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CHILDREN'S BOOK CHOICES.

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A STUDY OF PROCEDURES FOR DETERMINING
FIFTH GRADE CHILDREN'S
BOOK CHOICES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate School of
The Ohio State University

By
Carol Lynch Brown, B.A., M.A.

* * * * * * *

The Ohio State University
1971

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CHAPTER ONE: INTRODUCTION

The ability to read has been identified as one of the most important skills a person can possess for the achievement of socio-economic success at the present time. Moreover, reading can help an individual find personal satisfaction and enjoyment through greater understanding of himself, his culture and other cultures. For these and other reasons much educational effort has been spent during this century to understand what reading involves and to improve instruction in this skill.

There is reason to believe that interest plays an important role in learning; there has been evidence of this nature provided educators by different schools of psychology. Certain studies in reading have indicated similar findings. A study done in 1967 by Schnayer with sixth grade pupils concluded that high reading interest may enable most students to read beyond their measured reading ability.\(^1\) This researcher indicated that children labeled as "poor

readers" should be reevaluated to determine whether the reader's response may not be indicative of low interest in the material being read.

Due to the importance of interest in developing reading skill and in increasing enjoyment in reading, many studies have been done to determine independent reading interests of children. This study, too, looked at children's reading; the study was not undertaken to provide research in an area which has a dearth of research but, rather, to provide insight into an area which has considerable research, often confusing in its amplitude.

I. STATEMENT OF THE PROBLEM

The central purposes of this study were to compare results obtained from two methods of data collection used to evaluate children's reading interests, and to determine what, if any, influence paperbound editions have on children's book choices. A secondary purpose was to identify other aspects of format and style which may affect children's book selections.

The major null hypotheses tested in this study are stated more specifically below.

Null Hypotheses

1. There is no significant difference in children's choices of literature which may be attributed to sex alone.
2. There is no significant difference in children's choices of literature attributable to data collection procedure.
3. There is no significant interaction of sex and data collection procedures on children's choices of literature.
4. There is no significant difference in children's choices of literature which may be attributed to categories of literature.
5. There is no significant interaction of sex and category of literature on children's choices of literature.
6. There is no significant interaction between data collection procedures and categories of literature on children's choices of literature.
7. There is no significant interaction between sex, data collection procedures, and categories of literature on children's choices of literature.
8. There is no significant difference in the number of positive responses which may be attributed to data collection procedures.
9. There is no significant difference in the number of undecided, ?, responses which may be attributed to data collection procedures.

Questions

In addition to the null hypotheses above, the following questions were explored:
1. Are there significant differences in children's choices of books which may be attributed to the type of binding (i.e., hardcover or paperback)?

2. Are there significant differences in children's choices of books which may be attributed to aspects of book format and author's style?

II. SIGNIFICANCE OF THE PROBLEM

Many studies have been done to determine the independent reading interests of children. Since there have been so many studies on this topic, one might question what another study could contribute to the knowledge already obtained. Schulte in 1967 clearly established a need for a more recent investigation. Her reasons were various, but one of particular interest to this study relates to the rapid changes and increases of knowledge in the sciences.\(^2\) Examples are moon walks and moon drives, self-cleaning ovens, remote control automatically tuned color televisions, huge supersonic passenger planes, advances in medical science, such as organ transplants and artificial organs. Children become aware of these changes through the mass media which expose children to more knowledge at an earlier age.

Other changes in society relate to the varying ways knowledge is disseminated to children. Never before has so much creative effort been put forth to attract the attention of the young. Television, radio, records, films present their wares in lively, colorful, inventive ways for consumption by children. Moreover, these trends have also affected the field of children's books. There are new formats available; in particular, many quality books are being presented in paperback form and many hardbound books have colorful front covers. Science books for children are being offered in formats which are more attractively illustrated or with actual photographs and many science books have more readable text material than those published in the past. Thus, the changes in technology have an impact both on children in what they are accustomed to experiencing and on the children's book industry regarding new presentations. One would expect that with these technological changes there would be corresponding changes in children's interest in reading.

Near the end of the nineteenth century the scientific investigations into children's reading interests first emerged. Since then, many studies have been carried out to determine children's reading interests. The procedures chosen for collection of data have been almost as multitudinous as the studies. The kind of information one
obtains depends on the procedure selected. In the investigation conducted by Schulte the procedure for the collection of data was the use of fictitious annotated titles. The investigator chose this particular technique with care and rejected a technique used in many past studies, that of checking actual reading behavior of children. This latter technique was rejected because it was felt that the results would more likely reflect the children's interest in what was available rather than their broad reading interests assessed by means of categories of literature. This is a valid criticism of that procedure. However, by using the technique of fictitious annotated titles, an equally serious drawback is introduced, i.e., it seems unlikely that children choose a book by verbal description of said book, but rather by an actual examination of the book. It would appear that the use of fictitious annotated titles in data collection is more appropriate for the determination of children's potential reading interests than for discovering their actual reading behavior. It is plausible that children accustomed from early years to exciting visual experiences, often in living color via television, may be far more dependent on sight in determining their actual interests.

\(^3\text{Schulte, op. cit., p. 72.}\)
In the Schulte study vocabulary was not controlled in the book annotations since the descriptions were read aloud by teachers. While this effectively eliminates the problem of reading difficulty level, it can be questioned whether that elimination is desirable. Reading difficulty could likely be a strong factor influencing choice. In eliminating this variable, the researcher may know the topical interests of children, but not necessarily their reading interests. By the very nature of certain topics the reading difficulty may be greater or less, thereby influencing the child's reading interests. In addition, style may affect children's choices. One particular aspect of style which may attract children is the use of dialogue in a book. Matters pertaining to style are not easily assessed by a child while listening to an annotated title.

Children's book choices may be affected by other equally important factors not measurable by the technique of fictitious annotated titles. Format, defined in Huck and Kuhn as including "size, shape, design of pages, illustrations, typography, quality of paper and binding", could be a decisive factor in choice. A development in format which

4Schulte, op. cit., p. 73.

has recently become widespread is the paperback book for children. Paperbacks have for years been limited to adult titles and few children's books were printed in this form. Paperbacks seem to attract children; whether this is due to a desire to imitate adults or simply due to their convenience of size, shape, and weight is not known. Nonetheless, publishers are aware of this attraction and are quickly accommodating it by publishing an ever-increasing number of children's paperback editions. Paperbound books are an example of how format may be a vital factor influencing children's reading interests.

The immense numbers of studies of children's reading interests provide educators with considerable knowledge but, at times, such an amplitude obscures the very information being sought. There is a need for critical evaluation of the studies already completed, paying careful attention to the procedures used in data collection in order to determine whether the information received is accurately described and the terms used in description are well defined.

III. PURPOSES OF THE INVESTIGATION

It is intended in this study to compare the procedure of collecting data on children's interests by the use of annotated titles with a procedure by which children will examine actual books. Such a comparison should result in a better understanding of the advantages and disadvantages
of the two approaches. In addition, any differences in results obtained by the two approaches will be analyzed in order to identify some aspects of style and format to which these differences may be causally related. It is further intended to investigate the question of whether paperback books may be more attractive to children than hardbound books.

IV. DELIMITATIONS

1. The investigation of children's book preferences was confined to children in grade five of Leon County, Florida.
2. Random sampling was employed to identify the fifth grade classes studied in the investigation.
3. Random sampling was employed to assign children of each class to one of the three data collection groups.
4. Random sampling was employed to discard certain subjects in order to equalize the number of subjects between groups and by sex within each group.

V. LIMITATIONS

1. The choice of thirty actual books necessarily reduced the scope of the investigation and the total number of reading categories which could be investigated.
2. No scientific control of vocabulary or concept difficulty was effected for the annotations used with annotated titles data collection group.
3. No attempt was made to consider the relationship of socio-economic class, intelligence or academic achievement to the children's responses.

4. Although the subjects were directed to respond affirmatively to books they had already read, the extent to which they did so cannot be determined.

5. Although the subjects were directed to respond the way they really felt towards the books or annotations, the effect of social pressure and expectations cannot be measured.

VI. DEFINITION OF TERMS

For the purposes of this study, certain terms will be used as follows:

1. an interest: a disposition or tendency which impels an individual to seek out particular goals for persistent attention.

2. a reading interest: a disposition or tendency which impels an individual to seek out reading matter of a particular type for persistent attention.

3. an expressed or potential reading interest: a reading interest for which an individual indicates a tendency or disposition but may, or may not, be shown to be an actual reading interest. (For example, a child who marks science as a reading interest on a questionnaire may not, when observed, ever read science books. However,
this could be a potential area of interest; it is possible that no science books are available to him or the ones available are not at his reading level, etc.)

4. **a book choice or selection**: an indication of a particular book by an individual as one he would like or intends to read. (This does not necessarily mean that he will read the book. Library records show books which have been **chosen**, not necessarily read.)
CHAPTER TWO: REVIEW OF RELATED LITERATURE

More than three hundred studies in the field of children's reading interests had been reported as long ago as 1960.\(^1\) Research in this field began before 1900.\(^2\)

Since this study is concerned with procedures of data collection and the apparent effect which author's style and book format have on children's choices, the studies selected for review here relate closely to these two aspects of children's reading interests.

The review has been divided into two main parts:
1. the kinds of information obtained by various data collection procedures and 2. the effects of author's style and book format on children's choices.

I. KINDS OF INFORMATION OBTAINED BY VARIOUS DATA COLLECTION PROCEDURES

The kinds of information obtained by various data collection procedures have been of concern to many reviewers


of children's reading interest studies. Townsend in reviewing reading interest studies points out that "the expressed interests of children are not always a guide to what they will and do read."³ She cites as an example some of the results obtained by Rudman⁴ and Shores.⁵ This study indicates that children may ask about many areas but may not feel attracted to read in these areas. King expressed concern that "some investigators have not defined clearly and precisely what they mean by terms such as attitudes, interest in reading, reading interest, preferences, tastes and habits of reading."⁶ She was also concerned with the practice of comparing findings from one study with those of another even though the operational definitions may have been totally dissimilar.⁷ Zimet also noted that frequency


⁵J. Harlan Shores, "Reading Interests and Informational Needs of Children in Grades Four to Eight," Elementary English, XXXI (December, 1954), 493-500.


⁷Ibid., 321.
of conflicting results in studies on reading interests could be attributed to the use of different methods of assessment.\footnote{Sara F. Zimet, "Children's Interest and Story Preferences: A Critical Review of the Literature," \textit{Elementary School Journal}, LXVII (December, 1966), 122-130.} Weintraub pointed out in a recent review of children's reading interests that "selection of a book and real liking for a book may not be identical. The question of why the book was selected may be important to raise."\footnote{Samuel Weintraub, "Children's Reading Interests," \textit{Reading Teacher}, XXII (April, 1969), 657.} In addition, Weintraub noted three problems in the analysis of reading interest studies. The first concerns that of placing the same topic under different categories by different researchers; a second relates to the failure on the part of researchers to identify the particular features of a book which make it attractive to children; finally, the third problem cited is that few studies have attempted to measure the reliability and, in some cases, the validity of their instruments.\footnote{Ibid., 655.} In summary, more careful analysis and comparison of the results obtained in reading interest studies is needed.

For the purposes of this review the studies reported will be organized into two parts: expressed or potential
reading interests and children's book choices. An expressed or potential reading interest is one for which an individual indicates a tendency or disposition but this may, or may not, be shown to be an actual reading interest. Many studies have given this type of information. The ones most closely related to this study are Thorndike in 1941, Jefferson in 1958, Simmons in 1967 and Schulte in 1967.\textsuperscript{11} The data collection procedure used in these studies was that of an inventory of fictitious annotated titles representing various types of literature. This procedure was chosen instead of obtaining information on known, actual reading materials. Thorndike adapted the fictitious annotated title procedure from one used by Waples and Tyler in 1931.\textsuperscript{12} They used annotated titles in studying the non-fiction reading interests of adults. They sampled topics appearing in magazine articles


and prepared brief annotations of them to indicate the nature of the article. Their study was based on actual reading materials, not on fictitious ones. Thorndike prepared fictitious annotated titles which he felt would enable him to obtain an estimate of reading interests quickly and conveniently. This estimate would eliminate factors of availability and past experience with particular books. He also recognized some of the drawbacks. He mentioned the possibility of a gap between what the child says he would like to read and what he may indeed like to read. However, Thorndike believed that the advantages outweighed these possible disadvantages. He saw the advantages to be that actual books read would not influence the results and that the results would reflect topics of interest rather than specific books. In Thorndike's study the children themselves read the annotations which were written at a fairly low reading level.

Jefferson used a similar procedure with the exception that he had the annotated titles read aloud by the teacher to prevent reading difficulty from influencing choices. Jefferson then asked parents of these children to complete the questionnaire estimating their children's likes

\[13\] Thorndike, op. cit., p. 6.
and dislikes. Results indicated that parents have fairly accurate estimates of their children's likes and dislikes.

Simmons used the annotated title technique in a study whose purpose was to investigate differences in reading interests of middle and lower class white and Negro children. The results showed some significant differences related to race and social class. Compared to white children, Negro children chose with greater frequency realistic fiction above science and fanciful tales. However, the groups were more alike than different in their choices.

Schulte also followed Thorndike's procedure but had the annotated titles read aloud by the teacher. Her findings confirmed those of Thorndike, i.e., sex was the most important factor influencing reading patterns. Schulte's study was broader and also gave insight into the influence of factors relating to libraries, residential group membership and instructional reading approaches. The predominant expressed reading interests of all children appeared to be in the area of fiction over non-fiction. All of the above-

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14 Jefferson, op. cit., 213.

15 Simmons, op. cit.

16 Schulte, op. cit., p. 73.

17 Ibid., pp. 231-236.
mentioned studies are of considerable interest to this study in that the procedure of annotated titles is one which will be compared with a procedure using actual books in children's selections.

Another procedure frequently used to identify children's potential reading interests is a checklist of topics. Again this procedure seems most apt to determine what children might like to read, not necessarily what they do read. Early studies which made use of checklists were Terman and Lima\textsuperscript{18} and Lazar.\textsuperscript{19} In 1925 Terman and Lima developed a list of books "children would read if they were given the opportunity to do so."\textsuperscript{20} They developed this list by compiling information from various sources. Parents and teachers were asked to list books they most enjoyed reading during the previous year. One part of the Terman and Lima study asks children to place an X before the kinds of reading they like as follows:\textsuperscript{21}

- Fairy stories
- Love stories
- Stories of home life


\textsuperscript{19} May Lazar, \textit{Reading Interests, Activities and Opportunities of Bright, Average and Dull Children} (New York: Bureau of Publications, Teachers College, Columbia University, 1937).

\textsuperscript{20} Terman and Lima, \textit{op. cit.}, p. VI.

\textsuperscript{21} \textit{Ibid.}, p. 342.
Adventure stories
Travel stories
Biography
Detective stories
Housekeeping books
Garden books
Inventions
Electricity
Machinery
Book of Knowledge
Encyclopedias
Bible
Poetry
Plays
Essays
Current events
History
Politics
Business
Nature study

A study whose primary objective was to identify the topics of interest which children liked best was that of Lazar in 1937. The technique employed was an inventory on which children checked their preferences.

Check the kinds of books you like. Check twice the one kind you like best of all:

History ___________ Nature and animal ___________
Biography _________ Home and School _____________
Science _____________ Poetry ____________________
Invention __________ Novels ______________________
Adventure __________ Fairy tales __________________
Mystery _____________ Detective __________________

Lazar concluded that there are marked sex differences in reading interests and, in addition, that there appears to be a definite relationship between intelligence and types of

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22Lazar, op. cit.
23Ibid., p. 53.
books liked best. This type of inventory can perhaps give a broad indication of children's reading interests but it is questionable whether children can themselves categorize the type book most liked with any degree of accuracy. A checklist of topics, such as the above, has an additional drawback in that what one person may classify as a travel story another may classify as an adventure story and so forth.

Another procedure which has been widely used is that of having children "cast a ballot" for books they have read. An early study which employed this technique is the one undertaken by Washburne and Vogel in 1926. Children were asked to fill out a ballot on every book read, to name the book and author and to check one of four ratings on how well liked the books were and, in addition, to check one of four ratings as to level of difficulty. Such a procedure has certain advantages, e.g., the children are referring to specific books, not topics. Some disadvantages are that the researcher has no idea of what books were available when the choice was made, nor does he know whether children are completing ballots in order to please teachers or impress other children.

24 Ibid., p. 58.

Other procedures used to collect data include the use of a questionnaire. Jordan in 1921 asked children to write down the five "best" books they had ever read in order of preference. Such a procedure requires considerable memory on the part of children. Indeed, it is likely that most adults would find this a difficult task of memory. Taylor and Schneider in 1957 employed a questionnaire in which children were asked to list their favorite book, favorite author, favorite kind of book and name of a book which would classify as one of the favorite kind. The authors then synthesized the information into categories of interest by sex. Such a questionnaire is an attempt to overcome some of the problems of having children choose general topics. Their results were reported by topic or category and as such relate to us expressed reading interests of children. The problem of recall does nonetheless remain.

Rudman and Shores also employed a questionnaire in which responses to five or six open-ended questions were elicited. This questionnaire was sent to parents,

26Arthur M. Jordan, Children's Interests in Reading (New York: Teachers College, Columbia University, 1921).


28Rudman, op. cit. and Shores, op. cit.
teachers and librarians as well as children. The data were analyzed and classified by a team of five persons. Results indicated that children express different read-about interests from their ask-about or look-up interests. Stanchfield conducted personal interviews with 153 boys in grades four, six and eight. Each conference lasted over an hour. Care was taken to establish rapport and avoid emotional blocks due to reading problems with low achievers by first exploring free time activities of the boys. This procedure appears to be an appropriate one to obtain more in-depth information about reading interests as expressed by children.

Many studies employed a variety of techniques of data collection in a single study. The results were combined in hopes of achieving a fuller picture of children's reading interests. The study in 1925 by Terman and Lima was one of these. Five types of information were sought. Parents were asked to tell which books their child had read at various ages; teachers were asked to do the same for each child; nearly 2,000 children were asked to keep a record of all books read during two months; topics of interest were checked by children (as cited earlier in this chapter); and

29 Jo M. Stanchfield, "Boys' Reading Interests As Revealed Through Personal Conferences," Reading Teacher, XVI (September, 1962), 41-44.
30 Terman and Lima, op. cit.
100 graduate students at the Stanford University were asked to name books they had read as children and would recommend for children's reading.\footnote{Ibid., pp. 341-343.} Although many of the procedures mentioned above could be questioned on various counts, the effort to draw information from various sources continues to be of interest. A well-known example of a more recent study in which various data collection procedures were employed is contained in the study by Norvell in 1958.\footnote{George W. Norvell, What Boys and Girls Like To Read (Chicago: Silver Burdett Company, 1958).} This study was conducted in New York State with 24,000 children participating. The basic instrument used was that of a ballot on which children were asked for name, grade, age, sex and I.Q. (added by teacher), name of school, teacher and date. The children were asked to list the selection and author and to check on a three point rating scale of very interesting, fairly interesting or uninteresting. Interest scores were computed by summing the three ratings and splitting the "fairly interesting" scores equally between the other two ratings. Ballots were cast on three types of reactions: 1) reactions to selections studied and discussed in class, 2) reactions to selections read independently and 3) reactions to selections read to class by teacher without discussion.
While this study is one in which ballots completed by children constitute the basic procedure, the study was broadened by having children report on books read independently as well as on books read by a teacher or in class study.

In all of the above studies the research is based upon children's expressed interests. The next studies reported will be concerned with children's actual book choices, though not necessarily their reading interests. However, it is worth noting that, in independent reading, a child must first be attracted to a book in some fashion and then, choose that book in order that he may subsequently read it. The fact that a child has chosen a book does not insure that he will actually read it.

In a pilot study preparatory to their study, Washburne and Vogel reported that three members of the research staff watched children selecting books and then questioned them. Ninety-seven children participated. Of the books examined only 22% were considered because the children had those particular books in mind when they came to the library whereas 78% of the books were considered for reasons other than that. Of the books examined but rejected 63% were rejected on appearance and 37% because of subject matter. This pilot study is of particular interest in that many

33Washburne and Vogel, op. cit., p. 23.
studies asked children to complete ballots on books read but
studying those books rejected may be equally interesting. Rankin in 1944 studied library circulation records of books
most frequently checked out. Thereafter she studied the
most popular books to determine what qualities they shared.
As part of her study she compared Newbery award winners
with the most popular books and discovered many differences
between the two groups in format and content. Mauck and
Swenson in 1949 studied children's book choices in a class-
room setting. A set of 171 books was made available to
children in grades four to eight for a three week period.
Children were permitted to choose books they wanted to read.
The books chosen were analyzed according to grade and
category. Fiction was by far the most frequently chosen topic
and it was not broken into its component parts for analysis.

Smith in 1962 used library circulation records to
compare children's book choices with interest categories
found in basal readers. This study is interesting in that

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34 Marie Rankin, Children's Interests in Library Books
of Fiction (New York: Bureau of Publications, Teachers
College, Columbia University, 1944).

35 Inez L. Mauck and Esther J. Swenson, "A Study of
Children's Recreational Readings," Elementary School Journal,
L (November, 1949), 144-150.

36 Ruth C. Smith, "Children's Reading Choices and
Basic Reader Content," Elementary English, XXXIX (March,
1962), 202-209.
Smith is primarily concerned with what will attract children to reading. Her results indicate that basal readers at the pre- and primer level do not offer children a sufficiently broad span of reading topics.

Karlin is concerned with whether library circulation records be an accurate reflection of children's reading. He compared the library circulation records with responses made by children interviewed when the books were returned. His findings were that children read only slightly over one-half of the books borrowed and he concludes that library circulation records are only a rough measure of library book reading. It seems evident from this study that library circulation records reflect children's book choices and are, perhaps, of interest in that books must first be selected before they will be read. Such studies are most interesting to determine what attracts children to books selected as in the Rankin study mentioned above.

In summary the procedures of data collection are almost as ample as are studies of children's reading interests. However, children's actual reading behavior remains elusive and can only be estimated by children, parents, teachers, and librarians. Books which children

choose for reading can be determined but the qualities which cause the choice and the factors which influence the children to carry through and indeed read the book are only dimly shown.

II. EFFECTS OF BOOK FORMAT AND AUTHOR'S STYLE ON CHILDREN'S CHOICES

There has been considerable research into factors which influence children's book choices. One factor which has been given much attention is the influence of illustrations on children and on their reading choices. Malter, who reviewed eight studies of children's preferences in illustrations, concluded as follows:38

1. Children prefer colored illustrations.
2. Children are interested in a variety of things. Materials containing a wide variety of illustrations are essential.
3. Children's preferences are subject to change and must be constantly reevaluated.

The eight studies on which his conclusions are based were done between 1922 and 1936. The intent of these studies was to discover which illustrations appealed to children but was not to determine what attracted children to a book. In most instances the pictures used were not in books but were in art galleries or mounted pictures shown to children.

Another study carried out during this same period had as its purpose to determine the type of illustrative technique preferred by primary grade children. Miller reproduced photographs into line drawings, wash drawings, black and white illustrations, full color reproductions using the three primary colors, illustrations with red as predominant color and blue as predominant color. Based on this study, Miller concluded that primary grade children preferred full-color reproductions, pictures with red predominant and the photograph, in that order. Boys showed more preference for the photograph than did girls, older children more than younger children. These results bear out Malter's review of literature of that period.

A more recent study by Rudisill in 1952 used a similar technique to Miller's described above. However, Rudisill had the following types of illustrative materials: uncolored photograph; colored photograph; colored drawing, realistic in form and color; outline drawing; colored drawing, unrealistic in color. The children were in


kindergarten through grade six. The conclusions drawn by the investigator were as follows: 41

1. Children prefer realistically colored pictures to uncolored pictures.
2. Given pictures with the same subject matter and the same colors, children prefer the one that gives the truest appearance of realism.
3. Most children prefer an uncolored picture which gives an impression of reality above a colored one which does not conform to reality.

These findings are interesting in that they appear to confirm earlier findings about color in illustrations but they also expand those findings. It appears that color in a picture proves satisfying to a child in proportion to its success in increasing the impression of realism.

Bloomer's study in 1960 had as its purpose to discover what types of illustrations elicited more responses from children and appeared to stimulate more thought. 42 He found that children are not stimulated to react to a preferred art style as much as they are to a less well-liked style and that it may be preferable to choose the styles of illustrations according to the purpose they are to serve. Since this study is interested in what attracts children to particular books, the above-mentioned part of Bloomer's study

41 Ibid., 339.

is not relevant and has, therefore, not been reported in
greater detail. In his findings it is interesting that color
pictures were preferred by more children in fourth, fifth
and sixth grades than were line or shaded drawings.43 These
findings corroborate earlier studies on children's pre-
fferences for illustrations. Similar findings were stated in
a recent study by Clegg concerning primary grade children's
preferences for pictures.44 His major conclusions were that
children prefer the use of saturated color over light tints
as well as realistic portrayal over stylized portrayal.

In all of the above-mentioned studies children's
preferences for illustrations were studied but the effect
illustrations have on choices of literature was not part of
these studies. Rankin studied the most popular books as
indicated by library circulation records and compared them
with Newbery award winners to determine how these two groups
of books differed.45 Her findings were that color did not

43 Ibid., 339.

44 Luther B. Clegg, "An Analysis of the Picture
Illustration Preferences of Primary Grade Children" Un-
published doctoral dissertation, Texas Technological College,

45 Marie Rankin, Children's Interests in Library
Books of Fiction (New York: Bureau of Publications,
Teachers College, Columbia University, 1944).
seem a significant factor but rather that simple, realistic art was an element which appeals to children.

Whipple appraised the interest appeal of illustrative material in basal readers by clipping the illustrations, covering the reading matter and placing them in booklets. Fourth grade children were asked to look at the booklets and choose which stories they would most like to read. The investigator referred to this type of interest as "narrative interest value." The items which contributed to "narrative interest value" were, in order of importance, (1) a definite center of interest, (2) portrayal of action, (3) color, (4) large pictures and (5) proportionally more pictures.

Peltola studied first grade children's choices of books considered finest from a graphic arts point of view, as determined by the American Institute of Graphic Arts, and other books considered good but not selected by the American Institute of Graphic Arts. Peltola concluded that

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47 Ibid., 264.

48 Ibid., 269.

illustrations and book covers are very important in first grade children's choices. Action and humor seemed to be important qualities in illustrations. Color appeared to have only minor effect in that it was an integral part of the illustrations. Her findings showed that these first graders chose the American Institute of Graphic Arts books significantly less often. Another study with primary grade children had as its purpose to determine the type of art preferred in illustrations of basal readers.\textsuperscript{50} Findings in this study by Lam were that second grade children had decided preference for realistic art style over the muted realistic, semi-abstract and cartoon style.

There is considerable agreement in the studies surveyed concerning illustrations. Illustrations are generally found to be an important factor in children's choices of books. Realism, centers of interest, color and action appear to be the aspects of illustrative material which are most influential in attracting children to a book.

Although illustrations, their qualities and their effect on children's book choices have been studied in depth, other aspects of format have not received much

attention. A few studies have had as their purpose to identify the relative importance of various factors of format and author's style in children's choices of reading material. An early study which identified factors children consider in choosing books was "What Sixth Grade Children Are Reading" by Zeligs. 51 One hundred fifty-four children listed factors they considered in choosing a book. The four factors listed most often by children were: favorite or well known author, title of the book, illustrations, reading the beginning of the book. 52 Cappa studied the various sources of appeal in books read to kindergarten children. 53 The sources of appeal are listed in order from highest to lowest frequency: illustrations - 34.1%, story content - 30.6%, information content - 11.7%, humor - 11.6%, surprise element - 9.3%, refrain - 2.7%.

A major study which tried to understand what elements of a book draw children to choose it rather than some other book was the one by Rankin in which she compared the most popular books with certain Newbery Award winners. 54

52 Ibid., 114.
54 Rankin, op. cit.
Adult size and shape in books appealed more than "different" shapes, such as long thin, square, etc. The titles of the highly popular books clearly indicated the story content and the titles did not do so in many of the Newbery books. Chapter headings and tables of content indicated the trend of the story in the popular books but not in the Newbery books. Themes of the Newbery books were often unusual and foreign as opposed to the "here and now" themes of the popular books. The characters of the Newbery books were frequently adults whereas the characters of the popular books were children somewhat older than the age group for which the books were written. The popular books usually emphasized content over style in that there was immediate introduction to the action and principal characters. The narration was usually straightforward with much dialogue. The Newbery books had more descriptive, slower introductions. Another portion of the 1944 Rankin study analyzed how children from 12 to 14 years of age selected books.\textsuperscript{55} The children wrote reports on how they made book selections. The factors most frequently mentioned by children as ones which influenced their choices were: by reading part of the text, by the topic, by author's name, by illustrations

\textsuperscript{55}Ibid., 114.
and by title, in that order. The children studied by Rankin were at the junior high age level but her findings have application to this study.

Titles of stories in basal readers for the fourth, fifth and sixth grades were studied by Droney, Cucchiara and Scipione. Children were asked to place an x next to the five most interesting titles in a list of titles taken from basal readers published by five different publishing houses. Vocabulary appeared to be an important factor in the popularity of a title. Titles which met with little enthusiasm frequently contained foreign, meaningless, and unfamiliar words to the children. Familiar and meaningful vocabulary influenced children to choose the story more frequently.

Paterson and Tinker reviewed various studies concerning preferences readers have for different typographies. They summarized as follows: (1) readers prefer a modern type face, (2) lower case printing is preferred over the all upper-case printing, (3) readers prefer moderate line widths to long or short ones, (4) readers believe that bold face is less legible than ordinary type,

(5) readers prefer dull finish paper to highly glazed paper. All of the foregoing conclusions concern adult readers. In another study Tinker and Paterson indicate that legibility of print is an important factor in the pleasingness of the print and they propose it as a factor in children's book selections.

A relatively recent development in format of children's books is the paperback book. Paperbacks have for years been adult reading only and few children's books were printed in this form. Paperbacks seem to attract children; an ever increasing number of children's paperback editions are being published yearly. There have been many testimonials pertaining to the beneficial effects paperbacks have on children's interest in reading. Bogart studied the effect of paperbacks on the curriculum of the language arts in public elementary and secondary schools of New Jersey. His findings indicated an improvement in attitudes toward reading.

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57 Donald G. Paterson and Miles A. Tinker, How To Make Type Readable (New York: Harper and Brothers, 1940), pp. 146-155.


and a belief on the students' part that their school achievement increased. Manthorne found that in Boston Public Libraries paperback books were more frequently chosen than hardbound ones. The above-mentioned results are exciting but since there was no control for the Hawthorne effect, the results are subject to serious question.

Fader in *Hooked on Books*, 1966, described his program of using paperback books with high school age boys in a training school. The basic premise of this program was the saturation of students with reading material, particularly magazines, newspapers and paperbacks. Children were given free rein to choose any reading material from this enriched environment. Ownership of the books and trading of books with one another were encouraged in the program. The success of the program with boys who had previously been incapable of, or not interested in, reading has attracted much attention and other schools have modeled programs after this one.

A study which attempted to limit the Hawthorne effect by means of control groups was carried out in

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Oakland, California in the fall of 1965 by Lowery and Grafft. The primary objective of the study was to measure the effects of paperback books on the attitudes of fourth grade students. The fifty-three children in the control group used the school libraries, the fifty-eight students in the first experimental group were supplied with forty hardbound books which had the same titles as the paperback books used by the second experimental group. In the experimental groups the books were placed on tables in the classrooms and children were encouraged to browse and read the books from the tables during the eight week experiment. The control classes went to their school libraries on a regular basis to obtain books during this period. The use of the hardbound, paperback and library books was supplementary to the basal readers employed in the instructional program. Four different instruments were administered both as pre- and post-tests to measure attitudes. The results indicated children who used the paperbacks showed increases in positive attitudes toward books and decreases in negative attitudes whereas the other two groups, control and experimental with hardcover books, showed no significant change in post-test attitudes.

The effects of paperbacks on children's book choices have been studied in less detail than some other aspects of

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format and results reviewed above should be verified with different age groups and should be updated to see if the impact that paperbacks appeared to have in the early sixties will continue with children in the seventies. In addition, paperbacks should be studied to determine which elements of paperbacks attract children. For example, paperbacks usually have colorful front covers, annotations on the back covers and are light, small, compact, inexpensive.

Certain of the studies reviewed identified other aspects of format—size, shape of books, typography, etc., which may be important factors in book choices. Certain differences in style, such as titles, age of characters, tables of contents, chapter headings, vocabulary, have also been mentioned as factors likely to influence children's book selections. More recent research into these areas appears to be warranted in order to verify or reject earlier findings and to increase specificity when possible.
CHAPTER THREE: DESIGN OF THE STUDY

The design of this study must be considered in three parts. The first part used a technique of data collection employed by Thorndike in 1941 and more recently in 1967 by Schulte, a reading interest inventory composed of annotated titles.¹ The results from this data collection were compared with results received when children examined actual books. In order to make such a comparison of these two procedures, a modification of the annotated titles procedure was required. In the Thorndike and Schulte studies the annotations were of fictitious books, a method which eliminates any chance of a child having read the book; in this study thirty actual books were chosen for actual examination and for annotation. A comparison was then made between the results obtained. The books (and annotations) selected belonged to five different categories of interest; these categories were also investigated by Schulte. The results obtained by data collection with actual books and with the annotated titles

were compared by category. The categories chosen for study were: realistic fiction, fanciful fiction, biography, history and science. In addition, Schulte investigated poetry, historical fiction, recreational interests and social studies. The number of categories was reduced to permit collection of data during one thirty minute period while retaining a representative number of books in each category. These particular categories were chosen in order to have both fiction and non-fiction well-represented. Moreover, science books were especially important to this study since it was thought possible that recent science books due to the more attractive formats could not be adequately described by annotations.

A second part of this study compared children's reactions to paperback books to their reactions to the same titles in hardbound format. These books were actually examined by the children.

Lastly, individual books which received very different reactions when examined than when children listened to their annotations, were studied for the author's style or book format differences which might explain such divergences of reactions. The books were chosen whether the children reacted decidedly more favorably or decidedly less favorably

\[^{2}\text{Schulte, op. cit., pp. 70-71.}\]
upon examination than when hearing the annotations.
Commonalities in reactions were sought in this analysis, that is, all books which were well liked by children who heard a description but were not well liked by children who looked at the actual books were studied to determine whether these books shared certain characteristics of format and/or author's style.

I. OVERVIEW OF PROCEDURES

There were a total of 233 subjects distributed into three groups. All of the subjects were fifth grade children. The first group (hereinafter referred to as Group AT) listened to titles of actual books with brief annotations. After listening to each title and annotation, the children were asked to circle on an answer sheet yes, no or ?, depending on whether they believed they would like, would not like or could not decide whether they would like to read the book.

The second group (Group HB) examined actual books in hardcover editions. These books were the same titles as those annotated for Group AT. Each book had a numbered label placed on the lower righthand corner of the cover, the numbers having been determined by the use of a random numbers table. These books were arranged in numerical order (1-30) on tables in the school library. The children were asked to respond in similar fashion as in Group AT after examination of each book.
The third group (Group PB) followed the same procedures as Group HB with one difference - paperback editions were substituted for fifteen of the hardcover editions. The same title was used; only the binding differed.

II. SUBJECTS

The 233 fifth grade subjects were distributed into the three groups as follows: Group AT: 83 total, 45 boys and 38 girls, Group HB: 78 total, 42 boys and 36 girls, Group PB: 72 total, 38 boys and 34 girls. The subjects ranged in age from nine to eleven and attended the public schools of Leon County, Florida.

Leon County is located in northern Florida; its seat is the state capitol, Tallahassee. The subjects were drawn from the county but, due to the nature of this county, most of the subjects were from Tallahassee proper. There was one class of pupils, totalling 27, who were from a rural school twenty miles east of Tallahassee. The remainder of the subjects, totalling 206, were residents of Tallahassee.

Tallahassee is a city of 70,000 people of approximately sixty percent Caucasians and forty percent Negroes. Two state universities are located in Tallahassee, one mainly attended by black students and staffed by mainly black faculty; the other has a chiefly white faculty and student body. It is the state capital and has a large number of
county, state, and federal offices. Since the enterprises of Tallahassee are government, education, and their supporting industries, the population comes from various regions of the state and country providing a social and political atmosphere more cosmopolitan than one would normally associate with a small southern city. Moreover, government and state institutions of higher learning provide employment for many Negroes and provide them with middle class incomes.

The schools are, for the most part, integrated in approximately the same proportions as the racial proportions of the city: sixty percent Caucasian, forty percent Negro. The class groupings in all public elementary schools are heterogeneous regarding ability and race.

The subjects for this study were chosen by random selection of classes from all the fifth grade classes within the county. A list of the names of all the fifth grade teachers was obtained from the Office of Elementary Education of Leon County Schools. A number from 10 to 70 was assigned to each teacher. A table of random numbers was entered by the system described in Gourevitch, and the first ten numbers to appear were the classes selected.

Thereafter a class list was obtained from each teacher; each pupil of each class was then assigned randomly.

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to one of the three groups. Again, the method described above was used with the difference that the first third of the pupils of each class was assigned to Group AT, the second third to Group HB and the third to Group PB. The pupils of each class were divided in the manner described in order to reduce the influence particular teachers might have over their classes, even though the teachers were not present while the inventory was administered. Any teacher influence should have been the same for all three groups.

III. SELECTION OF MATERIALS

Thirty books were selected for use in the study. Hardcover editions were obtained for all thirty of the books. The books were new and the book jackets were removed. Fifteen of the titles were also obtained in paperback form. These books were new as well. Annotations were written for all thirty of the titles. (See appendix.) All annotations except for the science category were written by the investigator; those for science, by an experienced science teacher. In the Schulte study, nine categories adapted from Huck and Kuhn were chosen.  

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4 Schulte, op. cit., pp. 70-71.

Schulte's categories for study were: historical fiction, realistic fiction, fanciful tales, biography, history, social studies, science and health, recreational interests, poetry. Since the purpose of this study has not been to determine the relative importance of categories of children's interests, but rather to determine whether the use of annotated titles accurately depicts children's book choices, the number of categories was reduced to five. This reduction in number of categories permitted a proportionate reduction in the total number of books required from sixty to thirty in this study.

An outline of the categories follows. The numbers in parentheses indicate the number assigned to each book. The books were arranged for display in numerical order from 1 to 30. The annotated titles were read in that same order. Each book was given its number by use of the random numbers table and process described in Gourevitch.\(^6\) (The annotations are arranged in that order in the appendix.) An asterisk preceding the title indicates that both the paperback and hardbound editions of the book were included in the study. Otherwise, only the hardbound edition was used.

\(^6\)Gourevitch, op. cit., p. 70.
I. FICTION

A. Realistic Fiction: (Adjustment books, mystery, animals, sports, humor)

*1. Ann Aurelia and Dorothy (24) - Carlson
2. The Bully of Barkham Street (15) - Stolz
3. David in Silence (21) - Robinson
*4. Mystery of the Haunted Pool (28) - Whitney
*5. Bristle Face (9) - Ball
*6. Stormy, Misty's Foal (2) - Henry
7. Little League Heroes (6) - Bishop
*8. Miss Osborne-the-Mop (25) - Gage
*9. Henry Reed, Inc. (13) - Robertson

B. Fanciful Tales: (traditional literature and modern fantasy)

10. Pecos Bill (5) - Bowman
*11. Greek Gods and Heroes (16) - Graves
12. The Superlative Horse (27) - Merrill
*13. Knight's Castle (17) - Eager
*14. Castle of Llyr (18) - Alexander
*15. Rabbit Hill (23) - Lawson
*16. Wonderful Flight to the Mushroom Planet (12) - Cameron

II. NON-FICTION

A. Biography:

17. The Helen Keller Story (3) - Peare
18. America's Mark Twain (8) - McNeer

B. History:

19. America Is Born (4) - Johnson
20. The Crusaders (20) - Buehr

C. Science and Health: (experiments, man, animals, plants, earth science, energy, space)

*21. Explorations in Science (29) - Milgrom
22. Wonders of the Human Body (10) - Ravielli
*23. The Great Whales (1) - Zim
*24. Alligators and Crocodiles (11) - Zim
25. A Bee Is Born (7) - Doering
26. The Strange World of Dinosaurs (26) - Ostrom
*27. Wonders of Seeds (22) - Stefferud
In choosing the books for the study the following considerations were kept in mind:

1) All the books were listed in one of the recent Best Books for Children and, as such, rated as quality literature.  

2) All the books were considered appropriate in reading interest and level for fifth grade children according to Best Books for Children. However, some books were considered appropriate for grades 3 to 5, other for grades 4 to 6, 5 to 7, 4 to 7, etc.

3) Each book belongs to one of the categories mentioned above and a balance between numbers of books and categories was sought.

4) A balance of types of books which would interest boys and girls was strived for.

5) Fifteen of the books were picked so that paper-back as well as hardcover editions could be obtained.

6) It was hoped that the children would have read none or few of the books in the study so that their responses would indicate attraction to a book rather than reaction from

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having read it. Certain steps were taken to reduce the number of children who might have read a book. No book of which a film had recently appeared in Tallahassee was chosen. The state-adopted reading texts were checked for any excerpts from full length books; these books were also eliminated from the study. Two recent studies surveyed the books teachers most frequently read to children. In 1969 Tom reported the twenty-three most popular works read by teachers in the fourth, fifth and sixth grades and these are listed below in order of frequency:

Charlotte's Webb--White
Adventures of Tom Sawyer--Twain
Little House in the Big Woods--Wilder
A Christmas Carol--Dickens
Caddie Woodlawn--Brink
Old Yeller--Gipson
Island of the Blue Dolphins--O'Dell
Jungle Book--Kipling
Story of Doctor Dolittle--Lofting
Bird's Christmas Carol--Wiggin
Call it Courage--Sperry
Follow My Leader--Garfield
Mr. Popper's Penguins--Atwater
Black Beauty--Sewell
Call of the Wild--London
Rascal--North
Wind In the Willows--Grahame
Box Car Children--Warner
Brighty of the Grand Canyon--Henry
Gentle Ben--Morey
King of the Wind--Henry
Little House on the Praire--Wilder

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Tom also related the results of an informal survey concerning what teachers read to children. This study was conducted by Anderson in 1967. The ten books most frequently read to children were:

- Charlotte's Webb—White
- Call It Courage—Sperry
- The Hundred Dresses—Estes
- The Little House Books—Wilder
- Island of the Blue Dolphin—O'Dell
- Twenty-One Balloons—DuBois
- .  .  . And Now Miguel—Krumgold
- Mrs. Piggle Wiggle—McDonald
- The Shadow of a Bull—Wojciechowska
- Brighty of the Grand Canyon—Henry

Although many of the books mentioned in the two studies above were readily available in paperback and were appropriate to the categories, they were not selected in hopes of limiting whatever effect might result from a previous reading of the book. This was deemed essential in order to replicate as closely as possible the procedure used by Thorndike\(^9\) and Schulte.\(^1^1\)

In addition, a pilot study was carried out in one of the fifth grade classes of Leon County not selected for inclusion in this study. The purpose of this pilot study was to submit the books tentatively chosen for the study to

\(^9\)Paul S. Anderson, "What Books Do Teachers Read to Children in the Intermediate Grades?", 1967, pp. 1-7. (This is quoted from Chow Loy Tom, \(\text{op. cit.}\), pp. 58-59. The original source is not available to me.)

\(^1^0\)Thorndike, \(\text{op. cit.}\)

\(^1^1\)Schulte, \(\text{op. cit.}\)
a group of children for their statements as to whether they had read them or not. There were thirty-four (34) books studied. The children were shown each of the books and also heard the annotations. On an answer sheet they circled either yes, no or ? depending on whether they had read, had not read or were unsure of having read the particular book. Thirty-one (31) children participated in this pilot study. A tally was made of the number of yes responses and the number of ? responses for each book. A score was given to each book which was the number of yes responses plus one-half of the ? responses. One of the thirty four books was Winnie-the-Pooh; this book was included as a check since it was believed many children would have read part or all of this book. Indeed this book received the only high score - 15. Thirty of the books were the ones eventually chosen for the study and listed on pages 47 and 48 of this chapter. Two books received high enough scores to be deleted from the study; they were Secret of the Emerald Star and Desmond and the Peppermint Ghost with scores of 9 and 7 respectively. Another book, The Bayeux Tapestry, was deleted from the study though it had not been read by any of the children. It would have been included under the category of world history. A choice between The Crusaders and The Bayeux Tapestry was decided in favor of The Crusaders since it appeared that The Crusaders was a more typical format for a history book. Of the thirty books which remained in the study nineteen of them
received scores of zero, that is, they had not been read by any of the fifth graders. Seven of the books had scores between 1 and 3. These scores were considered satisfactory. Four of the books included in the study had scores between 4 and 6; they were The Bully of Barkham Street, The Helen Keller Story, The Strange World of Dinosaurs, The Mystery of the Haunted Pool with scores of 6, 6, 5, 4 respectively. In interviewing the children who responded affirmatively to having read these and those who were unsure of whether they had read them it was interesting to note that, with the exception of The Bully of Barkham Street, the children said they had read that book or "one like it on the same topic." Two boys who marked affirmatively for The Bully of Barkham Street stated later that they had read the other one - A Dog on Barkham Street. Hence, it appears that even with the use of fictitious annotated titles children could believe they had read one of the books.

In summary, the pilot study showed very few children had read the books selected tentatively and the two books with the highest scores were deleted from the study. The responses of the children to Winnie the Pooh gave some evidence the pilot study did show that none of the books in the study was likely to have been read by many of the children.
IV. INSTRUMENTATION

The instruments consisted of the books selected: 30 hardcover books, 15 paperbacks of the same titles, 30 annotations of the books and three forms of an answer sheet. (See appendix). The selection of books was discussed in the previous section. The annotations were simply straightforward, clear descriptions of the books. No controls of vocabulary or syntax were placed on the annotations. The annotations were read aloud by the examiner to obviate any reading difficulties. This was the procedure chosen by Schulte for that reason. The answer sheets were titled Reading Interest Inventory and on the lower left corner were the form letters - HB, AT or PB. All three forms requested the information name, age and sex on the top. Forms HB and PB had identical instructions; form AT had instructions which differed only regarding the procedure of listening to annotations. In each case the children were admonished to respond as they felt, not as they thought they should or as their teacher or parents might want them to respond. They were instructed to circle yes, no, or ? depending on whether they would like to read, would not like to read or could not decide whether they would like to read a book.

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12 Schulte, op. cit., p. 73.
V. ADMINISTRATION

The procedures for administration were tried out in December 1970 with the fifth grade classes of a school not included in the randomly selected sample. This was done to anticipate possible problems which might arise in the administration. Following this trial run a few changes were made. Some of the vocabulary in the annotations seemed above the listening level of many of the children and these were rewritten. The books for Groups HB and PB had been placed on three tables with about ten to a table. This caused confusion and too many children were at one table at the same time. It was also tried with eight tables of about four books each but the children found it difficult to remember which table to go to next. Finally, the books were placed on five tables, six books to a table. This seemed to work well and was done in this manner during actual data collection.

The inventory was administered during two school weeks, January 4 - 8 and January 11 - 15, 1971. Ten classes participated; one half day was arranged with each class. Beforehand, a class list was obtained from the teachers. The children of each class were randomly assigned by the method described in Gourevitch to the three groups HB, AT, and PB.\textsuperscript{13}

\textsuperscript{13}Gourevitch, \textit{op. cit.}, p. 70.
The teacher was given the list of the children grouped by the times they were to go to the school library. The examiner had the use of the library in each school for administration of the inventory. When each group of children entered the library, they were invited to sit around a large table where answer sheets had been placed. The examiner explained briefly to the children why they were there, asked for their cooperation and thanked them for their help. They were then instructed to complete the top of the answer sheet - name, age, sex. Then the examiner read the directions aloud asking the children to follow the reading on their answer forms. Any questions they had were thereafter answered.

Next, with Group AT the children listened and marked the answer sheets while the examiner read the annotations aloud. The actual books were nowhere in sight during the administration of the inventory to this group. With Groups PB and HB the children were instructed to go over to the tables where the books were arranged numerically according to the numbers assigned them randomly. They looked at each book in order and then circled the response next to that number on the answer sheet. When an individual finished all thirty books, he handed his answer sheet to the examiner and returned to his classroom. The children were encouraged to take as much time as desired and to open the books if they wished. The books were placed on five large tables with six books on a table and the examiner had the children go to the tables a
few at a time so they would not be able to observe the responses given by classmates.

The examiner was one and the same for all groups at all schools. Whatever effect the personality of the examiner might have on the children should have been the same for all three groups. Moreover, it was hoped by this procedure to limit the effect individual teachers might have on their classes. In order to reduce a possible influence due to one group always being first, the order in which the groups arrived was arranged so that each group (AT, PB, HB) were first, second and third approximately the same number of times by varying the order with the different classes.
CHAPTER FOUR: FINDINGS

I. STATISTICAL PROCEDURES

The first step in the data analysis process was to tabulate all the responses by totalling the number of yes, no and ? responses by procedure group (HB, AT, PB), by sex, by category, by individual book.

The first analysis undertaken was an analysis of variance, repeated measures design. This was applied to the three categories - realistic fiction, fanciful fiction, science and health. This analysis was to determine if any significant differences existed among the number of yes responses by category or by sex when children listened to annotated titles or examined actual books. Since the number of books in the other two categories was only two, it was not feasible statistically to include them in this analysis. In order to obtain equal group size for the analysis of variance random deletion of subjects was carried out. The F-ratios which resulted were compared with the tabled F-values to determine if significant differences existed among the various mean interest scores.

The analysis of variance was chosen for this portion of the study since it is a statistical procedure which is
capable of considering multiple responses of subjects and since it is able to test the null hypotheses on sex, categories, procedures and the several interactions thereof. This is a well-known and accepted procedure which allows the use of post-hoc tests such as the t-test to determine the direction of differences found in the analysis of variance. In addition, it is well suited for determining meaningful sex effects and interactions with both sex and category. Its use to determine category effects alone is, however, somewhat less justifiable and the results obtained on this variable may be open to some question.

In order to use the analysis of variance on the category variable, it was necessary to limit the data analyzed in several ways. First, the number of books in the three categories examined was unequal which would give a pre-existing significant difference in mean number of positive responses per category (all other factors being equal) in a t-test; secondly, the number of books in the largest category was ten which would not permit random deletion of books (as was done in the case of subjects) from the other categories to achieve an equal number of books per category since the t-test may not be used with such small numbers. Therefore, it was necessary to consult the raw data for rough indications of location and direction of significant differences found in those measures including categories of literature.
Null Hypotheses Tested by the Analysis of Variance

1. There is no significant difference in children's choices of literature which may be attributed to sex alone.
   \( (H_0: \text{Sex}) \)

2. There is no significant difference in children's choices of literature attributable to data collection procedure.
   \( (H_0: \text{Procedure}) \)

3. There is no significant difference in children's choices of literature which may be attributed to categories of literature. \( (H_0: \text{Categories}) \)

4. There is no significant interaction of sex and data collection procedures on children's choices of literature.
   \( (H_0: \text{Sex x Procedure}) \)

5. There is no significant interaction of sex and category of literature on children's choices of literature.
   \( (H_0: \text{Sex x Categories}) \)

6. There is no significant interaction between data collection procedures and categories of literature on children's choices of literature. \( (H_0: \text{Procedures x Categories}) \)

7. There is no significant interaction between sex, data collection procedures, and categories of literature on children's choices of literature. \( (H_0: \text{Sex x Procedures x Categories}) \)
TABLE 1
Summary of the Analysis of Variance
According to Sex

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degree of Freedom</th>
<th>Mean Square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between sex columns</td>
<td>18.7500</td>
<td>1</td>
<td>18.7500</td>
<td>2.8612*</td>
</tr>
<tr>
<td>Within sex columns</td>
<td>917.4444</td>
<td>140</td>
<td>6.5532</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>936.1944</strong></td>
<td><strong>141</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .10

According to the analysis of variance, the difference in variances attributable to sex alone did not quite reach the required level of confidence to reject the null hypothesis that there are no significant differences in children's responses which can be attributed to sex alone. Nevertheless, the level of confidence actually found (.10 > p > .05) is highly suggestive. For a further discussion of possible reasons for the rather low level of confidence found, refer to the analysis of the results given in Table 5 on page 66.

Inspection of the mean number of positive responses per category for boys and girls indicates that, in this study, boys tend to be somewhat more positive (\( \bar{X} = 4.23148 \)) than girls (\( \bar{X} = 3.81481 \)).
TABLE 2
Summary of the Analysis of Variance on Data Collection Procedures

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degree of Freedom</th>
<th>Mean Square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between procedure columns</td>
<td>26.0093</td>
<td>1</td>
<td>26.0093</td>
<td>3.9689*</td>
</tr>
<tr>
<td>Within procedure columns</td>
<td>917.4444</td>
<td>140</td>
<td>6.5532</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>943,4537</td>
<td>141</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* \( P < .05 \)

According to the analysis of variance, there is a significant difference in the number of positive responses achieved when hardbound books are examined as opposed to listening to annotated titles of those same books. Examination of the mean number of positive responses per category for hardbound books (\( \bar{X} = 3.77778 \)) as opposed to annotated titles (\( \bar{X} = 4.25852 \)) shows that children are decidedly less positive when choosing actual books.
TABLE 3
Summary of the Analysis of Variance on Categories of Literature

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degree of Freedom</th>
<th>Mean Square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between category columns</td>
<td>167.9074</td>
<td>2</td>
<td>83.9537</td>
<td>25.3292*</td>
</tr>
<tr>
<td>Within category columns</td>
<td>928.0556</td>
<td>280</td>
<td>3.3145</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1095.9630</td>
<td>282</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .001

According to the analysis of variance, there is a very highly significant difference in the mean number of positive responses according to the category of literature investigated. It must be pointed out that the analysis of variance yields no information as to the direction of location of the significant difference. Furthermore, the usual procedure of using the t-test to determine this information is impossible in this case since the number of books in each category is different. Therefore, it is necessary to consult the raw data for an indication of possible sources of the variance differences.

In order to find some indication of the direction of the significant difference in children's responses to the
three categories of literature found above, the following formula was used:

\[
\frac{\text{Positive Responses}_{\text{HB}} + \text{Positive Responses}_{\text{AT}}}{\text{Number of books} \times (\text{HB subjects} + \text{AT subjects})}
\]

A ratio of positive responses per book per subject was then calculated for each category; these are as follows:

- Realistic Fiction: 0.52
- Fanciful Tales: 0.45
- Science and Health: 0.41

These figures serve to indicate that Realistic Fiction was the most favorably received; Science and Health, the least favorably received. It is, of course, possible that significant differences may exist between all categories. It should be noted, however, that no test for significance was run on these figures. Therefore, the ratios cited above should be considered only as indication of the possible source of the difference found by the analysis of variance and not as a claim as to the actual source thereof.
TABLE 4

Summary of the Analysis of Variance on the Interaction of Sex with Data Collection Procedures

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degree of Freedom</th>
<th>Mean Square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between sex and procedure columns</td>
<td>1.5648</td>
<td>1</td>
<td>1.5648</td>
<td>0.23878*</td>
</tr>
<tr>
<td>Within sex and procedure columns</td>
<td>917.4444</td>
<td>140</td>
<td>6.5532</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>933.0092</td>
<td>141</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not Significant

According to the analysis of variance, there is no significant interaction between sex and data collection procedures. Thus, the corresponding null hypothesis may be retained. Analysis of the means achieved by each sex for the two procedures shows that boys are more positive than girls in both procedures and that both boys and girls are less positive when examining actual books than when listening to annotated titles.

Summary of Means

<table>
<thead>
<tr>
<th></th>
<th>HB</th>
<th>AT</th>
</tr>
</thead>
<tbody>
<tr>
<td>girls</td>
<td>3.50926</td>
<td>4.12037</td>
</tr>
<tr>
<td>boys</td>
<td>4.04630</td>
<td>4.41667</td>
</tr>
</tbody>
</table>
Thus, the decline in positive responses for actual books is on the same order of magnitude regardless of sex.

TABLE 5
Summary of the Analysis of Variance on the Interaction of Sex and Categories of Literature

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degree of Freedom</th>
<th>Mean Square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between sex and category columns</td>
<td>327.0556</td>
<td>2</td>
<td>163.5278</td>
<td>49.3371*</td>
</tr>
<tr>
<td>Within sex and category columns</td>
<td>928.0556</td>
<td>280</td>
<td>3.3145</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1255.1112</td>
<td>282</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .001

According to the analysis of variance, there is a very highly significant interaction between sex of the subjects and expressed interests in category of literature. As was the case with the preceding analysis of variance, it is necessary to consult the raw data for an indication of possible sources for the difference in variances, since the analysis of variance yields no relevant information on sources and since it is not possible to use the t-test to determine the source due to the small numbers of books within the three categories.
In examining the cell means it appeared that the differences could be attributed to the boys' high number of affirmative responses to the science category as opposed to the low affirmative responses from girls to that category. This was a reversal of the general trend which showed girls to be more generally affirmative in their responses. The cell means are shown below:

<table>
<thead>
<tr>
<th></th>
<th>Realistic fiction</th>
<th>Fanciful fiction</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>5.31944</td>
<td>3.40278</td>
<td>2.72222</td>
</tr>
<tr>
<td>Boys</td>
<td>4.12500</td>
<td>3.01389</td>
<td>5.55556</td>
</tr>
</tbody>
</table>

These cell means also serve to clarify why the analysis on sex alone did not quite achieve significance. The high number of positive responses by boys to science balanced the generally low number of positive responses by boys.
TABLE 6
Summary of the Analysis of Variance on the Interaction of Data Collection Procedure with Categories of Literature

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degree of Freedom</th>
<th>Mean Square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between procedure and category columns</td>
<td>42.2407</td>
<td>2</td>
<td>21.1204</td>
<td>6.3721*</td>
</tr>
<tr>
<td>Within procedure and category columns</td>
<td>928.0556</td>
<td>280</td>
<td>3.3145</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>970.2963</td>
<td>282</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .01

According to the analysis of variance, there is a highly significant interaction between the procedure of data collection employed and the category of literature under investigation. As was the case with the preceding two analyses, it was necessary to consult the raw data for an indication of the source of the variation, since the analysis of variance is incapable of detecting more than the existence of a significant interaction and since the t-test may not be used due to the unequal number of books in each category.

The same ratio formula used in the preceding two analyses was used to examine the raw data, yielding the
following ratios of positive responses per book per subject for the two data collection procedures:

<table>
<thead>
<tr>
<th></th>
<th>HB</th>
<th>AT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic Fiction</td>
<td>.47</td>
<td>.73</td>
</tr>
<tr>
<td>Fanciful Tales</td>
<td>.42</td>
<td>.47</td>
</tr>
<tr>
<td>Science and Health</td>
<td>.44</td>
<td>.38</td>
</tr>
</tbody>
</table>

These figures indicate that children were markedly less favorable to Realistic Fiction when they actually examined books, and somewhat less favorable to Fanciful Tales. They appeared somewhat more favorable to Science and Health. It is interesting to note, however, that the difference in number of positive responses in this category is due entirely to boys responses being more favorable (248 positive responses for 42 boys in Group HB vs. 216 positive responses for 45 boys in Group AT). Girls did not, apparently react differently due to data collection procedures in this category (99 positive responses for 36 girls in Group HB vs. 102 positive responses for 38 girls in Group AT).
TABLE 7
Summary of the Analysis of Variance on the Interaction of Sex with Procedure with Category

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degree of Freedom</th>
<th>Mean Square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Sex x category x procedure columns</td>
<td>6.7407</td>
<td>2</td>
<td>3.3704</td>
<td>1.01657*</td>
</tr>
<tr>
<td>Within Sex x category x procedure columns</td>
<td>928.0556</td>
<td>280</td>
<td>3.3145</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>934.7963</td>
<td>282</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not Significant

According to the analysis of variance, there is no significant interaction of sex with data collection procedure with category of literature. That is, children of one sex do not express more positive responses for given categories of literature under a given data collection procedure than do children of the other sex.

T-test Results

The second portion of the statistical analysis involved the use of the t-test to determine whether children were more affirmative in their responses to actual books,
and to determine whether they were more decisive in their responses to actual books than they were when listening to annotated titles. This analysis was done on all thirty books and all five categories were represented. The first two t-tests compare the means of positive responses for each sex when examining hardbound books with the means achieved with annotated titles. The t-test scores were compared with t-test tables to determine if significant differences existed. This analysis tested Hypothesis Eight.

**Null Hypothesis**

8. There is no significant difference in the number of positive responses which may be attributed to data collection procedures. (H₀: Affirmativeness)

**TABLE 8**

Summary of the t-test on Boys'

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Sum of Squares</th>
<th>Mean</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB</td>
<td>42</td>
<td>9.396</td>
<td>15.333</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>AT</td>
<td>45</td>
<td>10.847</td>
<td>14.289</td>
<td></td>
<td>1.306*</td>
</tr>
</tbody>
</table>

*Not significant

The results of the t-test on the means of positive responses for boys under each data collection procedure showed no significant difference.
The results of the t-test on the mean of positive responses for girls under each data collection procedure showed that girls gave a significantly larger number of positive responses when listening to annotated titles than they did when examining actual books. This may indicate either that girls were more discriminating when examining actual books, or that they reacted negatively when examining certain books due to some format factors. The latter point is discussed later in this chapter when results of the chi-square analyses are taken up.

A second pair of t-tests was done on the mean number of undecided responses (\( \overline{?} \)) for boys and for girls achieved under the two data collection procedures. The results of the t-tests were compared with a table of t-values to determine whether significant differences existed. This analysis tested Hypothesis Nine.
Null Hypothesis

9. There is no significant difference in the number of undecided responses (%) which may be attributed to data collection procedures. (H₀: Decisiveness).

TABLE 10
Summary of the t-test on Boys' Decisiveness

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Sum of Squares</th>
<th>Mean</th>
<th>df = 85</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB</td>
<td>42</td>
<td>771</td>
<td>3.119</td>
<td></td>
</tr>
<tr>
<td>AT</td>
<td>45</td>
<td>1,933</td>
<td>5.533</td>
<td>5 = 3.425*</td>
</tr>
</tbody>
</table>

*p < .001

The results of the t-test on Boys' Decisiveness show that boys make significantly fewer undecided responses when examining actual books as opposed to listening to annotated titles. This may indicate that format and appearance are relatively important factors in boys' choices of books.
### TABLE 11
Summary of the t-test on Girls' Decisiveness

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Sum of Squares</th>
<th>Mean</th>
<th>df = 72</th>
<th>t = 0.164*</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB</td>
<td>36</td>
<td>1,277</td>
<td>4.639</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT</td>
<td>38</td>
<td>1,219</td>
<td>4.500</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not Significant

The results of the t-test show that the slight difference in the mean number of undecided responses by girls is due to chance factors. This may indicate that factors of format and appearance are relatively unimportant in girls' choices of books.

**Chi-Square Results**

The third analysis was the use of chi-square tables to test the questions one and two. A chi-square was computed for each paperback book (15 in number) and its corresponding hardbound edition for each sex. The chi-square scores which resulted were compared with chi-square tables to determine if significant differences existed between children's responses to the hardcover and paperback editions. Chi-square tables were also employed to determine which hardcover books, if any, children reacted to in a significantly different fashion than children reacted to the annotation of
the same book. After identifying the particular books to which children responded significantly differently, these books were examined to attempt to find commonalities among those to which children were more positive and those to which children responded more negatively. Aspects of author's style and book format were considered in this analysis. When significant differences were discovered, the tables were included in the Appendix and an interpretation of the apparent direction of the differences is discussed in this chapter.

Questions Tested by Means of the Chi-Square Analysis

1. Are there significant differences in children's choices of books which may be attributed to the type of binding (i.e., hard-cover or paper-back)?

2. Are there significant differences in children's choices of books which may be attributed to book format and author's style?

The chi-square analyses of children's choices of hardcover books and the corresponding paperback editions showed significant differences with girls' choices only and for only five books. In each of these five cases, the significant difference was in favor of the paperback edition as summarized below:
<table>
<thead>
<tr>
<th>Book Number</th>
<th>Title</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Bristle Face</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>13.</td>
<td>Henry Reed, Inc.</td>
<td>p &lt; .01</td>
</tr>
<tr>
<td>17.</td>
<td>Knight's Castle</td>
<td>p &lt; .01</td>
</tr>
<tr>
<td>18.</td>
<td>The Castle of Llyr</td>
<td>p &lt; .01</td>
</tr>
<tr>
<td>22.</td>
<td>The Wonders of Seeds</td>
<td>p &lt; .001</td>
</tr>
</tbody>
</table>

The hardbound editions of these books were all rather plain, having covers in muted colors with either no illustrations or stylized illustrations. *Bristle Face* has the title on the cover, but no illustration. *The Castle of Llyr* has a small, difficult to recognize cat (5/8" x 3/8") perched on the first L of Llyr. The other three hardcover books have no title on the front cover, but stylized illustrations consisting of a pair of spectacles (*Henry Reed, Inc.*), two stylized knights in armor (*Knight's Castle*), and a small acorn with an unrecognizable accompanying seed pod, or similar vegetation in the lower right hand corner, (*The Wonders of Seeds*). The paperback editions of these same books had, on the other hand, brightly colored covers with basically realistic illustrations having a well defined center of interest. Size of the hardbound books did not vary markedly; however, paperbound editions of these books varied from adult-size (4" x 7") to nearly as large as the hardbound editions (5 1/2" x 8").

Among those books in which no significant difference was found for either boys or girls was another group of five
books wherein cover differences were not marked. These are the following.

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Great Whales</td>
</tr>
<tr>
<td>2</td>
<td>Stormy, Misty's Foal</td>
</tr>
<tr>
<td>11</td>
<td>Alligators and Crocodiles</td>
</tr>
<tr>
<td>24</td>
<td>Ann Aurelia and Dorothy</td>
</tr>
<tr>
<td>25</td>
<td>Miss Osborne-the-Mop</td>
</tr>
</tbody>
</table>

Both the hardbound and paperback versions of these books had cover illustrations of a realistic type with a definite center of interest. Only Miss Osborne-the-Mop differed in not having a brightly colored cover in the hardback editions, although the line drawing thereon was very similar to the full color picture on the paperback version.

Of the remaining five books, three seem to fit more closely with the first group discussed above rather than the second group: the hardbound books are dull in color, lacking illustrations on the cover, whereas the paperbound versions are brightly colored having illustrations with a definite center of interest. These books, Mystery of the Haunted Pool (#28), Greek Gods and Heroes (#16), and The Wonderful Flight to the Mushroom Planet (#12), do, however, differ in one interesting way from the first group above. The titles give a clear notion as to the themes of the books, i.e. mystery, mythology, and science fiction.

The two remaining books apparently share little with these three groups. Rabbit Hill has a line drawing of a
rabbit (a center of interest) surrounded by abstract blossoms on the hardbound version; a full color rabbit superimposed on a meadow-like background, on the paperback version. With this book, neither the title not the cover illustration yields much information about the theme of the book — apart from the fact that the book is an animal story dealing with rabbits. In addition, the rabbit pictured on the paperback version seems rather child-like, resembling an Easter Rabbit for four-year-olds. The last book, *Explorations in Science*, differs little in hardback and paperback versions. Both have muted colors and abstract cover designs, neither being particularly striking.

In discussing other factors of format which might conceivably influence book choices, it must be noted that some are obviously irrelevant, others of minimal importance when discussing hardcover and paperback versions of the same book. Factors such as amount of dialogue, tables of contents, and titles are irrelevant, being the same in both versions. Number of pages and number and type of internal illustrations are of minimal importance since the number of pages are very similar, differing less than five percent between hardback and paper versions and illustrations differing only in size with those in hardcover illustrations being slightly larger — as is the case with type size. These latter points should, in theory, favor the hardback versions.
In point of fact, however, there were no significant differences in favor of hardbound versions, so that these factors may also be considered irrelevant. Physical size of books appears to be irrelevant as well. Some large hardbound versions having small paperback versions; others, large paperback versions, neither being noticeably favored by children.

The significant differences in the first five books discussed above are, therefore, apparently attributable to an interaction of title and cover design. The titles of these books, in contrast to the other ten, give only a hint of the theme at best, whereas the cover design of the paperback affords clearer notions to the child about the content. With those books with titles giving better descriptions of content, no differences were found, nor were any differences found when cover designs were very similar in both editions of the same book. Thus, cover design seems to be a significant factor in girl's choices of books when the title is somewhat vague. Boys, however, seemed not to be influenced by any of these factors. It is of interest to recall that boys were significantly more decisive (p < .001) when examining hardbound books than when listening to annotated titles. It may be the case, therefore, that boys like to handle books, leafing carefully through them to look at internal format factors and the like, ignoring more or less
cover details. At any rate, it seems clear that the one factor that does not influence significantly children's book choices is the type of binding. There is no magic in paperbacks.

With the analysis of format factors by the chi-square tests for significant differences in children's responses to annotated titles and actual books, two distinct limitations of the experimental design manifested themselves. First, it was impossible to select the hardbound books with specific format factors for investigation due to the need to select hardbound books which had also been published in paperback editions. Obviously, such a restriction to two bindings does not allow much freedom in the selection of books which exhibit distinctive format features. Second, the instrument used in this study was designed to duplicate those used in earlier studies in order to permit reasonable replication. The scale of this instrument (yes, no, undecided) seriously limits number and types of statistical treatments. This limitation can, and should, be largely eliminated in future studies by the use of a four or five point scale for each annotation or book. Such a scale would permit the use of statistical procedures which presuppose interval scaling.

In spite of these limitations, however, it was possible to detect some aspects of format which seemed to
influence children's reactions to actual books. Boys' responses to the following books were significantly more positive than their responses to annotated titles of those same books:

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>p</th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td>A Bee Is Born</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>15</td>
<td>The Bully of Barkham</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>23</td>
<td>Rabbit Hill</td>
<td>p &lt; .05</td>
</tr>
</tbody>
</table>

It is interesting to note that each of these books is profusely and realistically illustrated with scenes portraying actions related to the theme. *A Bee Is Born* contains numerous photographs of hive activities; the other three, realistic drawings of people or animals engaged in various activities. This, however, is not sufficient justification to warrant a claim that such illustrations are a significant factor in boys' preference of these books over their annotations since many other books, which did not elicit significantly more positive responses than their annotations, also contained such illustrations. However, with some of the latter cases, it appears that the regression effects mentioned above may have contributed to a lack of significant differences. In other cases, it appears that the style and vocabulary of the annotations may have been such that there was little need for children to see the actual book to have a clear understanding and definite interest in its content. For example, the style of the annotation for *A Bee Is Born*
was rather straight-forward, reporting in the manner of a newspaper report:

"The city-like life in a bee colony depends on several different types of bees doing their jobs. This book explains in simple language and with many photographs the functions of the worker bees, the drones, and the queen in feeding and defending their hive."

whereas the style of *The Great Whales* contains rhetorical questions and more emotionally-laden phrases:

"Do whales have hair? How deep can they dive? How fast can they swim? These and many other questions about these giant mammals, the largest animals that have ever lived, are answered and illustrated in this book."

As a matter of interest, it was noted that children became visibly animated, giggling and whispering among themselves, when listening to the latter annotation. Furthermore, both the annotation and the book, which is profusely and realistically, illustrated, were well received. In short, realistic illustrations seem to influence boys favorably, but the extent of the influence was impossible to measure due to unrelated problems.

Boys reacted significantly less positively toward the following books than they did to their annotations:

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>p</th>
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<tbody>
<tr>
<td>3</td>
<td><em>The Helen Keller Story</em></td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>5</td>
<td><em>Pecos Bill</em></td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>9</td>
<td><em>Bristle Face</em></td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>21</td>
<td><em>David in Silence</em></td>
<td>$p &lt; .001$</td>
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</tbody>
</table>
Three of these four books, Pecos Bill being the exception, contained few or no illustrations. The annotations for each of these books were relatively interesting: The annotation for The Helen Keller Story contained reference to an explanation of the finger alphabet for the deaf; the annotation for David in Silence was rather emotional in tone; that for Bristle Face, action filled. Furthermore, the sparse illustrations in David in Silence, the only book of the trio which contained illustrations, all portrayed sad scenes of a loneliness which were decidedly brooding in style. This factor may well have contributed to the relatively negative reaction that boys had to the actual book.

The remaining book, Pecos Bill, is profusely illustrated with color drawings. The artwork, however, is not particularly realistic, portraying gaily-grinning, well-manicured cowboys in dudish fashions riding on pink and yellow prancing horses under a sky filled with polka-dotted birds. It is unlikely that boys would be impressed with the heroic qualities of the characters portrayed in these illustrations. Although the conclusions drawn above cannot be demonstrated by objective evidence of a conclusive nature, they cannot be rejected out of hand and must remain open pending further research.

In no case did girls respond significantly more positively to an actual book than to an annotation. Girls
reacted significantly less positively to seven books than they did to their annotations. These are:

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<tr>
<th>Number</th>
<th>Title</th>
<th>p</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>Little League Heroes</td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>13</td>
<td>Henry Reed, Inc.</td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>16</td>
<td>Greek Gods and Heroes</td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>18</td>
<td>The Castle of Llyr</td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>21</td>
<td>David in Silence</td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>24</td>
<td>Ann Aurelia and Dorothy</td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>28</td>
<td>Mystery of the Haunted Pool</td>
<td>$p &lt; .05$</td>
</tr>
</tbody>
</table>

The problem of sad, action-less illustrations in David in Silence was discussed above in connection with boys' less positive reactions to this book. It seems that this factor may also be responsible in part for girls' reactions to the book. However, it is also worthy of mention that, apart from the air of sadness and solitude implicit in the illustrations, the human interest theme of the book is carried neither by the title nor the illustrations. Indeed, the failure of the title and illustrations to portray accurately the theme of a book may well explain the significantly less positive response by girls to Ann Aurelia and Dorothy and, in part, Little League Heroes. Both of these books have definite human interest themes which are not implicit in the titles and illustrations. The illustrations in Ann Aurelia and Dorothy portray children and families playing, eating and working together in pleasant moods. In no manner was the internal conflict of the characters, which was clearly expressed in the annotation,
made apparent to a casual observer. Similarly, the human interest theme of *Little League Heroes* was obscured by the sparse illustrations. All pictures in this book were of baseball scenes - a theme which is unlikely to inspire girls in our society. It should be noted, however, that the sports theme was not underplayed in the annotation of this book; however, the human problems were given equal time. As a matter of interest, although there was no significant difference in boys' responses to the book and to the annotation, it is within the realm of the possible that boys reacted positively to the book for different reasons than they did to the annotation.

Illustrations, or lack thereof, seem to be an important factor in girls' responses to the remaining four books as well. *The Castle of Llyr* and *The Mystery of the Haunted Pool* were sparsely illustrated. One inside front cover illustration in the former - a map of Llyr; four monochrome illustrations in *Haunted Pool* which portrayed little action relevant to the plot. The illustrations in *Henry Reed, Inc.*, while related to the theme and realistic in style, were rather male chauvinistic in nature. The girl character was portrayed in all illustrations in which she was featured as subservient to Henry, holding tools while he did the interesting and important work, and the like. The illustrations in *Greek Gods and Heroes* were slightly stylized line drawings which did relate to the
content of the book; however, the scenes portrayed dealt primarily with the more violent episodes of the mythological tales. In neither of the latter two books were the drawings likely to attract girls. In short, it seems that children depend on illustrations to a significant extent in choosing books. However, this dependence seems, in this study, to be essentially pragmatic. Children seem to use illustrations as a tool in forming opinions about the plot. Where illustrations are rather passive, or are unrelated to the plot, or are sex-biased, children may form less than accurate judgments of contents, rejecting a book they might otherwise enjoy.
CHAPTER FIVE: SUMMARY AND CONCLUSIONS

I. THE PROBLEM AND PURPOSES

This investigation studied two procedures of data collection used to determine children's reading interests. These procedures were compared to see if children responded the same to annotated titles as to actual books. In addition, when differences were discovered, commonalities in aspects of book format and author's style were sought to explain the differences in their choices. One portion of the study compared children's responses to hardcover books with their responses to paperback books of the same titles. The major purpose of this study was to gain information about procedures used in reading interest studies which would help educators interpret the data received in these studies. Moreover, paperback books and other format considerations were studied in order to help teachers become aware of that which attracts children to a book.

II. PROCEDURES

In order to study the problems mentioned above, three groups were selected to respond to a reading interest inventory. Group AT listened to annotated titles of thirty
actual books. Group HB examined the actual books in hard-cover editions. Group PB examined the actual books but fifteen of the books were in paperback form. After listening to each title and annotation or after examining each book, the children were asked to circle yes, no or ? , depending on whether they believe they would like, would not like, or could not decide whether they would like, to read the book. The thirty books chosen for the study represented both fiction and non-fiction and a variety of categories of literature as follows: realistic fiction, fanciful tales, biography, history, science and health.

There were a total of 233 fifth grade subjects from Leon County, Florida who were assigned to one of the three groups by random sampling. The particular classes (10 in all) of Leon County were also chosen by a random process. The three groups were about equal in number with approximately 80 subjects per group. The inventory was administered during the month of January, 1971.

The data obtained from the two data collection procedures, AT and HB, were analyzed to determine whether significant differences existed between these groups by sex, categories of literature and procedure, and whether significant interactions existed between sex and data collection procedure, between sex and categories of literature, between procedures and categories, and, finally between sex,
procedure and categories. These data were analyzed by an analysis of variance and the raw data were examined for indication of direction. The data recorded from these groups, HB and AT, were analyzed by means of a t-test to determine if children were more affirmative in their responses by one data collection procedure than another. The data from the HB and PB groups were analyzed using the paired books (those with both hardcover and paperback editions) by means of the chi-square test to determine whether significant differences existed which might be attributable to binding type. Finally, chi-square analyses were run on children's responses to each title between the scores received on the annotations and the scores received on the actual book for the purpose of identifying format and author's style factors which might have contributed to the differences.

III. PRINCIPAL FINDINGS

1. No significant differences were found in the mean number of positive responses according to sex alone. However, the levels of confidence actually found, p < .10, indicates that boys may tend to be somewhat more positive than girls.

2. A significant difference was found in mean number of positive responses for hardbound books as opposed to annotated titles with the direction favoring annotated titles.
3. A highly significant difference was found in the mean number of positive responses for categories of literature, with realistic fiction being the most popular, science and health the least popular.

4. No significant interactions were found between sex and data collection procedures.

5. A highly significant interaction, $p < .001$, was found between sex and categories of literature. Analysis of raw data indicated that girls are very positive towards realistic fiction, very negative towards science and health and that boys were more positive in their responses to science and health than to the other two categories.

6. The analysis of variance indicated a highly significant interaction between procedure and category. Realistic fiction was chosen markedly less frequently on examination than when hearing annotated titles. Fanciful tales were somewhat less popular when actual books were examined, science and health somewhat more popular. However, it was found the increase in popularity for science and health was due entirely to the responses of male subjects.

7. No significant interaction was found among the three variables: sex, procedure and category.

8. The t-test for boys on mean number of affirmative responses between annotated titles and examination of actual books showed no significant difference.
9. Girls were found to be significantly more affirmative when listening to annotated titles than examining actual books.

10. The t-test on decisiveness showed a highly significant difference in the mean number of undecided responses by boys with the direction of decisiveness favoring the actual examination of books group.

11. No significant difference was found in mean number of undecided responses for girls by data collection procedure.

12. It was found that there were no significant differences in children's choices of books which could be attributed to binding. When significant differences were found between a hardbound and a paperback version of the same title, (in each case), there were convincing reasons to believe that there were other format factors, such as cover illustrations, which were responsible for the differences.

13. There were significant differences found in responses to some books between examining the book and listening to the annotation. These differences seemed mainly attributable to the cover and the number and type of illustrations in the book and the success of the artist in portraying the plot and theme of these books. Children did not seem to be attracted merely to illustrations but seemed to use them in conjunction with the title in determining whether they would like to read the book.
IV. CONCLUSIONS AND IMPLICATIONS

The findings of this study indicate that there are significant differences between children's choices based on annotations and actual books. Differences which seem important enough to make the use of annotated titles for determining children's reading interests somewhat questionable. For example, boys seem frequently unable to make up their minds when listening to annotations; annotated titles may not do justice to some forms of literature, namely science, perhaps due to the descriptive nature of science or perhaps due to the biases of the person writing the annotations. This finding tends to substantiate the concerns expressed by various reviewers of children's reading interest studies; these concerns were discussed in Chapter Two. Briefly, their concerns centered around the validity of the instruments, the data collection procedures and whether the type of information received was adequately described and defined. Data collection procedures do appear to make significant differences in the responses received and apparently, on the interpretation which should be placed on the findings.

The format factors which were identified in this study as being important to children's choices indicate that cover and textual illustrations are an important influence on children's choices. Children do not seem to be attracted to illustrations for the sake of illustrations, but rather as a means to determine plot and theme. Illustrations,
regardless of the color and size factors, appear not to influence children's choices unless they are a definite aid in determining the content of the book. In a sense these findings confirm earlier ones in that illustrations have always been discovered important in children's book choices. However, this study found that illustrations are important only insofar as they serve the purpose of clarifying the content of the book.

Children's books, whether printed in hard or soft covers, should have front cover illustrations, illustrations within the text of a realistic style (or photographs) which serve to depict accurately the content of the book. Annotations of some detail should be printed on the back cover even of hardback books. The combination of these factors is likely to aid the child in finding a book he will enjoy and to help him avoid the frustration of spending time reading a book which does not appeal to him. In addition, when books which are available to children do not have these aids, as is the case with The Castle of Llyr, then class time could be well spent in book talk which would apprise children of the content.

Binding does not appear to be a significant factor in children's decisions to read a book. However, the great advantage of paperback books - their relatively low cost - cannot be discounted. Children may not choose a book from the classroom or library due to binding, although the binding
may well be a significant factor in a child's decision to purchase the book. This factor of possible ownership may well be exploited by the teacher by setting up a used paperback exchange in the classroom or as a reward system by allowing a child to choose a book he may own for having read a certain number of books.

The above-mentioned finding appears to refute the findings of an earlier study by Lowery and Grafft in which binding was found to be a significant factor.¹ The differences in results may be that paperbacks in 1971 are not as new and exciting as they were in 1965. Further research is needed in this area.

V. RECOMMENDATIONS FOR RESEARCH

Although certain problems arose in the instrument due to a nominal scale instead of an interval scale, the potential for identifying format factors and their influence seems fruitful through the use of the two methods of gathering data and comparison of the results. It should be noted that the instrument which was used in this study was decided upon only in order to duplicate as closely as possible other studies employing annotated titles. This instrument

seriously restricts the range of measurement possible in the statistical analyses. It should be further noted that the conversion of the nominal scores to percentage scores is statistically unjustifiable and was, therefore, not done in this study. This conversion was done in many of the past studies in an attempt to get interval scales whereas, in fact, nominal scores were collected. Given scales for which means may be justifiably computed, it would appear that books could be chosen with specific format factors in mind. These factors then could be investigated in a non ex post facto fashion by the use of annotations of these books with a control group and actual examination by an experimental group. Differences could then be compared to isolate those format factors responsible.

There is an additional factor which might be researched with respect to annotations, namely, the bias of annotations. Should an annotator be more favorably disposed to realistic fiction than science, it is likely that he may use vocabulary which is more appealing to describe that which he prefers. Fortunately, there is a technique available for the study of such semantic features: Osgood's semantic profile technique.\(^2\) The technique consists of having subjects rate individual

words on a one to five scale on several factors, such as good – bad, strong – weak, light – heavy, and so forth. Words which carry ratings towards the ends of the various scales can be reasonably claimed to be emotionally charged. By randomly selecting a number of nouns, verbs, and adjectives from each annotation and developing semantic profiles for them, it should be possible to do a correlational study between those annotations which have many emotionally charged words and children's affirmative responses. Should a significant positive correlation be found, the semantic profile technique could be used to balance annotations.

Further research into the potential paperbacks may have in attracting children to read could be done in a manner which would permit the influence of ownership of the books to be measured.

Perhaps the most reliable method of ascertaining children's preferences for books is the use of a longitudinal book list for children throughout their school years. Such a study would be an enormous undertaking but should harvest rich results.
APPENDIX
SAMPLE LETTER OF CONFIRMATION

TO SCHOOL PRINCIPAL

December 16, 1970

Mr. ______________________, Principal
________________ School
Tallahassee, Florida

Dear Mr. ____________:

Thank you for agreeing to participate in the study which I am conducting. Enclosed is a brief description of the study and copy of the answer forms which will be used.

In our conversation we planned for data collection on the morning of January 8. I will call you Monday afternoon, January 4, to ascertain whether changes are needed in that schedule.

May I request that the information (purposes, procedures, etc.) concerning the study not be divulged to the class until after completion of data collection? However, it may be explained to the children that they will be asked about what they enjoy reading.

Your cooperation in this study is very much appreciated. Happy New Year!

Sincerely yours,

Carol L. Brown
Leon County Schools Participating in the Study

Brevard School
Concord School
Oak Ridge School (2 classes)
Riley School (2 classes)
Ruediger School (2 classes)
Sullivan School
Timberlane School

Leon County School Participating in the Pilot Study and Trial Run of Study

Hartsfield School
Mrs. Carol L. Brown  
Department of Elementary Education  
The Florida State University  

A STUDY OF PROCEDURES FOR DETERMINING  
CHILDREN'S BOOK CHOICES  

This study has been approved by the Leon County Research  
Advisory Committee for data collection during the beginning  
of January, 1971 in Leon County Public Schools.  

The purposes of the study are threefold:  

1) to compare children's book choices when children  
examine actual books with their choices when they  
hear descriptions of those same books.  

2) to determine the influence, if any, paperbound  
editions have on children's book choices.  

3) to identify other aspects of book format and  
author's style which may affect children's book  
selections.  

Ten fifth grade classes in Leon County were randomly  
selected for the study. Each of these classes will be  
divided into three approximately equal size groups by a  
process of random selection; each of these groups corresponds  
to one of the three purposes mentioned above. Each group  
will go to the school library where they will be asked by  
the examiner to look at some books supplied by the examiner  
or to listen to some annotated titles read by the examiner.  
Therefore, the examiner will need the use of the library for  
two hours (thirty minutes preparation to arrange the books  
and thirty minutes with each of the three groups). In order  
to divide the classes into the three groups, I will need a  
class list at least twenty-four hours before collecting the  
data so that I may assign the children randomly to the three  
groups.  

A copy of the forms on which the children will be  
asked to indicate their preferences is attached. There are  
three rather similar forms corresponding to the three  
purposes. The thirty books chosen for use in the study are  
all quality children's literature, both factual and fictional,  
absolutely noncontroversial in nature and range in reading  
level from third to seventh grade. No personal information  
other than name, age and sex will be asked of the children.
I do not require access to the cumulative folders or any other records. Name, age, and sex will be kept anonymous in the study. The only use made of such information is for the random selection process.

The data will be collected only once for a period of two hours with each class as described above, and the results will be made available to each school upon conclusion of the study.
ANOTATED TITLES

1. The Great Whales
   Do whales have hair? How deep can they dive? How fast
   can they swim? These and many other questions about
   these giant mammals, the largest animals that have ever
   lived, are answered and illustrated in this book.

2. Stormy, Misty's Foal
   This story takes place on Pony Ranch of Chincoteague
   Island where Misty, the famous horse, awaits her foal.
   Paul and Maureen, Grandma and Grandpa Beebe wake up
   every morning wondering if Misty had her foal. But then
   a sudden storm forces the family to leave Misty and the
   island. Concern for Misty's safety spreads throughout
   the nation.

3. The Helen Keller Story
   The life story of Helen Keller, stricken blind and deaf
   at age two, is told from her early years up through her
   adult life. Her stubbornness and difficult temperament
   as a child were the qualities which helped her persevere
   to become the first deaf-blind woman to graduate from
   Radcliffe College. The book also gives practical advice
   about how to help the blind and deaf and a clear explana­
   tion of the finger alphabet.

4. America Is Born
   This book of history tells what happened during the
   three hundred years from Columbus to 1787 when the
   Constitution of the new country was signed. It is the
   courageous story of men who came to colonize, not
   realizing that living in a new country would make them
   no longer Europeans, but Americans.

5. Pecos Bill
   Pecos Bill is an American folk tale about the greatest
   cowboy of all time. Pecos Bill was lost by his parents
   and raised by a pack of coyotes. He learned all the
   tricks of life in the prairie and then became a cowboy.
   Tales included in this book are: "Pecos Bill Invents
   the Perpetual Motion Ranch," and "Pecos Bill Busts the
   Cyclone," among many others.

6. Little League Heroes
   Joel was one of eighteen boys trying out for the team.
   He knew that there were only two openings for eleven-
   year-olds and that his chances were slim. There was no
   discrimination allowed in the Little League, but Joel
   realized that some people would not want a Negro on the
   team.
7. A Bee is Born
The city-like life in a bee colony depends on several different types of bees doing their jobs. This book explains in simple language and with many photographs the functions of the worker bees, the drones, and the queen in feeding and defending their hive.

8. America's Mark Twain
The story of Samuel Clemens, pen name Mark Twain, is vividly told in this book. His life reads like a book he might have written, and actually did. Parts of his life are in his books, Tom Sawyer, Huckleberry Finn, and Life on the Mississippi based on his experiences as a Mississippi river pilot. Mark Twain was a great humorist, literary genius, and a legend in his own time.

9. Bristle Face
Bristle Face is a funny looking young hound that attached himself to Jase, a fourteen year old boy who had set out on his own after being mistreated by his uncle. They soon found a good home with Lute who let Jase help him at his country store. Gradually, they discovered that Bristle Face was a real fox hound with a tragic flaw—he wouldn't stop giving chase even when called.

10. Wonders of the Human Body
The skeleton, brain, muscles, spinal cord, and nerves are described with explanations of how they work. Finally, there is a description of the heart, lungs, and digestive system. This all shows the body as the most perfect of machines. Drawings help to show that man is a walking miracle.

11. Alligators and Crocodiles
How alligators and crocodiles swim and breathe, where they live, what they hear, the laying and hatching of their eggs, the care they give their young, are some of the facts about these reptiles told and pictured here.

12. The Wonderful Flight to the Mushroom Planet
When David Topman saw the ad in the paper looking for a small space ship built by two boys, he got right to work with his friend, Chuck, building a space ship for Mr. Bass. Mr. Bass was a mushroom grower who was badly in need of a small space ship and two boys to fly to the mushroom planet.

13. Henry Reed, Inc.
This book tells about Henry Reed's business enterprises which turn into wildly funny adventures. Henry kept a journal on all his escapades, such as the great balloon
14. **All About Volcanoes and Earthquakes**
The story of volcanoes and earthquakes from the destruction of the ancient city of Pompeii to modern times is told. In addition to telling about famous volcanoes and earthquakes, this book explains clearly how they work and what causes them.

15. **The Bully of Barkham Street**
Martin Hastings was a bully - large and mean, but it was hard for him to be a part of a family that never listened to him. It was very hard to be older and larger than his classmates. It was hardest of all to have his dog taken away from him. Eventually, Martin realized that his life had to change, and that he would have to make some of those changes himself.

16. **Greek Gods and Heroes**
Twenty-seven stories about the laughing and warring Greek gods and goddesses are told and illustrated in this book. Included are the legends of King Midas and his golden touch, the romance of Edro and Narcissus, Jason and his Golden Fleece, the ingenious outwitting of the fierce Minotaur by Theseus.

17. **Knight's Castle**
It was hard for Roger who expected to spend a boring summer in Baltimore, to understand what was happening when, through the magic of a battered toy soldier he was whisked back in time. Without warning, he found himself back in the days of Ivanhoe, Rebecca, and Robin Hood taking part in the battle of Torquilstone.

18. **The Castle of Llyr**
Princess Eilonwy of the red-gold hair is sad when she must leave her friends at Caer Dallben to go to the Isle of Mona for training as a princess. But Princess Eilonwy faces more than the ordeal of becoming a lady, for she has magical powers sought by Achren, the most evil enchantress in all of Pryclarr.

19. **Lift-off**
To explain what is behind the dramatic scene of a rocket lifting off, a short history of rocket power is presented. The reader is then taken inside a rocket plant and shown exactly how rockets are made and tested.
20. The Crusaders
The history of the religious crusades of the Middle ages is told in this book. During the First Crusade, Jerusalem was conquered and returned to the Christians, but the Turks shortly regained control. There were several additional crusades - including one by children - which all led to defeat.

21. David in Silence
David was born deaf. When he and his family move into a new town, the neighborhood children are suspicious and make fun of David. Only one boy, Michael, tries to understand what it's like to be David and deaf.

22. The Wonders of Seeds
How seeds sprout and grow into plants that flower and bear fruit filled with new seeds, how this new seed is scattered and waits, sometimes for hundreds of years, until the right combination of rain and heat causes it to sprout, is explained in the simple but fascinating story of seeds.

23. Rabbit Hill
All the Hill was excited as the animals discussed the news - new Folks coming into the Big House. The Little Animals wondered about the change, some were afraid (there was always the possibility of dogs and cats, guns, traps, and, worst of all, boys!). But most were hopeful that the new Folks would be planting Folks since there hadn't been a good garden for three years and times had been hard.

24. Ann Aurelia and Dorothy
The story of Ann Aurelia who lives with a foster mother and confides to Dorothy, her best friend, that she doesn't care that her mother turned her over to a foster mother. The two friends had many adventures and laughs until Ann Aurelia's mother returned and wanted Ann Aurelia back. The decision was a difficult one for Ann Aurelia and she only made it with the help of Dorothy.

25. Miss Osborne - the - Mop
Dill took a dim view of having his fat cousin Jody visit for a whole month. But Dill's opinion of Jody changed. Who wouldn't admire a girl who could turn you into a squirrel just by saying, "Shut up and be a squirrel." Later, when Jody turned the dustmop into a real creature with gray hair and skinny legs, she discovered she couldn't always control magic. Jody and Dill's efforts to get rid of Miss Mop while keeping her out of sight of the adults turned into hilarious adventures.
26. **The Strange World of Dinosaurs**
   No one knows for sure what color these giant reptiles were, or what noises they made, but scientists have discovered many other things about dinosaurs. This book tells how their discovery begins with fossil hunting, and then pictures the different kinds of dinosaurs in their various habitats.

27. **The Superlative Horse**
   A tale of ancient China about Duke Mu and his famous Imperial Stables. The selection of the best horses for the Stables was always done by the chief groom, Po Lo. But now he was too old. Who in all the land can find the best horse? A poor peasant boy says he will find the superlative horse. Duke Mu's fame depends on his choice. Can the boy do it? No one knows until the day of the great race.

28. **Mystery of the Haunted Pool**
   Leaving her family in New York at the start of summer vacation, Susan Price comes up the river to the little town of Highland Crossing where her aunt runs an antique shop. Auth Edith rents the big house belonging to Captain Dan Teague. The very first night Aunt Edith and she sleep there, Susan hears strange noises. They find an open window, and in the pool nearby, most frightening of all, is the face which stares up at Susan through the water and then suddenly disappears.

29. **Explorations in Science**
   This book contains twenty-seven simple but challenging experiments demonstrating the basic principles of television, submarines, and other things. All these experiments can be performed at home with simple materials such as drinking straws, paperclips, balloons and string.

30. **What Makes a Light Go On?**
   We turn a switch and electricity lights a bulb. This book describes with pictures and easy-to-understand language where the electricity comes from, what happens in the wires that carry the electricity and in the bulb itself.
READING INTEREST INVENTORY

NAME:

AGE:

SEX:

To the Student:

This is not a test and you will not receive a grade on this paper. We want to know what young people like to read.

The titles of some books will be read to you and then several sentences which tell what each book is about. If you think you would like to read the book, put a circle around YES. If you think you would not like to read a book, put a circle around NO. If you cannot decide, put a circle around the ?. In case you're sure you've already read a book, put a circle around YES.

Remember, we want to know what you would like to read. Do not circle YES just because you feel you should read the book or because you feel that your parents or your teacher would like for you to read it. CIRCLE YES ONLY IF YOU REALLY FEEL THAT YOU WOULD LIKE TO READ THE BOOK OR IF YOU HAVE ALREADY READ THE BOOK.

1. YES NO ?  16. YES NO ?
2. YES NO ?  17. YES NO ?
3. YES NO ?  18. YES NO ?
4. YES NO ?  19. YES NO ?
5. YES NO ?  20. YES NO ?
6. YES NO ?  21. YES NO ?
7. YES NO ?  22. YES NO ?
8. YES NO ?  23. YES NO ?
9. YES NO ?  24. YES NO ?
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13. YES NO ?  28. YES NO ?
14. YES NO ?  29. YES NO ?
15. YES NO ?  30. YES NO ?

Form AT
READING INTEREST INVENTORY

NAME:

AGE:

SEX:

To the Student:

This is not a test and you will not receive a grade on this paper. We want to know what young people like to read.

You will look at some books, each of which has a number on the bottom corner. Like this one, for example. You may look the book over as carefully as you wish. Then you will find the number on your answer sheet. If you think you would like to read the book, put a circle around YES. If you think you would not like to read the book, put a circle around ?. In case you're sure you've already read the book, put a circle around YES.

Remember, we want to know what you would like to read. Do not circle YES just because you feel you should read the book or because you feel that your parents or your teacher would like for you to read it. CIRCLE YES ONLY IF YOU REALLY FEEL THAT YOU WOULD LIKE TO READ THE BOOK OR IF YOU HAVE ALREADY READ THE BOOK.

1. YES NO ?  16. YES NO ?  21. YES NO ?
2. YES NO ?  17. YES NO ?  22. YES NO ?
3. YES NO ?  18. YES NO ?  23. YES NO ?
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15. YES NO ?  30. YES NO ?

Form HB
READING INTEREST INVENTORY

NAME:

AGE:

SEX:

To the Student:

This is not a test and you will not receive a grade on this paper. We want to know what young people like to read.

You will look at some books, each of which has a number on the bottom corner. Like this one, for example. You may look the book over as carefully as you wish. Then you will find the number on your answer sheet. If you think you would like to read the book, put a circle around the ?.

In case you're sure you've already read the book, put a circle around YES.

Remember, we want to know what you would like to read. Do not circle YES just because you feel you should read the book or because you feel that your parents or your teacher would like for you to read it. CIRCLE YES ONLY IF YOU REALLY FEEL THAT YOU WOULD LIKE TO READ THE BOOK OR IF YOU HAVE ALREADY READ THE BOOK.

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### TABLE 12
Summary of the Chi-Square for Girls' Responses to Book Number 9

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\[ \text{df} = 2, \quad x^2 = 7.2^* \]

*Significant at the .05 level.

### TABLE 13
Summary of the Chi-Square for Girls' Responses to Book Number 13

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\[ \text{df} = 2, \quad x^2 = 9.81^* \]

*Significant at the .01 level
### TABLE 14
Summary of the Chi-Square for Girls' Responses to Book Number 17

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\[ df = 2 \quad x^2 = 11.2^* \]

*Significant at the .01 level

### TABLE 15
Summary of the Chi-Square for Girls' Responses to Book Number 18

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\[ df = 2 \quad x^2 = 9.93^* \]

*Significant at the .01 level
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\[ df = 2 \quad x^2 = 16.57^* \]

*Significant at the .001 level
### TABLE 17

**Summary of the Chi-Square for Boys' Responses to Book Number 3**

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\[ df = 2 \]
\[ x^2 = 8.01^* \]

*Significant at the .05 level.

### TABLE 18

**Summary of the Chi-Square for Boys' Responses to Book Number 5**

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\[ df = 2 \]
\[ x^2 = 7.82^* \]

*Significant at the .05 level*
TABLE 19

Summary of the Chi-Square for Girls' Responses
to Book Number 6

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\[ df = 2 \quad x^2 = 8.55^* \]

*Significant at the .05 level

TABLE 20

Summary of the Chi-Square for Boys' Responses
to Book Number 7

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\[ df = 2 \quad x^2 = 16.34^* \]

*Significant at the .001 level
### TABLE 21
Summary of the Chi-Square for Boys' Responses to Book Number 9

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\[ df = 2 \quad x^2 = 9.54^{*} \]

*Significant at the .01 level

### TABLE 22
Summary of the Chi-Square for Girls' Responses to Book Number 13

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\[ df = 2 \quad x^2 = 8.98^{*} \]

*Significant at the .05 level
TABLE 23
Summary of the Chi-Square for Boys' Responses to Book Number 15

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\[ df = 2 \quad x^2 = 6.69^* \]

*Significant at the .05 level

TABLE 24
Summary of the Chi-Square for Girls' Responses to Book Number 16

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\[ df = 2 \quad x^2 = 6.42^* \]

*Significant at the .05 level
### TABLE 25
Summary of the Chi-Square for Girls' Responses to Book Number 18

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$df = 2$  \hspace{1cm} $x^2 = 12.01^*$

*Significant at the .01 level

### TABLE 26
Summary of the Chi-Square for Girls' Responses to Book Number 21

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$df = 2$  \hspace{1cm} $x^2 = 8.53^*$

*Significant at the .05 level
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\[
\text{df} = 2 \quad x^2 = 18.27^* \\

*Significant at the .001 level

### TABLE 28
Summary of the Chi-Square for Boys' Responses to Book Number 23

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</table>

\[
\text{df} = 2 \quad x^2 = 7.56^* \\

*Significant at the .05 level
TABLE 29

Summary of the Chi-Square for Girls' Responses to Book Number 24

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes</th>
<th>No</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observed</td>
<td>Expected</td>
<td>Observed</td>
</tr>
<tr>
<td>AT</td>
<td>23</td>
<td>23.62</td>
<td>6</td>
</tr>
<tr>
<td>HB</td>
<td>23</td>
<td>22.38</td>
<td>12</td>
</tr>
</tbody>
</table>

\[ df = 2 \quad x^2 = 8.35^* \]

Significant at the .05 level

TABLE 30

Summary of the Chi-Square for Girls' Responses to Book Number 28

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes</th>
<th>No</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observed</td>
<td>Expected</td>
<td>Observed</td>
</tr>
<tr>
<td>AT</td>
<td>33</td>
<td>28.76</td>
<td>2</td>
</tr>
<tr>
<td>HB</td>
<td>23</td>
<td>27.24</td>
<td>10</td>
</tr>
</tbody>
</table>

\[ df = 2 \quad x^2 = 7.06^* \]

*Significant at the .05 level
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* Used only in pilot study.

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