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

CENTRE FOR NEWFOUNDLAND STUDIES

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LA THÈSE A ÉTÉ MICROFILMÉE TELLE QUE NOUS L'AVONS RECUE
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
Master of Education

Department of Curriculum and Instruction
Memorial University of Newfoundland

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St. John's Newfoundland
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.

As well, I am grateful for the assistance received from the participating schools and the Language Arts Co-ordinators who made this study possible.
# Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>THE NATURE OF THE STUDY</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Statement of the Problem</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Purpose of the Study</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Scope and Limitations of the Study</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Overview of the Study</td>
<td>8</td>
</tr>
<tr>
<td>II</td>
<td>REVIEW OF RELATED LITERATURE</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Establishment of Permanent Reading Habits as an Aim of a Literature Program</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The Importance of a Knowledge of Students' Interests in Reading</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>The Importance of Guidance in the Development of Reading Interests</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>28</td>
</tr>
<tr>
<td>III</td>
<td>THE DESIGN OF THE STUDY</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Choice of Grades</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>The Survey Instrument</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Pilot Study</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Sampling Procedure and Collection of Data</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Analysis of Data</td>
<td>34</td>
</tr>
<tr>
<td>Chapter</td>
<td>AN ANALYSIS OF STUDENT RESPONSES</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>IV</td>
<td>Introduction</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Discussion of Responses</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Students' Enjoyment of Leisure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Factors Contributing to the</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Enjoyment of Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Reading Habits of the</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Availability of Books</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>The Amount of Reading</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Books Students are Reading</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Books Recommended</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Interest in Non-Fiction</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Interest in Fiction</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Interest in Plays, Poetry, Short</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Stories and Novels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students' Reading Habits</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Concerning Newspapers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students' Reading Habits</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Concerning Magazines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice of Magazines</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Students' Preferences in</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Magazines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preferences in Certain Genres</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Factors Which Influence</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Students' Choices in Books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time Allotment for Reading</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Periods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Discussion of Books</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students' Interest in Television</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Influence of Television and Movies on Reading</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Supplementary Reading List</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Factors Which Hinder Leisure Reading</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Suggestions for Improvement</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMARY AND RECOMMENDATIONS</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Questions, Answers and Implications</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td>APPENDIX D</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>APPENDIX E</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>APPENDIX F</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>APPENDIX G</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>APPENDIX H</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>APPENDIX I</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>APPENDIX J</td>
<td>153</td>
<td></td>
</tr>
<tr>
<td>APPENDIX K</td>
<td>158</td>
<td></td>
</tr>
</tbody>
</table>
List of Tables

Table | Page
--- | ---
1. Number of Students in the Sample | 35
2. Age Distribution of the Subjects | 37
3. Students' Affirmative Responses to the Question: Do You Enjoy Reading in Your Leisure Time? | 39
4. Students' Responses to the Question: If You Enjoy Leisure Reading, What Are the Chief Reasons? | 41
5. Students' Responses to the Question: Apart from the Reading That You Do, for Your School Courses and Assignments, What Are Your Reading Habits? | 43
7. Students' Affirmative Responses to the Question: Do You Find in Your School Library Any Books You Like to Read in Your Leisure Time? | 46
8. Students' Responses to the Question: Do You Have Difficulty Finding Books to Suit Your Interests? | 47
9. Average Number of Books Read by Students in (a) 1 month, (b) 4 months, (c) 1 year | 49
10. Students' Interest in Non-Fiction | 54
11. Students' Interest in Fiction | 56
12. Students' Choices in Plays, Poetry, Short Stories and Novels | 58
13. Students' Responses to the Question: How Often Do You Read Newspapers? | 59
<table>
<thead>
<tr>
<th></th>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Students' Responses to the Question: How Often Do You Read Magazines?</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>Students' Preferences in Types of Magazines</td>
<td>62</td>
</tr>
<tr>
<td>16</td>
<td>Students' Preferences in Magazines</td>
<td>64</td>
</tr>
<tr>
<td>17</td>
<td>Students' Preferences in Types of Reading Material</td>
<td>66</td>
</tr>
<tr>
<td>18</td>
<td>Students' Responses to the Question: When You Are Selecting a Book to Read in Your Leisure Time, What Helps You Most in Your Choice?</td>
<td>68</td>
</tr>
<tr>
<td>19</td>
<td>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?</td>
<td>71</td>
</tr>
<tr>
<td>20</td>
<td>Students' Affirmative Responses to the Question: Is There Class Time Set Aside for Leisure Reading in the Classroom?</td>
<td>72</td>
</tr>
<tr>
<td>21</td>
<td>Students' Affirmative Responses to the Question: Do You Think Time Should Be Set Aside for Leisure Reading?</td>
<td>73</td>
</tr>
<tr>
<td>22</td>
<td>Students' Affirmative Responses to the Question: Do You Enjoy Discussing Books You Have Read?</td>
<td>74</td>
</tr>
<tr>
<td>23</td>
<td>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?</td>
<td>75</td>
</tr>
<tr>
<td>24</td>
<td>Students' Affirmative Responses to the Question: Are You Ever Required to Write Book Reports on Books You Read on Your Own?</td>
<td>77</td>
</tr>
<tr>
<td>25</td>
<td>Students' Responses to the Question: Do You Like to Write Book Reports on Books You Read on Your Own?</td>
<td>78</td>
</tr>
<tr>
<td>Table</td>
<td>Students' Responses to the Question: Do You Think That You Read More Books or Fewer Books Because of Watching T.V.?</td>
<td>Page</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>26</td>
<td>Students' Responses to the Question: What Would Help You Most in Your Leisure Reading?</td>
<td>86</td>
</tr>
<tr>
<td>27</td>
<td>Factors Which Hinder Leisure Reading</td>
<td>84</td>
</tr>
<tr>
<td>28</td>
<td>Students' Responses to the Question: Do You Think That You Read More Books or Fewer Books Because of Watching T.V.?</td>
<td>80</td>
</tr>
</tbody>
</table>
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.

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.

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.  

Carlsen 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.

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.

---


4 Ibid., p. 33.

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. 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

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.²

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

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". Almost half a century later the well-known researcher into the reading interests of children and young people, George Norvell, 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.

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". He claimed that an important cause of poor reading is lack of interest, since interest is the key to motivation.

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6 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. 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. 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.

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".

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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.\(^{11}\)

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.\(^{12}\)

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:


\(^{12}\)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 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.\(^{14}\) Crocker confirmed these conclusions and reported that "a substantial proportion of students are initial non-readers of books",\(^{15}\) with most of their reading confined to school related work.

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\(^{13}\) George Nørvell, *The Reading Interests of Young People*, pp. 172-173.


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.16

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." He went on to say that "motivation flows from interest. Without interest there is usually no will to do, no

16 Paul Witty and David Kopel, Reading and the Educatice Process, p. 203.
17 Emerald Dechant, Reading Improvement in the Secondary School, p. 86.
drive to learn. Without motivation the student will not develop into a natural reader. 18

Other educators such as Jacobs 19, Spiegler 20, Karlin 21, Brown 22, Larrick 23, Veatch 24, Pilgrim and McAllister 25 and Ashley 26 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

18 Ibid., p. 89.
26 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". After a twelve year study Norwell concluded that "the school fails, and distaste and rejection follow when the unsuitable is forced upon people". This conclusion is supported by the findings of Olson and Ames 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

28 George Norvell, The Reading Interests of Young People, p. 171.
by adult committees as the best children's book of the year have been ignored by children. 30

As Dechant pointed out, "interests arise through the interaction of our basic needs and the means we use to satisfy them." 31 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." 32

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


31 Emerald Dechant, Reading Improvement in the Secondary School, p. 87.

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

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".34

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

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

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.35

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.36

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.37

36 ibid., p. 532.
37 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. 38

These findings were later reaffirmed by Norvell in an even more exhaustive study. 39 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. 40 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. 41

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38 Ibid., p. 534.
39 George Norvell, The Reading Interests of Young People.
40 Ibid., p. 79.
41 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."  

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.  

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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42 Ibid., p. 536.

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".44 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".45

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. Dechant46 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".47 Walker supported this idea of readiness and concluded that:


46 Emerald Dechant, Reading Improvement in the Secondary School, p. 479.

47 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. 48

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", 49 it is essential that teachers have a sound knowledge of adolescent literature. There is agreement among such writers as Olson and Dillner 50, Pilgrim and McAllister 51, Kinder 52 and Huus 53.


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


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." 54

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. 55

Others such as Lawson 56, Harris 57, Olson and Dillner 58 and 

54 Robert Farrar Kinder, "Encouraging Personal Reading in Junior High School", p. 418.
55 Ibid.
57 Albert J. Harris, How to Increase Reading Ability, 5th ed., p. 485.
58 Joanne P. Olson and Martha H. Dillner, Learning to Teach Reading in the Elementary School, p. 401.
Pilgrim and McAllister 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". Others such as Harris, Kinder, and Johns reached the same conclusion.


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

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

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

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".64 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.

Summary

The literature reveals that the major writers and researchers in the field of reading agree that interest is the 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\(^1\) 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\(^2\) 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

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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\(^3\), 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\(^4\) reported that "the weighted response ... appeared to reveal more clearly the student preferences and the marked

\(^{3}\text{Ibid.}, \ p. \text{45.}\)

\(^{4}\text{Ibid.}\)
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)

<table>
<thead>
<tr>
<th>Board</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>40</td>
<td>19</td>
<td>59</td>
</tr>
<tr>
<td>B</td>
<td>24</td>
<td>29</td>
<td>53</td>
</tr>
<tr>
<td>C</td>
<td>49</td>
<td>45</td>
<td>94</td>
</tr>
<tr>
<td>D</td>
<td>56</td>
<td>61</td>
<td>117</td>
</tr>
<tr>
<td>Totals</td>
<td>169</td>
<td>154</td>
<td>323</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Age</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>2</td>
<td>40</td>
<td>69</td>
<td>49</td>
<td>6</td>
<td>3</td>
<td>169</td>
</tr>
<tr>
<td>Girls</td>
<td>3</td>
<td>42</td>
<td>64</td>
<td>32</td>
<td>9</td>
<td>4</td>
<td>154</td>
</tr>
<tr>
<td>Totals</td>
<td>5</td>
<td>82</td>
<td>133</td>
<td>81</td>
<td>15</td>
<td>7</td>
<td>323</td>
</tr>
</tbody>
</table>

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\(^1\) appeared to be influenced by the area from which the responses were obtained.

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\(^1\)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\(^2\) 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\(^3\) in her study to be the most reliable of four possible methods.

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\(^2\)These eight were 1(b), 2, 7, 8, 11(b), 11(c), 24, 25.

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)

<table>
<thead>
<tr>
<th>Board</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Totals (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Boys</td>
<td>75%</td>
<td>Girls</td>
<td>93%</td>
<td>84%</td>
</tr>
<tr>
<td>B</td>
<td>Boys</td>
<td>65%</td>
<td>Girls</td>
<td>95%</td>
<td>80%</td>
</tr>
<tr>
<td>C</td>
<td>Boys</td>
<td>53%</td>
<td>Girls</td>
<td>84%</td>
<td>69%</td>
</tr>
<tr>
<td>D</td>
<td>Boys</td>
<td>68%</td>
<td>Girls</td>
<td>98%</td>
<td>83%</td>
</tr>
<tr>
<td>Totals (Average)</td>
<td>65%</td>
<td>93%</td>
<td>79%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>R</td>
</tr>
<tr>
<td>It is a quiet pastime.</td>
<td>152</td>
<td>1</td>
</tr>
<tr>
<td>I like to read for information.</td>
<td>138</td>
<td>2</td>
</tr>
<tr>
<td>I like to use my imagination.</td>
<td>132</td>
<td>3</td>
</tr>
<tr>
<td>I have a book collection of my own.</td>
<td>66</td>
<td>4</td>
</tr>
<tr>
<td>There is much reading in my home.</td>
<td>54</td>
<td>5</td>
</tr>
<tr>
<td>Teachers have encouraged me to read.</td>
<td>51</td>
<td>6</td>
</tr>
<tr>
<td>Reading is my hobby.</td>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td>I have formed the habit of getting books from the library.</td>
<td>19</td>
<td>8</td>
</tr>
</tbody>
</table>

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 in-
clined 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 ap-
ppears 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 im-
portant 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)

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>R</td>
</tr>
<tr>
<td>When there is nothing else to do.</td>
<td>266</td>
<td>1</td>
</tr>
<tr>
<td>When I am required to read.</td>
<td>248</td>
<td>2</td>
</tr>
<tr>
<td>In my free time at school.</td>
<td>165</td>
<td>3</td>
</tr>
<tr>
<td>Often when I should be doing home</td>
<td>89</td>
<td>4</td>
</tr>
<tr>
<td>assignments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At every opportunity.</td>
<td>66</td>
<td>5</td>
</tr>
<tr>
<td>In preference to other forms of</td>
<td>61</td>
<td>6</td>
</tr>
<tr>
<td>recreation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Board</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Totals (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Boys</td>
<td>65%</td>
<td>Girls</td>
<td>79%</td>
<td>72%</td>
</tr>
<tr>
<td>B</td>
<td>Boys</td>
<td>33%</td>
<td>Girls</td>
<td>52%</td>
<td>43%</td>
</tr>
<tr>
<td>C</td>
<td>Boys</td>
<td>43%</td>
<td>Girls</td>
<td>38%</td>
<td>41%</td>
</tr>
<tr>
<td>D</td>
<td>Boys</td>
<td>36%</td>
<td>Girls</td>
<td>51%</td>
<td>44%</td>
</tr>
<tr>
<td>Totals(Average)</td>
<td>44%</td>
<td>55%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Board</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Totals (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Boys</td>
<td>65%</td>
<td>Girls</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td>B</td>
<td>Boys</td>
<td>71%</td>
<td>Girls</td>
<td>55%</td>
<td>63%</td>
</tr>
<tr>
<td>C</td>
<td>Boys</td>
<td>80%</td>
<td>Girls</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>D</td>
<td>Boys</td>
<td>48%</td>
<td>Girls</td>
<td>74%</td>
<td>61%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
<th>Totals (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>17%</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>Often</td>
<td>21%</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>53%</td>
<td>60%</td>
<td>57%</td>
</tr>
<tr>
<td>Rarely</td>
<td>7%</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>Never</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Periods</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 month</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4 months</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>1 year</td>
<td>17</td>
<td>27</td>
</tr>
</tbody>
</table>

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:

1. 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)\(^4\), 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

\(^4\) 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)

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invention and scientific discoveries</td>
<td>763</td>
<td>1</td>
</tr>
<tr>
<td>Accounts of wars and conquest</td>
<td>750</td>
<td>2</td>
</tr>
<tr>
<td>Nature books, the sea, animals, birds</td>
<td>750</td>
<td>2</td>
</tr>
<tr>
<td>Exploring new and strange lands</td>
<td>749</td>
<td>3</td>
</tr>
<tr>
<td>Development and description of games and activities</td>
<td>587</td>
<td>4</td>
</tr>
<tr>
<td>Hobbies and handicrafts</td>
<td>516</td>
<td>5</td>
</tr>
<tr>
<td>Life stories of interesting people</td>
<td>496</td>
<td>6</td>
</tr>
<tr>
<td>Occupation and careers</td>
<td>337</td>
<td>7</td>
</tr>
<tr>
<td>Others</td>
<td>158</td>
<td>8</td>
</tr>
<tr>
<td>Self-improvement, dress, manners, grooming</td>
<td>63</td>
<td>9</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>R</td>
</tr>
<tr>
<td>Mystery and detective stories</td>
<td>1315</td>
<td>1</td>
</tr>
<tr>
<td>Adventure stories about young people</td>
<td>1257</td>
<td>2</td>
</tr>
<tr>
<td>Fantasy stories of the strange and unusual</td>
<td>950</td>
<td>3</td>
</tr>
<tr>
<td>Science fiction, including space travel</td>
<td>889</td>
<td>4</td>
</tr>
<tr>
<td>Humorous stories</td>
<td>841</td>
<td>5</td>
</tr>
<tr>
<td>Western stories, cowboys, pioneer days</td>
<td>806</td>
<td>6</td>
</tr>
<tr>
<td>Stories about real animals</td>
<td>755</td>
<td>7</td>
</tr>
<tr>
<td>Stories about life in the past</td>
<td>724</td>
<td>8</td>
</tr>
<tr>
<td>Sports stories</td>
<td>715</td>
<td>9</td>
</tr>
<tr>
<td>Adventure stories about adults</td>
<td>626</td>
<td>10</td>
</tr>
<tr>
<td>Myths and legends</td>
<td>578</td>
<td>11</td>
</tr>
<tr>
<td>Stories about animals that talk</td>
<td>545</td>
<td>12</td>
</tr>
<tr>
<td>Love stories</td>
<td>378</td>
<td>13</td>
</tr>
<tr>
<td>Travel stories</td>
<td>227</td>
<td>14</td>
</tr>
<tr>
<td>Stories of careers or personal achievement</td>
<td>109</td>
<td>15</td>
</tr>
<tr>
<td>Others</td>
<td>83</td>
<td>16</td>
</tr>
</tbody>
</table>
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)*

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novels</td>
<td>54%</td>
<td>76%</td>
</tr>
<tr>
<td>Short Stories</td>
<td>61%</td>
<td>44%</td>
</tr>
<tr>
<td>Plays</td>
<td>21%</td>
<td>30%</td>
</tr>
<tr>
<td>Poetry</td>
<td>12%</td>
<td>23%</td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
<th>Totals (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occasionally but not regularly</td>
<td>41%</td>
<td>52%</td>
<td>47%</td>
</tr>
<tr>
<td>Weekly</td>
<td>23%</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td>Daily</td>
<td>19%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Not at all</td>
<td>17%</td>
<td>13%</td>
<td>15%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
<th>Totals (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occasionally but not regularly</td>
<td>53%</td>
<td>65%</td>
<td>59%</td>
</tr>
<tr>
<td>Weekly</td>
<td>22%</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>Not at all</td>
<td>14%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Daily</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>R</td>
</tr>
<tr>
<td>Comics</td>
<td>166</td>
<td>1</td>
</tr>
<tr>
<td>Sports</td>
<td>157</td>
<td>2</td>
</tr>
<tr>
<td>Science fiction, space travel</td>
<td>121</td>
<td>3</td>
</tr>
<tr>
<td>Nature, the out of doors, animals, birds and the like</td>
<td>114</td>
<td>4</td>
</tr>
<tr>
<td>Movie life, film stars, Hollywood, etc.</td>
<td>89</td>
<td>5</td>
</tr>
<tr>
<td>News, current events</td>
<td>62</td>
<td>6</td>
</tr>
<tr>
<td>Hobbies and handicrafts</td>
<td>53</td>
<td>7</td>
</tr>
<tr>
<td>Teen magazines</td>
<td>53</td>
<td>7</td>
</tr>
<tr>
<td>Others</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td>Love</td>
<td>40</td>
<td>10</td>
</tr>
</tbody>
</table>

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)

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

Numbers indicate frequency of responses.
### Preferences in Certain Genres

**Table 17**

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

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact</td>
<td>31%</td>
<td>25%</td>
</tr>
<tr>
<td>Poetry</td>
<td>33%</td>
<td>42%</td>
</tr>
<tr>
<td>Plays</td>
<td>55%</td>
<td>66%</td>
</tr>
<tr>
<td>Newspapers</td>
<td>17%</td>
<td>9%</td>
</tr>
<tr>
<td>Fiction</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>Prose</td>
<td>67%</td>
<td>58%</td>
</tr>
<tr>
<td>Essays</td>
<td>45%</td>
<td>34%</td>
</tr>
<tr>
<td>Magazines</td>
<td>83%</td>
<td>91%</td>
</tr>
</tbody>
</table>

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.
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)

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>The title of the book</td>
<td>123</td>
</tr>
<tr>
<td>Influence of movie or television</td>
<td>88</td>
</tr>
<tr>
<td>The illustration on the cover</td>
<td>71</td>
</tr>
<tr>
<td>The number of pages</td>
<td>54</td>
</tr>
<tr>
<td>A friend's recommendation</td>
<td>33</td>
</tr>
<tr>
<td>Readability - Size of print, length of paragraphs, etc.</td>
<td>29</td>
</tr>
<tr>
<td>Authorship (the writer)</td>
<td>27</td>
</tr>
<tr>
<td>The teacher's or librarian's suggestion</td>
<td>18</td>
</tr>
<tr>
<td>The discussion of the book in class</td>
<td>13</td>
</tr>
<tr>
<td>Relation of book to work being done in school</td>
<td>8</td>
</tr>
<tr>
<td>Others</td>
<td>8</td>
</tr>
</tbody>
</table>
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), 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).

6Numbers indicate the frequency of responses.
## 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)

<table>
<thead>
<tr>
<th>Board</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Totals (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Boys</td>
<td>0%</td>
<td>Girls</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>B</td>
<td>Boys</td>
<td>0%</td>
<td>Girls</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>C</td>
<td>Boys</td>
<td>29%</td>
<td>Girls</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>D</td>
<td>Boys</td>
<td>14%</td>
<td>Girls</td>
<td>51%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Totals (Average)</strong></td>
<td></td>
<td><strong>11%</strong></td>
<td><strong>19%</strong></td>
<td><strong>15%</strong></td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Board</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Totals (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Boys</td>
<td>100%</td>
<td>Girls</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>B</td>
<td>Boys</td>
<td>0%</td>
<td>Girls</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>C</td>
<td>Boys</td>
<td>43%</td>
<td>Girls</td>
<td>62%</td>
<td>53%</td>
</tr>
<tr>
<td>D</td>
<td>Boys</td>
<td>70%</td>
<td>Girls</td>
<td>64%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>53%</td>
<td></td>
<td>57%</td>
<td>55%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Board</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Boys</td>
<td>90%</td>
<td>Girls</td>
<td>100%</td>
</tr>
<tr>
<td>B</td>
<td>Boys</td>
<td>92%</td>
<td>Girls</td>
<td>100%</td>
</tr>
<tr>
<td>C</td>
<td>Boys</td>
<td>94%</td>
<td>Girls</td>
<td>93%</td>
</tr>
<tr>
<td>D</td>
<td>Boys</td>
<td>84%</td>
<td>Girls</td>
<td>87%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>% of Affirmative Responses</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>62%</td>
<td>Boys</td>
</tr>
<tr>
<td>93%</td>
<td>Girls</td>
</tr>
<tr>
<td>78%</td>
<td>Total (Average)</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Board</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Totals (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Boys</td>
<td>7%</td>
<td>Girls</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>B</td>
<td>Boys</td>
<td>9%</td>
<td>Girls</td>
<td>3%</td>
<td>48%</td>
</tr>
<tr>
<td>C</td>
<td>Boys</td>
<td>14%</td>
<td>Girls</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>D</td>
<td>Boys</td>
<td>11%</td>
<td>Girls</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Totals (Average)</td>
<td></td>
<td></td>
<td>18%</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Board</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Sex</th>
<th>% of Affirmative Responses</th>
<th>Totals (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Boys</td>
<td>55%</td>
<td>Girls</td>
<td>42%</td>
<td>49%</td>
</tr>
<tr>
<td>B</td>
<td>Boys</td>
<td>36%</td>
<td>Girls</td>
<td>38%</td>
<td>37%</td>
</tr>
<tr>
<td>C</td>
<td>Boys</td>
<td>65%</td>
<td>Girls</td>
<td>69%</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>Boys</td>
<td>82%</td>
<td>Girls</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>Totals (Average)</td>
<td>60%</td>
<td>58%</td>
<td>59%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>53%</td>
<td>73%</td>
</tr>
<tr>
<td>Never</td>
<td>45%</td>
<td>22%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>More books</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Fewer books</td>
<td>68%</td>
<td>71%</td>
</tr>
<tr>
<td>No response</td>
<td>12%</td>
<td>4%</td>
</tr>
</tbody>
</table>

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 the respondents.

Forty-nine 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 Bay 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
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.
### 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)

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>R</td>
</tr>
<tr>
<td>Spare time is occupied with T.V. or movies</td>
<td>408</td>
<td>1</td>
</tr>
<tr>
<td>Lack of suitable books at school</td>
<td>334</td>
<td>2</td>
</tr>
<tr>
<td>Lack of reading time because of hobbies</td>
<td>314</td>
<td>3</td>
</tr>
<tr>
<td>Lack of time because of homework assignments</td>
<td>258</td>
<td>4</td>
</tr>
<tr>
<td>Preferences for comic books</td>
<td>187</td>
<td>5</td>
</tr>
<tr>
<td>Lack of suitable books at home</td>
<td>130</td>
<td>6</td>
</tr>
<tr>
<td>Preference for magazines</td>
<td>123</td>
<td>7</td>
</tr>
<tr>
<td>Lack of reading time because of home duties</td>
<td>123</td>
<td>7</td>
</tr>
<tr>
<td>Lack of public library facilities</td>
<td>85</td>
<td>8</td>
</tr>
<tr>
<td>Lack of reading skill</td>
<td>57</td>
<td>9</td>
</tr>
<tr>
<td>Too much time spent travelling to and from school</td>
<td>43</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Possible Responses</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>More free time to spend in library</td>
<td>388</td>
<td>443</td>
</tr>
<tr>
<td>More books available in classroom and/or school</td>
<td>352</td>
<td>374</td>
</tr>
<tr>
<td>More books of interest to me</td>
<td>340</td>
<td>419</td>
</tr>
<tr>
<td>More class discussion of certain books</td>
<td>242</td>
<td>186</td>
</tr>
<tr>
<td>More reading by teacher or student from favourite books</td>
<td>193</td>
<td>146</td>
</tr>
<tr>
<td>More direction in choosing books</td>
<td>173</td>
<td>171</td>
</tr>
<tr>
<td>More teacher help in learning to understand books</td>
<td>125</td>
<td>104</td>
</tr>
<tr>
<td>More required reading</td>
<td>109</td>
<td>95</td>
</tr>
<tr>
<td>More oral reporting to the class on favourite books</td>
<td>92</td>
<td>85</td>
</tr>
<tr>
<td>More direction and supervision in using the library</td>
<td>75</td>
<td>59</td>
</tr>
<tr>
<td>More talks by librarians, authors or other experts on books</td>
<td>57</td>
<td>36</td>
</tr>
</tbody>
</table>
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 but read mainly when they had nothing else to do. 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.

According to this study, boys read an average of seventeen books in the past year; the girls averaged twenty-seven. 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, the books they recommended and their reports of reading preferences. Sex, rather than age

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1 See Chapter IV, Table 3, p. 39.
2 See Chapter IV, Table 5, p. 43.
3 See Chapter IV, Tables 19-20, pp. 72, 73.
4 See Chapter IV, Table 9, p. 49.
5 See Appendices A & B, pp. 103-118.
6 See Appendices E & F, pp. 129-137.
7 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. 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.

8See 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.  

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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9 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. 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

10 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.
BIBLIOGRAPHY
Bibliography


Smith, Frank. "Reading in Canada: Newspapers and Literacy", in Reading, the Future and Us. Dick MacDonald (ed.). Toronto: Webcom Ltd., 1979.


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
Book of Dogs, The
Brainstorm
Burn Out
Call of the Wild, The
Careers for Artists
Cars
Changeling, The
Charlotte's Web
Cheap Detective, The
*Christina's World
Circus
Clue of the Screching 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
Death Mate
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
Great Hockey Legends
Great Gretzky, The
Grizzly, The
Guinness Book of World Records
*Halloween
*Heidi
Helicopter
Herbie Goes to Monte Carlo
Herbie, the Love Bug
Hexes, Curses and Spells
Hobbit, The
Hockey's Great Rivalries
Hockey's Hotshots
Hockey Night in Canada
Hold Fast
Hot Cars
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
Jacob Two-Two Meets the Hooded Fang
*Jaws
Johnny Tall Dog
Joni
*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
Lost for Six Days
Luke Baldwin's Vow

(5)
(3)
(9)
(3)
(2)
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
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

Waltons, The

Warships 1860-1960

Wet Fire

When Hitler Stole Pink Rabbit

White Fang

Who Is Bugs Potter?

World War I

World War II

U.F.O.s

*Underground to Canada

*Very Far Away from Anywhere Else

*Village of Vampires
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
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
Boy Called Hopeless, A

Can You Sue Your Parents for Malpractice?
California Girl
Calling, The
Cat Ate My Gymsuit, The
*Christina's World
Christy's Choice
Class Pictures
Crash and the Cannibals, The
Dare to Love
Dear Lola: Or How to Build Your Own Family A Tale
Deadline at Spook Cabin
Death Angel
Deathwatch
Deenie
Diary of Trilby Frost
Dog Named Wolf, A
Dream Lover
Dreams Can Come True
Dream Pirate
Easiest Way, The
Emmie Keeps a Promise
Encyclopedia Brown
Eric
E.T. - The Extra Terrestrial
Exorcist, The
Experiments in Love
Fifteen Love
First Act, The
First Love
Forever
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
House on the Cliff, The
Iggie'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
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
Lassie
Last Summer
Lesson in Love
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
*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
One Kind of Love
One on One
Otherwise Known as Sheila the Great
*Otter 3-2 Calling
*Outsiders, The
Red Room Riddle, The
*Rumble Fish
Runaway, The
Sacha
Sam and Me
Saturday Night Date
*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
Swiss Family Robinson
Swarm, The
Sylvia
Tales of a Fourth Grade Nothing
Tex
*That Was Then, This Is Now
These Happy Golden Years
Three Desperate 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

Bladerunner

Boxcar Children, The

Burn Out

Call of the Wild, The

*Charlie and the Chocolate Factory

*Charlotte's Web

*Christina's World

Count on the Saint

Death on the Ice

*Deathwatch

Devil's Hill, The

Doomsday Disciple

Double Identity

Dragon Slayer

Duck Feet
Eagle, The

Enormous Egg, The

*E.T. - The Extra-Terrestrial

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

*Halloween

Herbie, the Love Bug

*Hobbit, The

Hockey's Hotshots

Hot Car

How Artists Work

*Island of the Blue Dolphins

Joni

*Journey Home, The

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
Magician's Nephew, The
Man in a Cage, The
Mini Bike Hero
Mini Bike Rider
Missing Chums, The
My Bodyguard
*Old Yeller
On Top of the Mountain
*Otter 3-2 Calling
Our Man Weston
*Outsiders, The
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
Tales to Tremble by
Three Musketeers, The
Time Trap
Tom Sawyer
Towerin g Inferno, The
Treasure Island
Truth about Monsters, The
Tuscany Terror
T.V. and Me, The
20,000 Leagues under the Sea
U.F.O.
Underground Passage, The
Underground to Canada
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
Blubber (2)
*Charlie and the Chocolate Factory (2)
*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
*E.T. - The Extra-Terrestrial
First Love
Forever
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
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
Phillip Hall Likes Me, I Reckon Maybe
Sacha
Sam and Me
*Sawtooth Harbour Boy
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
Ten Summer Boy
Tiger Eyes
That Was Then, This Is Now
Toby Lived Here
Very Far Away from Anyone Else
Village of Vampires
Waiting Games
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
How to Train Your Dog
Iceblink
Incredible Journey, The
Joey
Journey Home, The
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
Mystery of Lost Lake, The
Never Cry Wolf
Old Yeller
Openings
Otter 3-2 Calling
*Outsiders, The
Paul Bunyan Swings His Axe
Planet of the Apes
*Poltergeist
Porky's
Raider's of the Lost Ark
Ripley's Believe It or Not
*Roots
Run for Your Life
*Sawtooth Harbour Boy
School Is a Drag
Shark Lady
Silver Wolf
Startrek
*Star Wars
Superman
*That Was Then, This Is Now
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 Parent 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
First Blood
*Forever
*Friday the 13th
Gentle Ben
Ghost Lover
Gypsy from Nowhere
Heidi
Helen Keller
Highway to Valour
Honey of a Chimp, A
Iggie's House
I Know What You Did Last Summer
Island of the Blue Dolphins
It's Not the End of the World
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
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
Pinballs
*Poltergeist
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

(14)
(2)
(3)
Summer Illusion, A
Summer Is Over, The
Superfudge
Sweet Dreams
Sweet Sixteen
Sylvia
Teen Angels
Tex
That Was Then, This Is Now
Thoroughbred, The
Tiger Eyes
Time to Love, a Time to Mourn, A
Toby Lived Here
Too Much in Love
Too Young for Love
Up from Nowhere
Warriors, The
We Belong Together
You and Me
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
Bladerunner
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
*E.T. - The Extra-Terrestrial
Exorcist, The
Fighting Back
Firefox
Fog
Force Ten from Navarone

*Freaky Friday
*Friday the 13th
*Grease
Grizzly, The
Guns of Navarone, The
*Halloween
*Heidi
Herbie Goes Bananas
Herbie Goes to Monte Carlo
*Herbie, the Love Bug
Island of the Blue Dolphins

*Jaws
Joey
Killing Mr. Griffin.
King Kong
Man with the Golden Gun
Marco Polo
*Mommie Dearest
*My Bodyguard
*My Side of the Mountain
*Oh Heavenly Dog
*Old Yeller
On the Right Track
Orca
*Outsiders, The
Pippi Longstocking
*Poltergeist
*Porky's
*Return of the Jedi
*Rocky
*Roots
Six Million Dollar Man, The
Stripes
Star Trek
*Star Wars
*Superman
Swarm, The
Taps
*Tex
*Thornbirds, The
Tom Sawyer
Towering Inferno
Treasure Island

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

*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.

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<tr>
<th>Title</th>
<th>Have read</th>
<th>Have not read but am familiar with title</th>
<th>Am not familiar with title</th>
<th>Interesting</th>
<th>Not interesting</th>
<th>Neutral</th>
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<td>1. Old Yeller</td>
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<td>51</td>
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<td>2. The Outsiders</td>
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<td>68</td>
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<td>50</td>
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<td>46</td>
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<td>11</td>
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<td>6. The Grizzly</td>
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<td>8. Burn Out</td>
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<td>11. Silver Wolf</td>
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<td>82</td>
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<td>104</td>
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<td>109</td>
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<td>19. That Was Then, This is Now</td>
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<td>21. The Silver Sword</td>
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<td>47</td>
<td>100</td>
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<td>22. Caribou Runaway</td>
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<td>22</td>
<td>127</td>
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<td>26. <strong>Deadline at Spook Cabin</strong></td>
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<td>27. <strong>Copper Sunrise</strong></td>
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<td>32. <strong>The Weird Witch's Spell</strong></td>
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<td>33. <strong>The Thin Grey Man</strong></td>
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<td>34. <strong>Karen</strong></td>
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<td>35. <strong>A Wrinkle in Time</strong></td>
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<td>36. <strong>The Rocky Mountain Monster</strong></td>
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<td>50. Bushes and Bears</td>
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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.

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<td>3. Old Yeller</td>
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<td>26</td>
<td>57</td>
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<td>6</td>
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<td>4. Million Dollar Duck</td>
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<td>41</td>
<td>57</td>
<td>29</td>
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<td>6</td>
<td>15</td>
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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

(10c, 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.

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<td>3. The Call of the Wild</td>
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<td>4. Karen</td>
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<td>6. Big Red</td>
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<td>53. From the Mixed-up files of Mrs. Basil F. Frankweiler</td>
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