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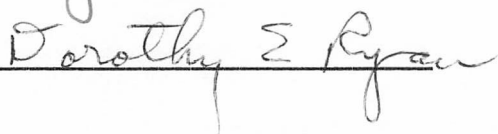
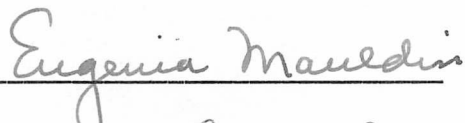
To the Graduate Council:

I am submitting herewith a thesis written by Kathleen George Graves entitled "Reading Guidance: A Study Based on an Analysis of the Interests, Habits, and Abilities of a Selected Group of Ninth Grade Students at Horace Maynard High School." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Instructional Materials.

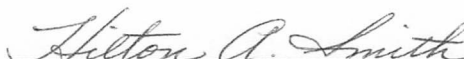


Major Professor

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Dean of the Graduate School

READING GUIDANCE: A STUDY BASED ON AN ANALYSIS OF THE INTERESTS,
HABITS, AND ABILITIES OF A SELECTED GROUP OF NINTH
GRADE STUDENTS AT HORACE MAYNARD HIGH SCHOOL

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the Graduate Council of
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In Partial Fulfillment
of the Requirements for the Degree
Master of Science

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Kathleen George Graves

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

The reading of books is recognized as an indispensable means of gaining new knowledge, developing new insight, and acquiring a wider perspective on the conflicting ideas of today's world. The ultimate goal of the school's instructional effort is "the use of the reading skills for independent gaining of information and knowledge, and especially the gaining of pleasure and appreciation from reading."¹

Achievement of this purpose would transform the whole program of in-school and after-school education. It is widely recognized that children now read below the standards justifiably to be expected for their ages and intelligence. More disconcerting, great numbers of them fail to turn voluntarily to reading for information and recreation.²

The librarian is interested in all phases of the student's reading activities and most especially in the development of good attitudes and habits concerning his leisure-time reading. Recognizing that reading is an intensely personal experience, he advises and guides young people concerning what to read according to their constantly changing needs and interests.³

¹Harry A. Greene and Walter T. Petty, Developing Language Skills in the Elementary Schools (Boston: Allyn and Bacon, Inc., 1963), p. 414.

²George W. Norvell, The Reading Interests of Young People (Boston: D. C. Heath and Company, 1950), p. 3.

³Geneva R. Hanna and Mariana K. McAllister, Books, Young People, and Reading Guidance (New York: Harper and Row, 1960), p. 167.

In order to guide reading choices effectively, the librarian must have a sound knowledge of literature, of child psychology, and of the abilities, interests, and needs of the individuals whom he advises.

The faculty of Horace Maynard High School was concerned about the lack of desirable attitudes and habits concerning reading shown by its students. There was an obvious lack of interest in reading for pleasure. It was agreed that a study of the interests and needs of these students should be made. The findings would then be used as a basis for planning guidance activities designed to improve the personal reading habits and attitudes of these students.

Horace Maynard High School is located in the city of Maynardville, Tennessee, which has a population of 620. It is approximately twenty-five miles north of Knoxville. Since it is the only high school in the Union County system, it serves all the elementary schools throughout the county.

The enrollment at Horace Maynard for the 1965-66 school year was 465. The socio-economic status of the parents was varied. The area is predominantly rural; thus, a large percentage of the parents were engaged in agricultural occupations. Many of the parents were skilled or semi-skilled workers who were employed in the factories of Knoxville. Only a small percentage were engaged in professional occupations.

A recent survey conducted by the Superintendent of Union County Schools⁴ showed that 36 per cent of the students in Horace Maynard were classified as culturally deprived--i.e., the total income for their family was \$2000 or less per year. Approximately 4 per cent of the students were from families who received welfare from the state.⁵

The residents of this county are not afforded the opportunities or facilities for cultural enrichment activities. They must depend upon Knoxville for their cultural experiences. There are no public libraries. The only library service available is that provided by the high school library and the Clinch-Powell Regional Library Service which sets up book stations in the various communities throughout the county. None of the elementary schools in the county have libraries.

II. STATEMENT OF THE PROBLEM

This study was an evaluation of efforts to stimulate and motivate the development and refinement of the attitudes and habits involved in the personal reading selections of ninth grade students. The specific purpose was to determine the extent to which reading interests can be elevated and broadened under a carefully planned reading guidance program. The guidance procedures used were based on an analysis of the

⁴Claude Weaver, "Improving Health and Basic Academic Skills" (Proposed Program and Project for the Educationally Deprived Children in Union County, Maynardville, Tennessee: The Union County Board of Education, March 2, 1966), p. 2. (Mimeographed.)

⁵Ibid., p. 4.

reading interests and abilities of a selected group of students.

The problem of this investigation was to determine the following:

1. Into what categories do the personal reading interests and reading abilities of these students fall?
2. What relationship do sex and intelligence have to reading interests and preferences?
3. To what extent does the home environment affect achievement in reading and the development of literary taste as reflected by the reading choices of the students?
4. As a result of the planned reading guidance program, is there evidence of broadened interests and elevated reading tastes in (a) the quantity of books read, (b) a wider range of subjects selected, and (c) the quality and maturity level of books chosen?

III. IMPORTANCE OF THE STUDY

Learning to read is one of the most intensely rewarding experiences known to mankind and "probably the greatest single benefit derived from reading a book is enjoyment."⁶ Hanna says:

To those who have learned the secret which transforms the printed page from abstract symbols into meanings which carry personal significance, reading of books becomes and remains a source of personal satisfaction for which there is no substitute.⁷

⁶Hanna, op. cit., p. 3.

⁷Ibid., p. 1.

Merely learning the reading skills does not guarantee that one will be able to make the intellectual and emotional contact necessary to effect this transformation and become an avid lover of good reading.⁸ Many times this process involves careful guidance on the part of interested persons to insure its attainment. This reading guidance is an important responsibility of the school librarian. It is an activity that should be based upon a thorough knowledge of the best methods and procedures to use in order to achieve the desired results. Careful research must be conducted and the various approaches to guidance employed to determine the best avenue to success.

The findings of various research studies suggest that interests rather than ability determine what teen-agers read about.⁹ In order to guide the personal reading choices of students effectively, one must know something of the interests of adolescents in general and of the individual student in particular. And one must know how other interests affect reading choices. This information can then be used in planning for effective reading guidance.

It has been maintained by many educators that the cultural level of the child tends to reflect the socio-economic conditions of the home. Thus a child who is reared in a home in which rich and varied reading materials are provided is more likely to have a built-in taste for good literature than a child whose home has been devoid of these opportunities. It was with this idea that the third purpose of this study was

⁸Ibid., pp. 1, 2.

⁹Robert A. Sizemore, "Reading Interests in Junior High School," Education, 83: 477-9, April, 1963.

concerned. Realizing that the conclusions reached concerning the extent to which home environment affects reading habits would be subjective in nature, it was included because it seemed that this information would be helpful in attaining a more complete picture of the child's personal reading pattern.

The junior high school period has been recognized as "the stage at which reading interests, habits, and tastes are refined."¹⁰ Effective guidance during this period should aid in the refinement of reading tastes and the development of sound personal reading habits.

This research may produce other helpful results:

1. The entire staff of the school should be in a better position to help each student by making use of the recorded information concerning his interests and abilities.

2. The librarian should be in a better position to identify the interests of youth and satisfy their psychological needs by providing books that reflect their personal concerns.

3. The reading materials acquired for the school library should reflect the analysis of student reading interests with selection being made with regard to the student's point of view as well as his ability.

4. The entire project should result in a better library program for the school by creating an awareness of this important

¹⁰William H. Burton, The Guidance of Learning Activities (second edition; New York: Appleton-Century-Crofts, Inc., 1952), p. 582.

objective of the program and the methods and means to be used for its realization.

IV. LIMITATIONS

This study was limited to an analysis of the interests, habits, and attitudes concerning the personal reading of forty-eight ninth grade students at Horace Maynard High School in relation to an applied reading guidance study. This number represented 30 per cent of the students enrolled in the ninth grade at Horace Maynard.

V. METHODS OF PROCEDURE AND SOURCES OF DATA

Selection of the students. Forty-eight students (twenty-four boys and twenty-four girls) were selected for use in the study. This number represented 30 per cent of the students in the ninth grade class at Horace Maynard High School.

Ninth grade English classes were used as a basis for the selection of the students for use in the study. The students in these classes are grouped homogeneously according to intelligence levels--superior, average, and below average. Sixteen students (eight boys and eight girls) were taken from each of these three intelligence groupings.

In order to select objectively, a number was assigned to each girl in the superior group. These numbers were dropped into a box and then drawn out, one at a time, until eight had been chosen. The numbers were then checked against the number assigned to each girl,

thus identifying the girls to be included in the study. The same procedure was used for identifying the boys in the superior group. This procedure was repeated in the selection of the boys and the girls in the other two groupings.

Procedure. This study was conducted over a period of eighteen weeks, from October 4, 1965 to February 18, 1966. The first six weeks, beginning October 4 and ending November 12, 1965, was devoted to an extensive analysis of the student's home environment including the availability of reading materials, the emphasis placed on reading by the family, and of the student's attitude, interests, and habits concerning his personal reading. The remaining twelve week period was devoted to a study in which various methods of reading guidance were applied. These activities took place in a series of formal library lessons. The lessons were scheduled as one fifty minute period each week for each of the three groups in the study. The information obtained during the preceding six week period was used as a basis for planning activities which were introduced during this phase of the study.

Instruments used. An important source of data for this study was the cumulative records in the school's main office. These were used to secure basic information about each pupil--his age, I. Q., grade level, reading achievement scores, and his parents' name and address.

During the first phase of the study the questionnaire and interview techniques (Appendix A) were employed. The questionnaire was designed to obtain information for an objective analysis of the student's attitude, interests, and habits concerning reading and of the home environment and cultural level of the child. The interview was planned to add more depth to the information derived from the questionnaire and to secure some idea of the student's leisure-time interests. Each student was interviewed once during this period and notes were made by the librarian concerning the data gathered. In addition to the questionnaire and interview techniques, each student was asked to keep a personal reading record (Appendix A). Library circulation records were checked daily to ascertain the number and type of books each pupil was reading.

During the second phase of the study, the twelve week period devoted to an applied reading guidance study, the librarian held one formal conference with each pupil. This time was devoted to the completion of the pupil self-appraisal inventory (Appendix A). Notes were made by the librarian in regard to conclusions formulated.

A great deal of time was spent during this phase of the study in individualized instruction. Every opportunity was used to aid the students in the selection of titles appropriate to their ability and interests.

A detailed record was kept of all activities and procedures used during the guidance sessions. Each student was observed during

the library periods and brief subjective notes were made concerning his attitude, activities, and accomplishments.

During the last six weeks of the reading guidance phase of the study, each pupil was asked to keep a personal reading record (Appendix A). Library circulation records were checked daily to determine the number and the type of books each pupil was borrowing.

VI. REVIEW OF RELATED LITERATURE

The literature pertaining to this study fell into two overlapping categories: (1) that concerning the identification of the reading interests of youth, and (2) that concerning the utilization of this knowledge for effective reading guidance.

A related study was done by Adams¹¹ at Hawthorne High School, Hawthorne, California. Hawthorne is a middle-class suburban community. The study involved the analysis of the contents of magazines read by sixty ninth grade students. It was designed to determine the types of materials preferred by these students for leisure-time reading and to ascertain the relationship between a child's I. Q. and the quality of the material he selects to read. Each pupil handed in to the investigator a list of five favorite magazines. A number representing the quality of its content was assigned to each magazine. Using a scatter diagram to plot these results, Adams concluded that there is no

¹¹John Q. Adams, "A Study of the Leisure-Time Reading Preferences of Ninth Grade Students," The High School Journal, 46: 68, November, 1962.

apparent relationship between the student's I. Q.'s and their leisure-time reading activities. He also concluded that sex, sensationalism, and escape from reality seem to be the predominant categories of interest as suggested by the responses.¹²

One of the most comprehensive investigations concerning the reading interests of young people was conducted by Norvell.¹³ After studying the literary preferences of fifty thousand children as collected by six hundred twenty-five teachers, he concluded that sex is a "dominating influence which attains its maximum during the junior high period."¹⁴ He found that, in general, the choice of reading materials of boys was very unlike that of girls; however, in some instances the same categories of interest were common to both. Boys were found to be particularly interested in the world of concrete things, while girls were found to be interested in the world of personal things--love, home, and family life.¹⁵ Intelligence was recognized as a factor which produces only slight differences of interest among superior, average, and weak pupils in the same grade.¹⁶

Soares,¹⁷ in an article on the recreational reading interests of youth, reports on a study in which short stories were used as a

¹²Ibid., p. 70.

¹³George W. Norvell, The Reading Interests of Young People (Boston: D. C. Heath and Company, 1950), 262 pp.

¹⁴Ibid., p. 48.

¹⁵Ibid., pp. 63-72.

¹⁶Ibid., p. 48.

¹⁷Anthony T. Soares, "Salient Elements of Recreational Reading of Junior High Students," Elementary English, 40: 843-4, December, 1963.

basis for interest analysis. Sixty short stories were broken down into sixteen hundred fifty-three subjects, and fifteen of the stories were analyzed on the basis of thirty-three elements. The students involved in the study were grouped according to sex, grade level, and intellectual ability. The purpose of the study was to determine to what extent the various elements contained in the short stories had a common appeal for the different groups. It was found that the favorite story was realistic, lacked satire, contained little humor, and had a contemporary setting. The students did not want to read stories about children, but were very interested in those dealing with teen-age problems. Those which featured an attractive male teen-ager as the main character were the most favored. The choices of the sexes were somewhat sharply defined with boys favoring stories of suspense, physical action, and external conflict, while girls chose those involving teen-age problems, sentiment, romance and some internal conflict. The high intelligence group preferred suspense to a greater degree and showed little liking for non-fiction. The high and average groups enjoyed stories in which the plot was stressed, whereas the low group chose the theme of the story as the emphasis of the author.¹⁸

Wayman¹⁹ conducted an investigation designed to gauge the reading interests of a selected group of students in Vonore School. One

¹⁸Ibid., p. 844.

¹⁹Miriam Snider Wayman, "Reading Interests of Pupils in the Fourth, Seventh, Ninth, and Eleventh Grades in Vonore School" (unpublished Master's thesis, The University of Tennessee, Knoxville, 1959), p. 71.

hundred seventy-six boys and girls from the fourth, seventh, ninth, and eleventh grades, representing a cross section of the student body, participated in the study. From an analysis of the data, she concluded that in addition to the factors of age, sex, and intelligence of the individual, school and community influences play an important part in the formation of reading interests and habits.

Of particular relevance to the present study was the investigator's conclusion that "reading interests can be fostered and broadened with available material."²⁰

Lazar maintained as a result of her study that there is a "fairly clear picture of marked differences in the reading interests, activities, and opportunities of children of different levels of intelligence."²¹ She asserted that the reading interests and habits of individuals differ with social environment, with economic occupation or status of parent, and with race. She said, "It seems obvious that the dull pupils were handicapped by the limitations of their environment as well as by their own mental limitations."²²

²⁰Ibid., p. 78.

²¹May Lazar, Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children (Teacher's College Contributions to Education, No. 707. New York: Bureau of Publications, Teachers College, Columbia University, 1937), p. 104.

²²Ibid., p. 105.

Spache²³ cited several research studies dealing with the influence of the home environment upon children's reading. He concluded that there was a specific relationship between the development of the child's reading interests and the cultural environment in which he lives.

Witty²⁴ reported on the findings of a cooperative research endeavor conducted by Northwestern University and the United States Office of Education. The initial study involved many facets of the individual's interests and experiences; however, in this particular article, Witty was concerned with identifying the recreational interests of students as well as basic reading interests. He concluded that listening to the radio and viewing television and movies were the favorite leisure-time activities, with television being listed as the activity preference of both boys and girls in grades nine and ten. Pupils indicated that the mass media had influenced them to read books. He reported that movies exerted the greatest influence and the radio least--36.8 per cent of the boys and 38.5 per cent of the girls reported that movies had influenced them to read. Data presented indicated that the kind of stories boys liked were adventure, mystery, and science fiction, while girls preferred romance, mystery, and humor. Fiction was the preferred

²³George D. Spache, Good Reading for Poor Readers (Champaign, Illinois: Garrard Publishing Company, 1964), p. 6.

²⁴Paul Witty, "A Study of Pupils' Interests, Grades 9, 10, 11, 12," Education, 82: 100, October, 1961.

reading of girls; boys preferred magazine and newspaper articles.²⁵

Russell,²⁶ in an article dealing with some research on reading, emphasized the importance of the surface aspects of reading materials. He concluded that materials attractively presented have a pronounced advantage in producing desired results.

Kelly,²⁷ as a result of her study, reported that students did not always read about the things in which they professed interest. This conclusion was based upon an analysis of the student's book purchases and library circulation records.

An article by Strang emphasized the important role that interests play in controlling the reading preferences of adolescents. Pertinent to the study of the effect of a planned program of guidance on the reading performance of students she said:

We should recognize that any adolescent interest or activity may produce a desire to read: dramatics, discussions, hobbies of all kinds, parttime jobs, and educational ambitions all may stimulate reading . . . Worthwhile interests are not only an "antidote to stress" but a positive factor in the "pursuit of excellence."²⁸

²⁵Ibid., pp. 105-10.

²⁶David H. Russell, "Some Research on the Impact of Reading," The English Journal, 47: 400, October, 1958.

²⁷Norma Sawyer Kelly, "Guiding Seventh Grade Students in Voluntary Reading" (unpublished Master's thesis, The University of Tennessee, Knoxville, 1965), p. 87.

²⁸Ruth Strang, "Scope of Adolescent Interests," Education, 83: 467, April, 1963.

Tozier²⁹ and Richeimer³⁰ reflected in their writings on the role of parents, teachers, and librarians in influencing attitudes toward reading for pleasure and enrichment. Tozier enlarged on the importance of identifying the current natural interests of the student and supplying books accordingly as the best way to stimulate voluntary reading. She emphasized that each child must have something he can easily read. She cited curiosity as an important characteristic of ninth grade students.³¹ Richeimer³² concluded that parents have a responsibility to provide good reading materials in the home; thus the child will grow up in a rich cultural environment and acquire a natural taste for good literature.

Zeller³³ suggested, as a result of her research, some implications which have value to librarians in planning for reading guidance. She says:

The factors of reading interest that attract and repel an adolescent may indicate the restricted range and quality of experience that characterizes him. They may also indicate the kind of experience that he craves as a maturing organism

²⁹Virginia Tozier, "What Motivates Secondary School Voluntary Reading," Wilson Library Bulletin, 30: 166-9, October, 1955.

³⁰Mary J. Richeimer, "How Can We Upgrade Their Reading Interests?" The PTA Magazine, 57: 8-10, January, 1963.

³¹Tozier, op. cit., pp. 167-8.

³²Richeimer, loc. cit.

³³Dale Zeller, Relative Importance of Factors of Interest in Reading Materials for Junior High School Pupils (Teacher's College Contributions to Education, No. 841. New York: Bureau of Publications, Teachers College, Columbia University, 1941), 89 pp.

in a particular kind of society. . . . Guidance in the choice of reading materials, therefore, is a part of the problem of the guidance of the entire range of experience. Experiences in life attract to or detract from the experiences valued in reading. These two kinds of experience should be interchangeable.³⁴

VII. ORGANIZATION OF THE STUDY

This study is an evaluation of efforts to stimulate and motivate the development and refinement of the attitudes and habits involved in the personal reading selections of ninth grade students.

Chapter I has presented the problem, the importance of the study, limitations of the study, methods of procedure and sources of data, and a review of the related literature.

Chapter II describes the methods of procedure used to collect the data for the study.

Chapter III presents an evaluation of the findings in relation to the purposes of the study.

Chapter IV summarizes the most significant conclusions and implications.

³⁴Ibid., pp. 74, 75.

CHAPTER II

PROCEDURE

This chapter will explain the procedure followed in evaluating efforts to stimulate and motivate the development and refinement of the attitudes and habits involved in the personal reading selections of ninth grade students. It will trace the development of the study; describe the procedures used in determining the reading interests, habits, and cultural environment of the students; describe guidance procedures; and present the methods used to evaluate the study in relation to its four main purposes as outlined in Chapter I.

I. DEVELOPMENT OF THE STUDY

Selection of the students. Forty-eight ninth grade students (twenty-four boys and twenty-four girls) were selected for use in the study. They were taken from the superior, the average, and the low intelligence groupings of the English classes. Sixteen students (eight boys and eight girls) were chosen from each of the above groupings. Ninth grade pupils were selected for the study for the following reasons:

1. The junior high school period has been recognized as the stage at which reading interests and habits are refined.

2. The use of a school library is a new experience for these students; they come from elementary schools in which are no formal library programs.

3. Due to the lack of library facilities in the elementary schools and the resultant lack of knowledge and skills concerning the use of the library, ninth grade English classes spend one week at the beginning of the school year in formal instruction in library usage.

4. The ninth grade English classes at Horace Maynard High School are grouped homogeneously by intelligence and/or achievement scores. Thus, it was possible to select sixteen students from the superior, the average, and the below average intelligence levels.

5. Ninth graders are the only students at Horace Maynard for whom recent achievement test results are available. Achievement tests are given to students at the conclusion of their eighth grade year.

Beginning the study. At the beginning of the 1965-66 school term, the librarian obtained permission from the principal and the ninth grade English teacher to conduct a study which would involve both students and the facilities of the school library. Arrangements were made for the librarian to administer questionnaires, distribute reading record cards, and conduct interviews with students when necessary. A six week period, beginning October 4 and extending through November 12, constituted the first phase of the study.

During the second phase of the study, the librarian was to conduct a series of formal library lessons consisting of one forty-minute period each week for each of the three study groups. This twelve week period began November 15, 1965 and ended February 18,

1966. Plans were developed and executed to schedule classes for each group on a different day to prevent the interruption of normal library service.

As a means of gathering and recording information necessary in the study, the librarian prepared two instruments: the pupil reading record and the cumulative reading information file (Appendix A). The pupil reading record provided the student with space to list and evaluate, in outline form, the books he read. The form for this record was adapted from the book Improving Reading in the Junior High School.¹ The cumulative reading information file was used to consolidate the data obtained from all of the various data-gathering techniques employed in the study.

The cumulative record file in the principal's office was used as a source for securing basic information about each student in the study. The I. Q., reading achievement scores, and grade level information were recorded from these files.

II. DETERMINING READING INTERESTS, HABITS, AND HOME BACKGROUND

Once the students used in the study had been selected and the basic groups formed, a meeting was held with each group. This first session, held on October 4, was a brief one. The students were not told the exact nature of the study. They were told that they were to

¹L. Jane Stewart, Frieda M. Heller, and Elsie J. Alberty, Improving Reading in the Junior High School (New York: Appleton-Century-Crofts, Inc., 1957), p. 23.

become a part of a study concerning reading and that it was hoped that by making use of the information gathered during this period, the librarian would be in a better position to acquire books for the school library which would reflect their interests. Reading record cards were issued and explained. Part I of the reading questionnaire (Appendix A) was administered at this time. A second meeting was held with each group on the following day. At this time, Part II of the reading questionnaire was administered.

Each participant was interviewed once during this phase of the study. This conference was scheduled during the student's study hall period. The librarian talked informally with the student and tried to cover all of the questions included on the interview form (Appendix A). Notes concerning data gathered and general conclusions arrived at were made on the student's cumulative information file immediately following the interview.

III. GUIDANCE PROCEDURES

Procedures used during formal library lessons. The weekly guidance lessons began on November 15, 1965. The procedures used during this second phase of the study were based on an analysis of data regarding the interests, habits, and abilities of the students compiled during the first six weeks of the study--from October 4 to November 12, 1965. As a result of this analysis, it was recognized that (1) these students varied greatly in ability and interests; (2) they had meager

experiences with books and library materials; (3) they were not reading on a wide variety of subjects; and (4) the books they were reading were not, as a rule, found on the standard lists of recommended materials for elementary, junior high, or high school students. The findings also indicated that the home environment of the majority of the students in the study was not conducive to sound literary taste. Thus, the guidance lessons were planned to include a wide variety of purposeful enterprises designed to afford the opportunity and encouragement to expand the student's range of experiences and interests. The activities included book reviews, films, recordings, displays, and discussions on the part of the librarian. Pupil activities included skits, characterizations, games, book talks, discussions, and the making of bibliographies and displays. Since high, average, and below average ability groups were included in the study, every effort was made to plan the guidance activities and book recommendations in relation to the abilities of the students in each group. A list of the books recommended during class and of the audio-visual aids used during the lessons appears in Appendix B. Useful in planning the guidance activities were the following books: Integrating Library Instruction with Classroom Teaching at Plainview Junior High School,² The High School

²Elsa Berner, Integrating Library Instruction with Classroom Teaching at Plainview Junior High School (Chicago: American Library Association, 1958), 110 pp.

Library,³ and The Library in High School Teaching.⁴ Other books cited in the section on related literature in Chapter I were also used for obtaining suggestions for guidance procedures.

The first session began with a re-statement of the purpose of the study. The students were told that for the next twelve weeks they were to have one fifty-minute period per week to spend in the library. The time would be spent browsing, talking, and learning about books and library materials. It was hoped that as a result of these activities the librarian would be able to select library books which would reflect their interests. The group discussed the importance of reading and this discussion introduced the film, Better Reading. Following the film, discussion centered around standards of growth for better reading. The composite standards developed by three groups were as follows:

1. Are you developing an understanding of the importance of being a good reader?
2. Recognizing that a broad background of reading experience is part of becoming an educated person, do you feel that you are reading as much as you should?
3. Are you broadening your experiences by reading a wide variety of materials--books, magazines, newspapers?

³Hannah Logasa, The High School Library (New York: D. Appleton and Company, 1928), pp. 113-170.

⁴Martin Rossoff, The Library in High School Teaching (New York: The H. W. Wilson Company, 1955), 166 pp.

4. Are you reading something on a variety of subjects and enough on one particular subject to be well informed?

During this lesson, as in all others, sufficient time was allotted for the students to browse, examine books, discuss them with the librarian, and check out the titles they wished to read. This time was utilized by the librarian to give individual guidance. Special care was given according to the ability and interests of each student.

The guidance emphasis for sessions two and three stressed the theme, "People, Ideas, Books." At the beginning of each session, attention was given to the bulletin boards and displays in the English classroom and in the library designed to correlate with these lessons.

Session two began with the librarian's reading Thurber's The Night the Bed Fell, Leacock's My Financial Career, and passages from Twain's The Adventures of Huckleberry Finn. A discussion of authors and their style of writing led to the showing of the film, Mark Twain Gives an Interview. The discussion following the film centered around Twain's books which could be found in the library.

In order to correlate the guidance emphasis begun in the preceding lesson, session three began with the playing of I Ride a Bucking Horse from the recording, The Best of Mark Twain. Mark Twain's style of writing was reviewed briefly. The librarian gave reviews of several books. For Groups A (the superior students) and B (the average students) the books reviewed were Profiles in Courage, They Stand Invincible, The Thread That Runs so True, Jacqueline Bouvier Kennedy,

Presenting Miss Jane Austen, Women Who Reached for Tomorrow, and Robert Frost; The Trial by Existence. The lesson was completed for these two groups by playing selections from the recording, Robert Frost Reads the Poems of Robert Frost. For the students in Group C (the below average group) the following books were reviewed: The Bewitched Parsonage, Abraham Lincoln; Friend of the People, Betsy Ross and the Flag, Paul Revere and the Minute Men, River-boy; The Story of Mark Twain, City Neighbor; The Story of Jane Addams, and The Story of Clara Barton of the Red Cross. As a culminating activity for this group, the poem, Fog, was read followed by the playing of selections from the recording, New Songs from the American Songbag, which features the voice of Carl Sandburg accompanying himself on the guitar.

Sessions four and five were planned to feature books of special interest to young people. Two displays were arranged in connection with these lessons. One display featured favorite books of boys; the other was made up of titles popular with girls. The students were allowed to spend some time browsing and discussing the books informally. During session four the writings of Jane Austen were discussed and the film, Pride and Prejudice, was shown. The film, The Adventures of Huckleberry Finn, was shown as a part of lesson five.

The sixth session was entirely devoted to pupil participation. In preparation for this lesson the students in Group A and in Group B were divided into groups of four. They were told, as a part of the assignment, that they could present a book or several books on one theme to their class in any way they desired. Before class the students

were to report to the librarian concerning the type of activity they were planning. As a result, the presentations included skits, characterizations, reports, and games--such as book charades.

For the students in Group C this lesson was to be a carefully planned sharing period. As a part of the assignment, they had been told to share a book they were reading. The group was divided into subgroups of four each. Each student in the small group was to tell about a book he had read.

Pupil reading record forms (Appendix A) were distributed to the students at the end of this class period. They were asked to keep a record of the books they read during the next six weeks.

Sessions seven and eight were planned to emphasize the importance of reading widely enough on one particular subject to be well informed. During the introductory phase of the lesson, the librarian conducted an informal discussion concerning categories and types of books. The students were given an assignment which involved their compiling a bibliography of books available in the Horace Maynard library on a subject of their own choosing. This bibliography was to be entitled, "Books to Read on ____." Figure 1 illustrates the assignment sheet for Groups A and B, Figure 2 the assignment sheet for Group C.

Analysis of the data acquired during the first phase of this study indicated that fourteen of the forty-eight pupils involved had no access to magazines in the home. Furthermore, it was discovered that many of the students in the study had not read nor were they

"BOOKS TO READ ON _____"

1. Select a subject which interests you.
2. Prepare a list of books on this subject. This list should be limited to those books found in your school library and to those which after careful examination you feel you would like to read at some time in the near future.
3. You are not required to read these books at this time. Examine them carefully; read whatever part you wish. The information found on the book jacket may be helpful to you in deciding whether you want to place a particular book on your list.
4. As you select these books, prepare your list as follows:
 - a. Arrange your list in booklet form.
 - b. Use ink for writing.
 - c. Arrange alphabetically by author, last name first, all of the books you select.
 - d. For each entry, give the author's name, the title of the book, the publisher, and the date of publication.
 - e. Write a brief summary, one or two sentences, telling what the book is about.

For example:

Garst, Shannon. Will Rogers, Immortal Cowboy. Messner, 1950.

The life story of one of America's best-loved cowboys.

5. Prepare your list carefully. Copies of well-constructed lists may be mimeographed and distributed to other ninth graders.
6. Turn in your list at the next meeting of your library class.
7. Select five books from your list. Bring them to class with you next time and be prepared to give a brief review of each one.

FIGURE 1

BIBLIOGRAPHY ASSIGNMENT FOR GROUPS A AND B

"BOOKS TO READ ON _____"

1. Select a subject which interests you.
2. Find the books in your school library on this subject.
3. Look at these books carefully. Read a few paragraphs in the ones which interest you most.
4. After you have considered them carefully, select six which you think you would like to read.
5. Make a list of the books you have selected.
 - a. Write your list in ink.
 - b. Write the name of the author, title, publisher, and copyright date.
 - c. Write a sentence telling what you think the book is about.

For example:

Forbes, Kathryn. Mama's Bank Account. Harcourt, 1943.

Mama was the person who made this family so happy and taught them so much about life.

6. Bring the list to class with you next week.
7. Bring one of the books on your list and be prepared to tell the class why you like it.

FIGURE 2

BIBLIOGRAPHY ASSIGNMENT FOR GROUP C

familiar with the kinds of magazines which could best fulfill the interests and needs of their age group. Table XXX, page 87, shows the availability of magazines in the home as indicated on the reading questionnaire. Table XIII, page 59, lists the magazines most preferred by girls while Table XIV, page 60, shows the choices of the boys.

Because of the obvious need for guidance in magazine reading, sessions nine and ten were concerned with activities designed for this purpose. A list of the magazines available in the school library (Appendix B) was distributed to the students, followed by a discussion by the librarian on the value of magazines for entertainment and up-to-date information. An outline for studying magazines, adapted from Integrating Library Instruction with Classroom Teaching at Plainview Junior High School⁵ was presented with a demonstration of its application to various magazines available in the library.

Groups A and B were given the following assignment: select three magazines from the school library; bring a copy of each to class; be prepared to tell your classmates about those which you have selected. Base your discussion on five or more of the topics listed for studying magazines. The assignment for Group C: read an article or story of interest to you in one of the magazines in the school library. Bring the magazine to class and be prepared to share with the class the article you have read.

⁵Berner, op. cit., pp. 62, 63.

The two final lessons were devoted to different types of activities for each of the three groups. These lessons were planned as a culminating activity and were designed as a means of advertising the school library. To begin the activity, the librarian asked the participants if they would like to share with their classmates and other students in the school some of the things they knew about books and about the school library.

The general plan was for the students in Group A to present a panel discussion before their entire English class. However, four students in Group A were not included in this assignment. These students were assigned to write articles for the school paper telling something about the school library. The article could be about any category of books, new books, books just back from the bindery, or a subject of their own choosing. Permission was granted by the sponsor of the school paper for the printing of these articles. The remainder of the pupils in Group A (six boys and six girls) were divided into four groups for the panel discussions. The six boys formed two groups; the six girls composed two other groups. Each group was to choose a subject area and discuss several books on this theme in their English class. The books being discussed were to be on display during the presentation. Procedures for effective discussions were given.

The same assignment, except the writing of the newspaper article, was given to the students in Group B. Everyone in this group was to participate in the panel discussions. The students were divided

into four groups--two groups with four boys each and two groups with four girls each.

The students in Group C were divided into two committees composed of four boys and four girls each. A chairman was selected for each committee. The assignment: each committee was to design and display a bulletin board advertising the library or some books they had learned about during the preceding weeks of study. One group was to decorate the bulletin board in the English classroom; the other group was to use the bulletin board in the library reading room. The students were told to arrange a display of books in the library illustrating the themes they chose. The librarian and the library assistants on duty acted as advisors and helped locate art supplies and book jackets.

Informal pupil-librarian conferences--individual guidance. Many incidental, unarranged conferences were held with the students in the study. Taking the form of conversation, they occurred at various times--during the class browsing period, before class, and during the individual's study hall period. Every opportunity for conversation was used. Being alert to the child's needs and to his individual ability and interests, the librarian was in a position to wait for a chance to recommend a new book, suggest another title on a subject appealing to the child, and/or try to help him in the development of new interests. Many of the conferences were initiated by the pupil himself. During his study period he might ask for a particular book

that had been introduced in class or for help in finding another title on a subject of interest to him at the moment.

Several of the professional books previously cited in this study were used in planning this guidance technique. In addition, Patterns in Reading⁶ and Fare for the Reluctant Reader⁷ were especially helpful in planning for the varying levels of reading ability and meeting the diverse interests of the students.

Brief, subjective notes regarding the responses of the students to these conversations were entered by the librarian on the student's cumulative reading information card. This was done to aid in evaluating this guidance technique.

Personal conferences. During the last week of the study, the librarian held a conference with each participant for the purpose of completing the pupil self-appraisal inventory (Appendix A). Conferences were scheduled during the student's study hall period. The librarian talked informally with the pupil concerning the activities of the previous eleven weeks and the items on the inventory. The child then recorded his response to each of the questions on the inventory. The pupil's reading record was studied in connection with item four of this form.

⁶Jean Carolyn Roos, Patterns in Reading (second edition; Chicago: American Literary Association, 1961), 172 pp.

⁷Anita E. Dunn, Mabel E. Jackman, and J. Roy Newton, Fare for the Reluctant Reader (third edition compiled for Capital Area Development Association. Albany, New York: Argus-Greenwood, Inc., 1964), 277 pp.

Immediately following the conference, the librarian summarized the interview on the pupil's cumulative reading information card. The date of the conference and the general impressions received were recorded.

Each interview averaged ten minutes. Approximately eight hours were spent in these pre-arranged conferences during this phase of the study.

Bulletin boards and displays. A large bulletin board in the English classroom was used for a continuous display of book covers. The same basic caption was used throughout the study--the book jackets being changed to illustrate the various themes developed. The basic caption was "I Could Tell You About These Books in Your School Library." A large bookworm, cut from green construction paper and mounted on a drawing of a stack of books to appear as if it were crawling out of them, was used as a center of interest. The background was white; black letters were used for the caption. A list of book covers used for each display appears in Appendix C.

The bulletin board in the library reading room was also used to present themes developed in connection with the guidance procedures. A display of books was set up in the library in connection with each theme. Appendix C contains a list of the books and book jackets used in these displays. A description of the themes displayed during the study follows:

1. Theme: People Around Us

Silhouetted against a blue, corrugated background were the faces of some of the people whose biographies were represented on the board by the use of book jackets. The silhouettes were skillfully cut from white poster paper.

2. Theme: Read the Book--See the Movie

Depicting a scene from an outdoor movie theater, construction paper cut-outs of small red and black cars were arranged on the background facing a movie screen. The jackets of books which had been made into movies were arranged to complete the layout.

3. Theme: Books Are Like Presents--You Have to Open Them To Find the Real Prize!

A large Christmas tree cut from green felt and decorated with small, red bows was set against a white background. Underneath the tree were three-dimensional presents made from colorful Christmas wrappings. Popular titles of books especially enjoyed by boys were featured on one side of the board while some of the favorites of girls were on the other side.

4. Theme: Teen Talk

Books for teens were featured on this bulletin board. A boy and girl, drawn on poster board with their clothing tastefully colored to illustrate modern dress, were cut out and displayed as though engaged in conversation. A pale blue, burlap background complemented this arrangement.

5. Theme: Read Magazines for Information and Enjoyment

Magazine reading was featured in the last display. A simple black and white line drawing was used to illustrate the theme. The board was covered with white paper upon which a representation of several magazines had been drawn in black ink. Some appeared to be standing on end, some were lying flat, and others had the entire front cover visible. The names of magazines were hand lettered on them. The figure of a studious young girl, perched on a stool, appeared to be sitting on one of the magazines.

IV. EVALUATION TECHNIQUES

This study involved the participation and cooperation of the school principal, the ninth grade English teacher, the librarian, and forty-eight ninth grade students. There was no active participation on the part of the parents. Their influence was determined by the responses of the students to the various data-gathering instruments employed.

The data from this study were recorded and evaluated in relation to the four purposes as stated in Chapter I:

1. Into what categories do the personal reading interests and reading abilities of the students fall?

To determine the reading interests of the pupils, the following techniques were used: Part I of the reading questionnaire (Appendix A); a pupil-librarian conference (interview); an analysis of the

library circulation record in relation to the child's personal reading record; and subjective evaluation on the part of the librarian.

The school cumulative record file in the principal's office was used to secure basic information concerning the reading abilities of the students--from these records the reading achievement scores, I. Q., and grade level were recorded. These scores were based on the results of the Lorge Thorndike Intelligence Test given at the beginning of the school term and on the Stanford Achievement Test taken at the end of the preceding school year. These scores formed the basis for the division of the students into the three ability groups used throughout the study.

2. What relationship do sex and intelligence have to reading interests and preferences?

The techniques used to secure this information were the same as those used to determine the reading interests in purpose one. The information was recorded and evaluated in connection with this purpose.

3. To what extent does the home environment affect achievement in reading and the development of literary taste as reflected by the reading choices of the student?

To obtain information concerning the home environment and cultural level of the students, Part II of the reading questionnaire (Appendix A) was administered. In addition to this technique, the reading record compiled by the student during the first phase of the study and the expressed interest in certain reading materials recorded

on Part I of the reading questionnaire were used to aid in the evaluation of this purpose.

4. As a result of the planned reading guidance program, is there evidence of broadened interests and elevated reading tastes in (1) the quantity of books read; (2) a wider range of subjects selected to be read; and (3) the quality and maturity level of the books chosen. Four techniques were employed to answer this question:

a. An analysis of the pupil reading records and library circulation records during the last six weeks of the study as compared to an analysis of the same records compiled during the first six weeks of the study to determine if, in a comparable period of time, there had been an increase in the quantity of books read and if a wider variety of subjects had been selected.

b. A detailed study of the reading records of one randomly selected individual from each ability group to determine if there had been an increase in the amount of reading, a wider range of subjects had been selected, and the quality and maturity level of the books had been elevated.

c. An analysis of the student's responses to the pupil self-appraisal inventory.

d. Subjective evaluation on the part of the librarian.

V. SUMMARY OF THE CHAPTER

Spache emphasizes that students must be guided in their choice of reading material if they are to develop desirable reading interests.

He says: "When left to their own choices, their selections tend to be immature and to stress the easily accessible, as the front page and the comics in newspapers, and the picture type of magazines."⁸ The means of reading guidance must be intelligently applied if we are to achieve the desired ends of "reading for enjoyment and growth toward reading maturity."⁹

This was an applied reading guidance study. The guidance procedures, as outlined in this chapter, were planned as the means to an end. The desired end was an increase in reading for enjoyment and an elevation of reading tastes on the part of the participants. This chapter also traced the development of the study; presented the methods used to determine the reading interests, habits, and home background of the students; and outlined the evaluation techniques.

⁸George D. Spache, Good Reading for Poor Readers (Champaign, Illinois: Garrard Publishing Company, 1964), p. 4.

⁹Geneva R. Hanna and Mariana K. McAllister, Books, Young People, and Reading Guidance (New York: Harper and Row, 1960), p. 187.

CHAPTER III

EVALUATION OF FINDINGS

The data from this study were recorded and analyzed in relation to the four purposes as stated in Chapter I. In reporting the data, it was found expedient to consider and report sex and intelligence differences (purpose two) in relation to personal reading interests. Thus, purpose one was treated in two parts--reading abilities and reading interests.

I. DETERMINING READING ABILITIES

The study was composed of forty-eight ninth grade students, sixteen of whom were taken from each of the ability groups--superior, average, and below average. This classification was used whenever possible in the analysis of the data. Table I presents the make-up of the three ability groups.

The mental measurement scores of the pupils were determined on the basis of the results of the Lorge Thorndike Intelligence Test, Form A, Verbal Battery, which was administered at the beginning of the school term. The achievement scores were derived from the results of the Stanford Achievement Test, Form K, which the students took at the end of the preceding school year. These scores were available from the pupils' cumulative records in the school office. They are presented in Tables II, III, and IV.

TABLE I
THE SIZE AND SEX DISTRIBUTION OF THE
THREE STUDY GROUPS

Group	Boys	Girls	Total
A	8	8	16
B	8	8	16
C	8	8	16

TABLE II
TEST SCORES OF GROUP A

Boys				Girls			
Pupil	Para- graph Meaning	Grade Level	I.Q.	Pupil	Para- graph Meaning	Grade Level	I.Q.
1	7.6	7.8	94	1	7.6	7.8	114
2	9.4	10.3	112	2	7.2	8.0	112
3	8.4	8.8	110	3	9.4	9.3	111
4	7.8	8.0	110	4	10.5	9.2	104
5	5.4	6.4	110	5	9.0	7.5	110
6	10.4	11.3	126	6	8.4	8.7	110
7	5.4	6.6	104	7	7.6	6.6	102
8	9.9	8.4	110	8	6.4	7.1	111

TABLE III
TEST SCORES OF GROUP B

Boys				Girls			
Pupil	Para- graph Meaning	Grade Level	I.Q.	Pupil	Para- graph Meaning	Grade Level	I.Q.
1	5.8	6.0	99	1	6.2	6.3	103
2	6.2	6.0	92	2	5.2	5.8	86
3	6.3	6.1	92	3	4.6	6.1	96
4	6.5	7.2	98	4	4.6	6.0	87
5	6.6	6.2	92	5	6.8	6.1	101
6 ^a	8.7	7.2	106	6	5.2	5.0	79
7	5.6	6.1	92	7	6.0	5.9	88
8	5.4	6.0	97	8	4.2	5.7	92

^aThis student was a transfer from another school system. His scores for paragraph meaning and grade level were determined from the results of the Metropolitan Achievement Test, Form Am. The score listed for paragraph meaning is the score recorded for reading on this form. He was in the seventh grade at the time of testing.

TABLE IV
TEST SCORES OF GROUP C

Boys				Girls			
Pupil	Para- graph Meaning	Grade Level	I.Q.	Pupil	Para- graph Meaning	Grade Level	I.Q.
1	2.7	5.4	84	1	3.5	4.0	64
2		1.8	69	2	5.4	5.6	66
3	4.6	5.4	83	3	4.8	4.3	79
4	3.5	4.8	72	4	3.5	4.6	89
5	5.0	5.8	87	5	5.7	6.0	84
6	5.2	4.8	69	6	5.8	7.0	87
7	4.0	5.3	75	7	3.5	5.4	84
8	4.6	5.0	83	8	4.6	4.9	88

Mental measurement test scores for the students in Group A reveal that only one individual ranked in the category described by Lorge Thorndike as superior--i.e., having a score above 115. Moreover, it was found that the range of I. Q.'s for the entire population of Group A was from 94 to 114, excluding the student who scored 126. This range, according to Lorge Thorndike, fits into the national classification for average intelligence. However, since these ninth graders at Horace Maynard were considered the superior section, they were regarded as such in this study. At the time the achievement tests were given, only five of the pupils in Group A were achieving at grade level or above. There was a range in paragraph meaning from fifth grade, fourth month to tenth grade, fifth month.

The I. Q. range for the pupils in Group B was from eighty-seven to one hundred six. Even though the pupils in this group fell into the average category as far as I. Q. was concerned, not one individual was achieving at grade level when the test was given.

Group C was truly a below average group. The mental measurement scores for these pupils ranged from a low of sixty-four to a high of eighty-nine. As to paragraph meaning, the range was from a recorded score of second grade, seventh month to fifth grade, eighth month. One student failed to score at all on paragraph meaning. The grade level range was from first grade, eighth month to seventh grade. The student who failed to score on paragraph meaning was the one who ranked the lowest on grade level. The fact that he had no score on paragraph

meaning was, of course, a significant factor in reducing his grade level score.

Even though the students in this study were all classified as ninth graders, there was a considerable difference between the high and low scores in achievement as well as intelligence. There was a sixty-two point difference between the lowest and highest recorded intelligence quotient: 64 to 126. There was a grade level span of first grade, eighth month to eleventh grade, third month--almost the complete gamut of public school education.

II. DETERMINING THE READING INTERESTS

The areas of reading interests of the students in this study were determined through an analysis of the responses to the reading questionnaire, the facts learned during the interview, the library circulation record, and the pupil's personal reading record. It was pertinent to know how closely the data obtained by the various means would correlate. Sex and intelligence were considered whenever possible in analyzing and reporting the data.

The first question on both Part I of the reading questionnaire and on the interview form (Appendix A) was concerned with the student's attitude toward reading. Analysis of the responses to the question, "How well do you enjoy reading?", revealed that only one student of the forty-eight reported that he did not like to read at all. This individual was in Group C. Twenty-three reported that they enjoyed reading some, while twenty-four indicated that they enjoyed

reading a great deal. It was also noted that 58 per cent of those who enjoyed reading a great deal were from Group A. When confronted with the question, "Do you like to read?", during the interview, forty-three students responded that they did like to read. It was construed that when some students indicated on the questionnaire that they enjoyed reading some, they actually meant very little because five students gave a negative reply to this question during the interview. Four of the five who gave the negative answer were in the below average ability group. These findings are presented in Table V.

Table VI summarizes the data regarding the amount of time each individual estimated that he spent reading for his own pleasure each week. Thirty-five reported that they read from one to five hours; eight fell into the six to ten hour category. One boy in Group C reported that he spent no time reading for his own pleasure. Only four pupils indicated that they read eleven or more hours weekly; three of the four were from the superior group, and three of the four were boys. According to these data, this was the only category where sharp differences were noted between the reading habits of boys and girls. Approximately the same number of boys and girls read from one to five hours weekly; and an equal number reported reading six hours or more. Superior students spent more hours reading for pleasure weekly than did the average and below average. Eight superior students reported reading six or more hours weekly, while only two from the average group and two from Group C indicated this fact.

TABLE V
ATTITUDE TOWARD READING

Question	Group A			Group B			Group C			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
How well do you enjoy reading?												
A great deal	6	8	14	3	2	5	1	4	5	10	14	24
Some	2		2	5	6	11	6	4	10	13	10	23
Not at all							1		1	1	0	1
Do you like to read?												
Yes	8	8	16	8	7	15	5	7	12	21	22	43
No					1	1	3	1	4	3	2	5

TABLE VI
PUPIL ESTIMATE OF HOURS SPENT READING FOR PLEASURE WEEKLY

Hours Spent Weekly	Boys Groups				Girls Groups				Totals
	A	B	C	Total	A	B	C	Total	
None			1	1					1
1-5	3	8	6	17	5	6	7	18	35
6-10	3			3	2	2	1	5	8
11+	2		1	3	1			1	4

It was the assumption of the writer that a child's early reading experiences are significantly related to his attitude concerning reading during the adolescent years. The information from questions three and four of the reading questionnaire provided data for testing this assumption.

In order to ascertain the degree to which this assumption was valid, an attempt was made to categorize readers and their experiences. This was done by tabulating responses--a tabulation was made of those students who said they enjoyed reading a great deal with regard to when they read their first book and whether or not they enjoyed being read to as small children. An identical procedure was used for recording the responses of the students who enjoyed reading to some degree. Tables VII and VIII summarize the findings.

Students who enjoyed reading a great deal reported having read their first full-length book at an earlier age than did those who enjoyed reading to some degree. The approximate median ages at which those students who enjoyed reading a great deal first read a full-length book were as follows: Group A--nine and one-half; Group B--nine years and nine months; Group C--ten. The approximate medians for those who enjoyed reading only some were: Group A--eleven and one-half; Group B--eleven and one-half; and Group C--thirteen. Two of the sixteen students in Group C reported that they had never read a full-length book.

It was concluded, on the basis of this data, that early reading experiences are significant in the formation of a desirable attitude

TABLE VII

RESPONSES TO THREE QUESTIONS BY STUDENTS WHO SAID THEY ENJOYED READING A GREAT DEAL

Question	Group A N = 14 Average IQ--110.3	Group B N = 5 Average IQ--95.8	Group C N = 5 Average IQ--78.8
Age at which first full-length book was read			
6	1		
7	1		
8	1	3	1
9	4		1
10	2		1
11	3	2	
12	2		2
13			
14			
Enjoyed being read to as a small child			
Yes	13	5	5
No	1		
Remembers some characters of childhood stories			
Yes	7	3	4
No	7	2	1

TABLE VIII

RESPONSES TO THREE QUESTIONS BY STUDENTS WHO SAID THEY ENJOYED READING ONLY SOME

Question	Group A N = 2 Average IQ--103	Group B N = 11 Average IQ--92.8	Group C N = 10 Average IQ--78.6
Age at which first full-length book was read			
6			
7		1	
8		1	1
9		1	
10	1	1	2
11		1	
12		2	
13	1	2	2
14		1	3
Don't know		1	
Never			2
Enjoyed being read to as a small child			
Yes	1	10	6
No	1	1	4
Remembers characters of childhood stories			
Yes	1	7	6
No	1	4	4

toward reading. In each group, the students who enjoyed reading a great deal expressed enjoyment in having been read to as a small child to a greater degree than did the other groups. These same students not only had a higher I. Q., they also read books at an earlier age.

Teen-age reading taste is thought to be a composite of many influences; many factors are known to contribute to the formation of reading tastes and habits. When choosing leisure-time reading material, young people are influenced in their selections by their friends and peer groups. Opinions as to the value and merit of books are received from teachers, parents, and librarians; school lists serve as a guide to many in their pursuit of reading material; and, in addition to these factors, the mass media has been found to be influential in the formation of reading habits and taste. Table IX shows to what degree various factors of influence affected the choice of leisure-time reading materials of the students in this study.

Table X summarizes the findings in regard to the type of material the students read most frequently. All of the groups, except Group C boys, mentioned books more frequently than any other type of material read. Group B girls mentioned magazines more frequently than did either of the other girls' groups; Group C boys read fewer books and more magazines than any other group of boys; Group A boys read more books than any other and did not include newspapers at all. The sex differences in the choice of materials to read were not extreme. The greatest differences noted were those between the choices of Group A boys and girls and those between Group C boys and girls. Group A boys

TABLE IX
FACTORS INFLUENCING THE CHOICE OF LEISURE-TIME READING
MATERIALS AS RATED BY ALL STUDENTS IN THE STUDY

Influencing Factors	Frequency of Responses	Per Cent of Respondents
Parents	21	43.8
Teachers	14	29.2
Librarian	4	8.3
Friends	3	6.3
Movies	3	6.3
Booklists	2	4.1
Displays and advertisements	1	2
Television	0	0
Total	48	100

TABLE X
TYPE OF MATERIAL READ MOST FREQUENTLY

Material	Per Cent of Group A		Per Cent of Group B		Per Cent of Group C	
	Boys	Girls	Boys	Girls	Boys	Girls
Books	75	50	50	62.5	23	62.5
Newspapers		25	12.5		12.5	12.5
Magazines	25	25	37.5	37.5	50	25

read more books; Group A girls mentioned newspapers to a greater extent. Group C girls read books, while Group C boys indicated magazines were their choice leisure-time reading material. On the whole, percentage wise, girls read more books and newspapers; boys ranked higher in magazine reading.

Tables XI and XII summarize the data concerning the part or parts of the newspaper usually read. The comic section was by far the most popular being listed by 95.8 per cent of the boys and 91.6 per cent of the girls.

Analysis of the data presented in Table X, page 54, revealed that girls read newspapers more frequently than boys; however, in this instance boys showed a larger percentage of sections mentioned than did girls. There were eighty-five responses for boys compared to sixty-four for girls. One student, a boy from the superior group, listed that he read all parts of the newspaper. He was also one of the students who had indicated earlier that he read more than eleven hours for pleasure weekly.

Every section reported by boys showed a greater percentage of students in the superior group listing it than the average or below average except in the case of the comics, theater, and magazine section. Almost one-half of all responses given for Group C boys was that of the comics. There were no sharp distinctions found in the responses recorded for girls except in the reading of the news section. Here the percentage for the superior girls far exceeded the other two groups.

TABLE XI
SECTIONS OF THE NEWSPAPER READ MOST OFTEN BY GIRLS
ACCORDING TO FREQUENCY OF MENTION

Rank	Section	Group			Total Responses	Per Cent of All Girls
		A	B	C		
1	Comics	8	8	6	22	91.6
2	Theater	2	6	2	10	41.6
3	Radio and TV	3	3	3	9	37.5
4	Headlines	3	3	2	8	33.3
5	News	4		1	5	20.8
6	Magazine	2	2	1	5	20.8
7	Sports	1	2	1	4	16.6
8	Book Review	1			1	4.1
Total		24	24	16	64	

TABLE XII
SECTIONS OF THE NEWSPAPER READ MOST OFTEN BY BOYS
ACCORDING TO FREQUENCY OF MENTION

Rank	Section	Group			Total Responses	Per Cent of All Boys
		A	B	C		
1	Comics	8	8	7	23	95.8
2	Sports	7	6	3	16	66.6
3	Headlines	6	5	2	13	54.1
4	Radio and TV	5	4	2	11	45.9
5	Theater	4	5	1	10	41.6
6	News	4	2		6	25
7	Book Review	2		1	3	12.5
8	Magazines	1	2		3	12.5
Total		37	32	16	85	

A total of twenty-one titles were listed by boys and seventeen titles were mentioned by girls in response to a question concerning the kinds of magazines the students especially enjoyed reading. The outdoor life and sports type were mentioned most frequently by boys; household and pictorial magazines were the outstanding preferences of girls. None of the literary type magazines were included by either sex. Currently popular news editions such as Time and Newsweek received more mention by boys than by girls; 16.6 per cent of the boys and 8.3 per cent of the girls indicated that they read Time. True Story was mentioned by 25 per cent of the girls; Teen and Seventeen, popular magazines for girls, were mentioned by only two girls. Both of the girls who listed Teen and Seventeen were from the superior ability group.

When analyzed according to ability groups, it was found that no particular pattern was established for distinguishing any group. Students from each were found to have listed various types of magazines. It was the opinion of the writer that some of the students did not actually prefer to read what they listed but were merely recording the titles of magazines they had at home or had seen in the school library. All of the titles listed and the frequency of their mention in response to this question are presented in Tables XIII and XIV.

Table XV summarizes the findings regarding the kinds of books the students said they enjoyed reading most. These were recorded as categories of reading interests; first and second choices were both tabulated.

TABLE XIII
MAGAZINES PREFERRED BY GIRLS ARRANGED
ACCORDING TO FREQUENCY OF MENTION

Title	Group			Total	Per Cent of All Girls
	A	B	C		
McCalls	3	4	5	12	50
Life	2	3	2	7	29.1
Look	1	5	1	7	29.1
True Story	2	2	2	6	25
Progressive Farmer	2		1	3	12.5
Co-ed (Homemaking)	1	2		3	12.5
Teen	2			2	8.3
Seventeen	2			2	8.3
Time		1	1	2	8.3
Post			2	2	8.3
Sport			1	1	4.1
Field and Stream	1			1	4.1
Woman's Day	1			1	4.1
Ladies Home Journal	1			1	4.1
House and Garden	1			1	4.1
VFW		1		1	4.1
Modern Romances			1	1	4.1
Total	19	18	16	53	

TABLE XIV
MAGAZINES PREFERRED BY BOYS ARRANGED ACCORDING
TO FREQUENCY OF MENTION

Title	Group			Total	Per Cent of All Boys
	A	B	C		
Field and Stream	1	3	5	9	37.5
Sport	3	1	3	7	29.1
Life	1	2	2	5	20.8
Outdoor Life	2	1	1	4	16.6
Post	1	2	1	4	16.6
Time	1	2	1	4	16.6
McCalls	1	1	1	3	12.5
Look	1	2		3	12.5
Teen	1		1	2	8.3
Farm Journal	1		1	2	8.3
Successful Farming			1	1	4.1
Car Craft			1	1	4.1
True		1		1	4.1
Mechanics Illustrated	1			1	4.1
Popular Science	1			1	4.1
Sports Afield	1			1	4.1
South	1			1	4.1
American Legion	1			1	4.1
Progressive Farmer		1		1	4.1
Newsweek		1		1	4.1
National Geographic		1		1	4.1
Total	18	18	18	54	

TABLE XV
CATEGORIES OF READING INTERESTS--FIRST AND
SECOND CHOICES RECORDED

Interest Area	Girls				Boys				Group Totals
	A	B	C	Total	A	B	C	Total	
Adventure	3		1	4		3		3	7
Animal	2		1	3	3	1	2	6	9
Bible	1		3	4		1	3	4	8
Biography					1			1	1
Career		1		1					1
History					1	1		2	2
Humor	1	1		2	1			1	3
Mystery	4	4	4	12	2	3	3	8	20
Parties and social life		1		1					1
Plays		2		2					2
Poetry		2	2	4					4
Romance	3	4	3	10	2	1		3	13
Science	2			2	2	2	2	6	8
Sports		1		1	2	2	1	5	6
Tall tales			2	2	1		2	3	5
Western					1	2	3	6	6

Sixteen interest areas were indicated. Mystery, romance, animal, science, and Bible stories ranked as top choices. Superior boys included more categories of interest than did the other two groups. Career, parties and social life, plays, and poetry were not reported at all by boys. Superior, average, and below average girls showed little difference in their preferences for mystery and romance or in the number of categories of interest mentioned; however, for animal, poetry, science, adventure, and plays the differences were marked.

It was found that there were wide sex differences in reading interests. Although both boys and girls liked mystery, animal, and adventure stories, there were decided differences in the case of other categories. Girls showed marked preferences for romance and poetry; boys preferred science, sports, and western books.

There was pronounced relationship between intelligence and the type of book preferred. Humor, historical novels, adventure, and science were chosen most frequently by the more intelligent--85.7 per cent of all students selecting adventure and 75 per cent of all those mentioning science were from the average and superior ability groups. Group C students indicated that tall tales, Bible, western, and poetry were the kinds of books they selected most often for leisure-time reading.

The interview revealed some additional information concerning reading interests. The students were asked to tell what type of story they usually selected for their personal reading. The majority of additional entries were suggested by students in Group C. Seven of

the eight boys and three of the eight girls in this group reported types of books different from what they had indicated on the questionnaire. The data obtained as a result of this interview question did not upset the conclusions drawn earlier concerning areas of interest; they only served to further strengthen each category because eight of the twenty entries were mystery and five of the twenty were romance. Table XVI presents the data from this question.

Students were asked during the interview to name their favorite classroom subject. This item was included in an attempt to determine if there was any relationship between the preference for a particular school subject and an expressed interest in some area of reading or in the general attitude one has toward reading. Perhaps the closest relationship shown to exist was that English, a subject associated with reading and literature, was the favorite subject of 37.5 per cent of the students in Group A. This was the group in which fourteen of the sixteen members indicated that they enjoyed reading a great deal. In Groups B and C, the majority of whose members expressed a limited enjoyment in reading, science was the preferred subject; however, when reporting reading interests, science did not rank near the top of the list for either girls or boys. English was mentioned by only four students from these two ability groups combined. Table XVII summarizes the findings. Table V, page 47, and Table XV, page 61, may be consulted in connection with Table XVII in order to obtain a comparative picture of these data.

TABLE XVI
CATEGORIES OF READING INTERESTS ADDED DURING THE INTERVIEW

Area of Interest	Group A		Group B		Group C		Totals
	Boys	Girls	Boys	Girls	Boys	Girls	
Mystery	1		1	1	2	3	8
Romance		2		1		2	5
Sports	1				1	1	3
War			1				1
Space			1				1
Comics and true stories	1						1
Plays						1	1
Total	3	2	3	2	3	7	20

TABLE XVII
SCHOOL SUBJECT LIKED MOST--RANKED AS INDICATED IN THE INTERVIEW

Rank	Subject	Group A			Group B			Group C			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Science	2	4	6	5	6	11	3	5	8	10	15	25
2	English	2	4	6		1	1	2	1	3	4	6	10
3	Mathematics				2		2	1	1	2	3	1	4
4	Home Economics					1	1		1	1		2	2
5	Agriculture	3		3	1		1	2		2	6		6
6	Civics	1		1							1		1
Totals											24	24	48

Table XVIII summarizes the findings concerning to what extent students recommend books to their friends. Twenty-seven or 56.2 per cent indicated that they seldom recommend books; whereas 31.2 per cent reported that they often suggest titles to their friends. Girls showed a greater tendency to respond positively to this question than did boys. One boy from Group B and five from Group C said they never recommend books; no girl indicated this fact. There did not appear to be any significant difference among ability groups concerning the findings on this particular question.

During the personal interviews, it became apparent that most of the students in this study had no hobby and that their predominant leisure-time activity was watching television.

Nineteen students reported that they spent most of their free time watching television; reading came in a close second to television with sixteen suggesting it as their predominant leisure-time activity.

Only seventeen students reported having a hobby. Of this number, 35 per cent mentioned reading, and 50 per cent of those mentioning reading as their hobby were in the superior ability group.

Only slight differences were noted between the responses of the sexes or the ability groups in regard to either of these items. Students in the superior and below average groups tended to report hobbies more than did the average; boys exceeded girls to a slight degree. Fewer students in the average group reported watching television and more mentioned reading as a leisure-time activity than did either of the other two groups. Generally, these differences were so

TABLE XVIII
RECOMMENDED BOOKS TO FRIENDS

Recommended Books	Group A			Group B			Group C			Totals		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Often	2	4	6	2	2	4	1	4	5	5	10	15
Seldom	6	4	10	5	6	11	2	4	6	13	14	27
Never				1		1	5		5	6		6
Totals										24	24	48

minor that very little significance could be attached to them. A listing of the leisure-time activities with the number of students mentioning them during the interview may be seen in Table XIX. Table XX presents the same type data for the listing of hobbies mentioned during the interview.

During the interview the students were asked if either class assignments or television had interfered with their leisure-time reading activities. It was the assumption of the writer that both these factors play a significant part in the amount of time a student has free to spend in reading for his own pleasure. The data, as presented in Table XXI, failed to validate this assumption. The majority of the students reported "no" to both questions regarding interference with reading.

In response to the question, "Where do you get most of the books that you read?" the largest number, 50 per cent, of the students indicated that the school library was their primary source of supply. Four students or 8.4 per cent reported that most of their books came from the public library. This area is served by the Clinch-Powell Regional Library Service which sets up book stations in communities throughout the county. Further analysis of these findings is presented in Table XXII.

During the first six weeks of the study, the forty-eight participants kept a record of the books they read. Library circulation records were compared to these records to determine the accuracy of the student's listings. Table XXIII presents an interest analysis of the

TABLE XIX
 PREDOMINANT LEISURE-TIME ACTIVITIES AS REPORTED DURING THE INTERVIEW

Activity	Group A			Group B			Group C			Group Totals		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class work					1	1					1	1
Hunting	1		1				1		1	2		2
Radio-TV	4	3	7	2	2	4	4	4	8	10	9	19
Reading	2	3	5	4	2	6	1	4	5	7	9	16
Reading poetry					1	1					1	1
Sports		1	1	1		1				1	1	2
Work	1	1	2	1	2	3	1		1	3	3	6
Working on motors							1		1	1		1

TABLE XX
HOBBIES AS REPORTED DURING THE INTERVIEW

Hobbies	Boys Group				Girls Group				Totals
	A	B	C	Total	A	B	C	Total	
Building models	1	1	1	3					3
Collecting glass horses					1			1	1
Fishing			1	1					1
Hunting	1		1	2					2
Reading	2	1		3	1		2	3	6
Sports						1	1	2	2
Stamp collecting							1	1	1
Working puzzles		1		1					1
No hobby	4	5	5	14	6	7	4	17	31

TABLE XXI
RESPONSES TO TWO QUESTIONS ASKED DURING THE INTERVIEW

Question	Boys Group				Girls Group				Total Responses
	A	B	C	Total	A	B	C	Total	
Do you find that your class assignments interfere with your leisure-time reading?									
Yes		3	2	5	3	2	6	11	16
No	8	5	6	19	5	6	2	13	32
Has television interfered with your leisure-time reading?									
Yes	4	3	4	11	4	3	4	11	22
No	4	5	4	13	4	5	4	13	26

TABLE XXII
SOURCE OF BOOKS

Source	Number of Responses	Per Cent of Responses
School library	24	50
Home	10	20.8
Stores	10	20.8
Public library	4	8.4
Gifts	0	

TABLE XXIII

INTEREST ANALYSIS OF BOOKS REPORTED ON THE PUPIL READING
RECORDS DURING THE FIRST SIX WEEKS OF THE STUDY

Interest Area	Group A			Group B			Group C			Totals		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Adventure	5	6	11	2	4	6		1	1	7	11	18
Animal	1	1	2	1		1		1	1	2	2	4
Career				1	1	2				1	1	2
Fairy tales					1	1					1	1
Family life		3	3		2	2		1	1		6	6
History				2		2				2		2
Humor	1		1							1		1
Mystery		9	9	3	6	9		2	2	3	17	20
Romance		5	5								5	5
Science fiction	1		1	1		1				2		2
Social science				1		1				1		1
Western				1	2	3				1	2	3
Total	8	24	32	12	16	28	0	5	5	20	45	65

books recorded on the reading record; and Table XXIV lists, in tabulated form, the number of books each student reported having read.

Twelve interest areas were represented. Mystery and adventure stories were the top choices of both sexes with about 58 per cent of all books listed being in these two categories. Boys completely omitted fairy tales, family life, and romance; girls did not read any history, humor, social science, or science fiction books.

It was noted that there were wide sex and intelligence differences in the amount of reading reported. A total of sixty-five books were recorded as having been read. Of this total, forty-five were read by girls with the amount of reading decreasing as the intelligence level decreased. The girls in Group A listed twenty-four titles read, those in Group B noted sixteen, and the Group C girls listed only five. There were no extreme differences between these groups in the areas of interest selected. The boys in the study read a total of twenty books. Those in Group C did not report any books read at all; Group B boys read from eight areas of interest for a total of twelve books, while the boys in Group A read eight books from only four categories.

In analyzing the reading records, it was found to be of particular significance that twenty-four or 50 per cent of the students in this study had read no books at all during this six weeks period. Five of these students were in the superior group, six were in the average group, and thirteen were in the below average group.

TABLE XXIV

NUMBER OF BOOKS READ BY EACH STUDENT DURING THE FIRST SIX WEEKS OF THE STUDY

Group A				Group B				Group C			
Boys	Books	Girls	Books	Boys	Books	Girls	Books	Boys	Books	Girls	Books
1	1	1	1	1	1	1	0	1	0	1	0
2	0	2	1	2	5	2	9	2	0	2	3
3	1	3	4	3	0	3	2	3	0	3	1
4	2	4	0	4	1	4	3	4	0	4	0
5	0	5	8	5	0	5	0	5	0	5	0
6	0	6	7	6	1	6	1	6	0	6	0
7	1	7	3	7	0	7	0	7	0	7	1
8	3	8	0	8	4	8	1	8	0	8	0

Although twelve interest areas were included in the books recorded, over one-half of those listed were either adventure or mystery books with the ten remaining categories each having a small listing. Twelve of the students indicated that they had read only one book each. Of those students who recorded several titles, two had read only mystery stories; one had read adventure only.

The quality of the books read was generally poor. About 40 per cent of the titles listed were not found in the Children's Catalog¹ or the Standard Catalog for High School Libraries,² two standard selection aids for school libraries.

The relationship between expressed reading interests, as taken from the reading questionnaire, and actual reading during the first six weeks of the study, from October 4 to November 12, can be seen by consulting Table XV, page 61, and Table XXIII, page 73. Table XXV presents a comparative analysis of these two factors. Although boys had ranked adventure as a fifth interest choice, it ranked first as the type of book actually read. Mystery ranked first in interest but second in books read. Girls ranked mysteries as their top choice both in interest and in books read. They read more adventure books than romance, although romance had been slightly favored as an expressed

¹Children's Catalog (New York: The H. W. Wilson Company, 1956-1965).

²Standard Catalog for High School Libraries (New York: The H. W. Wilson Company, 1937-1965).

TABLE XXV
A COMPARATIVE ANALYSIS OF EXPRESSED READING
INTERESTS WITH ACTUAL READING

Interest Area	Boys		Girls	
	Rank on Reading Inventory	Rank on Reading Record	Rank on Reading Inventory	Rank on Reading Record
Adventure	5	1	3	2
Animal	2	3	4	5
Bible	4		3	
Biography	7			
Career		4	6	6
Fairy tales				6
Family life				3
History	6	3		
Humor	7	4	5	
Mystery	1	2	1	1
Parties and social life			6	
Plays			5	
Poetry			3	
Romance	5		2	4
Science	2	3	5	
Sports	3		6	
Social science		4		
Tall tales	5		5	
Western	2	4		5

interest area. Family life, not mentioned on the interest inventory, was ranked third in the analysis of the girls' reading records.

III. DETERMINING THE HOME BACKGROUND

In any study involving the interests, habits, or activities of children, it is important to know something of the environmental conditions surrounding the participants since it has been fairly well established by research that these conditions have a direct bearing upon the child's inherent cultural and intellectual pattern.³ The occupational status of the parent is perhaps the most important factor in determining the social and cultural elements to be found in the home, for social, economic, and educational factors generally complement each other. If a high level of one exists, then the others are likely to be present to a corresponding degree. It is upon this fact that the assumption was made that children who come from homes in which rich and varied reading materials are provided and in which a love of reading is fostered should have an inherent taste for good literature. If the surroundings have been devoid of these opportunities it is not likely that the child will have either the desire or the facility to select the better types of materials to read.

³May Lazar, Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children (Teacher's College Contributions to Education, No. 707. New York: Bureau of Publications, Teachers College, Columbia University, 1937), p. 30.

One of the important purposes of this study was to investigate the home background of each of the participants in an attempt to ascertain the opportunities offered by the homes to stimulate and encourage the development of sound reading habits and literary taste.

Tables XXVI and XXVII summarize the findings in regard to the occupational status of the parents of the students in this study. The distribution of occupations was made according to the seven major occupational groups as classified in the Dictionary of Occupational Titles.⁴ These tables show the ranks according to occupational groups and average I. Q. of the students as well as the number and percentage of occupations in each ability group--superior, average, and below average.

The largest occupational percentage (38.30 per cent) for fathers was found in the skilled worker classification group. Due to the rural nature of the area in which the school is located, there was a high percentage of farmers (21.27 per cent). Twenty-eight or 59.58 per cent of the fathers were classified in the three lowest groups: skilled, semiskilled, and unskilled. At the time of the investigation, four fathers were unemployed. Only one father was an executive in a business concern and only two were proprietors of their own businesses. The largest percentage (69.50 per cent) of the mothers were homemakers;

⁴Dictionary of Occupational Titles. Volume II: Occupational Classification and Industry Index, Division of Occupational Analysis, United States Employment Service (second edition; Washington: United States Government Printing Office, March, 1949), pp. (IX-XVIII).

TABLE XXVI

FATHER'S OCCUPATION ACCORDING TO THE NUMBER AND PERCENTAGE
OF PUPILS IN EACH ABILITY GROUP

Classification of Occupations ^b	N = 47 ^a						Per Cent of All Students	Average IQ of Students
	Superior		Average		Below Average			
	Number	Per	Number	Per	Number	Per		
		Cent		Cent		Cent		
Group I--Professional and Managerial	3	20					6.38	115.6
Group II--Clerical and Sales								
Group III--Service	1	6.66	1	6.25			4.26	99.0
Group IV--Agricultural	2	13.34	3	18.75	5	31.25	21.27	88.8
Group V--Skilled	7	46.66	6	37.50	5	31.25	38.30	92.2
Group VI--Semiskilled	2	13.34	1	6.25	3	18.75	12.77	90.3
Group VII-Unskilled			3	18.75	1	6.25	8.51	85.2
Unemployed			2	12.50	2	12.50	8.51	85.0
Total	15	100	16	100	16	100		

^aThere were only 47 responses to this question as the father of one child in Group A was deceased.

^bSee page 79 for the source of this classification system.

TABLE XXVII

MOTHER'S OCCUPATION ACCORDING TO THE NUMBER AND PERCENTAGE
OF PUPILS IN EACH ABILITY GROUP

Classification of Occupations	N = 46 ^a						Per Cent of All Students	Average IQ of Students
	Superior		Average		Below Average			
	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Group I--Professional and Managerial	2	13.33					4.35	98
Group II--Clerical and Sales					1	6.25	2.17	
Group III--Service	2	13.33					4.35	110
Group IV--Agricultural								
Group V--Skilled								
Group VI--Semiskilled	2	13.33	3	20	4	25	19.57	91.3
Group VII--Unskilled								
Unemployed (Homemaker)	9	60	12	80	11	68.75	69.56	
Total	15	99.99	15	100	16	100	100	

^aTwo of the 48 mothers were deceased.

nine mothers were employed in semiskilled factory positions while only two were classified as professionals.

The relationship between occupational groups and intelligence can be clearly seen from the tables. The average I. Q. of the students whose fathers were in the professional or managerial group was 115.6 as compared to an average I. Q. of 92.2 for the children of skilled workers and 85.2 for the unskilled. Three fathers and two mothers of the superior students fell into the Group I occupational classification. There were no fathers or mothers of average or below average students in this occupational classification. In addition to this fact, average and below average students reported about 8 per cent of their fathers as unskilled laborers and 8 per cent as unemployed. The skilled worker classification had more listings than any other category in each ability group--there was a slight tendency for more semiskilled workers to be indicated as intelligence decreased.

It is not only important that the parent have sufficient income to provide reading materials, but there must be a desire to read on the part of the parent, else little constructive influence will be prevalent in the home. It was with this environmental factor that items four and five of Part II of the reading questionnaire was concerned. Table XXVIII presents the data as compiled regarding the leisure-time reading activities of the students' mothers and fathers; Table XXIX reflects an analysis of the parents' attitude concerning the students' reading activities.

TABLE XXVIII

RESPONSES TO THE QUESTIONS ON THE READING QUESTIONNAIRE CONCERNING THE READING
ACTIVITIES OF THE PARTICIPATING STUDENTS' FATHERS AND MOTHERS

N = 47 Fathers, 46 Mothers ^a										
Question	Group A			Group B			Group C			Totals
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Does your father read										
A great deal	2	4	6	3		3	1	1	2	11
Little	5	4	9	5	7	12	6	4	10	31
None					1	1	1	3	4	5
Does your mother spend much time reading										
Yes	6	5	11	4	3	7	4	3	7	25
No	2	2	4	4	4	8	4	5	9	21

^aOne father and 2 mothers were deceased.

TABLE XXIX
PARENTS' ATTITUDE RELATIVE TO THE STUDENTS'
LEISURE-TIME READING ACTIVITIES

How Do Your Parents Feel About Your Reading?	Responses									Totals
	Group A			Group B			Group C			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
They advise me to read more	3	3	6	5	4	9	6	4	10	25
They advise me to read better materials	1	1	2		2	2	1		1	5
They think I spend too much time reading		1	1	1		1		1	1	3
They do not advise me	4	3	7	2	2	4	1	3	4	15

From these data, it was seen that three times more fathers of superior children than of below average children were reported to read a great deal. There were twice as many of the fathers of the superior who read a great deal as there were of the average. Five students, four of whom were in Group C and one in Group B, stated that their fathers did no leisure-time reading. No superior student made such an indication.

The same basic pattern was followed in regard to the mothers' reading activities. From this evidence it can be assumed that the parents of superior children spend more time reading than do those of the average and below average.

As to the parents' attitude relative to the students' reading activities, it was determined that the largest percentage (62.5 per cent) of them did advise their children to read (Table XXIX). It was the writer's assumption that superior students would receive more encouragement to read than the other two groups; however, this theory was not substantiated. Actually more of them reported that they were not advised to read than did either of the other groups. Three students, one from each of the ability groups, stated that their parents thought they spent too much time reading. From these data, it can be assumed that Group B and Group C children received more encouragement to increase their reading than did those in Group A.

The availability of reading materials in the home is thought to be an important factor in the development of desirable reading interests,

habits, and attitudes. Table XXX presents the figures concerning the number of magazines and newspapers available in the homes of the participants of the study as indicated on the reading questionnaire. Four was the largest number of magazines reported in any home. Eight students, five of whom were in Group A, indicated this fact. Fourteen of the forty-eight students in the study has no access to periodicals at home. There was a slight tendency for superior students to have more magazines available than did the average and for the average to exceed the below average. Specifically, the median number of magazines in the homes of the students in Group A was 2.5; in the homes of the average students the median was 1.7; and for Group C the median was 1.25. Newspaper availability followed the same general pattern as magazines, with superior pupils having access to more publications than either of the other groups.

A comparison of the number of books in the home with the average I. Q. of the students revealed that as I. Q. decreased so did the number of books in the home. Table XXXI verifies the validity of this statement. Nine of the sixteen students in the superior group reported that they had fifty-one or more books available as compared with one student in the average group and no one in the below average. Over 80 per cent of the average and below average said that they had less than twenty books in their homes; 31.3 per cent of the superior reported fewer than twenty.

If low occupational status has a direct bearing on the cultural level of the home and, as a consequence, a lessening of the availability

TABLE XXX

NUMBER OF MAGAZINES AND NEWSPAPERS IN THE HOME ACCORDING
TO THE NUMBER OF STUDENTS IN EACH ABILITY GROUP

Number	Group A	Group B	Group C	Totals
Magazines				
5+				
4	5	2	1	8
3	3	2	2	7
2	3	5	4	12
1		3	4	7
0	5	4	5	14
Median number	2.5	1.7	1.25	
Newspapers				
4				
3	5		1	6
2	3	3	1	7
1	6	11	13	30
0	2	2	1	5
Median number	1.5	1.04	1.05	

TABLE XXXI
BOOKS IN THE HOME ACCORDING TO THE NUMBER
OF PUPILS IN EACH ABILITY GROUP

Number of Books	Group			Totals	Average IQ
	A	B	C		
100 or over	2			2	111
51 to 100	7	1		8	110
21 to 50	2	1	3	6	94.5
1 to 20	4	11	10	25	87.5
0	1	3	3	7	84.8

of reading material of good quality, it was assumed from the data available that most of the students in this study were handicapped by a lack of desirable home environment. This fact may be basic in explaining the low I. Q. and reading scores as presented in Table II, page 41; Table III, page 42; and Table IV, page 43.

The data presented supports the conclusion that the home environment has a pronounced effect upon the development of literary taste and achievement in reading. The superior students--students who did more reading and expressed a greater degree of enjoyment in reading--tended to have better socio-economic home conditions; there were more books, magazines, and newspapers available for them to read; and their parents spent more time reading than did the parents of the average and below average. All of these factors were shown to decrease in quality and/or quantity as abilities lessened.

IV. DETERMINING THE RESULTS OF THE PLANNED GUIDANCE PROGRAM

The planned guidance program ended on February 18, 1966. Evaluation of the success of the effort was based upon evidence of broadened interests and elevated reading tastes as reflected by the quantity of books read, the variety of subjects selected to be read about, and the quality and maturity level of the books chosen. The findings fall into four areas:

1. An analysis of the pupil reading records and library circulation records during the last six weeks of the study as compared to an analysis of the same records compiled during the first six weeks of

the study to determine if, in a comparable period of time, there had been an increase in the quantity of books read and if a wider variety of subjects had been selected to read about.

2. A detailed study of the reading records of one randomly selected individual from each ability group to determine if there had been an increase in the amount of reading, a wider range of subjects had been selected to read about, and the quality and maturity level of the books he had read had been elevated.

3. An analysis of the responses of the students to the pupil self-appraisal inventory.

4. Subjective evaluation on the part of the librarian.

Comparing reading activities. A comparison of Table XXIV, page 75, and Table XXXII, page 91, shows the degree to which reading had increased in amount during two comparable periods of time. Both these tables were based upon an analysis of the pupils' reading records and of the library circulation records. Table XXIV, page 75, was compiled from records kept during the first six weeks of the study and before the formal attempt to guide the pupils' reading. Table XXXII represents an analysis of the records kept during the last six weeks of the planned twelve weeks of the guidance procedures.

A comparative analysis of the data in the two tables revealed that there was a substantial increase in the number of books read by the participants of the study during the last six weeks period. There was an over-all increase of 154 per cent in the total number of books

TABLE XXXII

A TABULATION OF THE NUMBER OF BOOKS READ BY EACH STUDENT
DURING THE LAST SIX WEEKS OF THE STUDY

	Group A				Group B				Group C			
	Boys	Books	Girls	Books	Boys	Books	Girls	Books	Boys	Books	Girls	Books
1	1	1	1	5	1	1	1	2	1	4	1	2
2	2	2	2	6	2	2	2	5	2	2	2	2
3	6	3	6	3	1	3 ^a			3	3	3	2
4	6	4	7	4	2	4	3	4 ^b		4	2	
5	4	5	12	5	2	5	3	5	2	5	2	
6	7	6	6	6	5	6	2	6	1	6	3	
7	5	7	8	7	1	7	3	7	2	7	2	
8	7	8	6	8	4	8	0	8	2	8	4	
Totals	38		56		18		18		16		19	

^aDropped out of school on February 15, 1966.

^bDropped out of school on January 19, 1966.

recorded. Boys showed the greatest increase in the quantity of books read. During the first phase of the study, fourteen boys had read no books at all. Every boy listed at least one title on the second record. Only five students read less than previously and four reported the same number of books on both records. Only one person recorded no books read during the last six weeks period.

Table XXXIII presents a subject analysis of the books read during the last six weeks of the study. A comparison of this table with Table XXIII, page 73, shows the relationship between the subjects chosen to be read during these two phases of the study. According to the data compiled in these tables as taken from the reading records, the students read from a wider range of subjects during the last phase of the study. Twelve subject areas were represented in the first tabulation, whereas sixteen were represented in the second. Nine of the areas reported in the second phase had significant listings as compared to five areas in the first.

Evaluation of sample individual reading records. In an effort to evaluate the success of the guidance sessions, a detailed study was made of the reading records of one individual from each ability group to determine if there had been an increase in the amount of reading, if a wider range of subjects had been selected to be read, and if the quality and maturity level of the books he had read had been elevated. The students whose records were to be evaluated were selected by random sampling.

TABLE XXXIII
 READING INTERESTS ACCORDING TO PUPIL READING RECORDS AS COMPILED
 DURING THE LAST SIX WEEKS OF THE STUDY

Interest Area	Group A			Group B			Group C			Totals		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Adventure	5	4	9	1	1	2				6	5	11
Animal	9	9	18	6	2	8	5	3	8	20	14	34
Biography	1	7	8	2	1	3	2	2	4	5	10	15
Career		5	5	1	3	4				1	8	9
Family life	1	4	5	1	3	4	1	2	3	3	9	12
Fantasy							2	1	3	2	1	3
History		1	1								1	1
Humor	2	1	3							2	1	3
Mystery	3	6	9	1	1	2	1	2	3	5	9	14
Outdoor life	1		1							1		1
Parties and social life		2	2					2	2		4	4
Romance		11	11		6	6		7	7		24	24
Science (fact and fiction)	5	1	6	1		1				6	1	7
Sports	10	3	13	2	1	3	5		5	17	4	21
War				3		3				3		3
Western	1	2	3							1	2	3
Total	38	56	94	18	18	36	16	19	35	72	93	165

The student who was selected from Group A was a girl whose I. Q. was 110 and whose paragraph meaning score was ninth grade. Through a conference, the librarian learned that she enjoyed reading a great deal and that her chief interest was in romance and mystery books. On her first reading record, that which was written prior to the guidance sessions, she had listed eight titles from two subject areas--mystery and romance. Six of these books were not found in the standard selection aids for school libraries.

Twelve titles were listed on the student's second reading record. Eleven of them were found on recommended lists for school libraries and assumed to be of good literary quality. Analysis of the maturity level of the books revealed that two of them were recommended for senior high school students and the remaining nine for ninth grade and up. Six subject areas were represented in the readings. The breakdown of subjects was as follows: six romance, two history, one career, one biography, one social life, and one mystery.

The student selected from Group B for more extensive individual study was a boy whose I. Q. was 106. It had been ascertained through earlier data-gathering techniques that he enjoyed reading a great deal. During the first six weeks of the study he read only one book. He stated in a conference that this was unusual and that he generally read much more than this in a six weeks period.

Five titles were listed on the second reading record; three different subject areas were represented in these readings. Analysis of the quality and maturity level of the books revealed that even

though each was of good literary quality one of them was much too simple for this student. Two of the books were recommended for ninth grade and up and two of them were on an eleventh grade level.

A boy was selected from Group C. He was the only student in the study who indicated on the reading questionnaire administered earlier that he did not like to read at all. He told the librarian during a personal conference, "I read only when I have to--not much." Through this conference it was also learned that he had an avid interest in motors and car racing. He confessed that he did read Hot Rod magazine regularly. This student had an I. Q. of 83. During the first six weeks of the study he read no books at all.

Capitalizing on his known interest in motors, the librarian, by means of individual counseling, suggested that he might like to read Felsen's Hot Rod. A week later he came back to the library and asked for another book "like this one." He then read Street Rod by the same author. On his second reading record, the student listed three books--one was a book on racing; two were animal stories. All were of good literary quality and all were suitable to his reading ability and level.

A comparative analysis of the data gathered from the two reading records of each of these students and from other data-gathering techniques as the information was related to the reading records was made. On the basis of the data, it was concluded that the three students' reading interests had been broadened and their reading tastes

elevated. They were not only reading more than previously, they were also reading material of better quality from a wider variety of subjects.

Pupil evaluation. The pupils in the study evaluated the guidance sessions by responding to a self-appraisal type questionnaire (Appendix A). Tables XXXIV and XXXV analyze the responses.

Most pupils indicated that they enjoyed films and the study of magazines more than any other activity and that the films and the panel discussions were the most profitable experiences as far as learning was concerned. Sixty-five per cent of the pupils said that they had tried to select good reading materials and to use their time wisely during the study. Of those who gave a negative reply to this question, 56 per cent were students in Group B. Thirty-seven of the forty-six students who finished the study indicated that their leisure-time reading had increased as a result of having participated in the study.

Librarian evaluation. The librarian evaluation (Appendix A) was subjective in nature. Brief notes were made from time to time relative to the success of the various guidance procedures. General impressions concerning student participation and interest were noted. As a general rule, these evaluations were favorable.

Individualized instruction was found to be the most effective of the guidance techniques employed. This was especially true for the students in Groups B and C.

TABLE XXXIV
PUPIL EVALUATION OF THE GUIDANCE ACTIVITIES

Activity	N = 23 Boys and 23 Girls			Totals
	Groups			
	A	B	C	
Activity enjoyed most				
Films	3	6	6	15
Magazine study	4	6	5	15
Free reading	3		2	5
Panel discussion ^a	3	1		4
Browsing in the library	1	1		2
Preparing bulletin board ^b			2	2
Reporting	1	1		2
Bibliographies	1			1
Activity from which the most was learned				
Films	5	4	3	12
Panel discussion	6	4		10
Magazine study	3	2	4	9
Browsing in the library	1	3	4	8
Free reading		2	1	3
Class discussion			2	2
Reporting	1		1	2

^aGroup A and B activity only.

^bGroup C activity only.

TABLE XXXV

STUDENT RESPONSES TO TWO QUESTIONS ON THE PUPIL SELF-APPRAISAL INVENTORY

Question	Group A			Group B			Group C			Totals		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Have I done my best to select good reading materials and have I used my time to the best advantage?												
Yes	7	7	14	3	3	6	4	6	10	14	16	30
No	1	1	2	5	4	9	3	2	5	9	7	16
Has my leisure-time reading increased as a result of having participated in this study?												
Yes	7	7	14	5	4	9	7	7	14	19	18	37
No	1	1	2	3	3	6		1	1	4	5	9

The greatest problem encountered during the study was that of meeting the demand created for the books advertised. Many times the students not involved in the study were first to check out the suggested titles.

The students in Groups B and C were found to get the most satisfaction from the guidance experiences. Even though they read a much smaller number of books, they expressed greater enthusiasm about finding a book or magazine concerning some subject they were vitally interested in.

The students were reluctant to have the study end. They would ask, "When are we going to have another film?" or "Don't you want us to come back for a library class today?" They were eager to share the books they enjoyed with their friends. In many instances a student, bringing a friend along with him, would come to the library to return a book. The friend came so that he would be assured of getting the book before someone else checked it out.

V. SUMMARY OF THE CHAPTER

Reading guidance is thought to be most effective when planned and executed according to the known needs, interests, and abilities of the individuals involved. This study embraced this idea: (1) secure objective information concerning the needs, interests, and abilities of a selected group of ninth grade students and (2) plan reading guidance activities based upon an analysis of the information secured.

This chapter has presented an evaluation of the findings of the study. Chapter IV summarizes the most significant conclusions and implications.

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to evaluate efforts to stimulate and motivate the development and refinement of the attitudes and habits involved in the personal reading selections of ninth grade students. The specific purpose was to determine to what extent reading interests can be elevated and broadened by providing ample and appropriate materials under a carefully planned program of reading guidance based upon an analysis of the reading interests and abilities of a selected group of students. Certain factors concerning the home background of the students were analyzed in order to determine what relation they might have to the pupil's achievement in reading and to the acquisition of literary taste.

This study was conducted at Horace Maynard High School. Forty-eight students (twenty-four boys and twenty-four girls) from the ninth grade English classes participated. Sixteen students (eight boys and eight girls) were taken from each of three homogeneous intelligence groupings--superior, average, and below average. Two participants dropped out of school before the study was completed.

The study was conducted in two phases. Phase one, consuming a six weeks period, began on October 4, 1965 and ended November 12, 1965. This period was devoted to an extensive analysis of the students' home environment as to the availability of reading materials and the emphasis

placed upon reading by the family, and the students' attitude, interests, and habits concerning personal reading. The scores of previously administered achievement and I. Q. tests; the cumulative records in the school's main office; the administration of a reading questionnaire; library circulation records and pupil reading records; and pupil interviews were used as sources for collecting data.

Phase two began on November 15, 1965 and ended on February 18, 1966. This twelve week period was devoted to an applied reading guidance study. Each of the three groups in the study were scheduled for a formal library class for one fifty-minute period each week. During these classes the librarian used various techniques in an effort to promote interest in reading. Discussions, exhibits and displays, oral reading and book talks, and audio-visual aids were some of the devices employed. A great deal of time was spent in individualized instruction. The pupil's reading record and the library circulation record along with a pupil self-appraisal inventory were used to obtain objective data. In addition to these methods, a comprehensive analysis of the reading records of three randomly selected students was made. One student was selected from each ability group and the reading record he had compiled during the first six weeks of the study was compared to that compiled during the last six weeks of the guidance study. The general observations of the librarian were used for collecting subjective data.

The study was evaluated in relation to the four purposes of the study as stated in Chapter I. A comparison of the three groups and of the sexes was used as a basis for the presentation of the findings.

The most significant conclusions of this study are presented in the following summary.

I. CONCLUSIONS

Reading abilities. Even though all the students in this study were classified as ninth graders, there was a vast difference between the high and low scores in achievement as well as intelligence. There was a sixty-two point difference between the lowest and highest recorded intelligence quotient: 64 to 126. The paragraph meaning range was from a recorded second grade, seventh month to tenth grade, fifth month. One student failed to score at all on paragraph meaning. There was a grade level span of first grade, eighth month to eleventh grade, third month. Only five of the forty-eight were achieving at grade level at the time of testing. See Table II, page 41; Table III, page 42; and Table IV, page 43.

Reading interests. Pupils in the study expressed a generally favorable attitude toward reading. Fifty per cent reported that they enjoyed reading a great deal with the largest majority of these being from Group A. Four of sixteen students in Group C expressed an unfavorable attitude toward reading. Only ~~one~~ student, a boy from Group C, said that he did not like to read at all and that he spent no time reading for his own pleasure. Superior students indicated that they spent more hours reading for their own pleasure weekly than did the other two groups--superior boys indicated this fact to a greater degree

than did superior girls. See Table V, page 47; and Table VI, page 48.

Early reading experiences were found to be significant in the formation of a desirable attitude toward reading. In each of the ability groups, the students who enjoyed reading a great deal not only had a higher I. Q.; they also expressed a greater degree of enjoyment in having been read to as a small child than did the other students. See Table VII, page 50; and Table VIII, page 51.

The students estimated that their parents exercised the greatest influence on their choice of leisure-time reading material. Teachers were ranked in second place. Table IX, page 53, presents these findings.

An inventory of the type of material read most frequently was made. All of the students except Group C boys mentioned books more often than any other type of material. Boys read magazines more frequently than girls; girls reported newspaper reading to a greater extent. See Table X, page 54.

Even though girls indicated a greater interest in reading newspapers than did boys, the boys reported reading a larger number of sections of the newspaper. As to intelligence differences, superior boys and superior and average girls mentioned more sections than did the other groups. The more serious sections were read more frequently by superior students. The comic section was the most popular part being reported by 95.8 per cent of the boys and 91.6 per cent of the girls.

The pupils listed a variety of titles of magazines--most of them read primarily by adults. Boys indicated a preference for the outdoor

life and sport types; pictorial and household magazines were the favorites of the girls. None of the literary type were mentioned by either sex. The more wholesome magazines for young people received little mention, especially by girls. See Table XI, page 56; Table XII, page 57; Table XIII, page 59; and Table XIV, page 60.

The pupils indicated an interest in reading from a variety of subject areas. Although both boys and girls liked mystery, animal, and adventure stories, there were decided preferences for other types. Girls showed a marked preference for romance and poetry, whereas boys preferred science, sports, and western stories. There was a pronounced relationship between intelligence and the type of book liked. Humor, history, adventure, and science were chosen most frequently by students in Groups A and B. Tall tales, Bible, western, and poetry were mentioned to a much greater extent by the students in Group C. See Table XV, page 61; and Table XVI, page 64.

A relationship appeared to exist between the preference for a particular school subject and a favorable attitude toward reading. English, a subject associated with reading and literature, was the favorite subject of 37.5 per cent of the students in Group A. This was also the group in which fourteen of the sixteen members indicated that they enjoyed reading a great deal. English was mentioned by only four students in Groups B and C combined. See Table V, page 47; Table XV, page 61; and Table XVII, page 65.

Girls tended to recommend books to their friends to a greater extent than did boys. Over one-half of the students indicated that

they seldom recommend books; less than one-third reported that they often suggest titles to their friends. See Table XVIII, page 67.

Most of the students had no hobby and their predominant leisure-time activity was watching television. Of those reporting a hobby, 50 per cent were in the superior ability group; boys exceeded girls to a slight degree. See Table XIX, page 69; and Table XX, page 70.

The majority of the students indicated that neither class assignments nor television had interfered with their leisure-time reading activities. The assumption that these factors play a significant role in the amount of time a student has free to spend reading for his own pleasure was not validated. See Table XXI, page 71.

See Table XXII, page 72; Table XXIII, page 73; Table XXIV, page 75; and Table XXV, page 77, for the validity of the following conclusions:

From an analysis of the reading records compiled by the students during the first six weeks of the study, it was found that twelve interest areas were read from, with mystery and adventure the top choices of both sexes. Boys completely omitted fairy tales, family life, and romance; girls did not read any history, humor, and science fiction books.

The boys in the study did not read what they had indicated they were interested in reading. Although they had ranked adventure as a fifth interest choice, it ranked first as the type of book actually read. Girls ranked mysteries as their top choice both in interest and books read. They read more adventure books than romance, although

romance had been slightly favored as an expressed interest area.

Even though the largest percentage of the students indicated that the school library was the source of supply for most of their books, most of the titles recorded on the reading record compiled during this phase of the study did not come from the school library. Furthermore, the quality of the books was generally poor. About 40 per cent of the titles listed were not found in the standard selection aids for school libraries.

There were wide sex and intelligence differences noted in the amount of reading reported. Of a total of sixty-five books read by all students, forty-five were read by girls with the amount of reading decreasing as the level of intelligence decreased. The boys in Group C read no books at all; the number read by the boys in Group B slightly exceeded that recorded by those in Group A. Twenty-four of the forty-eight students in the study had read no books at all during this six weeks period. Five of these students were in Group A, six were in Group B, and thirteen were in Group C.

As a result of the analysis of the data concerning reading interests, it was concluded that: (1) the students' reading interests varied greatly; (2) they had had meager experiences with books and library materials; (3) they were not reading from a wide variety of subjects; and (4) the books they were reading were not, as a rule, found on the standard lists of recommended materials for elementary, junior high, or high school students.

Home environment. The occupational status of the parents of most of the students in this study was not conducive to the development of a rich cultural and intellectual environment.

Over one-half of the fathers of the students were classified in the three lowest occupational status groups: skilled, semiskilled, and unskilled. Due to the rural nature of the area in which the school is located, there was a high percentage of farmers. One of the forty-seven fathers was an executive in a business concern and two were proprietors of their own businesses. At the time of the investigation, four fathers were unemployed. The largest percentage of the mothers were homemakers. Only two of the forty-seven mothers were engaged in professional occupations.

There was a definite relationship between occupational status and intelligence. The average I. Q. of the students whose fathers were in the professional or managerial group was 115.6 as compared to an average I. Q. of 92.2 for the children of skilled workers and 85.2 for the unskilled. In addition to this fact, average and below average students reported about 8 per cent of their fathers as unskilled laborers and 8 per cent as unemployed. There were no fathers of superior students in either of these classifications. See Table XXVI, page 80; and Table XXVII, page 81.

Parents of superior children spend more time reading than do those of the average and below average. Three times more fathers of superior children than of below average children were reported to read a great deal. The same basic pattern was followed in regard to the

mothers' reading activities. See Table XXVIII, page 83.

The students in Groups B and C received more encouragement to increase their leisure-time reading than did those in Group A. It was the writer's preconceived assumption that the students in Group A would have received encouragement to a greater degree than the other groups. This theory was not substantiated. See Table XXIX, page 84.

Superior students had access to more reading material in the home than did the average and below average. The students in Group A tended to have slightly more newspapers and magazines available in the home than did the other two groups. A comparison of the number of books in the home with the average I. Q. of the students revealed that as I. Q. decreased so did the number of books in the home. Newspaper and magazine availability followed the same general pattern. See Table XXX, page 87; and Table XXXI, page 88.

Data presented in the study supported the conclusion that home environment has a pronounced effect upon the development of literary taste and achievement in reading. The superior students--students who did more reading and expressed a greater degree of enjoyment in reading--tended to have better socio-economic home conditions; there were more books, magazines, and newspapers available for them to read; and their parents spent more time reading than did the parents of the average and below average. All of these factors were shown to decrease in quality and/or quantity as abilities lessened.

Reading guidance. Reading increased substantially in amount during the last six weeks of the study. Reading records compiled during this period, when compared to those compiled prior to the guidance sessions, showed that there was an over-all increase of 154 per cent in the total number of books recorded. Boys showed the greatest increase in the quantity of books read. Five students read less than previously. See Table XXIV, page 75; and Table XXXII, page 91.

The reading records also showed that the students read from a wider variety of subjects during the last phase of the study. Twelve subject areas were represented in the first tabulation; sixteen subjects were represented in the second. Nine of the areas reported in the second phase had significant listings as compared to five areas in the first. See Table XXIII, page 73; and Table XXXIII, page 93.

From a detailed analysis of these two records as compiled by three individuals, one from each ability group, it was concluded that the three students' reading interests had been broadened and their reading tastes elevated. Their reading had increased in amount. And they were reading material of better quality from a wider variety of subjects. See pages 92-96.

Thirty-seven of the forty-six students who completed the study estimated that their reading had increased as a result of having participated in the study (Table XXXV, page 98). They found films and the study of magazines the most enjoyable guidance activities and they indicated that the films and the panel discussion techniques were the most profitable experiences as far as learning was concerned (Table

XXXIV, page 97). Individualized instruction was estimated by the librarian to be the most effective single guidance technique employed.

Data presented in the study supported the conclusion that reading interests can be greatly elevated and broadened under a carefully planned reading guidance program. The factors contributing to the success of the guidance efforts were as follows: (1) a thorough knowledge of the abilities and interests of the students; (2) the provision of materials appropriate to the interests and reading levels of the students; and (3) sufficient time spent by the librarian in individualized and group guidance.

II. IMPLICATIONS

The data and conclusions formulated in this research appear to have several implications:

1. It was indicated that an alarming number of capable students were not reading or achieving anywhere near their educational potential. Only 12.5 per cent were reading at grade level or above at the time of testing (see Table II, page 41; Table III, page 42; and Table IV, page 43). A survey of the methods used in teaching reading in grades one through eight in the Union County school system should be made. Steps should be taken to upgrade the program so that students may develop those skills which will enable them to achieve in reading to the best of their capabilities. Those in charge of planning the course of study used in teaching reading should develop a more forward looking approach in the selection of materials and methods.

The reading program is now based solely on the use of a series of reading textbooks. The series published by the Houghton Mifflin Company is used in grades one through six and that of the American Book Company in grades seven and eight. Perhaps it would be advantageous to have a reading consultant from each of these companies spend some time with the teachers in the classroom. They should be able to offer expert ideas for the utilization of their materials.

Supplementary reading materials as well as all types of enrichment media should be made readily available. The individualized approach to reading instruction should be given every consideration.

Teacher education is an important factor in an instructional program. Teachers must be encouraged to keep abreast of the newest trends in methods and materials. In-service training sessions, summer workshops, and education courses from the colleges and universities offer excellent opportunities for exploring new teaching and learning techniques.

2. The participants of this study were devoid of experiences in the use of a school library. They had not had access to nor were they familiar with a wide variety of suitable reading materials; therefore, much of what they were reading was of inferior quality (see pages 74 and 76). These findings suggest that every elementary school should have a library which is equipped and staffed to meet both

the requirements of the Tennessee State Board of Education¹ and the standards developed by the American Association of School Librarians.² Systematic use of this facility should be emphasized. Thus, ninth graders will have had previous contact with the important ideas and experiences that are associated with the efficient use of books and libraries.

3. The channels of communication between the home and the school should be improved to insure that parents are made aware of the need for desirable types of reading material in the home. A large percentage of the homes represented in this study were found to be lacking in reading materials (see pages 85 through 89). Many parents are sincerely interested in providing their children with a rich cultural environment and sound educational experiences. They are financially able to provide these experiences but lack the cultural and educational background which would enable them to know what their children should be reading at the various stages of development. A systematic plan for informing parents concerning the reading materials most appropriate to each stage of the child's development should be made and executed.

¹Rules, Regulations, and Minimum Standards (Nashville: Tennessee State Board of Education, July, 1965), pp. 54-57.

²American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960), pp. 22-26.

Project Head Start, under the direction of the Office of Economic Opportunity, Washington, D. C., is an example of a community action plan designed to enlighten the culturally deprived. During the summer of 1966, the pre-school children of Union County will be participating in this program. This project represents one positive approach to the home-school communication problem. Educators should be constantly on the alert for other plans to use as a means of disseminating culture.

4. The organization and administration of the Horace Maynard High School library should be such that the librarian has ample time to provide "those activities and services that make the library an educational force in the school."³ Reading guidance is one of the most important of these services. In this study it was found that reading guidance provided on an individualized and/or small group basis was particularly rewarding (see page 96). Success was attributed to the fact that the librarian had sufficient time to discover something of the individuality of each child involved and to prescribe reading materials accordingly. The present schedule of the librarian is prohibitive to good library service. The library is used as a study hall and much of the librarian's time is spent supervising student behavior. This situation should be corrected.

The library does not have sufficient printed and audio-visual materials to meet the quantitative standards of the American Library

³Ibid., p. 7.

Association.⁴ Every effort should be expended to secure these materials. The Union County Board of Education has received approval of its project "Improving Health and Basic Academic Skills."⁵ This project was developed in connection with The Elementary and Secondary Education Act of 1965, Public Law 89-10. Of the Federal funds allocated to the county under this grant, Horace Maynard High School will receive \$1,073.80 to be spent for school library resources. This should aid greatly in the school's effort to establish a good library.

⁴Ibid., pp. 22-26.

⁵Claude Weaver, "Improving Health and Basic Academic Skills" (Proposed Program and Project for the Educationally Deprived Children in Union County, Maynardville, Tennessee: The Union County Board of Education, March 2, 1966), 24 pp. (Mimeographed.)

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APPENDIXES

APPENDIX A

DATA-GATHERING INSTRUMENTS

HORACE MAYNARD HIGH SCHOOL
CUMULATIVE READING INFORMATION FILE

NAME _____	AGE _____	SEX _____	GROUP _____
TEST RESULTS	IQ _____	PARAGRAPH MEANING _____	GRADE LEVEL _____
ESTIMATED ECONOMIC STATUS OF PARENTS _____			
ESTIMATED CULTURAL LEVEL OF PARENTS AND HOME			
Number of books in the home _____		Magazines subscribed to _____	Newspaper taken _____
PARENTS' ATTITUDE TOWARD READING _____			
STUDENT'S ATTITUDE TOWARD READING			
Enjoys reading	Hours spent reading weekly	Type of material read	Newspaper sections
___ a great deal	___ none	___ books	_____
___ some	___ 1 to 5	___ newspapers	_____
___ not at all	___ 6 to 10	___ magazines	_____
	___ 11 or more		_____
Magazines preferred	Factors influencing selection	Source of materials	Recommends books
_____	___ teachers ___ friends	___ home	
_____	___ librarian ___ booklists	___ school library	___ often
_____	___ parents ___ displays	___ public library	___ seldom
	___ movies ___ and adv.	___ stores	___ never
	___ television	___ gifts	
		other: _____	
Reading interests	Early experiences with reading	Summary statement:	
	Read first book at _____		
	Was read to as child _____		
	Remembers character _____		
PREDOMINANT LEISURE-TIME INTEREST _____			

(REVERSE SIDE OF CUMULATIVE RECORD)

BOOKS READ IN SIX WEEKS PERIOD
BEFORE GUIDANCE SESSIONS

BOOKS READ IN LAST SIX WEEKS
OF GUIDANCE SESSIONS

PERSONAL INTERVIEW AND
LIBRARIAN CONFERENCE:

DATE

COMMENTS

BOOKS RECOMMENDED

HORACE MAYNARD HIGH SCHOOL

PUPIL READING RECORD

NAME _____

AUTHOR

TITLE

DATE

FACT OR FICTION

WHAT DID YOU
LIKE MOST
ABOUT IT?

READING QUESTIONNAIRE--PART I

(Interest Inventory)

NAME: _____

DATE: _____

PERIOD: _____

Use a check (X) to indicate your answer when alternative choices are provided.

1. How well do you enjoy reading?

___ a great deal ___ some ___ not at all

2. Approximately how many hours do you spend reading for your own pleasure each week? _____

3. Have you ever read a full-length book? _____

If your answer is yes, how old were you when you read your first full-length book? _____

4. When you were a small child, did you enjoy having someone read to you? _____

If so, can you list some of your favorite stories or characters as you remember them. _____

Who usually read these stories to you? _____

5. Number the following according to the influence they have had on your selection of leisure-time reading material. Begin with 1 to indicate the factor exercising the greatest influence and continue in numerical order through to 8.

___ teachers

___ librarian

___ parents

___ movies

___ television

___ friends

___ booklists

___ displays and
advertisements

6. What do you read most?

_____ books _____ newspapers _____ magazines

7. What part or parts of the newspaper do you usually read?

_____ headlines _____ radio and TV announcements

_____ news sections _____ book reviews

_____ sports _____ comics

_____ theater _____ magazine section

other: _____

8. Name two or three magazines you especially like to read.

9. Indicate the kind of books you enjoy reading most. Place an X beside your first choice and an XX beside your second choice.

_____ career _____ science (fact and fiction)

_____ animal _____ poetry

_____ biography _____ historical

_____ sports _____ parties and social life

_____ romance for young people _____ mystery

_____ travel _____ family life

_____ Bible _____ western

_____ humor _____ plays

_____ tall tales _____ adventure

10. Where do you get most of the books that you read?

_____ home

_____ school library

_____ public library

_____ stores, newstands, etc.

_____ gifts

other: _____

11. Do you recommend books to your friends?

_____ often

_____ seldom

_____ never

READING QUESTIONNAIRE--PART II

(Home Background Inventory)

NAME: _____

ADDRESS: _____

AGE _____ PERIOD _____

Please provide appropriate answers in the blanks:

1. Do you live with both your parents at the present time? _____

If the answer is no, with whom do you live? _____

2. What kind of work does your father do? _____

Where is he employed at the present time? _____

3. What kind of work does your mother do? _____

If she is employed outside the home at the present time, please
tell by whom she is employed. _____4. Check the answer which best describes how much your father reads
during his leisure time.

_____ a great deal _____ little _____ none

Check the kinds of materials he generally reads.

_____ magazines _____ newspapers _____ books

_____ trade or professional journals

5. Does your mother spend much time reading? _____

Check the kinds of materials she generally reads.

_____ magazines _____ newspapers _____ books

_____ trade or professional journals

6. How do your parents feel about your reading activities?

____ They advise me to read more.

____ They advise and encourage me to read better books and magazines.

____ They do not advise me concerning my reading activities.

____ They think that I spend too much time reading.

7. How many people live in your home now? _____

8. How many rooms do you have in your home? _____

9. Place a check (X) beside the things listed below which you have at home. Check twice (XX) the things you have more than one of.

____ telephone

____ bathroom

____ radio

____ piano

____ automobile

____ television
set

____ record player

____ air conditioning

10. Underline the numbers below that tell approximately how many books you have in your home.

0

1 to 20

21 to 50

51 to 100

over 100

11. List the magazines to which you and your family subscribes.

12. Check the newspaper to which your family subscribes.

____ The Knoxville Journal

____ The Knoxville News Sentinel

____ The Union County Times

Other _____

INTERVIEW QUESTIONS

1. Do you like to read?
2. What type of story do you usually select for your personal reading?
3. What is your favorite classroom subject?
4. Do you find that your class assignments interfere with your leisure-time reading?
5. Has television interfered with your leisure-time reading?
6. Do you have a hobby?
If so, what is it?
7. How do you spend most of your free time?

PUPIL SELF-APPRAISAL OF PROGRESS DURING
GUIDANCE INSTRUCTION

1. What part of the library lessons have I enjoyed most?
2. From which activities did I learn more?
3. Have I done my best to select good reading materials and have I used my time to the best advantage?
4. Has my leisure-time reading increased as a result of having participated in this study?

LIBRARIAN EVALUATION OF GUIDANCE INSTRUCTION

1. To what extent did I attain my goal?
2. Were the materials presented and procedures used appropriate to the interests and abilities of the group?
3. Were the experiences meaningful to the group?
4. Did each pupil improve in his reading as evidenced by the amount, the breadth, and the quality of the books selected?
5. Was there evidence of improvement in the student's attitude toward reading?

APPENDIX B

BOOKS, MAGAZINES, AND AUDIO-VISUAL AIDS

USED IN THE STUDY

BOOKS REVIEWED OR PRESENTED THROUGH FORMAL

DISCUSSION DURING CLASS

<u>Author</u>	<u>Title</u>
Austen	Emma
	Pride and Prejudice
Bartlett	They Stand Invincible
Becker	Presenting Miss Jane Austen
	The Home Book of Laughter
Braithwaite	The Bewitched Parsonage
Fisher	Paul Revere and the Minute Men
Forsee	Women Who Reached for Tomorrow
Judson	Abraham Lincoln; Friend of the People
	City Neighbor; The Story of Jane Adams
Kennedy	Profiles in Courage
Leacock	The Leacock Roundabout
Mayer	Betsy Ross and the Flag
Nolan	The Story of Clara Barton of the Red Cross
Proudfit	River-boy
Sandburg	Honey and Salt
Sergeant	Robert Frost: The Trial by Existence
Stuart	The Thread That Runs so True
Thayer	Jacqueline Bouvier Kennedy
Thurber	My Life and Hard Times
Twain	The Adventures of Huckleberry Finn
Untermeyer	Modern American Poetry; Modern British Poetry

AUDIO-VISUAL AIDS USED IN THE STUDY

I. Films

The Adventures of Huckleberry Finn.

Loews International, edited by

Teaching Films Custodians

b/w

39 minutes

Better Reading.

Encyclopedia Britannica Films

b/w

13 minutes

Mark Twain Gives An Interview.

Coronet

b/w

14 minutes

Pride and Prejudice.

Metro-Goldwyn-Mayer, edited by

Teaching Films Custodians

b/w

14 minutes

II. Recordings

The Best of Mark Twain.

Audio Book Company

16 2/3 rpm

New Songs From the American Songbag.

Lyrichord

33 1/3 rpm

Robert Frost Reads the Poems of Robert Frost.

Decca

33 1/3 rpm

MAGAZINES USED IN THE STUDY

America	New York Times (Sunday edition)
Better Homes and Gardens	Book Review and Magazine Sections
Consumer Report	Outdoor Life
Current History	Popular Mechanics
Field and Stream	Popular Science
Flying	Reader's Digest
Good Housekeeping	Saturday Evening Post
Holiday	Saturday Review
Hot Rod	Science Digest
Ladies Home Journal	Senior Scholastic
Life	Seventeen
McCalls	Sport
National Geographic	Teen
Newsweek	Time
	Today's Health
	U. S. News and World Report

APPENDIX C

BOOKS AND BOOK JACKETS USED IN DISPLAYS IN THE
ENGLISH CLASSROOM AND IN THE LIBRARY

BOOK JACKETS DISPLAYED IN THE ENGLISH CLASSROOM

Displays I, II, and III

<u>Author</u>	<u>Title</u>
The Astronauts	We Seven
Archibald	The Billy Martin Story
Becker	The Home Book of Laughter
Benchley	Chips Off the Old Benchley
Bourke-White	Portrait of Myself
Caidin	The Astronauts
Cousy	Basketball is My Life
Derleth	Concord Rebel
Ewen	Story of Irving Berlin
Forsee	Women Who Reached for Tomorrow
Garst	Buffalo Bill
	Custer; Fighter of the Plains
Keller	The Story of My Life
Mason	Mary Mapes Dodge; Jolly Girl
Mayer	Betsy Ross and the Flag
Means	The Woman in the White House
Neider	The Autobiography of Mark Twain
Nicolay	Boy's Life of Abraham Lincoln
Peare	Helen Keller Story
Proudfit	River-boy
Reynolds	The Wright Brothers, Pioneers of American Aviation
Schoor	Roy Campanella: Man of Courage
	Young John F. Kennedy
Sergeant	Robert Frost: The Trial by Existence
Steinberg	Eleanor Roosevelt
Stevenson	Booker T. Washington
Stuart	The Thread That Runs So True
Thayer	Jacqueline Bouvier Kennedy
Tunis	All-American
Von Riper	Lou Gehrig, Boy of the Sand Lots

Displays IV and V

Bergere	Automobiles of Yesteryear
Byrd	Little America
Daly	Seventeenth Summer
Dana	Two Years Before the Mast
Du Jardin	Senior Prom
Felsen	Hot Rod
	Street Rod
Ferber	So Big
Fisher	The Bent Twig
Forbes	Mama's Bank Account
Gault	Rough Road to Glory
Heyerdahl	Kon-Tiki
Holt	Mistress of Mellyn
Household	Watcher in the Shadows
Jackson	Ramona
Kjelgaard	The Black Fawn
Olson	Listening Point
Rawlings	The Yearling
Steinbeck	The Red Pony
Stewart	Nine Coaches Waiting
Stolz	The Sea Gulls Woke Me
Thurber	The Thirteen Clocks
Turngren	Mystery Walks the Campus

Displays VI, VII, and VIII

Bailard	So You Were Elected
Balmer	When Worlds Collide, and After Worlds Collide
Boone	Twixt Twelve and Twenty
Cox	Five Were Chosen
Decker	Showboat Southpaw
Del Rey	Moon of Mutiny
Detjen	So You're in High School
Dow	Brooms, Buttons, and Beaux
Fenner	Crack of the Bat
Gault	Dim Thunder
Gesell	Youth, The Years from Ten to Sixteen
Gibson	I Always Wanted to be Somebody
Heinlein	Have Space Suit--Will Travel
Hiller	Put Your Best Look Forward
Holmes	Young People's Book of Weather
Howard	Handbook for Observing the Satellites
Jones	Time to Grow Up
Keating	Junior Miler

Ley	Rockets, Missiles, and Space Travel
Mays	Born to Play Ball
Meyer	World Book of Great Inventions
Monsarrat	The Cruel Sea
Nourse	Star Surgeon
Olson	Tall One
Pratt	Sport, Sport, Sport
Reinfeld	Miracle Drugs and the New Age of Medicine
Shapley	A Treasury of Science
Sloane	Space, Space, Space
Verne	Twenty Thousand Leagues Under the Sea
Von Braun	First Men to the Moon
Yates	The Indianapolis 500
	Someday You'll Write
Zaharias	This Life I've Led

Displays IX and X featured the covers from the following magazines:

America	National Geographic
Better Homes and Gardens	Newsweek
Current History	Popular Mechanics
Field and Stream	Popular Science
Flying	Seventeen
Hot Rod	Teen

BOOKS AND BOOK JACKETS DISPLAYED IN THE LIBRARY

Display I

<u>Author</u>	<u>Title</u>
Alcott	Little Men Little Women
Austen	Emma Pride and Prejudice
Becker	Presenting Miss Jane Austen
Fisher	Paul Revere and the Minute Men
Frost	The Road Not Taken
Horn	The Boy's Life of Robert E. Lee
Kennedy	Profiles in Courage
Meigs	Invincible Louisa
Sergeant	Robert Frost: The Trial by Existence
Shapiro	Mickey Mantle: Yankee Slugger
Stevenson	Booker T. Washington
Twain	A Connecticut Yankee in King Arthur's Court
Yates	Pebble in a Pool; The Widening Circles of Dorothy Canfield Fisher's Life

Display II

Donovan	PT 109, John F. Kennedy in World War II
Gilbreth	Cheaper by the Dozen
Gipson	Old Yeller
Lee	To Kill a Mockingbird
McDonald	The Egg and I
Mitchell	Gone With the Wind
Stevenson	Treasure Island
Stewart	The Moon Spinners
Travers	Mary Poppins
Twain	The Prince and the Pauper
Wallace	Ben Hur

Display III

Bell	Watch for a Tall White Sail
Beyer	Katharine Leslie
Borgason	New Hot Rod Handbook
Cavanna	Accent on April
Clayton	Halfway Hannah
Colver	Susan, Hospital Aide

Du Jardin
 Du Maurier
 Emery
 Engeman
 Farley
 Forbes
 Gallico
 Kipling
 Lambert
 Lancaster
 London
 Meader
 O'Hara
 Salten
 Scoggin
 Shaw
 Sperry
 Turnbull
 White
 White

Double Date
 Rebecca
 First Love, True Love
 Airline Stewardess
 The Black Stallion
 Johnny Tremain
 Mrs. 'Arris Goes to Paris
 Kim
 Star Spangled Summer
 The Secret Road
 The Call of the Wild
 T-Model Tommy
 Green Grass of Wyoming
 Bambi
 Escapes and Rescues
 Gentlemen, Start Your Engines
 Danger to Windward
 The Bishop's Mantle
 Candy
 Up Periscope

Display IV

Bailard
 Churchill

Daly
 Detjen
 Fedder
 Flesch
 Gregor
 Loeb

Scott
 White

So You Were Elected
 Reba and Bonnie's Guide to Glamour
 and Personality
 Blondes Prefer Gentlemen
 So You're In High School
 You, the Person You Want To Be
 How You Can be a Better Student
 Time Out for Youth
 He-Manners
 She-Manners
 That Freshman Feeling
 Teen-Age Dance Etiquette

Display V

(Magazine titles used on the bulletin board.)

Holiday
 Ladies Home Journal
 Reader's Digest
 Saturday Review
 Senior Scholastic

Science Digest
 Sport
 Teen
 Time
 Today's Health