MOTIVATION OF READING INTEREST AND COMPREHENSION THROUGH RECREATORY READING

by

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CHAPTER I

INTRODUCTION

Importance of Reading

We are living in a dynamic world of swift-moving and far-reaching events. In order to prepare children to meet life in this sort of world we must utilize every means of attaining a full and thorough preparation to meet this complex life.

Since the problems of this generation may not be those of the next generation we can but teach how to solve the present problems and present sources of knowledge and technique in solving the problems of the future. One of the richest and most varied sources is reading.

In recent years there has been, among adults, a trend to turn from reading to listening to the radio. The value of the radio is obvious and its voice reaches ninety per cent of the people. To educators falls the task of over-shadowing the availability of the radio with the richer, wider range of reading materials. Above and beyond teaching pupils to find sources, we must develop a willingness to go on learning, to keep on reading.

Reliable tests have shown that in the vast majority of cases a pupil progresses in school in accordance with his reading ability. Further, the reading habit is formed during the impressionable period of life. It is of the utmost importance that children should be encouraged at an early age to read good books.

Types of Reading Material

There are two types of reading material, the work type, and the recreatory type. According to McKee each of these two types is divided into two classes.[1]

The work type is divided into (1) those situations in which one reads silently for the purpose of securing information, and (2) those situations in which one reads aloud for the purpose of providing others with information; the recreatory type is divided into (1) situations in which one reads silently for the purpose of securing recreation, and (2) situations in which one reads aloud for recreational purposes. It is obvious that each of the above classes could be sub-divided into many different purposes, but that is not the intent of the writer.

Problem of This Study

There have been many studies made in methods and contents of recreatory reading programs. Some excellent work along these lines has been done in both fields but rarely have the two been combined. It is the purpose of this study to report on a plan involving both fields and set up to reach the following objectives: (1) To provide extended and enriched experiences in reading, (2) to develop a keen appreciation of good literature, (3) to enable the pupils to feel and live through the literature they read, and (4) to determine whether increased reading will bring about increased comprehension.

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1. McKee, Paul, Reading and Literature in the Elementary School, p. 95.

Limitations of This Study

Since the writer was anxious to make this plan available to all pupils there was no control group other than transients who constantly entered and left the class during the year. In consideration of the educational level of this transient group, it would be very unfair to draw any conclusions or comparisons around them.

At the time of the experiment the writer did not have on hand any authorized and competent word list from which to draw his vocabulary list. Consequently the best use of material at hand was made and words taken from the language book were used.[2]

Review of Related Studies

I. Vayette had a reading club project with similar aims to this writer's, namely: (1) to stimulate a desire to read, (2) to acquaint the children with new and interesting books, (3) to create in the children a desire to read books unfamiliar to them, (4) to make books available to the children, (5) to help them plan their time for reading, both in and out of school, and (6) to raise the level of quality of the material read.[3]

The project evolved from discussions between class and teacher about the desirability of engaging in some special activity that would increase their interest in reading more and better books. This discussion was an outgrowth of class consideration of the importance of

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2. Lyman, R. L. and Johnson, Roy Ivan, Directed Language Practice.

3. Vayette, Kenneth, "A Seventh Grade Reading Club", National Elementary Principal, 17:359-362. (January, 1938)

reading, and of teacher-pupil conferences concerning the results of the reading tests given at the beginning of the year. The children suggested that a reading club would contribute to the improvement of their reading as well as to their enjoyment.

The activities briefly reviewed below were among those developed for the club program.

Roll Call: Each child would respond by giving the name and author of a book recently read.

Book Briefs: A very short description of a book or story was given by a few selected members. Time was limited to one, two, or three minutes, or to a certain number of sentences.

Book Reviews: A five to eight minute review of a well-liked book was given by one or two members. Such a review contained a short explanation of the type of story, something about the author, a description of the most important characters, and a recounting of one or two incidents of the story.

Audience Reading: Pupils who were excellent oral readers read short selections of their own, or the teacher's choosing.

Dramatizations: Putting into dramatic form the words and action of an appropriate story was a worthwhile device for stimulating interest and creating a desire to read. Even impromptu dramatizations for fun or guessing contests were interesting.

Original Writing: Poems, essays, short stories, and other types of composition were written and suitable selections read before the club.

Reading Charts: Invididual charts and a common chart were made

with the names of books read after each child's name.

Posters: Parts of some of the meetings were devoted to the making of book posters in order to encourage reading in general, or some particular book. These were displayed in the library, and were used especially during book week.

Illustrations: Some time was spent in illustrating well-liked stories or poems. Original drawings or those taken from magazines were mounted on writing paper and the selection written carefully on the same sheet.

Games: There are certain games which may be played at any reading club, and a certain value was found in allowing children to make up their own games. Guessing contests were always popular and all took part in them. Jig-saw puzzles were made from book covers and the club spent some time putting them together and exchanging them.

Assemblies: A book assembly program for National Book Week was planned by the club. Admission was charged to raise money to buy new books or to subscribe to magazines. Tableaux illustrating different books, or the "family album" idea were used wherein one character explained to another or to the audience his favorite books and told something of each. As he did so, he turned the pages and a new living picture appeared each time.

Conclusion: The effectiveness of this type of club program was shown in part by the progress in reading ability of the class in which it was tried. At the beginning of the school year the median reading grade of the group was 7.4. After eight months of school, the median was 9.0, indicating a gain of sixteen months during the school year.

These scores were obtained by means of the reading section of the New Stanford Achievement Test for Grades IV to IX, including tests of sentence and paragraph comprehension as well as word recognition. Not all the gain can be attributed to the reading club because regular instruction in reading was stressed throughout the school. Vayette was convinced, however, that the club was an important factor in the unusual progress made by the class. In addition, members of the club obviously improved with respect to both quantity and quality of their recreational reading.

In view of Vayette's objectives it is the opinion of this writer that his work was admirably done. However, since he did use the Stanford tests he might as well have included in his data the tests on literature. The results surely would have been no less reliable than those from the general reading group.

II. In an experiment by Frederick and Kellogg, carried out as a check-up on a guidance program in reading it was found that guidance is extremely necessary in promoting a well-rounded program in reading.[4]

The experiment was carried out in Milne School, a practice school for New York State College for Teachers at Albany, New York.

A questionnaire was used to secure the data. The questions were arranged in groups. Group I was concerned with technical information as to pupils' ability to use library facilities, such as files, indexes, and references. Group II was concerned with the number of books read

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4. Frederick, Robert W., and Kellogg, Eleanor F., "The Basis of a Reading Buidance Program", The Vocational Guidance Magazine, Volume 11, (1932-1933).

beyond those required for school work. Group III had to do with number and type of magazines read. Group IV dealt with the places where the individual enjoyed reading most. Group V sought the source of pupils' readings, i.e., at home, from friends, from the school library, from the public library, gifts, etc. Group VI was concerned with the reasons why pupils read. Did they read for enjoyment, because of required reading in school, or because adults had told them to read. Group VII dealt with the factors influencing the choice of books. Did pupils choose certain books because of the appearance of the book, because friends recommended them, or because librarians recommended them? Group VIII was concerned with the choice of books from another standpoint. Did pupils like to choose their own books, have some one tell them definitely what to read, or did they prefer to have books recommended to them? Group IX sought information on what kind of story appealed to the pupil most.

Upon compiling the results it was found that (1) most pupils had learned to use library facilities; (2) since only seven out of one hundred and three pupils answered that they read only required books, the level of reading interests in general among the students was very high; (3) it appeared that more emphasis should be put upon the reading of magazines; (4) the home was the favorite place to read; (5) the school library was the greatest source of reading; (6) ninety per cent of the pupils read because they liked to; (7) the appearance of the book influenced the choice of books more than anything; (8) most pupils wanted a book recommended to them; many wished to choose books

themselves; only two wished to be told definitely what to read; (9) fiction, adventure, nature, travel, and history proved to be the types of reading most enjoyed.

Several definite conclusions were drawn. (1) There was more than an average amount of reading being done. (2) The field of reading interests was too narrow, which could be remedied through more and varied book displays, bulletin boards, and attractive book lists. (3) Books with attractive covers were by far the most used, hence the need for more attractive book covers. (4) Where there were definite library hours set, there was more reading done; therefore, certain times should be definitely set aside. (5) Lastly, there can never be too much of the book-display and bulletin-board element. "Repetition is the thing" in business, and in the business of guiding boys and girls to read wisely, broadly, and with discrimination.

III. Scott and Granger carried out a program for reading for appreciation with a group of eighth grade pupils.[5] The pupils' I.Q.'s ranged from 64 to 129 with a median of 95. In chronological age the group varied from twelve years and two months to sixteen years and eight months with a median of thirteen years and six months. The children's parents belonged to the laboring class, and although able to provide most of the necessities of life, they had had very limited education and were inadequately prepared to buy books for their children or help them choose their reading matter wisely.

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5. Scott, Martha W., and Granger, Grace A., "Activities for Increasing Children's Appreciation of Good Literature", The National Elementary Principal, Seventeenth Yearbook. (1938)

The basis of the program was a discussion of summer activities held at the beginning of the school year. After this discussion each child was asked to write the names of all the books and magazines which he had read during the vacation. To encourage the preparation of accurate lists the teacher emphasized that these lists would not be graded. The median number of books read was two.

Developing Interest: Three days after the discussion of the children's summer reading, the librarian sent an attractive honor roll on which were recorded the names of all children in the school who had read ten books during the summer. The eighth grade boy and girl who had read ten books told the rest of the class about them and how much they had enjoyed reading them. This led to an interesting discussion of books which various members of the group liked to read. Several children suggested books the entire class might enjoy and which could be procured at the library.

Reading Record Cards: Each child was provided with a card on which to record his readings.

Cooperation With the Library: The Librarian was very cooperative, and set aside a special shelf of books suitable for junior high school pupils. She also gave a talk about new books and told only enough to arouse interest. She offered to reserve the fifteen books she had reviewed until evening for these children, and it was gratifying to learn that every book was called for.

Sharing Books: The children were given opportunities to share their books with others by means of book talks in class.

Visual Aids: Book jackets were secured from various publishers with intriguing titles and bright cheery colors which provided a stimulus in increasing the children's desire to read. Two large attractive posters also provided friendly encouragement to read. Slides depicting interesting scenes from David Copperfield, furnished by the visual education department not only increased the children's desire to read the book but also created a desire to know others of Dickens's characters. The children stated that when they saw a movie first they wanted to read the book so they would know all the incidents, as the movies always omitted those that would not film well.

Widening the Reading Horizon: During the first month the children were allowed to read freely, as to choice, for the important objective was to increase the amount of reading. At the end of that time a check was made on the range of their reading and it was found that it was too narrow. After some discussion the class decided that just as a person needs well-balanced food to keep him physically healthy, he should have carefully balanced reading to keep him mentally alert and interested in many activities.

Book Menus: Menus of dinners were put on the board and a lively discussion of especially liked foods ensued. Besides the items on these menus, the children tried to arrange books which could be substituted for various parts of the meal. It was soon observed that a number of books would do for dessert but would hardly do to grow on. Soon the children realized that they did not know enough books to make a well-balanced food menu. Accordingly, book lists and the library

were thoroughly investigated in an effort to find suitable and interesting books. The pupils now had a purposeful desire to read many books.

Making Book Characters: It was suggested that book characters might be made, doing something characteristic of their parts in books. Soon there was a collection of card-board characters. Children throughout the building were interested in the exhibit and it served as a real stimulus to further appreciation and good taste in reading.

Book Week Assembly: The pupils wrote a play, and dramatized several book incidents they had enjoyed.

Conclusions The authors felt that if children are taken as they are and provided with opportunities for growth, they will develop beyond the ordinary expectations of teacher and principal.

CHAPTER II

THE PROCEDURE

Pupils

This plan was carried out in the seventh grade of the Buckeye Elementary School. The number of pupils in the class varied from thirty-four to sixty-two because of the influx of transients during the cotton-picking season. Obviously, no complete record could be made of the transient pupils. Of the data secured, the results recorded are from thirty-two pupils who remained throughout the year.

The majority of the children's parents belonged to the skilled labor class. While the parents could buy books for the children, and the survey showed that they did, they had not had enough education to know what books to buy. The survey showed that the magazine level was much higher.

In chronological age the children varied from eleven years and ten months to sixteen years and two months with a median of twelve years and ten months. The I.Q. of the pupils ranged from sixty-nine to one hundred and twenty-eight with a median of ninety-seven. The group was apparently a normal seventh grade group with a wide range of different talents and an abundance of enthusiasm which needed only direction and guidance.

Introduction of the Plan

The plan was an outcome of a discussion the opening day of school

concerning summer activities of which reading was one. Several interesting facts were brought out. The books read during the summer varied in number from twelve to none with an average of three. Several comments by the children warned the writer of possible pitfalls in carrying out a plan of this sort. One boy said he didn't like to read because he had always been made to read and had had to read books chosen by the teacher. Another boy said, "We always have to make a darned old book report." He elaborated in describing the nature and length of these book reports until it was evident to the writer that not only had this boy's love of reading been retarded, but that those book reports had been of a nature far in advance of their grade level.

On the whole the children seemed interested in reading and were sorry that they did not have access to more books. The town of Buckeye had no city library. The books in the library, while well chosen, were not numerous. When the writer asked if the pupils would be interested in reading should more books be procured, an overwhelming chorus of assent arose. One pupil asked what kind of books could be obtained and this led to a wholesome discussion of types of books. The class showed varied interest in nature, biographies, science, history, poetry, and travel, adide from the usual fiction interests.

A pupil asked, "Why don't we have a reading club?" and from the discussion that followed several club names were suggested, namely: "The Book Club", "The Readers Club", and "The Literary Club". The latter name was chosen and it was decided that a regular meeting and election of officers would be held in a day or two.

At the next meeting of the club, officers were elected and several recommendations made subject to the approval of the teacher and principal. They were: (1) that a certain period be set aside for library reading; (2) that book reviews be short and close on some exciting incident to arouse interest in the book; (3) that the pupils be allowed to take books home over the weekend; (4) that a record be kept of books read by each pupil; (5) that each book be graded by the pupil as to whether it was excellent, good, fair, or poor; (6) that a librarian and two assistants be appointed by the President, and the office of librarian be only for a six-week period, thus giving a number of pupils who wished to the opportunity of learning work of this type; (7) that since the school as a whole needed more interest in literature several activities might be engaged in to bring to their attention the enjoyment to be found in books. The activities were to take the form of exhibits, posters, plays, etc.

Some guidance was necessary while the pupils were forming their recommendations, but it was done very unobtrusively and the recommendation was always made in its final form by a pupil and so recorded in the minutes of the meeting.

Thus was laid the framework for the plan. The boundless enthusiasm of the pupils in taking up this idea was a source of wonder and joy to the writer. The impetus was provided; it was only necessary to "keep the ball rolling".

Preliminary Survey

A preliminary survey was made in the form of a questionnaire. The

purpose of the survey was to provide a basis for comparison. The questionnaire contained the following items: (1) Give the names and authors of the books, not related to school work, which you or your brothers and sisters of school age own. (2) Give the names and authors of books, not related to school work, which you have read since last September. (3) Give the name of your favorite book. (4) Give the name of your favorite author. (5) What kind of books do you like best? (6) What magazines do you take at home, either by yearly subscription or buying weekly or monthly? (7) What is your favorite magazine?

Item one was primarily a general informative question to determine, along with item six, the reading material prevalent in the homes. Table I shows again the predominance of the western type of story. It was found that several boys who had a small library of Zane Grey had loaned them out among their group. Similarly three of the boys had several of Burroughs works, both in the Tarzan series and the Mars series. The girls, singularly enough, had done less reading than the boys, but were fond of Louisa May Alcott and Elsie Singmaster. It was found that about twenty per cent of the material read belonged in any of the recommended lists discussed later. The magazines represented a higher level of reading, though again the western type entered and several of the girls confessed to a liking of the love story type of magazine.

Items two, three, four, five, and seven from the questionnaire gave the writer more specific information concerning the amount of reading done by each pupil and the type of material preferred by each

TABLE I

READING MATERIAL FOUND IN THE HOMES OF BUCKEYE PUPILS CONCERNED WITH THE PRESENT STUDY

Books	Rank	Authors	Rank	Magazines	Rank
Riders of the Purple Sage	1	Zane Grey	1	Saturday Evening Post	1
The Rainbow Trail	2	Alden Seltzer	2	Colliers	2
Betty Zane	3	Frank M. Bower	3	Liberty	3
Daddy Longlegs	4	Louisa May Alcott	4	Western Stories	4
Little Women	5	Elsie Singmaster	5	American	5
The Long Trail	6	Carroll W. Rankin	6	Scientific	6
Penrod	7	Edgar Rice Burroughs	7	Ladies' Home Journal	7
The Flying U	8			Woman's Home Companion	8
Tarzan of the Apes	9			Love Story	9
Return of Tarzan	10			Good Housekeeping	10
Princess of Mars	11			Literary Digest	11
Warlord of Mars	12			National Geographic	12
				Readers Digest	13
				Cosmopolitan	14

pupil.

Table II brings out some interesting facts. The pupils are numbered. These numbers will remain constant throughout all tables involving pupils and will remain in the same order so that the reader may check on the progress and findings of each pupil without undue searching. It will be noted that the first twelve pupils had read by far the greater number of books. The writer discovered that the seven boys represented had, in comparison to the rest of the boys in the class, larger libraries at home; further, they were more interested and often exchanged books, and they often talked about books and recommended them to others. The same was true of the five girls. Two of them owned the Singmaster series of girls' books; another many of Rankin's books. It was also found that in these homes were many reference books. In consequence the writer was not supprised when these pupils ranked high in the Stanford Reading tests.

In general the favorite author and favorite type of book were in accord. Sometimes there was a startling difference, such as pupil Number 3, whose favorite author was Burroughs, but whose favorite type of reading was biography. It is interesting to note that only one pupil went on record as not liking to read. It is interesting, too, to report that it was found that this pupil, a girl, needed glasses and later became very much interested in reading.

While the class as a whole rated favorably in the reading tests, it will be seen that the number of books read conforms rather closely, in the majority of cases, with the reading ability of the pupil. The

TABLE II

PREFERRED READING MATERIAL OF BUCKEYE SEVENTH GRADE PUPILS

Pupil	Sex	Number of Books Read	Favorite Author	Favorite Type of Book	Favorite Magazine
1	M	28	Zane Grey	Western	Popular Mechanics
2	F	23	Elsie Singmaster	Girls' Stories	Good Housekeeping
3	M	22	Edgar Rice Burroughs	Adventure	Western Stories
4	M	20	Alden Seltzer	Western	Western Stories
5	F	20	Louisa May Alcott	Girls' Stories	Saturday Evening Post
6	F	19	Zane Grey	Western and Travel	Nat'l Geographic
7	M	17	John Altsheler	Indian Stories	Popular Science
8	M	17	Edgar Rice Burroughs	Biography	American
9	M	15	Zane Grey	Western	Colliers
10	F	15	Carroll W. Rankin	Girls' Stories	Ladies Home Journal
11	M	14	Edgar Rice Burroughs	Jungle Stories	Liberty
12	F	12	Elsie Singmaster	Girls' Stories	Love Story
13	M	6	Horatio Alger	Boys' Stories	Life
14	F	5	Zane Grey	Western	Nat'l Geographic
15	F	5	Louisa May Alcott	Sad Stories	Love Story
16	M	5	Edgar Rice Burroughs	Adventure and Travel	Popular Science
17	M	5	Charles Burton	Boy Scout Stories	Boys Life
18	F	5	Carroll W. Rankin	Girls' Stories	Western Romance
19	F	5	Zane Grey	Western and Travel	Nat'l Geographic
20	M	4	Will James	Animal	Boys Life
21	M	4	Mark Twain	Boys' Stories	Saturday Evening Post
22	M	4	Mark Twain	Indian Stories	Colliers
23	F	4	John Altsheler	Indian Stories	Popular Mechanics
24	F	4	Louisa May Alcott	Girls' Stories	Life
25	F	3	Elsie Singmaster	Girls' Stories	Woman's Home Companion
26	F	3	Mark Twain	Humorous	Funny Books
27	M	3	Edgar Rice Burroughs	Adventure	Nature
28	F	3	Louisa May Alcott	Girls' Stories	Saturday Evening Post
29	M	3	Conan Doyle	Detective	Detective
30	F	2	Booth Tarkington	Humorous	Life
31	F	1	Mark Twain	Boys' Stories	Boys Life
32	F	1	None in particular	Don't like to read	Movie Stars

material read by the last quarter of the group (Numbers 23 to 32) was with one exception, written by authors who write on a level of from the fifth grade up, according to the lists of Terman and Lima, Washburne and Vogel, and the age levels of the American Library Association. Upon checking closer with pupil Number 29 who read Conan Doyle, he confessed to finding many words, phrases and sentences he could not understand, but liked "all the excitement and how smart Holmes was!"

Only nine of the books the pupils mentioned were found in the three classified lists later used. There were, however, eighteen of the authors found in the lists. This indicates that if the books were provided they would be read.

Classification of Books

The writer realized that no plan to interest children in literature could succeed unless the reading materials were most carefully selected. The interests were so varied that the selection must be wide in scope. The selection must also be elastic as to difficulty in reading because the group varied in reading ability from the grade age of five years and two months to ten years.

Several recognized classified lists were consulted and from them three were selected to serve as a base of selection. The first list chosen was The Winnetka Graded Book List by Washburne and Vogel.[1]

The Winnetka Graded list is for the elementary grades only, and is based on expressed preference of 36,750 children in the schools of

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1. Washburne, Carleton, and Vogel, Mabel, The Winnetka Graded Book List.

thirty-four cities in various parts of the United States. While this list was very extensive as far as fiction was concerned, the writer found it necessary to look further afield for informative material.

Terman and Lima were found to have produced an excellent source of both fiction and informative material.[2] This book is based on an experimental study of the qualitative and quantitative aspects of children's reading, with special reference to individual differences caused by age, sex, intelligence, and special interests. Approximately two thousand children were studied. Data was secured from the home, the school, and the children themselves. The list is not so much a list of what children do read, as a list of worthwhile books that children would read if they were given the opportunity to do so. The list differs from previous lists in four ways: (1) It is longer and covers a wider range; (2) it contains a larger proportion of books on science along both general and technical lines and also of standard guide books and books of reference; (3) it contains a smaller proportion of popular fiction; (4) the books are classified according to subject matter and type.

The third source, or basis of selection, was the American Library Association's fine book, The Right Book For the Right Child.[3] The books in this list were selected by the American Library Association and graded by the research department of the Winnetka Public Schools, under the supervision of Vivian Wee don and Carleton Washburne.

2. Terman, Lewis M., and Lima, Margaret, Children's Reading. (1925)
3. American Library Association, The Right Book For the Right Child. (1934)

The list is divided into two parts. The first part is concerned with material for the first three grades and the second part deals with books for older children. The part of the list read by the older children was prepared by having 37,000 children under 800 different teachers, scattered through various parts of the United States, tested as to their reading ability by the Reading Examination of the Stanford Achievement Test. These children filled out ballots on each book they read during the course of the year, giving the author and title of the book, their own age and sex, then marking the book either "One of the best books I have ever read", or "A good book; I like it", or "Not so very interesting", or "I don't like it". Out of 100,000 of such ballots it was found that certain books have an appeal to children of one age, others to children of a different age; that some books were most interesting to boys, some to girls, some to both; that some books could be read by children of third or fourth grade reading ability with the fluency and ease necessary to thorough enjoyment of them, and that others could not be enjoyed until the children had reached sixth or seventh grade reading ability. This book list was further analysed for word and sentence difficulty and the element of interests changing with chronological age. The preface was summarized with this statement: "With the help of this list it should be possible for parents, teachers, and librarians to encourage the love of good reading through giving children books that fit them."

From these lists the writer then had the following criteria upon which to base his selection: (1) books selected according to wide interests in both fiction and informative material; (2) books selected

according to reading ability based upon standard tests; (3) books selected according to interests varying with chronological age.

With Table I, the results of the Stanford Reading tests, and the three classified lists to guide the writer, a list of some two hundred books was made. Of these one hundred and forty-four were finally acquired. It was necessary to find several sources in order to obtain the books. Beyond these in the elementary library the writer went to the Buckeye High School, the Maricopa County School Library, and the Maricopa County Public Library. Through the kindness and cooperation of the librarians of those institutions unlimited time was granted on the books borrowed.

A list of the books follows, showing which lists recommended them, with "A" representing the Winnetka list, "B" representing Terman and Lima, and "C" representing the American Library Association lists. In the last column will appear the number of pupils who read each book. The publishing company follows the authors name.

Author and Title of Book	Lists Recommending Book	Number of Pupils Who Read Book
Biographies		
Bolton, Sarah K., (Crowell Company)		
Poor Boys Who Became Famous	B	4
Poor Girls Who Became Famous	B	3
Crump, Irvine (Dodd Company)		
Boys Book of Mounted Police	B C	3
Franklin, Benjamin (Crowell Company)		
Autobiography	B C	2
Hagedorn, Herman (Harper Company)		
Boys Life of Theodore Roosevelt	B C	4

Author and Title of Book	Lists Recommending Book	Number of Pupils Who Read Book
Autobiographies (cont.)		
Jones, Francis A. (Crowell Company)		
Thomas Alva Edison	B	2
Madison, Lucy F. (Penn. Company)		
Joan of Arc	B C	5
Histories		
Baldwin, James (American Book Company)		
Discovery of the Old Northwest	B C	2
Blaisdell, A. F. (Little Company)		
Pioneers of America	B C	1
Brooks, Elbridge S. (Lothrop Company)-		
The American Indian	B	3
Evans, Lawton B. (Bradley Company)		
America First	B	1
Hill, Frederick T. (Appleton Company)		
On the Trail of Grant and Lee	B C	1
On the Trail of Washington	B C	2
Parkman, Francis (Appleton Company)		
The Oregon Trail	B C	1
Dramas		
Drinkwater, John (Houghton Company)		
Abraham Lincoln	B	2
Mackay, Constance D. (Holt Company)		
Patriotic Plays and Pageants	B	0
Moses, Montrose J. (Little Company)		
Treasury of Plays For Children	B C	2
Wright, L. C. (Little Company)		
Story Plays	B	5
Inventions		
Camm, F. G. (Funk & Wagnalls)		
Model Aeroplanes	B C	4

Author and Title of Book	Lists Recommending Book	Number of Pupils Who Read Book
Inventions (cont'd.)		
Forman, S. E. (Century Company) Stories of Useful Inventions	B C	7
Zerbe, J. S. (Cupplis & Leon) Aeroplanes	B	4
Nature		
Bailey, Florence M. (Houghton Company) Birds of Village and Field	B	0
Bostock, F. S. (Little Company) The Training of Wild Animals	B C	4
Burroughs, John (Houghton Company) Bird Stories from Burroughs	B C	1
Clark, Glenmwood G. (Dutton Company) Tiny Toilers of the World	B	2
Crowder, William (Macmillan Company) Dwellers of the Sea and Shore	B C	3
Duncan, F. Martin (Oxford Press) Wonders of Insect Life	B	2
Fabre, Jean Henri (Century Company) Story Book of Science	B C	2
Gibson, Charles R. (Funk & Wagnalls) The Stars and Their Mysteries	B	5
Goldsmith, Milton (Sully Company) I Wonder Why	B	4
Kearton, Robert (Funk & Wagnalls) The Fairyland of Living Things	B	2
Hudson, W. H. (Dutton Company) Book of the Naturalist	B	0
Knox, Gordon D. (Funk & Wagnalls) All About Electricity	B	2
Mace, Herbert (Dutton Company) A Book About the Bee	B	2

Author and Title of Book	Lists Reading Book	Number of Pupils Who Read Book
Nature (cont'd.)		
Sears, H. Waddington (Dodd Company) Book of Nature Stories	B	2
Selous, Edmund E. (Lippincott Company) Romance of the Animal World	B	1
Poetry		
Alcott, Frances (Houghton Company) Story Telling Ballads	B	2
Field, Eugene (Scribner) Poems of Childhood	B C	6
Hopplier, Agnes (Houghton Company) Book of Famous Verse	B C	3
Riley, James W. (Boobs-Merrill) Rhymes of Childhood	B C	2
Untermeyer, Louis (Harcourt Company) This Singing World	B C	5
Travel		
Bates, Katherine L. (Dutton Company) In Sunny Spain	B C	4
Franck, Harry A. (Century Company) Working My Way Around the World	B	5
Roosevelt, Theodore (Century Company) Ranch Life and Hunting Trail	B C	5
Twain, Mark (Houghton Company) Roughing It	B	3
Fiction		
Adams, Katherine (Macmillan) Mehitable	A C	1

Author and Title of Book	Lists Recommending Book	Number of Pupils Who Read Book
Fiction (cont'd.)		
Alcott, Louisa M. (Little Company)		
Little Men	A B C	1
Little Women	A B C	2
Eight Cousins	A B C	0
Old Fashioned Girl	A C	1
Alden, Raymond M. (Bobbs-Merrill)		
Why The Chimes Rang	B C	2
Aldrich, Thomas G. (Houghton Company)		
Story of a Bad Boy	A B C	3
Altsheller, John (Macmillan)		
Border Watch	A	3
Horsemen of the Plains	A	1
Andersen, Hans Christian (Scribner)		
Fairy Tales	B C	4
Baker, Emilie K. (Macmillan)		
Stories of Northern Myths	B	2
Baldwin, James (Scribner)		
Sailing the Seas	A	2
Barbour, R. H. (Appleton)		
The Half-Back	B	4
Barrie, James M. (Scribner)		
The Little Minister	B	0
Baynes, Ernest H. (Macmillan)		
Polaris	A B C	3
Bullen, F. T. (Appleton)		
Cruise of the Cachelot	B C	2
Burnett, Frances H. (Scribner)		
Secret Garden	A B	1
Little Lord Fauntleroy	A B	2
Sara Crewe	A	0
The Lost Prince	A B	2
Burton, Charles P. (Holt Company)		
Boy Scouts of Bobs Hill	A	1
Boys of Bobs Hill	A	1
Canfield, Dorothy (Holt Company)		
Understood Betsy	A C	0

Author and Title of Book	Lists Recommending Book	Number of Pupils Who Read Book
Fiction (cont'd.)		
Carroll, Lewis (Macmillan)		
Alice in Wonderland	B C	2
Church, Alfred J. (Macmillan)		
Story of the Odyssey	B	4
Curwood, James O. (Bobbs-Merrill)		
Wolf Hunters	B C	3
Defoe, Daniel (Cos. Book Corp.)		
Robinsin Crusoe	A B C	2
Dumas, Alexandre (Grosset Company)		
Three Musketeers	A B C	5
Eggleston, Edward (Scribner)		
Hoosier School Boy	A B C	2
Hoosier Schoolmaster	A B C	1
French, Harry W. (Lothrop)		
Lance of Kanaka	A B C	4
Gregor, Elmer R. (Harper)		
Red Arrow	B C	3
Grinnell, George B. (Stokes)		
Jack, the Young Cowboy	A	3
Jack in the Rockes	A	0
Blackfeet Indian Stories	A	2
Jack Among the Indians	A C	1
Haskell, Helen E. (Page Company)		
O-Hcart-San	B	1
Hawes, Charles (Atlantic Monthly)		
Dark Frigate	A B C	4
The Mutineers	A B C	3
Holland, Rupert S. (Lippincott)		
Blackbeard's Island	A	3
Hughes, Thomas (Macmillan)		
Tom Brown's School Days	A B C	2
Kipling, Rudyard (Doubleday)		
Kim	B C	2
Captains Courageous	A B C	6

Author and Title of Book	Lists Recommending Book	Number of Pupils Who Read Book
Fiction (cont'd.)		
Lanier, Sidney (Scribner)		
The Boy's King Arthur	B C	3
London, Jack (Macmillan)		
White Fang	A C	4
Call of the Wild	A B C	3
Martin, George (Grosset)		
Emmy Lou	A	3
Masefield, John (Stokes)		
Jim Davis	A B C	1
Melville, Herman (Scribners)		
Moby Dick	B C	1
Montgomery, L. M. (Page)		
Anne of Green Gables	A B	2
Anne of Avonlea	A B	1
Munroe, Kird (Harper)		
Flamingo Feather	A C	0
Page, Thomas N. (Scribner)		
Two Little Confederates	A C	1
Nicolay, Helen (Century)		
Boy's Life of Abraham Lincoln	A B C	2
Phillips, Ethel C. (Houghton)		
Story of Nancy Hanks	A	3
Pollock, Frank L. (Houghton)		
Northern Diamonds	A	2
Pyle, Howard (Harper)		
Men of Iron	A B C	3
Knights of the Round Table	A C	5
Rankin, Carroll W. (Holt)		
Dandelion Cottage	A C	3
Richards, Laura E. (Page)		
Florence Nightingale	A B C	5
Queen Hildegarde	A	0

Author and Title of Book	Lists Recommending Book	Number of Pupils Who Read Book
Fiction (cont'd.)		
Rice, A. H. (Century)		
Mrs. Wiggs of the Cabbage Patch	A B C	1
Runkle, Bertha (Century)		
Helmet of Navarre	B	1
Sabin, Edwin L. (Lippincott)		
Buffalo Bill and the Overland Trail	A C	4
Schultz, James W. (Houghton)		
Trail of the Spanish Horse	A C	3
Danger Trail	A	3
With the Indians in the Rockies	A C	3
Scott, Sir Walter (McKay)		
Ivanhoe	A B C	3
Singmaster, Elsie (Houghton)		
When Sarah Went to School	A C	1
When Sarah Saved the Day	A C	2
Stevenson, Robert L. (Scribner)		
Black Arrow	A B C	2
Treasure Island	A B C	4
Kidnapped	A B C	3
Stoddard, William O. (Harper)		
Two Arrows	A C	3
Tarkington, Booth (Grosset)		
Penrod	A B C	3
Penrod and Sam	A B C	4
Tomlinson, Everett J. (Grosset)		
Scouting with Daniel Boone	A	3
Twain, Mark (Macmillan)		
Adventures of Tom Sawyer	A B C	4
Tom Sawyer Abroad	A C	1
Huckleberry Finn	A B C	3
Connecticut Yankee in King Arthur's Court	A B	3
Prince and the Pauper	A B C	2

Author and Title of Book	Lists Recommending Book	Number of Pupils Who Read Book
Fiction (cont'd.)		
Van Dyke, Henry (Harper)		
The Story of the Other Wise Man	B C	2
The First Christmas Tree	B C	3
Verne, Jules (Grosset)		
Twenty Thousand Leagues Under The Sea	A B C	4
Webster, Jean (Grosset)		
Daddy Long Legs	A	2
Wiggin, Kate D. (Houghton)		
Rebecca of Sunnybrook Farm	A B C	3
New Chronicles of Rebecca	A	1
White, Stewart (Doubleday)		
The Blazed Trail	A C	2
Wyss, Johann D. (Harper)		
Swiss Family Robinson	A B C	4
Newbery Prize List		
Chrisman, A. B. (Dutton)		
Shen of the Sea	A B C	5
Field, Rachel L. (Macmillan)		
Hitty	A B C	3
Hawes, Charles B. (Atlantic Monthly)		
Dark Frigate	A B C	4
James, Will (Scribner)		
Smoky	A B C	7
Lewis, Elizabeth F.		
Young Fu	Recent	3
Lofting Hugh (Stokes)		
Voyages of Dr. Dolittle	A B C	3
Sawyer, Ruth		
Roller Skates	Recent	2
Shannon, M.		
Dobry	Recent	4
Van Loon, Hendrick (Macmillan)		
The Story of Mankind	A B C	6

Methods of Teaching

It was necessary to catalog the books for the pupils, and with the help of two pupils three card catalogs were made. In the first catalog the cards were filed according to titles of the books; in the second the cards were filed according to authors, and the third catalog contained cards filed according to the subjects of the book. The informative material was filed according to biography, history, stories, adventure, Indian, sea stories, etc.

Each child was also given a 3" x 5" card with each book read upon which to record the title and author of the book and his comments upon the book, consisting of whether he liked it or not, and whether he found it easy or difficult to read.

The writer also mimeographed a list of magazines, namely: American Boy, American Girl, Boys Life, National Geographic, St. Nicholas, Popular Mechanics, Popular Science, Nature, Life, Readers Digest, Liberty, and Time, with a brief description of what kind of material the pupils might expect to find in each.

The writer used part of the opening ceremonies three mornings a week to read a short poem, or an interesting excerpt from a story. The poetry varied from Field's Poems of Childhood to Horatius at the Bridge and Charge of the Light Brigade. This was done partly because at first there was a lack of interest in poetry. One boy called it "sissy stuff" at first but later made a fine drawing of Horatius at the Bridge.

Two fifty minute periods a week were devoted to either library periods or some activity arising from reading.

Later on the time for activities was extended into the period they

might logically fall; such as, the writing of plays took some of the language period; the making of posters, drawings, and friezes took some of the art period, etc. The pupils were allowed to take the books home, and to read them at times other than library periods when their work was done.

Dramatization: The class had been fortunate in having the preceding year a teacher who was very fine in dramatic instruction, and who had instilled in them a love of portraying informally various scenes. Three of the boys put on a puppet show with some of the scenes from Penrod and Sam that were remarkably good. The manual arts teacher rendered invaluable aid in helping the boys with the constructive end of the play, and the domestic science teacher helped with the costumes. The play was given for the sixth, fifth, and fourth grades and all enjoyed it.

During February plays were put on portraying scenes from the lives of Lincoln and Washington and given at school assemblies.

Probably the best play was the version of Tom Sawyer and the fence white-washing. It was put on three times, the last time for the parents, and they were enthusiastic in their comments upon the play.

The plays were all done in very simple form with little if any costuming or scenery, and no attempts were made to get lighting effects with the exception of a pantomime several girls produced showing scenes from Florence Nightingale.

Bulletin Board: In the wood-work class two of the boys made a simple bulletin board, placed upon a triped platform. Articles pertaining to reading and literature were put up and changed each week

by a committee. Occasionally a pupil would read an article in a periodical he thought would be of interest to the group and would put a notice on the bulletin board telling the subject and where it might be found. Sometimes small drawings or posters were put up. Several times when the pupils thought they had a particularly good exhibit on the board, it was placed in the main hall for the other pupils to see. It was seldom indeed that the board was not covered with pictures, with printed explanations, announcements to committees working on projects, announcements as to trips, etc.

Soap Carving: Many of the group worked for several days on soap carving. Some of the objects portrayed were pre-historic animals, dogs, Indian heads, horses, heads of famous men, such as Teddy Roosevelt, Washington, etc., but the work of art was an elephant with upraised trunk, made by a boy who was reading some of Kipling's works.

It might be mentioned at this time that no pupil was ever required to enter any of these activities as the writer felt that the value of the whole plan would be lost if both reading and activities were not entered into whole heartedly.

Posters: Some interesting and very fine work was done along this line. Several posters showing the right reading conditions were displayed throughout the building. Various phases of different books were shown. Outstanding among them were: Scrooge and the Ghost; Prince and the Pauper; and a group of characters from Little Women. During Book Week a number of posters wasmade for special assemblies, especially patriotic gatherings. Posters showing the joy of reading were made for

Parents' Day. One of these posters portrayed a boy laughing while reading Penrod and was especially good.

Oral Reading: In addition to poetry and various articles the writer read White Fang to the group. Occasionally pupils came across outstanding passages of interest which they thought the class would enjoy and these would be read aloud. Some of the pupils became apt at interpreting the spirit of the writing and could read with considerable animation. All pupils were encouraged to read poetry or passages orally.

Friezes: The writer purchased a large roll of wrapping paper from a grocery store. The roll was three feet wide, providing ample space to picture various phases of stories. Three friezes were made, the best one of which was about the cave men and pictured a day in the cave man's life. One showing the life of Joan of Arc was well done also. The outlines were made in pencil and finished with colored crayon.

Scrapbooks: A number of pupils kept scrapbooks, in which they wrote brief outlines of the books they read, pasted in pictures, articles, and made drawings and cartoons. These were put on display from time to time to encourage others.

Radio Program: This was one of the favorite activities, and from this the writer developed a regular activity later described in the Arizona Teacher. Some of the boys made a most realistic microphone, using a broomstick, a tin can, and several scraps of lumber. A program was prepared, consisting of short plays, brief book reviews, readings, dialogues about books, and characters in books. Sprinkled in among the literary parts of the program were musical numbers and special reports. An announcer was chosen each time by the class and it was his duty to

make up a patter about some fictitious product sponsoring the program. These often proved to be hilarious. Some of the products were: hair tonic, dog food, corn removers, etc. While the writer helped the pupils with the program and announcements, a surprising amount of ingenuity was shown by the group as a whole.

Book Reviews: In order to get away from the apparently disliked term of "book report" the change to "book review" was made. These were all simple, no effort being made to report on the author or his life. The reviews consisted mainly of giving the title and author, the background of the book, such as time and place, and the main characters and a little of the plot. Each pupil tried to close on some interesting or exciting occurrence in order to influence others towards reading the book.

Trips: The principal was very cooperative in helping plan and organize the five trips the class made. That these were special events is hardly necessary to say. Before a pupil was allowed to go it was necessary for him to bring a note from home saying that he had his parents' permission. This was done to avoid difficulty with parents either from the standpoint of possible accidents, or from disparaging comments.

When a trip was planned, preparation was made a week in advance by having reports from readings predicting what we should see and stressing the important things to look for.

The first trip took us to the large cotton fields surrounding Buckeye, where we saw cotton in its various stages of growth. Reports had been made telling why that area was particularly productive, also

differentiating between short and long staple cotton. Several of the boys who had picked, or were picking cotton, told of the difficulties encountered in picking it.

The second trip found us in a large cotton gin where we saw the processes of separating, baling, etc. A report had been made on the discovery of Eli Whitney, and some of the newer developments along that line.

For our third trip the group went to the large Arizona Rose Flour mill in Tempe where we saw the processes of separating, sifting, bagging, etc. We had had reports on various kinds of grain that are made into flour, some of the processes involved, and what states produced most of the grains.

The Holsum Bakery played host to us on our fourthtrip where we saw the wonders of bread-making on a large scale. We saw huge mixers, mammoth ovens, and slicing and wrapping machines. From the booklets the Holsum people provided us with we had learned about large scale production, about all the various kinds of people it was necessary to employ, what a large fleet of trucks it was necessary to maintain for transportation, etc.

The last trip found us watching a large flock of sheep being sheared. Before going it had been interesting to find out the different methods of shearing, whether it hurt the sheep to be sheared, how long it took for the wool to grow, what made for good qualities of wool, etc.

The day following each trip the class spent some time discussing what had been seen, and checking to find if the facts reported coincided

with what was actually being done, if the methods we had observed were modern, sanitary, etc.

Papier-Mache: Largely through the efforts of the art teacher several girls made papier-mache dolls out of coat hangers, then designed and made dresses. Some of the dolls represented Topsy, Joan of Arc, Minne-ha-ha, and O-Heart-San.

Woodwork: Through the kindness of the manual arts teacher, a number of boys made book-ends for our shelves. Several plaques were also made of animals, and of faces of men that the boys had been reading about. The best work was done with the model aeroplanes. With the help of the manual arts teacher and following the directions in the two books, several fine models were made. These models were displayed in the school and in the down-town shop windows. Later, at the class picnic, the boys demonstrated that they would really fly.

Musical Poems: Part of the plan to interest the pupils in poetry included the singing of several poems that had been put to music. The music teacher proved to be an invaluable aid in this particular part of the program. Several of the songs were "The Owl and the Pussycat" a cantata called "Song of Hiawatha", "Ivan Skivar" "Crossing the Bar", etc.

Creative Writings: Many of the group wrote short stories and poems; several wrote plays, and one or two wrote essays. These were read to the group, some at assembl[illegible] publics, some at the Parents' Day program. Every encouragement was offered these pupils and their work praised highly. At first the offerings were proffered rather timidly but gradually the urge to write overcame their timidity and by the end of the year every

one of the pupils had tried to write something. Several of the poems were published in the local paper.

Work With Descriptive Words

Each pupil was encouraged to keep a list of new descriptive words, words that made a phrase or sentence clearer, or more vivid, to him when reading. The writer realized that these words must be commensurate with the experiences of the pupils, yet sought to enlarge this particular horizon. Each day five new adjectives were put on the board. They were words that appealed to some sense, such as sound, color, taste, odor, action, movement. Such words as horrid, musty, sprightly mockingly, gaunt, obvious, rare, sensitive, curious, queer, keen, faint, dusky, acrid, dank, shadowy, earthy, florid, shaggy, haggard, gangling, grim, gilt, roseate, etc. should bring up a picture to the mind; these are the kind of words that enrich reading experience by bringing to the mind the images the author wishes to present.

In making definitions for the words the writer sought to have the pupils make workable definitions, not the dictionary type. It took some time to bring about interest in the word-hunting game, and about one-fourth of the group never became very enthusiastic. However, the others began to find it fun and it was noticeable that new words began to appear in their speech.

Checking the Reading

From time to time the writer checked the material being read by the pupils in order to see whether it was narrowed or wide spread. It was found that at first there was not much interest in biographies.

The writer then briefly reviewed the book about Edison, and having lived in Ft. Myers, Florida, where Edison lived in the winter, gave a description of his lovely home, his experiments in rubber, and of his friendly interest in children. The talk appeared to serve as a stimulus towards reading in biographies.

Methods of Measurement

The Stanford Achievement Tests were given in October and again in May. The results of the combined score of word recognition and sentence and paragraph comprehension were tabulated, as were those of the literature tests.

Two vocabulary tests of thirty words each were also given in October and May. No words were used from the vocabulary lists that the writer had placed on the blackboard. The pupils were required to give a workable definition and write two different sentences with each word.

The final list of books read during the eight months, participation in activities, and comments made by the pupils were the sources of determining the phase of increased interest in reading.

CHAPTER III

THE FINDINGS

Results in Terms of Reading Ability

The Stanford Achievement Tests contain charts in the front of their booklets. When the scores from the test are placed on the chart the results show, among other things, the age-grade level of the pupil in each subject. These age-grade levels are expressed in terms of years and months. A child entering the seventh grade in September would be expected to place on the age-grade level of seven years and one month.

The pupils of the seventh grade in the Buckeye Elementary school were tested in October. Thus each pupil was expected to have reached a reading age grade level of seven years and two months. The tests showed that fourteen of the pupils fell below that level, while sixteen were on or above that level.

When the test was given in May the pupils should have reached an age-grade level of seven years and nine months. Instead of fourteen pupils falling below that level it was found that only six were below. None of the pupils who had been above the level fell below it. There had been a gain of eight pupils who were now on the level or above where they were expected to be. Furthermore, in place of an expected gain of seven months, the average gain was twelve months, or five months in advance of what was considered normal.

Results of Literature Tests

The October tests in literature showed that twenty-one pupils were below the expected age-grade level. In May it was found that only six pupils were below the age-grade level of seven years and nine months. Here was a gain of fifteen pupils who were brought up to standard. Again the average gain of the group was slightly over twelve months; again an average gain of five months in excess of the expected normal seven months' growth.

Results of Vocabulary Tests

Table III shows an average gain of five and one-half words in vocabulafy tests. Where twelve pupils had missed ten or more words in October, none of them missed that many in May.

Gain in Number of Books Read

In examining Table IV for the number of books read it must be remembered that the numbers in the first column represent a year's readings, while those in column two represent the reading of eight months. Even so there was an average gain of five and one-half books per pupil and a class gain of sixty-one and eight-tenths per cent in the number of books read.

Change in Reading Interests

In examining Table IV for changes in reading interests, it will be noted that in only two instances did the type of reading preferred remain the same from October to May. Gains were made in the biography, poetry, travel, and nature types of reading.

TABLE III

THE GAIN OF SEVENTH GRADE PUPILS OF BUCKEYE ELEMENTARY SCHOOL IN READING, LITERATURE, AND VOCABULARY FROM OCTOBER, 1936 TO MAY, 1937

Pupil	Reading Test			Literature Test			Vocabulary Test		
	Oct.	May	Gain	Oct.	May	Gain	Oct.	May	Gain
	Yr.-Mo.	Yr.-Mo.	Mo.	Yr.-Mo.	Yr.-Mo.	Mo.			
1	8-2	9-3	13	7-6	8-7	13	23	29	6
2	7-9	9-1	16	7-8	8-7	11	22	30	8
3	9-2	9-10	8	8-1	8-10	9	28	28	0
4	8-4	9-5	13	6-9	8-1	14	23	27	4
5	10-	10-5	5	8-7	8-1	6	29	28	-1
6	9-5	10-2	9	7-10	8-1	5	22	26	4
7	7-1	8-7	18	6-5	7-11	18	18	27	9
8	7-10	8-11	13	6-11	7-9	10	20	26	6
9	7-11	8-10	11	7-3	8-1	10	22	27	5
10	7-8	8-7	11	7-	8-1	13	19	23	4
11	8-8	9-7	13	7-11	8-9	10	25	30	5
12	8-1	9-2	13	7-7	8-6	11	24	29	5
13	7-3	8-1	10	6-9	7-11	1[illegible]	21	26	5
14	6-9	7-11	14	6-2	7-9	19	18	25	7
15	6-11	7-9	10	6-4	7-9	17	19	25	6
16	7-2	7-11	9	6-8	7-10	13	21	22	1
17	7-3	7-11	8	7-3	7-11	8	26	26	0
18	6-11	8-4	16	7-1	7-8	7	20	25	5
19	6-7	8-1	18	7-	7-11	11	19	27	8
20	7-4	7-11	7	7-1	8-2	13	22	24	2
21	7-2	7-11	9	6-11	8-1	13	25	27	2
22	7-3	7-11	8	6-7	7-9	14	24	27	3
23	6-8	7-10	14	6-2	7-8	18	19	24	5
24	6-11	7-10	9	6-5	7-9	16	17	25	8
25	7-6	8-2	8	6-11	8-2	14	23	25	2
26	6-4	7-6	4	7-1	8-1	12	18	24	6
27	6-10	7-10	12	5-11	7-2	15	15	24	9
28	5-11	7-1	14	6-1	7-2	15	11	22	11
29	6-5	7-4	11	7-	7-8	8	19	25	6
30	5-10	7-1	15	5-11	7-5	18	12	22	10
31	6-1	7-4	15	5-10	7-6	22	17	23	6
32	5-2	7-1	23	5-	7-2	26	14	23	9
	Average gain: 12 1/8 months			Average gain: 12 1/3 months			Average gain: 5 1/2 words		

TABLE IV

NUMBER OF BOOKS READ AND AVOWED READING INTERESTS OF SEVENTH GRADE PUPILS OF BUCKEYE ELEMENTARY SCHOOL, OCTOBER, 1956 AND MAY, 1957

Pupil	Books Read Last Year	Books Read in 8 months	Gain	Interests in September	Interests in May
1	28	26	-2	Western Stories	Adventure Stories
2	23	20	-3	Girls' Stories	Boys' Stories
3	22	18	4	Adventure	Sea Stories
4	20	18	-2	Western Stories	Nature
5	20	18	-2	Girls' Stories	Biographies
6	19	17	-2	Western Stories	Girls' Stories
7	17	24	7	Indian Stories	Scientific
8	17	18	1	Biographies	Travel
9	15	19	4	Western Stories	Western Stories
10	15	19	4	Girls' Stories	Adventure
11	12	17	5	Jungle Stories	Sea Stories
12	12	15	3	Girls' Stories	Historical Stories
13	6	11	5	Western Stories	Travel
14	5	12	7	Sad Stories	Romantic Stories
15	5	9	4	Adventure	Nature
16	5	14	9	Boy Scout Stories	Biographies
17	5	14	9	Adventure	Poetry
18	5	13	8	Girls' Stories	Travel
19	5	12	7	Animal Stories	Poetry
20	4	13	9	Boys' Stories	Indian Stories
21	4	10	6	Indian Stories	Hero Stories
22	4	9	5	Boys' Stories	Adventure
23	4	10	6	Indian Stories	Nature
24	4	15	11	Girls' Stories	Animal Stories
25	3	14	11	Girls' Stories	Humorous Stories
26	3	12	9	Humorous Stories	Indian Stories
27	3	9	6	Adventure	Adventure
28	3	16	13	Girls' Stories	Historical Stories
29	3	15	12	Detective Stories	Travel
30	2	16	14	Humourous Stories	Stories of Knights
31	1	10	9	Boys' Stories	Poetry
32	1	9	8	Don't Like to Read	Stories About Other Lands

CHAPTER IV

SUMMARY

The Procedure Used in This Study

The data were secured from questionnaires and tests given to thirty-two pupils in the seventh grade of the Buckeye Elementary School. One hundred and fourty-four books were selected from three well-known classified lists to be used as a basis for reading material.

Teaching devices were employed that included activities such as: dramatizations, in which pupils took part in plays; puppet-shows; assembly programs and imitation radio programs; art work, thiwhich pupils made posters, drawings, friezes, soap carvings, papier-mache dolls, costumes, and scrap books; oral reading of poetry and passages of interest to the group; short book reviews; the singing of poems which had been set to music; woodwork, in which pupils made book-ends, plaques, and model airplanes; and educational trips.

The testing program included reading and literature tests from the Stanford Achievement tests and a vocabulary tests. These tests were given in October and repeated in May. Other data were secured by means of questionnaires, as indicated in the body of the thesis.

Conclusions

The outstanding conclusions are as follows:

1. While this program was concerned primarily with recreatory reading, the results of various tests indicate that the recreatory reading program increases general reading comprehension.

2. The results of the literature tests indicate a general increase in the knowledge of literature. While the gain in general reading comprehension may be a bit surprising, gains made in knowledge of literature might be expected.

3. The results of the vocabulary tests seem to indicate that the plan had some influence toward general increase in knowledge of word meaning.

4. The increase in the number of books read indicates that the plan and its activities resulted in arousing interest in reading.

5. The changes of reading interests toward a higher level of literature seem to indicate that the plan served to bring about an appreciation of better literature.

Recommendations

The apparent success of this plan brings about the following recommendations:

1. That this plan be presented to larger groups of pupils in various schools for further checking and evaluation.

2. That the number and variety of books be extended to provide more reading material and allow for a wider extent of reading ability.

3. That standard vocabulary lists and tests be used in the testing program.

4. That each part of the plan be carefully examined to determine which part has the greatest influence on the results.

5. That a check be made to determine whether the effects of this program are rather permanent and extend over a number of years.

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