Teaching English in Today's High Schools, 2nd ed., eds. Dwight L. Burton and John S. Simmons (New York: Holt, Rinehart and Winston Inc., 1970), p. 35.



writing and get to dislike trash. "Even if he does not, an omnivorous reading diet is far superior to none at all".<sup>33</sup>

With all the research into individual differences and the wide acceptance of the idea that no two individuals are alike, it can be affirmed that generalizations about the reading interests of groups do not apply to each individual. The best way a teacher can provide for individual interests within a group is to acquaint herself with her students and their individual interests. In addition to individual differences, there are many reasons behind adolescents' choice of books. These include varying abilities, differing cultural, educational and personal environments and the nature of adolescence itself. Pilgrim and McAllister in their review of related research, however, showed that "in spite of these variations and seeming disparities, careful examination of reading choices shows that predictable patterns of interests do exist and can be relied upon in guiding the reading development of young people".<sup>34</sup>

These interests, common to so many adolescents, have been studied since early in this century, especially since child psychology has been recognized as important to education. Norvell in his extensive study of children's

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<sup>33</sup> Albert J. Harris, How to Increase Reading Ability, 5th ed., p. 479.

<sup>34</sup> Geneva H. Pilgrim and Mariana K. McAllister, Books, Young People and Reading Guidance, p. 45.

reading interests came to two major conclusions regarding the influence of sex on reading interests. He found that:

1. Sex is a dominant factor in determining interests. It is the most dominant, single influence in determining a child's interest in reading material and reaches a high mark during junior high years and retains its power throughout high school and beyond.<sup>35</sup>
2. Some factors of reading interests produce favourable reactions in both boys and girls; some produce favourable reactions in boys only; some produce favourable reactions in girls only; some produce unfavourable reactions in both.<sup>36</sup>

Adventure, humorous poems, stories and essays (if the humor is not too subtle), poems and stories of patriotism, stories of mystery, of games and of animals are enjoyed by both girls and boys. Stories of strenuous adventure, war, wild animals and science, are of more interest to boys, while stories of romantic love, sentiment in general and of home and family life are of more interest to girls. Subtle humour, descriptive prose and verse, letters, and reflective, didactic, philosophical poems and poems about nature are generally disliked by both sexes.<sup>37</sup>

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<sup>35</sup> George Norvell, "Some Results of a Twelve Year Study of Children's Reading Interests", English Journal, Vol. 35. (1964), p. 533.

<sup>36</sup> Ibid., p. 532.

<sup>37</sup> Ibid.

As to literary types, Norvell ranked eight of the major types used in the schools according to favourable reactions on the part of the students. The favourite was the novel, followed by the play, the short story, biography, the essay, poetry, the letter and, finally, the speech. Although generally liked by both sexes, the first seven received more favourable reactions from girls, while the speech received more favourable reactions from boys.<sup>38</sup>

These findings were later reaffirmed by Norvell in an even more exhaustive study.<sup>39</sup> In comparing his findings with those of similar research he found them to be in close agreement with studies carried out by Jordan in 1921, Terman and Lima in 1925, Atkinson in 1932, Mackintosh in 1932, Thorndike in 1941, Witty in 1949, Coomer and McBean in 1946.<sup>40</sup> Norvell concluded that:

The study indicates that educators sometimes act as though they were not dealing with human beings - with boys and girls - but with mystical, sexless robots whose tastes, inclinations, and interests can be assumed to be or must be made to be identical with those of the teachers.<sup>41</sup>

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<sup>38</sup> Ibid., p. 534.

<sup>39</sup> George Norvell, The Reading Interests of Young People.

<sup>40</sup> Ibid., p. 79.

<sup>41</sup> George Norvell, "Some Results of A Twelve-Year Study of Children's Reading Interests", p. 535.

In his recommendations he suggested that this must change and that while teachers' judgments are important to the selection of materials for study, the student must be placed first. While many selections will be chosen for common study, many more that appeal to the students as individuals must be provided since "... to increase reading skills, promote the reading habit; and produce a generation of book-lovers, there is no other factor as powerful as interest".<sup>42</sup>

The Importance of Guidance in the  
Development of Reading Interests

While it is vitally important to help children to find reading matter that is closely related to their present interests, teachers should also try to broaden children's reading horizons. Children's interests are not fixed; they change as children get older, and are susceptible to many environmental influences, not the least of which is the influence of the teacher.<sup>43</sup>

A review of the literature shows that this is, indeed, the attitude of many of the writers and researchers in the field of reading. Authorities recognize the values inherent in wide reading but realize that wide reading is unlikely unless the teacher is willing and able to offer

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<sup>42</sup>Ibid., p. 536.

<sup>43</sup>Albert J. Harris, How To Increase Reading Ability, 4th ed. (New York: David McKay Co., Inc., 1961), p. 488.

the appropriate guidance in selection. Loban, Ryan and Squire wrote that while "wide reading contributes to the development of both skills and appreciation ... the values of wide reading are not achieved unless careful guidance is provided",<sup>44</sup> Many experts believe that as long as students read widely there is always hope that their tastes and appreciation will improve, but they are convinced that "students do not just happen upon books on topics of interest to them; they must be helped to find them".<sup>45</sup>

This idea of the teacher's influence in expanding interests and refining tastes through guidance is based on the premise that one must start with the interests the child already has. Dechant<sup>46</sup> compared guiding children's interests to climbing a ladder, the rungs of which are made up of suitable reading materials. Harris, in close agreement with Dechant, wrote that the ladder involves "providing suitable reading matter which will intensify the child's interest in reading and by which he can gradually progress to reading material of superior quality".<sup>47</sup> Walker supported this idea of readiness and concluded that:

<sup>44</sup> Walter Loban, Margaret Ryan and James R. Squire, Teaching Language and Literature, 2nd ed. (New York: Harcourt, Brace and World Inc., 1969), p. 436.

<sup>45</sup> Constance McCullough, "About Practices in Teaching Reading?", English Journal, Vol. 46 (1957), p. 482.

<sup>46</sup> Emerald Dechant, Reading Improvement in the Secondary School, p. 479.

<sup>47</sup> Albert J. Harris, How to Increase Reading Ability, 4th. ed., p. 485.

...we should encourage our students to continue reading the same kinds of things as long as the delight continues. Only when the students fail to take delight in what they have read should we urge them to try a new subject, a new author, a new mode. We needn't be afraid that they will continue to take delight from the same things all their lives. They are like us, after all. Added age, experience and knowledge will take care of what delights them.<sup>48</sup>

While a familiarity with their reading interests is a necessity for teachers interested in encouraging students to read, it is not of itself sufficient. If, as Pilgrim and McAllister wrote, "the essence of reading guidance is guiding the individual to the right book at the right time",<sup>49</sup> it is essential that teachers have a sound knowledge of adolescent literature. There is agreement among such writers as Olson and Dillner<sup>50</sup>, Pilgrim and McAllister<sup>51</sup>, Kinder<sup>52</sup> and Huus<sup>53</sup>

<sup>48</sup>Jerry L. Walker, "Fostering Literacy Appreciation in Junior High School", Teaching English in Today's High Schools, 2nd ed., eds. Dwight L. Burton and John S. Simmons (New York: Holt, Rinehart and Winston, Inc., 1970), p. 60.

<sup>49</sup>Geneva H. Pilgrim and Mariana K. McAllister, Books, Young People, and Reading Guidance, p. 186.

<sup>50</sup>Joanne P. Olson and Martha H. Dillner, Learning to Teach Reading in the Elementary School (New York: Macmillan Publishing Co., Inc., 1976), p. 401.

<sup>51</sup>Geneva H. Pilgrim and Mariana K. McAllister, Books, Young People, and Reading Guidance, p. 188.

<sup>52</sup>Robert Farrar Kinder, "Encouraging Personal Reading in Junior High School", Vistas in Reading, ed. J. Allen Figurel (Newark, Delaware: International Reading Association, Inc., 1967), p. 418.

<sup>53</sup>Helen Huus, "Reading Interests", Readings On Reading Instruction, 2nd ed., eds. Albert J. Harris and Edward R. Sipay (New York: David McKay Co., Inc., 1963), p. 312.

that teachers cannot and should not recommend to students books that they themselves have not read. Kinder summed up this idea when he wrote, "The teacher who has read and continues to read books written expressly for young adults stands a much better chance of being able to motivate his students' personal reading".<sup>54</sup>

One prevailing conclusion running throughout the literature is that children's choices are strongly affected by both the availability and accessibility of books. Kinder, who referred to the junior high years as "the golden age of reading", stressed the fact that:

Students should have immediately available to them a large selection of interesting, worthwhile, attractive and readable books. These should be books on varying levels of difficulty, so that all can find something to read. There should be books on a wide range of interests so that all will want to read.<sup>55</sup>

Others such as Lawson<sup>56</sup>, Harris<sup>57</sup>, Olson and Dillner<sup>58</sup> and

<sup>54</sup>Robert Farrar Kinder, "Encouraging Personal Reading in Junior High School", p. 418.

<sup>55</sup>Ibid.

<sup>56</sup>Hoyle D. Lawson, "Effects of Free Reading on the Reading Achievement of Sixth Grade Pupils", Forging Ahead in Reading, ed. J. Allen Figurel (Newark, Delaware: 1968), p. 501.

<sup>57</sup>Albert J. Harris, How to Increase Reading Ability, 5th ed., p. 485.

<sup>58</sup>Joanne P. Olson and Martha H. Dillner, Learning to Teach Reading in the Elementary School, p. 401.

Pilgrim and McAllister<sup>59</sup> strongly agree, and suggest that the amount read, as well as the quality of the material, is more strongly influenced by the proximity and availability of books than by any other one factor. Such authorities advocate not only regular access to a school library but also the establishment of classroom libraries. Books arranged in classrooms are more visible and more often readily accessible. In the classroom there will be fewer books than in the library and those that are available are more likely to relate to what is being taught. The books change frequently and the teacher is always available to offer assistance and encouragement.

Karlin believed that "the enthusiasm of the teacher frequently is the key to greater interest".<sup>60</sup> Others such as Harris<sup>61</sup>, Kinder<sup>62</sup>, and Johns<sup>63</sup> reached the same conclusion

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<sup>59</sup>Geneva H. Pilgrim and Mariana K. McAllister, Books, Young People and Reading Guidance, p. 191.

<sup>60</sup>Robert Karlin, Teaching Reading in High School: Improving Reading in Content Areas, p. 226.

<sup>61</sup>Albert J. Harris, How to Increase Reading Ability, 5th ed., p. 485.

<sup>62</sup>Robert Farrar Kinder, "Encouraging Personal Reading in Junior High School", p. 418.

<sup>63</sup>Jerry L. Johns, "Motivating the Reluctant Readers", Journal of Research and Development in Education, Vol. II (1978), p. 71.



and advise teachers to share with their students on a regular basis interesting stories through oral reading.

The oral reading by students of things they want to share is also beneficial in creating interest, particularly among poor readers. Pilgrim and McAllister maintained that "an experience shared through someone's reading aloud for mutual enjoyment is one of the easiest yet most effective ways of unifying a class and building an esprit de corps among the students".<sup>64</sup> Reading aloud may help students discover books that they would otherwise not consider.

Many activities as alternatives to the traditional approach to reading are suggested in the literature. In addition to the availability and accessibility of books and oral readings by both teachers and students, the literature suggests informal discussions of books by student volunteers, attractive book displays, dramatizations, posters, book clubs and suggested book lists composed by both teacher and pupils, instruction in library use and the allotment of regular time periods for book browsing and selection.

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<sup>64</sup> Geneva H. Pilgrim and Mariana K. McAllister, Books, Young People and Reading Guidance, p. 195.

Summary

The literature reveals that the major writers and researchers in the field of reading agree that interest is a most influential factor in the development of both reading skills and appreciation of literature. One's interests will largely determine both the quantity and the quality of what one reads, since interest is the key to motivation in all learning. It is the responsibility of educators, therefore, to identify, foster and expand existing interests, so that students will become developing readers who want to read and will do so long after their formal education ends. The most successful means of achieving this goal seems to be by providing as many varied and delightful reading experiences as possible.

## CHAPTER III

### THE DESIGN OF THE STUDY

#### Introduction

The purpose of this chapter is to describe the procedures followed in gathering information about the reading interests and habits of grades seven and eight students in the province of Newfoundland. This information was collected from students of grades seven and eight. The chapter is organized as follows: 1) choice of grades, 2) the survey instrument, 3) pilot study, 4) reliability, 5) sampling procedure and collection of data.

#### Choice of Grades

The population surveyed was randomly selected from four Newfoundland School Boards. Of the four participating School Boards one has schools only in an urban setting, two have schools only in rural communities which include some of the more isolated ones in the province. The remaining Board has schools in both rural and urban areas. This particular arrangement was followed because it was believed that the schools in the study were representative of the Newfoundland school population. The particular schools involved in the study were those that included classes in

grades seven and/or eight. This meant that the choice of schools included central high schools, elementary and all-grade schools.

Grades seven and eight students were selected for two reasons:

1. Research<sup>1</sup> indicates that the peak of reading activity occurs at the junior high school level.
2. Since 1972, the Department of Education has been developing a list of supplementary novels to encourage independent reading in grades seven and eight.

The Survey Instrument

The questionnaire method was used to collect the necessary information from the students. Since this study is closely related to the Brett study<sup>2</sup> the general format of her instrument was followed. Necessary adaptations were made on the part of this researcher.

Although Brett's study was designed for grade nine students, the student questionnaire was considered relevant to students in grades seven and eight. Because of the

<sup>1</sup>Emerald Dechant, Reading Improvement in the Secondary School (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1973), p. 82.

<sup>2</sup>Betty M. Brett, "A Survey of the Leisure Reading of Grade Nine Students in Central High Schools of Newfoundland", (Unpublished Master's thesis, University of Alberta, 1964).

eighteen year lapse since that study, however, it was decided that a section should be included on the influence of television on reading. As well, a section was added regarding the students' attitude toward the books on the supplementary reading list instituted by the Department of Education in 1972. For most questions students were asked to choose an answer from a number of responses that were provided. In cases where terminology was anticipated to be a problem, definitions were given.

The student questionnaire sought information on the following points:

- a. Students' attitudes toward leisure reading
- b. Students' reasons for leisure reading
- c. Provision of time for reading
- d. Students' preferences in fiction
- e. Students' preferences in non-fiction
- f. Students' preferences in literary types
- g. Students' reasons for selecting books
- h. Influence of T.V. on leisure reading
- i. Students' reasons for not reading
- j. Availability of books in classroom and library
- k. Students' attitudes toward supplementary reading list.

Information was also sought regarding the amount of time students spend reading and the titles of their favourite books. It is believed that this information was valuable

in appraising students' leisure reading and interests. The information collected is reported and discussed in detail in Chapter IV.

#### Pilot Study

A pilot study was carried out with classes of grades seven and eight in a School Board similar to the urban/rural Board surveyed for the study. The purposes of this pilot study were:

1. To discover any difficulties the students might have in interpreting the questions and instructions and to make the appropriate adjustments.
2. To determine the reliability of the student questionnaire through a test-retest method.

As a result of the pilot study, no major changes were deemed necessary in the questionnaire.

The reliability of the student questionnaire was determined by the test-retest method. For this purpose the students were asked to give their names so that answers on the first and second test could be compared. Three weeks after the initial testing, the same students were again given the same questionnaire. During the initial administration students were not told that they would be requested to do the questionnaire again. As a result of the test-retest method, it was concluded that the questionnaire was reliable,

since students were consistent with their answers ninety-two percent of the time.

#### Sampling Procedure and Collection of Data

For the collection of data it was decided to select from the thirty-six School Boards of the province four that were judged representative of the Newfoundland student population. Two of the Boards, identified in this study as A and B, cover only rural areas and include some of the more isolated communities in the province. School Board C incorporates both rural and urban communities. The fourth Board, identified as D, has most of its population in an urban area.

For the purposes of this study, fourteen classes (seven grade seven classes and seven grade eight classes) were considered sufficient. The total number of students who participated in the study was three hundred and twenty-three. To compensate for the disparity in the size of the populations of the School Boards, it was decided to use two classes (one each of grades seven and eight) from each of the two smaller Boards, A and B; four classes (two each of grades seven and eight) from Board C; and six classes (three each of grades seven and eight) from Board D.

The Language Arts Co-ordinator for each School Board was contacted by mail and requested to randomly select the indicated number of classes, and distribute the

questionnaire accordingly. The Co-ordinator was also asked to collect the questionnaires and return them to the researcher. In this way, only four people were responsible for distributing the questionnaires and collecting and returning the data. One hundred percent return was achieved. The questionnaires were administered in the classroom and required one class period for completion.

#### Analysis of Data

Student returns are stratified according to sex and grade.

In eight of the questions, students were asked to rank order their choices. Brett<sup>3</sup>, in her study, found that of the various methods that could be used to report the results of the ranked information, the weighted response appeared to be the most reliable. A weighted response is obtained by assigning a subject's first choice a greater value than the second choice. For the purposes of this study, a subject's first choice was assigned a value of 3, his second choice a value of 2 and his third choice a value of 1. Brett<sup>4</sup> reported that "the weighted response ... appeared to reveal more clearly the student preferences and the marked

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<sup>3</sup>Ibid., p. 45.

<sup>4</sup>Ibid.



similarities and differences between the sexes ..." Since this study is so similar to Brett's study, the investigator adopted the same method of analysis for the questions as did Brett.

All other responses are presented in the form of either means or frequency of occurrence. Percentages and mean answers are presented in table form.

Table 1

Number of Students in the Sample (Arranged by Board and Sex of the Respondents)

Board	Boys	Girls	Total
A	40	19	59
B	24	29	53
C	49	45	94
D	56	61	117
Totals	169	154	323

## CHAPTER IV

### AN ANALYSIS OF STUDENT RESPONSES

#### Introduction

The responses from the three hundred and twenty-three students in the sample are reported and discussed in this chapter. With a few exceptions the information is presented in the order in which it was obtained in the questionnaire. Questions three and eighteen are considered together, since they are closely related to the same topic - the availability of books. Questions five and six, which solicited information on books students had read and enjoyed, and question fourteen, which dealt with books students recommended for the school, are also considered together.

The respondents were grade seven and eight students and Table 2 shows the age distribution.

Table 2

## Age Distribution of the Subjects

Age	11	12	13	14	15	16	Totals
Boys	2	40	69	49	6	3	169
Girls	3	42	64	32	9	4	154
Totals	5	82	133	81	15	7	323

Discussion of Responses

For some questions the responses were tabulated according to the sex of the respondents. For the remaining questions the responses were tabulated according to the School Board from which the information was obtained. The age range was six years but only four percent of the students were in the eleven or sixteen age group, with ninety-two percent of the respondents between ages twelve and fourteen. Since the number of students at the extreme ends of the age range was too small to allow valid generalization, age was not considered a factor in this study.

The responses to some questions<sup>1</sup> appeared to be influenced by the area from which the responses were obtained.

<sup>1</sup>These questions were 3(a), 3(b), 19(a), 20(a), 21, 22(b), 23.

This may probably have been related to the size of the community, the facilities that were available, and school policy regarding a leisure reading program. Where such influences appeared to be important, responses were tabulated according to Board.

Eight<sup>2</sup> of the questions asked students to give their choices in rank order. For these questions the responses were given a weighted value. This procedure, explained in Chapter III, was found by Brett<sup>3</sup> in her study to be the most reliable of four possible methods:

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<sup>2</sup>These eight were 1(b), 2, 7, 8, 11(b), 11(c), 24, 25.

<sup>3</sup>Betty M. Brett, "A Survey of the Leisure Reading of Grade Nine Students in Central High Schools of Newfoundland", (Unpublished Master's thesis, University of Alberta, 1964), p. 45.

A. Students' Enjoyment of Leisure Reading

Table 3

Students' Affirmative Responses to the Question:

Do You Enjoy Reading in Your Leisure Time?

(Responses Arranged in Percentages and According to School Board and Sex of Students)

Board	Sex	% of Affirmative Responses	Sex	% of Affirmative Responses	Totals (Average)
A	Boys	75%	Girls	93%	84%
B	Boys	65%	Girls	95%	80%
C	Boys	53%	Girls	84%	69%
D	Boys	68%	Girls	98%	83%
Totals (Average)		65%		93%	79%

All three hundred and twenty-three students responded to this question and a twenty-eight percent difference was found between affirmative responses of boys and girls, with girls reporting the higher percentage of enjoyment. Of the twenty-one percent who did not indicate enjoyment, the boys outnumbered the girls more than five to one. Whereas ninety-three percent of the girls answered this question in the

affirmative, only sixty-five percent of the boys reported liking reading in their leisure time.

It is perhaps interesting to note that the highest percentage of boys (average of seventy percent) reporting enjoyment of reading in their leisure time was found in the smallest, rural areas (A & B). Since boys in this age group are generally believed to be more interested in other leisure activities such as sports, it may be that the availability of fewer, less varied activities in the smaller more isolated communities has contributed to a greater interest in reading.

B. Factors Contributing to the Enjoyment of Reading

Table 4

Students' Responses to the Question:

If You Enjoy Leisure Reading, What Are the Chief Reasons?

(Choices Arranged by Weighted Frequency According to Sex of Students With the Boys' Responses Used to Establish Rank Ordering)

Possible Responses	Boys		Girls	
	F	R	F	R
It is a quiet pastime.	152	1	209	1
I like to read for information.	138	2	102	4
I like to use my imagination.	132	3	113	3
I have a book collection of my own.	66	4	88	5
There is much reading in my home.	54	5	33	8
Teachers have encouraged me to read.	51	6	68	6
Reading is my hobby.	37	7	125	2
I have formed the habit of getting books from the library.	19	8	47	7

Table 4 shows that boys and girls are in agreement as to the primary contributing factor to reading enjoyment. Both agreed that it is a quiet pastime. Also, both boys and girls gave as their third choice that reading allowed

them to exercise their imagination. Whereas boys were inclined to choose reading for information (second choice) and girls to choose reading as a hobby (second choice), boys were much less likely to read as a hobby (sixth choice) than girls to read for information (fourth choice).

Teachers were not perceived by the respondents as an important factor in encouraging them to read. This is supported by the information in Table 18 which indicates that the suggestions of teachers are not considered important by either sex in choosing books. Although boys ranked home influence considerably higher than did girls, the home appears to have little influence on the reading of either sex. Surprisingly, although a smaller percentage of boys than girls reported enjoyed reading in their leisure time, the boys were more likely to have their own book collection. As shown in Table 4 very few of the respondents of either sex indicated good library habits. Boys reported that the habit of getting books from the library was the least important reason for reading and girls reported that it was the second least important reason.



C. The Reading Habits of the Students

Table 5

Students' Responses to the Question: Apart from the Reading That You do for Your School Courses and Assignments, What Are Your Reading Habits?  
 (Choices Arranged by Weighted Frequency According to Sex of Students With the Boys' Responses Used to Establish Rank Ordering)

Possible Responses	Boys		Girls	
	F	R	F	R
When there is nothing else to do.	266	1	244	1
When I am required to read.	248	2	146	3
In my free time at school.	165	3	242	2
Often when I should be doing home assignments.	89	4	58	6
At every opportunity.	66	5	136	4
In preference to other forms of recreation.	61	6	67	5

Boys and girls agreed in their first three choices. Both indicated that they read when there is nothing else to do, when they are required to, and in their free time at school, but alternated their second and third choices.

More than twice as many girls as boys indicated that they read at every opportunity. Also, girls are more likely than boys to choose reading over other forms of recreation. This supports the results in Table 4 that girls are more likely to read as a hobby. Boys, on the other hand, are more likely to read when they should be doing assignments.

It appears that there is an interest in reading on the part of junior high school students, but that they have difficulty finding time to read. This is supported by the findings reported in Table 27. Television, hobbies, homework and home duties seem to take up much of the spare time of students of this age group.

D. The Availability of Books

Table 6

Students' Affirmative Responses to the Question:  
Do You Find in Your Classroom Any Books You Like  
to Read in Your Leisure Time? (Responses Arranged  
 in Percentages and According to School Board and  
 Sex of Students)

Board	Sex	% of Affirmative Responses	Sex	% of Affirmative Responses	Totals (Average)
A	Boys	65%	Girls	79%	72%
B	Boys	33%	Girls	52%	43%
C	Boys	43%	Girls	38%	41%
D	Boys	36%	Girls	51%	44%
Totals (Average)		44%		55%	50%

Table 7

Students' Affirmative Responses to the Question:  
Do You Find, in Your School Library Any Books You  
Like to Read in Your Leisure Time? (Responses  
 Arranged in Percentages and According to School  
 Board and Sex of Students)

Board	Sex	% of Affirmative Responses	Sex	% of Affirmative Responses	Totals (Average)
A	Boys	65%	Girls	68%	67%
B	Boys	71%	Girls	55%	63%
C	Boys	80%	Girls	69%	75%
D	Boys	48%	Girls	74%	61%
Totals (Average)		66%		67%	67%

Questions three and eighteen were concerned with the availability of books. Not quite half of the respondents (See Table 6) indicated that suitable books were available in their classrooms and just over sixty-six percent (See Table 7) indicated that suitable books were available in their libraries. Slightly more girls than boys were able to find books in their schools to meet their interests.

It is interesting to note that only fifty-two percent of the students in the largest urban area, Board D,

reported the availability of suitable books, whereas sixty-nine percent of the students in the small rural area of Board A were satisfied with the books in their schools. This may suggest that a greater variety of books is available to the students in Board A or that the books that are available are more easily accessible to them.

Table 8

Students' Responses to the Question: Do You Have Difficulty Finding Books to Suit Your Interests?  
(Responses Arranged in Percentages and According to Sex of Students)

Possible Responses	Sex		Totals (Average)
	Boys	Girls	
Always	17%	6%	12%
Often	21%	10%	16%
Sometimes	53%	60%	57%
Rarely	7%	21%	14%
Never	2%	3%	3%

Approximately fifty-seven percent of the students in the sample reported having difficulty sometimes in finding books to suit their interests and twenty-eight percent always

or often having difficulty. Seventeen percent are never or rarely able to satisfy their interests with the books available to them. Over twice as many boys as girls are always or often unable to find books that interest them. Thus, Table 8 supports the results reported in Tables 6 and 7, indicating that the available books do not always satisfy the needs and interests of the students.

E. The Amount of Reading

Since students were answering this question from memory over a period of a year, the answers to question four are considered approximations only. To prevent too much error in memory recall, question four was broken down into three parts, covering the estimated number of books read (a) in the last month; (b) in the last four months and (c) in the last year. Table 9 shows the number of books students reported having read in each of these time periods.

Consistent with this study's finding, that considerably fewer boys than girls enjoy reading, the girls reported reading twice as many books over the last month. The difference over a one-year period, however, is smaller, with girls reporting to have read 1.6 times as many books as the boys did. This may be related to an inability to recall books read at an earlier time.

Table 9

Average Number of Books Read by Students in:  
 (a) 1 month, (b) 4 months, (c) 1 year  
 (Responses Arranged According to  
 Sex of Students)

Periods	Sex	
	Boys	Girls
1 month	2	4
4 months	7	11
1 year	17	27

F. Books Students Are Reading

In question five students were asked to give the titles of two books they had read and enjoyed in the last year. Fifteen boys and five girls gave no response. Of those who did, sixty boys and thirteen girls gave only one title. This is interesting in view of the average number of books students reported having read (See Table 9). Could it be that the respondents overestimated the number of books they had read or that the books they did read had little impact on them? Books from the supplementary reading list were mentioned sixty-six times by boys and fifty times by girls. These titles were available to the students on the questionnaire.

The boys reported one hundred and seventy-one different titles and the girls reported one hundred and seventy. Twenty-five titles, seven of which were from the supplementary reading list, were common to both sexes. Only twenty-eight of the titles reported by boys and twenty-nine of those reported by girls were mentioned more than one.

The variety and great range in choices is obvious from the list of titles. Both sexes reported series books such as Trixie Belden, Nancy Drew, The Hardy Boys, Mack Bolan, adventures of the Black Stallion and the Laura Ingalls Wilder books. The girls reported having enjoyed Harlequin and Silhouette romances as well as To Kill a Mockingbird and Jane Eyre. Boys read and enjoyed books ranging from Ripley's Believe It or Not to Lord of the Rings, Treasure Island and Death on the Ice. For these reasons it was impossible to categorize the titles. A complete list of titles mentioned are recorded in Appendices A and B with frequencies of more than one indicated.

From the complete list certain observations can be made:

- I. Some books appeal to both boys and girls. Of the three hundred and forty-two titles reported, twenty-five were common to both sexes. These were of three types: (a) books on the supplementary reading list, (b) books about adolescents, and (c) books about mystery or horror.



2. The girls indicated a keen interest in novels about love. They particularly liked love stories about teenagers, but also indicated a strong interest in Harlequin and Silhouette romance novels. Such books are easily available in many stores, including supermarkets, across the province. This may account for their popularity.

3. Mystery and detective stories were very popular with both sexes. The boys, however, tended to enjoy more action-packed stories such as those written by Don Pendleton.

Question six asked students to name the book they remembered most. Boys gave ninety-three titles, the most popular being The Outsiders and The Journey Home. The girls gave eighty titles with the most popular being The Outsiders, Are You There God? It's Me, Margaret, That Was Then, This is Now and Forever. Sixteen titles were common to both sexes with The Outsiders being the most popular. Again, the great range and variety of titles made it impossible to categorize the books. Most of the titles, however, are the same as those given for questions five and fourteen. A complete list of titles is given in Appendices C and D.

#### G. Books Recommended

Question fourteen asked the students to name two books they thought should be available in the school library. They were not told they could not recommend books that were already in the school. Supposedly the books

recommended are books the students have either read themselves or have heard about.

Fifty-eight percent of the boys and twenty-seven percent of the girls did not answer this question, and a large number who did gave only one response. Of the one hundred and eighty-eight responses given by boys only ninety-two were actual titles of books. This may suggest a lack of awareness of particular titles. Of the remaining ninety-six responses, two were authors, thirty-seven were magazines, ten were series books and forty-seven were topics or types of reading material. Farley Mowat and Gordon Korman were the authors recommended. The magazines were Time, Bananas, Cycle World, Dirt Bikes, The Enquirer, Hit Parader, Macleans, National Geographic, Newsweek, Popular Science, Playboy, Penthouse, Reader's Digest, Sports Illustrated, and comics. The series books suggested were The Hardy Boys, James Bond and Mack Bolan. Respondents who could not identify specific book titles or magazines recommended books about animals, mystery, careers, the outdoors, foreign lands, space, history, lives of T.V. and movie stars, horror, sports, music, science, health, motorbikes, current affairs, video-games, westerns, war stories and encyclopedias.

Of the two hundred and eleven responses given by the girls only one hundred and seventy-two were actual book titles. Three respondents named the author. Twelve named magazines: True Story, Teen Beat, Playgirl, Bananas, Dynamite, Mad and comics. Eight indicated the series books

Nancy Drew, Little House on the Prairie, Harlequin, Silhouette and Sweet Dream Romances. The remaining sixteen recommended the lives of movie stars, love stories about teenagers, joke books, mysteries and books about hobbies and video games.

Three of the eleven titles, which were recommended by both sexes were from the supplementary reading list. Ten other titles from the reading list were suggested by either boys or girls. Forty-seven of the titles were recommended more than once with the most popular being The Outsiders(25)<sup>4</sup>, Are You There God? It's Me, Margaret (14), Forever(14), E.T. -- The Extra Terrestrial (8), That Was Then, This Is Now(6), Poltergeist (5) and Tex(5). A complete list of titles can be found in Appendices E and F.

#### H. Interest in Non-Fiction

As indicated by the responses to questions five, six and fourteen, boys are more likely to read and enjoy non-fiction than are girls. The non-fiction books boys reported having read included mainly books about sports and sport personalities, "how to" books, space and war. Girls, on the other hand, indicated having read only a small number of non-fiction books. Among those mentioned were Go Boy!, Helen Keller, The Library of Horses and Mommie Dearest. Table 17 supports these findings, although the

<sup>4</sup>Numbers indicate the frequency of occurrence.

percentage of boys who reported liking non-fiction is only slightly higher than the percentage of girls who reported the same interest.

Table 10

Students' Interest in Non-Fiction  
(Choices Arranged by Weighted Frequency  
According to Sex of Students With the  
Boys' Responses Used to Establish Rank  
Ordering)

Possible Responses	Boys		Girls	
	F	R	F	R
Invention and scientific discoveries	763	1	243	8
Accounts of wars and conquest	750	2	99	10
Nature books, the sea, animals, birds	750	2	602	2
Exploring new and strange lands	749	3	336	6
Development and description of games and activities	587	4	303	7
Hobbies and handicrafts	516	5	524	3
Life stories of interesting people	496	6	952	1
Occupation and careers	337	7	416	5
Others	158	8	166	9
Self-improvement, dress, manners, grooming	63	9	514	4

Table 10 indicates a marked difference in the boys' and girls' preferences in non-fiction. Scientific discoveries, war, nature and strange lands were the boys' favourites. With the exception of nature, girls ranked these types of reading material much lower than did boys.

Girls chose biography, nature, hobbies/handicrafts and self-improvement as their top choices. Boys showed little interest in the girls' favourites, again with the exception of nature. Neither sex indicated a strong interest in occupations and careers, or development and description of games and activities, although the boys ranked games slightly higher than did girls.

Although a definition of non-fiction was included in the question, a small number of boys and girls named types of fiction such as mystery, horror and romance. Boys indicated an interest in music, computer programming and video games information, while girls reported interest in sports and Hollywood news.

I. Interest in Fiction

Table 11

Students' Interest in Fiction (Choices Arranged by  
Weighted Frequency According to Sex of  
Students With the Boys' Responses  
Used to Establish Rank Ordering)

Possible Responses	Boys		Girls	
	F	R	F	R
Mystery and detective stories	1315	1	1167	3
Adventure stories about young people	1257	2	1609	2
Fantasy stories of the strange and unusual	950	3	1131	4
Science fiction, including space travel	889	4	158	12
Humourous stories	841	5	1036	5
Western stories, cowboys, pioneer days	806	6	220	13
Stories about real animals	755	7	596	6
Stories about life in the past	724	8	596	6
Sports stories	715	9	265	10
Adventure stories about adults	626	10	507	7
Myths and legends	578	11	367	8
Stories about animals that talk	545	12	254	11
Love stories	378	13	1814	1
Travel stories	227	14	140	15
Stories of careers or personal achievement	109	15	266	9
Others	83	16	71	15

The boys chose mystery and detective stories and adventure stories about young people as their two favourite types of fiction. They also indicated a strong interest in fantasy, science fiction, humorous stories and westerns. Boys expressed little interest in stories of careers or personal achievement, travel, love, stories of animals that can talk and myths and legends. Whereas they rated adventure stories about young people as second, they showed only mild interest in adventure stories of adults. This was true of the girls as well, although the girls ranked adventure stories of adults slightly higher than did the boys.

The girls' first choice was love stories while the boys showed very little interest in this type of fiction. Four of the boys' top five choices, however, were also popular with the girls. These were mystery and detective stories, adventure stories about young people, fantasy stories, and humorous stories. The exception was science fiction, which boys ranked in fourth place and girls placed way down in twelfth. Likewise, western stories were fairly popular with boys but not with girls. Both boys and girls indicated little interest in myths and legends, stories about animals that talk, and travel stories. Girls ranked stories of careers and personal achievement much higher than did boys, putting it in ninth place. The boys placed it fifteenth.

Both boys and girls indicated an interest in horror and stories of the supernatural in the section 'others'.

This was confirmed in the responses to questions five, six and fourteen. The boys also expressed interest in stories about truckers such as Smokey and the Bandit.

J. Interest in Plays, Poetry, Short Stories and Novels

Table 12

Students' Choices in Plays, Poetry, Short Stories and Novels (Responses Arranged in Percentages and According to Sex of Students)\*

Possible Responses	Sex	
	Boys	Girls
Novels	54%	76%
Short Stories	61%	44%
Plays	21%	30%
Poetry	12%	23%

\*Total percentage is greater than 100, since students were not limited to one choice.

Of the four genres, girls chose novels and boys chose short stories as their favourites. It may be that the high percentage of girls as compared to the relatively low percentage of boys who reported a preference for novels is related to the study's findings, that many more girls



than boys enjoy reading. For this same reason it is interesting that so few girls indicated that they liked short stories.

Both boys and girls indicated little interest in plays. On the other hand, while very few boys or girls reported an interest in poetry, almost twice as many girls as boys indicated a liking for this type of reading material.

K. Students' Reading Habits Concerning Newspapers

Table 13

Students' Responses to the Question: How Often Do You Read Newspapers? (Responses Arranged in Percentages and According to Sex of Students)

Possible Responses	Sex		Totals (Average)
	Boys	Girls	
Occasionally but not regularly	41%	52%	47%
Weekly	23%	26%	25%
Daily	19%	9%	14%
Not at all	17%	13%	15%

Less than half the sample population reported reading newspapers occasionally. Table 13 indicates that the majority of junior high school students do read the newspaper since only fifteen percent stated they did not. Approximately twenty-five percent of the students read the newspaper weekly and fourteen percent read it daily. There seems to be little difference in the newspaper reading habits of boys and girls.

L. Interest in Magazines

A. Reading Habits

Table 14

Students' Responses to the Question: How Often Do You Read Magazines? (Responses Arranged in Percentages and According to Sex of Students)

Possible Responses	Sex		Totals (Average)
	Boys	Girls	
Occasionally but not regularly	53%	65%	59%
Weekly	22%	19%	21%
Not at all	14%	5%	10%
Daily	11%	11%	11%

Fifty-nine percent of all students read magazines occasionally but not regularly, with twelve percent more girls than boys indicating occasional reading. There was little difference between sexes in their weekly reading, with boys reading slightly more than girls. No difference was reported in the daily reading of magazines by boys and girls. The boys, however, reported reading magazines not at all almost three times as often as the girls did.

B. Choice of Magazines

Table 15

Students' Preferences in Types of Magazines:

(Choices Arranged by Weighted Frequency  
According to Sex of Students with the Boys'  
Responses Used to Establish Rank Ordering)

Possible Responses	Boys		Girls	
	F	R	F	R
Comics	166	1	106	4
Sports	157	2	19	7
Science fiction, space travel	121	3	6	10
Nature, the out of doors, animals, birds and the like	114	4	39	5
Movie 'life, film stars, Hollywood, etc.	89	5	173	3
News, current events	62	6	16	8
Hobbies and handicrafts	53	7	21	6
Teen magazines	53	7	265	1
Others	45	9	11	9
Love	40	10	180	2

A number of differences as well as some similarities were noted between the boys' and girls' preferences in

magazines. Teen magazines, which girls found most interesting, were of little interest to boys. Likewise love was given a high ranking by girls and placed in last position by boys. The boys indicated a strong interest in science fiction and sports, whereas the girls gave science fiction the lowest rating of all and showed little interest in sports. This was consistent with their expressed interest in books (See Table 11).

Boys expressed an intense interest in comics, making it their first choice. Girls, although they indicated a fondness for comics, ranked them fourth. Other popular choices of both sexes were nature and movie life. Little interest in news, current events and hobbies and handicrafts was reported by either sex.

C. Students' Preferences in Magazines

Table 16

Students' Preferences in Magazines (Choices  
 Arranged by Weighted Frequency According to  
 Sex of Students With the Boys' Responses  
 Used to Establish Rank Ordering)

Possible Responses	Boys		Girls	
	F	R	F	R
Sports Illustrated	827	1	165	10
Hot Rod	759	2	172	9
National Geographic	740	3	356	5
Reader's Digest	627	4	816	3
Maclean's Magazine	551	5	274	7
Popular Science	514	6	63	13
Popular Mechanics	445	7	70	12
Time	425	8	270	8
Others	270	9	603	4
Newsweek	235	10	78	11
Seventeen	132	11	938	1
Owl	124	12	349	6
Miss Chatelaine	37	13	848	2

Table 16 supports the findings of Table 15. The girls indicated a strong interest in teen magazines such as Seventeen, Miss Chatelaine, Young Miss and Teen Beat. Boys expressed very little interest in these magazines. Sports Illustrated and Hot Rod, which were of little interest to girls, were the boys' favourites. This is not surprising, considering the data in Table 15, which indicate that boys had an intense interest in sports magazines. Girls, however, expressed only mild interest in magazines about sports.

Little interest in news magazines such as Time, Newsweek and Maclean's was reported by either sex. Of these three magazines Maclean's was the favourite. Both boys and girls indicated an interest in Reader's Digest and National Geographic.

In the section 'others' boys added Dynamite(3)<sup>5</sup>, Hit Parader(3), Playboy(3), Cycle Canada(2), Field and Stream(2), Mad(2), Science World(2), Scope(2), Cycle World(1), Popular Photography(1) and The Enquirer(1). The girls suggested Teen Beat(18), Playgirl(9), Glamour(4), Young Miss(4), Bananas(3), Dynamite(2), Hit Parader(2), Jam(2), Scope(2), Soap Opera Digest(2) and The Enquirer(2).

<sup>5</sup>Numbers indicate frequency of responses.

M. Preferences in Certain Genres

Table 17

Students' Preferences in Types of Reading Materials  
(Responses Arranged in Percentages and According to  
Sex of Student)

Possible Responses	Sex	
	Boys	Girls
Fact	31%	25%
Poetry	33%	42%
Plays	55%	66%
Newspapers	17%	9%
Fiction	69%	75%
Prose	67%	58%
Essays	45%	34%
Magazines	83%	91%

Table 17 indicates that both sexes are in agreement as to their preferences for fiction, prose, plays and magazines over fact, poetry, essays and newspapers.

Boys were more likely than girls to choose fact, newspapers and essays, with the percentage of boys choosing newspapers almost twice that of girls. This is substantiated by the information in Table 13 which shows that more than



twice as many boys as girls read the newspapers daily.

The number of boys and girls who indicated that they preferred plays and poetry is surprising considering the low percentage who would choose to read poetry and plays if they were available. (See Table 12). The percentages for those two types of reading material are more than twice as high in Table 17 as in Table 12.

N. Factors Which Influence Students' Choices in Books

Table 18

Students' Responses to the Question: When You Are  
Selecting a Book to Read in Your Leisure Time,  
What Helps You Most in Making Your Choice?

(Choices Arranged by Weighted Frequency According to  
 Sex of Students With the Boys' Responses Used to  
 Establish Rank Ordering)

Possible Responses	Sex			
	Boys		Girls	
	F	R	F	R
The title of the book	123	1	105	1
Influence of movie or television	88	2	74	2
The illustration on the cover	71	3	56	4
The number of pages	54	4	12	10
A friend's recommendation	33	5	72	3
Readability - Size of print, length of paragraphs, etc.	29	6	17	8
Authorship (the writer)	27	7	45	5
The teacher's or librarian's suggestion	18	8	21	6
The discussion of the book in class	13	9	15	9
Relation of book to work being done in school	8	10	12	10
Others	8	10	20	7

Both sexes agreed that the title of the book was the primary factor in influencing their choice of books for leisure reading. Although almost seventy percent of the respondents reported that they read fewer books because of television (See Table 26), they ranked movies and television as the second biggest influence on their reading choices. That these media forms are influential is confirmed by the number of books students reported reading because of having seen the movie or T.V. show. The most popular were The Outsiders, E.T. - The Extra Terrestrial and Star Wars. A list of these books and their frequency is included in Appendices G and H.

Boys also indicated that the illustration on the cover was important to their choice of books. Girls, however, reported that the illustration was less important to them and that they were more likely to read a book because of a friend's recommendation. The number of pages had a significant influence on the boys' choice of books but little influence on the choices of girls.

Both sexes indicated that authorship did not have a great influence on their reading choices, although girls ranked this factor slightly higher than did boys. Despite these data a number of authors such as Judy Blume, Lois Duncan, and S.E. Hinton appeared consistently popular throughout the book lists that are included in the Appendices.

The suggestions of teachers and librarians, class discussions and relation to school work were not considered

important by either boys or girls in choosing books. One wonders if this is so because these factors are so infrequently a part of their experiences. In the 'others' section boys specified the summary on the back(4),<sup>6</sup> the type of book(2), critics' reviews(1) and table of contents(1) as factors that influence their choices in books. The girls included the summary on the back(18) and the type of book(2).

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<sup>6</sup>Numbers indicate the frequency of responses.

0. Allotment for Reading Periods

Table 19

Students' Affirmative Responses to the Question:

Is Time Set Aside in Your Timetable for Periods

in Which You Can Go to the Library and Do

Leisure Reading? (Responses Arranged in

Percentages and According to School Board

and Sex of Students)

Board	Sex	% of Affirmative Responses	Sex	% of Affirmative Responses	Totals (Average)
A	Boys	0%	Girls	0%	0%
B	Boys	0%	Girls	0%	0%
C	Boys	29%	Girls	24%	27%
D	Boys	14%	Girls	51%	33%
Totals (Average)		11%		19%	15%

Table 20

Students' Affirmative Responses to the Question:  
Is There Class Time Set Aside for Leisure Reading  
in the Classroom? (Responses Arranged in  
 Percentages and According to School Board and  
 Sex of Students)

Board	Sex	% of Affirmative Responses	Sex	% of Affirmative Responses	Totals (Average)
A	Boys	100%	Girls	100%	100%
B	Boys	0%	Girls	0%	0%
C	Boys	43%	Girls	62%	53%
D	Boys	70%	Girls	64%	67%
Totals (Average)		53%		57%	55%

Only fifteen percent of the respondents reported having specific library periods (See Table 19) and fifty-five percent said they had regular classroom periods for leisure reading (See Table 20). As Tables 19 and 20 indicate, leisure reading time appears to be provided for in certain School Boards and not in others. Where reading periods in either classroom or library were provided, one class period per six day cycle was the time allotment. The exception was Board C which allowed three fifteen-minute periods a cycle.

Table 21

Students' Affirmative Responses to the Question:  
Do You Think Time Should Be Set Aside For Leisure  
Reading? (Responses Arranged In Percentages and  
 According to School Board and Sex of Students)

Board	Sex	% of Affirmative Responses	Sex	% of Affirmative Responses
A	Boys	90%	Girls	100%
B	Boys	92%	Girls	100%
C	Boys	94%	Girls	93%
D	Boys	84%	Girls	87%
Totals (Average)		90%		95%

Although regular leisure reading periods are provided for only a small percent of the students (See Tables 19 and 20), most students indicated a desire to have time set aside for reading. Ninety percent of the boys and ninety-five percent of the girls responded to this question in the affirmative. The high percentage of boys desiring leisure reading periods conflicts with the data in Table 3 since only sixty-five percent of the boys said they enjoyed reading as a leisure time activity. These high percentages are supported, however, by the data in Table 28 which indicate

that students of both sexes feel that more free time to spend in the library would help most in improving their leisure reading.

P. Class Discussion of Books

Table 22

Students' Affirmative Responses to the Question:  
Do You Enjoy Discussing Books You Have Read?  
 (Responses Arranged in Percentages and According  
 to Sex of Students)

% of Affirmative Responses	Sex
62%	Boys
93%	Girls
78%	Total (Average)

Seventy-eight percent of the respondents indicated that they enjoy discussing books they have read. The percentage of boys who reported enjoying book discussion, however, was thirty-one points lower than that of girls. This is supported by the information in Table 28 in which both sexes ranked 'more class discussion of certain books'



fourth out of a possible eleven choices in their suggestions for improving leisure reading.

Although a substantial number of students enjoy book discussions, it would appear from the data in Table 23 that very few are given an opportunity for such an activity during classroom time.

Table 23

Students' Affirmative Responses to the Question:  
Is Any Class Time Set Aside for Discussing Books  
You Have Read That You Are Not Required to Read?

(Responses Arranged in Percentages and  
 According to School Board and Sex of Students)

Board	Sex	% of Affirmative Responses	Sex	% of Affirmative Responses	Totals (Average)
A	Boys	7%	Girls	5%	6%
B	Boys	93%	Girls	3%	48%
C	Boys	14%	Girls	4%	9%
D	Boys	11%	Girls	8%	10%
Totals (Average)		31%		5%	18%

From the students' responses it appears that discussion of books students are not required to read is not a regular part of the reading program in most classrooms. Only eighteen percent of the students indicated that classroom time is set aside for such discussions. The only exception was School Board B since ninety-two percent of the boys reported having regular classroom time for book discussion. The girls in Board B, however, had the lowest percentage of affirmative responses to this question. This difference may be related to the policy of individual teachers rather than the policy of the School Board.

Q. Book Reports

Table 24

Students' Affirmative Responses to the Question:  
Are you Ever Required to Write Book Reports on  
Books You Read on Your Own? (Responses Arranged  
 in Percentages and According to School Board  
 and Sex of Respondent)

Board	Sex	% of Affirmative Responses	Sex	% of Affirmative Responses	Totals (Average)
A	Boys	55%	Girls	42%	49%
B	Boys	36%	Girls	38%	37%
C	Boys	65%	Girls	69%	67%
D	Boys	82%	Girls	82%	82%
Totals (Average)		60%		58%	59%

2  
 Fifty-nine percent of the respondents reported that they were sometimes required to write book reports on books they read on their own. The number of students who answered 'yes' to this question varied markedly from Board to Board, with Board D having the highest percentage of affirmative responses and Board B having the lowest.

Table 25

Students' Responses to the Question: Do You Like to Write Book Reports on Books You Read on Your Own? (Responses Arranged in Percentages and According to Sex of Students)

Possible Responses	Sex	
	Boys	Girls
Always	2%	5%
Sometimes	53%	73%
Never	45%	22%

Seventy-three percent of the girls and fifty-three percent of the boys indicated that they occasionally enjoy writing reports on books they read in their leisure time. Girls are much more likely than are boys to enjoy writing book reports. Twice as many boys as girls indicated that they never like having to write book reports.

R. Students' Interest in Television

A. Students' Choices in Television Programmes

Question sixteen asked students to name their three favourite T.V. shows. Because of the multi-faceted nature of television programs it was difficult to put many of the

programs into definite categories. This, plus the fact that the variety of television programming is more limited than that of printed matter, may account for the differences in students' interests in T.V. shows and types of reading material.

The responses indicated a strong interest on the part of both sexes in adventure/mystery shows such as The A-Team, The Fall Guy, The Dukes of Hazzard, Knight Rider, Magnum P.I., T.J. Hooker and CHIPS.

Because of the great variety of situation comedies presented, it was impossible to classify them under anything more definite than humour. These shows included such varied topics as love, family situations, teenage problems, espionage, fantasy, the supernatural, adventures of adolescents, adventures of adults, war, careers and social issues. The only generalization that could be made was that respondents of both sexes showed a strong interest in situation comedies of all sorts, preferring these shows second only to those classified as adventure/mystery.

In addition to adventure/mystery and humour, boys showed mild interest in the unusual such as Ripley's Believe It or Not and That's Incredible. They also reported a slight interest in shows dealing with sports, nature and science fiction. Game shows, soap operas and current affairs were lowest on their list of preferences.

Girls indicated a fairly strong interest in afternoon and nighttime soap operas such as General Hospital, Another

World and Dallas. They also reported a mild interest in the unusual, science fiction, Hollywood gossip, game shows, nature and science.

B. Influence of T.V./Movies on Reading

Table 26

Students' Responses to the Question: Do You Think That You Read More Books or Fewer Books Because of Watching T.V.? (Responses Arranged in Percentages and According to Sex of Students)

Possible Responses	Sex	
	Boys	Girls
More books	20%	25%
Fewer books	68%	71%
No response	12%	4%

Twelve percent of the boys and four percent of the girls gave no response to this question. Approximately seventy percent of the respondents indicated that, in their opinion, they read fewer books because of their T.V. viewing habits. There was little difference between the responses of boys and girls. This is supported

by the findings in Table 27 in which both sexes indicated that the fact that their spare time is occupied with T.V. or movies was the greatest hindrance to their leisure reading.

Although students reported that they read fewer books because of television, television and movies seem to have a definite influence on their choice of books. In Table 18 both sexes agreed that the influence of movies or television was a highly important factor in influencing their reading choices. Movies and television were ranked second only to the title of the book.

In question fifteen students were asked to list two books they had read because they had seen the movie on television shows. Fifty-eight boys and thirty-one girls gave no response and many who did gave only one title. In all, the boys gave seventy-eight titles and the girls gave eighty-five. Twenty-nine of these were books that both sexes had read. Fifty-five of the titles given by both boys and girls were mentioned more than once. A complete list of the titles appears in Appendices G and H.

#### S. Supplementary Reading List

Not all students provided the required information on all books. The exact number of no responses for each book is included in Appendices I and J.

Of the ten books most widely read by either sex, five were common to both boys and girls. Old Yeller, The Outsiders

and Island of the Blue Dolphins were rated the three most widely read books by both sexes and the majority of students who read these books reported that they had found them interesting. It may be that these particular books were singled out by teachers for special attention. Although all the books had been read by at least one respondent, not even the favourites were read by a great number. The Outsiders, which was the most widely read, was read by one hundred and seventy respondents, Old Yeller was read by one hundred and sixty-five respondents, Island of The Blue Dolphins by one hundred and fifty-one respondents, 20,000 Leagues Under the Sea by ninety-two respondents and The Call of the Wild by seventy-one respondents. Only two books, Old Yeller and The Outsiders, were read by more than half the sampled students. Forty-nine of the fifty-three books were read by less than twenty-five percent of respondents.

Forty-~~two~~ of the titles were not familiar to over fifty percent of the students in this survey. This may indicate that the majority of the books on this list are either not available in the schools, or if they are, are not easily accessible to the students they are meant for. This may also account for the fact that some books such as Sawtooth Harbour Boy were read by the majority of students in one school and by none in other schools. Or it may be that some teachers may select particular books for required reading. The fact that so few books were read by the respondents may indicate that the books on the list are not particularly interesting



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to the students in junior high school. A complete list of the books and the frequency of responses is included in Appendices I and J.

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T. Factors Which Hinder Leisure Reading

Table 27

Factors Which Hinder Leisure Reading  
 (Choices Arranged by Weighted Frequency  
 According to Sex of Students With the  
 Boys' Responses Used to Establish  
 Rank Ordering)

Possible Responses	Boys		Girls	
	F	R	F	R
Spare time is occupied with T.V. or movies	408	1	355	2
Lack of suitable books at school	334	2	259	3
Lack of reading time because of hobbies	314	3	208	4
Lack of time because of homework assignments	258	4	362	1
Preferences for comic books	187	5	96	8
Lack of suitable books at home	130	6	204	5
Preference for magazines	123	7	119	7
Lack of reading time because of home duties	123	7	176	6
Lack of public library facilities	85	8	55	10
Lack of reading skill	57	9	29	11
Too much time spent travelling to and from school	43	10	97	9
Other	14	11	17	12

According to the students in this study lack of time and the unavailability of interesting books in school were the two major obstacles to leisure reading. Respondents reported that their spare time was occupied with T.V., movies, hobbies and homework. It would appear from Table 27 that girls, however, find homework much more demanding on their time than boys do. Only slightly more than half the students investigated said that suitable books were available in their schools and boys found it more difficult than did girls to find books to suit their interests (See Tables 6 and 7).

Boys are more likely than girls to prefer comic books (See Table 15) but both ranked preference for magazines the same. Girls reported a lack of suitable books at home as a more significant factor than did boys in their evaluation of what hinders their leisure reading. This is supported by the findings in Table 9 which indicate that boys are more likely to have their own book collection.

Home duties and travelling time were not too demanding on the respondents of either sex. Lack of public library facilities and lack of reading skills were not perceived as major problems to either boys or girls. Both sexes reported that their interest in outdoor activities, sports and video games sometimes interfered with their reading.

#### U. Suggestions for Improvement

Students were asked to choose five responses from a possible eleven in their suggestions for improvement in

their leisure reading. Students indicated the existing problems as they saw them in Table 27.

Table 28

Students' Responses to the Question? What Would Help You Most in Your Leisure Reading? (Choices Arranged by Weighted Frequency According to Sex of Students With the Boys' Responses Used to Establish Rank Ordering)

Possible Responses	Boys		Girls	
	F	R	F	R
More free time to spend in library	388	1	443	1
More books available in classroom and/or school	352	2	374	3
More books of interest to me	340	3	419	2
More class discussion of certain books	242	4	186	4
More reading by teacher or student from favourite books	193	5	146	6
More direction in choosing books	173	6	171	5
More teacher help in learning to understand books	125	7	104	7
More required reading	109	8	95	8
More oral reporting to the class on favourite books	92	9	85	9
More direction and supervision in using the library	75	10	59	10
More talks by librarians, authors or other experts on books	57	11	36	11

Respondents of both sexes were in almost full agreement in ranking their suggestions for improvement. Students indicated lack of time and lack of interesting reading material as two of the biggest factors which hinder reading (See Table 27). Consistent with this, students of both sexes agreed that the three things which would improve their leisure reading were more time to spend in the library, the availability of more books and more books of interest to them.

Both sexes also strongly suggested that class discussion of certain books would be helpful. Seventy-seven percent of students indicated that they enjoy discussing books they have read (See Table 22) but few schools seem to provide for this need (See Table 23). Students also suggested more oral reading from books and more guidance in choosing books.

Although students gave some support to the remaining suggestions, more required reading, oral reports, library supervision and talks by professionals were not popular requests.

#### Summary

In chapter four the data collected from three hundred and twenty-three junior high school students has been presented and discussed. A high percentage of the students sampled enjoy reading in their leisure time although girls are more likely than boys to read for enjoyment. Boys read

an average of seventeen books a year whereas girls read an average of twenty-seven. Both sexes read when there is nothing else to do and because it is a quiet pastime.

There is a marked difference between boys' and girls' preferences in non-fiction, although both sexes indicated that they like reading about nature. Boys prefer accounts of scientific discoveries, war and strange lands whereas girls prefer biographies and books about hobbies and self-improvement.

In fiction, boys showed a strong interest in mystery stories, fantasy and science fiction. Both sexes indicated high interest in adventure stories about young people but not about adults. Boys showed little interest in the girls' top choice - love stories. As well, girls showed little interest in some of the boys' favourites such as science fiction and legends, stories about animals that talk, or travel stories.

With respect to the genres, girls prefer novels first, then short stories, plays, and finally poetry; boys prefer short stories, followed by novels, plays and poetry. Both sexes agreed that they prefer fiction to fact, prose to poetry, plays to essays and magazines to newspapers although both reported occasional reading of both newspapers and magazines.

A high percentage of the students reported that they enjoy discussing books they have read although few are given

the opportunity to do so. Girls are more likely than boys to like writing reports on books they enjoyed.

The biggest deterrents to the students' leisure reading appear to be lack of time and lack of interesting books in school and at home. Television viewing is very demanding on the time that they might otherwise spend reading. T.V. does, however, appear to have an influence on their reading choices.

The books on the supplementary reading list, with very few exceptions, are not widely read by the students of either sex. Indeed, most of the titles are not even familiar to many of the students.

Students indicated a strong desire to have more time to spend in the library. They also requested that more books of interest be made available to them at school and that there be more class discussion of books.

The book's title and the influence of movies and T.V. were the two greatest influences on students' choices in books. The illustration on the cover and the recommendation of a friend were also reported as important considerations by the students.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Introduction

This study was designed to gather information about the leisure reading of grades seven and eight students in the province of Newfoundland. The necessary information was collected by means of a questionnaire from a sample of three hundred and twenty-three students, randomly chosen from four school boards that include both urban and rural communities. Details of the responses have been reported and discussed in Chapter IV. In this chapter the most significant facts and their implications are summarized. Possible improvements are suggested.

#### Questions, Answers and Implications

The answers to the five questions in this section are drawn directly from the information discussed in detail in Chapter IV. They are based on the students' opinions as reported in the questionnaire.

1. To what degree are Newfoundland's junior high school students reading in their spare time?

More than three-quarters of the students in this study affirmed that they did enjoy reading in their leisure



time<sup>1</sup> but read mainly when they had nothing else to do.<sup>2</sup>

This seems to be due to the easy accessibility of television and the relatively new phenomenon of video games, as well as the more traditional activities that compete for reading time. In addition, few schools have scheduled reading periods in the library or the classroom.<sup>3</sup>

According to this study, boys read an average of seventeen books in the past year; the girls averaged twenty-seven.<sup>4</sup> These numbers indicate that most students are, indeed, reading fairly widely despite the demands of other interests and the lack of an organized reading program.

## 2. What are their reading interests?

The interests of the students were indicated by the books they read<sup>5</sup>, the books they recommended<sup>6</sup> and their reports of reading preferences<sup>7</sup>. Sex, rather than age

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<sup>1</sup>See Chapter IV, Table 3, p. 39.

<sup>2</sup>See Chapter IV, Table 5, p. 43.

<sup>3</sup>See Chapter IV, Tables 19-20, pp. 72, 73.

<sup>4</sup>See Chapter IV, Table 9, p. 49.

<sup>5</sup>See Appendices A & B, pp. 103-118.

<sup>6</sup>See Appendices E & F, pp. 129-137.

<sup>7</sup>See Chapter IV, Tables 10-17, pp. 54-66.

or type of school, seemed to have the most influence on reading choices. While boys and girls did report some interests in common, the differences were more marked.

Both sexes preferred fiction to non-fiction. Both boys and girls reported a high interest in mysteries, adventures about adolescents and fantasy. As well, both showed a strong interest in stories of horror and the supernatural. Both sexes expressed a substantial interest in humorous stories.

Boys did not share the girls' intense interest in love stories. They preferred science fiction and westerns, which the girls did not particularly enjoy. Boys also revealed an interest in stories about truckers that the girls did not share.

Boys, however, were more likely than girls to read non-fiction. In non-fiction the only interest common to both boys and girls was nature. Stories about occupations/careers, descriptions of games, myths and legends, talking animals and travel were relatively unpopular with both sexes.

Among the different literary types, novels and short stories were generally popular with both sexes; prose was preferred to poetry; plays were preferred to poetry and essays; magazines were preferred to newspapers. It may be that the apparent dislike of poetry is related to how poetry is treated and the particular selection of poetry to which the students have been exposed. Perhaps if students were

presented with more suitable poetry by more appealing methods, their interest would increase.

Girls were more likely to enjoy the novel, whereas the boys preferred short stories. This may be related to the fact that the girls surveyed enjoyed reading more than did the boys. However, since a relatively large percentage of the boys reported that they liked short stories, it may be that short stories of interest to them could be used to encourage boys to try longer pieces such as the novel.

A very high percentage of both boys and girls reported preferring magazines to newspapers.<sup>8</sup> This may be related to the fact that many magazines covering a variety of topics are readily available to them. There is evidence as well in the titles reported in Appendices A - F that reading interest may be considerably influenced by what is available. The titles and types of books students reported having read or wanting to read are those so readily accessible on the bookstands (mysteries, horror, love, for example). Perhaps if books of greater literary merit were available, the students would, in time, turn to those. Since there already is a considerably high interest in reading on the part of junior high school students, perhaps these interests could be used in an attempt to refine and expand literary tastes.

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<sup>8</sup> See Table 17, Chapter IV, p. 66.

3. To what extent is the supplementary reading list meeting the reading interests of junior high school students?

Of the fifty-three titles on the prescribed reading list provided in this study, forty-four were not familiar to over fifty percent of the students surveyed. Forty-nine of the books were read by less than twenty-five percent of the respondents and only two books, Old Yeller and The Outsiders, were read by more than half the students.<sup>9</sup>

The apparent lack of familiarity with the titles suggests that the books on this list are not available in the schools or are not easily accessible to the students. The number of titles that are familiar to the students but which they have not read suggests that the majority of the books on the list do not particularly appeal to the students. Perhaps if books of more interest to the students replaced those of little interest, the list would be more successful in enticing students to read good literature.

Since teachers in this study appeared to have little influence on the reading choices of students, perhaps they, themselves, are not knowledgeable about books that appeal to their students. Teachers, then, should be familiar with the books on the supplementary reading list as well as with other suitable books and should insure that these books be made easily available to the students. Classroom displays of these books would be helpful in creating interest on the

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<sup>9</sup> See Appendices I and J, pp. 148-157.

part of the students. Perhaps interest could also be aroused if there were occasional readings by students or teachers from selected books. Students could, in addition to giving oral readings, be encouraged to share with the class books they have read.

4. To what extent are school and classroom libraries meeting the reading interests of junior high school students?

Only slightly more than half the students in this sample are able to find books of interest to them in either the classroom or school library<sup>10</sup>. This suggests that either too few books are maintained in the schools or that those that are, are of little interest to the students in junior high school. It appears from this study that students at this age level are interested in reading but have difficulty finding books that meet their interests. In addition to the lack of interesting reading material, the students reported difficulty in finding time to read because of the interference of outside activities and the demands of school and home assignments.

Time for leisure reading appears to be provided for in some schools but not in others. In schools where periods are scheduled for reading, students reported having either a library period or a reading period in the classroom. It is interesting to note that one hundred percent of the students

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<sup>10</sup> See Tables 6 and 7, Chapter IV, pp. 45-46.

in Board A reported at least one reading period per week and that these same students reported less difficulty than students in the other boards in finding interesting books. This may suggest that students who are given time to browse among books and to read are more likely to find books they want to read.

5. To what extent do television and movies influence reading choices?

Although students indicated that the time spent watching television interfered with their reading, both television and movies appear to influence their reading choices. Both sexes agreed that movies and television were the second most important factor in influencing their choice of books. This may be related to the fact that those books are in the realm of students' interests or that those books are readily available in paperbacks on bookstands and in book clubs for adolescents. Since students spend so much time viewing television and follow up with reading books, perhaps there are means to exploit this interest in moving students up the ladder of appreciation.

Recommendations

The following recommendations are based on the preceding questions, answers and implications.

1. There is clear evidence that most schools lack books of interest to junior high school students. It is

recommended that schools seek means to furnish their libraries and classrooms with more books. Students' expressed interests, as well as the teachers' and librarians' knowledge of books and adolescents, should be an important consideration in choosing the books.

2. Since the title of the book is the biggest factor in determining book choices, books should be clearly and interestingly displayed in a place where all students will be exposed to them.

3. Lack of time is the greatest deterrent to leisure reading and few schools are providing reading periods during the school week. It is recommended that in scheduling subject periods, attention be given to providing set times for leisure reading.

4. Few students have good library habits. For this reason it is recommended that students be given formal instruction in library use as well as time and opportunity to implement these skills.

5. Few students are familiar with the titles on the supplementary reading list or are particularly interested in the ones they are familiar with. It is, therefore, recommended that this list be revised and that the students' interests be considered in the revision. Perhaps students are not familiar with the prescribed books because they are either unavailable in the schools or are not easily accessible to the students. It is, therefore, recommended that teachers, through in-service workshops, be made aware of the books on

the list and how to acquire them for their classes. As well, teachers should be familiar with all the books so that they may be able to share them with the students. Class time should be set aside for the presentation of these books by either the teacher or the students. Classroom and library displays, oral readings and book reports, as well as other appropriate related activities, could be beneficial in introducing these books to the students.

6. Sex is the dominant factor in reading interests. More girls than boys are able to find suitable books in their school. Therefore, it is recommended that the books chosen for the schools and the supplementary reading list be balanced so that they will appeal to both sexes.

7. Teachers in this study had little influence on the reading choices of students. This may be because not all teachers are knowledgeable about books which are of interest to this age group. It is, therefore, recommended that teachers include a course in adolescent literature in their program of studies. Teachers who have already completed their formal training should be provided with an opportunity to increase their awareness of suitable books. Such opportunities may be provided through in-service sessions sponsored by individual schools or by School Boards.



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APPENDIX A

Books Read by Boys

Books Read by Boys

Titles are arranged under each initial letter with frequencies of more than one indicated in the parentheses at the right. An asterisk in front of a title indicates that the book was read by both sexes.

Able Team  
 All About Dogs  
 Ancient Greece  
 \*Are You There God? It's Me, Margaret  
 Banner in the Sky  
 Basketball Tips for Juniors  
 Big Ben  
 \*Black Beauty  
 Bladerunner  
 Black Stallion, The (2)  
 Book of Dogs, The  
 Brainstorm  
 Burn Out (9)  
 Call of the Wild, The (4)  
 Careers for Artists  
 Cars  
 Changeling, The  
 Charlotte's Web  
 Cheap Detective, The  
 \*Christina's World

Circus  
Clue of the Screeching Owl, The  
Colorado Kill Zone  
Complete Beginner's Guide to Motorcycling, The  
Condor Man  
Copper Sunrise  
Corvette Summer  
Count of Monte Cristo, The  
Count on the Saint  
Deadwood City  
Death on the Ice (2)  
Death Mate (3)  
Death Trap  
Death Valley  
\*Deathwatch  
Devil and Max Devlin, The  
Devil's Hill, The  
Dirt Bikes  
Disappearing Floor, The  
Eagle, The  
Empire Strikes Back, The  
Enormous Egg, The  
Escape by North  
\*E.T. - The Extra-Terrestrial  
Executioner, The  
Far from Shore

Ferguson Rifle, The  
Fighting Five, The  
Fight for the Skies  
Freaky Friday  
\*Friday the 13th  
Gang Wars  
Going Home  
Goodnight Mr. Tom  
Grand Prix  
Great Escape, The (2)  
Great Hockey Legends  
Great Gretzky, The (2)  
Grizzly, The (4)  
Guinness Book of World Records  
\*Halloween  
\*Heidi  
Helicopter  
Herbie Goes to Monte Carlo  
Herbie, the Love Bug  
Hexes, Curses and Spells  
Hobbit, The (2)  
Hockey's Great Rivalries  
Hockey's Hotshots  
Hockey Night in Canada  
Hold Fast  
Hot Cars (4)



Hot Shot  
 House That Sailed Away, The  
 How Artists Work  
 How Beavers Live  
 Howling, The  
 How to Pick Up Girls  
 I Died Here  
 In Her Majesty's Secret Service  
 \*I Know What You Did Last Summer  
 \*Island of the Blue Dolphins (5)  
 Jacob Two-Two Meets the Hooded Fang  
 \*Jaws (3)  
 Johnny Tall Dog  
 Joni (9)  
 \*Journey Home, The  
 Kavik the Wolf Dog  
 Knight of the Cart  
 Kung Fu  
 Last Battle, The  
 Last Warpath, The  
 Learning to Swim  
 Leman's Race  
 Lone Boy, The  
 Lord of the Rings (3)  
 Lost for Six Days  
 Luke Baldwin's Vow (2)

5

Man in the Cage  
 Man with the Tatoo, The  
 Marco Polo  
 Midnight Runner  
 Mini Bike Hero  
 Miracle Worker, The  
 Missing Chums, The  
 \*My Bodyguard  
 \*My Side of the Mountain  
 Mystery of the Chinese Junk, The  
 \*Night of Fire and Blood  
 Nine Strange Stories  
 \*Old Yeller (4)  
 On the Right Track  
 One Hundred Years of C.F.L. Football  
 Openings  
 \*Otter 3-2 Calling (3)  
 \*Outsiders, The (15)  
 Raiders of the Lost Ark (2)  
 Red Pony, The  
 Return of the Jedi, The (2)  
 Ripley's Believe It or Not  
 Robin Hood  
 \*Rumble Fish (2)  
 Run for Your Life  
 Run Indian Run  
 Runaway Ralph

\*Sawtooth Harbour Boy

(7)

Secret of Skull Mountain, The

Secret of Spiral Bridge, The

\*Secret Spy, The

Shore Road Mystery, The

Silver Chair, The

Silver Wolf

Sinbad the Sailor

Six Million Dollar Man, The

Sky Hooks

Slasher, The

Something for Joey

Spectator's Guide to Football, A

Spies of the Revolution

Spy Who Loved Me, The

Star Trek

Star Wars

Stars, Space and UFOs

Stock Car Racing U.S.A.

Strange Companions

Stranger Came Ashore, A

Superman

\*That Was Then, This Is Now

Three Musketeers, The

Tower Treasure, The

Treasure Island

° Trixie Belden Series

Truth about Life on Other Planets, The

Truth about Monsters, The

Tuscany Terror

20,000 Leagues under the Sea

(2)

Waltons, The

Warships 1860-1960

Wet Fire

When Hitler Stole Pink Rabbit

White Fang

Who Is Bugs Potter?

World War I

World War II

(2)

U.F.O.s

(2)

\*Underground to Canada

(4)

\*Very Far Away from Anywhere Else

\*Village of Vampires

(2)

APPENDIX B.

Books Read by Girls

Books Read by Girls

Titles are arranged under each initial letter with frequencies of more than one indicated in the parentheses at the right.

An asterisk in front of a title indicates that the book was read by both sexes..

Andrea

And This Is Laura

Angie

A Promise to Come

April Love Story

\*Are You There God? It's Me, Margaret (22)

A Touch of Love

Beach Death

Beach House

Bedknobs and Broomsticks

Be My Valentine

Best Friends, The

Biggest Riddle Book in the World

\*Black Beauty

Black Stallion Revolts, The

Blind Sunday

Blubber (3)

Boy Called Hopeless, A

Can You Sue Your Parents for Malpractice? (2)

California Girl  
Calling, The  
Cat Ate My Gynsuit, The  
\*Christina's World (2)  
Christy's Choice (2)  
Class Pictures  
Crash and the Cannibals, The  
Dare to Love (3)  
Dear Lola: Or How to Build Your Own Family A Tale  
Deadline at Spook Cabin  
Death Angel  
Deathwatch  
Deenie (2)  
Diary of Trilby Frost  
Dog Named Wolf, A  
Dream Lover  
Dreams Can Come True (2)  
Dream Pirate  
Easiest Way, The  
Emmie Keeps a Promise  
Encyclopedia Brown  
Eric  
E.T. - The Extra Terrestrial (3)  
Exorcist, The  
Experiments in Love  
Fifteen Love

First Act, The  
 First Love  
 Forever (3)  
 For the Love of Ann  
 \*Friday the 13th  
 Friends for Life  
 From the Mixed-Up Files of Mrs. Basil F. Frankweiler  
 Funny Girl Like Me, A  
 Get A Little Lost, Tia  
 Ghost of Graydon Plate, The  
 Gift of Magic, A  
 Go Boy! A Lifetime behind Bars  
 Golden Girl  
 \*Halloween  
 Haunted  
 Haunted Showboat, The  
 \*Heidi  
 Helen Keller (3)  
 House on the Cliff, The  
 Iggy's House  
 I Know What You Did Last Summer  
 \*I Love You, Stupid  
 In My Sister's Shadow  
 International Velvet  
 \*Island of the Blue Dolphins (6)  
 It's Love



It's Not the End of the World

Jane Eyre

\*Jaws

\*Journey Home, The

Jungle Jenny

Just Friends

Just Sixteen

Kathleen, Please Come to Me

Kid Brother

Kiss and Tell

Kiss for Tomorrow, A

Knight to Remember, A (2)

Lassie

Last Summer

Lesson in Love (2)

Library of Horses, The

Light Keepers, The

Lisa

Little House on the Prairie

Little Princess

Little Sister

Lost in the Barrens

Love Song for Becky

Love - Tangle of Roots

Love You? Hate You? I Just Don't Know

Me and Mr. Stenner

Me and My Mona Lisa Smile  
 Mommie Dearest  
 Moonraker's Bride  
 \*My Bodyguard (2)  
 \*My Side of the Mountain  
 Mystery of the Unsolved Cases, The  
 Mystery of Lilac Inn  
 Mystery of Terror Castle  
 \*Night of Fire and Blood  
 Night Wind, The  
 Nikki  
 Ninety-eight Pound Duckling, The  
 \*Old Yeller (2)  
 One Kind of Love  
 One on One  
 Otherwise Known as Sheila the Great (2)  
 \*Otter 3-2 Calling  
 \*Outsiders, The (30)  
 Red Room Riddle, The  
 \*Rumble Fish  
 Runaway, The  
 Sacha  
 Sam and Me (2)  
 Saturday Night Date (2)  
 \*Sawtooth Harbour Boy  
 Sealed with a Kiss

Second Star to the Right  
 Secrets  
 Secret Identity  
 \*Secret Spy, The  
 Secret Summer of L.E.B., The  
 Seventeenth Summer  
 Sing Down the Moon  
 Sixteen Can Be Sweet  
 Son of Black Stallion  
 Sooner or Later  
 Sounder  
 Starring Sally F. Freedman as Herself  
 Stay Sweet Love  
 Story of Annie, The  
 Summer of Fear  
 Summer of the Sky-Blue Bikini  
 Superfudge (3)  
 Swiss Family Robinson  
 Swarm, The  
 Sylvia  
 Tales of a Fourth Grade Nothing  
 Tex (4)  
 \*That Was Then, This Is Now (3)  
 These Happy Golden Years  
 Three Desparate Days  
 Three Mile House, The

Tiger Eyes	(25)
Time Trap	
To Kill a Mockingbird	
Too Much in Love	(3)
Too Young for Love	(2)
Wait for Marcy	
Waiting Games	(2)
Warriors, The	
We Belong Together	(2)
When September Returns	
Who Cares about Karen	
Why Did You Leave Me?	
Winter Love	
Witch of Blackbird Pond, The	
Wolf Run	
Wrong Boy, The	
Underground to Canada	(2)
*Village of Vampires	
*Very Far Away from Anywhere Else	
Vision, The	
You and Me	(2)

APPENDIX C

Boys' Favourite Books

Boys' Favourite Books

Titles are arranged under each initial letter with frequencies of more than one indicated in the parentheses at the right. An asterisk in front of a title indicates that the book was read by both sexes.

Amateur, The	
Amityville Horror, The	
Baja 500	
Blackbriar	
*Black Stallion, The	(2)
Bladerunner	
Boxcar Children, The	
Burn Out	(3)
Call of the Wild, The	
*Charlie and the Chocolate Factory	(2)
*Charlotte's Web	(3)
*Christina's World	
Count on the Saint	
Death on the Ice	
*Deathwatch	(2)
Devil's Hill, The	
Doomsday Disciple	
Double Identity	
Dragon Slayer	
Duck Feet	

Eagle, The  
Enormous Egg, The  
\*E.T. - The Extra-Terrestrial (4)  
Fight for the Skies  
Fighting Five, The  
Flight of the White Wolf  
Forty Days Lost  
\*Friday the 13th  
Great Escape, The  
Great Hockey Legends  
Grizzly, The (2)  
\*Halloween  
Herbie, the Love Bug  
\*Hobbit, The  
Hockey's Hotshots  
Hot Car  
How Artists Work  
\*Island of the Blue Dolphins (4)  
Joni  
\*Journey Home, The (7)  
Kavik the Wolf Dog  
Lassie Come Home  
Last Warpath, The  
Life and Career of Marylynn Chambers  
Little Max  
Little Red Bicycle

Lord of the Rings (2)  
Magician's Nephew, The  
Man with the Tatoo  
Man in a Cage, The  
Mini Bike Hero (2)  
Mini Bike Rider  
Missing Chums, The  
My Bodyguard  
\*Old Yeller (4)  
On Top of the Mountain  
\*Otter 3-2 Calling (2)  
Our Man Weston  
\*Outsiders, The (11)  
Planet of the Apes  
Poltergeist  
Poltergeist of Jason Money  
Robinson Crusoe  
Runaway Ralph  
Run for Your Life  
Rumble Fish  
\*Sawtooth Harbour Boy  
Secret of Pirate's Hall, The  
Secret Spy, The  
Silver Wolf  
Six Million Dollar Man, The  
Snowball Express



Spies of the Revolution

Strange Companions

Superman

(2)

Tales to Tremble by

Three Musketeers, The

Time Trap

Tom Sawyer

Towering Inferno, The

Treasure Island

Truth about Monsters, The

Tuscany Terror

T.V. and Me, The

20,000 Leagues under the Sea

(2)

U.F.O.

Underground Passage, The

(2)

Underground to Canada

(4)

\*Village of Vampires

Vision, The

Warships of World War II

Wasn't the Future Wonderful?

World War II

APPENDIX D

Girls' Favourite Books

Girls' Favourite Books

Titles are arranged under each initial letter with frequencies of more than one indicated in the parentheses at the right. An asterisk in front of a title indicates that the book was read by both sexes.

Ain't Looking  
 Alive  
 April Love Story  
 Are You There God? It's Me, Margaret (17)  
 Beach House  
 Beautiful Girl  
 Biggest Riddle Book in the World  
 Black Beauty  
 \*Black Stallion, The (3)  
 Blubber (2)  
 \*Charlie and the Chocolate Factory  
 \*Charlotte's Web (2)  
 \*Christina's World (2)  
 Christy's Choice  
 Crash and the Cannibals, The  
 Deadline at Spook Cabin  
 Dear Lola: Or How to Build Your Own Family: A Tale  
 \*Deathwatch  
 Deenie (2)  
 Dog Named Wolf, A

Don't Hurt Laura  
Dream Lover  
Easiest Way, The  
Eric (2)  
\*E.T. - The Extra-Terrestrial (2)  
First Love  
Forever (7)  
Freaky Friday  
\*Friday the 13th  
Friends for Life  
From the Mixed-Up Files of Mrs. Basil F. Frankweiler  
Get a Little Lost, Tia  
Ghost of Wendy Hill, The  
Gift of Magic, A  
\*Halloween  
Haunted House  
Heidi  
\*Hobbit, The  
Iggie's House  
\*Island of the Blue Dolphins (3)  
It's Not the End of the World  
I've Missed a Sunset or Three  
Johnny Tall Dog  
\*Journey Home  
Kiss for Tomorrow, A  
Lesson in Love

Little Sister

Lost in the Barrens

Love Song for Becky

Love - Tangle of Roots

Molly's Christmas Present

Mommie Dearest

My Side of the Mountain

Night Wind, The

\*Old Yeller

\*Otter 3-2 Calling

\*Outsiders, The

(23)

Phillip Hall Likes Me, I Reckon Maybe

Sacha

Sam and Me

\*Sawtooth Harbour Boy

(2)

Second Star to the Right

Otherwise Known as Sheila the Great

Starry Sally J. Freedman as Herself

Summer of Fear

Summer of the Sky-Blue Bikini

Summer to Remember, A

Swarm, The

Swiss Family Robinson, The

Sylvia

Tales of a 5th Grade Nothing

(2)

Ten Summer Boy

Tiger Eyes

(9)

That Was Then, This Is Now

Toby Lived Here

Very Far Away from Anyone Else

\*Village of Vampires

Waiting Games

(3)

We Belong Together

Your Secret Admirer

**APPENDIX E**

**Books Recommended by Boys**

Books Recommended by Boys

Titles are arranged under each initial letter with frequencies of more than one indicated in the parentheses at the right. An asterisk in front of a title indicates that the book was recommended by both sexes.

Beware the Fish	
Big Ben	
Big Red	
*Black Stallion, The	(2)
Blue Thunder	(2)
Brains and Books	
Brainstorm	
Burn Out	(3)
Bushes and Bears	
Chancy	
Cheap Detective, The	
Connecticut Yankee in King Arthur's Court, A	
Death on the Ice	
Empire Strikes Back, The	
Enter the Ninja	
*E.T. - The Extra-Terrestrial	(2)
Far from Shore	
Flight of the White Wolf	
*Forever	
*Friday the 13th	



Great Names in Sports  
Guardian, The  
Heaven Can Wait  
Hobbit, The  
Hold Fast  
Hot Cars (3)  
How to Train Your Dog  
Iceblink  
Incredible Journey, The  
Joey  
Journey Home, The (2)  
King Arthur and His Knights of the Round Table  
Last of the Mohicans, The  
Last Warpath, The  
Life in the Stars  
Lord of the Rings  
Lost Island, The  
Marco Polo  
\*My Side of the Mountain (2)  
Mystery of Lost Lake, The  
Never Cry Wolf  
Old Yeller (3)  
Openings  
Otter 3-2 Calling  
\*Outsiders, The (8)  
Paul Bunyan Swings His Axe

Planet of the Apes	
*Poltergeist	(2)
Porky's	
Raider's of the Lost Ark	(2)
Ripley's Believe It or Not	(2)
*Roots	
Run for Your Life	
*Sawtooth Harbour Boy	(2)
School Is a Drag	
Shark Lady	
Silver Wolf	
Startrek	(2)
*Star Wars	(4)
Superman	(2)
*That Was Then, This Is Now	(2)
Treasure Island	
Two Thousand Pound Goldfish, The	
War of the Worlds, The	

APPENDIX F

Books Recommended by Girls

Books Recommended by Girls

Titles are arranged under each initial letter with frequencies of more than one indicated in the parentheses at the right. An asterisk in front of a title indicates that the book was recommended by both sexes.

Alien Music, An  
 And Other Sweet Dreams  
 Are You There God? It's Me, Margaret (14)  
 Beautiful Girl  
 \*Black Stallion, The  
 Black Stallion Challenged, The  
 Blood Thirsty  
 Blubber (2)  
 Call of the Wild, The (2)  
 Can You Sue Your Parents for Malpractice?  
 Charlotte's Web (2)  
 Christy's Choice  
 Class Pictures  
 Dance with Me  
 Dear Lola: Or How to Build Your Own Family: A Tale  
 Deenie (3)  
 Did You Hear What Happened to Andrea?  
 Dragon Children, The  
 Dreams Can Come True  
 Eric

*E.T. - The Extraterrestrial	(6)
First Blood	(2)
*Forever	(12)
*Friday the 13th	
Gentle Ben	
Ghost Lover	
Gypsy from Nowhere	
Heidi	
Helen Keller	
Highway to Valour	
Honey of a Chimp, A	
Iggie's House	(2)
I Know What You Did Last Summer	
Island of the Blue Dolphins	
It's Not the End of the World	(2)
Johnny Tall Dog	
Just You and Me	
Kiss Daddy Good-Bye	
Lesson in Love	
Lisa	
Little Sister	
Long Distance Love	
Love Story	
Man of Summer	
Man O'War	
Me and My Mona Lisa Smile	(2)

Meatballs  
 Moonraker's Bride  
 My Bodyguard  
 My Brother Is Special  
 My Darling, My Hamburger  
 \*My Side of the Mountain  
 National Velvet  
 Night Wind, The  
 \*Outsiders, The (14)  
 Pinballs (2)  
 \*Poltergeist (3)  
 P.S. I Love You  
 Red Room Riddle, The  
 Rocky  
 \*Roots  
 Rumble Fish  
 Sam and Me  
 \*Sawtooth Harbour Boy  
 Second Springtime, A  
 Second Star to the Right  
 Secret Garden, The  
 Shining, The  
 Skeezer  
 Squirmy  
 Starring Sally J. Freedman as Herself  
 \*Star Wars

Summer Illusion, A	
Summer Is Over, The	
Superfudge	(5)
Sweet Dreams	
Sweet Sixteen	
Sylvia	(2)
Teen Angels	
Tex	
*That Was Then, This Is Now	(4)
Thoroughbred, The	
Tiger Eyes	(7)
Time to Love, a Time to Mourn, A	
Toby Lived Here	
Too Much in Love	(2)
Too Young for Love	(2)
Up from Nowhere	(2)
Warriors, The	(2)
We Belong Together	(2)
You and Me	(2)
Zapped	

APPENDIX G

Books Read by Boys Because They Saw  
The Movie or T.V. Show



Books Read by Boys Because They Saw The Movie or T.V. Show

Titles are arranged under each initial letter with frequencies of more than one indicated in the parentheses at the right. An asterisk in front of a title indicates that the book was read by both sexes.

All About Emily

Amateur, The

Amityville Horror, The

Ann of Green Gables

Apple Dumpling Gang, The

A-Team, The

Benji

Black Beauty

\*Black Stallion, The

(3)

Bladerunner

(2)

Blue Thunder

Bridge over The River Kwai

Buck Rogers in the 25th Century

Call It Courage

Cat from Outer Space, The

\*Champ, The

Changeling, The

C.H.O.M.P.S.

Clash of the Titans

\*Close Encounters of the Third Kind

Damien: The Omen II  
\*Dark Crystal, The  
Death on the Ice  
\*Empire Strikes Back, The (7)  
\*E.T. - The Extra-Terrestrial (16)  
Exorcist, The (2)  
Fighting Back  
Firefox  
Fog  
Force Ten from Navarone  
\*Freaky Friday (2)  
\*Friday the 13th (3)  
\*Grease (2)  
Grizzly, The  
Guns of Navarone, The  
\*Halloween (3)  
\*Heidi  
Herbie Goes Bananas  
Herbie Goes to Monte Carlo  
\*Herbie, the Love Bug (8)  
Island of the Blue Dolphins (2)  
\*Jaws (10)  
Joey  
Killing Mr. Griffin.  
King Kong  
Man with the Golden Gun

Marco Polo	
*Mommie Dearest	
*My Bodyguard	(2)
*My Side of the Mountain	
*Oh Heavenly Dog	(2)
*Old Yeller	(6)
On the Right Track	(4)
Orca	(3)
*Outsiders, The	(8)
Pippi Longstocking	
*Poltergeist	(3)
*Porky's	(4)
*Return of the Jedi	(8)
*Rocky	
*Roots	(4)
Six Million Dollar Man, The	
Stripes	(3)
Star Trek	(3)
*Star Wars	(19)
*Superman	(2)
Swarm, The	
Taps	
*Tex	
*Thornbirds, The	
Tom Sawyer	
Towering Inferno	

Treasure Island

(3)

\*Warriors, The

Watcher in the Woods

Witch, the Lion, and the Wardrobe, The

\*World's Greatest Athlete

APPENDIX H

Books Read by Girls Because They Saw  
The Movie or T.V. Show

Books Read by Girls Because They Saw The Movie or T.V. Show

Titles are arranged under each initial letter with frequencies of more than one indicated in the parentheses at the right. An asterisk in front of a title indicates that the book was read by both sexes.

And This Is Laura	
Annie	(6)
*Benji	
*Black Stallion, The	(2)
Blind Sunday	(2)
Carrie	
Cattle Annie and the Little Butches	
*Champ, The	(2)
Charlie and the Chocolate Factory	(2)
Charlotte's Web	
Christmas Story, A	
*Close Encounters of the Third Kind	
*Dark Crystal, The	(4)
*Empire Strikes Back, The	
Endless Love	(3)
*E.T. - The Extra-Terrestrial	(21)
*Fame	(2)
Famous Five, The	(3)
First Blood	(2)
Flight into Danger	

For the Love of Benji	
*Freaky Friday	(2)
*Friday the 13th	
Ghandi	
Gift for Joey, A	
Gift to Last, A	
Going Ape	
Greatest American Hero	
*Grease	(12)
*Halloween	(4)
Happy Days	(2)
*Heidi	
Helen Keller	(2)
Herbie Goes Bananas	(2)
*Herbie, the Love Bug	
Ice Castles	(3)
Incident at Hawk's Hill	
Incredible Journey, The	
Incredible Shrinking Woman, The	
*Jaws	(5)
Jerk, The	
Joni	(2)
Kramer vs. Kramer	
Lassie	
Lassie Comé Home	
Little House on the Prairie	(2)
Meatballs	(3)

*Mommie Dearest	(2)
*My Bodyguard	(6)
My Brother Is Special	
*My Side of the Mountain	
Night in Heaven, A	
Nine to Five	
Officer and a Gentleman, An	
*Oh Heavenly Dog	
*Old Yeller	(10)
*Outsiders, The	(36)
Parent Trap, The	
*Poltergeist	(4)
*Porky's	(3)
Raiders of the Lost Ark	(2)
Red Badge of Courage, The	(2)
*Return of the Jedi	
*Rocky	
*Roots	(3)
Rose, The	
Salem's Lot	
Sea Creature, The	
Separate Peace, A	
Shaggy D.A., The	
Sometimes I Don't Love My Mother	(2)
Sooner or Later	(2)
*Star Wars	
*Superman	(2)



**\*Tex**

(6)

That's Incredible

That Was Then, This Is Now

**\*Thornbirds, The**

(2)

Tucker's Countryside

20,000 Leagues under the Sea

(2)

**\*Warriors, The**

We Interrupt This Semester for an Important Bulletin

Who Has Seen the Wind?

Winter Love

**\*World's Greatest Athlete**

APPENDIX I

Boys' Responses to the Supplementary  
Reading List from the Department  
of Education

Appendix I

Boys' Responses: Books listed according to frequency of "Have Read".

Total number of boys = 169

(Books are listed from those most read to those least read)

Section B (Questionnaire)

After each of the following titles check the appropriate box (Have read, Have not read but am familiar with title, Am not familiar with title). If you have read the book and have checked the have read box, check one of the following boxes: interesting, not interesting, neutral.

Title	Have read	Have not read but am familiar with title	Am not familiar with title	Interesting	Not interesting	Neutral	No Response
1. Old Yeller	95	51	17	73	13	9	6
2. The Outsiders	83	57	24	68	9	6	5
3. Island of the Blue Dolphins	65	53	45	50	5	10	6
4. 20,000 Leagues Under the Sea	53	54	57	51	1	1	5
5. The Call of the Wild	47	65	46	39	2	6	11
6. The Grizzly	43	46	70	35	4	4	10
7. Hot Cars	43	35	82	32	5	6	9
8. Burn Out	47	32	85	36	2	9	5
9. Deathwatch	39	47	73	37	2	0	10

Section B (continued)

Title	Have read	Have not read but am familiar with title	Am not familiar with title	Interesting	Not Interesting	Neutral	No Response
10. Big Red	36	63	60	26	5	5	10
11. Silver Wolf	34	44	82	26	2	6	9
12. Otter 3-2 Calling	30	27	104	26	2	2	8
13. The Changeling	27	40	90	26	1	0	12
14. Lost in the Barrens	23	54	76	30	1	2	16
15. A Stranger Came Ashore	22	28	110	13	7	2	9
16. Luke Balwin's Vow	20	36	106	9	6	5	7
17. Sawtooth Harbour Boy	18	21	124	15	0	3	6
18. The War of the Worlds	18	36	109	17	1	0	6
19. That Was Then, This is Now	17	26	120	14	0	3	6
20. Skeezer	17	40	101	13	4	0	11
21. The Silver Sword	15	47	100	13	1	1	7
22. Caribou Runaway	13	22	127	9	2	2	7

Section B (continued)

Title	Have read	Have not read but am familiar with title	Am not familiar with title	Interesting	Not Interesting	Neutral	No Response
23. I am David	13	32	107	9	1	3	17
24. Million Dollar Duck	13	40	112	7	4	2	4
25. Banner in the Sky	13	55	87	7	2	4	14
26. Deadline at Spook Cabin	12	20	130	10	1	1	7
27. Copper Sunrise	12	35	113	10	2	0	9
28. The Incredible Journey	11	38	109	10	0	1	11
29. From the Mixed-Up Files of Mrs. Basil F. Frankweiler	11	15	135	6	2	3	8
30. Hot Red	10	30	120	6	0	4	9
31. The Black Joke	10	36	116	9	1	0	7
32. The Weird Witch's Spell	9	39	119	5	2	2	8
33. The Thin Grey Man	9	29	118	5	3	1	13
34. Karen	8	42	110	4	3	1	9
35. A Wrinkle in Time	8	30	120	5	2	1	11
36. The Rocky Mountain Monster	8	30	126	8	0	0	5

## Section B (continued)

Title	Have read	Have not read but am familiar with title	Am not familiar with title	Interesting	Not Interesting	Neutral	No Response
37. Clarence the T.V. Dog	8	33	122	6	1	1	6
38. Sam and Me	7	34	121	4	2	1	7
39. Shadow of a Bull	6	27	120	4	2	0	16
40. The Wolf Pack	6	27	127	1	1	4	9
41. Our Exploits at West Point	6	24	130	4	1	1	9
42. Anne's House of Dreams	6	20	135	1	4	1	8
43. Puck Hog	6	22	137	3	2	1	4
44. The Witch of Blackbird Pond	6	34	119	2	3	1	10
45. From Anna	6	21	136	1	4	1	6
46. Singled Out	4	23	140	2	0	2	2
47. Quest of the Golden Garnet	4	27	131	3	1	0	7
48. Nkwala	3	18	143	0	3	0	5
49. Masters of Ravenspur	2	25	123	0	2	0	19
50. Bushes and Bears	2	18	140	1	1	0	9
51. Iceblink	2	29	132	2	0	0	6
52. Seventeenth Summer	2	45	112	1	1	0	10
53. Hombre	1	22	142	0	0	1	4

APPENDIX J

Girls' Responses to the Supplementary  
Reading List from the Department  
of Education

Appendix J

Girls' Responses: Books listed according to frequency of "Have Read".  
Total number of girls = 154

Section B (Questionnaire)

After each of the following titles check the appropriate box (Have read, Have not read but am familiar with title, Am not familiar with title). If you have read the book and have checked the have read box, check one of the following boxes: interesting, not interesting, neutral.

Title	Have read	Have not read but am familiar with title	Am not familiar with title	Interesting	Not interesting	Neutral	No Response
1. The Outsiders	87	38	16	80	5	2	13
2. Island of the Blue Dolphins	86	44	16	75	2	9	8
3. Old Yeller	70	52	26	57	6	7	6
4. Million Dollar Duck	41	41	57	29	6	6	15
5. 20,000 Leagues Under the Sea	39	48	54	27	6	6	13
6. Seventeenth Summer	37	44	65	34	1	2	8
7. That Was Then, This is Now	32	36	68	30	2	0	18
8. The Changeling	30	44	67	29	1	0	13
9. Clarence the T.V. Dog	25	31	80	18	2	5	18



## Section B (continued)

Title	Have read	Have not read but am familiar with title	Am not familiar with title	Interesting	Not Interesting	Neutral	No Response
10. Call of the Wild	24	58	56	17	4	3	16
11. Lost in the Barrens	22	51	67	15	4	3	14
12. Karen	22	58	60	20	0	2	14
13. The Grizzly	22	44	80	13	1	8	8
14. Sam and Me	22	37	83	19	3	0	12
15. Skeezer	22	27	94	16	4	2	11
16. Burn Out	21	36	91	18	1	2	6
17. Big Red	20	45	73	10	2	8	14
18. Sawtooth Harbour Boy	19	12	113	18	0	1	10
19. Deadline at Spook Cabin	19	12	110	16	0	3	13
20. The Witch of Blackbird Pond	19	29	92	16	1	2	14
21. Deathwatch	18	43	78	11	4	3	15
22. A Stranger Came Ashore	15	23	101	11	4	0	15

## Section B (continued)

Title	Have read	Have not read but am familiar with title	Am not familiar with title	Interesting	Not Interesting	Neutral	No Response
23. Anne's House of Dreams	15	45	84	9	5	1	10
24. The Weird Witch's Spell	14	15	111	13	0	1	14
25. Luke Baldwin's Vow	14	23	101	6	4	4	16
26. From the Mixed-Up Files of Mrs. Basil F. Frankweiler	14	8	124	11	0	3	8
27. From Anna	13	34	95	12	1	0	12
28. The Incredible Journey	12	45	84	11	0	1	13
29. A Wrinkle in Time	12	31	95	8	0	4	16
30. Silver Wolf	11	42	89	6	2	3	12
31. Hot Cars	10	25	108	4	4	2	11
32. Banner in the Sky	8	31	100	5	1	2	15
33. The Rocky Mountain Monster	7	17	121	5	1	1	9
34. Cooper Sunrise	6	25	114	3	2	1	9
35. I am David	6	30	103	4	2	0	15
36. Singled Out	5	12	126	3	1	1	11

## Section B (continued)

Title	Have read	Have not read but am familiar with title	Am not familiar with title	Interesting	Not Interesting	Neutral	No Response
37. Hot Red	4	36	100	2	1	1	14
38. The Thin Grey Man	4	15	125	2	2	0	10
39. The Woof Pack	3	25	113	2	1	0	13
40. The Black Joke	3	25	112	2	0	1	14
41. The Silver Sword	3	29	108	2	1	0	14
42. Otter 3-2 Calling	3	17	121	3	0	0	13
43. The War of the Worlds	2	19	121	2	0	0	12
44. Puck Hog	2	10	129	1	0	1	13
45. Quest of the Golden Gannet	2	17	119	2	0	0	16
46. Hombre	1	4	140	0	1	0	9
47. Bushes and Bears	1	10	136	0	0	1	7
48. Iceblink	1	12	127	1	0	0	14
49. Masters of Ravenspur	1	8	131	0	1	0	14
50. Shadow of a Bull	1	7	132	1	0	0	14
51. Caribou Runaway	0	18	126	0	0	0	10
52. Nkwala	0	10	131	0	0	0	13
53. Our Exploits at West Point	0	25	116	0	0	0	13

APPENDIX K

Student Questionnaire

Leisure Reading Questionnaire  
for Students in  
Grade Seven and Eight.

Name of School \_\_\_\_\_

Number of Classrooms \_\_\_\_\_

Your Age \_\_\_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_

This questionnaire deals with your leisure reading interests and habits; it is not asking about reading you are required to do in connection with class assignments. Please answer every question as accurately as you can. So that it will be impossible to identify any individual's work, you are not asked to place your name anywhere on the questionnaire. You should feel free to give your own opinion frankly. Your answers are important and will help in research in education.

Section A

1. (a) Do you enjoy reading in your leisure time? Check (✓) one.

1. \_\_\_\_\_ Yes                      ✓ 2. \_\_\_\_\_ No

- (b) If you enjoy leisure reading what are the chief reasons? From the list below choose three, labelling them 1, 2, 3, in order of importance.

- (1) \_\_\_ teachers have encouraged me to read.  
 (2) \_\_\_ there is much reading in my home.  
 (3) \_\_\_ reading is my hobby.  
 (4) \_\_\_ I like to use my imagination.  
 (5) \_\_\_ I like to read for information.  
 (6) \_\_\_ I have formed the habit of getting books from the library.  
 (7) \_\_\_ I have a book collection of my own.  
 (8) \_\_\_ it is a quiet pastime.

2. Apart from the reading that you do for your school courses and assignments, what are your reading habits? Choose three, labelling them 1, 2, 3, in order of importance.

- (1) \_\_\_ at every opportunity  
(2) \_\_\_ in preference to other forms of recreation  
(3) \_\_\_ when I am required to read  
(4) \_\_\_ when there is nothing else to do  
(5) \_\_\_ often when I should be doing home assignments  
(6) \_\_\_ in my free time at school

3. (a) Do you find in your classroom any books you like to read in your leisure time? Check ( ) one.

(1) \_\_\_ Yes                      (2) \_\_\_ No

- (b) Do you find in your school library any books you like to read in your leisure time?

(1) \_\_\_ Yes                      (2) \_\_\_ No

4. About how many books have you read:

- (1) \_\_\_ in the last month?  
(2) \_\_\_ in the last four months?  
(3) \_\_\_ in the last year?

5. Name two of the books you have read and enjoyed within the last year.

- (1) \_\_\_\_\_  
(2) \_\_\_\_\_

6. Of all the books you have ever read, which one do you remember most?

\_\_\_\_\_

7. Non-fiction refers to writing that is factual. The setting, characters and events in non-fiction are real. Choose any of the following types of non-fictional books in which you are interested. Number them 1, 2, 3, etc. in order of your preference. (You are not asked to number them all. Number only those in which you are interested.)

- (1) \_\_\_ life stories of interesting people
- (2) \_\_\_ development and description of games and activities
- (3) \_\_\_ exploring new and strange lands
- (4) \_\_\_ inventions and scientific discoveries
- (5) \_\_\_ hobbies and handicrafts
- (6) \_\_\_ accounts of wars and conquest
- (7) \_\_\_ self-improvement, dress, manners, grooming
- (8) \_\_\_ nature books, the sea, animals, birds
- (9) \_\_\_ occupations and careers
- (10) \_\_\_ others. Please specify. \_\_\_\_\_

8. Fiction is imaginative writing. It refers to any story in which characters, setting, or events are imaginatively created. Choose any of the following types of fiction which you like to read in your leisure time. Number them 1, 2, 3, etc. in order of your preference. (Number only those you really like to read.)

- (1) \_\_\_ stories about real animals
- (2) \_\_\_ stories about animals that talk
- (3) \_\_\_ adventure stories about young people
- (4) \_\_\_ adventure stories about adults
- (5) \_\_\_ stories about life in the past
- (6) \_\_\_ love stories
- (7) \_\_\_ fantasy - stories of the strange and unusual

(#8 continued)

- (8)  mystery and detective stories
- (9)  science fiction, including space travel
- (10)  stories of careers or personal achievement
- (11)  sports stories
- (12)  travel stories
- (13)  humorous stories
- (14)  'western' stories, cowboys, pioneer days
- (15)  myths and legends
- (16)  others? Please specify. \_\_\_\_\_

9. Check (✓) any of the following which you occasionally choose to read (or would choose to read if they were available) in your leisure time.

- (1)  plays
- (2)  poetry
- (3)  short stories
- (4)  novels

10. (a) How often do you read newspapers? Check (✓) one.

- (1)  daily
- (2)  weekly
- (3)  occasionally but not regularly
- (4)  not at all

11. (a) How often do you read magazines? Check (✓) one.

- (1)  daily
- (2)  weekly
- (3)  occasionally but not regularly
- (4)  not at all



11. (b) What type of magazine do you like most? Choose three, numbering them 1, 2, 3, in order of preference. (If you read a magazine which does not seem to fit one of the listed types, name it in number 10.)

- (1) \_\_\_ hobbies and handicrafts
- (2) \_\_\_ news, current events
- (3) \_\_\_ movie life, film stars, Hollywood, etc.
- (4) \_\_\_ love
- (5) \_\_\_ science fiction, space travel
- (6) \_\_\_ nature, the out-of-doors, animals, birds, and the like
- (7) \_\_\_ teen magazines
- (8) \_\_\_ sport
- (9) \_\_\_ comics
- (10) \_\_\_ others. Please name. \_\_\_\_\_

(c) Choose any of the following magazines which you like to read. Number them 1, 2, 3, etc. in order of your preference. (You are not asked to number them all. Number only those which you read and enjoy.) If you read a magazine that is not listed, name it in number 13.

- (1) \_\_\_ Maclean's Magazine
- (2) \_\_\_ Miss Chatelaine
- (3) \_\_\_ National Geographic
- (4) \_\_\_ Newsweek
- (5) \_\_\_ Owl
- (6) \_\_\_ Popular Mechanics
- (7) \_\_\_ Popular Science
- (8) \_\_\_ Reader's Digest
- (9) \_\_\_ Seventeen

(#11c continued)

(10)  Sports Illustrated

(11)  Hot Rod

(12)  Time

(13)  Other. Please specify. \_\_\_\_\_

12. In each of the following groups check (✓) the type of reading material you prefer.

(1) fact ( ) or fiction ( )

(2) poetry ( ) or prose ( )

(3) plays ( ) or essays ( )

(4) newspapers ( ) or magazines ( )

13. When you are selecting a book to read in your leisure time, what helps you most in making your choice? Check (✓) up to three.

(1)  the title of the book

(2)  the teacher's or librarian's suggestion

(3)  the illustration on the cover

(4)  the number of pages

(5)  a friend's recommendation

(6)  readability - size of print, length of paragraphs, etc.

(7)  discussion of the book in class

(8)  authorship (the writer)

(9)  relation of book to work being done in school

(10)  influence of movie or television

(11)  others. Please specify. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. List the titles of two books you think should be available for leisure reading in your school.
- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
15. Name any two books you have read because you have seen the movies of them (or on T.V.).
- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
16. What are your three favourite T.V. programs?
- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
17. Do you think that you read \_\_\_\_\_ more books or \_\_\_\_\_ fewer books because of watching T.V.?
18. Do you have difficulty finding books to suit your interests? Check (✓) one.
- (1)  always
- (2)  often
- (3)  sometimes
- (4)  rarely
- (5)  never

19. (a) Is time set aside in your time-table for periods in which you can go to the library and do leisure reading? Check (✓) one.
- (1)  Yes
- (2)  No
- (b) If provision is made, how many periods a week are leisure reading periods in the library? \_\_\_\_\_
20. (a) Is there class time set aside for leisure reading in the classroom?
- (1)  Yes
- (2)  No
- (b) If there is class time set aside for leisure reading, how many periods a week? \_\_\_\_\_
21. If there is no time set aside for leisure reading (in the library or the classroom), do you think there should be?
- (1)  Yes
- (2)  No
22. (a) Do you enjoy discussing books you have read? Check (✓) one.
- (1)  Yes
- (2)  No
- (b) Is any class time set aside for discussing books you have read that you are not required to read? Check (✓) one.
- (1)  Yes
- (2)  No

23. (a) Are you ever required to write book reports on books you read on your own? Check (✓) one.

(1)  Yes

(2)  No

(b) Do you like to write book reports about books you have read? Check (✓) one.

(1)  always

(2)  sometimes

(3)  never

24. You may find it difficult to read as many books as you would like. If this is so, what are the reasons? From the list below choose five, numbering them 1, 2, 3, 4, 5, in order of importance. If other things (not listed) keep you from reading, name them in #12.

(1)  lack of suitable books at school

(2)  lack of reading skill

(3)  lack of suitable books at home

(4)  lack of public library facilities

(5)  lack of reading time because of hobbies

(6)  lack of reading time because of home duties

(7)  spare time is occupied with T.V. or movies

(8)  preference for magazines

(9)  preference for comic books

(10)  too much time spent travelling to and from school

(11)  lack of time because of homework assignments

(12)  others \_\_\_\_\_

25. What would help you most in your leisure reading? From the list below, choose five, numbering them 1, 2, 3, 4, 5, in order of importance.

- (1) \_\_\_ more teacher help in learning to understand books
- (2) \_\_\_ more class discussion of certain books
- (3) \_\_\_ more direction in choosing books
- (4) \_\_\_ more reading by teacher or student from favourite books
- (5) \_\_\_ more free time to spend in library
- (6) \_\_\_ more books available in classroom and/or school
- (7) \_\_\_ more direction and supervision in using the library
- (8) \_\_\_ more books of interest to me
- (9) \_\_\_ more required reading
- (10) \_\_\_ more talks by librarians, authors or other experts on books
- (11) \_\_\_ more oral reporting to the class on favourite books

Section B

After each of the following titles check the appropriate box (Have read, Have not read but am familiar with title, Am not familiar with title). If you have read the book and have checked the have read box, check one of the following boxes: interesting, not interesting, neutral.

Title	Have read	Have not read but am familiar with title	Am not familiar with title		Interesting	Not interesting	Neutral
1. The Incredible Journey							
2. Lost in the Barrens							
3. The Call of the Wild							
4. Karen							
5. Banner in the Sky							
6. Big Red							
7. Seventeenth Summer							
8. Old Yeller							
9. The Outsiders							
10. Masters of Ravenspur							
11. Shadow of a Bull							
12. A Wrinkle in Time							
13. Hot Red							
14. The Wolf Pack							
15. Our Exploits at West Point							

Section B (continued)

Title	Have read	Have not read but am familiar with title	Am not familiar with title	Interesting	Not Interesting	Neutral
16. I am David						
17. The Grizzly						
18. The Black Joke						
19. Iceblink						
20. Anne's House of Dreams						
21. Bushes and Bears						
22. Sam and Me						
23. The Silver Sword						
24. Nkwala						
25. The Rocky Mountain Monster						
26. Sawtooth Harbour Boy						
27. That was Then, This is Now						
28. Million Dollar Duck						
29. Clarence the T.V. Dog						
30. Hombre						
31. Deadline at Spook Cabin						
32. Singled Out						
33. Puck Hog						



Section B (continued)

Title	I have read	I have not read but am familiar with title	Am not familiar with title	Interesting	Not interesting	Neutral
34. The Witch of Blackbird Pond						
35. The Weird Witch's Spell						
36. Quest of the Golden Gannet						
37. Luke Baldwin's Vow						
38. Silver Wolf						
39. Caribou Runaway						
40. Otter 3-2 Calling /						
41. A Stranger Came Ashore						
42. From Anna						
43. Island of the Blue Dolphins						
44. 20,000 Leagues Under the Sea						
45. Deathwatch						
46. Copper Sunrise						
47. Hot Cars						
48. Skeezer						
49. The Thin Grey Man						
50. The Changeling						
51. Burn Out						
52. The War of the Worlds						
53. From the Mixed-up files of Mrs. Basil F. Frankweiler						



