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AN EXAMINATION OF THE INFLUENCE OF LIBRARIES ON THE EDUCATION OF SECONDARY SCHOOL CHILDREN IN SOUTH AUSTRALIA

by

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SUMMARY

Children and teachers, university students, heads of schools and librarians, were questioned on a variety of topics related to the influence of school and public libraries on education. Data were obtained on, inter alia, what First Year children read, what influence teachers and librarians have on what they read, relationships between reading and other interests, the library facilities available in South Australia and the function of libraries in both formal and informal education. In addition criteria were established for differentiating children according to the quality of their reading, and possible differences between 'good' and 'poor' readers were investigated. Information was obtained by both questionnaire and interview, and the evidence presented is illustrated with the actual words of children, teachers and others. The part played by libraries in education is also demonstrated in a number of case-studies of individual children.

Since this is an exploratory investigation the number of tentative findings, with related discussion and implications, is large. It is suggested that there are significant deficiencies both in libraries and in education in South Australia; that libraries are essentially irrelevant to an education in which much emphasis is on passive receptivity and 'cramming' for examinations; that reading becomes closely identified with formal instruction and unattractive to many children;

that 'good' readers tend to be non-conformist and, if boys, to be unpopular with teachers; and that they differ in certain values and qualities of character from 'poor' readers. It is also demonstrated that, although library provision is often inadequate, particularly in staffing, certain individual librarians and teachers significantly influence children's education through libraries, and the need for increasing the supply of exceptional and influential individuals is discussed.

Some evidence on social forces is also presented; for example, the problem of what libraries can do for children's education as one of many influences from home, school, peer group and the mass media operating upon them. Wider cultural issues are also explored as a result of findings on the role of libraries in beyond-school education. It is suggested that reading, particularly in some boys' independent schools, may not be regarded as a manly activity, and the prevalence of certain values in such schools and in society generally, is discussed. The thesis concludes with analysis of future prospects for the influence of libraries in education and makes a number of proposals for further research into issues raised by this investigation.

STATEMENT

No part of this thesis has previously been presented for any degree or diploma in this or any other university, and to the best of my knowledge and belief it contains no material previously published or written by another person, except when due reference is made in the text of the thesis.

Ernest Roe,
November, 1963.

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Among those who granted facilities indispensable for the investigations undertaken towards this thesis were the administrators of the Education Department of South Australia, the heads of many state and independent schools, the Principal Librarian of the Public Library of South Australia and members of his staff. The facilities of the Computing Centre at the University of Adelaide were used to process some of the data, and without Dr. L. B. Brown of the Psychology Department the candidate could not have used them. Professor L. F. Neal, the candidate's supervisor, provided salutary reminders, critical appraisal and sympathy. But most of those who have made this thesis must remain nameless. They are children, teachers and librarians. Their cooperation and the help of those listed above are gratefully acknowledged.

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CHAPTER I

INTRODUCTION AND REVIEW OF PREVIOUS RESEARCH

"Until recently none but the literary critics had the temerity to make value judgments about the content of written materials; and while their analyses have a long and respectable history in the field of literature, they lack the kind of so-called 'scientific' objectivity which the social scientists have attempted to make the criterion of valid research. Thus the adventures of the critic's soul among masterpieces, revealing as the record of them may be, have not pretended to be the systematic, objective, and quantitative content analysis which social scientists demand. This does not invalidate either literary study or social science research; it merely underlines the difference between the objectives of the two kinds of investigation ...."[1]

"Experiments .... are not a substitute for experiences, but neither of course on the other hand are experiences a substitute for experiments. A good deal of the misunderstanding by ordinary people of what art is all about and a great deal of the misunderstanding by artists of the purpose and function of science springs from a lack

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[1] L. Asheim, "Research in Mass Communication and Adult Reading" in Library Trends, Vol. 6, No. 2 (Oct. 1957), p. 136.

of this realization: that both the experimental attitude (which is objective, patient, practical, analytical) and the experiential (which is personal and subjective, often intuitional, grasping events as wholes instead of dividing them up into parts) are necessary."[1]

To what extent can the two approaches be reconciled? That is a major problem which faces anyone undertaking an investigation of this kind, a problem which will be discussed and, it is hoped, illuminated in the course of this thesis.

What has been said and written about the influence of libraries on education and about allied topics has been confident assertion more often than cautious appraisal. Librarians, naturally enough, have freely expressed their belief in the major importance of libraries.[2] Writers and teachers of English have emphasised how valuable it is for children to read good books. The careful appraisal has been carried out by those engaged in educational research and has commonly consisted of producing evidence that children do not read books which librarians and teachers

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[1] W. R. Niblett, "Experiment and Experience" in Melbourne Studies in Education 1959-1960 ed. A. G. Austin (Melbourne University Press 1961), pp. 60-61.

[2] This is not, of course, to say that librarians have not undertaken research. There is a considerable body of it. Among recent summaries are M.V. Gaver, "Research on elementary school libraries" A.L.A. Bulletin (Feb. 1962) pp. 117-124 and bibliography. Alice N. Fedder, "Research in the school library field" Library Trends (Oct. 1957) pp. 219-233.

say are good.[1] But a much greater body of research has been devoted to the mechanics of reading, to the 'how?' rather than the 'what?' or 'why?'.

Sometimes the confident assertions, though not based on anything that could normally be dignified by the term 'research', are not made without evidence of some kind. It is usually subjective, in the form of a teacher's or librarian's appraisal of the success he or she has achieved in helping children to enjoy good books and/or in improving their characters and nourishing their emotions through good books; sometimes educational benefits in a more formal sense are claimed in descriptions of successful library projects in school subjects. We do not know how many teachers or librarians who have tried to influence children's reading or their education by way of the library have been unsuccessful. They have been reluctant to publish accounts of their experiences. Nor do we know to what extent the success of the others was due to their exceptional qualities as teachers.

The preoccupation of many research workers with what is readily quantifiable has meant that direct

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[1] M. Rankin, "Children's Interests in Library Books of Fiction" Teachers' College Record, Vol. 46 (April 1945) pp. 461-2, criticises the award of medals to various children's books ('book of the year', etc.) on the ground that they are not the books children like. George W. Norvell, What Boys and Girls Like to Read (Morristown, N.J.: Silver Burdett Co. 1958), attacks the "ineptness of expert judgment on children's reading interests." (p. 4).

investigation of such a topic as the influence of libraries on education has been comparatively rare. No claim will be made that this piece of research represents a novel attempt at scientific methodology, and no effort has been made to isolate a single problem which would be amenable to rigorous experimental treatment. It was felt that, for reasons which will become apparent in the following discussion, the first need was for a wide-ranging exploratory investigation. The intention was to gather evidence to illuminate the complexities of the topic and complete the essential first stage of a research programme which is continuing and will include longitudinal studies of children carried on over five or more years. At the same time it was hoped to set up plausible hypotheses for more rigorous future experimentation rather than to produce findings of universal validity.

It is obvious that the books children read are not the only influence on their education. Since every experience children have from birth onwards has some educational significance, the task of isolating the effects of what they read is of considerable practical difficulty. Similar problems arise in attempting to determine causes rather than effects; for example, why do children read what they do read? There is a complicated pattern of

interaction including such strands as intelligence, socio-economic background, personality, motivation, opportunity, availability of materials for reading, within which it may sometimes be possible to discern the causes and effects of the books children read, without however arriving at any formulae for universal application.

Waples and his co-authors, in a long passage, point out the complexity of these inter-relationships and warn against over-simplification. For example:

"A reading experience involves a person who reads a publication and who is affected by the reading in various ways and in varying degrees. How he is affected depends both upon the publication and what he brings to it. Hence it becomes important to distinguish the content of the publication itself from the readers' predispositions and from such other factors as may be responsible for any inferred or observed effects of the experience ...."

"The predispositions that partially determine the effects of reading include the reader's sympathies with the various groups in which he is placed by his sex, age, income, education, occupation, and other traits ....; the reader's motives for reading, or the satisfaction he expects the particular publication to furnish; his present beliefs, loyalties, opinions, prejudices ....; and the

emotional and physical conditions in which the reading is done."

They cite the "different predispositions of readers" as only one of several major factors, including "the social context (folk-ways and group conflicts and personal conditions) .... the methods of distributing publications .... the difference among the publications themselves .... and .... the influence of other communications than reading."[1]

In order that the aims and content of this investigation may be set in a meaningful context, some of the previous work relevant to the influence of libraries on education and allied topics will now be discussed. The studies cited will be grouped, according to their main emphases, into three main areas - relationship of reading with other factors, causes, and effects - but considerable overlap is inevitable.

Reading and Differences in Intelligence, Age, and Sex

Among many investigations concerned with reading among children of varying levels of intelligence, Witty and Lehman report the common findings that children with

[1] D. Waples, B. Berelson and F.R. Bradshaw, What Reading Does to People (Univ. of Chicago Press, 1940).

higher I.Q. read more in quantity and better in quality than those of lower I.Q.[1] However it must be pointed out that the socio-economic status of bright children tends to be high and that it may be this rather than the intelligence which is influential. Lazar found, for example, that although bright children from homes of lower socio-economic status read a great deal the quality tends to be less satisfactory.[2] On the other hand, Barbe in a study of 103 children of 130+ I.Q., found that they read little in quantity and still less in quality. He adds: "It is a sad commentary on the enriched programme for gifted students when so little use is made of libraries. These figures indicate the need for guidance in reading ...."[3]

Many studies have investigated what kinds of books children of varying levels of intelligence read. Green found that less intelligent children were more addicted to 'series' books and read less about specialised interests.[4]

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1 Paul A. Witty and H.C. Lehman "The Reading and the Reading Interests of Gifted Children" Pedagogical Seminary Vol. 45 (1934) pp. 466-481.

2 M. Lazar "Reading Interests, Activities and Opportunities of Bright, Average and Dull Children" (Contributions to Education No. 707)(Teachers' College, Columbia, 1937).

3 Walter Barbe "A study of the Reading of Gifted High-School Students" in Educational Administration and Supervision March 1952, pp. 148-154. More than a third of these students used the school library less than once every six months, and 45% used the public library less than once every six months. Only 17% and 13% respectively used these libraries as often as once a week.

4 Jenny L. Green, Reading for Fun (New York: Badger, 1925).

Terman and Lima reported that gifted children read more science, history, biography, travel, poetry, drama and fiction of an informational kind but fewer stories of adventure and mystery and less 'emotional' fiction.[1] However, Wickens surveying bright children in Grades VII-IX of the Laboratory School at the University of Chicago, commented on their catholicity of interest. "It was as though they were dipping into, and savoring, all kinds of literature ...."[2] In an earlier study Thorndike and Henry found slow learners more apt to choose high-sounding titles like "The Good Life" and "The Dying Words of the Saints" and suggested that the reading of slow learners is more susceptible to social pressures than that of bright children.[3]

Norvell has claimed that the influence of sex differences upon selection of reading material is a dominant and highly significant factor.[4] The trend of evidence from many studies suggests that girls read more than boys, that boys read a higher proportion of non-fiction

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[1] L.M. Terman and M. Lima, Children's Reading (New York: Appleton, 1926).

[2] Alice R. Wickens, "A Survey of Current Reading Interests" in Developing Permanent Interest in Reading compiled and edited by Helen M. Robinson (University of Chicago Press-supplementary educational monographs No. 84 Dec. 1956) pp. 60-64.

[3] R.L. Thorndike and F. Henry, "Differences in Reading Interests Related to Differences in Sex and Intelligence Level" Elementary School Journal Vol. 40 (June 1940).

[4] George W. Norvell, The Reading Interests of Young People (Boston: Heath & Co. 1950) p. 46.

and read over a wider range, that girls read boys' books but boys seldom if ever read girls' books, and that generally as boys and girls advance through the top classes of the primary school and into secondary school their reading tastes become more and more sharply differentiated.

Many investigators have charted the changes in reading taste which occur with age. Clearly it is possible to make generalisations about what typical ten-year-olds or 12-year-olds like. But perhaps it is more important to remember that they are only generalisations, that many children are not typical and that age is only one of a complex of relevant factors.

Reading and the Mass Media:

Much research has been carried out into the relationships between reading and interest in films, radio and television. Early studies by Jordan[1] and Walter[2] indicated that attendance at films tended to stimulate increased interest in reading. Punke found that radio listening also appeared in many instances to accompany more rather than less leisure reading, though the time devoted

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

2 Henriette R. Walter, Girl Life in America, A Study of Backgrounds (Nat. Ctte. for the Study of Juvenile Reading, 1927) pp. 117-137.

to newspaper reading was much reduced.[1] Witty concluded that those who watch television tend to read somewhat less than those who do not, but that the publicity given to certain topics, books and magazine articles influences the extent to which they are read.[2] Schramm has reported that television has no effect on the reading of books but rather replaces 'the kinds of need satisfactions the child would otherwise have found chiefly in radio, movies and comics.'[3] He asserts that the bright teenager who watches a lot is almost certain to have a lower level of knowledge than a bright child who sees less television because the former "is apparently being diverted from experiences that are more rewarding intellectually." Some at least of these findings are supported by research in England. Carsley found that films, radio and television often stimulated children to read particular books, and the children themselves, in his study, claimed that television viewing did not reduce the time spent in reading so much as the time given to playing and other activities.[4] The large-scale

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1 H.H. Punke, "Sociological Factors in the Leisure-Time Reading of High School Students" Library Quarterly, Vol. 7 (1937) pp. 332-342.

2 Paul A. Witty, "Television and the High School Student" Education 72. 242-51; 1951.

3 Wilbur Schramm, "A Note on Children's Use of Television" in The Impact of Educational Television ed. Schramm (Urbana: Univ. of Illinois Press, 1960) pp. 214-226.

4 J.D. Carsley, "The Interests of Children (Aged 10-11) in Books" British Journal of Educational Psychology, Vol. 27 (1957) pp. 13-23.

study under the auspices of the Nuffield Foundation[1] found that children read less when they began to watch television but tended to return to books later, and that lasting decreases were primarily in the reading of comics. A recent investigation in Sydney, Australia[2] without making any differentiation as to type of reading, reports a 20 per cent decrease in the time devoted to reading by adolescents. This study was carried out rather less than three years after the introduction of television, too soon for any "recovery" from the initial impact to show itself.

Availability of Books:

A particularly important 'other factor' in relation to reading, and one of special relevance in this thesis, may be discussed under the general heading of 'availability'. Clearly children cannot be influenced by books which are simply not there, and the range of type and quality may be restricted in the home or in the school or by distance from a library or in a number of other ways. Books may be psychologically as well as physically inaccessible to children - for example, reading may be unpopular with a child's companions or the attitudes of

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1 H. Himmelweit et al., Television and the Child (Oxford Univ. Press 1958)

2 W. J. Campbell, Television and the Australian Adolescent (Sydney: Angus and Robertson, 1962).

parents and other adults may be unhelpful or satisfactions may be more easily gained by other activities and/or he may be deficient in reading skill. Such questions will be considered more fully elsewhere.

An early study by Cutright and Brueckner[1] suggested that, all other things being equal, availability of books as measured by distance of a school from a library was a vital factor in promoting reading interests. But accessibility alone did not guarantee that students would engage in recreational reading. Punke also found that availability was a significant factor.[2] Mas reported that what high-school students in Pittsburgh read corresponded closely with what their parents read, and she therefore emphasises the important influence of reading material in the home, particularly magazines.[3] Terman and Lima drew attention to another facet of availability when they concluded that what is read "usually depends as much upon what is given, lent or suggested, as upon individual interests".[4] Similarly, Waples[5] and subsequently

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1 P. Cutright and L.J. Brueckner, "A Measurement of the Effect of the Teaching of Recreational Reading" Elem. School Journal, Vol. 29 (1928) pp. 132-137.

2 H. H. Punke, op.cit.

3 Veronica Mas, "Radio Listening, Televiewing and Reading Habits of Pittsburgh Public High School Students" Pittsburgh Schools, Vol. 27 (1953) pp. 156-172.

4 L.M. Terman and M. Lima, op.cit.

5 D. Waples, "Relation of Subject Interests to Actual Reading" Library Quarterly Jan. 1932.

Carnovsky[1] investigated the question "Do people actually read what they say they are interested in reading?" and found that subject interest in itself is not enough and that many people read in line with their stated interests only when the material is readily accessible and easy to read. This finding cast serious doubt on the old assumption, basic to most studies of reading interests and preferences, that what people read is a key to the subjects in which they are interested.

McCarty, after her investigation of more than 14,000 children, comments on those restrictions on availability which are deliberately imposed rather than due to ignorance or chance factors. "Only approved books should be found in the school library .... If books are chosen with the interests of students in mind, and if the pupil receives a measure of intelligent guidance during his school years, he will probably read voraciously from the selections in the school library. Through this reading, he may unconsciously cultivate an appreciation of the worthwhile and may be able to select his reading materials with discrimination when he leaves school.[2]

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[1] L. Carnovsky, "A Study of the Relationship between Reading Interest and Actual Reading" Library Quarterly Vol. 4 (Jan. 1934) pp. 76-110.

[2] Pearl S. McCarty, "Reading Interests Shown by Choice of Books in School Libraries" The School Review (Feb. 1950) p. 96.

The 'availability' theme recurs in recent literature. An article entitled "Students Don't Have Time to Use School Libraries" (because they are too busy in supervised study in the classroom and a school bus or impatient parent awaits them after school) is one example.[1] Students who took part in another study of adolescent reading agreed that their reading tastes had been conditioned by the books available to them.[2] An Australian cri de coeur "The School Library - a Wasted Resource?" complains of the inability of school librarians to devote their full time to the library, of the limited number of teachers making full use of the opportunities offered, and of the "all too prevalent" practice of sending children to the library only partially prepared or completely unprepared.[3] These comments are a reminder that availability of books in libraries is dependent upon quantity and quality of staff as well as of reading matter.

The National Foundation for Educational Research in England and Wales recently reported serious deficiencies in technical college libraries. It was also suggested that the part-time nature of the courses tends to discourage

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1 A. Wofford, "Students Don't Have Time to Use School Libraries" School Library Journal (Nov. 15, 1961) pp. 4007-8.

2 Jean W. Butler, "A Study in Adolescent Reading" Library Assoc. Record Vol. 58 (10) (Oct. 1956) pp. 387-389.

3 G. Allen, "The School Library - a Wasted Resource?" Educational Magazine Vol. 15 (Dec. 1958) pp. 498-500.

the use of libraries because "it is a natural wish on the part of students to get home and this itself is a powerful dis-incentive to search for information in the crowded conditions found in most college libraries"; further, that "public libraries are less used than they might be because students are often ignorant as to how to go about getting books from them."[1]

In a recent Australian investigation Lindsay argues that "the availability of a wider range of modern children's books in school libraries does not appear to have influenced the specific book titles listed by children to any marked degree."[2] In other words, the classics and children's long-established favourites have retained their popularity. Lindsay asserts that, although accessibility may be the most important factor in deciding reading interests, many other factors are involved. Some of these have already been briefly surveyed, and it is appropriate now to pass on to an examination of the literature which is concerned rather more specifically with the 'causes' of reading.

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[1] F. Barr, "Student Guidance in Technical Education" Educational Research Vol. III No. 2 (Feb. 1961) pp. 132-3.

[2] Harold B. Lindsay, "Reading Interests and Concept Formation in Primary School Children" unpublished M.Ed. (Hons.) thesis, University of Sydney, 1960, p. 109.

Reading is "Culturally Determined":

Investigations by Gray and Rogers[1] in the U.S.A. and by Cauter and Downham[2] in England suggest that all aspects of an individual's reading behaviour are to some extent socially determined. Bevington surveyed children's literature and showed how the purpose, content and quality of the books written for children have been influenced by contemporary values.[3] Gray and Rogers make the following comment: "Of major significance is the fact that most mature readers display a vital, compelling, central interest which exerts a strong influence on the nature and scope of their reading activities. This interest usually relates to something outside their own daily needs. In most cases it is closely related to .... the sense of wider group membership and social responsibility. It may take the form of vital concern for justice and equality of opportunity, helping others to understand and make adjustments to the demands of current life, translating the news of the world to others in a succinct and intelligible manner. Occasionally the forms of interest may be literary or cultural and may result in a turning-away from today's realities."[4]

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1 W.S. Gray and B. Rogers, "Maturity in Reading" (Univ. of Chicago Press, 1956).

2 T. Cauter and J.S. Downham, "The Communication of Ideas: A Study of Contemporary Influences on Urban Life" (London: Chatto and Windus, 1954) pp. 162-202.

3 E.M. Bevington, "A moral view of Children's Books" National Froebel Foundation Bulletin 114 (October 1958)

4 W.S. Gray and B. Rogers, op.cit. p. 235

The concept of 'organismic age', developed by Olson,[1] is relevant here since it implies that progress in reading is influenced largely by the total growth pattern of the child. Olson believes children should set their own pace, select their own reading materials, is sceptical that differences in, for example, teaching methods can produce differences of any significance in quality of reading and questions the value of remedial instruction. His point of view provides a theoretical basis for a laissez faire policy with regard to reading, both in terms of the acquisition of reading skill and the development of reading taste. Such a laissez faire attitude is either explicit or implicit in a number of investigations which will now be discussed.

Jenkinson, for instance, states that "improvements in taste occur as boys grow older, and are a direct function of growing up." Further, "the overwhelming majority of boys ..... are likely to acquire 'the reading habit' without any encouragement from schools."[2] Cutforth, after discussing what children read at various stages of their growth, states: "It seems established that a great deal of .... widespread reading at a low level is necessary for

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1 W.C. Olson, Child Development (Boston: Heath & Co. 2nd ed. 1959) pp. 160-166.
also "Reading as a Function of the Total Growth of the Child" in W.S. Gray (ed) "Reading and Pupil Development" (Univ. of Chicago Press 1940).

2 A.J. Jenkinson, What Do Boys and Girls Read? (London: Methuen 1940) p. 94.

development."[1] Friedlander explains in Freudian terms the basic themes of books most popular with children, asserts that to discourage the reading of trash is equivalent to discouraging masturbation and equally harmful, and says the child must be offered books which provide phantasies to correspond to his particular stage of development.[2] Connell, after extensive investigation of the adolescents of Sydney, makes the following statement on the effects of reading. It is included here under 'causes' rather than 'effects' because of its affinity with the laissez faire conclusions already noted:

"It is not possible in the present state of the social sciences to measure the impact of such influences with any greater depth or precision. It is pointless, therefore, either to praise or condemn. Each teacher or parent interested in the upbringing of an adolescent boy or girl, knowing at first hand the personality of the child, should guide his reading away from a too exclusive interest in one type and towards a more rounded grasp of the whole field. He might, however, rest happily in the assurance that even without this guidance his adolescent son or daughter will manage to explore a reasonable variety of both recommended

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1 J.A. Cutforth, "The Relation between Mental Development and Children's Reading" School Librarian Vol. 8 No. 5 (March 1957).

2 K. Friedlander, "Children's Books and their Function in Latency and Pre-puberty" New Era Vol. 39 (April 1958)

and forbidden delights, and will come through the perils of his exploration relatively unscathed."[1]

Similarly a principal hypothesis of the other Sydney study already referred to[2] is that reading interests reflect culturally created concepts, with the implication that since what children read is culturally determined there is little if any point in librarians or teachers trying to do anything about it.

The above, then, are examples of studies which emphasize that reading is an end-product of social and cultural forces. In a few other studies both cause and effect are noted. These examples occur when the relationship between reading and personality is under investigation.

Reading and Personality:

For example, Butler found in her study of adolescent reading[3] that the qualities sought in books by adolescents were (a) a means to escape when unhappy, (b) excitement, (c) a hot-house and sentimentalised emotion, (d) picturesqueness, (e) genuine heroism, and (f) something to sharpen the mind. Clearly such reading could be regarded as caused, in the sense that adolescents undertook

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1 W. F. Connell, "The Adolescents of Sydney", University of Sydney Gazette, Vol. 1, No. 11 (April 1956) p. 145.

2 H. B. Lindsay, op.cit.

3 Joan W. Butler, op.cit.

it to meet certain psychological needs. But it could also be regarded as having an effect in that it provided certain satisfactions or benefits for them. Similarly Waples, though his title "What Reading Does to People" is unambiguous, reported, inter alia, that conversion to a different point of view is much less frequent as an effect of reading than reinforcement of existing attitudes.[1] In other words, the reader tends to select his reading to fit his attitudes and interprets what he reads accordingly, and it could be argued that his reading is to that extent determined by his personality.

Woellner[2] stated that voluntary reading is an expression of individuality and that therefore no particular amount of reading can be expected of all, nor is voracious reading always natural or beneficial. She claimed that the reading attitudes of young people can be classified into three major groups. One is a tendency towards excessive reading, which results from emotional difficulties, with indiscriminate choice or an inadequate balance between purely recreational and purposeful reading. The opposite attitude is avoidance of reading, also rooted in personality problems, with poor reading habits, careless selections, and

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[1] D. Waples et al., op.cit. pp. 77-79.

[2] Mary H.B. Woellner, "Children's Voluntary Reading as an Expression of Individuality" Teachers' College Contributions to Education No. 944, Teachers College, Columbia 1949, pp. 73-5.

little progress in critical or creative thinking. Normal interest, the third, is associated with emotional poise, lack of rigidity in intellectual and emotional satisfactions, and versatility in general interests.

Harris points out that success in reading "may be one phase of a healthy and richly varied adjustment; on the other hand, it may be used as an avenue of escape from social contacts .... The search for a type of personality characteristic of the poor reader has demonstrated that such a type does not exist."[1] It may be noted here that why poor readers read so little has tended to attract more attention than the equally interesting and important area of research into why the best readers read so much.

The Good Effects of Reading:

It has already been observed that the sections into which this survey of the literature has been divided are arbitrary and that overlap cannot be avoided. In the last section reading was seen as meeting certain needs, and this is true of the first example in this section which however lays much more emphasis on the effects of reading in the sense of what books can do to help children. Clyde Martin in San Antonio, Texas, recorded the reactions of six and seven-year-olds to story hour on tape for a whole year, and

[1] Albert J. Harris, "Reading and Human Development" in "Development in and through Reading" 60th Yearbook N.S.S.E. Univ. of Chicago Press 1961, pp. 33-34.

analysed all their remarks and comments. He decided that children are looking for new experiences to discover what the world is like, and opportunities (i) to identify with persons, animals and things in order to understand their own struggles, (ii) to clarify what is right and wrong, and (iii) to understand better their roles in the culture in which they live.[1]

Some of the possible uses of reading are listed by Timm in a recent article. She argues that reading gives children wider experience than can be got in actuality, that it provides release from tensions, together with vicarious adventure and excitement and also offers patterns of life and philosophies from which to choose. Biographies can be particularly useful as showing that even failures can be great, and can enable a child to throw off a sense of frustration. Books can also provide a means of escape from a difficult world - useful if for limited periods - and can stimulate ideals and vocational ambitions. Good realistic novels should be encouraged, if only because social relationships and problems are illustrated by these. But, warns Timm, books are not the sole solution of maladjustment problems![2]

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[1] C. Martin, "But How do Books Help Children?" Library Journal, Vol. 80, No. 18 (Oct. 15, 1955) pp. 2333-7.

[2] Charlotte P. Timm, Reading guidance in adjustment. Wilson Library Bulletin 34(2) (Oct. 1959) pp. 146-8.

Waples lists the following as the most common effects of reading: escape, respite, prestige, satisfaction, security, reinforcement of beliefs, attitudes and prejudices, information, vicarious experience, and aesthetic enjoyment.[1]

Broderick, in discussing 'the opportunities that books offer' asks some pertinent questions. "To what extent do books for children and youth reflect the values and ideals of our society? To what extent do they reflect national and world changes? Most important, to what extent and in what ways are children using books to form their values and to meet the social, psychological and even economic problems that they face? How do books meet children's needs? What factors have enabled books and out-of-school reading to remain a vital element in millions of children's lives despite the increasing distractions of other non-school activities?" She subsequently divides a survey of the literature into sections under the headings of 'character development and the acquisition of values through books', 'books aid the physically, mentally, and emotionally handicapped', 'intergroup relations', 'toward a life of creativity' and 'youth against the community'.[2]

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[1] D. Waples et al., op.cit.

[2] Dorothy M. Broderick, "The Opportunities that Books Offer" Library Journal Vol. 84, No. 22 (Dec. 15, 1959) pp. 3891-3901.
See also Paul A. Witty, "Current Role and Effectiveness of Reading among Youth" in "Reading in the High School and College" 47th Yearbook N.S.S.E. Pt. II (Univ. of Chicago Press 1948) pp. 8-26.

Such headings are representative of a vast number of books and articles which has appeared in the United States during the last 25 years. Very few have been based on systematic research into the effects of books on children, though many are based on experience to the extent that they are accounts of successes teachers and librarians believe they have achieved.[1] Articles under the titles of 'Books to Promote Insights into Family-Life Problems',[2] 'Developing Character Through Reading',[3] and 'Reading and the Healthy Personality'[4] are characteristic of the many. The few with some research backing are generally attempts to measure changes in attitudes produced by books.[5]

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1 Some particularly interesting accounts by teachers and librarians of how and why they have used certain books are contained in Chapter VII of "Promoting Personal and Social Growth through Reading" in "Developing Permanent Interest in Reading" ed. Helen M. Robinson, Supp.Educ.Monographs No. 84 (Univ. of Chicago Press, Dec. 1956), pp. 74-89.

2 Jean Bertram, "Books to Promote Insights into Family-Life Problems" English Journal (Nov. 1956) pp. 477-82.

3 Madeline Irrig, "Developing Character through Reading", Wilson Library Bulletin (April 1959) pp. 571-3.

4 David Russell, "Reading and the Healthy Personality", Elementary English (April 1952) pp. 193-200. Other examples include: Samuel Weingarten, "Reading as a Source of the Ideal Self" Reading Teacher (Feb. 1955) pp. 159-64. Alice B. McGuire, "Reading for Personal Development" Univ. of Chicago Press, 1954, pp. 136-40 in Supplementary Educational Monographs 81. Ernest A. Savage, "Independent Thinking and Mental Training through Reading" Literary Assoc. Record Vol. 61 No. 2 (Feb. 1959) pp. 29-32.

5 Evalene Jackson, "Effects of Reading upon Attitudes toward the Negro Race" Library Quarterly (Jan. 1944) pp. 47-54. F.H. Knower, "A Study of the Effect of Printed Argument on Changes in Attitude" Journal of Abnormal and Social Psychology, Vol. 30 (Jan.-March 1936) pp. 522-532.

One systematic piece of research,[1] which might be placed equally well under the heading "Reading and Personality", investigates the probable effect on children's behaviour of the reading they are forced to do as part of their education. This was done by analysing the "thema"[2] which were found in stories used as textbooks for third-grade American children. The development of such motives as "affiliation, nurturance and cognizance" was found to be encouraged by the textbooks, and the development of others like "aggression" and "rejection" were discouraged. The authors regarded the textbooks as reflecting general cultural norms, and therefore this item might also have been placed under the heading "Reading is 'Culturally Determined'"!

One publication which has exercised considerable influence on American teachers is "Reading Ladders for Human Relations", a bibliographic guide to children's literature which groups under eight broad headings titles of books pertinent to a wide variety of human experiences and situations - for example, 'Patterns of Family Life', 'Belonging to Groups' and 'Experiences of Acceptance and

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[1] I. L. Child, E.H. Potter and E.M. Levine, "Children's Textbooks and Personality Development" Psychological Monographs No. 279, 1946, published by the American Psychological Association.

[2] A 'thema' is defined by the authors as "a sequence of psychological events consisting of (1) a situation or circumstances confronting a person, (2) the behaviour (internal and external) with which the person responds, (3) the consequences of the behaviour as felt by the person himself." op.cit. p.3.

Rejection.' Techniques for introducing the books and for stimulating discussion are also included.[1]

There have also been in the United States deliberate attempts to use books therapeutically in treating emotionally disturbed and otherwise handicapped or maladjusted children. This work is dignified by the title of bibliotherapy and has interested doctors and psychiatrists as well as teachers and librarians. As one writer puts it "Literature in its direct and concrete representation of life engages the emotions and enables the reader to relive his own experience."[2] In some articles on this topic there are illustrative case studies.

Russell, recently summarising research on the impact of reading suggests that "effects may vary with (a) the situation in which the reading takes place, (b) the content of materials read, (c) the attitudes, personality

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[1] Margaret M. Heaton and Helen B. Lewis, "Reading Ladders for Human Relations", Washington: American Council on Education, 3rd ed. revised 1955.

[2] Caroline Shrodes, "Bibliotherapy" Reading Teacher (Oct. 1955) pp. 24-9.
See also: Katherine G. Keneally, "Therapeutic Value of Books" in Henne, Frances (ed) Youth, Communication and Libraries, American Lib.Association 1949, pp. 69-77.
Richard L. Darling, "Mental Hygiene and Books: Bibliotherapy as used with children and Adolescents" Wilson Lib. Bulletin (Dec. 1957) pp. 293-6.
Mary Agnes, Sister, "Bibliotherapy for Socially Maladjusted Children" Catholic Educational Review, (Jan. 1946) pp. 8-16.
Paul Witty, "Reading to Meet Emotional Needs" Elementary English, (Feb. 1952) pp. 75-84.
David H. Russell and Caroline Shrodes "Contributions of Research in Bibliotherapy to the Language Arts Program" School Review (Sept. and Oct. 1950) pp. 335-42 and 411-20.

and needs of the reader, and (d) opportunities for using the reading and connecting it to other activities. Evidence about the effects of reading comes largely from introspective reports and case-study data, and it seems that the effects of reading may be largely an individual matter."[1]

In connection with the last sentence, Strang's experiments with written free responses by children about the effects of books on themselves may be noted. Here is an example from "an impressionable young adolescent";[2]

"Some books make you feel you're a different person and you are living at the period of time or the kind of place the book is based on. Some books such as 'Johnny Tremain' and other stories of the United States during war time make you feel very patriotic. Other books about simple American families such as 'Little Women' and 'Our Town' make you feel very sentimental and more aware of your own home life ... I especially like stories of people who find out what their career is going to be. Stories of people such as 'Florence Nightingale' and 'The Life and Thought of Albert Schweitzer' get you to thinking and wondering about jobs in the field of medicine. Books that show a great deal of hard work and courage make you want to be more

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[1] D.H. Russell, "Continuity in the Reading Program" Chapter XIII of "Development in and through Reading". N.S.S.E. 60th Yearbook Part 1. Univ. Chicago Press 1961, p.252. See also D. H. Russell "Some Research on the Impact of Reading" English Journal XLVII (Oct. 1958) pp.398-413. The four variables suggested by Russell may be considered in conjunction with Waples' list. See page 23 above.

[2] Ruth Strang "Evaluation of Development in and through Reading" Chapter XXI in N.S.S.E. 60th Yearbook Pt. 1, p. 391.

like that ... Many books of adventure stories such as 'Mrs Mike' and 'Drums along the Mohawk' help to relax you and get you away from the world you live in. Books that make you happy and make you laugh are very good to read when you feel downcast or afraid ... Books of inspiration about simple everyday boys and girls in this country and other countries abroad make you feel that you are not different from other young people all over the world and help to promote international friendship, which is very important for World Peace."

The Bad Effects of Reading:

The above paragraphs have been concerned with the good which books and reading may do. There has also been much interest in what harm they may do. Comic books have been a particular target for criticism and one of the best known diatribes is Wertham's 'Seduction of the Innocent'[1] in which a psychiatrist analyses their effect on children and claims that they retard progress in learning to read. He goes on to assert a close association between inability to read and delinquency; this "monistic conception of the causation of delinquency" has met with a great deal of criticism.[2]

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[1] F. Wertham, The Seduction of the Innocent New York: Rinehart 1954.

[2] For example, Robert Warshow, "Paul, the Horror Comics, and Dr. Wertham" in "Mass Culture" Glencoe: Free Press, 1957 pp. 199-211. See also on this topic the special Dec. 1949 issue of the Journal of Educational Sociology.

In an Australian study, Lovibond found that comic books and films dealing with crime and war influence children's attitudes in the direction of acceptance of their ideological content, and further that exposure to positive moral influences subtracts from but does not nullify this influence.[1] Another Australian contribution is by Sharr who claimed the library to be a positive influence in the prevention of juvenile delinquency because (i) it provides a means for children to satisfy their enthusiasms of the moment so that frustration is eliminated and healthy pursuits are fostered, and (ii) it provides an intelligent and moral environment which can often influence the potential delinquent away from destructive paths. These two articles again typify the literature. Sharr's statement is founded on faith rather than proven fact; Lovibond's is a research finding, less positive and less spectacular.

In an early study of delinquency, Healy and Bronner[3] found that 76 per cent of their delinquent group were fond of reading as opposed to 55 per cent of the control group. Of those characterised as great readers the figures were 41 per cent and 25 per cent respectively. The authors

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1 S. H. Lovibond, "The Influence on Children's Attitudes of Exposure to Media which Emphasize Crime and Violence" Australian Journal of Psychology (Dec. 1960) pp. 234-5.

2 F. A. Sharr, "Public Libraries and juvenile delinquency" News letter. Library Service Western Australia No. 36. October 1961.

3 W. Healy and A.F. Bronner, A new Light on Delinquency and its Treatment. New Haven: Yale University Press. 1936.

comment: "As far as we could gather, the specific types of reading engaged in were rather similar for the two groups - both preferring adventure stories of the type found in the cheaper magazines, but yet it was noted that some of the delinquent read more widely than this and enjoyed really good books."[1] It is unfortunate that, since it was not central to their investigation, the authors did not pursue these matters, so one can only speculate. For example, did some of these delinquents read for escape or was it perhaps that large quantities of trashy reading matter were harmful to already unstable personalities?

Cause and Effect:

It is evident then that a few investigators and many pundits have drawn attention to what causes reading; a few investigators and even more pundits have emphasised the effects of reading; but attempts to place reading in a social, cultural or psychological context where it can be seen both as cause and effect have been comparatively rare. Gray,[2] for example, came to the conclusion that reading may and does influence, to a greater or less extent, and in varied directions, the understanding, attitudes, interests, beliefs, morals, judgments and actions of readers; but that numerous factors determine the extent and character of these

[1] op.cit. p. 72.

[2] W.S. Gray, "The Social Effects of Reading" School Record 55, 1947, pp. 269-77

effects, such as the reader's background of experiences, his predispositions, motives,[1] and emotional status. McKillop[2] pointed out the many limitations on the influence of reading, from the difficulty of matching the book to the reader to the tendency to choose or accept books which reinforce already existing feelings and attitudes. Waples[3] too suggested that reading may be influential only when a potential change in attitude or behaviour is already within the individual in embryonic form. Asheim, commenting on some research evidence that book readers (defined very modestly in this instance as adults who had read one or more books during the past year) were more critical of the communication media than non-readers of the same educational background, asked "Does book reading make people more serious and critical, or do the more serious and critically minded people tend to read books to supply the kind of content that will meet their needs?"[4]

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1 It is possible to see the whole problem of who reads what and why in terms of motivation. cf. Gates, I. Arthur and Frank G. Jennings, "The Role of Motivation" in "Development in and through Reading" N.S.S.E. 60th Yearbook Pt. 1, pp. 109-126. They discuss, for instance, economic and cultural status, management of the pupils, competing attractions, levels of interest and ability, success, and external incentives as important factors in motivation.

2 Anne McKillop. "The Effects of Reading on Personal and Social Development" in Helen M. Robinson (ed) "Developing Permanent Interest in Reading". Univ. of Chicago Supp. Educ. Monographs 84 (Dec. 1956) pp. 69-73.

3 D. Waples et al. op.cit. p. 119.

4 L. Asheim, "Portrait of the Book Reader as Depicted in Current Research" in Schramm, Wilbur (ed.) Mass Communications. Urbana: Univ. of Illinois Press, 1949. pp. 428-9.

Many of those who have investigated or commented upon children's reading have been strangely reluctant to ask such questions, and have preferred to assume that what children read either (a) is determined by forces over which they and well-meaning teachers and librarians have no control, or (b) is the source of a significant amount of good and evil in the world and as such can be treated in isolation. These assumptions and their consequences will be examined more closely in later chapters.

What do Children Read?:

It is not possible to do more than glance at the vast quantity of literature devoted to describing, measuring and analysing children's interests and what books and other materials children actually do read. Not all of the writers have been able to eschew speculations as to cause and effect, and most have commented, mildly or otherwise, on the facts about children's reading. Here, for example, is a panel of teachers and other experts commenting on their own Bristol survey:[1]

".... the greater number of pupils in school at present have little taste and almost no discrimination in the choice of books for leisure reading. Although they have had exhortations about the value of 'good books' and the run of the school library, they do not connect reading with life,

[1] University of Bristol Institute of Education 'Timely Reading' London: Hodder and Stoughton 1961.

which, for the modern adolescent, is predominantly active and social. They have outgrown children's stories, but their experience and their actual reading skill are not sufficient to bridge the gap between the comic and the classic."

And here is Norvell, after many years of research in the U.S.A.:[1]

"If the teen-age girl, refusing our favorites and snubbing our eloquence, insists upon another series book, be thankful that at least she reads. When the boy and the girl have become confirmed readers and have advanced closer to maturity, guidance has a broader scope and increased opportunity ... Within the range of morally acceptable materials, what (children) enjoy at a particular stage of their development is good for them at that particular time."

Such comments raise many important questions which will receive some attention later. Clearly though apparently agreeing that much of what children read is of poor quality, they represent very different points of view. What then are the facts?

Gray, in the 1960 edition of the Encyclopedia of Educational Research, summarises them from evidence which

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[1] George W. Norvell, What Boys and Girls Like to Read. Morristown, New Jersey: Silver Burdett Co. 1958, pp. 172-3.

is largely American:[1]

"Research relating to the types of books preferred by children and young people justifies at least three general conclusions: (a) Students in both elementary and secondary schools read more fiction than any other type of material and like it better. As interest in juvenile fiction declines, they often fail to do additional reading because the home, the school, and the library fail to arouse new and compelling interest and to provide appropriate materials, (b) Children and young people tend to avoid factual or informational books for recreational reading. Various investigators report, however, that they read eagerly informational material that is simply and attractively written ... [and] the amount of such reading has increased steadily during recent years. (c) Students at all age levels, with but rare exceptions, prefer prose to poetry. The reasons offered for not liking poetry usually relate to particular poems. Furthermore, some evidence has been reported which supports the contention that the prevailing dislike for poetry among children is due in part to the methods of instruction used."

These are cautious generalisations, and the caution is significant, because findings are by no means unanimous. Gray goes on to report that the types of books preferred by

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[1] W. S. Grey in C.W. Harris (ed) Encyclopedia of Educational Research, 3rd edn. 1960. p. 1106.

youth in England and New Zealand are similar to those in the United States. "The most popular types among children in all three countries are detective and mystery thrillers and novels of a good narrative type. Least popular are classics and neo-classics."[1] These conclusions appear to be based on findings by Carsley, Williams and Scott.[2] But evidence on the last point is somewhat contradictory. Though there are many pupils who did not read them, it is of interest that the five most popular books among more than 2,000 boys in Scott's study were Treasure Island, Coral Island, Tom Brown's Schooldays, Tom Sawyer and Robinson Crusoe, and among nearly 2,000 girls Little Women, Anne of Green Gables, Good Wives, David Copperfield and Treasure Island. Every one of those titles may be regarded as a classic. Jenkinson, in his English study, found that rather less than one-fifth of all books read by adolescent boys were 'adult fiction' - a classification which included "books which would be and are read with pleasure and interest by moderately sensitive and refined adults". Some of these were classics. The remaining four-fifths of

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1 op.cit. p. 1107.

2 J.D. Carsley. "The Interests of Children (Aged 10-11) in Books" B.J.E.P. Vol. XXVII (Feb. 1957) pp. 13-23.
A.R. Williams, "The Library and the Secondary School" Sch.Lib.Rev. (Feb. 1951) pp. 81-84.
A.R. Williams, "The Magazine Reading of Secondary School Children" B.J.E.P. Vol. XXI (Nov. 1951) pp. 186-198.
W.J. Scott "Reading, Film and Radio Tastes of High School Boys and Girls" Wellington: New Zealand Council for Educ. Res. 1947.

their reading were, in Jenkinson's phrase, "other than the best", and he concluded that "the private reading of boys and girls aged 12-plus to 15-plus is largely chosen from inferior books, magazines and newspapers."[1] Connell, in Australia, though his figures show that Biggles books by W.E. Johns have "saturated the leisure reading hours of the younger adolescent boys" is able to comment that "the older classics have a much stronger appeal for schoolboys and girls than have the books of the modern period."[2] Dunlop, in Scotland, surveying a number of previous investigations indicated that classics were high on children's reading lists pre-war but not post-war. They were largely ignored by the children in Dunlop's (Glasgow) study.[3] Back in Australia, however, from the results of a study carried out long after the war, Lindsay has no doubt of the popularity of the classics. He says: "The most striking feature to emerge is that, in most grades, at least half the books ranked in the 'ten most popular' lists were first published before the year 1900 ... A remarkable feature is that, irrespective of the degree to

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1 A.J. Jenkinson, What Do Boys and Girls Read? (Methuen, London, 1940) pp. 14-53, 138-9.

2 W.F. Connell, E.P. Francis and E.F. Skilbeck, Growing up in an Australian City, Melbourne: Australian Council for Educational Research 1957, pp. 186,189. Chapter XIV. "The Pattern of Adolescents' Book Reading" pp. 173-199 gives a detailed account.

3 Doris C. Dunlop, "Children's Leisure Reading Interests" in Studies in Reading Vol. II, Scottish Council for Research in Education (University of London Press, 1950) pp. 82-105.

which other material is available, these books have maintained their popularity ... "[1]

Some evidence has been given that findings and comments differ as to children's interest in the classics, because this is a topic which will be examined in detail later in this thesis. It is sufficient to comment at this point that these differences may be attributed to one or some of a large number of possible factors - for example, the differing yardsticks of the investigators and the thoroughness with which they made their enquiries, the differences in age and sex of the children studied, differences in availability of books, in socio-economic background and in schooling.

Generally in respect to children's interests in reading, it is possible to make from the literature a number of other generalisations - for example, that the peak age for voluntary reading tends to be around 13 years, or as noted in another context,[2] that boys read a higher proportion of non-fiction than girls. But generalisations soon become meaningless. A finding that the average quantity of books read by each child was 4.7 books per month might, for instance, be misleading because of wide differences between individuals. This is a hypothetical case but it is likely that in many groups of children a

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[1] H. B. Lindsay, op.cit. p. 130

[2] See above, p. 8.

considerable proportion would have read no books at all in a month whereas some would have read 10 or 15 or even 20. The Encyclopedia of Educational Research notes that "Practically all investigators report wide variations in the amount of reading among individuals." But one might generalise here to the extent of commenting that most investigators of children's reading interests in their eagerness to make generalisations have been unable to pay much attention to such differences! In particular, variations between individuals in quality of reading have been little explored, though they are an obvious implication from the many tabulations of types of book, frequency of mention of author and title, and lists of percentages which appear in most reports on what children read. If 'most' children like 'adventure' books (and there are obvious problems of definition here), if 'most' 11-year-old girls read Enid Blyton's books and 'most' 12-year-old boys read W.E. Johns' books, and if 14-year-olds read more adult books than 13-year-olds, then it must be remembered that 'most' is not 'all' and that the pattern of reading even among the 'most' can vary considerably from individual to individual. These points are obvious but have been neglected. If they have been neglected <u>because</u> they are obvious, then perhaps their importance has been insufficiently appreciated.

Apart from individual differences, investigations reveal differences between schools. This is true particularly of those surveys of children's readings carried out in single schools by interested teachers. Among those recently reported in England[1] there are considerable discrepancies and they are markedly different again from earlier surveys. For example, Connell lists the most popular authors among Sydney girls, ages 13-15 as Blyton, Bruce, Montgomery, Alcott, Dickens, Johns, Turner, Stevenson, Heyer, Bronte, E. and C., Grey. The list from girls of the same age in a technical school in England is Shute, Dickens, Innes, Hardy, Bronte, C., Austen, Wells, Christie, Margaret Mitchell, Buchan, Eliot, Haggard. The only two authors in both lists are Dickens and Charlotte Bronte. Connell claims that the favourite authors of Sydney girls closely resemble those of Scott's New Zealand survey. He and his co-workers also found no significant differences in reading habits between Sydney adolescents living in three widely different socio-economic areas, nor were there differences between pupils attending the various types of state and independent secondary school.[2]

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[1] For example, "What do they read? A Symposium on the Reading Habits of Schoolchildren Today" in English Vol. XIII No. 74 (Summer 1960) pp. 55-58.
"What do they Read?" by Brenda Dennis in English Vol. XIII No. 75 (Autumn 1960) pp. 99-101 (from a girls' technical school).
"What Do Girls Read?" by E.L. Black in Times Educational Supplement, June 13, 1958.

[2] W.F. Connell et al., op.cit. pp. 196-7.

There are many possible reasons for the marked differences which have been noted between individual schools in children's reading, influences both from within the school and from the background of the children. No doubt when large numbers are involved such differences may cancel each other out to some extent and be masked by statistical treatment, and this may apply to the absence of differences reported by Connell. However, Jay,[1] in a comparison of the 1957 W.H. Smith/Harrap 'Survey of Boys' and Girls' Reading Habits' with Jenkinson's 1940 study, draws attention to a "much closer correspondence between the tastes of grammar school and secondary modern pupils in 1957 than in 1940." He comments that whether this overall similarity of taste "is due to the remarkable advance of the secondary modern school towards parity of esteem, or to a general post-war levelling of culture both up and down, it would need much evidence to determine."

Altogether, Paffard's conclusion that we "now have a fairly detailed picture of the leisure reading habits of secondary school pupils and the extent to which these habits are influenced by reading achievement, home background, sources of supply, the mass media and the guidance of teachers" seems premature. However, he goes on quite

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[1] Richard Jay, "The Average Child" in Young Writers, Young Readers. ed. Boris Ford. London: Hutchinson 1960, pp. 153,154.

rightly to stress the "urgent need for the available evidence to be brought together in some readily accessible form."[1]

Influence of Teachers and Librarians:

Thus far what has been investigated and written on important topics of general relevance to this thesis has been sampled - on what causes people, and particularly children, to read what they do read, on what effects their reading has on them, on the relationship between reading and other factors, such as the mass media and the availability of books, and on what children's reading interests are.

It remains now to look at investigations and conclusions which relate rather more specifically to libraries and librarians, schools and teachers, beginning with attempts made to assess the influence of teachers and librarians on children's reading. Can teachers and librarians make libraries influential?

The assumption that they can presumably underlies all library activities. It is assumed that the user of the library is affected in some way by the materials with which he comes into contact. A librarian selects some

[1] M.K.Paffard, The Teaching of English Literature in Secondary Schools: Part 1-A Review of Research since 1945 in Educational Research Vol. IV, No. 3 (June 1962) pp. 221,222.

books for his library and rejects others by various criteria, such as the information or entertainment or aesthetic pleasure or background knowledge they will provide, and his particular skill is demonstrated by the accuracy with which he can predict the effects which his library materials will produce on those who use them. But the question to be pursued now arises at a later stage than the selection of books to go into libraries and is concerned rather with the success or otherwise of putting books into children. What procedures have teachers and librarians adopted in attempting to influence children's reading and how successful have they been?

W. S. Gray, who devoted many years at the University of Chicago to research into reading reported an early study[1] of eighth grade children who were encouraged to compare different types of books and to develop standards for use in selecting books to read. Beginning with informal discussion on books, the children developed a desire to identify 'good books to read'. Book reviews were introduced and discussed, different groups devoted their attention to books of different types, and standards which a book should meet to be on an approved list were developed. When the effects of these procedures were measured in two schools it was found that the amount of home reading "for fun" increased greatly in the experimental group and that

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[1] W.S. Gray, Summary of Investigations Relating to Reading, University of Chicago Press 1925.

about three-fourths of the books read were chosen from those which had been appraised.

An even earlier study by Wightman[1] was concerned with the influence of teachers' preferences on the reading interests of students in Grades V-VIII. He first asked the teachers of 73 classes to name the five books which in their judgment were best adapted to and would promote enjoyment in reading. A hundred and fifty days later and again 30 days later, the students expressed their preferences. Their choices varied widely from class to class but agreed closely in each case with that of the teacher. Similarly a three-year investigation by Gray and Whipple[2] showed the value of sympathetic constructive leadership in improving reading, and these are examples of many early investigations which suggested that vigorous and determined efforts by school staffs could bring about substantial progress in skill, quantity and quality of reading.

It is noteworthy, however, that the incidence of such studies has decreased in more recent years, as research

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1 H. J. Wightman, "A Study of Reading Appreciation", American School Board Journal, June 1915.

2 W. S. Gray and G. Whipple, Improving Instruction in Reading, Univ. of Chicago Press 1933.
See also Dora V. Smith, "Guiding Individual Reading" and Margaret R. Greer and Frieda M. Heller, "Making the Library Effective" in Reading in the High School and College. 47th Yearbook N.S.S.E. Pt. II, Univ. of Chicago Press, 1948, pp. 180-205, 206-223.

interest in the mass media has increased, and it may be that the pre-1939 optimism about teachers' and librarians' influence on reading has wilted under the impact of vast quantities of poor quality material poured out from press, radio and television.[1] Many problems have in fact, been accentuated by the achievement of compulsory literacy in Western societies. Now almost everybody knows how to read but few have standards by which to choose what to read. A huge new untutored audience has its taste formed by the arts of mass suggestion for which their ability to read has provided enormously increased opportunities. How, then, can children's taste be improved?

Although there has been little systematic research, there have been many published descriptions of methods used by individual librarians and teachers to stimulate reading, ranging from Rasche[2] (1929) and Adams[3] (1936) to a New Zealand account[4] (1960) and a new book by Strang[5] (1962).

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1 Other reasons for the lack of such studies will be discussed in Chapter VII of this thesis.

2 W. F. Rasche, "Methods employed by teachers and librarians to stimulate interest in reading", School Record 37: 1929, pp. 29-36, 124-31, 204-14, 293-303.

3 A. Elwood Adams, "The use of libraries in Junior and Senior High Schools", Univ. of Southern California 1936.

4 New Zealand Libraries 23. (Nov. 1960) "Developing children's reading: function of the teacher-librarian" pp. 249-53.

5 R. Strang, Helping your child to improve his reading, New York: Dutton, 1962.

Blishen, for example, reported success with his class in that whereas only one child in ten used the public library, seven out of ten eventually borrowed from the school library. He spoke of the difficulties caused by a bookless home life, and asserted that the value of a school library lies in making children interested in reading.[1]

A master in an English public school reports as follows: "... to some extent, choice of reading is controlled by English masters: I myself issue an arbitrary 'select list' of about a dozen titles to my forms each term, I insist on two of them being read, and follow this up with class-discussion or a short written commentary. The real controlling factor, however, is a sort of bush-telegraph of popular fashion and recommendation: this leads to unadventurous choice of books."[2]

Gaver quotes the finding of an investigation with 6th Grade pupils that there is a measurable relationship between the reading habits and library backgrounds of teachers and the reading and library skills of their pupils. She also comments: "The studies which have been aimed directly at investigation of the relation of the library to such factors as the development of library skills, the

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[1] E. Blishen, "The Reluctant Reader" Library Association Conference Proceedings 1957, pp. 14-20

[2] "What do they read? A Symposium on the Reading Habits of Schoolchildren today" English Vol. XIII No. 74 (Summer 1960) p. 57.

amount and quality of pupils reading, and pupil achievement indicate that the provision of a 'real library' with at least one full-time librarian does have a measurable positive relationship to these factors. This relationship, however, is very difficult to measure exactly because there are so many interrelated factors." She cites as 'contaminating factors' the socio-economic level of the community, vigor of community support for education, knowledgeable concern for library service on the part of the school administration and teachers, accessibility of public library service, and level of service provided by the school library.[1]

In 1937 Betzner and Lyman reported[2] that school guidance in reading had not been successful; preferences in voluntary reading, perhaps as a relief from required reading, were mainly for inferior materials. In 1948 Witty found that "in general, recent studies ... reveal the failure of high schools to develop permanent interests

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[1] M. V. Gaver, "Research on Elementary School Libraries" A.L.A. Bulletin (Feb. 1962) pp. 117-124. The investigation with 6th grade pupils quoted is Saad Mohammed el-Hagrasy "The Teacher's Role in Library Service, an Investigation and its Devices" unpublished Ph.D. dissertation, Rutgers, The State University, 1961.

[2] Jean Betzner and R.L. Lyman "The Development of Reading Interests and Tastes" in "The Teaching of Reading: A Second Report" (36th Yearbook of the N.S.S.E. Pt. I, Univ. of Chicago Press, 1937) pp. 189-190.

among students in reading increasingly worth-while materials.[1] A report by the Committee on Reading Development (1954) stated "Although the spread of education tends to increase the proportion of the population that reads regularly, it appears that reading is still unattractive to a majority, and that most students are not motivated to continue reading after the years of formal education."[2]

Stewart, after an extensive investigation of the leisure activities of English grammar school children, recommended that "public libraries should be given every encouragement (financial or otherwise) to experiment with new ideas in order to make the children's section an important cultural centre in the life of a school child."[3]

Williams, in an English survey of the magazine reading of secondary school children, concluded that "schools and educationists are not making the fullest use of opportunities for introducing the adolescent to worthwhile reading matter and less exacting forms of literature. A

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1 Paul A. Witty, "Current Role and Effectiveness of Reading among Youth" in "Reading in High School and College" (47th N.S.S.E. Yearbook Pt. II, 1948) p. 20.

2 Jean D. Grambs, "The Development of Lifetime Reading Habits" New York: National Book Committee, 1954. pp. iv-v.

3 Mary Stewart, "The Leisure Activities of Grammar School Children" British Journal of Educational Psychology, Vol. XX, 1950, p. 32.

great reserve of reading energy remains untapped which could be used to raise the cultural level of children who are approaching the age at which their formal education is about to cease."[1]

Norvell, from a study of more than 50,000 boys and girls in New York State, reported that many of the books read appeared on the approved lists of librarians and teachers, but the extent to which student responses were influenced by this fact is not known.[2]

McCarty, after studying more than 14,000 children, concludes "The teacher must know books and must know pupil interests. These are the pre-requisites to the use of any methods of development of literary tastes and appreciation."[3]

Two Australian studies conclude this section. The investigation by Connell, Francis and Skilbeck of the book, comic and newspaper reading of Sydney adolescents in the years 1951-3 has already been noted.[4] This study gives brief information on the use of libraries by

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1 A. R. Williams, "The Magazine Reading of Secondary School Children", B.J.E.P. Vol. XXI (Nov. 1951) pp. 186-198.

2 G. W. Norvell, The Reading Interests of Young People (Boston: Heath, 1950).

3 Pearl S. McCarty, "Reading Interests Shown by Choice of Books in School Libraries" The School Review (Feb. 1950) p. 96.

4 W. F. Connell, E. P. Francis and E. E. Skilbeck, op. cit.

adolescents - in quantitative form only - but otherwise pays no specific attention to libraries. Most reading was of low-grade fiction, and these adolescents read the older classics more extensively than they read good, new fiction. The authors comment that the latter finding "indicates a considerable degree of school influence upon the reading indulged in by pupils. Not only are school libraries likely to be more fully stocked with [the older classics], but the school staff is more likely to encourage reading of [them]."[1]

Whiteman, in investigations at a Sydney High school, found that although the advice of teachers and friends influences the choice of boys' reading material, special interests were the factor of major significance.[2]

Generally, then, as so often, the research evidence is inconclusive and sometimes conflicting on the question of to what extent teachers and librarians can make school libraries influential. It is not surprising that Hurley writing in the latest edition of the 'Encyclopedia of Educational Research' (1960) states: " ... Intensive studies of the actual and potential use of the library by teachers for their own purposes and the methods employed by them to motivate their students to use the library are needed."[3]

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1 op.cit. p. 189.

2 L. A. Whiteman, The Reading Interests of High School Boys, unpubl. M.A. thesis, Univ. of Sydney, 1950.

3 Richard L. Hurley, "School Libraries" in C.W. Harris (ed) Encyclopedia of Educational Research, 3rd edn. 1960, p. 1206.

Teachers of English and Children's Reading:

The role of teachers of English in what reading children do and in their use of libraries is obviously of special importance and it will be given a great deal of attention in this thesis. The final section of this survey of relevant literature is therefore devoted to this topic. It is separable from the previous section only to the extent that the items surveyed are related more specifically to English teaching and the uses and abuses of English lessons rather than to the influence of schools, teachers and librarians generally.

Much has been written on the English teacher's opportunity and/or duty to introduce children to literature. Lord James, for example, speaks nostalgically of the "number of great books that stand in our life like milestones, or rather like beacons" and goes on to assert that literature is the most effective means of general education, provides a common ground between specialists and a common background of culture in an age of greatly increased social mobility, and is a defence against the "spreading conformity" induced by the mass media.[1] This and similar themes have a strong tradition in England, going back at least to Matthew Arnold's views on culture, and one could make an anthology of

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[1] Eric James, "Literature and the School" in The School Librarian Vol. 9, No. 1 (March 1958) pp. 26-32.

quotations stretching over a period of 40 years from George Sampson, F.R. and Q.D. Leavis, Denys Thompson, Marjorie Hourd, William Walsh, Richard Hoggart and David Holbrook,[1] whose books have attracted attention and most of whom have written articles on the teaching of literature in various journals.

A very recent example, from an introduction by Hoggart to a volume of short stories for use in secondary schools compiled by Holbrook, may be taken as typical. Hoggart urges the nourishment of wit, feeling, powers of discrimination in children because "so many forces in society ... progressively blunt the more delicate and complex feelings as they try to grow." He goes on: "... English is the best ground for an 'education of the feelings.' In literature a man listens honestly as he can to his own hesitant and wilful personality: and he does this dramatically; he reveals the form and pressure of his

[1] For example: G. Sampson, English for the English, Cambridge Univ. Press, 1925.
F.R. Leavis and D. Thompson, Culture and Environment, Chatto and Windus, 1933.
D. Thompson, Reading and Discrimination, Chatto and Windus, 1934.
Q.D. Leavis, Fiction and the Reading Public, Chatto and Windus, 1939.
F.R. Leavis, Education and the University, Chatto and Windus, 1943.
Marjorie L. Hourd, The Education of the Poetic Spirit, Heinemann, 1949.
Richard Hoggart, "Towards a Candy Floss World" Use of English, Vol. 8 (Winter 1956 and Spring 1957)
Richard Hoggart, The Uses of Literacy, Chatto and Windus, 1957.
William Walsh, The Use of Imagination, Chatto and Windus, 1959.
David Holbrook, English for Maturity, Cambridge Univ. Press, 1961.

feelings - those feelings so often cheapened by commercial callowness or denied by public inhibitions." He says Mr. Holbrook would oppose "all the dreary documentary anecdotal stuff which assumes that some people are imaginatively dead, blind artisans", would oppose the teaching of English "which would substitute that for, say, the strong and tender explorations of adolescent insecurity in Joyce's 'Araby'".[1]

Holbrook himself writes of the best novels having "the power to change our whole beings, to refine our feeling and understanding, to develop our hold on life"; he also notes the special value that the satisfying imaginative experiences provided by the great novelists have today because their themes have been "largely those concerning the uniqueness of each individual life" and our society is one which "has become more and more complex, impersonal and indifferent to the individual."[2]

The journal "The Use of English", is a fruitful source of articles by practising English teachers and these are relevant here. Robinson, for example, urges that English teachers themselves must be passionately devoted to

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[1] R. Hoggart, Foreword to "People and Diamonds" an anthology of modern short stories for use in secondary schools compiled by David Holbrook. Vol. 1. Cambridge Univ. Press, 1962, p. viii.

[2] David Holbrook, English for Maturity, Cambridge Univ. Press, 1961, pp. 160, 166.

reading, able to select well and read aloud well, if they are to "sell" literature to children successfully.[1] Laurence describes a special reading course he devised in a training college to try to extend the reading of prospective teachers, because they had generally been too busy to read outside the syllabus during their last years at school.[2] Nesbitt, writing of the "class text" problem, asserts that the enjoyment of literature should come first and children should be able to read without being tested. " ... For most boys, I suppose, examinations are like pitch, and books that are touched by them lose their magic."[3] Elsewhere Bate, after surveying research on the teaching of English in secondary schools, concludes that " ... modern trends are towards a permissive but guiding environment, active techniques, great emphasis on oral expression and continuous recognition of the fact that appreciation is dependent on enjoyment. This may mean allowing the child to speak, read and write on his own level, unharried for a while, even where his performance is below average, in order that enjoyment may not ebb away."[4]

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1 Eric Robinson, "Intensive and Extensive Reading" Use of English (Autumn 1958) Vol. 10, pp. 22-6.

2 M.J.P. Laurence, "Reeling and Writhing" Use of English Vol. VII, No. 2 (Winter 1955) pp. 104-6.

3 W.J. Nesbitt, "Reading for Pleasure" Use of English Vol. VI No. 3 (Spring 1955) pp. 161-3.

4 Sheila M. Bate "The Teaching of English in Secondary Schools" Educational Research Vol. III No. 2 (Feb. 1961) pp. 110-111.

Both the uses and misuses of the class text and the question of enjoyment are recurring themes. Whitehead found some novels commonly read in school unpopular, not because of influences which related to the children themselves or to the conditions under which the novels were read, but rather because of the qualities of the novels themselves. He concluded, after studying 1870 children aged 11-16, that they preferred novels written in easy language, dealing with themes relatively immature emotionally, in which they found it easy to identify themselves with a hero or heroine and in which the element of wish-fulfilment was comparatively open.[1] That some of the novels provoked a hostile reaction from children in school is an important finding; the generalisation about what qualities they like novels to have must be regarded with caution since it is based largely on the children's rank ordering of a total of only 12 "classics".

Many of Jenkinson's recommendations are concerned with the wide gulf between the literature taught in schools and the children's leisure-time reading. He castigates the practice of reading one or two set novels around the class and urges the acquisition of a few copies of each of a much larger number of titles for classroom use.[2]

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[1] Frank Whitehead, "The Attitudes of Grammar School Pupils Towards Some Novels Commonly Read in School" British Journal of Educational Psychology, Vol. XXVI Pt. 2 (June 1956) pp. 104-11.

[2] A.J. Jenkinson, op.cit. pp. 155, 156-169.

Scott, too, is eloquent on the responsibilities of the teacher of English literature and his problems in "selling" books of good quality to children.[1] A parent writing to "The Times Educational Supplement" recently complained that three years of English literature at school had had "absolutely no effect" on her 14-year-old daughter's literary tastes - in fact, something seemed "to have arrested her development in this sphere". The correspondent goes on "My daughter certainly has no desire to read any further works by the authors to whom she has been introduced at school - far from it: her present opinion is that any writer she will meet in her English literature classes is bound to be dull, long-winded and/or childish."[2] This letter provoked much further correspondence, but not much surprise. Bate, in her survey of research, refers to American studies of "reading motivation", one of them under the expressive title of "How to English the Unwilling" - a further indication of the widespread nature of this problem.[3]

All this means that the fundamental purposes of the teaching of English literature are being re-examined by some, confidently reasserted by others. It means that the reasons for the difficulties experienced by teachers

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1 W. J. Scott, op.cit. pp. 34-37, 41-3, 52-4.
2 The Times Educational Supplement, July 28, 1961.
3 Sheila M. Bate, op.cit. p. 103.

are being discussed, and, occasionally, investigated; and these reasons are no doubt to be found in the complex of sociological and psychological factors already noted - for example, differences between pupils and teachers in attitudes and values, social divisions, the ubiquitous influence of the mass media, sometimes the ignorance and/or incapacity of teachers, inadequacies of libraries and unavailability of books. Again one is brought back to the key questions: (1) how and to what extent is it possible for teachers and librarians to persuade children to read (and enjoy) good books? and (2) how do children benefit from reading good books? These questions provide the stimulus for a commentary on the survey of the relevant literature which is now completed, and this commentary will, in turn, afford an introduction and it is hoped a justification for the enquiries undertaken towards this thesis.

The determinists and the enthusiasts:

From even the few studies cited, the difficulties of isolating children's reading so as to be able to make confident pronouncements of a cause-and-effect nature are obvious enough. What a child reads and the use he makes of libraries is in various ways related to his intelligence, his sex, his age, his other interests - including films, radio and television, the socio-economic status, interests

and educational background of his parents, the influence of his peer group, the availability of books in home or school or library or elsewhere. What a child reads or the fact that he reads rather than engages in some other activity, may also be a function of his personality, to meet some conscious or, more likely, unconscious need. But to exemplify the interrelationship of all these factors one need only point out that what kind of personality he has will be largely determined by his home and family background while his interests and the peer group with which he associates may be, at least in part, determined by what kind of personality he has. Altogether it is not surprising that some investigators have been content to assert that what children read is culturally determined and to deny it any special significance.

However, others have continued to explore and describe and postulate the effects of reading as if it could be isolated and did have special significance. Good books are said to foster healthy personal development, improve attitudes and thinking ability, nourish character, while bad books are alleged to be harmful.

This division between what might be labelled the determinists and the enthusiasts is also conspicuous in reports of investigations into what children's reading

interests actually are. The enthusiasts have often been either librarians or successful teachers concerned with children who do read and apparently enjoy good books. The determinists have not been slow to point out that these children are a small minority, and have emphasised the poor quality of most children's reading. Often, although the determinists' measurement of reading interests has been objective, they have been prepared to make value judgments about the quality of what is read, asserting, however, that it does not matter if children read trash, that it marks a necessary stage in their development, and that their taste will improve as they grow older. The enthusiasts have tended to emotional statements about the virtues of good literature and the evils of the mass media, without showing much enthusiasm for the collection of evidence. In fact they have been inclined to spurn objective evidence of what most children read, or have relegated it to a position of minor significance, while emphasising the success that teachers could achieve with respect to children's reading tastes if only they went the right way about it. The determinists have refused to take seriously the claims made by the enthusiasts for the power of good books. "And anyway," they say, "good books are not popular." The enthusiasts retort that they ought to be and would be if they were given a chance. Their opponents dismiss such statements as most unscientific.

In return they are accused of spreading the notion that if a book is popular it is therefore good.

That impressionistic account is believed to be a fair representation of the debate which pursues an erratic course through the literature of this topic, though there are of course many intermediate positions between the determinist denial that what children - or adults - read can per se have any measurable effect upon them, and enthusiastic claims that good reading is highly significant in the development of the finest human qualities.

This thesis begins from such an intermediate position and one of the purposes of the investigations it encompasses is to study the possibility of reconciliation between the two extreme viewpoints described. On the one hand it seems important that the claims of the enthusiast should be put to the test, that the difficult task of gathering evidence of the value of good books in terms of character-building and the like should not be shirked. Thus we return to the second of the key questions above - how do children benefit from reading good books? Phrased thus, the question challenges cultural determinism which would regard it as a meaningless question; that is, children read the books they do read because they are the kind of children they are or alternatively, the influence of reading matter is so minor compared with other cultural

influences and so inseparable from them. And this, in turn, leads us back to the first key question - to what extent is it possible for teachers and librarians to persuade children to read (and enjoy) good books? In other words, can one succeed in a deliberate attempt to change the course of the mainstream of contemporary cultural influences?

Some of those writing from the determinist position appear to assume a static situation, to the extent of regarding children's personalities and interests not only as fixed and unchanging (at the time of investigation) but as essentially unchangeable; that is of course, beyond the "natural" changes which take place with age. Such an assumption raises some questions of fundamental importance in education; for example, whether education is a function of society, concerned only with the transmission of the culture or whether teachers have either the right or the responsibility to try to divert the mainstream. It has often been said that in our cultural heritage there are numerous alternatives and that teachers should choose and emphasise the better - in terms of values, attitudes, morals, standards of taste, for example - and help their pupils to choose the better also. The characteristic opposition view is that it is immoral for teachers to try to influence their pupils in such ways, that it is an infringement of liberty and undemocratic; that whatever

emanates from the mass media in the form of radio, film, television programmes or cheap fiction represents the will of the majority, is part of the culture and is therefore sacrosanct.

Can Libraries Influence Education?

However, a main purpose of this thesis is not to show whether interference by teachers and librarians in the "natural" course of cultural development is moral or immoral but rather to what extent such interference is possible. Libraries no doubt have some influence on education simply by their existence, through the books they make available; several investigators have emphasised the importance of availability as a factor in what books children read. But it is the use children make of libraries under the stimulus of teachers and librarians which is more likely to mark a significant change of direction. In other words, the library itself may be regarded as part of the culture; but it can be used by a teacher or librarian as an instrument to improve or pervert the culture. This process begins when either makes a deliberate decision to exclude from the library books which are popular but, in his estimation, of inferior quality. It is continued by any measures he takes to persuade children to read and to help them to enjoy good books. To find out to what extent these measures are successful with any group or class of children, it will be

necessary to gather a large amount of information; for example, what books children read, what library services are available to them, what their teachers know about what they read, what their teachers' attitudes are on the question of interfering with children's reading, and how the children themselves report and interpret their teachers' attitudes. The first step in examining the influence of libraries on the education of children will be to try to find out whether conditions are favourable for them to have an influence; and secondly, what evidence there is, wherever such conditions are found to be favourable, that libraries are influential in children's education. In order that the scope of the enquiry may be brought within reasonable limits, the wider cultural influences discussed above will not be explored in detail. They will not however be neglected and the hypothesis that libraries can only influence those children who are ripe for such influence - because of, for example, intelligence, family and socio-economic background, peer group or peculiarities of personality - will be considered in the light of the available evidence.

It is possible, in examining the influence of libraries, to separate education into "formal" and "informal". This may be an unreal and undesirable distinction to make, and it is made arbitrarily for convenience. Perhaps in

South Australia - and in Australia generally - such a distinction can be made rather too easily. The reasons for this, and the implications for education, will be discussed in the final section of this thesis. By formal education is meant what is taught and learned in the classroom, and the establishment of conditions favourable for libraries to be influential in formal education will depend largely upon (a) the availability of books in school libraries, and (b) how teachers use school libraries in the teaching of various school subjects, together with how they induce their pupils to use school libraries in learning those subjects. A typical research problem might be: does the teaching of history by means of library assignments achieve better results than the teaching of history by way of exposition and blackboard summaries? However, no attempt has been made in this investigation to set up experimental conditions by which hypotheses of that type might be tested. The information collected from both teachers and children on the use of libraries in South Australian schools in connection with history and most other subjects will be analysed and interpreted, but will form primarily a critical survey of existing practices. The influence of libraries in formal education will be more closely examined in respect to one subject only, and that subject is English.

This means that the emphasis of this investigation

where it is concerned with children's reading will be on fiction rather than non-fiction. The books read as part of or in connection with an English lesson are predominantly fiction, though often they are too hallowed by age to be given so light a description. But whether as 'literature' or 'classics' they are distinct from the works of reference which form the main library material in other subjects; and on the whole they are read rather than consulted.

Can Libraries Influence Children?

Of considerable importance in this thesis will be teachers of English, their concern with and influence on the reading of their pupils and the function of the school library with respect to the English lesson - all this as seen by both teachers and pupils. Although a distinction has been made above between formal and informal education, and although teaching, learning and performance in the classroom are obviously formal in the sense intended, yet any study of English is likely to have implications for informal education. In this sense it is an instrument for the development of taste and discrimination, questions of standards, including those relating to the mass media of communication, can scarcely be avoided, nor can questions of how children use their out-of-school time and their leisure time as adults in the future. From the point of view of David Holbrook and of others in that tradition;

the study of English literature is part of the education of sensibility, is concerned with character-formation and the development of personality, all of which goes far beyond the classroom.

Therefore it is not only the influence of libraries in children's formal education which needs examination, but also their influence in helping to make them the kind of children they are. Can literature really achieve all its champions - the enthusiasts - claim for it? Can it be significant enough in our culture to have a measurable effect, even when all the other cultural forces emphasised by the determinists are taken into account? Do good books do children any good - and conversely do bad books do them any harm? As already noted, one of the purposes of this thesis is to investigate the possibility of putting the claims of the enthusiasts to the test, without neglecting other cultural forces or on the other hand expecting to be able to control them all so that the effects of reading and of library usage may be measured in splendid isolation. Although much of the evidence which has been gathered is objective, other information derived from interviews with individual children and therefore exposed to subjective interpretation may provide valuable illumination of the questions raised above. From evidence of a more objective kind, tentative generalisations will be made suggesting how the findings might be applicable to large groups of children

or to children-in-general. But there will be frequent reminders throughout the thesis of the need to examine the influence of libraries on the education not only of children-in-general but of individual children, and some individual children will be studied in detail. In addition many of the points made will be illustrated with comments from individuals, both teachers and children.

A quotation from Asheim began this chapter and another is appropriate here:-

"... The reader of Proust, or Tolstoy, or Mann, or Hemingway [does not] consciously turn to such literature in order to change his mind or to reinforce particular opinions already held. Yet his mind may be changed without his becoming aware of it; and it is this kind of reading, which broadens one, makes him more capable of understanding, gives him wider horizons or sharpens his awareness, toward which the present-day researchers would like to turn their attention.

"As a consequence, the reading studies of the immediate future are likely to turn more and more in the direction of the individual case study and the analysis of subjective factors ..."[1]

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[1] L. Asheim, Research in Mass Communication and Adult Reading, loc.cit.

In this chapter, some aspects of the literature relevant to an examination of the influence of libraries on education were reviewed, and this review led into an introduction of the main problems to be dealt with in this thesis. In the next chapter, the problems will be placed in their South Australian context, and the procedures by which information was collected will be described in detail.

CHAPTER II

PROCEDURES - COLLECTION AND TREATMENT OF DATA

The present writer carried out a preliminary survey of children's tastes in reading and the factors which influence their formation in six New South Wales schools in the year 1956. The information for this pilot study was gathered by means of a questionnaire to a total of 326 children in their first year at secondary school. The six schools were all in the same district, and comprised a state high school, a state central school,[1] a Roman Catholic boys' school, a convent school for girls, an independent boys' school and an independent girls' school, the last two both having a high proportion of boarders. The findings which have some relevance to the present study may be summarised as follows:-

(1) there were striking contrasts between schools in reading taste; for example, Enid Blyton was cited as a favourite author by 68 per cent of children at one school and by no child at another, W.E. Johns by 56 per cent at one and no child at another;

(2) children with most books in their homes tended to use home <u>least</u> as a source of current reading;

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[1] A primary school with a secondary 'top'.

(3) children from the wealthiest homes and children of superior intelligence tended to have most books in their homes, own most books and do most reading;

(4) as judged by their recommendations to children, teachers were ignorant of children's good quality contemporary fiction, and those who showed an interest in their pupils' reading urged upon them mostly the classics of last century or earlier and occasionally adult contemporary, usually 'vogue' fiction;

(5) in two of the six schools many children had an acquaintance with good quality contemporary children's books and authors and

(6) they met these books and authors through their school libraries and librarians in the vast majority of cases.

Most of these findings were of limited application because children attending the two independent largely-boarding schools were over-privileged in comparison with those from the other four schools. Not only did they come from wealthy homes in many of which books were plentiful; they also had the best school libraries - in terms of quality and range of books - and qualified school librarians; and because most were boarders they were subject to much greater influence from the school, its library and librarian than children attending day schools. For instance, (2)

above is partly, though not entirely, explained by the fact that some of the children concerned are boarders, (1), (5) and (6) may also be due, to an unknown extent, to the exceptional opportunities school librarians have to influence boarders and to the superior home backgrounds of these children which may have made them more receptive to books and authors of good quality. Had one of the two good libraries and librarians been at, say, the state high school instead of an independent largely-boarding school, it would have been possible to assess these influences with greater confidence.

The six schools were the only schools readily accessible to the writer at that time and the scope of the study was inevitably limited. However it raised certain questions which it seemed worth while to pursue at a future date and suggested that the whole matter of what influence libraries can have in the education of children ought to be explored. "Can libraries have an influence?", the first general problem, brings in such points as teachers' knowledge of and interest in children's reading, the role of the school librarian, and the extent to which teacher or librarian or both can influence children in view of all the other influences which operate upon them from birth. "What influence can libraries have?", the second general question, relates to what difference it makes to children's

education if they are influenced. Do they perform better in school? Are they, using 'education' in a wider sense, better children because teachers and librarians are influencing them to read good books?

After coming to Adelaide in 1960 the writer had the opportunity to do further research into these problems. It was decided that an extensive exploratory investigation would have to be undertaken, and that this might possibly be combined with intensive study of a small number of children. Reasons for the first decision may be summarised as follows:

(1) no investigation, either general or specific, into children's reading had been carried out in South Australia;

(2) as the previous chapter indicates, the problems to be studied are of such complexity that it seemed necessary to collect a great deal of basic information, gather as much evidence as possible on these and related problems, in the hope of setting up some plausible hypotheses for more rigorous future experimentation;

(3) the writer regards his past and present work as merely the first stage of a research programme which will continue for several years; it seems unlikely that many of the problems raised can be satisfactorily illuminated without longitudinal studies - for example, the significant effects upon children of what they read will be most usefully assessed over a long period of time, even to the point of trying to

discover whether children who are good users of libraries become significantly different as adults from those who are not.

The last reason is also relevant to another decision which was taken early. This was that the children studied should be those in their first year at secondary school. There was obvious merit in this restriction because, first, the children could subsequently be followed through their secondary school careers and beyond - in other words, a foundation for longitudinal studies would be well laid; secondly, study of children from all or many different age-groups might well result in unmanageable fragmentation in view of the large number of other variables anticipated - for example, divisions into boy/girl, attending state/ independent schools, in city/country; and thirdly it was believed that first year at secondary school is likely to be a crucial year in respect to library usage. The children are in a new school,[1] undergoing new educational experiences, developing new interests; many will be faced with much heavier demands in their formal education - for example, the time which must be devoted to homework; for many this year will be marked by the onset of adolescence; many will be having their first acquaintance with adult books; and first year in secondary school may be the time, more than any other, when a child becomes confirmed as an active

[1] Except for those children who started in the preparatory or junior section of an independent school. But even here the change from primary to secondary may be quite marked.

reader or acquires indifference and when encouragement or discouragement may be particularly vital.

More intensive study of a small number of first year children was thought desirable for two main reasons; firstly, as a means of attack on one or two somewhat more specific problems at which a wide-ranging, exploratory study could only glance in passing; secondly, because intensive studies of individuals may bring out evidence about individuals to which large-scale surveys in quantitative terms are likely to do less than justice; thirdly, because intensive studies have often been a fruitful source of hypotheses, and one of the main purposes of this research is, as already noted, to set up such hypotheses about the role of libraries in education.

It was decided, then, that a questionnaire should be sent to a large number of first year children in South Australia to gather basic information, for example, about the quantity and quality of their reading, what contact they have with libraries, what books their teachers recommend to them, how "bookish" are their home backgrounds, what differences are discernible between children from 1A to 1H and between children of professional men and children of unskilled labourers in respect to the foregoing questions, and similarly between boys and girls from different types

of school and from different geographical locations.

Chronologically, however, this was not the first questionnaire used in this survey. The writer took advantage of the opportunity afforded by a conference of teachers of English to ask for the completion of a questionnaire dealing with their attitudes towards children's reading, their knowledge of children's books, the titles and authors they would recommend and related matters. This pursued a little further one of the lines of enquiry suggested by the findings of the pilot study in New South Wales. He also took advantage of his daily contacts with university students training to be teachers to arrange for the completion of a questionnaire on their attitudes towards libraries and reading and on their recollections of their reading tastes and habits during their schooldays. Both questionnaires[1] provided valuable data, valuable not only per se, but also as a further guide to questions which might profitably be asked of the first year children, and also subsequently of their teachers.

After a preliminary trial with a high school class, the first questionnaire directed at first year children was ready for distribution. It was decided that in the first instance it should go to all first year children

[1] They appear in Appendix 1 as Questionnaire No. 1 and Questionnaire No. 2 respectively.

in two of the largest metropolitan high schools. Both were "streamed" and comparisons between children of different levels of academic ability would, therefore, be possible. In addition the schools were in neighbouring districts of different socio-economic status, the one in what was mainly a middle-class residential area, the other set among partly industrialised, partly new lower middle class suburbs. This questionnaire[1] was completed in the last term of the year 1960 by 333 first year children from one school, 380 from the other, a total of 713, comprising 360 boys and 353 girls.

Analysis of these questionnaires in the first months of 1961 suggested further development of some lines of enquiry and modification of others, and in the last term of 1961 a revised questionnaire went to a sample representative of first year children throughout South Australia. Classes from four boys' independent schools, four girls' independent schools, five city high schools, six city technical high schools, eight country high schools and five area (country) schools participated in this part of the enquiry and there were approximately equal proportions of top streams, bottom streams and unstreamed classes.[2] This

[1] This appears in the Appendix 1 as Questionnaire No. 3.

[2] This is not a simple matter of numbers. For example the academic ability of technical high school pupils is on the whole considerably lower than that of high school pupils; although the situation is complicated by the fact that the high schools are not selective, and parents exercise free choice between the two types of school. Also area schools- primary schools with a secondary 'top' - mostly serve remote country areas and tend to have pupils of lesser ability because those with academic pretensions travel considerable distances to attend high school.

questionnaire, similar to the first, but with minor revisions,[1] was completed by 659 boys and 542 girls, a total of 1201 children.

During 1961 also intensive studies of individual children were undertaken. Good readers - or regular readers of good quality books - were the first children sought. It was assumed that, since the Public Library of South Australia maintains a highly selective policy, particularly with respect to the fiction it stocks, many good readers would be found among regular borrowers from the Children's Library or Youth Lending Service sections of the Public Library. With the co-operation of the librarians boys and girls in first year secondary school were listed and letters were sent[2] asking them to come to the library for interview. Eventually 104 children, 43 boys and 61 girls, were interviewed by the writer in this way, the interviews ranging in duration from half an hour to almost two hours, and the boys were from 19, the girls from 25 different schools. Each interview had the same basic structure. This was achieved by means of an "interview schedule", drawn up in advance and containing what were regarded as key questions to be asked of all those interviewed. The schedule was not used in a rigid or prescriptive way[3] and much

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1 This appears in Appendix 1 as Questionnaire No. 4.
2 For copy of this letter, see Appendix 1 under "Interviews".
3 For a copy of this schedule and further discussion of how it was used, see Appendix 1 under "Interviews".

valuable information was gathered from children who were encouraged to stray far from the beaten track. Generally, the same basic data were gathered from all children but the interviews were sufficiently flexible to ensure that for many children the basic data were only a beginning. Later in the year, these interviews were extended to children in ten Adelaide secondary schools. These were 10 of the 32 schools to which the revised questionnaires had been sent earlier, and children were chosen for interview from among those who had completed questionnaires. Beyond casual inspection to ensure that some good readers were included to supplement the total of good readers already interviewed elsewhere, the choice was random. In this way, a total of 126 further interviews with 70 boys and 56 girls were conducted, mostly somewhat shorter in duration because of the information already available in questionnaire form. These children came from two boys' independent schools, two girls' independent schools, four state high schools and two technical high schools.[1] The total number of first year children interviewed - 230 - are subsequently designated as a "special group" and were the subject of further investigation, as will be explained below.

While these interviews were being conducted in 1961,

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[1] Only 3 of these 10 schools had not been represented at the interviews conducted at the Public Library, and of the total children interviewed the girls came from 26 schools, the boys from 21.

another questionnaire[1] very similar in content to those already described was being completed by first year children in country districts, many of them in remote areas of South Australia. This was also done with the co-operation of the Public Library staff, this time the librarians of the Country Children's Book Service. This service is provided with the aim of making the books of good quality available to country children, and each time a parcel of books was sent to such a child in First Year a questionnaire was included with a covering letter. When the convenient round figure of 200 completed questionnaires was almost attained, no more were sent and the few which were returned after it had been reached were ignored.

Although the data being gathered from more than 2,000 children included much information about their teachers' recommendations of books, attitudes towards reading, use of libraries in teaching and similar matters, it was thought desirable that a direct approach should be made to the teachers themselves. A questionnaire was devised[2] which asked teachers to explain what use they made of the school library, to state what three books they would recommend to a First Year child, and to agree or disagree with 16 statements which expressed a variety of attitudes towards libraries and reading; finally, there

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[1] This appears in Appendix 1 as Questionnaire No. 5.
[2] This appears in Appendix 1 as Questionnaire No. 6.

was space for comment on the advantages and limitations of the school library as a teaching aid. This questionnaire went to every secondary school in South Australia except for the 32 schools from which First Year children had completed the revised questionnaire. It was thought that to request teachers of these children to fill in questionnaires might be somewhat invidious and there would be a strong temptation to try to correct the wrong impression which some teachers might well feel their pupils had given of them. Furthermore, if any direct comparison between an individual teacher and his pupils in respect to information given or views and opinions expressed was needed, this could be obtained quite simply through the interviews conducted at the Public Library. The teachers of many of these children did complete questionnaires. The response from teachers to whom questionnaires were sent was excellent and a total of 337 were completed by teachers of First Year children, 161 by teachers of English, 176 by teachers who did not teach English.[1] As already noted above, some of the information sought by this questionnaire had previously been sought by a questionnaire to English teachers attending a conference in 1960, and although only 30 teachers completed the latter it provided valuable additional data.

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[1] The distinction is expressed in this way because teachers who taught English and also other subjects to First Year children were regarded as teachers of English.

Basic information about school libraries in South Australia was obtained by means of a questionnaire which went to all secondary schools in the State.[1] The information included quantity and quality of books, money spent, borrowing hours, details concerning who was in charge, restrictions, if any, on First Year pupils' use of the library, and there was space for comment. Many heads of schools, and in a few cases school librarians, took full advantage of this space.

The questionnaire to university students already mentioned (Questionnaire No. 2) and completed by 124 students, was supplemented a year later by a simplified version administered to a further group of 70 students.[2] The findings from these as from all the other questionnaires described above will be presented in the next two chapters of this thesis.

It is now necessary to return to the 'special group' of 230 First Year children who were investigated and to explain the further steps taken in this more intensive part of the investigation. A report form was constructed and arrangements were made to have it completed by each child's class teacher in consultation with his English teacher.[3] (In some cases, in fact, consultation

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[1] This appears in Appendix 1 as Questionnaire No. 7.
[2] This appears in Appendix 1 as Questionnaire No. 8.
[3] This appears in Appendix 1 as Questionnaire No. 9.

was more extensive than this). This form asked for the child's I.Q. score, place in class, place in English, for several assessments of both his abilities in English and certain personal characteristics, and there was space for comment which was often used with considerable candour. In addition, after some pre-testing and revision, a new questionnaire, referred to for identification as the "character questionnaire", was devised and this was completed by the 230 children of the 'special group'. Because this was not ready for use until inverviews were already in progress, the first 50 children interviewed were subsequently sent the questionnaire by post with a stamped, addressed envelope and a covering letter to explain how it should be attempted (for example, without help from parents). The remainder completed it under supervision. There is no reason to believe that the somewhat different conditions had any significant effect on the answers. All possible checks on this factor were carried out during analysis.

This 'character questionnaire'[1] represented a first attempt to explore certain attitudes and insights in the hope of finding differences between 'good' and 'poor' readers; in the hope of putting to the test, however tentatively, the contentions of Leavis, Holbrook and company that the reading of good literature educates the sensibility

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[1] This appears in Appendix 1 as Questionnaire No. 10, together with details of how responses were analysed.

improves insight into human motives and aspirations, broadens and deepens the perceptions and sympathies, teaches sound values.[1] In early drafts of this questionnaire the writer attempted to channel the children's answers into fixed categories by means of forced choice and multiple choice techniques. However it was finally decided that restriction of responses in this way, though it would add to efficiency of measurement, would have little else to commend it. It was possible to retain more rigorous techniques in some items but most contained open-ended questions and gave ample opportunities for free response and comment. The decision to permit this was amply justified by the wealth of self-revelation in the subsequent data.

Some basis other than the writer's opinion had to be found for distinguishing between books and authors on a

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1 Storm Jameson makes an analysis of the power of the novelist which is relevant here. She claims that the reader sees an experience through the novelist's eyes, feels it through the novelist's emotions about it, thinks about it with the novelist's mind; that the novelist passes on to the reader his attitude to experience, and the reader is consciously or unconsciously being affected, his capacity for thinking and feeling being widened and enriched or blunted and coarsened. Storm Jameson, "The Dangers of Fiction" in Society in Focus ed. Denys Thompson (London: Hutchinson 1961), pp. 60-65.
Cf. also the following: "'"Oh, you poor little mouse!" said the old man' instructs tenderness far more surely than a dozen maxims. Moreover - and this is very important - the maxims of behaviour are usually given to children at moments when they have failed in some way, so that the maxims are distastefully confused with shame and guilt. It is much more valuable for the children to experience tenderness for a little mouse because they enjoy the old man's tenderness than to show signs of tenderness in order to win adult approval or to dodge feeling guilt." P.M. Pickard "I Could a Tale Unfold" (London: Tavistock Publications, 1961) p. 155.

criterion of quality, and for categorising children into good and poor readers. If criteria were established by which quality of books and authors might be judged, a child might then be judged qualitatively, as a reader, on the basis of his use of and familiarity with books and authors. The possibility of establishing elaborate formulae for the assessment of a book's quality was considered, along the lines of various "readability" formulae already in existence.[1] But in the last resort any assessment of quality has to be made by personal opinion, preferably of course informed or expert opinion. It was therefore decided that a number of such experts, working quite independently of each other, should be asked to judge books and authors; and that certain criteria of quality should be outlined to guide them in their assessments. A list of 92 authors and 108 titles of fiction mentioned by children in answers to questions about favourite authors and books recently read was compiled and submitted to a panel of ten experts from five Australian states.[2] They

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1 See E.W. Dolch, "Problems in Reading" Champaign: Garrard Press, 1948: I. Lorge, "Readability Formulae - An Evaluation" Elementary English Vol. 36, 1949: G.Spache, "A New Readability Formula for Primary Grade Reading Materials" Elementary School Journal, Vol. 53, 1952: Wilson L. Taylor, "Close Procedure - A New Tool for Measuring Readability" Journalism Quarterly, 1953, pp. 415-433: Jeanne S. Chall, "Readability" Columbus: Ohio State Univ. 1958: John McLeod "The Estimation of Readability of Books of Low Difficulty" B.J.E.P. Vol. 32 Pt. 2 (June 1962) pp. 112-118.

2 For the original list, see Appendix 1.

were asked to assess each author and title on a five-point scale, A down to E, and each point on the scale was delineated by a description as follows:

"A - A convincing story in its kind (e.g. realism, fantasy, etc.) stimulating to the imagination, rich in ideas, sound in values, structure and expression entirely in harmony with content, capable of 'stretching' the young reader - i.e. providing a satisfying experience but also fostering growth of understanding and depth of insight, and leaving the reader wanting more.

To be rated A a book should not be seriously deficient on any of these criteria."[E]

"B - A book well above average by a clear majority of the above criteria - a good children's book but not quite worthy of an 'outstanding' label."

"C - An average book providing a reading experience which is moderately satisfactory but limited in scope. A 'C' book does not, for instance, 'stretch' the young reader. And a 'C' book would be for most children's libraries a borderline case - it might be bought and it might not."

"D - A book in this category is below average on most of the above criteria. It could be superficial, often 'written down' to its readers, always taking the easy way out, weak in characterisation, poor in vocabulary, yet

perhaps superficially attractive, making a display of being titillating, exciting, etc."

"E - Cheap (not necessarily in price), mass-produced fiction, designed for the lowest common denominator, written to a formula, narrative sustained on a superficial level, characterisation almost non-existent, excessively simplified vocabulary and conventionality of expression."[1]

"There is, of course, the occasional book in which exceptional quality in one or two respects may be regarded as outweighing all other considerations. Quality is an elusive ingredient and any attempt to enclose it in categories is bound to fail. These criteria, then, are meant for your guidance only."

Such was the guidance given to the ten experts, who comprised three school librarians, two English teachers

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[1] Note re D and E, Mumford Jones' term "illiterature" which, he says, "is that state of mind which expects the writer to do all the work. It reduces reading to a spectator sport. It says in effect to the writer: 'Of course you had only me in mind when you wrote this book, and if you do not immediately address yourself to my personal interests at this very moment, I shall return to the television show.'" Howard Mumford Jones, Books and the Independent Mind, Madison: Univ. of Wisconsin Press, 1954, p. 8.
Cf. also Storm Jameson's statement that the final effect of much popular fiction "must be to incapacitate the minds of millions from grappling with a new or difficult idea and to blunt their capacity for genuine feeling by inoculating them with false and cheap emotions." Op.cit. p. 63.

and five librarians from municipal children's libraries.[1] All, of course, were known to have an extensive knowledge of children's books. When their assessments had been collated, each A was given 5 points, B 4 points and so on down to E 1 point, the scores for each book were added together and then divided by the number of assessors. Thus each book received a score representing the average of all assessments of it. Only one book received all five ratings, 12 books received four different ratings and most of the remainder received three. But in fact the level of agreement on most books and authors was remarkably high, for example, one title which received three different ratings actually received 7 Bs, 2 Cs and one D, another 2 Cs, 6 Ds and 2 Es, and one which received four ratings one B, 5 Cs, one D and one E. As the last example indicates, many

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[1] There may be a social class factor here of some significance. Most, though by no means all, teachers and librarians have middle-class backgrounds. It may be that when they assess children's books certain values and attitudes which are peculiarly middle-class influence their assessments; further, that they may reject books which are 'good' by working-class standards. This could mean that the judgment as to who are good readers in this investigation is biassed in favour of middle-class children and that those working-class children who are good readers subscribe to certain middle-class values. Direct evidence on these points is lacking, social class is not one of the major variables considered in this thesis, but such possibilities should be borne in mind when conclusions to which they may be relevant are being interpreted. Possibly the whole investigation, and indeed all such investigations, since they are carried out by professional people, have the underlying assumption, the value judgment, that middle-class values are to be preferred to working-class values!
See also Chapter VIII.

books and authors were not rated by every assessor. One could scarcely expect such omniscience. The same procedure to arrive at an arithmetical score was followed, whatever the number of assessors in an individual case. When an author appeared on the list without specific titles, the assessments were assumed to be applicable to all books by that author, unless the assessor drew attention to exceptions. This was done in a few cases.

The list which went to the assessors was made up of books and authors mentioned by the children who completed questionnaires, with those mentioned most frequently given priority. It obviously did not and could not include all books and authors mentioned.

When it was necessary to obtain assessments of books and authors other than those on the list, those experts readily available in Adelaide were consulted; two opinions were regarded as an essential minimum and if they seemed to be in conflict, others were sought.

The books on the list which went to the assessors were essentially children's fiction. A considerable number of non-fiction books, adult books and classics were also mentioned by children in their responses to questionnaires. These were dealt with in various ways according to the requirements of the investigation. For example, when a

general description of what children read was required, the categories used were classics, adult, children's good and children's poor, and no judgment of quality in respect to classics and adult books was used. Many of the non-fiction books listed by children were actually written for adults and so were included in the adult category. Those written for children were assessed as good or poor by local experts, as indicated above. Very few non-fiction authors were listed by children. Classics were defined as books written more than 50 years ago and of accepted literary merit.

When identification of good and poor readers was required, further steps had to be taken. It was decided with the special group of 230 children to establish a separate category of non-fiction readers among the boys. The number of non-fiction authors and titles mentioned by girls was too few to justify a separate category amongst girls. A boy was classified as a non-fiction reader if either three or all four of the titles he listed were of non-fiction books; if his favourite authors were non-fiction, two non-fiction titles were sufficient for him to be judged a non-fiction reader.

When either boys or girls listed non-fiction, adult or classic authors or titles and had to be assessed as good or poor readers, they were judged primarily on the

quality of the children's books they read. This was sometimes impracticable - for instance, when all or almost all the authors and titles cited by a child were adult books or classics. In such cases, adult books were submitted to local experts for assessment. The situation with respect to classics was rather more complex. It was originally intended that classics should be listed and assessed qualitatively by the ten experts in the same way as other fiction titles; and since classics are defined as of "accepted literary merit" it is reasonable to suppose they would generally have been rated highly. However, as will be explained in a later chapter,[1] it soon became apparent that the listing of classic authors and titles did not necessarily denote a good reader. It was therefore decided that classics should be regarded as "neutral" in quality, and that the child who listed classic authors and titles should be assessed on the basis of his other reading. His other reading usually provided ample evidence, and in the few cases where almost all listings were of classics, further evidence was sought at interview as to the genuineness of these responses.

Any children's book or author with an average score of 3.0 or better from the assessors was regarded as "good", those with 2.9 or below as "poor". These scores for books and authors were the basis for later categorisa-

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[1] See Chapter IV.

tion of children into good readers, non-fiction readers and poor readers. Information from three main sources was used - each child's list of favourite authors, the titles of the last four books read by him, and his response to a question asking him to recognise authors from a list of 18 good quality authors and to supply appropriate titles. The final composite score for each child had a possible of 15, and children were divided into five groups, with those who scored 12 or more in Group 1, 9 - 11.9 in Group 2, 6 - 8.9 in Group 3, 3 - 5.9 in Group 4 and those who scored less than 3 in Group 5. Finally those who fall within Groups 1 and 2 were designated "good readers", and those in Groups 3, 4 and 5 "poor readers".[1]

This last no doubt appears an arbitrary decision which must inevitably lead to errors. Certainly in the case of 'borderland' readers, their categorisation as 'good' or 'poor' might be a matter of chance, in that, for example, the book most recently read, an accidental choice, might be decisive. However, in view of the exploratory nature of this investigation such errors are regarded as unimportant. In fact they tend to reduce the size of any differences found between the groups of good and poor readers, and in this way any differences which do appear may be claimed as significant with greater confidence.

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[1] For further details of these procedures, see Appendix 1.

Had Group 3, the borderland group, been omitted from comparisons between good and poor readers, there is no doubt that more marked differences would have been found. Since the comparisons are between groups, the seeming neglect of the rights of individuals the above indifference to errors implies is the more justifiable; and where examination of readers as individuals is of particular importance, much other evidence is adduced and the arbitrary categorisation is less significant.

There are those who deny that any meaningful distinction between books or authors on a basis of quality is possible, or similarly that good readers can be distinguished from poor readers by any criterion of quality. In common phraseology a good reader is either one whose skill is well developed, a matter of ability, not quality, or one who reads a large number of books or other written materials in any given period of time, a matter of quantity, for which no doubt skill is a prerequisite, but again not a matter of quality. In this investigation a good reader is one whose reading contains a significant proportion of books of good quality; it has nothing to do with either his skill or his rate of consumption, although in practice good readers in quality tend to read a large quantity of books also.[1] But there are readers who read

[1] Evidence on this point will be adduced in later chapters.

many books who are not good readers in terms of quality. In many investigations good readers have been measured by quantity, and quantity has subsequently been assumed to have qualitative connotations. It is not apparent why the reading of many books is virtuous when the watching of many television programmes or films or the listening to many radio programmes or gramophone records is not. Nor are those who shrink from qualitative judgments of children's reading always equally averse to passing sentence on the quality of television and radio programmes or even on painting and music.

The writer believes that assessments of the quality of the books children read are both possible and necessary, and that such judgments should not be shirked because of their continuing subjective nature. (If there is a combination of ten subjective judgments instead of one, this does not constitute respectable objectivity). Since the official purpose of this investigation is to examine the influence of libraries on education, it might be possible to avoid questions of quality altogether: for example, by relating numbers of books read to a child's examination performances. Interesting and even significant results might be produced in this way. But it could scarcely be denied that one would be taking a somewhat narrow view of libraries and their influence, and a decidedly

narrow view of education. The aims of this exploratory investigation would be poorly met, because it is important inter alia to relate the quality of libraries, and the quality of the influence exercised by librarians and teachers by way of libraries, to the quality of education; the last phrase to be understood not only in the classroom, instructional sense but also as one of the forces making each child the kind of person he is. Qualitative judgments of children's books are needed, because one of the hypotheses of this investigation is that quality makes a difference, that better books and libraries whether alone or allied with better librarians and better teachers may be productive of or at least related to better education and even better children.

The collection of data by questionnaire and interview and the establishment of criteria described in the foregoing pages were mostly completed during 1961. Some preliminary analyses were also carried out towards the end of that year, particularly of the questionnaires completed by all First Year children at two large metropolitan high schools, but analysis of the considerable bulk of data collected in 1961 went on throughout 1962. It was obvious from mere inspection of the answers by more than 2,000 children to more than 20 leading questions that the treatment of the data could range from simple tabulation to study of

very complex interrelationships. For example, the relationships between answers to one question and answers to any other question and between one combination of answers and other combinations of answers could be investigated almost ad infinitum; the children themselves could be grouped according to father's occupation, I.Q. score, type of school attended, geographical location of school, or any one of a large number of criteria. To what extent analyses on this scale would have been instructive and to what extent the findings would have been trivial are unanswerable questions. Resources simply did not permit such elaboration. The procedures adopted were: first, careful inspection of the data in search of clues, ideas, trends, new hypotheses which might suggest themselves; second, and often simultaneously, tabulation of all answers; third, simple analysis, in percentages of children giving each possible answer to each individual question; fourth, a selected number of more detailed analyses, using certain groupings of children or answers. This selection was made, first, on the basis of what the original inspection and tabulation suggested might be worth further exploration; second, on the basis of what either these first analyses or consideration of data from other sources or both indicated as profitable lines of enquiry. For example, analysis of data from the questionnaires answered by readers led to further examination of what the children had to say and there

were clues from what children said at interview which were followed up by further study of both children's and teachers' questionnaire responses. The foregoing will serve as a generalised account of the way in which analysis of the questionnaire data was approached, but it is over-simplified in that it does little justice to the continual changes in the focus of attention from figures and percentages back to the original responses and again to the emergent findings. At no time was there danger of the responses of the children being forgotten in the joyous pursuit of statistical elaborations. Generally, although an Appendix to this thesis contains a large number of tables showing the results of the questionnaire analyses in quantitative form, simple percentage comparisons predominate and at this exploratory stage of these investigations this is deemed sufficient.

It may seem paradoxical, therefore, that data gathered from the special group of 230 children have been subjected to more detailed analysis, and were in fact processed by computer. There were two main reasons for this procedure: first, that much more information was available about each of these children than about any child who had merely filled in a questionnaire, and that therefore detailed analysis might reveal a number of relationships, test certain hypotheses and suggest others -

that this was an opportunity to explore a wider range of variables related to the influence of libraries on education; second, that whereas resources did not permit detailed analysis of more than 2,000 sets of responses, they could be stretched to handle 230.

Although generalisations from a group of only 230 children are a matter for extreme caution, and furthermore could be dismissed as utterly impossible since the 230 do not constitute a properly representative sample of any larger population, some tests of significance have been carried out and reported in this thesis. This has been done in the exploratory spirit already described, to illuminate what could be attempted and what might be found in later studies under more rigorous experimental conditions, rather than as a basis for confident assertions. Tentative generalisations in later chapters, for which the results of significance tests on these 230 children are quoted as evidence, never depend upon that evidence alone but upon other information gathered either by questionnaires to other children and teachers or from the same children at interview. Subjective interpretation enters into the latter and some may regard it as suspect for that reason. But when several pieces of evidence point in the same direction, formal shortcomings in methodology may be less crucial.

For processing by computer, each of 39 different

sets of responses derived from the interview, the character questionnaire and teachers' reports on each child was categorised in number of categories varying from two to nine, and these were then analysed according to several different criteria. For example, responses to the "three wishes" item in the character questionnaire were divided into seven categories, according to the predominant attitude suggested by the nature of the wishes. The first category was selfish-material, as in wishes for some object desired for immediate personal gratification - sum of money, a new bicycle; the second, selfish-future-material, leading to material gain in the future - a good job, a first-class degree, pass all examinations; the third, selfish-idealistic - to be a good boy, a better character; the fourth, altruistic-personal, wishes for some benefit, either material or not, for one's family or friends; the fifth, altruistic-impersonal, as in wishes for world peace, no more poverty in the world; the sixth, fantasy, as in wishes for obvious impossibilities or deliberate jests. Finally the seventh category was for those sets of wishes which were not predominantly of any of the categories described above.[1] Subsequent analysis showed whether, for example, good readers made more or fewer selfish wishes than poor readers; and this, and other items similarly

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[1] For details of how other responses were categorised, see Appendix 1.

categorised, could also be analysed against such criteria as boy/girl, pupil at state/independent school, pupil with high I.Q./low I.Q., reader of large quantity/small quantity of books.

The findings from both the computer analysis of data concerning the special group of children and the less ambitious analysis of data from questionnaires completed by children, teachers, school principals and/or librarians, and university students will be summarised in the next two chapters. A large number of Tables containing the complete results of these analyses will be found in Appendix 2. The Tables in simpler or in summary form which have been included in the text are either those deemed to be of particular importance or those thought necessary for the understanding of a summary presentation of the findings. The figures and the statements based upon them may be regarded as the results of this investigation in skeleton form. But although the skeleton is absolutely necessary it is not the whole body. The summary of findings will be supplemented wherever possible with the actual words of children and teachers, words which will, it is hoped, both fill out and bring life to the body of this investigation into the influence of libraries on education. This process will be continued in Chapter V which will consist of a number of case studies of individual children, most of them good readers.

CHAPTER III

LIBRARIES AND EDUCATION - THE FINDINGS - PART 1

In this and the following chapter, the results of the investigations undertaken in connection with this thesis are presented. Because the quantity of data is so large, major tables have been placed in an Appendix but figures in the following pages are sufficient to demonstrate the main findings and, it is hoped, tell a coherent story. The findings are supported where possible with the actual words of children and teachers spoken at interview or written in response to questionnaire items. Comment and interpretation have been kept to a minimum in these chapters.

This chapter provides background information about the libraries with which the children came into contact, and about home and school influences, particularly the part played by teachers in children's reading and library usage. Generally this first half of the findings is concerned with factors which significantly enhance or inhibit the possibility that libraries will influence children's education.

1. Some facts on children's reading:

It is obvious that the reading of children extends over a wide range in terms of quantity, and among the individual children who took part in this investigation the range was from a book a day to no voluntary reading of books

at all. For the 1,914 children who completed questionnaires the figures were:[1]

TABLE I

QUANTITY OF BOOKS READ BY FIRST YEAR CHILDREN

	2 or more a week	1 or 2 a week	1 or 2 a month	less than 1 a month	Totals
Boys	71 (7.0)	226 (22.3)	488 (48.2)	227 (22.4)	1,012 (100.0)
Girls	124 (13.7)	277 (30.7)	345 (38.2)	156 (17.3)	902 (100.0)
Totals	195 (10.2)	503 (26.3)	833 (43.5)	383 (20.0)	1,914 (100.0)

Generally, girls read more than boys - a finding very common in studies of reading - and this was also true of the 230 children interviewed. The overall figures for amount of reading were much higher for this group, since so many of them were keen readers, and 16.8 per cent of the boys, 28.2 per cent of the girls read two or more books per week.[2] Children living in the country towns tend to read more than city children and the fact that they have fewer competing influences is clearly relevant. One finding which illustrates the latter point is that 27.5 per cent of all children completing a questionnaire through the Country Children's Book Service claimed to read two or more books per week and another 47 per cent read 1 or 2 books a week. Many of these children live in remote country districts.[3]

[1] For more detailed figures, see Table 1 in Appendix 2. Tables included in the text are numbered consecutively in Roman numerals, those in Appendix 2 in Arabic numerals.

[2] See Table 2.

[3] See Table 3.

LIBRARY OF THE UNIVERSITY OF CANTERBURY

Other generalisations concerning the quantity of books read may be made; for example, that children from higher streams read more than children from lower streams, and, similarly, that children with a higher I.Q. read more than children with a lower I.Q.[1] One finding concerning differences among streams in two large metropolitan high schools is suggestive. Although a general decline in quantity from the top streams downwards is apparent, it is by no means a steady progression, and the most interesting feature is that at both schools the B stream girls read more than anyone else, including the A stream. This piece of evidence is supplemented by the responses to a question whether children at these two schools read more this year, their first at secondary school, than last year, their final year at primary school. In almost all classes "fewer than last year" showed a clear majority, but again the two B streams of girls were exceptions in that a higher percentage in each class answered "more" than answered "fewer".[2]

Likely explanations of this are that, even in first year, academic pressures on A stream girls are sufficient to inhibit their voluntary reading; and/or, that expectations of B stream girls by teachers and parents are lower, the pressures on them markedly less, so that they feel greater freedom to read outside the class texts.

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[1] See Tables 4 and 5.

[2] See Table 6.

Study of more large high schools would be necessary before this finding could be more than tentative. It must be emphasised that generalisations concerning quantity of reading are of limited value because of the considerable differences between classes and between schools in this respect. For example:[1]

TABLE II

QUANTITY OF BOOKS READ - DIFFERENCES BETWEEN CLASSES AND SCHOOLS (1)

	2+ a week	1-2 a week	1-2 a month	-1 a month	Total
Country High School I Boys	5	6	7	1	19
Country High School II Boys	1	1	12	1	15
Country High School I Girls	10	8	1	1	20
Country High School II Girls	3	4	9	4	20
Country High School I Total	15	14	8	2	39
Country High School II Total	4	5	21	5	35

The above figures are from a mixed, unstreamed, first year class in each of two state high schools in country towns. The following example is also revealing:

[1] See also Table 7.

TABLE III

QUANTITY OF BOOKS READ - DIFFERENCES BETWEEN CLASSES AND SCHOOLS (2)

	2+ a week	1-2 a week	1-2 a month	-1 a month	Total
Independent School I Girls	9	23	24	3	59
Independent School II Girls	0	1	7	18	26
Technical High School Girls	4	12	16	2	34

The first year classes at the independent schools are unstreamed, two at one school, one at the other; both are attended by fee-paying pupils from middle and upper socio-economic levels. The technical high school cited is in an industrial suburb and many of the girls' fathers are in unskilled or semi-skilled occupations.

These are extreme cases and their main function here is to serve as a reminder of the important exceptions which will be found in generalisations about children's reading. Differences between schools are emphasised because of their possible significance in this investigation. If there are differences between schools, is there something within those schools which is responsible for those differences? Is that something ever a library, or a librarian, for example?

All children were asked to estimate how many books they themselves owned. Socio-economic background appeared to be influential here, and children from independent schools generally owned more books.[1] City children owned more than country children, though the 200 who completed questionnaires through the Country Children's Book Service were an exception to this generalisation. Of the main group of 1,914 children, 27.4 per cent owned 50 or more books, 34.2 per cent 20 or less; of the 442 country children included in this main group, 18.3 per cent owned 50 or more, 45.9 per cent owned 20 or less; whereas for the groups of 200 Country Children's Book Service children the figures were 27.5 and 26.0 per cent respectively.[2] The 230 children interviewed, many of whom were keen library users, also owned more books and 37.9 per cent had 50 or more. There was no significant difference between boys and girls in this respect.[3]

What books do these first-year children read? In the course of this investigation there were more than 4,000 mentions or listings of authors and more than 7,000 mentions or listings of titles. The number of individual authors and titles listed was of course considerably smaller since many were listed more than once and some occurred many times each; however, these totals have not been computed. Adult and classic authors and titles were

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[1] Table 8.
[2] Table 9.
[3] Table 10.

counted and analysis of the children's books was carried out according to the criteria of quality outlined in the preceding chapter, with arbitrary dividing lines between "good" and "poor". These categorisations are clearly approximate and are designed merely to provide a rough description of the overall quality of titles and authors mentioned. For the 1,914 children who completed questionnaires the pattern is as follows:

TABLE IV

WHAT DO THEY READ? DISTRIBUTION IN FOUR CATEGORIES

		Classics	Adult	Children's good	Children's poor	Totals
1012 Boys	Authors	557 (32.7)	327 (19.2)	116 (6.8)	703 (41.3)	1,703 (100.0)
	Titles	572 (18.9)	1080 (35.7)	297 (9.8)	1080 (35.7)	3,029 (100.0)
902 Girls	Authors	460 (24.7)	134 (7.2)	283 (15.2)	984 (52.9)	1,861 (100.0)
	Titles	480 (15.8)	445 (14.6)	465 (15.3)	1653 (54.3)	3,043 (100.0)

Included in the "children's poor" totals are the authors Enid Blyton and W. E. Johns, and in view of their prominence in the reading of many children they were counted separately, as follows:

TABLE V

WHAT DO THEY READ? BLYTON AND JOHNS AS PROPORTION OF ALL READING

		Enid Blyton	W. E. Johns
BOYS	Authors	119 (7.0)*	325 (19.1)
	Titles	81 (2.7)	296 (9.8)
GIRLS	Authors	354 (19.0)	30 (1.6)
	Titles	162 (5.3)	26 (0.9)

* Percentage of all authors listed by boys

The significance of the small number of titles relative to the large number of mentions of these authors will be discussed in the next chapter.

Further evidence on the quality of children's reading is derived from the knowledge they showed of good authors from a list of 18 provided, and their ability to recall the title of books by any of those authors. The 1,012 boys were able to provide a total of 199 authors and titles from this list; they claimed to know a further 384 authors without however being able to provide a title; but 693 boys (68.5 per cent) knew none of these authors. The 902 girls provided a total of 274 authors with titles, a further 389 authors without title, and 552 (61.2 per cent) knew none of these authors.

The foregoing figures may be regarded as evidence that the overall quality of reading of first year children is low.[1] But again the differences between schools are worthy of note.

First of all, with respect to groups or types of schools[2], 39.6 per cent of all authors listed by boys from independent schools were adult, compared with 16.9 per cent from state high schools; whereas the adult authors listed by girls from independent schools were only 7.0 per cent of the total. The highest proportion of classic authors and titles was listed by boys from technical high schools. Children from independent schools listed the highest proportion of good authors and titles but their superiority over state schools was very slight in the case of boys and quite marked in the case of girls - for example, good authors as 31.3 per cent of the total as against 15.1 per cent. Both boys and girls from independent schools showed a clear superiority in remembering good authors from the list provided and in ability to list appropriate titles.

Differences between higher and lower streams were

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[1] When these 1,914 children were assessed as readers, the figures were:

	Good	Non-fiction	Poor
Boys	45	126	841
Girls	58		834

For further details, see Table 64 in Appendix 2.

[2] Table 11.

less marked, but adult authors and titles were more popular with higher streams, classics with lower streams. Good authors and titles were more often cited by higher stream girls, but between streams of boys there was no difference in this respect.[1]

However, as reading totals of all children who completed questionnaires obscure these differences, so totals in groups of schools hide differences between individual schools; and again these were wide.[2] For example, here are listings of the author W. E. Johns as a percentage of favourite authors listed at each of the four boys' independent schools:

I	II	III	IV
9.2	26.0	1.2	28.6

Similarly Enid Blyton's popularity as an author among girls ranged from 70.3 per cent at one country high school to 15.9 per cent at another, from 25.0 per cent at one girls' independent school to less than 1 per cent at another. At two boys' technical high schools in similar socio-economic areas, classics as a percentage of favourite authors were 61.8 per cent and 10.3 per cent respectively, as percentages of books listed as recently read 52.9 per cent and 13.3 per cent respectively. Corresponding figures

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[1] Table 12.
[2] Table 13.

on good quality authors and titles at two girls' independent schools were 49.5 per cent and 1.8 per cent, 45.5 per cent and 5.4 per cent respectively; on adult authors and titles at two boys' independent schools, 69.1 per cent and 20.4 per cent, 74.5 per cent and 31.2 per cent respectively. Other considerable inter-school differences in what is read, and also in ability to recognise good authors from the list provided and recall appropriate titles, may be seen by inspection of the relevant Tables in Appendix 2.[1]

2. Some facts on homes, friends and other influences and interests:

This section represents information concerning the general background of the first year children questioned and factors which are of relevance to their reading other than those directly related to schools and libraries. Data concerning schools and libraries will be found in later sections and in more detail.

Occupations of the children's fathers were analysed into administrative/professional, other white-collar, skilled and semi- or un-skilled. Slightly fewer than half the fathers of the 1,914 children who filled in questionnaires were in the administrative/professional and white collar groups, but there were marked variations between types of school. The "bookishness" of the home background - as

[1] See Tables 11-17.

measured by the children's estimate of the number of books their parents owned - closely paralleled these variations, as the following Table[1] shows:

TABLE VI

FATHER'S OCCUPATION AND BOOKS IN THE HOME - BY TYPE OF SCHOOL

	Admin./Prof.-white collar		More than 500 books in the home	
	Boys	Girls	Boys	Girls
Independent schools	90.0	88.7	37.6	37.7
State high schools	45.7	43.5	15.4	12.5
State technical schools	25.0	25.8	5.8	3.2
Country schools	40.3	39.0	9.7	8.4

The close correspondence between the percentages for boys and girls is evidence that, even if their estimates of the number of books at home were not always accurate, the estimates show an overall consistency.

Figures from two large metropolitan high schools show a steady decline in the proportion of white-collar fathers from A stream down to E stream boys. This decline is not so obvious in the case of girls.[2] Boys are streamed more rigidly according to I.Q. score and previous attainment; with girls choice of subjects is an additional factor of some

[1] For more detailed figures, see Table 18 in Appendix 2.
[2] Table 19.

importance. Generally, however, this evidence is in line with the correlations usually reported between intelligence, academic achievement and socio-economic background.

The differences between schools were generally less marked than those already pointed out with respect to quantity and quality of reading, but generally reflected socio-economic background. For example, children from state high schools in middle-class residential areas had more books in their homes than those from state high schools in more industrial areas.

The 230 children who were interviewed were a relatively select group in respect to father's occupation and books in the home, and 66.4 per cent boys and 68.4 per cent girls claimed to have fathers in the administrative/professional-white collar group of occupations as compared with 49.5 and 47.9 per cent respectively of the 1,914 children.[1] Similarly 23.9 per cent of both boys and girls said there were more than 500 books in their homes, as compared with 16.8 and 14.6 per cent respectively.[2] This selectiveness was not deliberate; it was, in fact, a by-product of the decision to have children from state and independent schools in approximately equal proportions in the interviewed group. Since in the 1,914 group and in the

[1] Table 20 and 21.
[2] Table 20 and 22.

school population as a whole state school children greatly outnumber those from independent schools, this decision had the effect of inflating the average socio-economic level and "bookishness" of the smaller group.

Other questionnaire evidence on home background relates to whether parents read to their children when they were small.[1] Differences that show up here are between boys and girls - a higher percentage of girls in all types of school claim to have been read to regularly, and the largest differences in favour of girls are in country districts. But socio-economic differences appear to be relatively unimportant in this matter, in that children from state high schools were read to just as much as those in independent schools. However, children attending technical high schools were read to least of all. Children from independent schools were better able to recall the titles of books read to them. More than half of the children contacted through the Country Children's Book Service said they had been read to "every night" as compared with one-sixth of the children in the main group.

It was subsequently found that there was a clear and significant difference between good, and poor and/or non-fiction readers on this item; this finding was applicable both to children who completed questionnaires

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[1] Tables 23, 24 and 25.

and to those who were interviewed. Percentages based on a total of 1,431[1] children are as follows:

TABLE VII

FREQUENCY OF BEING READ TO BY PARENTS - GOOD READERS COMPARED TO OTHERS

	Read to every night	Once a week	Occasionally	Never or can't remember
Good readers	36.4	24.7	22.8	16.0
Non-fiction and poor readers	15.1	20.3	31.4	33.2

Even in the much higher percentages of children from the Country Children's Book Service a similar pattern is apparent:

TABLE VIII

FREQUENCY OF BEING READ TO BY PARENTS - C.C.B.S. CHILDREN

	Read to every night	Once a week	Occasionally	Never or can't remember
Good readers	67.6	21.6	10.8	0.0
Non-fiction and poor readers	50.9	15.9	29.4	3.7

These differences were found amongst both boys and girls.[2]

[1] Children at two large metropolitan high schools were not asked this question (See Appendix 1, Questionnaire No. 3).

[2] For details re children interviewed, see Table 25.

Parents and the home situation generally may encourage a child to read and use libraries; they may also be quite indifferent or actively discourage. Examples of all three occur in comments made by children during interview.

Among the most encouraging of all parents were those who made visits to the library a family affair. It was not uncommon for a whole family to visit the Children's Library during the week-end, or for one parent to bring all the children, sometimes from a considerable distance.

"All my family like reading. My father joined us all to the Children's Library and brings us in every Sunday."

"I come with Mum and my young sister and we get books for our little brother."

The general mode of encouragement was verbalised approval of reading as "a good thing", typified by one girl's description of her mother's smile when she saw her daughter "with her nose in a book", accompanied by the words "That's nice."

Finally, an encouragement of dubious value: "My mother lent me many of her old books".

The indifference needs little elaboration. Some children were unable to recall any reaction at all to their reading. Most of these parents apparently did not read themselves. As one child put it, "They don't read, but they don't seem to mind if I do."

There were several varieties of discouragement. The mildest were the conventional attitudes that reading is (a) unhealthy, or (b) an excuse used by children to avoid doing more important things. Some children were urged to go out in the fresh air or the sun, told they would ruin their eyes with all that reading, asked if they didn't get enough of that at school. Others were grumbled at constantly for reading when they should have been helping with the household chores ("Why aren't you doing the dishes?") or tidying their rooms or going to sleep earlier. Such complaints rarely became more than very temporary interferences or prohibitions. They remained irritants.

More definite discouragements were usually from the highest motives, and three brief quotations tell the story:

"My parents like me to read but Mum says I can't have any books for the rest of the year because I have to study." (This was in July.)

"I can borrow books only in the holidays. Mum doesn't let me in the term because I have too much homework." (There were several similar comments.)

"My girl friend is top of the class and her mother won't let her join the Youth Lending Service because she has to study."

Examination pressures are evident even in the first year at secondary school, but such discouragements to reading certainly become more common in succeeding years. Often the child himself is so conscious of the pressures that parental interference is unnecessary. He stops reading for pleasure of his own accord.

Other discouragements arise from the exigencies of the home situation - the need to help around the house when there are several younger children, the sharing of a bedroom, the lack of a reading lamp, as well as, of course, the seductions of television. An unusual example related to the latter was the daughter of an electricity company employee who, apparently to revenge himself upon his employers, refused to have more than a single light on in the house at any one time; and so the girl was compelled to sit with the rest of the family in front of the television although she wanted to read in her bedroom!

A final example of parental pressure was mentioned by several children interviewed: exhortations to read more non-fiction because it is "more educational". This no doubt has a link with the examination pressures referred to above.

A few parents exercised censorship over their children's books; such close interest might be an encouragement or such interference might be discouraging - it is impossible to generalise. These parents were almost always actively religious; occasionally a child was forbidden to read a particular book or author; in two extreme cases, every book the child brought home was scanned or dipped into by a parent before being sanctioned or rejected, the rejections being received by the child without protest and without apparent awareness of or interest in the reasons for them. Children from such families were apt to have highly moral expectations of their reading. One girl "tried to remember the morals that are in books and tried to learn behaviour from them"; a boy declared that "you read to improve yourself, to hear what others are doing and get better on their mistakes." Such benefits may indeed accrue from literature, but are rarely sought so explicitly.

The importance of the home as a source of children's reading material may be deduced from the answers to such questions as "Where did you get the last four books you have read?" although it would be rash to make confident assertions on such evidence. The same question also throws a little light on the extent to which these children depend on their friends for books. Of more than 6,000

titles listed by 1,914 children, about three-quarters came from home or from the school library, in almost equal proportion; about 9 per cent came from other libraries and about 15 per cent from friends.[1] By contrast, fewer than a quarter of titles listed by the special group of 230 and children using the Country Children's Book Service came from home, about 7 and 9 per cent respectively from friends, and about 70 per cent from libraries - from school libraries and other libraries in almost exactly equal proportions.[2] Differences between children from different types of school are generally slight but the figures show one or two trends worth mentioning. The only marked discrepancy in proportion of books from home is in the figures for girls' technical schools. Home accounts for only about one-sixth of their reading, compared with three-quarters from the school library.[3] About one-third of books listed by boys from technical schools comes from home - a similar proportion to those from all other types of school. Generally, state high school children borrow more books from friends than independent school children, whereas technical high school children borrow fewer.

Variations among individual schools, even among schools of the same type, in the extent to which the home

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[1] Table 26.

[2] Table 27.

[3] Table 26. This is relevant to the influence of the library and will be discussed in a later section.

supplies or assists with children's reading are wide.[1] Almost always the more active the school library, the more it is the source of books, and the fewer come from home. The quantity of books in the home seems to have very little overall significance. In fact, there is evidence that some children with few books in the home continue to read those books, even several times, because they are easily accessible and libraries are less accessible and/or in some way intimidating. One boy, explaining that his friends "mostly read books from home and don't read much", remarked that "there are enough books at home for their modest wants". Another commented that children who "get most of their books from home haven't much interest in reading because they're too busy with homework and sport."[2] Conversely, those who have many books of good quality in the home are the more stimulated to seek elsewhere good books suitable for their stage of development.

Findings with respect to home background and its influence may be summarised as follows:

The number of books in a home generally reflects its socio-economic status but the latter is not a major factor in whether children are read to when young or the extent to which the home is a source of current reading

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[1] Tables 28 and 29.

[2] The preoccupation with homework and sport will be discussed in other contexts.

material. Nor do most parents exert any appreciable direct influence on what their children read either by making specific recommendations or by giving advice. The significance of this lack of positive influence by the home will be discussed later when the library and the school are scrutinised and an attempt is made to disentangle and assess various, and possibly competing, influences on children's education.

The 230 children who were interviewed were asked whether they had keen readers among their friends, and 46.5 per cent of boys answered "No" compared with 28.2 per cent of girls. This finding is relevant to various other pieces of evidence; for example, that reading is a more favoured activity amongst girls than amongst boys, and that generally there are peer group pressures against reading with keen readers, particularly boys, regarded as rather peculiar individuals. A number of comments by children are revealing. A girl remarked "My friends are more interested in boys than books"; a boy that "some children won't read because they're afraid they'll be teased"; and another boy confessed "My friends think I'm a bit mad because I read so much".

Another girl explained how she had turned more to reading because of the interruption to her pattern of

friendships caused by the change from primary to secondary school: "I read more now because I don't live near the girls I go to school with". Other comments illustrate the fact that some good readers enjoy reading partly at least because it is a solitary activity, a refuge or a means of escape. One boy asked why he liked reading said "I haven't ever played much"; a girl that "reading gets your mind off everything." Some such children had few friends. Those who did have friends who were keen readers sometimes borrowed books from or lent books to them, as the above figures indicate, but there was little discussion of books. The borrowing and discussion which took place among boys was very largely related to books with a war theme or setting, and where this occurred it was often associated with or reinforced by recommendations from teachers. There was more borrowing and discussion amongst girls but no particular theme predominated.

Since, as noted above, state high school children borrow from friends more than do children from other types of school, they also, as might be expected, have more help from friends in choosing books. This emerged from answers to the question "Who has helped you most to choose the books you have read this year?"[1] About one in five of the girls and one in ten of the boys from state high schools replied "friends", a substantially higher proportion

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[1] Tables 30 and 31.

in each case than from any other type of school. State high school girls also claimed more help from their families than did any other girls, but there was little variation among the boys in respect to family help. Altogether rather more than two-thirds of all children said that nobody helped them choose.

One further finding which belongs in this section is how important a place children give to reading amongst their various activities. For six leisure activities the figures (in percentages) were as follows:

TABLE IX

LEISURE ACTIVITIES TO WHICH MOST TIME DEVOTED

Placed first by	Playing Sport	Watching TV	Reading	Listening to Radio	Going to films and Clubs activity	Total
Boys	44.5	28.5	11.7	8.9	6.4	100.0
Girls	30.4	26.4	22.0	14.8	6.4	100.0

Those overall percentages tell their own story. When analysed according to types of school,[1] the figures show that (1) sport is most popular with boys and girls from independent schools and boys in country high schools, (2) reading is most popular with girls in country schools,

[1] Table 33.

more than one-quarter of whom placed it first, and it is in fact with these girls as popular as sport, (3) watching television is by far most popular with boys and girls from technical schools - 45.8 per cent and 50.0 per cent respectively placed it first - and reading is clearly less popular with these children than with those from other types of school, (4) listening to the radio is markedly more popular with country than with city children, especially with girls,[1] and this is no doubt related to the fact that television has not yet reached many country districts in South Australia.

Again there were some interesting differences among schools of the same type.[2] The girls of one independent school (Independent school II, Table III) show out again here in that not one of them placed reading first. It was however placed first by 26.8 per cent of boys from one state high school as compared with an average of about 11 per cent from the other three similar schools. A fairly simple explanation is available. This school is in a relatively superior socio-economic area, the class concerned was an A stream, a number of their fathers were professional men who had expressed hostility towards television; in this case reading scored at the expense of television - placed first by only 7.3 per cent - and several of the boys in this class had responded to pressure from both

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[1] Table 34.
[2] Table 35.

home and school that reading was to be positively valued while television was not. At another state high school in a different area, 46.0 per cent of A stream boys placed television first. It is worth noting that the former class was not exceptional in terms of either quality or quantity of books read. There were sharp differences among country schools, particularly in respect to girls, though numbers are generally too small for percentages to have any significance. Possible reasons for these variations in the popularity of reading as compared with other activities will be discussed in other contexts later in this thesis. Clearly home, school and friends may all have an influence on a child's order of preference, and it need only be mentioned here that playing sport is generally a peer group activity, watching television a family activity, and reading a solitary activity, while, radio listening, formerly a family or group activity, is becoming increasingly a solitary activity with the growth of small personal receivers. Other leisure activities mentioned by children are too numerous to list, but one feature of interest is the extent to which they reflect socio-economic background; for example, girls from an industrial suburb list such activities as dancing, Saturday night socials, housework, while girls from an independent school list horse riding, ballet, dress designing.

Findings derived from the special group of 230

support but also extend those outlined above.[1] They will be presented in more detail in the next chapter.

3. Some facts on libraries:

The two previous sections have dealt with background information, important for the assembling of a general picture of what influences children and what shapes children's reading, but not directly related to libraries and education. The data to be presented in this section are essential for a consideration of whether it is possible for libraries to be influential in education.

School libraries: Information was obtained about 108 school libraries catering for more than 90 per cent of secondary school children throughout South Australia. Only two of the schools had no central library and 46 had classroom libraries, 44 of them in addition to a central library. The number of books in the schools ranged from fewer than 500 non-fiction (in 30 schools) and fewer than 500 fiction (in 27 schools) to more than 3,000 non-fiction in 5 schools (8,000 in one). No school had more than 2,500 fiction and four had 2,000-2,500. Expenditure too was over a wide range from less than £50 a year at 13 schools

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[1] Tables 34 and 36.

to more than £800 a year at one school.[1] Generally these differences reflect a wide diversity in size of school, and averages do not have much meaning. There are metropolitan high schools with 2,000 pupils and there are area schools in country districts with fewer than 50 secondary pupils.

Details were obtained concerning the availability of books in school libraries, for reading, for borrowing by pupils other than first year pupils, and for borrowing by first year pupils. Only 22 libraries were open all day for unrestricted reading and only one was open for borrowing by first year children quite without restriction. In most schools lunch time was used for both reading and borrowing and sometimes library lessons, recess periods and a time after school were used as well as or instead of lunch time.[2] Often however it is only a portion of lunch time on a particular day or days each week which is available for first year children to borrow, and it is quite common practice in big schools for each class or year to be allotted

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1 Expenditure includes government subsidy. In the largest group of schools, the state high schools, the 1961 figures were: No. of schools 53. Total No. of books 123,783. Total expenditure (including subsidy) £18,596. This represents about 13/- per head for approximately 28,000 pupils (Annual Report of the Minister of Education, 1961). The minimum standards laid down by library associations in the U.S.A. and England, and proposed by the equivalent body in Australia, include expenditure on secondary school libraries of approximately 30/- per pupil per annum.

2 In many country schools, borrowing would be impossible after school because most pupils depart immediately on long bus journeys to their homes.

certain fixed times for borrowing. First years generally have to manage with 10 minutes here, 20 minutes there and at ten schools they may borrow only fiction, while at eight others they are not allowed to borrow at all. These more drastic restrictions are most marked in schools where the collection is predominantly non-fiction and reference; those at the top end of the school, close to the public examinations, must come first, the stock is insufficient to cater for everybody, and first year pupils must go to the end of the queue.

There is evidence to suggest that first year children in large metropolitan high schools are particularly at a disadvantage. The proportions of last four books read obtained from the school library by first year pupils at two such schools were 11.2 and 24.3 per cent for boys, 31.4 and 31.5 per cent for girls, as compared with 36.1 and 41.0 per cent for all boys and girls studied.[1] Similarly, in answer to a question asking how many books they had on loan from libraries at that time, 61.7 per cent of boys, 56.5 per cent of girls from metropolitan high schools, said "None", and these percentages were higher than those from any other type of school.[2]

Three comments from questionnaires are worth recording in this context:

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[1] Tables 26 and 29

[2] Table 37.

(1) that "very limited use is made of the library - students are bogged down in examination preparation";
(2) in response to questions about when first years were permitted to borrow, that "there is no demand for this service";
(3) that times for borrowing are "when the teacher can be found".
The tone of surprise in the comment "It has proved successful to allow first year students to borrow from the non-fiction as well as the fiction section" might also be noted.

Only 3 of the 108 schools had a full-time librarian with a qualification in librarianship. Eight others had a part-time qualified librarian, and 12 had a teacher qualified in librarianship released partly from teaching to look after the library. The remaining 85 schools had no qualified person and in 61 of them a teacher looked after the library as an extra - that is, was not released from teaching duties. For example, "Mrs. ..... T.U.A. (Temporary Unclassified Assistant)(Dressmaking) is in charge of the Library 1.00-1.30 on 3 days a week". In about one-fifth of the schools a teacher without library training is given some - the number varies greatly - periods off as a teacher in order to be a librarian. Most of the claimed "Qualifications in librarianship" turned out on further

enquiry to be one- or two-week courses or week-end lectures on cataloguing and similar techniques. In fact, several of these "qualified" librarians had unselected stocks of books in their libraries; for example, three of them had 7 of the 11 "poor" authors on their shelves and another had six.[1]

In 45 schools there was some instruction given to children in the use of the library, more often than not as a formal lesson occupying part at least of a library period; 78 schools claimed to have library periods and 68 of them used them primarily as general reading periods. The instruction given was usually minimal, sometimes involving nothing more than showing children how the books were arranged on the shelves and telling them when they could borrow and how they could borrow. Occasionally they were taught how to use a catalogue but catalogues in school libraries in South Australia are often rudimentary. Some training in the use of encyclopedias and indexes was also offered here and there, and there was much emphasis on keeping hands and books clean and treating the library with proper respect. It is in any case clear that the lack of a trained librarian in most schools severely limited what could be achieved in the way of library instruction.

Information from university students on this point is illuminating. Two groups of students were questioned.

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[1] See below, pages 131-132.

Of the first group, 9.1 per cent said that they received a significant amount of instruction in how to use the libraries, including details on how to use the school library for reference purposes, 28.1 per cent received a very small amount of instruction on, for example, how books were shelved and initiation into the mysteries of the catalogue (such as it was), and 62.8 per cent had no instruction at all. For the second group, who had started secondary school a year later, the figures were 10.3, 41.4 and 48.3 per cent respectively. This increase in the proportion receiving instruction might have been regarded as encouraging; a reflection perhaps of increased consciousness in the schools of the importance of library skills. However, from the responses of children recently questioned, the increase has not been maintained and the situation appears to be static. There are the usual individual exceptions to these generalisations, and excellent work is being done in some schools, but the above is an accurate summary of the overall position.

As already noted, the variation among individual school libraries is very wide indeed. Some have cheap contemporary fiction and little else; others have a considerable quantity of out-of-date reference books, most of them generously presented by parents and local citizens, and little else; some have a rich and comprehensive

reference section, some have a range of both classics and good contemporary fiction. In general terms one might say that those libraries predominantly non-fiction tend to have ancient stocks, while those predominantly fiction tend to have low-grade popular novels; and that quantities are generally greater in the former case than in the latter. "Many of our books are old and our reference books are out-of-date" is a typical comment from a long-established country high school. In response to a question about which sets of encyclopedias the school library had, 56 listed the Encyclopedia Britannica, 49 the Oxford Junior, 42 the Australian Encyclopedia and 32 the Australian Junior, 24 Chambers and 15 Everyman. Many other encyclopedias were listed, some in one volume, some in many volumes, some reputable, others disreputable, very many of them out-of-date. The Britannicas and Chambers particularly were almost always old editions. One headmaster commented - was it proudly or ironically?-that the school had "a 9th edition of the Britannica on permanent loan from a local resident."

A list of 22 well-known writers of fiction was supplied to these 108 schools. According to the criteria previously established, 11 of these were "good" authors and 11 were "poor". Schools were asked to underline those authors represented by one or more titles in the school library. Four of the good, three of the poor authors were

underlined 80 times or more and a further four good, two poor were underlined 60-79 times. The total underlinings of good authors numbered 708, of poor authors 606.[1] There are, of course, many other authors of fiction, both good and poor, whose names were not listed. This was merely an attempt to obtain a rough estimate of the extent to which books in school libraries are selected, that is, the extent to which someone buying books is exercising some discrimination in terms of quality.

The overall picture is of unselected book stocks in school libraries in South Australia. In many schools buying is quite haphazard; at some, "poor" fiction is bought as a matter of deliberate policy because, they say, "we buy what the children want" or "I am careful to include adequate pure-reading-for-enjoyment books for each age level." It is clear that "good" authors appear in many school libraries literally by accident. However, in spite of the very large number of poor quality books in school libraries, the lead of "good" over "poor" authors in the above figures is statistically significant, other evidence from individual schools shows some discrimination in terms of quality, and comments indicate that this discrimination is increasing. A few schools for instance, are beginning to buy fiction with the aid of library lists and critical reviews. In particular, the many critical

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[1] For details, see Table 38.

comments on the work of Miss Enid Blyton which have appeared in recent years have spread into teachers' journals and are being increasingly heeded. For example, "there is only one book by Enid Blyton in the library. This is a relic of the past. The present purchasers of library books consider her style too stereotyped and barren of invention to be of value in a school library". A few examples of the underlinings of the fiction authors listed will illustrate the above points. At one school only four authors were underlined, all poor; 6 in another, 4 of them poor; 7 in another, 6 of them poor; 6 in another, all poor; 7 in another, all poor; and in two others 9 underlined, 7 of them poor. At the other end of the scale, 13 were underlined at one school, including all 11 good authors; at another two schools 11 underlined, 10 of them good; 9 at another, all good; 10 good and 3 poor at another; and 10 good and 4 poor at several schools.

Further details concerning school libraries were gathered from responses to the questions "Who chooses books for the library?" and "What is the basis on which they are chosen?" In most schools teachers choose the books, sometimes in consultation with the librarian - where there is one - and sometimes in consultation with the headmaster. In five schools it was categorically stated that the head, and nobody else, chooses the books. In more than 20 schools

senior staff were specified, and this generally meant that teachers in charge of a subject ordered reference books for that subject for a library which was predominantly non-fiction. In 11 schools the pupils were given some say in what books went into the library; and their influence was at times far from negligible. One school said that non-fiction was chosen by staff with the help of children, fiction by children with the help of staff. Parents were also mentioned as choosing books for the school library, which is not surprising in a country where parents are the main source of finance for school libraries.[1]

One other answer which occurred six times but was implied on several other completed questionnaires was that booksellers choose the books for the school library. This happens in South Australia partly at least for geographic reasons; for example, schools many miles distant from large centres of population tend to be very much at the mercy of the itinerant bookseller or publisher's agent. If a consignment of books arrives 'on approval' - and this is common practice - it is easier to buy these books than to send them back and order others; easier still if a

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[1] In South Australia the State Government contributes £1 for every £1 raised by parent organisations for various school amenities, including books for the library. This practice is common to all states though the amount of subsidy varies. In New South Wales a cut from 8/- to 4/- for each £1 raised by parents was recently (1962) announced, which means that in that state parents will have to assume almost the whole responsibility for the provision of library books.

friendly man accompanies them and points out their outstanding merits. Teachers in country schools could of course order books from the annotated lists put out by various library organisations, from publishers' lists, and from personal investigations in the big city during school holidays. But very few do; and, as shown elsewhere in this thesis, very few teachers have any knowledge of books suitable for the children they teach. "Buying of books in country schools presents a serious problem" was typical of several headmasters' comments; and it appeared that even library lists were not immediately effective, for one head who claimed that his basis for choice was "books recommended by the Public Library of South Australia" underlined only 3 good authors as represented in his school library and 7 poor, none of whose books the Public Library would admit to its shelves. He was apparently expressing pious hopes rather than established fact.

The following question "What is the basis on which they are chosen?" produced a wide range of answers and some interesting comments. Some said that the pupils' enjoyment was the main criterion, one commented "popular fiction - at least 3 copies of popular authors"; another bought"fiction of author or type most sought after by borrowers"; another referred to "previous success of authors

in gaining a following"; another replied mysteriously that "fiction is chosen on face value". There was general agreement that non-fiction and reference books were chosen "for use in the curriculum", "to help in the teaching of subjects", "affiliation with school curriculum to fill subject gaps in library"; sometimes the aim was "to help children read outside the text books." Other statements ranged from the vague - "on the basis of general reading value" and "on any topic impinging on culture generally" - to the pragmatic, severely down-to-earth, like "on the basis of 50 per cent of the money for fiction, 50 per cent for non-fiction" and "each class is allotted a quota of money, one-third to be spent on reference, two-thirds on fiction". Extreme example of this type of answer was the single word "Durability", which from the context appeared to mean the strength of the binding rather than the lasting value of the contents. There were also a group of what may be called moralistic answers. For example, books were chosen on "any topic ... not undesirable on moral or religious grounds and providing also that from it a child will learn something other than just a story"; at another school "good English style, plots that will hold the interest and moral integrity (that goes without saying)" were the criteria.

Little information about class libraries emerged from the questionnaires. But it is possible to give an

impression of them, partly derived from visits to schools but also from the children's own comments upon them. In a few schools books are lent to the classroom from the main library, sometimes a special selection of non-fiction appropriate to work of the class in a particular subject or subjects, sometimes including fiction of varied quality. In rather more schools class libraries consist entirely of books presented by the children of the class, and "discarded" is perhaps a more accurate term than "presented". In these collections quality tends to be severely biassed towards the lowest and reflects the quality of the books bought by many children and their parents: mostly cheap, popular fiction.

Finally, the comments of headmasters and teachers on their school libraries were sometimes frankly critical. One of those with library qualifications wrote: "Our library and facilities are completely inadequate for a school of 2,000 children. Time, money, space, assistance are all sadly lacking ... and teachers generally are not the slightest concerned with what their students read outside the text books". The head of another large school wrote "The library needs a trained librarian and we all need much advice and assistance in library matters" - a comment which is echoed by several other headmasters. Another wrote: "We badly need a full-time trained librarian to

enable us to make good and satisfactory use of the library." Another: "Our library is a very poor affair. Much more money needs to be spent upon it."

Public or municipal libraries: Information on the public library services in South Australia was obtained from the Annual Reports of the Libraries Board of South Australia, and from discussions with librarians. According to the 1961-62 Annual Report the combined stocks of books in the Children's Library, the Youth Lending Service, the Country Children's Book Service and the children's sections of the Country Lending Service and of subsidised libraries in suburbs and country was 107,322. These books were to serve children from infancy to adolescence. The expenditure on "books, periodicals and material" for the Children's Library in Adelaide for 1961-2 was £2,008, for the Youth Lending Service £1,418, and for the 11 subsidised libraries £26,200. The last figure is difficult to interpret because it covers all books, adult as well as children's, for those libraries. However, if it is assumed that half of this total was for children's books,[1] this makes the total spent on children's books for public

[1] Officially the proportion was one-third in 1961-2. This has since been raised to 40 per cent. Children read also what are not officially children's books, but the estimate of one-half is probably still high.

libraries approximately £15,000 which is considerably less than the amount spent on the libraries of state high schools in South Australia. The number of registered borrowers from the Children's Library was 18,043, from the Youth Lending Service, 9,244, from the Country Children's Book Service 5,980 and from the 11 subsidised libraries 37,963. Again the last figure includes adults, and if it is assumed that half the total is children, the number of children borrowing from public library sources in South Australia is approximately 50,000. Taking this figure as a proportion of the total number of school age children in South Australia - approximately 250,000 in 1962 - this means that at most only about 1 child in 5 is a registered borrower from public libraries. This is certainly an over-estimate because an unknown number of keen readers is registered at more than one library - for example, both the Children's Library and a suburban subsidised library. It should also be noted that a registered borrower is not the same as an active borrower. That many of the former become inactive was demonstrated in the Annual Report of the Libraries Board for 1958-9. It records that in that year, borrowers at the Children's Library were asked to re-register, so that the position could be brought up to date. The total number registered as a result was 7,041; the figure for the previous year had been

18,460. It may well be that as few as, or even fewer than, 1 child in every 10 in South Australia is an active user of public libraries.

The fact that the growth of public library services in South Australia in recent years has been remarkable serves only to illustrate their inadequacy. Most of the development that has taken place has followed the passing of the Libraries (Subsidies) Act in December 1955. This Act provided that the Treasurer, may, on the recommendation of the Libraries Board, subsidise libraries established and maintained by a municipal authority and that the Board may establish a lending service for such libraries. The first subsidised library was established at Elizabeth, north of Adelaide, in December 1957, and by June 1962 there were 11 such libraries with several more in prospect. There remain, of course, very many districts in South Australia, and a number of Adelaide municipalities without a free library. At June 1962, a total of 118,051 borrowers was registered at public libraries in South Australia, slightly more than 1 in 8 of the population, but only 37,963 of these were at local public libraries. Again the number of double and even treble registrations cannot be estimated, but might well reduce the overall proportion to 1 in 10. Even so, the total number of borrowers has more than doubled in 5 years.

Much of the credit for this expansion must go to the energetic surviving officers of the Public Library of South Australia, who have worked under very severe handicaps. The word 'surviving' is apposite. So little money has been spent on public libraries over a considerable period of time that many buildings are antiquated, have long been 'temporary', are overcrowded, lacking in amenities, and many of the staff have had to work in trying physical conditions; in addition, they have been paid salaries consistently lower than those obtainable in other libraries and in other states; so that altogether there has been a serious wastage of staff over a long period, leading to a grave shortage of trained and senior staff. These points may be illustrated from the Annual Reports. Of the Children's Library in 1956-7 it is reported: "On Saturdays the building is so overcrowded that it is difficult to move and it is estimated that it sometimes takes as long as 30 minutes for a borrower to return and borrow books." The same Report shows £3,174 spent on books, periodicals and material for the Children's Library, as compared with £2,008 five years later (1961-2). The situation has worsened and book storage space is seriously inadequate. References to the Library as a whole tell a similar story. The 1960-1 Report states "To cope with the growth of the collection the Board has been forced to convert two old and

disused stables to storage rooms for books as well as a cottage formerly used by the resident caretaker ... The Library's accommodation problem is indeed a desperate one and in converting the old stables the Board has used up its last near-derelict out-building." A 1955-6 comment refers to the "very serious lack of accommodation"; and at the time of writing (1963) the new Public Library building for which "preparation of preliminary plans" was mentioned in the 1957-8 report is still being planned.

The Reports are eloquent on the staff position. In 1959-60 for instance: "The year has been marked by severe staff difficulties. There has been further progression towards youthfulness, inexperience and lack of qualifications. During the year there was a 27 per cent turnover of the staff with the loss of 40 staff members." In 1960-61 the loss of 34 per cent of the professional staff was reported and it was disclosed that more than half the total staff as at June 1961 had been appointed during the previous 18 months. The most recent Report 1961-2 shows a very similar position - a loss of 29 per cent (with other resignations pending) and 44 per cent of the total had been appointed during the previous 18 months. The median age of the 94 professional staff at June 1962 was 22 years 2 months and the median length of service 2 years 4 months. (It was 1 year 5 months a year earlier).

It is very rare for any new member of the Public Library to have had any prior experience or training in librarianship. Staff are required to attend lectures and sit for the first three papers of the Registration Examination in their first year. The Registration Certificate is the main professional qualification for librarians in Australia, but only about 1 in 10 remain in library work long enough to complete it. Those who do so take an average of five years.

To return now to the situation of children's public library services in South Australia, it is clear that they are able to cater for only a minority of children, and that, with all the difficulties outlined above, they cannot do so adequately. The present staff of the Children's Library and Youth Lending Service combined numbers 14; there are 11 more who provide help by correspondence to country children through the Country Children's Book Service; and there are trained librarians supplied by the Public Library for the subsidised libraries from which children borrow but these librarians are not usually trained specifically in children's work. The number of children's librarians is too small, there are insufficient libraries, the books are too few, and physical conditions and other difficulties often hinder seriously or prevent personal service to children who come

to borrow. The week-end scene at the Children's Library already referred to is one of librarians struggling to keep up with the clerical work associated with returning and borrowing of books, the restoring of returned books to the shelves, amid crowds of children and often their parents. Children who borrow from this library and the Youth Lending Service made relevant comments during interview, of which the following are characteristic:

"Nobody helps me choose books. I thought the librarians were always too busy."

"I've never asked for help at the Children's Library - I'm too scared to."

"Most children don't use libraries because they're too shy to come in and ask for books."

"Most children can't be bothered going to libraries."

"Most kids are shy, scared of a new place."

"Most children are too lazy to go to the library and fill in forms."

"It might be too far for a lot of children to come to the Children's Library - and it's a lot of bother filling in cards."

"The service is good - you get real good books here."

"I used to borrow a lot but I stopped using the Children's Library because I got too old and my ticket expired."

"I quite often ask the librarian for a nice book." The following brief conversation is revealing:

Boy: I don't know where to look. I just walk around the shelves.

Interviewer: Why don't you ask a librarian?

Boy: I didn't know you were allowed to.

Interviewer: That's what she's there for.

Boy: Oh, I'll try that next time.

These and similar comments show a realisation of the librarian's difficulties, suggest that some children find libraries rather intimidating, and indicate that communication between librarians and children is not always satisfactorily established. The girl who had "got too old" - and several made this comment - needed guidance; they did not know that the Youth Lending Service existed. A number of children offered explanations of why so many of their contemporaries did not use libraries. "Can't be bothered", "too much trouble" were common phrases which often suggested a general lack of interest but also reflected on the important problem of accessibility. For many children it meant a long journey, a special effort to use the Children's Library; and even some keen readers had been frustrated.

"It's too difficult now to get into town, but I can't really get what I want from the school library."

"I can only get in on Saturday mornings and I usually have to play basketball then."

"I haven't had anything from the Children's Library for a long time. I can't get in on Saturdays."

Others, however, continued to make special efforts and much enjoyed doing so. For these, a trip into the city to the library was an outing, an expedition, an adventure away from the family.

"I come in on the bus on my own every fortnight. I never miss."

"I like to come in early. You get out of the washing up!"

As already noted in a previous section, some children travelled considerable distances to the library as a family week-end excursion. Others, who were unable to make the journey, depended upon their fathers or mothers to obtain books for them:

"Dad always gets my books. This is the first time I've been here myself."

"Mum comes in when she goes shopping so I only come here in the holidays."

"The librarian usually helps my father and she has a very good choice - he hardly ever brings one home that I've read."

The foregoing evidence on public library services in South Australia suggests that their power to influence the education of children must inevitably be restricted. Some of these restrictions are similar to those which affect school libraries and were noted in the previous section - not enough money spent, not enough books, not enough staff - but others are of an entirely different character. By contrast with the untrained library staff in most schools, public library staff are all trained or undergoing training, and the beginners have the daily supervision and guidance of trained colleagues. It should be noted, however, that this position is advantageous only by comparison with the school library situation, and the public libraries are very short of trained and experienced personnel. There are no borrowing restrictions in public libraries such as those noted in school libraries, but there are more severe, though unintentional, restrictions arising from the inadequate number of public libraries. Whereas in most schools children can use a library on the spot - even if for only a short period of time each week - many children must travel miles in their limited out-of-school time to use a public library. But the most significant difference between the potential influences of public as opposed to school libraries is in the books themselves.

Evidence on the stocks of books and the methods by which they are obtained, has shown that almost any book other than those suspect on moral grounds may appear on the shelves of most school libraries. This is emphatically not the case in public libraries. All books which go into children's libraries are carefully selected, and the librarians concerned regard it as one of their major responsibilities to maintain a high standard of quality. A wide variety of reviewing journals and other aids to selection is used[1] and, although for the obvious reasons of pressure of time and shortages of staff the librarian must depend a great deal on such aids, he or she reads as many books as possible. Books are obtained on approval and examined before purchase, each book of a series or by any particular author is judged on its individual merits, and duplicate copies of any title are very rarely ordered until it has been read by a member of staff. The criteria a book has to meet in order to be selected cannot be objective, and there are inevitably variations between individual librarians in the criteria they employ. But as suggested in a previous chapter, where the criteria of quality used in this investigation were

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[1] For example, "Junior Bookshelf", "The Times Educational Supplement", "The Times Literary Supplement" from England; "The Horn Book Magazine", "Books for the Teenage" (New York Public Library), the Wilson Children's Catalogue and Standard Catalogue for High School Libraries, and the Bulletin of the Centre for Children's Books from the University of Chicago, from America.

outlined, there is a considerable measure of agreement among trained librarians in Australia, and the differences in overall quality between one children's library and another where a deliberate policy of selection is followed are unremarkable, though of course the actual titles held will differ considerably. (For example, the relative proportions of fiction and non-fiction, or of the various sections which comprise non-fiction, will depend on local needs and policy.)

Thus the child who uses a public library will inevitably be in contact with books of selected quality; in most school libraries the contact with such books will be accidental. If then it is true - and this is no more than an assumption - that books judged to have literary merit are potentially more beneficial to read than others, the public library has, book for book, a potentially greater influence for good. The limitations have already been noted; for example, that the public library is reaching a comparatively small proportion of children, that its resources in staff for providing advice and assistance to even that small proportion are not sufficient; and in addition the relative influence of public and school library even where a child is in contact with both may be affected by many other factors. What if he uses his school library every day and borrows one book per fortnight from the public

library? Or if his use of the public library has little to do with an interest in the quality of its books? A teacher at one school, for example, anxious to encourage his pupils to read, instructed them all to join the Youth Lending Service, and allows them out of school early if they wish to go there. Other children attending schools in the city area have joined the Children's Library or Youth Lending Service under compulsion or strong suggestion after being taken there as a class outing. Somewhat more unusual reasons for joining are expressed in the following comments:

"I joined the Youth Lending Service because I didn't have a good science teacher at school and Mum thought I'd better get some book on science to find out about it."

"We're only allowed to borrow fiction at school, so I joined this library to get the practical side."

Some evidence on the relative potential influence of school libraries and public libraries comes from answers to questions asking children the source of the books they read.[1] Of more than 6,000 titles listed as recently read, nearly 40 per cent came from the school library and fewer than 10 per cent from other libraries. Of those who borrowed from other libraries, rather more than 40 per cent

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[1] Table 26. Also Tables 39, 40.

used Institute Libraries, so that only about 1 book in 20 of those listed actually came from a public library - approximately one-eighth as many as from school libraries. These figures, taken in conjunction with those already presented from the Annual Reports of the Library Board, indicate the limited range of public library influence, but in view of the many other factors in the situation it cannot, of course, be concluded that school libraries in South Australia are six or eight or ten times as influential as public libraries.

Institute Libraries: These libraries were not specifically studied but it is necessary that their existence should be explained and their relative importance assessed. They exist in many Adelaide suburbs and in country districts, were originally attached to the old "mechanics institutes" and were the principal means of adult education. They are gradually being superseded by municipal free libraries, many are moribund but a number still flourish, especially in country districts. Borrowers from institute libraries pay a small subscription, usually about 30/- a year, which entitles them to borrow up to a certain rate - two or three books a fortnight, for example. The libraries are subsidised by local government bodies and looked after by untrained staff. The book stock is

quite unselected by municipal library standards and popular, lower quality fiction predominates; in many institute libraries much of the stock is old; some, however, have useful reference sections .

Of the 1,914 children who completed questionnaires, 271 claimed to have borrowed from an institute library at some time.[1] Girls and boys in country areas used these libraries most, and this is to be expected in view of the almost complete absence of municipal library service outside Adelaide - except for one or two of the larger towns and facilities provided by the Country Children's Book Service by post from Adelaide. Detailed figures on the quality of titles listed by children in "last four books read" and emanating from institute libraries have not been extracted. In fact, as noted above, fewer than one-tenth of all books listed came from libraries other than the school library; of these approximately 40 per cent or about 1 in 25 of the total were from institutes. But again the overall proportion means little. The use of institute libraries depends almost entirely upon their availability in the geographical sense, and beyond that on their relative freedom from competition with municipal free libraries. However, on the quality of books borrowed from institute

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[1] For more detailed figures, see Table 39 in Appendix 2.

libraries the following may safely be said;

(1) that adult fiction and poor quality fiction predominate;

(2) that some good books were borrowed from institute libraries; in view of the unselected book stock this will happen by chance if the borrower has no preconception about what he wants to read;

(3) that, by the criteria established for this investigation, no "good reader" used an institute library as his or her main source of supply.

Generally, it may be concluded that institute libraries may have an influence on the education of a small number of children, particularly in country districts by (a) making available certain reference material, much of it, however, out of date; and (b) giving access to recreational reading matter; that institute librarians are unlikely to be an active influence except in encouraging children to read popular fiction; and finally that institute libraries appear unlikely to survive the growth of municipal libraries in the suburbs of Adelaide and in country towns, nor possibly the spread of television to more remote country districts.

Finally, on the relative potential influence of different kinds of libraries, as measured by the extent to which children make use of one kind or another, the following

figures[1] sum up the position:

TABLE X

SOURCE OF LAST FOUR BOOKS READ

Percentage of last 4 books read from -

	Home	School Library	Other Library	Friend	Total
Boys	40.7	36.1	9.3	13.9	100.0
Girls	34.2	41.0	9.1	15.8	100.0

Further, 27.6 per cent of boys and 13.3 per cent of girls said they never borrowed from the school library; 66.9 per cent of boys and 68.0 per cent of girls said they never borrowed from a library other than the school library.

Again, the differences between schools are worth noting. At the four boys' independent schools, percentages of "last four books read" from the school library ranged from 65.9 to 25.0, at the four state high schools (boys) from 88.1 to 31.2, at the four girls' independent schools from 55.7 to 25.8, at eight country high schools (girls) from 77.5 to 18.9 per cent. At the two metropolitan high schools where all first year children completed questionnaires - ten classes, five of boys and five of girls

[1] See Tables 26-29 in Appendix 2.

at each - similar contrasts were found between the classes; the range was for instance, from 48.2 to 12.6 per cent of books from the school library among girls' classes at one school, from 40.4 to 13.9 per cent among boys' classes. It does not follow, of course, that those classes making little use of the school library therefore made more use of other libraries. Inspection of figures in the preceding paragraph makes this clear in that more than two-thirds of all children never used another library.

4. Libraries and the teacher:

(a) The teacher's own view:

Findings on the general question of the extent to which teachers help libraries to be influential in children's education are derived from two main sources: questionnaires directed to the teachers themselves and information on teachers' knowledge, procedures, attitudes and opinions as reported by the children in questionnaires and at interview.

Replies to the questionnaires completed by 337 teachers of first year children[1] revealed close agreement on a number of points; from 93 to 97 per cent (1) assented to statements that one of the functions of a school library is to provide leisure reading, that a school library ought to stock fiction as well as non-fiction, should help

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[1] Table 41.

a child use his leisure profitably and should encourage children to independent study; and (2) denied that "there's no point in trying to get children to read much - you just can't compete with films, radio and TV" and that what pupils read outside the classroom is no concern of their teachers.

It was clear from these replies and the comments made by the teachers that most regarded the role of the school library as important, felt concern that children should profit both in and out of school from its use, and admitted that, as teachers, they had some responsibility in these matters. It was also clear, however, that there was often a wide divergence between what they thought ought to be done and what they actually did, and their comments often showed a frank recognition of this.

"School libraries could be very useful if (a) teachers had broad syllabi related to children's abilities and interests instead of the lunatic examinamania pervading Australian education and leaving little time to teacher or pupil, and (b) if courses were run by somebody to help teachers to make the best use of the library as a teaching aid. Point (b) will be of precious little value until point (a) is attended to."

"I wholeheartedly suppprt the value of school libraries but unfortunately this is more in theory than in

practice. I would like to have a lot more time to devote to reading the books available so that I could recommend suitable books to my students."

"I teach a D grade who needs every particle of time to prepare for the standard they are expected to reach in examinations. Far more consideration should be given to lower gradings of children to use the school library profitably rather than expect them to cope with examinations set for A and B grades."

"The present method of testing textual knowledge prevents a more liberal approach. If time is devoted to this approach, examination results may suffer, and boys, teachers, parents and officials are unhappy."

"Where a librarian does not exist, full use cannot be made of the library by children. Teachers are too busy preparing or reading their own books to be interested in 13- and 14-year-old books."

"A secondary school curriculum does not permit a class to attend the library because of lack of time. Hence, only children who are sufficiently interested in books to spend their lunch time there visit the library."

"I intend to read many books from the school library with a view to recommending some to my students but as yet haven't found time."

"In theory the library should be an invaluable help but - owing to the severe limitations of most school libraries and also to most teachers' restricted knowledge about reading outside the set text books - the library is used only by the keenest students."

"Modern books offer ever increasing possibilities - my limited time means that I make far too little use of them and do not keep adequately up-to-date."

"I feel that most teachers would agree with me when I say that the chief limitation as regards using the library is our present examination system which demands that teachers should 'hammer' the set novel so that all the children know all about all of the novel. Surely we must aim at influencing the children to read 'worth while' literature for their own pleasure - at present many children develop this love of reading in spite of their teachers' efforts."

As those extracts indicate, by far the most common reasons for the failure of teachers to do what most of them thought desirable in respect to libraries were 'lack of time' and 'pressure of examinations'. About 1 teacher in 6 made the candid admission that "I am too busy teaching my subject to worry about whether children are using the school library or not." About 1 in 5 felt it was unreasonable to expect secondary school children to

read much for pleasure because "homework and examinations must come first." Most significant, perhaps, is the fact that there was no reply by 39 per cent of English teachers and 53 per cent of teachers of all other subjects to the invitation "If you make use of the school library in your teaching or otherwise encourage pupils to use it, please give one or two details." Thirty-three of the 176 teachers of subjects other than English (18.8 per cent) thought that the library could not be much use in their subjects; 12 of these were teachers of mathematics but most other subjects were represented.

The use of the school library reported by those who did reply varied considerably. Of the English teachers 18 simply encouraged the children to use it, without any specific action or suggestions beyond occasionally sending one of them to consult a dictionary; 42 took the class for library lessons, in which sometimes library procedure was outlined but which were essentially reading periods with the teacher keeping order but taking little or no further part in the proceedings; the remaining 39 English teachers could be regarded as taking some action about the reading of their first year classes. In a few cases it was an insistence that the children read certain books, sometimes encouragement to read about authors' lives, sometimes more systematic and extensive action, like issuing

lists of books, asking children to keep a record of their reading, to give short talks to the class or write reviews of what they have read, reading selections from library books to them to stimulate them to read the whole book. Between 15 and 20 of these 161 English teachers would be adjudged as making consistent efforts as part of their function as teachers of English to involve children in library reading.

Those teachers of subjects other than English who made use of the school library also covered a wide range of activities and suggestions. Some referred pupils to specific references for background reading, others "turned children loose" in the library to work on projects of various kinds, others set questions and 'teasers' for which the answer was to be discovered in the library, others brought illustrative material from the library to show to children in the classroom, others again merely "encouraged." Some teachers of Social Studies, History, Geography and Science made, or arranged for their pupils to make, use of the library, generally in connection with projects, but the proportion using it systematically and consistently was small.

Further details of the use made of the school library will be found in the comments of children reported later in this chapter.

Some of the extracts from teachers' comments quoted above have a bearing on another group of findings which emerged from the questionnaires. These relate to teachers' attitudes towards the selection of books for school libraries and to their knowledge of books suitable for first year children. English teachers were evenly divided on the question of whether teachers are the best people to choose what books should go into a school library. Many of those who thought teachers were not the best people believed that children should make the main choice; a smaller number thought that teachers and children should share the responsibility; and a few thought that a trained librarian should choose the books, in some cases in consultation with teachers. More than one-third of teachers of other subjects disagreed that teachers are the best people to choose but few expressed reasons or opinions as to who should make the choice. Teachers of all subjects were evenly divided on whether the library should give preference to the fiction children like rather than what adults think is good for them, and about 12 per cent expressed the opinion that both criteria should be used.

More than 70 per cent of all teachers admitted that they would need to learn more about what their first year pupils read before they could help them choose books. To a positively phrased statement of opposite meaning, that

"I have a satisfactory knowledge of what books are suitable for first year pupils", 35 per cent of English teachers and 27 per cent of teachers of other subjects assented.

Opinions inevitably differ as to what constitutes a satisfactory knowledge and a suitable book; other evidence suggested however that, by the criteria of quality used in this investigation, far fewer than 35 per cent of English teachers were justified in making such a claim. In a questionnaire completed by 30 English teachers attending a conference in Adelaide in 1960 was the question "Have you recommended to a first or second year class books by any of the following authors?". A list of 24 authors of children's books was appended, a mixture of 10 poor quality and 14 good quality. Of the 30 teachers, 17 indicated that a book or books by one or more of these authors had been recommended, and they provided a total of 64 mentions of authors from the list. Of these 64, 23 or a little more than a third were of good quality and 41 were of poor quality. The next question asked the teachers to quote any titles by these authors they could remember recommending. Ten of the 17 did not or could not record a title and three others made a mistake - for example, attached the right title to the wrong author or vice versa - so that only 4 of the 17 quoted a title or titles correctly. Thus only 4 our of 30 English teachers successfully named

the title of any book by a good author when provided with a list containing 14 of the best-known good-quality children's authors writing for the children to whom they were teaching English.

Admittedly this was a small sample of English teachers and included teachers of second year children.[1] Further evidence was obtained by the questionnairs to 161 English teachers, who were asked to give the titles and authors of the books they would choose if asked to recommend three works of fiction to a first year child for leisure reading. Titles of 438 books were given by 139 teachers and 22 did not mention a title. Of the titles given 213 or 48.7 per cent were classics, 22.1 per cent were children's books of good quality, 15.3 per cent were children's books of poor quality and a further 13.2 per cent were adult fiction some of which might have been suitable for certain members of first year class, though about half the adult titles suggested were cheap popular fiction of poor quality. As far as comparisons may be made, History teachers listed a higher proportion of good quality contemporary fiction than English teachers did. This was possibly fortuitous to the extent that some of the best writing for children today is in historical fiction, but a number of History teachers were at least familiar with the appropriate books

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[1] The point is not really significant. The good authors listed do not cease to be good authors when children pass from first year to second year.

and authors.

Again the comments of the teachers themselves are illustrative:

"The whole scheme of education could be built around the school library. More trained librarians would be needed and these should be able to devote their time to library work, being in attendance all the time to assist pupils in finding the books most suitable to their individual needs."

"With untrained people in charge of libraries and not enough interest taken by teachers the result is poor book selection."

By a teacher who recommended three classics:

"I must confess I do not know many of today's books."

By a teacher who made no recommendations:

"My own reading in this field is too limited for me to give suitable suggestions."

"I have found it necessary when supervising and assisting both first and second years, to have a first-hand knowledge of the books themselves - hence I read almost all of the fiction, travel and biography as soon as possible after it is put in the library." (This exceptional teacher in fact made excellent recommendations).

"A school library should stock books that children

like to read and from these they can be encouraged to read books that adults think are good for them."

"The school library should bring the children into contact with good literature. This will give them a broader outlook and help them to see that there is something other than the trash they read at home."

In summary, there are marked differences of opinion amongst teachers concerning who should select books for school libraries and by what criteria such selection should be made. A high proportion of teachers are conscious of their own lack of knowledge of children's books, though a few express a confidence which their comments and suggestions show to be misplaced. The high proportion of classics among the books teachers mentioned was a finding subsequently investigated in greater detail and further information concerning it will be found below.[1]

Findings from the questionnaire to 337 teachers other than those discussed above are summarised in the following Table:-

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[1] In Chapter IV.

TABLE XI

THREE STATEMENTS - EXTENT OF AGREEMENT BY TEACHERS

Statement	English Teachers			Teachers of other subjects		
	Agree %	Disagree %	Undecided %	Agree %	Disagree %	Undecided %
School libraries can do little or nothing for children of below-average in intelligence.	13.7	83.9	2.5	11.4	88.6	0.0
Good quality fiction will increase a child's understanding and tolerance of other people.	81.4	16.8	1.9	86.9	10.8	2.3
First year pupils are too young to be able to profit from pursuing my subject in a library.	7.5	92.5	0.0	23.3	76.1	0.6

Although no question was directed specifically to this point, comments by a number of teachers revealed their insistence that their pupils should read in order to improve their English; and in most cases the improvement sought was not in terms of their understanding or sensibility but in the mechanics of language. The following quotations are characteristic:

"Library reading can improve the vocabulary and grammar of the students provided they read sufficiently."

"The poor standard of English, of which examiners complain so much, is in great measure due to insufficient reading. Reading must surely sharpen the perceptions, enlarge the vocabulary, and constantly confront students with correct grammatical constructions - all of which should be of inestimable value in their own writing."

"I have encouraged children to read by telling them the more they read suitable matter, the better their English expression will become."

"The main cause of poor facility with English amongst my class is the complete lack of private reading practice. I exhort them continually to read, read, read." (This teacher recommended "Biggles" books.)

"I feel a school library is most essential for English. By reading, children can increase their vocabulary and learn incidentally a good style of writing."

Relevant here is a finding from the special group of 230 interviewed pupils. Schools were asked to supply for each of these pupils a place or rank in class for all subjects combined at a recent terminal examination, and also a place in class in English as a separate subject. Good readers were then compared with poor readers and with

non-fiction readers[1] according to whether their class position in English was the same as, better than or worse than their overall class position. Results were as follows:

TABLE XII

CLASS POSITION IN ENGLISH AS COMPARED WITH OTHER SUBJECTS - GOOD AND POOR READERS

	Boys			Girls		
	Good readers	Poor readers	Total	Good readers	Poor readers	Total
Much higher position in English.	2	11	13	5	9	14
Higher position in English.	2	19	21	4	9	13
Similar position.	9	37	46	33	30	63
Lower position in English.	3	8	11	9	7	16
Much lower position in English.	9	13	22	7	4	11
Totals	25	88	113	58	59	117

To be classified "much higher" or "much lower" a child's position in English had to be more than one-quarter of the total places in the class different from his overall position - for example, in a class of 40, the difference had to be more than 10 places. To be classified as simply

[1] In the following Table poor and non-fiction readers (boys) have been grouped together. More detailed comparisons will be found in Appendix 2 - Table 42.

"higher" or "lower" the difference had to be more than one-eighth up to one-quarter places - that is 6-10 places in a class of 40. Fewer than one-eighth places difference was classified as "similar position".

The above evidence suggests a finding, to put it most tentatively, that the reading of good quality fiction does not on the whole assist first year pupils to obtain marks in English. The trend for good readers to fare worse in English is quite clear with both boys and girls. The children concerned do represent a large number of different schools, and although generalisation from these figures would be dangerous, the finding is so opposed to what would be generally expected, so at variance with teachers' own views as to the value of reading and indeed with commonsense, that the implications will be fully discussed in a later chapter.[1]

(b) Libraries and the teacher - as seen by the children

Both in answering questionnaire items and at interview children commented freely on their teachers' attitudes towards libraries and reading, their use of libraries in teaching, the books they recommended and the library periods they conducted. The children confirm the

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[1] In Chapter VI.

general finding that effective encouragement of library usage by teachers is on a very limited scale, they re-echo some of their teachers' reasons why this is so but are also at times candidly unappreciative of their teachers' good intentions.

Children's opinions on "reading to improve your English" were often in line with those of their teachers already quoted. In response to a question whether library reading had helped with school work, children clearly revealed their teachers' influence. Their answers were classified into three groups: (1) those claiming that their work in various subjects or in general knowledge had benefited - that is, those who had found the library useful for reference purposes, projects and the like; (2) those who claimed improvement in grammar, punctuation, spelling, sentence construction and other skills in English[1]; (3) those who replied that library reading had not helped with school work.

The overall results, in percentages, are set out in the following Table:

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[1] A few children answered according to both (1) and (2), and their answers were allotted to whichever category they appeared to attach most importance, either by placing it first or expounding it at greater length. Such answers were too few to justify a separate category.

TABLE XIII

LIBRARY HELP WITH SCHOOL WORK

	Helped with subjects	Helped with formal English	Did not help	Totals
Boys	33.7	23.0	43.3	100.0
Girls	39.2	28.8	32.1	100.0

There were considerable differences between types of school.[1] The most interesting of these was the emphasis on formal English by girls in country schools. This was apparently due to the importance attached by teachers in country schools to grammatical speech and correct English expression on the grounds that these attainments tend not to be regarded as of much importance in country areas; and whereas country girls were impressed by their teachers' efforts in this respect, country boys were much less so.[2] Good grammar and English skills are rarely status symbols amongst boys! Close inspection of the responses from individual schools confirmed the influence of the teacher.

[1] See Tables 43, 44 and 45.

[2] It is interesting, however, that a high percentage - 50 per cent - of both boys and girls contacted through the Country Children's Book Service claimed that library reading helped them with formal English. These boys would probably be from "culture-conscious" families and less subject to peer group pressures for ungrammatical speech etc. as a badge of manliness.

If a history or science teacher made use of the library or urged pupils to use it, they tended to reply that library reading helped them with History or Science. If an English teacher urged its use - and no doubt made the kind of comment already noted - then the pupils tended to claim that library reading had improved their English. Children's own comments are much to the point. For example:

"Teacher tries to get us to read to help us in English."

"Through reading you get good words and it shows up in compositions."

"Reading has helped me learn how to make commas - you have to take a breath."

"Teacher started a class library. She said our English wasn't too good, so we'd better read."

"Reading helps me concentrate and get good English."

"Reading means I get higher marks in phrases and joining sentences. It helps me in me English."

"Teacher says reading improves our spelling."

"Because I read I can write more in compositions and I don't get into trouble for not writing enough."

"Reading helps with variation in the beginning of sentences."

"Teacher tells us to read a lot. Some of the boys' English is atrocious."

"Teacher puts penalties on those with bad English who don't use the library."

"Teacher says girls that write essays and spell the best do the most reading."

"I remember bad English from books I read."

"Teacher told us all to join a library because everyone wasn't doing too good in their English".

Such examples from both teachers and children could be multiplied and the finding that good readers tend to fare worse in classroom performance in English appears the more paradoxical.

Children and teachers are also in general agreement on the matter of the books English teachers recommend their pupils to read, though the discrepancies are not without significance. The proportion of classics - almost half the total - is about the same, though there is a sex difference, 53.4 per cent of the titles boys say their teachers have recommended being classics as against 36.0 per cent of girls' titles. But the proportion of children's books recommended, both of good and poor quality is rather lower as recalled by children than as stated by teachers, while the proportion of adult fiction is considerably higher. The following Table summarises the position, in percentages:

TABLE XIV

TEACHERS' RECOMMENDATIONS - AS RECORDED BY BOYS, GIRLS AND TEACHERS THEMSELVES

	Classics	Adult	Children's good	Children's poor	Unclassified	Total
Teachers say:	48.7	13.2	22.1	15.3	0.7	100.0
Boys say:	53.4	29.0	12.2	5.4	0.0	100.0
Girls say:	36.0	28.4	24.0	11.6	0.0	100.0

The most striking difference between what English teachers say they would recommend and children say they have recommended is that 22 out of 161 teachers or 13.7 per cent listed no recommendations, whereas 1,184 out of 1,914 children or 61.9 per cent listed no recommendations by their teachers. This discrepancy is presumably due either to the poor memories of the children or to the gap between the intention and the execution on the part of the teachers. Recollection of titles is certainly difficult for many children; however, that the second factor is not negligible is indicated by the frequency with which whole classes were unable to remember a teacher's recommendation. Clearly, however, ability to recollect will depend to a considerable extent on who does the recommending and how it is done - on the power and influence of the individual teacher. If a

teacher takes it for granted that books are important and if he uses them freely in his teaching, his pupils are more likely to adopt a similar view than if he displays an apologetic attitude. Where one teacher can carry a class or many of its members with him, another can only remark plaintively, "Books I recommend are left on the shelf, so I hesitate to do this now." And in this matter, as in so many others, the results vary markedly from school to school. The pattern of recommendations does in fact vary markedly according to type of school. Of the recommendations reported by boys, the proportion of classics ranged from 93.6 per cent in technical high schools (though the numbers were small) to 66.2 per cent in metropolitan high schools to 25.5 per cent in country high schools; the proportion of adult fiction was 45.3 per cent in boys' independent schools, 17.6 per cent in metropolitan high schools; amongst girls, the most notable discrepancy was between 44.1 per cent adult fiction in metropolitan high schools, 0.8 per cent in girls' independent schools.[1] Among individual schools within the same group, similar variations were found; among the four girls' independent schools, for instance, the proportion of classics ranged from 83.9 to 47.6 per cent, of children's good quality fiction from 51.2 per cent to 6.5 per cent, with no recommendations at all at one school; at the corresponding

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[1] For details, see Table 46.

boys' schools the proportion of classics recommended ranged from 55.4 to 20.3 per cent with one title only (a classic) listed at one school.[1]

These figures for individual schools have limited value, however, in that they often represent a very small number of titles, the same title being listed by many children in the same class. Of more significance is the extent to which recommendations by individual teachers were followed by their classes, because this will give some indication of the teacher's influence, and one of the major questions under investigation is the extent to which it is possible for teachers and librarians to exert an influence on the reading and library usage of children.

Investigations at a number of schools showed wide variations in the effectiveness of teachers' recommendations and a diversity of influential factors. For example at one girls' independent school, 9 girls out of 26 in the class listed recommendations by the teacher but listed only three different titles. In a total of 71 books listed by the 26 girls as recently read, 28 or almost 40 per cent were these same three titles. This evidence suggests that these girls were much influenced by their teacher but in fact there was little interest in reading in this class and interviews indicated that the girls used

[1] Table 47.

the titles mentioned by the teacher as the easiest means of meeting demands for titles in the questionnaire. Yet the teacher's recommendations were remembered and this suggests that an opportunity to draw the girls' attention to a wider range of titles was missed.

In a boys' class in a state high school four different titles, all classics, were each cited as teachers' recommendations at least 12 times - 'Kidnapped', 'Tom Sawyer', 'Huckleberry Finn', and 'Treasure Island' - and were listed in 'last four books read' not at all, three times, twice and once respectively. However, Mark Twain was listed as a favourite author 10 times by these boys, and Stevenson 7 times. Subsequent discussion revealed that 'Tom Sawyer' was being used in class as a text. Similar discoveries were made at other schools, particularly in bottom or near-bottom streams where little or no reading was done. Sometimes the book was a full text, sometimes an abridged version, sometimes a prose anthology containing an extract from, say 'Kidnapped'. The teacher's remark "You ought to read the whole book" was then sufficient in some cases for it to be listed not only as a teacher's recommendation but also as one of the last four books read, and for Stevenson to be cited as a favourite author. Such books (or extracts) in use in class were very often

classics, and a not insignificant proportion of the totals of teachers' recommendations, favourite authors, and last four books read may be accounted for in this way.[1]

At another state high school almost every boy in a class listed two titles recommended by a teacher - 'Coral Island' by R. M. Ballantyne and 'Cranes Flying South' by N. Karazin; and among 'last four books read' the former appeared 12 times, the latter 28 times (in a class of 41 boys), the two making up 40 of the 137 titles listed by this class, or almost 30 per cent. As with the girls' independent school above it would appear that much notice is being taken of the teacher; but again there was very little interest in reading in this class. Yet it was an A stream in a school in an above-average socio-economic area.[2]

At another independent school the boys at the beginning of the year were provided with a list of more than 100 books for suggested reading. Fifteen different titles appeared in the list of teachers' recommendations, ranging from one mentioned ten times down to four mentioned once only. Six of these titles appeared in 'last four books read', one listed three times, two twice and three once. The distributed list was almost entirely of classics

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[1] For more detailed discussion of this point, see Chapter VI.

[2] In fact this class could provide an interesting topic for further study quite unconnected with this thesis. The atmosphere was sullen and the teacher's comments on individual boys showed consistent hostility.

and adult fiction. None of the good quality children's authors listed in the questionnaire was represented. This teacher's list obviously had an influence; how extensive is difficult to judge because many of these first year boys were prolific readers, but it seems likely that it helped to steer them towards the adult fiction which formed 60.9 per cent of teachers' recommendations as cited by the boys and 74.5 per cent of their 'last four books read.'

Children commented as follows on teachers' recommendations:

"Teacher recommended 'Black Tulip', 'Little Women', 'Good Wives' and we had to copy down a list. There weren't many modern ones."

"Teacher recommended us the books she read when she was young."

"Teacher gave us a lecture about reading comics and told us to read good books."

"He gives us lots of titles, mostly war books."

"He's recommended a book or two, but I can't remember what."

"Teacher tells us just about every day to read, but not what to read. She's got a degree in English and thinks we ought to read too."

"Teacher says reading is the only way to learn

English, so he's recommended 'Reach for the Sky', 'The Tunnel', 'The Dam Busters' and a few westerns. He gives us a list of books before every holiday."

"Teacher tells us to read 10 books a term and she reads out a list at the beginning."

"Teacher encourages us to read very much. She doesn't mention any books but always tells us to use the dictionary."

Many of the children's comments referred to classics and war books. There was a marked tendency for war books to be recommended by teachers in boys' independent schools. They featured little in teachers' own lists of what they would recommend but were prominent in boys' accounts of their teachers' recommendations.

The relationship between English teachers and libraries in general terms, and also in such specific details as the use of library periods, can also be seen through the eyes of children and is vividly portrayed by their comments. First, there were a number of references to coercive methods in the "encouragement" of reading and library usage.

"If you look up from the page for a second [during a library period] you get an imposition."

"Those who talk in the library lesson get booted out."

"Teacher started off giving impositions if you didn't use the library, but she doesn't keep it up.

"Teacher won't put many books out for the library period - I suppose she thinks they'll be used up or get dirty or something."

"You have to read, no talking, and you have to write a composition on every book you finish."

The last quotation makes reference to a special kind of coercion used by many English teachers, used, it must be said, by well-intentioned teachers who are anxious to promote children's reading. From the children's comments it seems possible that the effect may be the exact opposite to that intended.

"Teacher encourages us to read by making us write essays on the books set for texts." (The satirical tone of this remark cannot be reproduced on paper!)

"As a project, we have to search out good sentences we think nice and write down the author, title and page of the book."

"We have to write about books we like every week, and I read so many I get them confused. You think a book's good until you have to write about it."

A brief selection of further comments illuminates other teacher attitudes:

"The teacher has lessons where boys say what they enjoy [in reading] and he criticises them."

"Teacher's always going to let somebody tell us about a book she's read but she never gets around to it."

"Teacher's too busy to talk about books."

"Teacher's not keen on grammar himself so he reads us bits of "Wind in the Willows" and we revise them for homework."

"Teacher says read, read anything at all - as long as you don't do it in school."

"Teacher comes round in the library and tells us what words mean."

"We always get Friday afternoon to read."

"He tells us to read in every spare minute."

Several children remarked that their teachers encouraged reading "very much" but were unable to explain how. One child said she "just sensed it"; another, when asked how teacher encouraged reading, said, "Well, I'm sure she doesn't mind"; and there were two vivid descriptions of a teacher explaining how good and necessary it was for children to read - while he was marking examination papers.

A few children described with enthusiasm the practices adopted by their teachers in making effective introduction to good books and in stimulating lively

discussions of reading and an eager use of the library. But such descriptions were rare. The emphasis was, as the quotations suggest, much more on a narrowly utilitarian attitude to reading on the part of English teachers, and a close link with marks, tests, examinations and the formal aspects of English expression was almost always apparent. Some comments by the teachers themselves are peculiarly revealing in this respect:

"Whether children should read for pleasure all depends on the ability of the child. Some children should be encouraged to read if not capable of many exams."

"Students are supposed to read at least one book a fortnight. To ensure the habit they must write a book review every alternate week, as a test for which marks are given."

"I read them extracts from library books at the end of term." (That is, after the examinations are over).

"I would prefer the children to read many novels. It is difficult, however, to test whether children are reading books other than text books." (The implication clearly is that if one cannot test something then it is either pointless or undesirable to do it at all).

A comment by a child echoes this preoccupation with examinations: "We are encouraged to read library books so that we will understand the meaning of words in connection with the Intermediate."

A generalised impression of the library periods conducted by teachers, as seen by the children, is that they are periods in the library during which children are expected to sit still, be quiet and read; in some, the reading of magazines if frowned upon and each child must have a book in front of him; in others, the children use the library period or part of it to get ahead with their homework; sometimes the teacher reads, sometimes, as one boy rather cryptically put it, "he comes round and looks", sometimes he does his marking. But the atmosphere of the library period is generally authoritarian and like the classroom except that the teacher, beyond issuing a few necessary orders and admonitions, is quiet instead of talking most of the time.

One questionnaire item answered by 1,201 children did refer specifically to the use of the school library for reference purposes; it asked them about their use of the library to find out something in connection with a school subject. Almost two-thirds of the boys and almost three-quarters of the girls said they had used the library in this way.[1] Of the 'uses' mentioned by boys, 65 per cent

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[1] It is important to note that these responses do not relate to <u>frequency</u> of use. Evidence from the special group of 230 children showed only 23 children (10 per cent) making use of the library "often" in connection with school work (Table 49) and this group contains a much higher than normal proportion of good readers and library-conscious children.

had been in connection with the History-Geography-Social Studies group of subjects and 21 per cent in connection with Science subjects; the corresponding figures for girls were 70 per cent and 14 per cent respectively. Total 'uses' or 'mentions' have been calculated because a number of children used the library for more than one subject; for example, the 422 boys who answered 'Yes' listed the various subjects a total of 566 times.[1]

Nevertheless the detailed evidence from children on the use of the library and reading encouragement by teachers in subjects other than English is not extensive. There seemed a fairly general impression that reading is mainly connected with English, not with other subjects. A rough sketch of the use of the library for projects can be made because comments from children mostly referred to these. A wide variety of activity and passivity but rather more of the latter was included under the title of project. In a few cases children were encouraged to consult a number of books, to browse and search, with a minimum of specific direction; at the other extreme, and more commonly, a project was the copying of a passage or passages from a textbook to a notebook, under instruction, and sometimes adding a pretty illustration. This was done sometimes in the library, sometimes in the classroom. In the latter

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[1] For details, see Table 48.

case the only connection with the library was that the book may have originally come from there. A few teachers made classroom displays of books from the library which were related to work in progress. Occasionally an individual child with a particular enthusiastic interest formed a happy association with the History or Geography or Science teacher, an association which led to explorations in the library by the child in his spare time. In these cases the interest was usually in History and above all in archaeology. Such a "good" reader's interest in a subject other than English was almost always reflected in his classroom performance in that subject, except when his interest, in for example History or Science, was too far removed from the syllabus. There was, however, some evidence from the small number of cases studied that success in a subject of special interest tended to be at the expense of other subjects. First year in secondary school is no place for specialist enthusiasms!

There were many opportunities for children to comment on their school libraries, both in questionnaire responses and at interview, and the following extracts from their remarks illustrate some of the shortcomings outlined in this and in preceding sections:

"The school librarian gets the books we want; we fill in a form to say what we like and the librarian buys them."

"The first years are too far from the [school] library to be allowed to go there during lessons."

"There's too much old fiction and too many boring books in our school library."

"We've got a librarian who jokes a lot but doesn't give you any advice."

"The library at our school's not much good - terrible old books, same ones as when Mum was there."

"I'm being trained by our library teacher as a librarian."

"The librarian's been on a spree and bought a whole lot of new books. But new books soon disappear and I had to wait 2½ months to get hold of one I wanted."

One boy dismissed his school library in seven short words. He said it was "a place to hang trophies up in."

Children's attitudes toward the school library ranged from enthusiasm - "there are some terrific books; I get in there before school every morning and stay there all lunch time" - to irritation - "I could never find anything I want to read so I never go in there now", but the strongest impression was of indifference. They accepted the school library, they used it, sometimes to pass an idle half-hour, sometimes under compulsion, but it was not of much importance in their school lives or in their existence generally.

Finally, as a supplement to this section on 'libraries and the teacher', here is a selection of comments from university students who had been asked to look back and assess the influence libraries had had in the early years of their secondary school education.

"During first year I had compulsory library lessons (one a week) during which we had five minutes in which to collect a book, then sit down, and we were not allowed to change books. Also during this period strong authority was exercised by the teacher for quietness. This I feel left a lasting impression on my use of the library during secondary school."

"Now and then we had a short library period which served little or no purpose. Never once can I remember having to go to the library for information concerning a school subject."

"Library lessons were wasted in looking through magazines."

"Library lesson, when taken, consisted of (1) teacher marking papers (2) pupils skimming "Popular Mechanics" etc."

"Library lessons were in the curriculum for the first two or three years of high school and rather than instil into one a desire for reading the opposite was the case. However picture-books and magazines were whole-heartedly snapped up. Many made use of these lessons to

do their homework. One grew a little averse to the library and its disciplinary habits of quietness and 'intellectual air'."

"Our first year teacher stimulated us to read, with emphasis on classics."

"We were given little if any encouragement to use the library."

"I was given reasonable opportunity in first and second years to make use of the library but little direction, guidance or encouragement."

"Library usage stopped dead with the finishing of a project."

"... schools seem to be training children more in the use of libraries than they used to, which is a good thing. I benefited most from my reading at school when it was directed by teachers who gave lists of good interesting books suitable to my age level in the library. Haphazard reading of the first book to catch your eye is not very good."

"I often feel I have been handicapped because I was not taught how to use books nor a library. I am still learning now. We were given little encouragement, at least of a positive kind, to use the school library."

"In school we were never encouraged to consult books. The teacher was regarded as a walking encyclopedia and what he didn't know wasn't worth knowing. I seemed to have

the feeling that I was merely expected to swallow what was served up in class."

"At school the aim was to come top - or at least pass. It never occurred to me that I might read more widely. We swotted up the textbooks and the teachers never suggested that things might be otherwise."

"I believe that I keep an avid interest in books and literature in spite of the high school library rather than because of it."

Many statements by these university students were long and thoughtful. The above extracts typify the comments they made which are relevant to this section. It must however be remembered, and this applies also to the comments made by teachers and by children throughout this chapter, that those who have fault to find are much more apt to comment on any situation than those who are either indifferent or are satisfied with things as they are. The two latter groups often have nothing to say. It cannot be assumed, therefore, that the views quoted represent the views of a majority of teachers, children or university students. Their justification as part of the findings of this thesis is that the existence of a body of comment and criticism from various people and places but all pointing in a similar direction is in itself significant.

CHAPTER IV

LIBRARIES AND EDUCATION - THE FINDINGS - PART 2

The findings so far presented relate to what children read, in quantity and quality; the influence on their reading of the home background - of the home as a source of books, for instance; the place of reading among other competing interests in their lives; the content, organisation and staffing of school libraries together with some views of heads, teachers, parents and children about them; municipal libraries - again much factual information supplemented by the opinions of the children who use them; the knowledge, procedures, attitudes and opinions of teachers in respect to library usage and children's reading generally, both as expressed by the teachers themselves and as seen by children and by university students recalling their secondary school experiences. All this is basic to the influence of libraries on the education of children, in that it either makes up the setting within which such an influence may or may not be operative, or is the raw material from which such an influence may be forged.

The next step is to examine more closely some of the findings already presented, particularly the differences between schools, classes and individuals, examples of

which have already been noted, and to extract from the data further detailed findings, with a view to delineating some of the effects libraries can and do have on education.

1. The popularity of the classics:

Reading is one important means of education and libraries are a source of reading matter. One way of approaching this problem, therefore, is to examine what children read and attempt to determine to what extent this or that library influenced them to read it, and how it fits into their educational pattern. What children read has already been divided, for convenience, into classics, adult fiction, children's fiction of good quality, children's fiction of poor quality and non-fiction or reference books. Of these divisions, the first and the last have the most obvious reference to education in the formal sense. Classics are the staple reading matter in and for English lessons; non-fiction or reference books are potentially of use in all other subjects. There is nothing to add here to the findings already presented concerning use of the library's non-fiction resources by teachers and children. The question of the classics was, however, pursued in greater detail.

It was found[1] that 53.4 per cent of teachers' recommendations to boys and 36.0 per cent of recommendations

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[1] See Tables 11, 12, 13, 46.

to girls were classics; that about one-third of all favourite authors listed by boys and about one-quarter of those listed by girls were authors of classics; but that the proportion of classic titles listed was considerably smaller at 18.9 and 15.8 per cent respectively. There was also a tendency amongst both boys and girls for lower streams to list a higher proportion of classics than higher streams; and even among A stream children classics appeared to be more commonly listed by those with little interest in reading than by those who read a great deal. There was also a marked difference between good readers and poor readers in respect to the proportion of classic authors and titles listed; amongst girls 7.9 per cent of total authors listed by good readers were classics as against 27.4 per cent listed by poor readers; for titles the figures were 5.7 and 16.7 per cent; and amongst boys, the figures were 18.3 as against 37.0 per cent authors, 10.1 as against 21.6 per cent titles. Those boys who read predominantly non-fiction also listed only 20.0 per cent authors of classics and a very low percentage - 5.6 - of classic titles.[1]

As noted in other contexts there were considerable differences between schools; the proportion of classics among favourite authors ranged from 28 to 11 per cent at

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[1] For more detailed figures, see Table 50.

boys' independent schools, from 61 to 10 per cent at boys' technical high schools and from 24 to 9 per cent at girls' technical high schools; for titles, the ranges were 16 to 6 per cent at girls' independent schools, 25 to 10 per cent metropolitan high schools (boys), 21 to 6 per cent at girls' technical high schools.[1]

The foregoing findings led to further study of the following questions. Why is the proportion of classic titles listed generally smaller than that of classic authors? Why do good readers and also more intelligent children tend to read fewer classics? To what extent does the popularity of the classics in any class or group reflect the influence of the teacher? What other factors help to bring about the differences between schools and classes?

It might be expected that the more intelligent a child the greater his potential appreciation of literature, and the second of the above questions was therefore particularly intriguing. Interviews with 230 children, besides confirming that poorer readers and duller children quoted classic authors and titles much more frequently than good readers and bright children, revealed possible reasons for this state of affairs and also indicated that much of the apparent popularity of the classics was spurious.

[1] For further details, see Tables 11 and 13.

Classics were often listed for one or more of the following reasons: first, that they were or had been school text books and provided a readily available author and/or title for a child who found it difficult to remember any books he had read; second, that it was remembered as a teacher's recommendation; third, that there was a copy at home because father (or mother) had had it when he (or she) was at school; fourth, that it had been read in "comic" form, as one of a series of such "classics". Thus there was a strong tendency for children who read little or whose knowledge of or interest in books was particularly limited to fall back on classics in order to answer questions about their reading. In very few cases had such children actually read the classics they quoted except under duress in the classroom or in a very much abridged version, in the form of pictures illustrated with words. The figures obtained from analysis of the questionnaires were now seen in a new light; and it seems likely that a large proportion of the classic authors and titles cited by children were not "favourite" in any true sense but were rather those of whose existence a child was most likely to have heard.

The importance of general cultural factors must be noted here; such books and authors were known to the children because their parents had acquaintance with them,

because their teachers spoke of them, because the mass media had adopted them; and an interesting illustration of what might be termed the cultural respectability of the classics can be found in the responses of migrant children at both interview and questionnaire. Several of them made lengthy lists of classic authors: for example, one reply to "Who are your favourite authors?" was "Verne, Dumas, Stevenson, Conrad, Jack London, Dickens, Scott, Conan Doyle, Defoe, Fenimore Cooper, Shakespeare and Milton" and following this list the boy had written in capitals "ALL CLASSICAL AUTHORS". Elsewhere he stated "My father has an excellent taste for good classics", and when asked how he chose books he replied "I know good authors". Subsequent questioning revealed that his father could scarcely speak English at all. Another migrant who, as emerged in discussion, had read "about one-and-a-half books" in the preceding six months, listed Stevenson, Browning, Masefield, Longfellow, Tennyson, Dickens and Verne as his favourite authors.

The fact that classics authors are those most likely to be available in translation and thus known in the countries from which migrant families have come is of some relevance; but more interesting is the powerful motivation and often anxiety of such families to establish themselves in their new homeland, its society, and its culture. Many are eager to "do the right thing" and to

know the right books is a part of this. Many adult migrants are strongly ambitious for their children who tend to be more successful in school than Australian-born children.[1] This and much more was suggested by discussions with the migrant children interviewed, but the matter really merits a separate investigation. It must be sufficient to conclude here that the tendency of migrant children to list classics may be interpreted as part of a striving for cultural respectability, and as evidence that there is pressure from the culture which makes classic books and authors desirable.

But this does not mean that children necessarily like them; even if in response to the various pressures they pay lip-service to them. And it is suggested that in many cases the listing of classic authors and titles in the questionnaire was nothing more than lip-service. Again the comments children made at interview were often illuminating. This selection of comments begins with four definitions:

"A well-known book written 100 years ago that everybody knows about."

"Something that's old and people still go on reading it."

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[1] "The Progress and Assimilation of Migrant Children in Australia" Report of a special committee of the Commonwealth Immigration Advisory Council. Canberra, 1960.

"Something old and good that gets good criticism."

"A plain book with no adventure."

"I like classics a lot - better than the trash some people read."

"People don't like breaking into new books - they keep to old authors."

"Children read classics because it's the approved thing."

"Classics have sword fights and old pistols - you don't see much of that nowadays."

"Teacher recommended 'Black Tulip', 'Little Women', 'Good Wives' and we had to copy down a list. There weren't any modern ones."

"Teacher recommends books she read when she was young."

"Classics? oh, you only read <u>them</u> at school for novels!"

"Theyr'e a bit hard to catch on to and it takes a long time to get into the story, but there's some good old stories."

"I can't stand classics or anything about knights."

"I like books written a long time ago. We know enough about today."

"Dickens is too stretched-out, too much detail, too many characters. I get lost."

"They're dull books, written in too-old language."

"They're all the same - all live happily ever after but there's usually some killing in it."

"Classics are the things they make into comics."

"I thought 'Treasure Island' got all mixed up and I didn't like it but then I read the comic and that sorted it all out."

"I've got 18 two-shilling classic comics at home. They're quicker. You can understand them better."

"I'm too old for them now." (By another boy who"thought they were two-bob comics.")

"Children read classics because they think they're the next best thing to comics and their parents don't let them read comics."

The attitudes to the classics revealed by good readers ranged from warm approval to indifference and hostility. The warm approval, which was rare, came from those children whose imagination had been fired by the experience of great literature, who had been able to respond wholeheartedly to it. Many others were tolerant of the classics, regarding them as rather old-fashioned but worthy of further exploration later; meanwhile they took second place to stimulating contemporary fiction. The indifference and occasional hostility had some interesting but, by this stage of the investigation, not unexpected associations; and such associations were not

confined to good readers: classics were virtually synonymous with text books and represented teachers' wishes; they were thus associated with English as taught in the classroom; and English as taught in the classroom represented, to varying degrees, boredom and drudgery. We have already seen that good readers tend to read or even list very few classics; and these good readers were those who read mainly good quality contemporary fiction,[1] being regular users of municipal children's libraries and those who had most emancipated their reading from the school situation.

The finding already reported concerning the relatively inferior performance of good readers in English in the classroom is worth recalling at this point, even though it is derived from only 230 children.

2. Attitudes of teachers towards good readers:

The attitudes to good readers revealed by their teachers are also relevant to the above finding. A special report form was sent to the schools of all children

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[1] It might be thought that good readers' neglect of classics is to some extent an artefact of the classification procedure, since readers are assessed as good mainly on their acquaintance with good contemporary fiction. However, there was in most cases ample other evidence of the quality of a child's reading when a classic author or title or two had been ignored; in the few cases where almost all listings were of classics, further evidence was sought as to the genuineness of these responses. See also Chapter II, p. 89 and Appendix 1.

interviewed, requesting information about them together with comments from the teachers on them. There was no significant difference between good readers and poor readers among boys in their teachers' judgments in respect to ability in written and spoken English, in enthusiasm for school and for other activities, in sociability and in 'ordinariness', but good readers were rated more highly on extent of vocabulary and in imagination. Among girls, however, there were highly significant differences between good and poor readers in the teachers' judgments in respect to every one of the particulars listed except sociability; the general superiority of good readers was least marked in the case of "enthusiasm for school" while in sociability there was no difference between the groups.[1]

These findings throw into sharp relief the relative lack of success of good readers at gaining English marks. Teachers asked to make an assessment in quantitative terms showed that good readers among girls had superior ability in certain aspects of English and in qualities relevant to it. The same trend was discernible among boys, though the differences were not statistically significant. Yet the free comments made by the teachers on these children were sometimes quite critical of the good readers and sometimes drew attention to their peculiarities or idiosyncrasies without expressing disapproval. The following is a sample

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[1] For detailed figures, see Tables 51-58.

of these reports:

"Very secretive and deceitful. Few friends. Avoids doing homework."

"Only ambition - to be an archaeologist. Spends all spare time reading archaeology and history. On account of his remarkable knowledge of history, nicknamed 'Professor' by his fellow-students. Seems shy and immature but this is misleading; is in fact very strong-minded and independent in his conclusions."

"Sometimes tends to be insolent. Interested in word games."

"Asks a lot of questions which would be unnecessary if he thought more for himself. Very enthusiastic about his work but lacks confidence."

"Easily upset and embarrassed by trivialities. Tries to be helpful but doesn't always do his best as far as homework is concerned."

"No interest in sport but did fine job of decorating class altar."

"Asks peculiar questions - possibly it makes him feel important."

"Associates with the most ineffective boys of the class. None play any sport."

"Had trouble with personal appearance, long, unkempt hair, handwriting large, irregular and untidy."

"Quiet undemonstrative boy. Quietly efficient student."

The above comments are all on boys who are good readers. The following concern good readers who are girls:

"Lacks confidence in self and in ability; has feeling for words and enjoys writing stories."

"Parents concerned because she has been finding it difficult to make social contacts with girls of the same class."

"A 'quaint' child in the pleasant sense of the word."

"Prototype of the happy child, always cheerful, smiling, alert. A pleasure to teach."

"High ability for poetry and appreciation of literature."

"The type of child who does not leave an impression."

"Quiet, reserved girl who tends to dream. Rather given to losing things and then attributing her loss to others."

"Quite unusual in her very keen interest in Ancient History - spends most spare moments going around secondhand shops to pick up old tomes. Gives herself little leisure for making friends."

"Very lively child with considerable sense of humour and rather given to pranks."

"Is refreshingly interested in all aspects of English; has a fund of energy and enthusiasm."

It seemed worthwhile to carry out further analysis of this material. All comments made by teachers on the 230 children interviewed were categorised into six groups - hostile, critical, neutral, neutral but pointing out some peculiarity or idiosyncrasy, approving, warmly approving. The following Table shows the percentages of comments on each type of reader, boys and girls, falling into these categories:

TABLE XV

ANALYSIS[1] OF TEACHERS' COMMENTS ON 230 INTERVIEWED CHILDREN

	BOYS			GIRLS	
Nature of teachers' comments	Good readers	Non-fiction readers	Poor readers	Good readers	Poor readers
Hostile / Critical	40.4	30.2	33.8	12.8	20.4
Referring to some idiosyncrasy	27.7	17.0	6.5	22.9	18.4
Neutral	8.5	15.1	14.3	9.2	18.4
Approving / Warmly Approving	23.4	37.7	45.5	55.0	42.8
	100.0	100.0	100.0	100.0	100.0
No comment by teacher	16.0	13.3	22.4	15.5	44.1

The figures show that good readers among boys were often either criticised by their teachers or observed to

[1] For more detailed analysis, see Table 59.

have characteristics sufficiently idiosyncratic to be worthy of comment, and that only 23.4 per cent of comments on them were approving, compared with 45.5 per cent on poor readers and 37.7 per cent on non-fiction readers. Among girls, good readers were less criticised but were seen as more idiosyncratic than poor readers, but the most striking feature is that almost half of the poor readers (girls) provoked no comment from their teachers. The good readers apparently attracted more attention than the poor readers and this was true of boys too, even though much of the attention here was not very favourable.

Altogether the evidence suggests that the reading of good books is not generally relevant to secondary education in South Australian schools and that the influence of libraries on education in the formal, classroom sense is negligible. There are individuals, like the boy commented on above with a passion for archaeology, nicknamed 'Professor', and top of his class in history but more than halfway down in every other subject, whose formal education is undoubtedly being influenced by their library usage. Similarly, a girl who had to write an essay "Autobiography of a pair of boots" spent three hours in the public library searching out detailed evidence on what kind of boots were worn at the time of the Crimean War. Such children are very exceptional in this investigation. Although almost

all teachers agreed that school libraries should encourage children to independent study, very few attempted to fulfil this purpose, at least with first year children. The use of the library in project work has already been briefly described with, characteristically, the copying of passages out of library books under direction replacing the copying of notes from the blackboard. In such cases it could scarcely be claimed that libraries were playing a significant role in the children's education.

The following comments by a university student, looking back on his schooldays, make a thought-provoking postscript to this section:

"..... from being a devourer of books in about Grades V, VI, VII and First Year, I have gradually declined in my reading (though of course I read more text books). This seems to me to be due to the shorter amount of leisure time I have had as I have increased in years ... Until I did Leaving Honours English,[1] I sincerely thought that being educated meant learning the teacher's notes and reading the set books. However, an understanding teacher enabled me to see the importance of books. I am sure that many secondary school children do not. I feel strongly about the deadening effect of academic education upon reading."

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[1] Immediately prior to entering University.

3. Libraries and informal education:

It is now time to move to the other side of the false partition which has been erected to separate what happens formally in the classroom from the education children acquire which has more out-of-school significance. Although this education comes - partly at least - from school too, it is education in a wider sense than that which depends on marks in English or projects in History. "How do libraries influence children's growth as human beings, their interests, tastes, values, attitudes, character?" is the kind of question asked here, rather than "What is the importance of libraries in children's status as potential passers of examinations and in their relations with their teachers?"

(a) The stimulation of interests: One of the questions directed to first year children was "Have you developed a special interest in anything as a result of reading a book about it? If so, what?" Often, of course, what children read is determined by an interest they already have, an interest stimulated by family or friends or previous experiences, arising generally from their cultural or social backgrounds. But it seemed possible that what they read might also stimulate new interests. Of the children who completed questionnaires, 52.8 per cent of boys answered "Yes" to the first question above,

compared with 44.8 per cent of girls.[1] This difference is not large and is probably explained by the fact that boys use books more for information, while girls read more fiction.

A very wide range of subjects and topics was covered in answer to the second question, and when their responses were analysed according to type of school attended, there were differences which obviously reflected socio-economic background. Girls from independent, fee-paying schools listed ballet, horses, riding, animals, in greater proportions than girls from other schools; the latter featured nursing very prominently - much more so than at independent schools - and cooking, knitting, hairdressing, dressmaking, air-hostessing were almost confined to state schools; girls from independent schools, on the other hand, had "breeding dogs" entirely as their own. These distinctions were less obvious among boys. Model planes, cricket and other sports, stamps, radio occurred frequently in all types of schools, but with sport particularly prominent in independent schools. As one went down the social scale there was increased interest in woodwork, rocket ships, space travel and "bikes".

This evidence suggests that the interests children developed through reading a book tended to be interests of the type favoured by their backgrounds, circumstances,

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[1] For details, see Table 60.

social and cultural environments. There were a few examples of interests stimulated by a book recommended by a teacher who was able to infect a child with his own enthusiasm; several children in one class mentioned "archaeology" and cited various books; a few others had similarly developed passions for chemistry or geology.

More detailed information was obtained from interviews with 230 children. The incidence of "Yes" responses to the original question was, in percentages.

TABLE XVI

PERCENTAGES OF BOYS AND GIRLS WHO DEVELOPED A SPECIAL INTEREST THROUGH READING A BOOK

	Good readers	Non-fiction readers	Poor readers
Boys	80.0	55.3	48.3
Girls	65.5		37.2

This confirms that boys claim to have developed a special interest by reading a book more often than girls do and shows, as one might expect, that good readers were much more likely to say "Yes" than poor readers.[1] Further analysis showed that the subjects and topics in which the interest of good readers had been stimulated by books were/often unusual and were

[1] For details, see Table 61.

much more varied than those mentioned by poor readers. Among them were puppetry, archaeology, frogs, life on a farm, old newspapers, heraldry, weaving, Roman Britain, shells, the sea, insects, archery, lives of artists, Egypt, Australian aborigines, astronomy, map-making and the colour problem. One girl indicated a keen desire to "teach outback children" after reading several books set in the Australian outback. Another began to study Latin after reading Rosemary Sutcliff's novel of Roman times "The Outcast". The poor readers were much more conventional, with many references to nursing, air hostessing, model planes, stamps, radio, cricket and various other sports, and the only examples of the unusual among the larger numbers of poor readers were insects (by a girl who had read Durrell's "My Family and other Animals"), playwriting, sex, exploration of the Amazon (by a boy who had read about Fawcett), and raft-making (by a boy who had read about the Kontiki expedition). More surprising, perhaps, was the almost complete conventionality of the interests books had stimulated in non-fiction readers, with aviation, stamps, rockets, chemistry, model planes, war, radio, racing cars as examples.

Possible reasons for these differences will be discussed later,[1] but one may be mentioned briefly here.

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[1] In Chapter VI.

The evidence is clear enough that interests may be created by books, as well as books meeting interests that already exist; and it may be that books are more likely to stimulate new interests if a librarian or a teacher is actively influential. Poor readers are more often without such influence, are less in contact with good - and stimulating - books, and their interests, as derived from what they read, are perhaps more likely to be narrow and conventional.

Some evidence as to the influence of teachers and librarians has already been presented - its nature, the factors limiting it, and its effects, through project work and study of the classics, on children's attitudes towards reading, libraries and English lessons. What part do teachers and librarians, school and public libraries, play in children's leisure reading, in reading which is educative in the wider sense outlined above? Children's reading has previously been divided, for convenience, into classics, adult fiction, children's fiction of good quality, children's fiction of poor quality and non-fiction or reference books. The first and last have been considered[1] and evidence relating to the remaining three categories must now be assembled.

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[1] The fact that non-fiction and reference books have been considered under formal education does not imply that children never read such books at leisure or for pleasure. Many - especially boys - do.

(b) Libraries versus Blyton and Johns: The two most famous contemporary authors of children's books, Captain W.E. Johns and Miss Enid Blyton, were regarded as representative of children's poor quality fiction and all references to them were investigated in detail. One of the first findings was that the number of times these authors were cited by children was proportionately much in excess of the number of listings of books by them - a finding parallel to that already reported with respect to classics and their authors.

TABLE XVII

MENTIONS OF JOHNS, BLYTON AND THEIR BOOKS AS PROPORTIONS OF ALL MENTIONS OF AUTHORS AND TITLES

	Total mentions of authors	Total mentions of W.E. Johns	Total mentions of titles	Total mentions of books by Johns
Boys	1,703	325 (19.1)	3,029	296 (9.8)
		Total mentions of Enid Blyton		Total mentions of books by Blyton
Girls	1,861	354 (19.0)	3,043	162 (5.3)

Analysed in another way, the position is as follows:

TABLE XVIII

PERCENTAGES OF BOYS AND GIRLS MENTIONING JOHNS, BLYTON AND THEIR BOOKS.

Total Boys	Boys mentioning Johns as author	Boys listing one or more books by Johns
1,012	325 (32.1)	145 (14.3)
Total Girls	**Girls mentioning Blyton as author**	**Girls listing one or more books by Blyton**
902	354 (39.2)	70 (7.8)

The fact that approximately one-third of all boys and two-fifths of all girls cited Johns and Blyton respectively among their favourite authors suggests that these authors enjoy very great popularity with children. This view is certainly shared by the booksellers who fill whole shelves with the steady stream of titles from Johns and Blyton and by the many parents who buy them for their children. Clearly a substantial proportion of first year pupils do read these books or have read them in the recent past. However, as with the classics, things are not quite as they seem.

Firstly, the proportionately much more frequent listing of these two as "authors" than as "titles" is partly at least explained as the same phenomenon with respect to classics was explained: sometimes they are listed by those who read little but have heard and remember the name Johns or the name Blyton; sometimes the name is cited nostalgically as the author of many books, a series of books, representing a large section of a child's previous reading. The former explanation applies more to boys and Johns; the latter particularly to girls and Blyton. In some groups of boys "Captain Johns" is practically synonymous with author, and his main character "Biggles" equals "book". A number of good and non-fiction readers commented scornfully on this. There is no doubt that Johns was used by many non-readers who could not recall a classic author cloaked with classroom respectability. It is also clear from questionnaire and interview material that many girls have recovered from Blyton-addiction by first year but the name is still one of the first to spring to mind when books are mentioned. Inevitably when an author becomes a household word, her popularity, in the sense of the extent to which a group of children are actually reading her books, is apt to be overrated. As one girl wrote in the space for "favourite authors"; "Enid Bliton. There are more but I don't know there names."

It may also be noted from the figures above that 296 titles by Johns were listed by 145 boys, and 162 Blyton titles by 70 girls, which indicates that a considerable proportion of these boys and girls were addicts listing three or four titles by either author among their last four books read.

Further enquiry shed some light on the role of libraries and teachers and the influence of other factors in children's reading of this poor quality material. First, the overall differences between types of school[1] in addiction to Blyton and Johns appeared to be associated with one or more of three factors which might be described as a socio-cultural factor, an availability or accessibility factor, and a maturity factor. Boys from independent schools made fewer mentions of Johns (and, incidentally, fewer of Blyton) than boys from other schools, and although the difference was not large, it was consistent through the various analyses used. Girls from independent schools made fewer mentions of Blyton than girls from other schools and here the difference was striking, with Blyton as author being only 8.2 per cent of all authors (19.0 per cent for all girls), only 1.4 per cent of all titles (5.3 per cent for all girls), and only 13.2 per cent of girls from independent schools listing her as an author as against 39.2 per cent of all girls.

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[1] See Table 62.

It is suggested that the superior socio-economic and educational level of their parents means that these children from independent schools are likely to be exposed to a wider range of reading material, either already in the home or bought specifically for them and that a critical attitude towards poor quality reading matter is more likely. Further, there tends to be a higher proportion of adult fiction in the school library and the somewhat less intense preoccupation with preparation for examinations means that English teachers in independent schools are more likely to take an interest in their pupils' leisure reading. Also, pupils in independent schools may have easier physical access to public libraries, because, for example, their parents readily take them from place to place by car. Finally, as will be discussed in more detail elsewhere, these children attain a certain maturity or sophistication earlier than those in state schools and are more likely by the time they are in first year to have outgrown Johns and especially Blyton.

The above reasons overlap and intertwine at many points and are generalisations which would be the reverse of the truth in some individual cases; for example, in many wealthy homes there is certainly not a critical attitude towards poor quality reading matter and some independent school libraries and teachers are quite inferior

to those in other schools in the respects mentioned above. Once again, study of individual schools is more meaningful, but before this is reported there are one or two other differences worthy of comment between types of school. The incidence of both Johns and Blyton is generally greater in country schools than in metropolitan high schools. The accessibility factor, with all its implications, is of undoubted significance with respect to country schools; for example, stocks in school and institute libraries tend to be of poor quality, there are few - and often no - bookshops, and few children's good quality books in their homes. Public libraries with their highly selected stocks are beginning to serve a few country centres; however, some country children have had access to these good quality books through the Country Children's Book Service, and the popularity of Johns and Blyton with these children may be compared with their popularity with all country children.

TABLE XIX

POPULARITY OF JOHNS AND BLYTON - C.C.B.S. BOYS AND GIRLS COMPARED WITH ALL COUNTRY CHILDREN

	Total boys	Boys mentioning Johns as author	Total mentions of authors	Total mentions of Johns	Total mentions of titles	Total mentions of books by Johns
CCBS boys	110	40 (36.4)	241	40(16.6)	399	20(5.0)
All country boys	215	75 (34.7)	286	75(26.2)	580	89(15.3)

Table XIX continued.

	Total girls	Girls mentioning Blyton as author	Total mentions of authors	Total mentions of Blyton	Total mentions of titles	Total mentions of books by Blyton
CCBS girls	90	24(26.7)	209	24(11.5)	338	3 (0.9)
All country girls	226	133(58.9)	421	133(31.6)	758	63 (8.3)

Although the boys who had access to books of good quality were much less likely to list books by Johns among recent titles read, they were just as likely as other country boys to quote him as a favourite author. This may be associated with the obvious strength of peer group influences in isolated country schools, as well as the factors already cited; but it also suggests that the provision of books by correspondence may have a limited influence compared with that of a library and a librarian on the spot. On the other hand, the differences between girls borrowing from the Country Children's Book Service and other country girls in respect to Enid Blyton are marked, and a likely explanation is that contact with good quality fiction even by correspondence is sufficient in many cases to loosen the somewhat precarious hold Miss Blyton has on her adherents by the time they reach First Year secondary school. But there may be other factors

which have not been fully explored; for example, although the children who use the Country Children's Book Service are not from superior socio-economic backgrounds, nor have more books in their homes, their parents may be significantly better disposed towards the reading of good books.

Further analysis also reveals that Blyton is considerably more popular with lower streams of girls than with higher streams, and there is evidence to suggest that Johns is more popular with higher streams of boys.[1] It seems unlikely that superior intelligence or scholastic attainment alone makes boys worship Johns and girls disengage themselves from the clutches of Blyton. The differences are partly at least a matter of reading skill in that lower stream first year boys may find Johns difficult to read, while lower stream girls cling to Blyton because her books are simple.

Most marked differences are, however, between individual classes and schools. The following pairs are of comparable classes - for example, both A streams, both unstreamed - in schools of the same type:

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[1] See Table 63. Both Blyton and Johns tend to be even more popular with unstreamed classes. A relevant factor here is that most of the unstreamed classes are in country schools. See comments above (pp. 217-218) and also below (pp. 224 - 225).

TABLE XX

POPULARITY OF JOHNS AND BLYTON -
COMPARISONS BETWEEN CLASSES AND SCHOOLS

	Total boys	Boys mentioning Johns as author	Total mentions of authors	Total mentions of Johns	Total mentions of titles	Total mentions of books by Johns
Independent School I	49	14 (28.6)	49	14 (28.6)	154	17 (11.0)
Independent School II	47	1 (2.1)	81	1 (1.2)	165	0 (0.0)
State high school I	37	25 (67.6)	117	25 (21.4)	126	8 (6.3)
State high school II	39	4 (10.3)	89	4 (4.5)	135	0 (0.0)

	Total girls	Girls mentioning Blyton as as author	Total mentions of authors	Total mentions of Blyton	Total mentions of titles	Total mentions of books by Blyton
Independent School I	26	14 (53.8)	56	14 (25.0)	93	5 (5.4)
Independent School II	48	3 (6.3)	47	3 (6.4)	147	1 (0.7)
Country high school I	30	26 (86.7)	37	26 (70.3)	90	12 (13.3)
Country high school II	20	7 (35.0)	44	7 (15.9)	69	1 (1.4)

What are the reasons for these variations? There are too many uncontrolled factors for an unequivocal answer to be possible. However the evidence suggests that the influence of librarians and/or teachers is of considerable significance. State high school II was at the time of the investigation one of very few schools in South Australia with a trained librarian, and she was permitted to spend almost all her time in library work, making only a token appearance in the classroom to teach a subject four or five periods a week and thus satisfy the Education Department which employs her as a teacher. (The South Australian Education Department does not officially recognise the existence of librarians, and they have to be engaged sub rosa as teachers). This librarian was an active influence against poor quality reading matter, which was quietly being eliminated from this school library, and the figures suggest her effect on at least one class of boys was not negligible. There was no such librarian in State high school I and the contents of the library were unselected.

A similar comparison may be made between girls' Independent school I and II. The latter has a full-time librarian and poor quality books are kept out of the library; the former has no librarian and little fiction in the library, which is used mainly by senior girls

for reference purposes. The fiction which is available in this school is predominantly of poor quality. An interesting feature of this comparison is that the class from school II are not keen readers and in fact read much less in quantity than the corresponding class in school I. There is a comparable class at another girls' independent school in which the reading is of better overall quality and much greater in quantity than in either of these classes, and in which Blyton is decisively rejected. This class will, however, be discussed in detail in another context.[1]

Neither of the boys' independent schools compared has a trained librarian, but there are two points of difference which may be regarded as significant. Independent school II excludes books by W.E. Johns from the library whereas school I does not; and at school II there is much emphasis on the reading of adult books, which were extensively recommended by their teachers to the class concerned in this comparison. This point too will be discussed more fully later.[2]

The final comparison, between girls at country high schools - both situated in country towns - does not, as far as information is available, involve either a

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[1] See below, pages 230-234.

[2] See below, pages 235-239.

library or a librarian. Comments from girls at school II, however, suggest that their English teacher is active in promoting reading; they recalled recommendations of books by good quality authors, several were able to provide titles in response to a list of good quality authors, and reading was twice as popular with them as a spare time activity as with the corresponding class at school I. There is no evidence that this teacher criticised books by Enid Blyton; but clearly she drew the girls' attention to the existence of other children's books and, it seems, with some success.

The numbers of children involved in each of these comparisons are small but the evidence again shows clearly the dangers of making assumptions about all children. These two authors who have long figured prominently in the leisure reading of children are widely read and their names are widely remembered. But the evidence suggests that librarians and teachers can play some part in diverting children from these authors.[1] Clearly the quality of the contents of the school library and the presence or absence of books by Blyton and Johns are also significant elements. Where librarians or teachers influence

[1] It is possible, of course, that some children who do regard Blyton or Johns as a favourite and who are reading books by either have not admitted this in their responses because they know or suspect that their teacher or librarian disapproves. However, if this were found to be the case, it would in itself be evidence of the influence of that teacher or librarian!

a child away from a diet of these authors to sample and acquire a taste for fiction of better quality they are contributing to his education in an important sense - that is, if the assumptions that some books are better than others and that better books have more desirable effects are accepted. Some evidence relating to the latter point will be presented in a later section.

(c) Libraries and good quality books: But what of the other side of the coin? If one of the educational functions of a library is to divert children from poor quality reading matter, this is normally effected not by a frontal attack on such books and authors but by positive encouragement to read other and better books. The incidence of good quality reading in various schools will now be examined and evidence of specific successes by librarians or teachers in promoting it will be presented. The proportion of good authors and titles cited by higher streams was twice that cited by lower streams in the case of girls, but there was no difference between these groups in the case of boys.[1] This is in line with other findings of this study which suggest some overall association between intelligence and/or scholastic attainment and the reading of good quality books by girls but no such association was found in respect to boys. It may be noted

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[1] Table 12.

here that the incidence of the good reading among boys in unstreamed classes is particularly low, and this may be due largely to the fact that most of these classes are in country schools where such factors as family background, peer group pressures, absence of library facilities and interest in outdoor pursuits tend to discourage boys from reading.

The highest proportion of good reading is found in the group of girls' independent schools and the highest proportion of good books among teachers' recommendations is also found here. Independent schools also score best among boys' schools but the margin is small. The following Table[1] summarises the differences between types of school:

TABLE XXI

GOOD AUTHORS AND BOOKS AS PROPORTION OF ALL AUTHORS AND TITLES MENTIONED - BY TYPE OF SCHOOL

	Children's good authors as % of total authors.	Children's good titles as % of total titles.
Independent schools (boys)	10.2	12.7
Independent schools (girls)	31.3	29.5
Metrop. high schools (boys)	7.9	10.9
Metrop. high schools (girls)	15.1	14.6
Tech. high schools (boys)	1.4	5.5
Tech. high schools (girls)	6.4	5.8
Country high and area (boys)	2.4	6.4
Country high and area (girls)	14.1	17.4

[1] From Table 11.

Similarly, a higher proportion of those identified as good readers is from independent schools, though the total number of good readers is too small for this superiority to be very striking.[1]

Further evidence on the incidence of good quality reading came from analysis of responses to a list of good authors. Children were asked to indicate which, if any, were authors of books they had read and then to provide a title to fit each author they had marked. An index was calculated by adding the total number of authors-plus-titles and dividing this by the number of children. For example, 170 boys from independent schools indicated 81 authors for each of whom they were able to provide a title, and this gave an index of .476 for boys from independent schools. The index for all boys was .197 for all girls .304, and generally this evidence confirmed that obtained from analysis of the children's favourite authors and the books they had recently read. Girls' independent schools had the highest figure, followed by boys' independent schools but the latter's superiority over all other types of boys' schools was much more marked than in the earlier evidence.[2]

Again, however, the differences among individual schools were wide,[3] and a small number of them will nowbe

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[1] For details, see Table 64.
[2] For details, see Table 14.
[2] For details, see Table 17.

given more detailed examination.

The first is a girls' technical high school. Here there were no teachers' recommendations at all; 17.6 per cent of all authors listed were good quality children's authors, 19.3 per cent of all titles were good titles, and the index of recognition and recall (described above) was .647. These figures do not indicate a remarkable level of good reading; although the index is much higher, the two percentages are only a little higher than the average for technical high schools. However, there are other features of interest. The quantity of reading by this class is far above average with almost half of them reading a book a week or more; 113 of the 135 books listed (83.7 per cent) were borrowed from the school library; the school is in an industrial suburb of Adelaide, almost all the girls' fathers are manual workers, half of them unskilled and most of the remainder skilled tradesmen, and there are few books in their homes. Yet books for leisure reading are a significant feature in the education of these comparatively underprivileged girls, and some of the books they read and the authors with whom they are acquainted are of good quality.

There is evidence that this situation is due, at least in part, to the presence in the school of an active librarian. In this case the librarian is untrained,

the library's stock of books is very mixed in quality, but she is helpful and enthusiastic. The girls not only borrow almost all their fiction from the library but use it extensively for reference purposes in Social Studies and in Science.

The next example is a class of boys in a metropolitan high school. There was a large number of teachers' recommendations, more than 90 per cent of them classics; 16.9 per cent of the boys' favourite authors and 25.2 per cent of titles listed were of good quality; and the index was .538. (These compared very favourably with the overall figures for boys in high schools of 7.9 per cent, 10.9 per cent and .180 respectively). Almost two-thirds of the boys in the class claimed to read a book a week or more, and 119 of the 135 books listed (88.2 per cent) were borrowed from the school library. This school is in a somewhat below average socio-economic area with about 60 per cent of the boys' fathers in skilled or unskilled manual work, and about three-quarters have fewer than 200 books in their homes. These boys are in a C stream, and generally there are as many conventional reasons against their being good readers as there are against the girls in the previous example.

In this case the boys themselves give an explanatory clue. Two-thirds of those who say someone

helps them choose books name a librarian, and these boys are in fact attending what was described above[1] as State high school II, which has a trained and almost full-time librarian. These boys were cited above as making very little mention of W.E. Johns and no mention at all of his books. This class too made active use of the library for reference purposes, notably in Science, History and Geography.

The third brief example is of a country high school, a mixed class of first year boys and girls. Almost half the books mentioned by both boys and girls as teachers' recommendations were of good quality; 15.9 per cent of the favourite authors and 18.8 per cent of the titles mentioned by the girls, 3.0 per cent and 13.8 per cent respectively by the boys were of good quality; the girls' index was .400 and the boys' was only .158. Three-quarters of both boys and girls read a book or more a week, but only 16.9 per cent of books listed by the boys and 36.2 per cent listed by girls came from the school library. Larger proportions came from home or from an Institute library in the town. The school library was used very little by these children for reference purposes. In such matters as home background, socio-economic level and intelligence or attainment the class was average.

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[1] See Table XX and pages 220-221.

Most children in the class said nobody helped them choose books; those who acknowledged help were divided between parents and a teacher who was named several times. The numbers are of course very small and such details are of possible significance only when considered in conjunction with other evidence.

The picture that emerges is of a teacher who knows something of good quality children's books and is anxious to promote them making some headway but not very much without allies and in the face of a great deal of competition. There is no librarian at the school, the library is used by these first year children comparatively little and, though it contains some good material, it has an unselected stock of books. The institute library used quite extensively by the children and by some of the parents contains a large proportion of cheap, popular fiction of poor quality. It is of interest that the effectiveness of this teacher, who is a woman, is largely with the girls in this mixed class, not with the boys. This fact is relevant to some important issues which will be discussed in Chapter VII.

The fourth example is of a girls' independent school. Here 49.5 per cent of the authors and 45.5 per cent of the titles mentioned by the girls were of good

quality, the index was 1.169, and 54.2 per cent read a book a week or more. Of the total books mentioned 56.0 per cent were borrowed from the school library and 27.0 per cent came from home. Among these 59 girls, Enid Blyton figured once as a favourite author (in a total of 107) and one title by her (in a total of 200) was listed.

As far as quality of reading is concerned this was the outstanding school among those studied. The girls were almost all from backgrounds of a higher socio-economic level, but so were girls from other independent schools who were of comparable intelligence but mostly poor readers. What factors are present in the situation at the first school which seem to be associated with a strikingly better reading record? The first obvious clue is that of the 59 girls studied, 29 said that nobody helped them choose books but of the remaining 30, no fewer than 24 said the librarian had helped them. This, compared with other schools, is a quite exceptional proportion. And in fact this school has a trained and enthusiastic librarian of wide experience who has no subject teaching responsibilities and works almost full-time.

Another clue is that more than half of all books listed by the girls as recommended to them by a teacher are of good quality contemporary fiction, which suggests that either there is a well-informed and influential teacher

or the influence of the librarian has spread to the teaching staff. More detailed analysis of the data and interviews with a number of girls were illuminating.

The 59 girls studied at this school came from two first year classes and had different English teachers. Girls in Class I listed 17 different titles as recommended to them by the teacher, and all these were good quality contemporary fiction; girls in Class II reported two titles only, both being classics. The following Table shows other differences between the two classes:

TABLE XXII

QUALITY OF READING - COMPARISON BETWEEN TWO FIRST YEAR CLASSES AT A GIRLS' INDEPENDENT SCHOOL

	Class I	Class II
No. in class	32	27
Favourite authors listed	67	40
Good quality authors	39 (58.2)	14 (35.0)
Titles listed	117	83
Borrowed from school library	71 (60.7)	41 (49.4)
Good quality titles	65 (55.6)	26 (31.3)
Index	1.563	.704

These figures suggest that although the librarian at this girls' school is very effective in promoting good reading even without assistance from an English teacher -

the reading of Class II is in most respects better than that at all other schools studied - an alliance between her and an English teacher is even more fruitful. The classes are unstreamed, and though there may be other influential factors not discovered by this investigation the above finding may be advanced with some confidence. One such hidden factor may be the attitudes of girls as a group towards reading, but there were no clues from interviews to support a hypothesis that one class or any group within a class was markedly more favourable or more hostile towards reading than any other.

These two classes provided further interesting evidence[1] as to the extent to which the recommendations of teachers are actually followed by the children. Of the 17 titles recommended by the English teacher of one class, all but one were listed among the 'last four books read' by the girls; two of the 17 titles were listed four times and four others three times each. The other English teacher recommended two children's classics "Anne of Green Gables" and "Rebecca of Sunnybrook Farm" but among the 'last four books read' listed by the girls in her class, the latter appeared once only and the former not at all.

Clearly the first teacher's recommendations, fully supported by the librarian, were much heeded, whereas the

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[1] See also pages 176-179 above.

second teacher's were not. The latter had recommended what she had liked when she was a girl and did not work in conjunction with the librarian.

The good quality children's books recommended by the first teacher represent a substantial proportion of the total of good quality books recommended to girls in the whole investigation. In fact the total was only 103 good quality titles, representing 24.0 per cent of all recommendations to girls. The good quality books recommended to boys total only 86 which is 12.2 per cent of all recommendations.[1] It may be recalled that of the total authors cited by boys and girls, 6.8 and 15.2 respectively were of good quality, of the total titles, 9.8 and 15.3 per cent.[2] But the contributions of some of the individual classes discussed once again underline the limitations of such totals and generalisations.

The conclusions which followed the presentation of detailed evidence concerning Blyton and Johns could well be repeated here. In a school here, in a class there, and for certain individual children, libraries are significant in education because there is a librarian or a teacher who wants them to be, who is concerned to widen children's experience, educate their sensibilities, through good books. But libraries have an effective influence on these

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[1] Table 46.
[2] Table 11.

important aspects of education with respect to only a small proportion of South Australian children in their first year at secondary school.

(d) Adult books and independent schools: It remains to consider the place of adult books in the education of these children, and to what extent teachers or librarians may be influential in fostering the reading of such books by first year pupils.

Of all the authors cited by the first year children who filled in questionnaires, about one-eighth were authors of adult books and about one-quarter of all titles were adult. There were marked differences between boys and girls, the percentages of authors and titles listed by boys being 19.2 and 35.7 respectively, by girls 7.2 and 14.6.[1] Of the total titles recommended to boys by their teachers, as remembered by the boys, 29.0 per cent were adult, and of those recommended to girls 28.4 per cent.[2] When reading and recommendations are analysed according to type of school, there are again wide differences as follows:

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[1] Table 11.
[2] Table 46.

TABLE XXIII

PROPORTIONS OF ADULT AUTHORS AND TITLES LISTED BY CHILDREN AND RECOMMENDED BY TEACHERS - BY TYPE OF SCHOOL

	Adult authors as % of all authors.	Adult titles as % of all titles.	Adult titles as % of teachers' recommendations
Independent schools (boys)	39.6	51.2	45.3
Independent schools (girls)	7.0	10.2	0.8
Metropolitan high schools (boys)	16.9	32.9	17.6
Metropolitan high schools (girls)	8.4	18.4	44.1[1]
Country high and area schools (boys)	13.6	33.6	36.1
Country high and area schools (girls)	4.8	14.9	38.5

Figures at technical high schools, particularly for teachers' recommendations, were generally too small to warrant percentages, but 23.7 per cent of titles listed by boys were adult as against 6.5 per cent for girls. The above Table shows that adult authors and titles were most prominent at boys' independent schools, least prominent at girls' independent schools, though few country girls cited adult authors. The similarity between percentages of recommendations at country schools is due to the fact that country

[1] Numbers are small here and the percentage is probably misleading.

schools have mixed classes and what is recommended to boys tends to be ipso facto recommended to girls also.

As one might expect, the proportion of adult books and authors cited by higher streams exceeded the proportion cited by lower streams, and this was true of both sexes.[1] It may be remembered that the difference in respect to classics was in the opposite direction.

Next, the figures for individual schools were examined and it was found that in a number of cases where teachers had recommended adult books, adult books formed a higher proportion of the books children listed as recently read.[2] For example, the figures for the four boys' independent schools are as follows:

TABLE XXIV

PROPORTION OF ADULT TITLES LISTED BY CHILDREN AND RECOMMENDED BY TEACHERS - FOUR INDEPENDENT BOYS' SCHOOLS

	School I	School II	School III	School IV
Adult books as % of teachers' recommendation	42.9	50.0	60.9	25.0
Adult books as % of children's titles	47.3	49.2	74.5	31.2

[1] Table 12.
[2] Tables 13 and 47.

This evidence is suggestive only, because the total number of books recommended at any school is generally very small. However, when considered in conjunction with other evidence it leads to some tentative conclusions about the use of books and libraries in hastening the process of growing up. It is suggested, for instance, that some teachers of boys, particularly in independent schools, make much of maturity and manliness as desirable goals and urge them to read books which they believe will foster the attainment of those goals. The following comments by their teachers on boys from independent schools who were interviewed are typical:

"I have been much impressed with Roger. He is a good student and quite adult for his years."

"An immature and lazy boy."

"He has not matured yet; has quite an amount of ability but lacks concentration."

"Very studious boy, reliable and mature beyond his age."

"Shows maturity in attitude to teachers."

"Excellent student, very mature for his age."

"Somewhat lacking in maturity and unstable of character."

The educational implications of this emphasis on maturity and on adult books in certain schools will be

discussed in a later chapter. Though the evidence is slight, the attitudes of teachers in independent girls' schools appear to be quite different in that they do not wish to hurry first year girls towards maturity.

As a footnote to the foregoing evidence on the influence of librarians and teachers, the pattern of children's answers to the question "Who has helped you most to choose the books you have read this year?" is of interest. More than half of both boys and girls said that nobody had helped them. However of all boys, 11.7 per cent said that they had been helped by a member of the family, 8.7 per cent by a teacher, 3.0 per cent by a librarian, and 6.5 per cent by a friend. Of boys in independent schools, 16.5 per cent said a teacher had helped them; and at the school where most adult books were recommended and read (School III above), 20 said nobody, 18 said a teacher, 9 a parent, and none a librarian. The figures for girls show them less inclined to be helped by a teacher, slightly more by a librarian and considerably more by a friend. For the girls' independent school with the best record of reading good quality children's books, 29 said nobody, 24 a librarian, 1 a teacher, 2 a parent, 3 a friend.[1]

4. <u>The complexity of influences in reading and library usage</u>

The findings to be presented in the final two

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[1] Tables 30 and 31.

sections of the chapter are derived from the special group of 230 first year boys and girls who were studied more intensively. Some data pertaining to this group have been included in earlier sections where appropriate, notably the evidence that good readers fare worse in English performance in school than poor readers (pages 167-169), and the attitudes of teachers towards good readers as revealed by reports on them, together with assessments of various abilities and personal characteristics (pages 200-205). The good readers in this special group differ from the poor readers (and, in the case of boys, from the non-fiction readers) in many other particulars, some of which may be noted briefly, others of which will be analysed and discussed in some detail in this and succeeding chapters because of their possible significance. The first group of findings concern the source of the books read by these 230 children, who helped them choose books, and the knowledge they show of good quality authors. This evidence provides essential background and may also be usefully compared with similar evidence derived from the 1,914 children who completed questionnaires.

The following Table shows the source of the last four books read by the special group:

TABLE XXV

SPECIAL GROUP - SOURCE OF LAST FOUR BOOKS READ - GOOD, NON-FICTION AND POOR READERS COMPARED

	From home	From school library	From other library	From friend	Total
BOYS:					
Good readers	25 (25.3)	28 (28.3)	43 (43.4)	3 (3.0)	99 (100.0)
Non-fiction readers	16 (14.4)	46 (41.4)	42 (37.8)	7 (6.3)	111 (100.0)
Poor readers	70 (33.8)	82 (39.6)	39 (18.8)	16 (7.7)	207 (100.0)
GIRLS:					
Good readers	22 (9.7)	64 (28.2)	132 (58.1)	9 (4.0)	227 (100.0)
Poor readers	61 (30.5)	73 (36.5)	39 (19.5)	27 (13.5)	200 (100.0)

Comparison with the larger group[1] shows that good readers among the 230 obtain a much smaller proportion of their books from home, a much smaller proportion from friends and a very much larger proportion from another library - in this case the public library or one of its children's sections. The school library also appears to play a less important part in their reading, and in comparison with the public library this is often true. But they still use the school library extensively and in fact more than poor and non-fiction readers do; for example, 32.8 per cent of good readers (girls) claimed that they use the school library

[1] See Table 26.

"every few days" compared with 11.9 per cent of poor readers.[1] Since they are good readers, who often read many books as well as good books, it is not surprising that they draw heavily on more than one source of supply. Nor is it surprising that they show a markedly superior knowledge of good quality authors. This is one of the criteria by which they are adjudged good readers. But the extent of their overall superiority is shown by the figures; for example, only 8.0 per cent of good readers (boys) failed to recognise a good author from the list provided, compared with 41.4 per cent of poor readers; for girls the corresponding figures were 6.9 and 54.2.[2] (In the 1,914 group, 68.5 per cent of boys and 61.2 per cent of girls could not recognise a good author.[3]).

Finally on the question "Who has helped you choose books?" 24.0 per cent of boys and 25.9 per cent of girls among good readers responded "Librarian", compared with 5.2 and 3.4 per cent respectively of poor readers.[4] (In the 1,914 group the corresponding figures were 3.0 and 4.9 per cent[5]). Much smaller percentages of good readers than of others said that nobody had helped them. It is also interesting to note that good readers were helped more by

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1 See Table 40.
2 Table 16.
3 Table 14.
4 Table 32.
5 Table 30.

their families than other readers were. This may seem paradoxical in view of the fact that good readers obtained comparatively few of their books from home, but it is explained by the family excursions to the public library and by parents borrowing books therefrom for children unable to make the journey to the city, as reported in earlier sections.

Generally the figures for the 230 group provide support for the findings with respect to larger numbers of children and confirm the general conclusion that public libraries are the main source of good quality, homes the main source of poor quality books.[1] In fact the reading of good books may often be regarded as in itself a measure of library influence in that few children obtain good books from anywhere else.

In order to carry out more detailed analysis, the group of 230 children was divided into contrasting groups in five separate ways, as follows:

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[1] Books from home include not only parents' books but those given to children as presents and those bought by children themselves with money from parents.

TABLE XXVI

SPECIAL GROUP - DIVISION ACCORDING TO FIVE DIFFERENT CRITERIA

1. Sex:	Boys 113		Girls 117	
2. Quality/sex:		Boys		
	Good 25	Non-fiction 30	Poor 88	
		Girls		
	Good 58		Poor 59	
3. Quantity of reading:	More 145		Less 85	
4. I.Q. scores:	Higher 115		Lower 115	
5. Type of school:	State 129		Independent 101	

The first division was on the basis of sex alone, used when differences between boys' and girls' answers to the character questionnaire seemed to have a significance quite apart from the quality of their reading. Second, and most important, was the division according to both quality of reading and sex which provided good, poor and non-fiction readers (boys) and good and poor readers (girls). Since the main purpose was to find out whether good readers differed significantly from others in various respects, poor and non-fiction readers were sometimes combined to form a single group of "others". The third division was on the basis of quantity of reading and the fourth according to the rank order of I.Q. scores, the top half forming one group,

the lower half the other. There were sometimes comparisons of interest between one or the other of these two sets of groups quite irrespective of quality of reading, but the main purpose of reporting findings on the basis of quantity and I.Q. groupings is to throw findings on the quality of reading criterion into sharper relief. There is some positive relationship between quality of reading and amount of reading, in that good readers often read many books; but not all good readers read many books, nor are all those who read many books good readers in terms of quality. It is useful therefore to provide evidence that if there is a significant difference between good and poor readers on an item in the character questionnaire, such a difference either does not exist between those who read more and those who read less or is not of similar magnitude. There is also an overall positive relationship between I.Q. score and quality of reading and the same arguments apply.
The fifth division, on the basis of type of school attended, state or independent, is somewhat different in purpose. It was believed that certain differences between children from the two types of school in values and attitudes might be revealed which have a relevance for any discussion of the influence of libraries in education, quite apart from quality of reading.

To illustrate the foregoing, the following Table summarises the results of some comparisons made according to various groupings of these 230 children:[1]

[1] For further details, see Tables 10, 21, 22, 25, 36, 42, 45, 49, 61, 65-71.

TABLE XXVII

SUMMARY OF COMPARISONS BETWEEN VARIOUS GROUPINGS OF 230 CHILDREN

	Sex Boys/Girls	Boys - Quality - Girls Good/others		Good/poor	Quantity More/less	I.Q. Higher/lower	Type of school: State/Independent
Quality-Boys Good/others	-	-		-	N/S	N/S	Good/Indep-endent .05
Quality-Girls Good/poor	-	-		-	Good/more .01	Good/higher .01	N/S
Quantity More/less	N/S	N/S		More/good .01	-	More/higher .05	N/S
I.Q. Higher/lower	N/S	N/S		Higher/good .01	Higher/more .05	-	Higher/state .05
Type of school State/indep.	N/S	Indep./Good .05		N/S	N/S	State/higher .05	-
Books owned More/less	N/S	N/S	More/good .05	N/S	More/more .02	More/higher .01	More/Indep. .05
Father's occupation	N/S	N/S		N/S	White c./more .05	White c./higher .05	White c./Indep. .01
Books in home	N/S	N/S		More/good .02	N/S	More/higher .01	More/Indep. .01

(continued)

TABLE XXVII (continued)

	Sex Boys/Girls	Boys - Quality - Girls Good/others	Good/poor	Quantity More/less	I.Q. Higher/lower	Type of school State/independent
Read to by parents	Often/girls .01	Often/good .01	Often/good .01	Often/more .01	N/S	N/S
Spare time activity	Reading/girls .01	N/S	Reading/good; Sport; TV /poor .01	Reading/more; Sport; TV /less .01	N/S	TV/State Sport/Indep. .01
Position in English	N/S	Worse/good .05	N/S	N/S	N/S	N/S
		Worse/good .02				
Library helped with school	Subjects/girls Not/boys .01	English/good .05	N/S	Subjects/more Not/less .01	Subjects/higher English/lower	N/S
Used library re school work	N/S	N/S	Often/good .01	Often/more .05	Often/higher .01	N/S
Special interest via reading	N/S	Yes/good .01	Yes/good .01	Yes/more .01	Yes/higher .01	N/S

(continued)

TABLE XXVII (continued)

NOTES: N/S means not significant by a statistical test; that is any relationship found between, for example, quantity of reading and type of school attended would be more than 5 times in 100 a chance relationship.

.05 means that a relationship would be due to chance less than 5 times in 100, and that it is therefore regarded as statistically significant.

.02 means significant in that less than 2 times in 100 would be the relationship be a chance one.

.01 indicates the relationship would be a chance one less than once in 100 times.

The first part of the above Table gives the basic information that a higher proportion of boys from independent schools than from state schools were good readers; that there was no difference in this respect between girls from the two types of school; that good readers among girls had higher I.Q. scores and read more in quantity whereas no such relationships were found in the case of boys; and that the State school children interviewed had higher average I.Q. scores than the children from independent schools.

The first four items in the second half of the Table are particularly associated with the home background of these children. In respect to father's occupation good readers and poor readers did not differ and this was true of both sexes. But a higher occupational level was associated with higher I.Q. scores in the children, a greater quantity of reading, and, very clearly, education at an independent school. There were similar relationships between having more books in the home and a child owning more books, on the one hand, and education at independent schools and higher I.Q. scores on the other.

A higher quantity of reading was also associated with owning more books, though not with having more books in the home; while those who read better quality books also tended to own more books. On the whole, however,

the association between reading of good quality books and a privileged home background was slight compared with the "higher occupational level - higher I.Q. - independent school - owning and having in the home more books" relationships. The most striking association between children's home background and the quality of their reading was, as already noted in respect to the 1,914 children who completed questionnaires, in respect to whether or not their parents had read to them regularly when they were small. A relationship was also found between this and quantity of reading, and there was a significant sex difference in that a higher proportion of girls than boys claimed to have been read to regularly as young children. There was, however, no association between being read to and I.Q. score or type of school attended, and this suggests that there is little, if any, connection between parents' socio-economic background and their propensity to read to their children. Whereas 53.0 per cent of good readers claimed to have been read to regularly, compared with 14.2 per cent of poor readers, the corresponding percentages for independent and state school children were 31.7 and 25.6.

Findings that those who read more and better quality books are more likely to list reading as the activity to which they devote most spare time, while poor readers favour sport and watching television are scarcely surprising. Even so, there are differences between

quality-based and quantity-based groups; for example, 69.8 per cent of good readers (quality) placed reading first, compared with 57.2 per cent of those who read more (quantity), while 8.4 per cent and 18.6 per cent respectively placed watching television first. Differences between groups based on sex, type of school and I.Q. score are summarised in the following table:

TABLE XXVIII

LEISURE ACTIVITIES TO WHICH MOST TIME DEVOTED - GROUPS BASED ON SEX, TYPE OF SCHOOL AND I.Q. SCORE COMPARED

First preference	% Boys	% Girls	% State	% Independent	% Top I.Q. quartile	% Third I.Q. quartile	% 2nd I.Q. quartile	% bottom I.Q. quartile
Reading	28.3	51.2	37.9	42.5	51.7	40.3	37.9	29.8
Sport	29.2	19.6	19.3	30.6	20.6	28.0	20.6	28.0
Television	28.3	26.4	36.4	15.8	20.6	21.0	31.0	36.8
Other activities	14.1	2.5	6.2	10.8	6.8	10.5	10.3	5.2
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The sex and I.Q. differences are in accordance with expectation and with the findings of other investigations - for example, that girls are keener on reading than boys are, boys keener on sport and hobbies (included in other activities) and children with higher I.Q. scores

keener on reading and less keen on watching television. A finding of particular interest, however, is the marked difference between children attending state as opposed to independent schools in that the former are much more addicted to television, the latter (though the difference is not so great as with television) to sport. Evidence from the large group of 1,914 children points in the same direction, and the implications of this when considered in conjunction with other evidence will be discussed in Chapter VII.

Evidence concerning performance in English has been presented elsewhere. The Table shows the same unexpected relationship between a lower relative class position in English and better quality reading, but no relationship in any of the other group comparisons.

That those of higher I.Q. and those who read more should make greater use of the library in connection with their school work might have been expected; and following upon the relationship between good quality reading, quantity of reading and higher I.Q. among girls, a similar relationship between good readers (girls) and frequent use of the library is also found. The help obtained from the library in connection with school subjects on the one hand and with formal English on the other is an item on

which the findings are somewhat confusing; good readers (boys) and children with lower I.Q. appear to find more help with formal English, those of higher I.Q. and those who read more in quantity more help with subjects; generally boys were much less inclined to believe the library helped them at all, girls that it helped with subjects. Finally, good readers (quality) and those who read more (quantity), both boys and girls, and those with higher I.Q. were all more likely to claim the development of a special interest through reading a book than were their counterparts.

Findings with respect to teachers' assesements of various abilities in English and character traits of the 230 children interviewed have already been briefly reported. These will now be presented in a little more detail together with such differences as may be found between the children grouped according to sex, quantity of reading, I.Q. score and type of school attended. The following Table summarises the comparisons made;[1]

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[1] For further details, see Tables 51-58.

TABLE XXIX

TEACHER'S ASSESSMENTS - SUMMARY OF COMPARISONS BETWEEN VARIOUS GROUPINGS OF 230 CHILDREN

	Sex Boys/Girls	Boys - Quality - Girls Good/others	Good/poor	Quantity more/less	I.Q. Higher/lower	Type of school State/Indep.
Ability in written English	N/S	N/S	Higher/ good .01	Higher/ more .01	Higher/ higher .01	N/S
Ability in spoken English	N/S	N/S	Higher/ good .01	Higher/ more .01	Higher/ higher .01	N/S
Vocabulary	N/S	Higher/ good .05	Higher/ good .01	Higher/ more .01	Higher/ higher .01	N/S
Enthusiasm for school	Higher/ girls .05	N/S	Higher/ good .05	N/S	N/S	N/S
Enthusiasm for other activities	N/S	N/S	Higher/ good .02	Higher/ more .02	N/S	N/S
Sociability	N/S	N/S	N/S	N/S	N/S	Higher/Indep. .01
Imagination	N/S	Higher/ good .05	Higher/ good .01	Higher/ more .01	Higher/ good .01	N/S
Ordinary	N/S	N/S	Not ordinary/ good .01	N/S	Not ordinary/ higher .05	N/S

It can be seen that their teachers judged good readers (boys) as superior to poor readers in vocabulary and imagination, good readers (girls) as superior in every particular except sociability. The association between quality and quantity of reading, and in the case of girls between both these and a higher I.Q. score, is again clearly revealed in the above Table - by the significant differences between quantity-based groups and between I.Q.-based groups in ability in written and spoken English, in vocabulary and in imagination.[1] Again, however, the differences are not identical in size; for example, between quality-based and quantity-based groups as in the following Table:

TABLE XXX

TEACHERS' ASSESSMENTS OF VOCABULARY AND IMAGINATION - GOOD READERS (QUALITY) AND THOSE WHO READ MORE (QUANTITY) COMPARED

	Good readers (quality)	Read more (quantity)
Rated highly on vocabulary (%)	71.0	57.8
Rated highly on imagination (%)	68.6	57.2

[1] Perhaps in view of the narrow range of abilities sampled by most I.Q. tests one might not expect high I.Q. children to show imagination. Perhaps also in view of the limitations of English lessons as described in this thesis one might wonder what some English teachers knew about imagination. For an interesting research report and discussion of "Creativity and Intelligence", see the book of that title by J.W. Getzels and P.W. Jackson (New York: Wiley 1962).

Other points of interest are as follows: girls are assessed as having more enthusiasm for school than boys have, but no association was found between quantity of reading or I.Q. score and enthusiasm for school; reading quality (girls) and quantity are associated with enthusiasm for activities other than school; and children with higher I.Q.s are less likely to be regarded by their teachers as "ordinary"; finally, between groups of children attending state and independent schools respectively there are differences which may be shown more clearly in the following Table:

TABLE XXXI

TEACHERS' ASSESSMENTS - CHILDREN FROM STATE AND INDEPENDENT SCHOOLS COMPARED

Per cent of children rated highly on -

	Written English	Spoken English	Vocab-ulary	Enthus-iasm for school	Enthus-iasm for other activi-ties	Socia-bility	Imagi-nation
State schools	51.1	48.0	48.8	61.9	53.4	47.9	47.9
Independent schools	54.3	55.4	52.4	65.3	56.4	67.3	50.4

Two main points may be noted. First, there was a significant difference in teachers' assessments of the sociability of these two groups of children; second, there was a consistent trend throughout, though the differences in each item except sociability are small, for teachers in independent schools to rate their pupils more highly on these qualities than state school teachers did. It may be, of course, that the independent school children interviewed were genuinely superior in these qualities - although it must be remembered that each child was assessed in relation to the other children in his or her own class, so that the overall superiority independent school children might have in, for example, spoken English and vocabulary because of home background would not show up in the above comparison. It is possible that closer personal relationships exist between teachers and fee-paying pupils than between teachers and pupils in state schools; it may be that sociability in particular is more highly valued by teachers in independent schools; and it is also possible that they tend to be more tolerant in judging their pupils than teachers in state schools. It is perhaps of interest in this connection that a higher proportion of teachers in independent schools - 62.3 per cent against 56.5 per cent - rated their pupils as "ordinary", which may suggest that they have a somewhat wider conception of normality. Such points may well

merit future investigation, but these speculations will be reconsidered, in the light of other evidence, in the next two chapters.

The information contained in the Tables in this section and the related discussion should be sufficient to illustrate the complexity of factors associated with what children read and the extent to which they make use of libraries. For this particular group of 230 children, drawn from more than 30 different schools, I.Q. score and quality of reading are positively related in the case of girls but not in the case of boys, the children from independent schools are superior in quality of reading but inferior in I.Q. score to those in state schools, and clearly home and school background as well as level of intelligence may be influential in bringing about some of the differences reported between good and poor readers. Nevertheless, as has already been demonstrated, the fact that here and there intelligence, for example, is a significant factor does not mean that it is the only or even the most important factor; similarly results obtained with, for example, quantity of reading as a criterion may differ both in degree and in kind from those obtained when quality is a criterion; and not every wealthy parent has more books than the less wealthy or encourages his children to have books - in fact, the socio-economic status

of a home is not a major factor in determining, for example, whether children when young are read to by their parents or the extent to which the home is a source of current reading material.

These problems have been considered in some detail with the purpose of re-emphasising that libraries are one of a complex of influential factors in education, and it is not contended that they are or can ever be powerfully effective in isolation. The findings reported in this and the preceding chapter suggest, however, that in certain circumstances the effect of a library can be crucial, and that the presence of other factors, such as a privileged home or a high I.Q. score, are not essential pre-requisites for its effectiveness.

5. Libraries and the character development of children:

The material in this section has no parallel elsewhere in this study since it is largely based on the character questionnaire,[1] designed in the hope of discovering differences in personal qualities between good and poor readers and administered only to 230 children interviewed. It must again be emphasised that this is an exploratory investigation, and although a large quantity of data was analysed in considerable detail the numbers involved are too small to permit confident

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[1] For details of the questionnaire, the method of scoring responses and Tables of results, see Appendix and Tables 72-80.

generalisation. However, the findings are suggestive and indicate directions in which further research might profitably be pursued. The following Table summarises the comparisons that were made and the significant differences which emerged:

TABLE XXXII

CHARACTER QUESTIONNAIRE - SUMMARY OF COMPARISONS BETWEEN VARIOUS GROUPINGS OF CHILDREN

Preference for:	Sex Boys/Girls	Boys - Quality - Girls Good/others	Good/poor	Quantity More/less	I.Q. Higher/lower	Type of school State/Indep.
Kind	Girls .01	Good .01	Poor .05	N/S	N/S	N/S
Clever	Boys .01	N/S	Good .01	More .05	N/S	N/S
Busy	N/S	N/S	N/S	N/S	N/S	N/S
Brave	Girls .01	N/S	N/S	N/S	N/S	N/S
Sociable	N/S	Poor + non-fiction .01	Poor .01	N/S	Lower .05	N/S
Independent	N/S	N/S	N/S	N/S	N/S	N/S
Understanding	Girls .01	Good .01	Good .05	N/S	Higher .05	N/S
Good at sport	Boys .01	N/S	Poor .01	less .05	N/S	N/S
Discrimination against migrant	N/S	N/S	N/S	N/S	N/S	N/S
Wishes	N/S	Selfish/non-fiction .05	Idealistic/ good .01	N/S	N/S	N/S
Insight	N/S	Insight/ good .02	Insight/ good .01	N/S	N/S	N/S
Insight + extensive	N/S	Insight +/ good .01	Insight +/ good .01	N/S	N/S	N/S
Teacher's pet	N/S	N/S	Teacher's pet/poor .01	N/S	Teacher's pet/ lower .01	N/S
Sport compulsion	N/S	N/S	N/S	N/S	N/S	Compulsion/ Indep. boys .01
Awareness	N/S	Awareness/ good .02	Awareness/ good .01	Awareness/ more .02	N/S	N/S
Awareness + extensive	N/S	Awareness +/ good .01	Awareness +/ good .01	Awareness +/ more .01	Awareness +/ higher .01	N/S

The first item presented the children with eight descriptive adjectives, each one paired with each other one, and they were asked to indicate which in each pair they would prefer to have applied to themselves. The adjectives were kind, clever, busy, brave, sociable, independent, understanding and good-at-sport. When good readers among boys were compared with poor readers, they showed a significantly greater preference for kind and understanding and also, though the difference was smaller, for independent. Poor readers showed a significantly greater preference for sociable, and also, though the difference was smaller, for clever and good-at-sport. When good and non-fiction readers were compared, results with respect to kind and understanding were similar, the differences concerning good-at-sport and independent had respectively diminished and vanished, while non-fiction readers showed considerably less preference for understanding and considerably more for sociable even than poor readers.

Similar comparisons between good and poor readers (girls) showed a significantly greater preference by the former for clever, and also understanding, a significantly lesser preference for sociable, good-at-sport, and also kind.

Other comparisons were made using as criteria, instead of quality of reading, type of school attended,

I.Q. score, quantity of reading and sex respectively, as criteria. There were negligible differences between the preferences of state school children and those of children from independent schools;[1] between the top and bottom quartile on the basis of I.Q. scores, the only differences worthy of note were that of those of lower intelligence favoured sociable more and understanding less; and when quantity of reading was the criterion, those who read fewer books favoured good-at-sport more and clever less and also showed some preference for sociable. These differences on the basis of intelligence and quantity of reading are not surprising. One would expect that those who read more might attach less importance to sport, for instance. In any case, the differences are much smaller than those noted when quality of reading was the criterion.

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[1] There seemed little point in separating the sexes here. Little difference between boys at state schools and boys at independent schools could be expected because the tendency, suggested by other evidence, for independent school boys to attach more importance to sport, less to kindness and understanding, would be obscured by the presence of a higher proportion of good readers among them (14 out of 44 compared with 11 out of 69 from state schools). However, preference for the three adjectives mentioned was analysed in this way, with the following result:

kind:	state school	boys	5.10	indep.	school	boys	5.25
understanding:	"	"	"	5.12	"	"	"	4.80
good-at-sport:	"	"	"	2.86	"	"	"	2.84

The result for understanding suggests that in larger samples without the preponderance of good readers a clear difference between boys in independent as opposed to state schools might be found.

Between boys and girls, however, there were differences of considerable interest. Girls scored substantially higher than boys on kind, brave and understanding; boys substantially higher on clever and good-at-sport. These differences, when considered in conjunction with the findings reported above based on quality of reading, appear to have important implications for this thesis. The following Table, which summarises scores on the various criteria, will be a useful reference point:[1]

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[1] See also Table 72 in Appendix 2.

TABLE XXXIII

ADJECTIVES CHILDREN WOULD LIKE TO HAVE APPLIED TO THEMSELVES - AVERAGE SCORE OF EACH ADJECTIVE WITH CHILDREN GROUPED ACCORDING TO FIVE DIFFERENT CRITERIA

	Good readers (boys)	Poor readers (boys)	Non-fiction (boys)	Good readers (girls)	Poor readers (girls)	All boys	All girls	Boys and girls mixed					
								Quantity - read more	Quantity - read less	State school	Independent school	Higher I.Q.	Lower I.Q.
kind	6.00	4.98	4.80	5.87	6.23	5.15	6.05	5.63	5.58	5.57	5.67	5.59	5.64
clever	2.88	3.36	3.30	2.36	1.50	3.23	1.93	2.75	2.25	2.57	2.57	2.62	2.52
busy	2.72	2.82	2.93	2.81	2.45	2.83	2.63	2.81	2.58	2.76	2.68	2.79	2.65
brave	2.00	1.98	2.06	2.91	2.84	2.00	2.87	2.53	2.30	2.41	2.49	2.42	2.47
sociable	3.36	5.01	5.43	4.22	4.98	4.76	4.61	4.55	4.90	4.71	4.64	4.45	4.91
independent	2.60	1.82	2.43	2.29	2.16	2.15	2.22	2.07	2.40	2.14	2.25	2.15	2.23
understanding	6.00	4.94	4.23	5.87	5.45	4.99	5.66	5.42	5.17	5.40	5.24	5.53	5.13
good-at-sport	2.44	3.05	2.80	1.63	2.33	2.84	1.99	2.20	2.77	2.40	2.42	2.41	2.41

It is a feature of the above Table that the difference in the average scores of good readers among boys, when compared with poor or non-fiction readers, is on some items clearly in the direction of the average scores of girls. For example, girls score significantly higher on kind than boys - 6.05 against 5.15 - while good readers (boys) score 6.00, almost the same as the girls, as compared with poor readers (boys) 4.98 and non-fiction readers 4.80.

Similarly, on clever, boys score much more highly than girls -3.23 against 1.93 - and good readers (boys) score lower than poor and non-fiction readers. Since good readers (girls) score significantly higher than poor readers (girls), this brings the scores of those boys and girls who are good readers much closer together. Between all boys and girls the difference is 3.23 - 1.93 = 1.30; between boys and girls who are poor readers it is even larger: 3.36 - 1.50 = 1.86; whereas between boys and girls who are good readers it is only 2.88 - 2.36 = .52.

Again on understanding, girls score significantly higher than boys, yet good readers (boys) score even higher than girls; and while the difference between good and poor readers (boys) is 6.00 - 4.94 = 1.06,[1] between good

[1] Between good and non-fiction readers the difference is even larger. 6.00 - 4.23 = 1.77.

readers (boys) and good readers (girls) it is only 6.00 - 5.87 = .13.

Such evidence would appear to suggest a finding that good readers among boys tend to subscribe to some qualities and values which are regarded in our culture as more appropriate to girls; and in conjunction with other evidence it may be taken to indicate that the reading of good books and the frequenting of libraries are not manly pursuits.

The second item made it possible for those answering it to show discrimination against a migrant, the hypothesis being that children who had read good fiction extensively would have developed more tolerance, imaginative sympathy and similar qualities than those who had not. The children's responses gave no support to this hypothesis, since more than 90 per cent of all children rejected discrimination.[1]

The third item invited the children to make three wishes. After careful analysis it was found possible to classify each child's wishes into one of seven categories. These were subsequently divided into two groups - of wishes predominantly selfish and material on the one side, predominantly idealistic and altruistic on the other. With quality of reading as the criterion, good readers were

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[1] See Table 73.

significantly more likely to make idealistic or altruistic wishes. This was true of both boys and girls, with about 70 per cent of poor readers (girls) making selfish-material wishes as compared with about 40 per cent of good readers, and about the same proportion of good readers (boys) as compared with two-thirds of the non-fiction readers. The difference between good and poor readers (boys), though in the same direction, was not significant. With I.Q., type of school and quantity of reading used as criteria, no differences between the groups were found.[1]

The fourth item, concerning John and his father, gave opportunity for children to show sensitivity to human relationships, understanding of human motives and similar qualities and again it was hypothesised that readers of good fiction were more likely to have developed such qualities. Again, after considerable trial-and-error, eight categories were defined which covered the responses, and eventually these were re-combined into two groups, of subtle, insightful responses on the one hand, and more simple or obvious explanations of behaviour on the other. On this basis, the findings strongly supported the hypothesis and good readers amongst both boys and girls showed a marked superiority in giving subtle explanations of the father's behaviour. Of boys and girls

[1] See Table 74.

combined 36.0 per cent of good readers showed insight as against 14.9 per cent of poor readers.[1]

A further comparison was made by taking one other category of responses from the "simple" group and adding it to the "subtle" group. This category included those children whose responses, though not showing deeper insight, were more extensive in that each had suggested two or more reasons for the father's behaviour. With this change in the grouping of responses, the differences became even more marked; for example, the "superior" group now included 72.0 per cent of good readers amongst boys but only 27.4 per cent of poor readers and 26.6 per cent of non-fiction readers, while for girls the figures were 58.4 per cent and 21.8 per cent respectively.[2]

When the children were grouped according to criteria other than that of reading quality, no statistically significant differences were found, although children from independent schools, children of higher I.Q. and children who read more, in each case showed slight superiority; for example, between the I.Q. groups 26 per cent as against 19 per cent (44 per cent as against 33 per cent when more extensive were included with more subtle responses).[3]

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[1] Including non-fiction (boys). See Table 75 for more detailed comparisons.

[2] See Table 76.

[3] Tables 75 and 76.

The fifth item asked children to explain why a teacher treated two girls differently for the same piece of behaviour. The hypothesis was that good readers would show more understanding of, imaginative insight into, such a situation. The responses were first analysed into five groups, but a reduction to two groups was a simple matter, the first containing those children who explained the situation simply in terms of one child being "teacher's pet", the second containing those who appreciated that there might be some difference between the girls which made it desirable or necessary to treat them differently. The findings strongly supported this hypothesis in respect to girls, only 5.2 per cent of good readers giving a "teacher's pet" explanation as compared with 25.4 per cent of poor readers. The difference between good and poor readers (boys) in respect to the same explanation favoured good readers, 12.0 per cent against 20.6 per cent, but was too small for any claim that the difference was not due to chance; and the same must be said of the difference between good and non-fiction readers (20.0 per cent). The overall difference between good and poor readers was substantial, 7.2 per cent giving the "teacher's pet" explanation as against 22.5 per cent, but, as the above evidence shows, the difference was very largely due to the girls.

Higher proportions of (1) state school children, (2) those who read less in quantity, and (3) those with lower I.Q. scores, gave "teacher's pet" as an explanation, the difference in the first two cases being slight but in the third significant.[1]

The sixth item was concerned with whether a boy who did not like playing sport should be compelled to do so. The hypothesis was that good readers would show more tolerance of the differences between individuals and would be less likely to support compulsion. However the findings gave no support to this hypothesis, and about seven out of every eight children, good readers and poor readers, boys and girls alike, took the tolerant viewpoint. Nor were there differences on any of the other criteria, with one interesting exception. Boys from independent schools differed significantly from boys in state schools in supporting compulsory sport, the figures being 27.3 per cent as against 5.8 per cent. The differences between the girls on this criterion were negligible.[2]

The final item concerned a girl who, having pestered her parents for a bicycle with eventual success, gave it a few weeks later to another girl in poorer circumstances for her birthday. Children were asked

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[1] See Table 77.
[2] See Table 78.

whether or not they thought the first girl's parents would be angry, and why. The hypothesis was again that good readers would show by their answers deeper awareness of and sensitivity to the feelings of the human beings featured in this anecdote; and, after an original division into eight categories, those who could see both sides and gave two or more reasons amounting to "Yes and no" were separated from all other respondents. When these two groups were compared, support for the hypothesis was found amongst both boys and girls; for instance, 28.0 per cent of good readers (boys) gave more widely sensitive answers compared with 5.1 per cent of poor and 13.3 per cent of non-fiction readers, while the corresponding figures for girls were 24.1 per cent and 1.7 per cent. Further comparisons were made by taking a category from the "less sensitive" group and adding it to the "more sensitive" group. This category contained those children who had not been content with a single, simple explanation but had offered at least two; since they were explanations on the same side they did not reveal as wide a range of sensitivity as those who showed an awareness of both sides, but, as with the closely parallel item of "John and his father", they did suggest a more extensive probing of human motives. When children in these combined categories were compared with all other children, the differences - again as with the "John and his father" anecdote - were even more marked, and the

percentages became 48.0 per cent as against 10.2 per cent and 23.3 per cent (boys) and 43.1 per cent as against 5.1 per cent (girls).[1]

The children's responses were also grouped according to other criteria. The differences in respect to type of school were negligible - for example, 20.8 per cent more sensitive/more extensive responses from state schools as compared with 25.5 per cent from independent schools. With respect to I.Q. score, however, they were significant with 30.4 per cent of more sensitive/more extensive responses coming from the top half of the I.Q. distribution, and 15.7 per cent from the bottom half. This difference was made up largely of more extensive responses; on the original grouping-answers showing awareness of both sides compared with all others - the figures were 14.8 per cent and 10.4 per cent respectively. Significant differences were also found with quantity of reading as the criterion, and this appears to lend support to a hypothesis that reading many books, irrespective of quality, is associated with deeper awareness of human motives. It must be remembered however that quantity and quality of reading have already been found to be positively correlated; furthermore, the differences on this item with quantity as criterion,

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[1] See Tables 79 and 80.

though significant, are smaller than those found with quality as criterion.[1]

TABLE XXXIV

SENSITIVE AND SENSITIVE-EXTENSIVE RESPONSES - GOOD READERS (QUALITY) AND THOSE WHO READ MORE (QUANTITY) COMPARED.

	% of sensitive responses	% of sensitive-extensive responses
Good readers (quality)	25.3	44.6
Poor readers (quality)	5.4	10.9
Read more (quantity)	16.6	31.0
Read less (quantity)	5.9	9.4

Finally, other evidence on possible relationships between reading and character is derived from children's responses to the question "What kinds of people, what sorts of character, do you most like to read about in books?" There were many brief replies with "adventurous" and "mysterious" as the most favoured adjectives, but longer and more revealing comments were made, which are often suggestive of the child's more fundamental attitudes. Here is a selection of actual responses:

[1] See Tables 79 and 80.

"Ordinary people who do something unusual."

"People who are not always complaining. Heroes who do not always come out on top of their troubles."

"A character that starts out in life with nothing to his name and works up to fame."

"Characters who are always helping someone, who have courage, yet think of other people."

"People with an average character but with some outstanding feature such as strength, swiftness or mentality."

"Real life stories of people in difficulty."

"People that get captured by thugs and then escape or have a nasty look by their faces in some drawings or sound nasty but are only detectives."

"I especially hate girls who are in a club or suchlike and expose criminals."

"I hate books by 'I'."

"People who have had no friends and make friends."

"Negroes and the way white people treat them in America."

More searching questions are necessary and more detailed analysis needs to be undertaken, to obtain information on what attitudes and values children both bring to and take away from what they read, although there is no easy solution here to the problem of cause and effect.

As elsewhere in this study, however, the words of an individual child will provide an illuminating extension of other evidence about him, and the next chapter will be devoted to a closer examination of a number of individual children, most of whom, by the criteria used in this study, are good readers.

CHAPTER V

STUDIES OF INDIVIDUAL CHILDREN

Gary is a cheerful, talkative boy, eldest of four children. His father is a mechanic and the family lives in a still uncompleted house in a semi-rural suburb. The father has been building the house himself, in his spare time, for the last 10 years. The house, a car and a small boat appear to have absorbed any 'surplus' from the father's income over the years. The boat has to be transported on a trailer pulled behind the car about 10 miles to the sea whenever members of the family go sailing but they often do this, even though the house remains unfinished. Although Gary's parents own very few books, they are both keen readers and borrow from the Public Library. They enrolled Gary at the Children's Library when he was 6 years old and his two younger sisters also belong to it. (The fourth child is still a baby). The whole family has a regular weekend 'library expedition' and visits the city on either Saturday or Sunday expressly for this purpose. Gary commented that "Dad and I just read and read and read" and explained that his mother could not read quite as much as they because with four children she had limited spare time. However, she was <u>particularly</u> interested in reading because she had never had much chance to read when younger. This was because, although

she had done very well at school, she had had to leave early and assume considerable family responsibilities. Gary said that she often reads the books he gets from the library, and he obviously has complete trust in her judgment when it is a matter of choosing books. As he puts it: "Mum comes in handy. She knows my age." His parents read to him every night when he was a small child, and he was able to recall many of the books they had read to him.

Gary is in the top stream at high school, has an I.Q. about 124, and was placed 10th out of 36 in the class in a recent examination. His teachers assess him as essentially a normal boy and rate highly his enthusiasm both for school work and other interests, his sociability and his fertility of imagination. His own comments on school included the following points: he likes Woodwork and Science particularly, has no particular dislikes, though on the whole does not enjoy school as much as in the previous year (his last year at primary school); the library at the school is only beginning - it is a new school - and has been stocked with books brought by the children themselves; the library is looked after by Mr. .... , the sports master; his English teacher gives his class a period a week for reading, but has never recommended any books or shown much interest; Gary has

"got into trouble reading in school" (when he should have been doing something else) and has been criticised because he "writes too lengthy in essays", he believes that from reading "you get good words and this shows up in your compositions"; school and homework "take up a lot of time" and he wishes he had more time both for reading and for "some outdoor life with his dog."

Gary thinks he would like to be a writer or a woodwork teacher, or perhaps a naturalist or a botanist. He reads a lot because - and this is the order in which he gave reasons - "you like to be able to express yourself", "you can find out things", "it's a good hobby", and "just for something to do". He likes adventure stories, books about sailing, and about ancient Greece and Rome; and he also often gets from the library books of which there are extracts in his school text books. He once became very interested in electric trains after reading a book about them but reluctantly abandoned any ambitions to acquire one because "they're too costly". But after reading "Swallows and Amazons" he developed a keen interest in boats and now shares this with his father. Among other interests are tennis, baseball and a youth club which he attends once a week; the family has no television set and takes little interest in radio programmes but the whole family goes to the cinema about once a month "if

there are any good films on."

Finally, Gary reads about 3 books a week, and says regretfully that he had "time to read a bit more than that last year"; he shows an extensive knowledge of and liking for good quality authors, and by the criteria used in this study was one of the best readers interviewed.

Comments:

The evidence suggests that the quality of his family life is particularly significant in Gary's reading development. Not only are there specific influences such as the keen interest of his parents in reading but also a generally favourable and stimulating atmosphere. The family spend much of their leisure together, as a unit - the weekly library expedition, the sailing, the visits to the cinema, the parents reading to the children. The mother values reading highly and wants it for her children because her own love of it was frustrated when she was a child. The impression given by the boy's own story and his account of his family is one of liveliness and mutual affection and creative energy - the father is building his own house, yet has not sacrificed everything to this task; there is "messing about in boats"; there is vicarious experience through reading; there is little interest in 'manufactured' entertainment, such as radio

and television; Gary's possible future occupations are all of a creative nature and he wants to express himself, to find out things.

By contrast the school's influence appears to be quite insignificant. There is little, if any, reading stimulus from the school library or from his English teacher, and Gary chafes a little under the restrictions of school and homework - has been in trouble for reading at the wrong time, has had his undisciplined self-expression in essays curbed, finds school and homework taking up too much time. Yet, since he has a healthy appetite for experience, he is open to influence from the school; his belief that reading helps with compositions (probably, on evidence from other children, a teacher's comment rather than his own conclusion), and his pursuit of books quoted in school text books, are evidence for this. Like many other good readers Gary belies the stereotype of 'bookworm' in his energetic devotion to other interests, including outdoor life.

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Peter, in appearance and manner and, as it turned out, in much else, was a striking contrast to Gary. He was round-shouldered, morose and initially uncommunicative. His parents were divorced some years ago and he lives with his mother, elder brother (15) and sister (20) in a lower socio-economic area close to the city. His mother works in a small factory and his sister is a nurse. There are very few books in the home, though he is sometimes given books for his birthday. He can remember being read to occasionally as a child but the only encouragement he now receives is his mother's admonitions not to read so much because he has to study for examinations.

His school report discloses that he was originally in the top stream but was demoted to a lower stream "because he did not work." His I.Q. is about 112 and in his present class he was placed 42nd out of 47 last term. Generally his teachers find him an unsatisfactory pupil, indifferent, unsociable, and Peter's comments about school indicate that his teachers' feelings are fully reciprocated. "I don't care for it much - and it's getting worse" was the way he summed up school. The only subject he likes is Science, though he tolerates English because of the reading involved. His English teacher gives "reading homework", allows time in school for boys to describe the books they enjoy, criticises their choice and recommends

books himself. Peter became more animated when the school library was mentioned; he uses it almost daily, the librarian has shown him how to find what he wants, and he reads about four books a week. He joined the Children's Library on his own initiative three or four years ago, because he was afraid he couldn't get enough books, but has not used it extensively this year because the school library has met most of his requirements.

Peter would like to become a pilot, but is doubtful whether he will ever be able to obtain the necessary qualifications. He dislikes sport, does not go to films or watch television and listens only to "hit parades" on the radio. His hobbies are making model aeroplanes and collecting stamps but most of his time, he says, is spent on homework and reading. His friends "think he's a bit mad because he reads so much"; they read only comics. He likes reading because "it's just something to do." He went on to explain that he enjoyed books because they are often exciting, but then reiterated "I mainly read because I haven't much else to do." His favourite books are historical fiction, and he has developed a special interest in Roman Britain and in Norman times through reading novels with those settings. He also likes books which deal with war and with aircraft. He dislikes books with "a gang of kids" as the main characters because the things they do are "a bit unreal". Conversely, a book

like "He Went with Christopher Columbus" appeals to him because it is "more real".

Some of the best authors writing for Peter's age group have written historical fiction and he has read many books of very good quality; his reading is particularly striking in terms of quantity, however, and he appears to have been reading for some years at a high and steadily increasing rate which is now around 200 books a year. His final comment was that he "often gets bored when he hasn't got a book to read."

Comments:

The evidence suggests that for Peter reading is primarily a means of escape from the unattractiveness of his daily life at home and school; possibly too a psychological refuge from his own anxieties and feelings of inadequacy. It was clearly impossible in the time available to discover how the loss of his father has affected him and his general family situation, but the impression was strong that the other three members of the household are too busy in their several ways to be much concerned with each other or with Peter - an impression not at all of hostility, but of indifference. In any case, there is certainly no active influence in the home, whether by urging or example, encouraging Peter to read in the way in which Gary, for example, is encouraged.

Peter's attitude to school is plain enough. How he felt about his demotion can only be surmised; if he sees himself as a failure, he is possibly concealing deep feelings of inadequacy beneath a mask of indifference. It is relevant that, although his ambition to be a pilot seems quite strong, he is already prepared for failure. The school library appears to be an oasis in a desert of harsh academic demands upon him..

Another factor which may be significant is that Peter's interests and pastimes are all of a solitary nature. Reading, building model aeroplanes, stamp collecting, and even homework, are all done alone, whereas sport, which is social, he dislikes. It is significant too, that one apparently so intent on escaping from reality should despise some books as "unreal"; it seems that as long as he can get away from this time and place he does not need fantasy and finds the impression of reality reassuring; historical fiction is eminently suitable for providing reality at a safe distance.

The above interpretations are tentatively advanced in the belief that Peter is one of a number of keen readers for whom reading is primarily a means of escape. The school he attends is one of the very few in South Australia with a trained librarian who spends almost all her time in the library, and a stock of books from which

much material of poor quality has been excluded. There is not much doubt that this librarian - and her library - are in a position to exert considerable influence on Peter. If at present they are meeting a deep psychological need for escape, various important questions arise - for example, what can or should the librarian do, and what can books do, to help Peter to stop running away? At least perhaps it is reason for satisfaction that Peter's needs are being met with books of good quality, whereas in other schools and with other 'librarians' he might have to subsist on a very different diet.

--- oOo ---

Robert is the third of six children, living in an older middle-class suburb, the son of an electrician employed by the public service. There are few books in his home and the parents read little. His elder brother reads only cheap paper-backs and his 16-year-old sister "used to read a lot but has now left school and is too interested in boys." Robert himself owns very few books and says he "reads them that fast it's not worth it." He has never been given any books for presents and was not read to as a small child. His parents do not try to stop him reading, except that they make him go to sleep at nights if they can; but he puts on his reading lamp and reads till midnight.

Robert has an I.Q. of about 124 but is in one of the lowest streams at high school because he did not want to study languages and did want to study art. (Such a combination is possible only in the least 'academic' streams). Reports from his teachers convey irritation and frustration. His ability in fluent expression, written or spoken, is of the highest, his vocabulary is exceptional in extent, his imagination is rich, his enthusiasm for school work is of the lowest and he is self-centred and unsociable. His abilities, as outlined above, are no use to him, say his teachers, because of his unwillingness to work, which "is shown by his <u>never</u> doing essential memorisation and by his constant furtive and 'fiddly'

activities under the desk or behind a raised cardboard box lid while such menial tasks as grammar exercises are being done or discussed." Last term he finished 8th out of 27 in the class but was placed lower in English.

Robert's own verdict on school is summed up thus: "All right I suppose. I've never wagged it."[1] His comments on his teachers are generally caustic. Of Art, he said: "The subject's all right, but the teacher's all wrong. He talks all the time." Of the English teacher: "He lets us read in the library one period a week. Those who talk get booted out." He measures anything that happens in school by whether it affects his opportunities for reading. He complains bitterly that new books soon disappear from the library and that he "had to wait 2½ months to get hold of one he wanted". Even so, he had managed to read 48 books from the school library during the first term of the year. (This was in addition to the 8 books a fortnight he borrows from the Children's Library.)

When interviewed he thought he was averaging only about six books a week but asserted he would read nearly twice as much had the family not acquired a television set. He watches this from 5.30 to 8 p.m. each night, then does his homework, then reads in bed. He has no interest in sport or any hobby and thinks that when he leaves school

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[1] Australian for "played truant."

he would like to be a librarian.

Robert made many other remarks which illuminate his passion for reading. He joined the Children's Library when aged 8 because "Mum didn't like me riding all round the district on my bike borrowing books." At the beginning of each term he makes his own list of books from the school library he intends to read during the term. He said he liked reading originally because "it was something to do" but that it "broadens your mind" and "gives you something to think about." He likes children's adventure stories and animal stories most of all. "If I don't understand a word it doesn't worry me as long as I get the gist of the story." It was evident from Robert's comments on books and authors that he exercises no discrimination. His appetite for reading is so insatiable that he consumes good, poor and indifferent material without pausing for digestion. Some remarks however were both pithy and penetrating. For example, discussing what happens to characters in books he said: "Too much luck seems a bit fishy, but not enough seems a bit tough."

Comments:

The evidence strongly suggests that Robert is an individualist. He is perhaps well-placed, in the middle of

a large family with tolerant parents, to go his own way without loss of security. He stood out against considerable pressures to go into a class where he could study what he wanted. However from the teachers' reports one may deduce that he does not find the experience of school very stimulating. The extract quoted might be regarded as a criticism of the education system as much as a criticism of Robert. His remark about getting the gist of the story without worrying about details is also very much at variance with reading habits inculcated in the schools - for example, in the study of set texts. There is evidence elsewhere that many children are unable to liberate themselves from school reading habits sufficiently to gain full enjoyment of leisure reading. His single-minded devotion to reading appears to owe nothing to encouragement from either home or school. Nor does it appear to be used as a means of escape. Whatever his motivation, Robert seems to be a non-conformist, going his own way, reading because he enjoys it immensely, and bothering himself very little with occupations he doesn't like, however socially desirable they may be. As with many of the children participating in this study, follow-up interviews in two, four, six or more years' time should do much to fill in the details of what are at present suggestive outlines.

---oOo---

Judith is the eldest of a doctor's five children. Her home in an upper middle class suburb has many books in it and her parents and her brother and sisters all belong to libraries. She has many discussions about books with her mother and brother, was read to every night as a child and now takes her turn to read to the little ones, although, she says, they often prefer to watch television. Judith is permitted to watch television only at week-ends and during holidays, a restriction which she accepts as sensible.

She attends an independent school, has an I.Q. around 120 and last term was placed 28th out of 37 in the top stream. School reports are eloquent about her refreshing interest in all aspects of English, her fund of energy and enthusiasm, her friendliness, her wide and varied reading. Judith herself has "always liked school." Her English teacher encourages the class to read, recommending many books, giving various kinds of rewards for reviews of books read by her pupils. History and geography teachers often give 'research' to be done which entails "looking things up either in the library or at home". Judith does not use the school library for leisure reading since, from the age of six, she has regularly visited the Children's Library and also has many books at home. She has one particular friend who is very keen

on reading, and they lend and recommend books to each other.

She would like to have more time for reading but "wouldn't like to give up anything." Among her other interests are basketball, hockey, piano lessons and practice, a club connected with Sunday school, collecting shells and collecting stamps, and she makes time for them all.

Judith likes reading because "it covers a lot, takes you into different worlds and you meet people in books you wouldn't meet in real life." Historical novels are very helpful in that "they tell you things much more interestingly than the teacher can." Books "widen your sight and thought, and help you to think of other things than your own interests."

She reads about 3 books a week. The authors she listed as her favourites are some of the outstanding contemporary writers of books for children. She made many intelligent and perceptive comments and her reading is quite exceptional in its quality. She was able to criticise poorer quality fiction - that of Enid Blyton - and also explain her resistance to Dickens. Some of the comments she made appear anonymously in other sections of this study.

Comments:

Judith is an extreme case of the child with every advantage, every possible stimulus to become a good reader. She is from a cultured, bookish home where reading is fully accepted as having an important place in daily life and where there is continual example and encouragement. She goes to a school where there are many children with similar backgrounds, where teachers are library-conscious and the English teacher in particular constantly emphasises the importance of books and reading. She has been for years a regular borrower from the Children's Library with its stock of books of high quality and expert assistance. To what extent her comments on books and authors and reading show a sensibility trained by family and school environment generally and to what extent that sensibility has been particularly developed by the reading itself is not known, but it is not surprising that she has become an exceptionally good reader. It is worthy of comment that Judith too is no 'bookworm' and in fact pursues with enthusiasm a wide variety of interests.

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Ruth, who lives in one of the poorer socio-economic areas of the city, is the second of five children. Her father is employed by a small firm of painters and decorators. There are few books in the home - Ruth thought about 30 - but her parents still buy books occasionally. Her father buys "murder things" and religious books, and her mother religious books also. Ruth "always has her nose in a book" and her parents complain when she reads in poor light. They are Methodists and the Bible was read to her when she was small; there is much Bible-reading in the house and it is read regularly to her little brothers aged 5 and 3.

At High School she is in the top stream, her I.Q. about 120, and she was placed 30th out of 45 in a recent examination. She enjoys school, likes all subjects, and described the school library as "marvellous". She spoke at length about her English teacher who, she said "reads a lot". This teacher lends books to the class, has recommended many, urges them to tell other children about what they have read, and often sets them to "find out things overnight". She also makes them every week write about books they have read and liked. "I read so many I get them confused," commented Ruth. "You think book's good until you have to write about it." "The teacher sometimes

puts up a list of books she thinks are good but", said Ruth, "I don't always agree." (She mentioned at interview seven of the teacher's recommendations, and by the criteria used in this study two were of good quality, one poor and four were 'classics'.)

When Ruth's own reading and interest in books were discussed, she reeled off the names of eight authors and several titles immediately and the conversation was punctuated with comments on a number of others. One of the authors mentioned was a classic and all the others, and all the titles, were of good quality contemporary fiction. She borrows frequently from the Children's Library, the school library, the local Institute library and "all over the place" - from friends, from teachers. She has several friends who are keen readers and they recommend to each other. Ruth reads a book a day.

She plays hockey, basketball, softball and table-tennis. She belongs to Girl Guides, a church youth group, the Red Cross, Crusaders (another church group) at school, and a gymnastics club. The family has no television but she often listens to the radio and her favourite programmes are plays, quizzes and "My Word". She sometimes goes to pictures, when there are religious films, - Ten Commandments and the Story of Ruth, for

example - but her parents judged 'Ben Hur' not suitable. "I cry a lot at the pictures", she said. She cannot manage to do all she would like because she gets lots of colds and earaches and has a troublesome knee because she was "hit by a car a couple of years ago."

Conversations with Ruth were very lengthy and the main impressions were of exceptional vitality, lively intelligence and wide interests and a cheerful gusto for everything in life. Many of her perceptive comments about books have been quoted elsewhere in this study. She likes reading for many reasons - "you find out so much, learn a lot, it's relaxing, you learn about other people - how they used to live, it helps you to understand other people," and "when you're told off, you can go and read a book." Through reading Rosemary Sutcliff's 'Outcast' she became interested in the Roman Empire and so, at the commencement of her secondary education, decided to study Latin. She thinks reading has helped "tremendously" with study at school, because "you have to pick up facts of your own, and not depend on one book." She criticised Enid Blyton's books because they "don't give you anything to think about." She said that "it's a lot of rot, life going marvellously and people being lucky <u>all</u> the time" and that in books "not everybody must be a model of innocence."

Ruth's teachers regard her as a "quite unusual" child with exceptional ability at oral self-expression and only a little less so at written self-expression. She was also rated very highly on sociability, imagination, and enthusiasm for activities and interests other than school work. On the latter, however, her teachers were unimpressed. The final summing-up on Ruth by her class teacher, who is also her English teacher, was in four words - "A menace. Very lazy."

Comments:

The influences upon Ruth are complex and her home background particularly would repay further investigation. On the evidence presented, any suggestions as to how Ruth has become the exceptional reader and interesting personality she undoubtedly is could only be extremely tentative.

First her home cannot have given her a 'good start' in the sense that a child of professional parents in a home full of books is given a good start. (cf. Judith, for example). Her father is a semi-skilled workman, the home, while not poor, is below average as far as material prosperity is concerned, and there are few books in it - though her parents do read. It might be doubted whether reading mainly from the Bible and religious books provides

an atmosphere in which a keen and wide interest in reading may easily develop. However, evidence is lacking and if Ruth's home is in fact somewhat restrictive in this way she has certainly made light of such restrictions. This may be of some significance in view of the fact that a number of children interviewed with apparently the most favourable home backgrounds had not developed into good readers.

Evidence on her school background also has some thought-provoking features. For example, Ruth made her English teacher appear quite an enthusiastic promoter of reading, her account is largely factual and seems accurate. However, several other children from the same class and from other classes with the same English teacher have also been interviewed, and accounts differ considerably. From all the evidence it seems that this teacher has taken the measures Ruth says she has taken, but occasionally rather than regularly, and that some of her efforts to promote reading have not been welcomed by her pupils. Ruth herself clearly does not like being compelled to write about what she has read, and her penetrating comment "You think a book's good until you have to write about it" is salutary warning to those teachers who try to compel children to make a critical response to books they read for pleasure, a reminder that 'timing' is of great

importance. The evidence also suggests that the teacher's knowledge of the range of books suitable for the children in her classes was somewhat inadequate.

Since the influence of the teacher may be of some significance in Ruth's case, and since contact had been made with several other children from her classes, discussions were held with the teacher to explore further her attitudes towards reading, knowledge of children's books and relationships with her pupils. The picture that emerged was of an energetic and conscientious teacher, convinced of the importance of good reading, but without the knowledge of books or skill in nourishing children's taste to match her enthusiasm. (The varying impressions conveyed by the children themselves of her efforts might well be the basis of a separate study on difficulties of communication between teacher and children and the problems faced by teachers of large classes in appreciating the differences between children and catering for them.) Nevertheless, there were more children from this teacher's classes among good readers using the Children's Library than from any other teacher, and though this may have happened by chance, the conclusion is tentatively advanced that a teacher who attempts with enthusiasm to influence children's reading may play a significant part in making good readers, even though she lacks the skill and knowledge

to be generally effective. Evidence from elsewhere in this study will show the greater potential influence of those with both knowledge and skill.

Ruth seems not to have been altogether appreciated at school, if her teacher's view of her as a "menace" and "very lazy" is any criterion. A similar lack of appreciation has been noted in respect to other good readers interviewed. Since South Australian schools tend to be run on authoritarian lines with much emphasis on the children being quiet and docile and with everything geared to cramming for examinations, it is scarcely surprising that Ruth can be regarded as a "menace", non-conformist and potentially disruptive. She talks too much, she is interested in too much, and she no doubt lacks application to the less challenging tasks of an examination - oriented class. If she is "very lazy" in any sense of the term, it can only be in respect to a very narrow range of school activities; otherwise the description is so inept as to be ludicrous.

What is most striking is that Ruth is so far - near the end of the first year - apparently quite unaffected by the school's overt or potential hostility. Her gusto is such that she enjoys almost every experience; she was probably more receptive to the English teacher's attempts

to encourage reading than anyone else in the class, even though she could be critical of them; she appreciates everything from the school library to the Girl Guides, from hockey to quizzes on the radio. Further study of Ruth's development over the next few years is likely to be very illuminating, but clearly the influences which have made her the exceptional reader she is are extremely complex and the foregoing description and comments have, in all probability, scarcely begun to unravel them.

---oOo---

Andrew is the second of four children of a plasterer and lives in an industrial suburb close to the city. His father complains of "having to work very hard" and hopes Andrew will get "a nice easy white-collar job". His mother's health is poor and she recently had "a big operation". According to Andrew, both parents are very tired in the evenings and used to go to bed very early but not so early now because they watch television. Dad now goes to sleep in the chair instead. There are very few books in the home, but Andrew, his elder brother aged 15 and younger brother and sister, all get books for presents sometimes. The parents do not read but are tolerant of their children's interests. "They must think it's all right or they wouldn't give us books." In another context Andrew remarked that "They don't like us to bother them too much. I mean, they let us alone as long as we don't behave too bad."

Andrew has an I.Q. of 103, is in a lower-than-middle stream in a large city high school and was placed 4th out of 47 in a recent examination. His teachers regard him as "very serious" and rate his enthusiasm for school work very highly. His ability to express himself in English, either written or spoken, is rated as low and he was in fact placed 31st in English. His English teacher had made little impression on Andrew; or at least

Andrew was quite uncommunicative about him, except to report that he had told the class they ought to read "Treasure Island" and "Coral Island." Andrew made it clear during the interview that he took school seriously and was keen to succeed. His ambition is to become a "research doctor", and in the character questionnaire his first two wishes were "for books" and "to be good at school work". However, he leads a full school life, plays several sports and belongs to clubs both inside and outside the school, builds crystal sets and collects stamps. He often visits a friend who has a toy skeleton. They both study this and Andrew's keen interest in it was obvious from his description.

Although some of Andrew's interests are of longer duration, discussion disclosed that considerable development has taken place since the beginning of this year, when he came to the high school. He was from the first particularly impressed by the school library, and the school librarian has "helped him a lot" to find "the kind of books he likes". At about the same time another boy told him about the Youth Lending Service of the Public Library, so he joined this library, and for more than six months has borrowed books regularly from both sources. He also discovered a few months ago that "the lady next door has a lot of books", and he has taken advantage of this too. He reads about two books a week and cited

several good quality authors and titles obtained from both school and public library. His comments on books and reading were few, but he likes good fiction "especially when the characters are really interesting people"; he also has, as might be expected, a particular passion for biographies of "research doctors" and had obviously read a great deal about Pasteur.

Comments:

From an unhelpful, though not obstructive background, Andrew appears to have been much influenced by his first contacts with good libraries. His school is one of the few with a trained librarian who spends most of her time in library work. It was difficult to ascertain whether direct personal influence was strong in this case. Andrew impresses as serious and self-reliant and in spite of the fact that he is assessed as being of limited intelligence it would be premature to dismiss his vocational ambition as unrealistic. There seems little doubt that the access he has to two good libraries will continue to be an important factor in his future development.

---oOo---

John lives with his parents, three brothers and a sister in a small house in an older suburb. He is the second child of a family who moved to the city from a remote country district two years ago, and his father formerly an unsuccessful builder is now a salesman in a hardware store. His parents have a bookcase full of old books, including "school stories" dating from their own and <u>their</u> parents' schooldays. They have no time to read themselves nowadays but they want John to read. They urge him to go to the library "because it will help with his education". His mother compels the older children in the family to read to the little ones.

His father is in poor health and was recently "ill with hepatitis brought on by worry". His mother, as the ensuing account will clearly show, makes all the decisions. John has no ideas about a future occupation but "Mum wants me to stay at school as long as I can." Information about the boy's home background was also contained in an unusually long report from his teachers; for example, "John comes from a respectable home but his parents are from the West Coast and have no education ... He is never kept clean and this results in some degree of unpopularity among the rest of the children in the class."

John is in the second top stream in a large high

school, was placed 33rd out of 45 in a recent examination, and has an I.Q. of 123. He was placed bottom of the class in English. His teachers comment that his parents' lack of education "is always reflected in the boy's vocabulary and ability to express himself . He is unable to cope with any work which requires initiative and his year's work has not borne out his I.Q."

John's most vehement complaint against school was that he "doesn't like essays because he can't think of anything to write." He borrows books from the school library, but takes no part in extra-curricular activities and cares little for sport. (His teachers also commented on his lack of interest in sport). Of his English teacher he said "She's got a degree in English and thinks we ought to read too" and "She tells us just about every day to read but doesn't tell us what to read." However, she does "read bits out of books to them", including some short stories and some translations from Caesar. Latin and Maths were mentioned by John as his best subjects.

He reads library books "only after homework". He never goes to films because "Mum doesn't like me going." The family has no television because "Mum doesn't like it - it would spoil our school work", but he is allowed to go to his grandmother's house to watch during holidays only. Sundays are spent at Baptist Church and at Sunday School,

and he goes to the Boys' Brigade on Friday nights. He listens to the radio "a lot", especially to serials.

He joined the Children's Library because "Mum wanted me to." He likes reading adventure books and showed acquaintance with some authors and titles of good quality. He said that he reads "to fill in time" but added, rather grudgingly, that he "likes books". He remarked in a tone of great surprise that "some children don't even like reading." He reads more now than in previous years "because Mum's brought me to the Children's Library, that's why!" - said resentfully rather than with satisfaction. However, his reading is still small in quantity and he reads about two books each month.

Comments:

On the classification basis used in this study, John is just on the "good reader" side of the arbitrary dividing-line because of the proportion of good quality books and authors listed by him. He made acquaintance with them by way of borrowings from the Children's Library; the books he read from the school library were of poorer quality, and the books at home even more so. But he is a good reader with some reluctance and the situation is a particularly interesting and somewhat unusual one.

Mrs. ...., uneducated herself and married, it seems,

to an ineffectual and/or unlucky husband, is fiercely ambitious for her children and sees education as the golden key which will unlock all doors for them. The way she has kept all the family's old books may be significant of a lifetime respect for "book-learning" and a belief that books are precious possessions - attitudes not uncommon in uneducated lower-class families of a generation or two ago. She drives John to read, to join libraries and declares her intention of keeping him at school as long as possible. Homework comes first and television is seen as a menace to school work.

John, though his measured I.Q. is quite high, is handicapped by his origins, particularly in English, and it is scarcely surprising that he "lacks initiative." His mother has left him little scope for any. Towards his mother's pressure and her ambitions for him he is ambivalent. Some comments are resentful, others acquiescent; but though he feels he has been pushed into libraries and forced into reading, he seems to enjoy what he reads. It may well be an echo of his mother's values that his <u>first</u> comment on his teacher was that she had a degree in English. Again, there was some resentment of his teacher joining forces as it were with his mother and continually urging him to read.

The methods by which John has become a good

reader could scarcely be recommended for general use. In fact whether he will remain any kind of reader must be regarded as doubtful. He may react violently sooner or later against books. Or he may remain sufficiently passive to go on bowing to his mother's will and become, to her delight, a "white-collar" employee and a contented bookworm. What in these circumstances the books he reads are doing for him is also problematical. Follow-up studies should be illuminating.

---oOo---

Two other children under parental pressure merit consideration here. Margaret is the younger of two daughters of a minister of religion. The family moves frequently from place to place and has been in the city for two years. Her father has a study full of books - "people give him a lot" - but "Mum doesn't read - she isn't the type." He used to read her "bits from the Bible" before she went to bed. When interviewed at the Youth Lending Service she had been to the library only about four times. "I'm not really set on reading," she said. "Dad joined me up because he wanted me to read and that's why I'm here." Her father helps her to choose books and also exercises censorship over them. He would not let her read "King Solomon's Mines", for instance.

Margaret is in the second top stream at a large high school, was placed 10th out of 38 in a recent examination and has an I.Q. of 117. Her favourite subjects are Home Science and Bookkeeping and she would like to be a secretary when she leaves school. She borrows a book from the school library "occasionally". Her reply to questions about her English teacher's encouragement of reading was "not a thing" and she added that the teacher was "more interested in Social Studies." Her teachers generally found her ordinary, average and quite unremarkable.

Margaret's other interests are largely connected with the church. She plays basketball and tennis in church clubs (and softball at school), is active at Sunday school, goes "very rarely" to films, listens "hardly ever" to the radio. The family has no television because "we're not rich enough and it would interfere with our schooling."

She read many books when they were living in the country because "there's nothing else to do", but is more interested in reading now. "It gives me a thrilling feeling," she said. "I'd like to be in it myself. And when you read other books, like biographies, you come off a bit wiser." She has a friend who is a keen reader and they often exchange books. Margaret, mainly in recent weeks, has become acquainted with a number of good quality books and authors, and is at present reading at the rate of about six books a month.

Comments:

Margaret, though conscious of pressure from her father, has no marked hostility towards books or reading. She is unambitious and seems content that "father knows best". There is some evidence that, having been pushed into borrowing from the Youth Lending Service, she now finds her appetite for reading is growing keener.

But it cannot of course be assumed that all parents can or should proceed to coerce - even mildly - their children to join libraries. What may succeed in the case of a parent whose occupation gives him great moral authority and a daughter of dutiful docility may be a signal failure in other families.

---oOo---

Julian's father has a high administrative post in the chemical industry, the family lives in one of Adelaide's most "desirable" surburbs, and Julian, who is the eldest of three children, attends an independent school. There are few books in the home and Julian said his parents "don't read at all except newspapers and magazines" but they are continually insistent that he should read. His father borrows books from the Children's Library for him and his mother recently gave him a book which cost £4. It was "very hard reading" but "since Mum gave it to me I had to read it but it took a whole term to read." Julian likes paperback books but "Mum won't let me buy paperbacks." He was "pushed on to" reading. "If Mum and Dad didn't insist, I would never have read a book." His two sisters, aged 10 and 8, are great readers and borrow books "ten at a time."

Julian was in First Year last year but, because he was one of the youngest and his results were moderate, is repeating First Year in the top stream. In the most recent examination he was placed 20th out of 32. No I.Q. score is available. He describes the school library as "a junk heap", dislikes English because "it's the same old sort of book all through school", and likes Science and Maths best, though "it depends what day it is."

His English teacher urges them to read and reads out a list of suggestions at the beginning of term. Those Julian could recall were all either classics or adult books. The teacher says they should try to read 10 books a term. Julian likes books about chemistry, plants, animals and birds, nonsense stories, science fiction and gory murders. His main source of nonsense stories and science fiction is his English teacher who recommends and lends them freely. He has a friend who lends him paperbacks - and the examples quoted were of very poor quality fiction. He thinks reading helps him with compositions and general knowledge, and said that the National Geographic magazine "puts me on to new ideas." He was, when interviewed, "just off to the Museum to look into how you grow carnivorous plants." Finally, he thought that "having a lot of homework makes you read more; it leaves no time for anything else but does leave you time to read."

Julian likes tennis but not football, and also goes sailing. He listens to the radio "a lot". He is permitted to go to only "good" films and the family has no television "because Mum says it's all American rubbish."

Julian was finally assessed at slightly below the good reader/poor reader borderline. Both his parents had telephone conversations with the interviewer in which

they voiced their concern that Julian read so slowly, lacked comprehension of what he read and that this handicapped him in his school work. They were very grateful that "someone was taking an interest" and hoped the interviewer could "turn him into a really good reader."

Comments:

Julian's parents have good intentions but lack the skill and knowledge necessary to make them effective. This is true of many of the teachers encountered in the course of this investigation, but the influence of determined parents may be much more powerful and also much more damaging. The home, though prosperous, is not "bookish" and the pressure the parents put on Julian to read is not supported by any example they themselves set. It is a factor in Julian's resistance to reading that his parents' attitude is "do as we say" rather than "do as we do". His parents also make much use of censorship. Paperbacks, films and television all come under their outspoken disapproval in varying degrees. Furthermore, his mother presented him with a long boring book which he had to read. The somewhat antagonistic note of Julian's references to his parents and the rather contemptuous tone in which he described his sisters as "great readers" might well have some significance. It

seems to him his sisters are highly approved of and he is not. They read "good" books; he is discouraged from reading some of the books he likes. It would not be surprising if he were inclined to regard a penchant for good books as feminine, as a "sissy" inclination; an attitude which the school he attends may help to reinforce.[1]

The evidence from the school may also have some significant features. Julian's aggressive remarks may be related to some shame, certain defensive attitudes, connected with his having to repeat First Year. The English teacher encourages them to read but fosters adult tastes, and he lends Julian books which are very attractive to him, not least because they enable him to circumvent parental censorship. A friend's supply of paperbacks is even more obviously valuable for this purpose.

But as usual the situation has its complexities. Julian is resisting pressure from his over-anxious parents who nag him ceaselessly, who want him to be "cultured"; but he likes reading, he has use for it in pursuit of his interests, and he is in no danger, as John probably is, of reacting violently against books. He wants to read on his own terms without any conscious aim at self-improvement. His parents' eagerness that he should read more good books because his slowness at reading handicaps him in school work is almost comical. The evidence leaves

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[1] For more detailed discussion, see Chapter VII.

little doubt that his "slowness" is due to lack of interest; he is slow with dull school books (like the English one he described), and he was painfully slow with his mother's present! He reads loans from his teacher and his friend rapidly enough.

It is doubtful whether, if Julian's parents could be persuaded to leave him alone, this would provide a perfect solution. There is room for doubt whether his teacher's influence will greatly enrich his reading experience. Like many other children in this study, Julian could gather a splendid harvest from books, if only there were adults, either parents or teachers or librarians or all three, with the necessary skill, knowledge - and tact - to help him.

---oOo---

Rosemary was born and brought up on a farm many miles from the nearest town. She attended a primary school staffed by a single teacher who taught 20 children ranging in age from 5 to 14. When she reached the end of her primary schooling her parents sent her to live with friends in Adelaide so that she could attend a city high school.

Rosemary is the eldest of three children. There are very few books in her home and those few are old. Her mother and father are very busy on the farm, and though her father likes to read an occasional war book her mother has no time to read. However they read Bible stories and fairy stories "pretty regularly" to Rosemary when she was small. Her parents like her to be interested in books but she reads "anywhere any time" and "Mum doesn't like her reading too much because she's supposed to wear glasses all the time but often reads without them."

She is very happy at high school, was placed 8th out of 44 in the top stream in a recent examination, and has an I.Q. of about 115. Her teachers rate her enthusiasm for school work and her sociability very highly, and describe her as "a very serious girl, very cooperative in class and capable of great concentration." But her ability at English expression is assessed as only moderate. Rosemary herself says she is "dreadful" at English and

attributes this to her "poor primary school background." Her English teacher tells them that "reading improves their compositions" but has not recommended any books to them. Her History teacher, on the other hand, has recommended "lots of good books", including good historical fiction and books on archaeology, and Rosemary has followed her advice. She makes little use of the school library because there are severe restrictions on borrowing by First Year pupils.

Rosemary could read all the books at home in a few days and she "got sick of reading them over and over again". There were also two shelves of books in her primary school and she read them all twice. But about 18 months before leaving primary school she joined the Country Children's Book Service and was sent regular parcels of books from the Adelaide Public Library. Only then could she get enough books. On arrival in Adelaide to attend high school she joined the Children's Library and now reads three or four books a week. Last year she read one a day but "can't read half as much now because of homework and clubs." She likes books about "ordinary girls", and dislikes many adventure books because the characters "say 'Open Sesame' and get everything they want."

She is "not much good" at sport, though she plays basketball twice a week, has little to do with radio

or films, and has no television. She also attends a youth club each Friday and has weekly music lessons. At school she belongs to a recorder club and a drama club.

Comments:

In one sense Rosemary is from an underprivileged home background in that she was starved of books for some years, nor was a small country school able to make good the deficiency. However her parents decided to send her to live in the city to improve her educational opportunities, and Rosemary is obviously seizing these with great eagerness, and although her attitude to study is very serious, the overwhelming impression is that this, for her, is a time of joyful expansion. Some, at least, of the factors in her development as a good reader appear more easily discernible than in most cases. Family attitudes were favourable, though facilities were lacking, and her enthusiasm for reading survived until she came under the influence of the Country Children's Book Service and its range of good quality books. The Children's Library has served her similarly since she came to the city. The school library has been useless to her, but she has not needed it. She has been receptive to the influence of a History teacher and no doubt would have responded similarly to a keen English teacher. Not all children, of course, are so fortunate in the influences

which bear upon them; nor are all children with similarly beneficial influences so readily responsive. There is no simple formula for the making of a good reader.

---oOo---

Barbara is the eldest of three daughters of the head of a firm of accountants, lives in an exclusive suburb and attends an independent school. Though comparatively wealthy, the home appears quite uncultured. Barbara gave a cheerful description of her father's reading - the newspapers and "mostly the stock exchange news and the sporting pages" and her mother's - "all the women's magazines and the bridge notes." There are few books in the home, the parents lead a busy social life, with many parties, and when at home watch television. They neither encourage nor discourage Barbara from reading though she quoted a remark by her mother that she "seemed to be quite a bookworm lately." Her two younger sisters "read a bit but not much" and are more interested in tennis and television.

Barbara was placed 3rd out of 27 in a recent examination in one of three unstreamed First Year classes and has an I.Q. of 108. Her teachers speak highly of her liveliness, enthusiasm and sociability and a final comment reads "Jolly, extrovert, very friendly, most helpful in class." Barbara herself says she "loves school" though she wishes there was less homework so that she had more time for reading. Her most obvious enthusiasm was for the school library which she described at length. She was "not much of a reader" until the

beginning of this year when she "found out at last what she'd been missing." Miss ... , the librarian, had given her a book to read and she liked it so much she went back and asked for another like it. Since then Barbara has read "lots and lots of books" and she thinks Miss ... is "marvellous because she always seems to know what you want. Miss ... must have read every book in the library." Her English teacher is keen that they should read, but says little about it. She sometimes reads them "bits out of good books, so that we'll want to read them." Also "she knows a lot about Shakespeare."

Barbara quoted the authors and titles of some of the best quality contemporary children's fiction and made a mixture of childish and sophisticated comments about them, from "I didn't like ... (a character in a book); he was horrible" to "It was fantastic, like a different world altogether, but all the time you knew it couldn't be true you believed in it because the writer made you believe it." She reads about two books a week, and only asks Miss ... occasionally now because "she's got a pretty good idea herself what's in the library." She likes reading "for lots of reasons and nearly every book you read seems to give you a new one. Just to pass the time first and still is sometimes. But it widens your mind and makes you understand a lot

more. I've got interested in a lot of new things this year. Anyway" she concluded, "it makes me blush to think what a baby I was last year."

Barbara thinks she might like to be a teacher but "hasn't thought about it much yet." She plays hockey and tennis, likes swimming "very much", is a Girl Guide and likes painting. She paints pictures "for fun" and paints "the garage and things like that". "You ought to help around the place a bit and it's better than washing up." She likes some television programmes but never watches for long. "It's funny how I can sit still and read a book for hours but I don't like sitting still by the TV for too long."

Comments:

It is impossible on the evidence available to look beyond the school and particularly the school librarian for what has made Barbara the good reader she certainly is. Barbara herself has no doubts about it! She is not from a "bookish" home, her interest in reading is comparatively recent and she was emphatic that it originated in the school library under the guidance of Miss ... Miss ... is in fact one of the few trained children's librarians in South Australian schools and both the quality of the books in the library and the quality

of the reading done by the pupils are significantly higher than in other schools. Barbara's attitude towards her parents seems one of cheerful affection but not much dependence. She impressed the interviewer in much the same way as she apparently impresses her teachers. She exudes physical health and enjoyment of life. She looks like a hockey player! She has a number of interests, works hard in school and successfully, though her I.Q. is not high. She spoke on all matters with engaging frankness. Barbara seems to feel that the good books she has read have done much for her development and her unselfconscious remarks are often very revealing.

A "before-and-after" study of Barbara as a reader would have been illuminating.

---oOo---

Jean who attends the same school is a boarder, only daughter of a farmer, and her home is some 200 miles away. She is of special interest because of comparisons with other boarders with very similar backgrounds but at other schools. Her parents are prosperous but with little education; their interests are very much bound up with their property and its care and maintenance; the little time spare in the evenings is spent in radio listening, talking to friends on the telephone and visiting other families, some of them 30 miles or more distant. Now they can watch television programmes from the city, though reception is not always good, and this is affecting their leisure activities. But they do scarcely any reading and there are only a few old books in the house.

Jean went first to a little country school and came to her present school as a boarder about 2 years ago. In a recent examination she was placed 22nd out of 28 in an unstreamed First Year class, and her I.Q. is 104. Her teachers assess her ability to express herself in both written and spoken English as poor, and her enthusiasm for school work and her sociability as only moderate. They say she is a "quite unusual"child and that "her greatest interest lies in watching bird life in the scrub." Jean herself says she likes school and is "getting on much

better with her work than when she first came." She "still can't write compositions" but she likes her English teacher who "helps us a lot with reading." She recommends many good books, encourages them to go to the library and tells them "a lot of interesting things about books". Jean was able to list several authors and titles she had read on her teacher's recommendation - all were of good quality and went on to say that she first really began reading when Miss ...,the librarian, found her some books about birds. "I still like books about birds and animals best of all, but there are a lot of good fiction books in our library." When Jean first came to live in the boarding-house, she used to read the books in the boarding-house library "when there was nothing else to do." (Further enquiry revealed that this "library" was made up of gifts from pupils, or perhaps "discards" would be a more suitable term, and old books which had been lying about for a long time. The quality of books in this library was generally very poor, except for a number of classics and these were in old editions unlikely to attract readers). Since she began to read books from the main school library, she has lost even a passing interest in these books.

Jean has many other interests, most of all in sport when at school, in bird watching, horse riding and fishing, when at home. But she is now reading about

two books a week - "I'm a pretty slow reader though", she said with regret - and when interviewed was worrying about how to get a good supply of books for the long Christmas holidays at home.

Comments:

Again it seems the school, and this time the combined influence of English teacher and librarian, has been mainly responsible for Jean becoming a good reader. Home provided no incentive, nor is she scholastically successful. Further, the boarding-house environment did little to stimulate reading. The matter of the boarding-house library is of special interest, and evidence from some schools suggests that children who board at school are cut off from good books to an even greater degree than many socially underprivileged children.[1] Jean is fortunate in having an enlightened English teacher, a good school library and a skilled librarian; and the difference between her situation and that of boarders - many of higher intelligence and superior attainment - in other schools is quite striking. She has a knowledge of and interest in good books; they have neither. A final point of interest is that the librarian's success with Jean probably depended on her ability to meet an already strong interest - in birds - and use this as a base from which to deepen and extend the girl's reading experience.

[1] For more detailed discussion of this point, see Chapter VI.

The foregoing brief studies do no more than suggest a range of individual variation. They are followed by shorter notes on several other children, emphasising features of particular interest rather than attempting to portray "the whole child."

---oOo---

Philip, is a doctor's son, the home background is upper-middle-class, and he attends an independent school. The home has "only a few old books in a cupboard" and Philip said that "Dad never reads - only medical books". His mother does not allow him to buy books because he can get them from libraries, and there is generally no encouragement to him to read. He gave the impression that his relationship with his parents is neither close nor particularly amicable. He was recently placed 24th out of 31 in the top stream. His English teacher likes them to read and sets a period aside each week for this, and has recommended sport and animal and war stories to them. Philip's own strong preference is for animal stories. He returned several times during interview to the "very strong feelings" he has about animals. He said he could "write a 5-page essay when he sees maltreatment and neglect of animals" and further that "animals were here before men" and

"animals are more important than people". He also expressed an enthusiastic interest in sport, particularly in football. He could suggest no reason why he likes reading and said with much emphasis that all his best friends don't like reading. His teachers find him a "slightly unusual boy in that he is more quiet and reserved than the average boy appears to be."

The above are some points from evidence which justifies a hypothesis that for Philip reading is partly a means of escape and as such is allied to his passionate interest in animals; that, further, he has doubts about the status of reading; his friends dislike or despise it as an activity; football, in which he also professes great interest, is much more important; in a school where much emphasis is on maturity and manliness, he has some feelings of being an "odd man out", and his teachers too find him a little unusual.

---oOo---

Dick is the second of four sons of a carpenter who suffers from ulcers and "has been in hospital a lot." The family is working-class, and money is frequently short as a result of the father's inability to work regularly. They did have a television set but were unable to keep up the payments and Dick remarked in another context that children who did not use libraries "must have plenty of money to buy books." There are scarcely any books in Dick's home and his parents complain that he and his older brother read too much. Dick is in the A stream in a high school and was placed 18th out of 50 in a recent examination. His I.Q. is above 130. His teachers report on him as being "quite unusual"; although rated highly on English expression, vocabulary and fertility of imagination, he was rated very low indeed on both enthusiasm for school work and sociability. "Very secretive", "few friends", "avoids work" arecomments from his class teacher. Dick likes school but wishes there were chess and hobbies clubs he could join. He is not interested in sport or films but likes listening to classical music. His English teacher says they "must read a book a week" but makes no specific suggestions. He is not allowed to borrow from the school library often enough so "talked Mum into letting him join" the Children's Library. He reads little fiction at present

because of a passion for archaeology, which he developed from a book he read several months ago and has pursued ever since. He listed seven or eight titles on this subject and was clearly very well informed.

Dick has become a keen reader in spite of home and school. There may be an element of escapism here but an independence, a thirst for knowledge, an almost conscious desire to widen his intellectual horizons are at least as likely. He is one of many children encountered in this investigation who appeared to be just waiting for someone to help him make the best of himself.

---oOo---

Colleen reads books of excellent quality, has close familiarity with many good authors and titles and is motivated at all times by a strong sense of Christian duty and moral rectitude. She is the second of nine children. Her father is a radio technician who borrows books from the Public Library while her mother, not surprisingly, has not time to read. There are a few shelves of books in the home, including school prizes. Colleen attends a convent school, finished 3rd out of 23 in a recent examination and has an I.Q. of about 108. The Sister who teaches her thinks "reading is very good for you and helps you in general knowledge." There is a class library with "enjoyable books" and the teacher has mentioned some good authors. Colleen joined the Children's Library at a friend's suggestion three years ago and reads about 6 books a month during term but twice as many during the holidays, though towards the end of the holidays she always studies "to get her brain in working order." She likes to read a mixture of history, poetry and fiction but dislikes "things too far-fetched". "My friends", she said disapprovingly, "are keener on comics and magazines". "Though", she added "I've not really time to have friends." In another context - "most of my time is spent in studying and helping Mum". However, reading is "interesting and enjoyable, it helps you in examinations and also takes

your mind off things that aren't very nice." "I think I'd just be a drab sort of person if I didn't read books. Other children say I think myself big because I use big words, but reading helps with spelling and vocabulary and is very good for English marks." Colleen plays basketball at school, does no radio listening, has no television - "it would interrupt work" - and goes once or twice a year to the films. However, the family has a radiogram because "we do enjoy good music." She is taking piano lessons.

In her replies to the character questionnaire, the first of Colleen's three wishes was for "happiness - real happiness lies in God." John's father was angry simply because "his son was disobedient."

The Sisters at the convent described Colleen as "a quaint child in the pleasant sense of the word ... a keen student, ambitious but generous in helping less able students." Colleen's quaintness gave the interviewer a delightful hour. She is a good girl, certain of it, secure in it and self-righteous about it. Everything she does is intimately bound up with moral purposes and her obedience to the will of God. Books of good quality have become a part of her way of life.

---oOo---

Marie is the "baby" of a very devoted family, one of four children, the eldest aged 33. Her father is manager of a small factory and there are many books in the home, mostly "serious" non-fiction. The whole family reads every night and her parents still read aloud to her. She has become interested in archaeology and so her father is sharing that interest with her. Marie was placed 11th out of 37 in the second top stream in a large high school and has an I.Q. of about 112. Her teachers describe her as "a lady-like, well-spoken and earnest student with a pleasing personality". She has always liked school, and would like to be a teacher herself. Her English teacher has done nothing to encourage reading apart from recommending "Wind in the Willows". She is, as a First Year student, restricted in borrowing from the school library, but has used the Children's Library for nearly five years and the whole family visits it each week-end. Many of her friends love reading. Marie plays a little tennis and basketball, listens to the Children's Hour on the radio, has nothing to do with television or films but belongs to the World Record Club, is very keen on Beethoven and Tchaikovsky records and learns the piano. She has a wide acquaintance with books of good quality and "tries to remember the morals in stories she reads so as to learn good behaviour from them."

Marie too is pre-eminently a good girl and she provides some interesting points of both similarity and contrast with Colleen.

Diane's father has an unskilled job with the Electricity Trust, there are few books in the home and she has an 11-year-old brother who is not interested in reading. She has "quite a lot" of books, some presents and some "handed on" from older cousins. At high school she is placed 30th out of 46 in the top stream and has an I.Q. of about 130. She has "always loved" school and spends all her spare time in the school library. She reads all lunch time but does not take books home. Her English teacher says nothing about books but takes the class into the library one period a week to sit and read and they have to read books, not magazines. Diane "used to have enough books at home" but the cousins who were a source of supply are now too old and on a girl friend's advice she joined the Children's Library about a year ago. She likes nursing and schoolgirl books, and reads about two books a week, more than half from the school library. Her parents "always want her to read" but "complain that she reads too much". They "don't like her reading too many comics or cowboy books"and like her to read 'series' of schoolgirl and adventure stories such as she has at home. She plays basketball, listens to "Hit Parades" on the radio and watches television for two hours every night. She wishes she had more time for reading but is not allowed to read in bed because "we're only allowed to have one light on in the house at a time and Dad won't let

me read instead of watching TV". (Her father works at the Electricity Trust and presumably has a grudge against his employers!)

By the criteria used in this study Diane is a poor reader and it may be that she has had little chance to be anything else. When her home is not restricting her reading opportunities, she is being urged to concentrate on 'series' by poor quality authors. There is no help from her English teacher; her school library contains more poor quality fiction than most and there is no trained librarian to guide her choice; and a year's membership of the Children's Library, though it has brought her into contact with a few good books, has not done much to improve her taste in competition with other influences. Her high intelligence and keen interest in reading have not been given the opportunity to be the valuable assets they should be.

---oOo---

Paul is the only child of European migrant parents who came to Australia about 10 years ago when Paul was nearly four. His father, a lower grade white-collar employee in Europe, is working as a labourer. The native tongue is used at home, the only books are a few in that language, and his parents read nothing but the newspaper. When asked if they encouraged him to read, Paul replied "They're more keen on me studying."

He is in a middle stream at a large high school, was placed 4th out of 41 in a recent examination and his I.Q. was assessed at about 105. His teachers find him "an excellent student in Science and Mathematics", think him "very mature for his age" and that "his work indicates a higher I.Q." Paul "likes school better than home", has nothing to do with the school library and says the English teacher does "absolutely nothing" to promote reading. His own reading interests are largely in non-fiction, "to find out things", and especially in books on radio, television and solar energy. He owns a few books, among them "Moby Dick", "War and Peace" and Shakespeare's collected plays. He joined the Children's Library about three years ago because he was looking for a particular book and some boys told him about the library. He used to borrow about once a fortnight but has not been for a long time, firstly because he "has to learn a lot" and

secondly because he is reading "War and Peace". He is ambitious to go to the University and study engineering.

He plays football and cricket, listens to the radio "a lot, especially Hit Parades and serials, "but the family has no television because "school comes first." His parents listen to good music ("5AN[1] and that stuff") but he likes "rock and roll".

The above sketch would, with variations in detail, fit other children of migrant families. The parents are projecting their ambitions and their hopes for upward mobility into their only son who will study hard, will try to get to the university and become a professional man. Paul is responding, he is an "excellent student" and his pursuit of knowledge permits relatively little other activity. It is significant that he seeks status even in "leisure" reading by concentrating on classics of famous name, though it is doubtful whether he can derive much pleasure or profit from doing so. (This peculiarity has been noted in the reading of other children from migrant families). Yet inevitably Paul will grow away from his parents. They scarcely speak the same language already, and there are hints of the gap between generations. He seems to accept the absence of television but despises his parents' good music, and already he likes school better than home.

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[1] A radio station which, at the time of this study, provided the somewhat more "serious" programmes put out by the national network.

CHAPTER VI

GENERAL CONCLUSIONS

In view of the exploratory nature of this investigation detailed conclusions would be inappropriate. However, it is believed that the evidence presented in preceding chapters has illuminated some important problems concerning the influence of libraries on the education of children in their first year at secondary school in South Australia, and that many of these problems are relevant to the education of other children in other parts of Australia. It will also be possible to relate some aspects of what has emerged from this investigation to the more fundamental problems and values of our culture.

1. Background influences

The first conclusions to be drawn must be those which set the influence of libraries on education in its context. Home, school, peer group, the general cultural climate and the myriad influences which could be listed under those headings inevitably affect a child's education and a child's use of libraries. But the pattern of influences varies from one individual to another, one individual is more susceptible than another to deliberate influence from a teacher or a librarian, more susceptible

to libraries as a significant factor in his education; and the conclusion suggested by the evidence presented in this thesis is that more individuals are thus susceptible than is usually believed. Such a conclusion needs another one set beside it which qualifies it. There are serious deficiencies both in libraries and in education, so that first year children in most schools and classes are not actually but only potentially susceptible in the way described. A library can be influential in spite of an apparently adverse pattern of home and other influences, but it will not in practice be influential without the knowledge and enthusiasm of at least one strategically placed adult, and unless the library itself has certain qualities. Such adults are in very short supply in South Australia and so are such libraries; and even where knowledge, enthusiasm and facilities exist, the task of establishing the relevance of libraries to what is at present understood - or at least practised - as education is formidable.

Although it is not always necessary that other influences should facilitate library usage, it is obviously helpful if they do. The evidence suggests that a child would be well advised to get himself born into a family which has a father in a professional or other white-collar occupation and lives in a home full of books,

a home where reading and encouragement to read are part of the atmosphere they all breathe; above all, a family in which he will have books read to him regularly during the first few years of his life. If the child is to come under the influence of libraries such a background is a distinct asset - statistically, at least. But it must again be pointed out that such conclusions are generalisations. Such generalisations are inevitable but they are apt to conceal the fact that many individual children, including some described in Chapter V, come under the influence of libraries without having such a home or anything even faintly resembling it.

Evidence on the home backgrounds of the children studied is not extensive but is sufficient to show a very wide variation in the attitudes and practices of parents, from the encouragement of visiting the Children's Library as a family excursion to the discouragement of being told to stop going to the library because you must study for the end-of-year examinations. The majority of parents appeared in varying degrees indifferent to or uninterested in their child's reading. Mild approval arising from a vague notion that "reading books is good for you as long as you don't overdo it" was perhaps the most characteristic parental attitude. From the findings of this investigation it seems that the most significant single index of the

effectiveness of home background in promoting good reading and library usage may be whether or not a child was read to regularly by his parents, but this, like everything else presented here, needs more specific and detailed study.

Another important feature here is the extent to which the home is the source of the books read by the child. One must conclude that, from the point of view of quality, most homes are an unsatisfactory source of supply, and it is difficult to see how they can be otherwise until many more parents become aware of the range of good quality books available for children. At present most homes which have books at all have old books, including the classics the parents had when they were at school, sometimes supplemented by a few works of fiction currently in vogue; while the books parents and relatives buy for children are largely the cheap formula fiction which dominates most booksellers' shelves, although occasionally a book of better quality is picked up by accident. Even the best-intentioned of parents cannot introduce his children to good books without help. Since so many parents are indifferent, the task often falls to the libraries, but many school libraries are not equipped to discharge it.

The evidence suggests that the home is a source

mainly of poor quality reading materials and that children who do not come under the influence of a good library and its staff are generally, in terms of quality, poor readers. An interesting related point is that children who have a large supply of books in the home, including good books, sometimes use libraries a great deal - the home supply and encouraging background stimulate them to range more widely, to keep up-to-date, to adventure among books other than those so easily accessible; whereas those with a few old books at home often read them over and over again without venturing significantly beyond them. It should also be noted that it may be more advantageous for a child to have no books at home at all rather than a collection of poor quality. There were a number of children in poorer districts in Adelaide who depended almost entirely on the school library for their books and lacked any corrupting influence from home.[1]

Finally, on the matter of home background, it is undoubtedly true that the home may significantly affect the extent to which libraries are either physically or psychologically accessible to a child. His parents may make it easy or difficult for him to use a library in the

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[1] Holbrook writes of the middle class having "its own brand of ... rubbish which is read when the exams on 'the classics' are over" and suggests that the middle class child tends to get from home middle brow fiction which "prevents him tackling the best novels". David Holbrook, English for Maturity (Cambridge University Press, 1961) p. 155.

physical sense; for example, by transporting him to it or by making other demands upon his spare time. Or they may have favourable or unfavourable attitudes towards books and reading. Nevertheless, as already noted, a child may reject their goodwill or withstand their indifference or hostility because of other features in his total situation.

The next of these features to be considered is the influence of his friends and contemporaries, his peer group, on which the evidence gathered was less than adequate so that conclusions must be general and extremely tentative. The peer group atmosphere among girls tended to be more favourably disposed towards reading and libraries than among boys. In some schools and classes a boy who liked reading was an outsider and the attitudes towards him ranged from good-humoured tolerance of his oddity to active or implied hostility, though the hostility was usually associated with some other deficiency, for example, his incompetence at football. Reading of books was despised in some groups of girls, for example, amongst those addicted to television and the women's magazines, but generally it was a much more respectable activity than among boys.

The whole matter is, however, much more complex

than the foregoing outline suggests. In a sense, all strong group feeling is likely to be hostile to reading which is a solitary activity. But peer groups vary greatly as does the climate of classroom groups; the type of association within a particular group may favour, reject or be indifferent to library usage; in fact, whether a particular child uses a library or not may be quite irrelevant to his various group associations; at the other extreme a group may appear to control his attitudes towards reading completely; some friends are influential in this or that particular, others are not. Powerful practical arguments may be advanced that studying is all the solitary activity most adolescents want, that their social development properly demands a great deal of attention, and that their time is far toofully occupied for reading of books to be more than, at best, a marginal activity.

From a pessimistic viewpoint one may conclude that peer group pressures amongst boys are strongly against books and particularly against books of good quality. Furthermore, even when friends, boys or girls, do discuss books and encourage each other to use libraries, there is, again looking at the matter from the quality aspect, the menace of popular fashion which is likely to lead at best to an unadventurous choice of books among the group, at worst to the dominance of the lowest common denominator.

But a more optimistic conclusion is also possible, suggested by the success of some teachers and librarians. A group of boys who have found their previous reading experiences irrelevant or distasteful is certainly a formidable proposition for the crusading librarian; yet the very solidarity of the group may be a powerful ally when the interest of one or two key members has been aroused. Although therefore in the present situation in South Australia peer group pressures, particularly among boys, are more likely to hamper than promote the influence of libraries in education, the "strategically-placed adult" may still be able to tip the scales. But in view of the complexity of influential factors, one certainly cannot generalise about this possibility.

It might be said, without making any assumptions as to cause and effect, that poor readers tend to be more swayed by their friends, and to be more subject to group pressures, whereas good readers show greater independence. This point will be further developed in other contexts, where good readers' comparative lack of interest in sociability, and their power to enter other worlds (for example, of the imagination) without being anchored to the humdrum, are being discussed.

The peer group pressure is a social pressure and the attitudes and values of peer groups are part of the

general cultural climate in which we live. How important are reading and libraries in the life of the community? In a sense all the findings of this investigation have some bearing on that question. One can see in the home backgrounds and peer group associations of the children studied, and in the attitudes of their teachers, various strands of our culture, and education is traditionally a means of handing on that culture to the next generation. The fact that there are different strands is sometimes overlooked in the assumption of homogeneity. More specific examples of cultural pressures on which evidence has been presented are the rank orders in which children placed their various spare time activities, and the respectability of the classics. Whether a child attaches most importance to sport or to television or to reading as a leisure occupation is not simply the result of his home background or the attitudes of his peer group; he is influenced by more generalised community attitudes which reach him principally through the mass media but also through his school and his teachers. The evidence suggests that socio-cultural pressures to make them value sport are high for most children; that television is valued highly but not in all socio-cultural groups and with some ambivalence; and that reading might almost be equated with certain aspects of moral behaviour as having a high official value but by many groups little valued in practice.

The cultural respectability of the classics and their status in the eyes of migrant children were noted in a previous chapter.[1]

The - again very general - conclusion is that reading and libraries are respected and theoretical values in the community rather than a positive, practical basis for action. Reading is good but we spend our time on other things. Libraries are good, but we do not use them. And, though respected, libraries and reading tend to be largely theoretical values in education; except, of course for reading skill, which has obvious practical usefulness.

2. Deficiencies in Libraries

The evidence strongly suggests that the influence of libraries in the education of first year secondary school children in South Australia is at present severely limited by deficiencies both in libraries and in education, deficiencies of such a nature that libraries and education are largely irrelevant to each other.

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[1] It may be recalled that in an earlier study slow learners were found to be more susceptible than bright children to social pressures (see Chapter I, p.8). In this investigation the greater propensity of slow learners to cite classic authors and titles has been noted.

Information concerning public libraries contained in Chapter III provides eloquent testimony of their inadequacy. They are able to serve only a small minority of children in South Australia. They lack money and they lack buildings; although they maintain a selected stock of books of high quality, there are not enough of them; in some libraries the staff would have nowhere to pure more books if they had more; public libraries have a chronic shortage of staff and cannot retain senior staff because of the low salaries they must pay.

The facts about school libraries also speak for themselves. Their stocks of books are generally unselected and often contain poor quality fiction or outdated reference books or both. The "librarian" is often a teacher to whom the library is given as a necessary and even irritating chore, just as a colleague may be asked to blow up the footballs or supervise cricket practice. The unimportance of the school library implied by the fact that it is so often an extra duty for a teacher without special knowledge is reinforced by the arrangements for the financing of school libraries in Australia. Parents must raise money to buy books and the sum raised is then supplemented by a grant from the authorities. This subsidy system implies that

libraries are luxuries or accessories like tuckshops or headmasters' public address systems - financed in the same way - and is a grave reflection upon their status in education. While their status is so low it will obviously be very difficult for them to occupy a central position in education.

It is ironical that the main use of the library is, in a number of schools, as a status symbol. Headmasters tend to be proud of the school library, which is one of the first things to be shown to visitors. It is a fine big room with imposing shelves and even opening off it a workroom with running water.

The scarcity of trained librarians in schools and often the lack of any person on the staff who has more than a scanty knowledge of children's books are relevant to the problem of accessibility. Whatever the physical conditions - and a school library may be bright, spacious, attractive with good books on its shelves - without expert guidance books remain in a real sense inaccessible to children. Lack of such guidance is also important in the ordering of books for the library, and schools are often at the mercy of book salesmen and publishers' agents who know their own needs well but not necessarily those of the school, and whose first concern is not the raising or maintaining of standards of quality and taste.

In most schools the stock of books in a particular subject area is likely to be inadequate for effective teaching through the library, even if there is a teacher eager to do this; and even if he is eager to do it and the books are there, he has a formidable task if his teaching programme is full and there is no trained librarian to help him. In many schools, even instruction in library procedure is either non-existent or of the most elementary kind - and here again lack of trained staff is relevant.[1] In fact this particular deficiency is unlikely to be removed without a drastic change in Education Department policy concerning the employment of trained librarians.

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[1] The expectations of many teachers' college and university students that they will be told not only which books to consult but also which chapter and even which page are in part a legacy of their lack of training and experience in library usage. It is also, in more general terms, a legacy of the way in which they have been spoon-fed at school. An example from England relates to technical college students, whose college libraries are sometimes inadequate or non-existent and who are "often ignorant as to how to go about getting books from [public libraries]" This problem is said to be "so urgent that some authorities ... have instituted in their colleges a tutor-librarian system to overcome it." The writer comments: "It is not unnatural that technical college teachers, aware of this, should attempt to concentrate essential facts into their actual teaching periods. This may be a contributory cause to dullness in teaching ..." (F. Barr, "Student Guidance in Technical Education" in Educational Research Vol. III, No. 2 (Feb. 1961) pp. 132-3.)

The situation in the big metropolitan high schools, several of which have enrolments of more than 1,500 pupils is often particularly difficult for First Year children. With one library room, however large and well-stocked, and a single[1] untrained person in charge, the needs of First Years among so many do not receive much consideration. The interests of the youngest come last, and they have to be determined children if they are to make much, if any, use of the library. In a few schools the right to borrow is either withheld from first years or very much restricted.

Perhaps the most underprivileged children of all, in terms of library opportunities, are the boarders in certain independent schools. Many of these boarders come from homes in remote country districts. There are few books at home and no library readily accessible. When they board at school they are not encouraged to wander about the city and are unlikely to be able to make contact with a public or municipal library. The boarding-house in which they live has a library, which is almost invariably a collection of old books discarded by former boarders, of poor quality paperbacks, origin unknown, and classics in the most repellent of bindings and small grey print. Thus, if the school library too lacks books

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[1] That is, one only; not necessarily unmarried.

of good quality and/or anyone to introduce children to them boarders have little prospect of encountering such books anywhere.

Other shortcomings in school libraries directly relate to deficiencies in the whole concept and practice of education.

3. Deficiencies in teaching:

Many teachers pay lip-service to the educational importance of libraries; as was pointed out in another context, they attach a high official or theoretical value to them but value them little in practice. Their excuse for their failure to do what they admit to be desirable was generally that there was no time to use, or to take practical measures to encourage children to use, the school library because of the pressure of examinations, "the lunatic examinamania pervading Australian education" as one teacher expressed it.

It was also shown that most English teachers knew little or nothing about children's contemporary literature and the books suitable for the children they taught; further, that the use of the library by those teachers who either found time to use it or were compelled by syllabus requirements to do so was not notably successful in rousing the children to enthusiasm.

The two principal ways in which teachers made use of the school library were in project work and in library lessons. The word "project" has long been a holy word to those who imagine themselves educationally progressive and is a word used to cover a multitude of malpractices. Often in this investigation it seemed to mean copying passages out of library books into notebooks under the teacher's direction, or sometimes at the other extreme the children were sent or taken into the library to "do a project" ("and no talking") with the result that they turned hopelessly from book to book with little idea of how to meet this exciting challenge or even of what they were expected to do. In either case teachers showed little imagination. On the one hand they were attempting to replicate the kind of procedure they used in formal classroom instruction under the odd impression that there was some special merit in doing it in the library; on the other hand they adopted a laissez-faire policy under the equally mistaken impression that if one turns children loose among books some kind angel will intervene and teach them how to learn history, geography and science from them. In the latter case there is once again a clear need for expert guidance if the library is going to be effectively used in education in this way.

Projects then were often a means of making the

school library unattractive to children, an unattractiveness which is atmospheric rather than physical. Even more effective for this purpose were library lessons, which have been adequately described and embellished with quotations in a previous chapter. They were introduced into schools with the laudable purposes of surrounding children with books and helping them to use and profit from a library, but often have degenerated into an empty cult. "Library" has tended to become a subject in the time-table like Latin or Mathematics and to be taught in a formal fashion like any other subject; or alternatively a period without purpose but still under authoritarian control, with "Sit still and read your books" as its uninspiring theme. Library lessons of either type and dreary and unimaginative projects militate against the popularity of the school library, since it is unlikely to have pleasant associations for a child subjected to such experiences. Altogether it is difficult for libraries to thrive in an atmosphere of restriction, and limitations in the use of the library, for example, in borrowing times and arrangements, may also have some adverse effect.

Also sometimes related to the library period is the practice of some well-intentioned teachers in compelling children to write a composition on, or review or summary

of, every book they read. This is rarely successful in assisting children to form a conception of the library as a place with free, happy associations or of reading as something to be enjoyed.

A further aspect of English teaching relevant to this major group of conclusions on the influence of libraries in education is the classroom study of set texts. Since many set texts are classics, the evidence on the popularity of the classics also belongs in this context. It was found that a large proportion of those teachers who recommend books to children urge upon them what are traditionally good books recommended to them in their childhood, and that many children listed classics as their own favourite and recent reading. This taste for the classics was however subsequently discovered to be not genuine, for reasons which have already been explained,[1] and these authors and titles were often not "favourite" but rather those whose names were most familiar. One of the ways in which they had become familiar was through the study of class texts, and they tended to occur more frequently in the authors and titles listed by poor readers whose knowledge of other kinds of "respectable" reading was limited. For many children classics were associated with text-books, text-books were

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[1] See Chapter IV.

associated with classroom English and represented boredom and drudgery.

Interviews with children made one wonder to what extent their ability to respond to literature had been damaged, either temporarily or permanently, by hours of reading round the class, by premature dissection of set texts, of the development of what was in practice an unfortunate association between classics and school. From the child's viewpoint, classics, which the teacher thinks desirable, are studied in school; school, in turn, is a situation which the child tolerates but which is on the whole unstimulating and has nothing much to do with life and leisure outside the school; and the result is that classics and good books generally are divorced from the child's most vital concerns. It is significant that those children studied who had most emancipated their reading from the school situation, who were regular users of public and municipal children's libraries and who read mainly good quality contemporary fiction, tended to read very few classics. This is regrettable but in the light of the foregoing discussion quite understandable.

It may be that those investigators who have provided quantitative evidence of the continuing vast and widespread popularity with children of the books mother and father read in their youth have been misled

by their own failure to look closely enough into what lay behind their subjects' responses. On the other hand, it is possible that, if the influence of teachers, librarians, parents and others was effectively directed towards such an end, classics could be extremely popular with children, and it may be that such conditions obtained in some of the earlier studies. They do not appear to obtain in South Australia. Whether the classics ought to figure so prominently in the reading diet of 12- or 13-year-old children as to leave little or no room for the great bulk of children's good contemporary fiction now available is another question altogether, but it cannot be discussed at this point.

The relatively inferior performance of good readers in obtaining English marks in school, at first very surprising, now seems capable of plausible explanation. Indeed, though a very tentative finding, based on a small number of children, it might almost have been expected. The fundamental question at this juncture is "Of what does English in school consist?" and the answer, as suggested by the responses of both teachers and children, appears to be "Of curricula and methods of teaching dominated by examination requirements, with resultant emphasis on formal work, on accuracy, on neatness, on grammar, all of which earn marks, and on analysis of set texts and reproduction of dictated ideas,

which also earn marks."[1] There seems little reason to believe that good readers would perform better in this part of English[2] than anyone else; in fact, it is possible that, consciously or unconsciously, they find English in school frustrating and inadequate and that this is reflected in the marks they obtain.[3]

The connection that many teachers sought to make was, however, precisely that implied in the last paragraph: they urged children to read and use the library because it would improve their English - and the improvement sought had nothing to do with understanding or sensibility but was confined to performance in the mechanics of language, to the type of skills of which English in school appears to consist. Many children echo their teachers' expressed belief that these are the main benefits to be derived from reading; but that "it helps me with me English" seems a feeble argument for reading. It is also a dangerously utilitarian one and the evidence suggests that frequent reference to it by teachers is yet another factor in establishing firmly in children's minds the association between reading, school

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[1] To one boy English meant simply "the same old sort of book all through school."

[2] It is not suggested that this part of English - or some of it at least - is unnecessary or unimportant.

[3] This frustration is not to be equated with the anxiety of a few good readers who bury themselves in books as a means of escape. The escapers whose anxiety is about school work are likely to be adversely affected in classroom performance generally, not simply in English.

libraries and formal work in school.[1] Whether reading does in fact improve a child's grasp of the mechanics of language and his English expression is beside the point. To tell a child he should read for this reason turns pleasure into duty and puts enjoyable vicarious experience and imaginative adventure into the strait jacket of texts, marks-catching and examinamania.[2]

4. The irrelevance of libraries

The ramifications of this teacher-child-library relationship stretch even further. Officially reading is universally accepted as a good thing and wide reading is highly valued by teachers of English. Yet reading quite unconnected with the syllabus makes some teachers uneasy. Is the child dissipating his forces? Is it wise, or safe, to spend so much time and energy on

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1 It is not surprising that most children were little inclined to discuss books among themselves. Their experiences in school would scarcely persuade them to the view that one could talk about books for pleasure.

2 An extract from a letter written by an ex-student of the writer after her first few months of teaching is an effective footnote to the points so far discussed in this chapter. The comments refer to First Year pupils: "... discussing things of the imagination embarrasses them and they are not very forthcoming. When writing free essays they will choose the most prosaic subject ... They much prefer grammar to poetry because they can 'get it right', can get marks for it, and can thus see utility in grammar but not in poetry. Marks are all-important to them; they ask "will the marks count?" rather than "where did I go wrong?""

"outside" reading? Are examinable matters being neglected?[1] One of the remarks by a teacher quoted earlier is worth repeating at this point: "Whether children should read for pleasure all depends on the ability of the child. Some children should be encouraged to read if not capable of many exams." Thus in some classes in some schools to be a good reader represents a kind of non-conformity and evidence from teachers' reports on them suggests that good readers are often seen as rather odd, not very satisfactory pupils.

The foregoing paragraphs and the evidence on which they are based provide the justification for the main conclusion already expressed: that the influence of libraries in education is severely limited by deficiencies both in libraries and in education. Many of the shortcomings of libraries are so obvious that they have been stated only briefly but there will be further discussion of this topic particularly in the next chapter. The emphasis here is on the deficiencies in education because the influence of libraries must be dependent upon what constitutes education; and it has

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[1] Some university students questioned were quite frank about this. "Reading would prejudice my chances of passing," said one. Others referred to similar fears while at school. The attitudes of some parents on the same issue have already been noted. Also relevant is the finding that B streams read more than A streams, possibly because they feel less subject to academic pressures.

been shown that to what constitutes education for many first year secondary school children in South Australia libraries are irrelevant. They lie off the main highway while so many teachers and children are driving towards examination goals without looking to left or right. Education is often something to be presented to children by way of prescribed exercises. Positive action takes place in the playground and on the sports field. Teaching is thorough, "outside" reading seems marginal or unnecessary, and children can do well enough in their examinations without libraries. The very virtues of a particular kind of instruction - organised and comprehensive presentation of the basic material by the teacher - tend to discourage reading or any independent learning activity.[1] As one university student commented, looking back on his schooldays. "Opportunities to use the library became progressively less frequent; one felt that it was only an incidental part of school life and I was provided with few opportunities to discover the wide variety (or otherwise) of books available. Teachers influenced my impression that

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[1] This also happens in universities with formal lectures. In either school or university, teachers might argue that they are compelled to spoon-feed because of deficiencies in the library and children's lack of library skills (see footnote, p.352). None of the teachers studied in this investigation made such a claim, however, and it is merely recorded as a charitable thought.

libraries were incidental ..."

A somewhat pessimistic conclusion about the influence of libraries in school education is inescapable on the evidence. Yet of course as always there are exceptions and qualifications to be made. It must be said, in view of the unflattering picture of English teachers which has emerged, that in an education system dedicated to the passing of examinations the first year classes in the secondary schools tend not to be taught by the best-qualified teachers. In fact some of those teaching English to first year children are better qualified to teach other subjects, but an English teacher was needed, one "cannot do much harm with first years", and, besides, "anybody can teach English." The last is a notion which has by no means disappeared from Australian schools. It would not be fair therefore to assume that all or even a significant proportion of those teaching English in South Australian secondary schools are as ignorant and misguided as some of those who have given evidence against themselves in this thesis appear to be; and in any case they might be seen rather as sinned against by the prevailing concept of education than actually sinning. On the other hand, the evidence on the ignorance of teachers concerning children's books did not come only

from teachers of first year children.[1]

There is also evidence that a few teachers, some of English, some of other subjects, are making effective use of the library; sometimes this is within the limits imposed by examinamania, sometimes with pupils of lower I.Q. score whose examination prospects are not worthy of singleminded devotion or who are actually studying non-academic courses. In subjects other than English the project has occasionally been handled with both enthusiasm and imagination, most of all in history. It is also noteworthy that some history teachers know more about contemporary books for children than their colleagues teaching English. There are pupils of lower I.Q. who have been successfully taught to find information for themselves in the library, though this again is not a matter for facile optimism. Some first year pupils of

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[1] Some of these deficiencies are not confined to South Australia. A writer in 'The Times Educational Supplement' complains that English teachers are ignorant of children's books and "tend to teach from (their) own childhood experience, some of it within very narrow limits indeed." ("Children's Reading - The Teacher's Task." T.E.S. March 16, 1962, page 517.) It may also be of some significance that a Consultative Committee appointed by the National Union of Teachers in England devoted only a fraction more than four pages to "The Library" in a book of 188 pages on "The Curriculum of the Junior School" (London: The Schoolmaster Publishing Co. 1958), though it dealt at greater length with such topics as "school as community", "training of teachers", "the gifted child", "selection for secondary education" and the various subjects of the curriculum.

lower I.Q. are deficient in reading skills and special, expert care is needed if they are to enjoy a library which for them is full of reminders of past failures. Where there is a trained librarian who knows how to mobilise the library's resources to meet the demands of a class, here and there interesting work is being done, and a teacher is working closely with the librarian in planning ways in which his pupils can, if only occasionally, learn through the library. This can happen only rarely because for the most part the staff and resources are simply not there. But perhaps it is worthy of comment that it happens at all, formal education being what it is and the library being so essentially irrelevant.

5. The teacher and taste:

The convenient separation of education into formal and informal is depressingly easy to make, when formal education is so dedicated to subject-matter mastery, or at least memorisation, and all else is extraneous, is "frills". They do overlap, of course. Schools cannot help educating children for life as well as for examinations; values and attitudes are being learned as well as vocational skills. Similarly a teacher who is using a library to help him teach a particular segment of subject matter or who urges children to read classics "to improve

their English" may be contributing something to their education apart from arming them against an end-of-year examination. Sometimes the use of libraries for an educative purpose beyond the classroom and beyond the demands of formal schooling is conscious and deliberate, even by teachers in a system dominated by examinations. A teacher of history may regard it as important that he should, with the help of the school library, train his pupils to take responsibility for their own learning and to stimulate, satisfy and re-stimulate their own interest and curiosity - all this in the hope that they will have enquiring minds, free of prejudice and able to weigh evidence for the rest of their lives. A teacher of science may act from similar hopes, and teachers of any subject may see the development of certain skills in using a library and attitudes towards the accumulated wisdom within it as the necessary foundation for future adult self-education. Teachers <u>may</u> see all or some of this as part of their responsibility, but on the evidence presented in this thesis, few do because of their preoccupation with a narrow range of classroom work and its end-product, an examination pass.

The English teacher can scarcely avoid some involvement in education beyond the classroom. If he is concerned with literature, he is concerned, at however elementary a level, with appreciation, criticism and

standards of taste, and these cannot be confined to the classroom. In fact, whether he likes it or not, he is likely to be to some extent an arbiter of taste because of the attitudes he reveals to various kinds of reading material and to other products of the mass media of communication. Almost all of the 337 teachers questioned in this investigation admitted some responsibility for "trying to get children to read" and for "competing with films, radio and TV"; almost all also agreed that the school library should help children to use their leisure profitably and repudiated the suggestion that what they read outside the classroom was no concern of their teachers. As already noted in other contexts many went on to a frank recognition of their inability to attend adequately to such responsibilities because of "lack of time" and "pressure of examinations."

It cannot be denied that the great mass of publications and programmes of inferior quality from the mass media present serious and specific problems for the conscientious English teacher, and that the less conscientious find it easier to pretend these problems do not exist than to take positive action towards solving them.[1] English teachers have tended to be much on the

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[1] Positive action implies the encouragement of a taste for good quality materials and should be distinguished from negative action in the sense of wholesale condemnations of, for example, TV programmes and pulp fiction.

defensive, and the very presence of the mass of inferior material inevitably and closely related to the general field of English has been another factor in the divorce between reading in school and reading outside it, between formal and informal education. In their ignorance of the existence of good quality fiction, some teachers have condemned all fiction except that suitably sanctified by age. On the other hand, some have accepted inferior material as suitable for the library "because the children like it". While "maintaining standards", largely through the classics, in the classroom, they have been willing to abandon them elsewhere.

From the evidence presented in this thesis most first year children receive little assistance from their English teachers in developing the power of selection among reading materials of different quality; and, since many of the English teachers studied also teach older children, it is unlikely the latter are aided to any significantly greater extent. Nor, as already indicated by earlier conclusions, are they helped towards enthusiastic acceptance of good quality material placed before them in the classroom by the usual methods of approach to set texts. Yet both openness to imaginative experience and critical appreciation of quality are generally agreed to be of major importance as beyond-classroom effects of education.

Among the good readers studied there were some who showed ability to select books on a quality basis and who appeared to have standards which helped to determine their reactions to experiences through the mass media. Such standards were not necessarily conscious; sometimes no doubt they were imitating the attitudes of parents, teachers or others; and it would be rash to conclude that they had standards of criticism of radio or television programmes <u>because</u> they were good readers, or that any other causal relationships exist. It might indeed be the case that a development of critical attitudes towards radio or television programmes helped them to become good readers. Further, the indifference or hostility to television shown by many good readers appears to have a number of special connotations; for instance, a reaction against its domination of the household, against the addiction of parents and brothers and sisters and against the interference with other favoured activities; or again, what amounts almost to a social class bias against television with middle-class, particularly professional, parents despising it as low-class entertainment. In such cases, rejection of experiences through the mass media would appear to have little to do with the formation of discrimination in terms of quality. Nevertheless there is evidence for a very tentative conclusion that those children who read good quality fiction and find inferior fiction unsatisfying also tend not to accept inferior

productions emanating from other media, and their comments suggest that even when good readers spend hours watching television, as some do, their surrender is often not so complete as to prevent them from making subsequent critical judgments.[1] (The word "subsequent" is important. A characteristic of good readers appears to be their ability to be absorbed in the experience. Too much emphasis too early on critical appraisal may foster a cynical attitude in children). The exact nature of this association - if it is confirmed - between attitudes to books and attitudes to other cultural experiences cannot be determined without more specific and detailed investigation.

The foregoing discussion provides further evidence of the complexity of influences upon a child's education - in this instance, the education of his sensibility and taste. Home, social and, of course, peer group attitudes are an important part of the pattern; the school, it might be expected, would be a particularly significant influence but, as already demonstrated, its influence is severely limited by the narrow conception of education to which its activities are confined; what, then, of the influence of

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[1] Several good readers remarked that they were "getting over TV now", as if recovering from some disease. As an example of the beginnings of discrimination in a 12-year-old boy, a good reader, the following may be noted: "Books show you a clearer picture than TV. When he described the mist clearing in the morning, the way it was written you could really see it." He was comparing a book he had read with its representation on the screen, and was trying to convey the value of his personal image as against one imposed upon him from outside.

libraries in beyond-school education?

The general conclusion reached concerning the influence of libraries on formal, classroom education inevitably has application here. It is, after all, the other side of the same coin. The more concern there is with education as examination-bound, text-book instruction and the more resources are devoted to it, the less attention will be paid to education with human understanding, values, taste and character-development connotations. If libraries are largely irrelevant to the first, this does not mean that they will be able actively to promote the second; since the first is regarded as so important, there will be little official interest in spending money on libraries to foster the second; and although much lip-service is paid to libraries as splendid ornaments of civilisation, they are likely to have little else paid to them and will receive only what is left over when formal educational needs have been met.[1] This is precisely what has happened in South Australia. Both school libraries and public libraries have been and are the poor relations of the education system. And while libraries clearly cannot be irrelevant to the wider conception of education now under discussion, that kind of education is itself largely irrelevant as far as governments and the mass of the general public are concerned.

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[1] The inadequacy with which formal educational needs are being met is a matter for criticism in many parts of the world, and where the concept of education is narrow, prospects for the "frills" are even dimmer.

That book stocks in school libraries are often unselected and the provision of expert staff is regarded as unimportant have already been observed. If children in the schools do grow in sensibility through their school libraries, most must do so fortuitously for there is nobody to give them adequate help.

Public libraries too have been neglected. They do have good quality books, and on their staffs are trained people with some consciousness of a responsibility that goes beyond formal education. But they are few in number, they are desperately understaffed, their children's sections can reach, with the possibility of influencing, only a small minority of the children in South Australia.

Again the general conclusion cannot but be pessimistic. Whichever of the meanings discussed is attached to the term education, the influence of libraries in the education of first year secondary school children in South Australia is very small.

However, when libraries in formal education were under discussion it was noted that a teacher here, a librarian there, were playing an effective role, and a similar qualification must be made in respect to education in the wider sense. The general conclusion might, therefore, be expressed more optimistically: that libraries do have an influence on education, but mainly through the efforts

of a few exceptional people in a very small number of places. By consideration of what is done occasionally it may be possible to form some notion of how it might be done often, and some conclusions concerning these successes will now be offered.

6. Exceptional individuals and decisive interventions:

Evidence from individual schools and classes suggests that a few librarians and teachers are successful in both positive and negative ways: negative in that a higher proportion of children than in other classes and schools turn away from books by poor quality authors such as Enid Blyton and W.E. Johns, positive in that the reading of books by good quality authors is significantly more prevalent than in other schools.[1] There are considerable differences in reading taste between classes and between schools, and between classes in the same school. Such differences have usually been explained as being associated with differences in home background, particularly the cultural level of the home and education of the parents, together with differences in intelligence, in age, in peer group activities. Yet the differences in reading taste

[1] The validity of any claim that such successes by teachers or librarians are educationally significant is not fully established. However the findings of the character questionnaire suggest that there is some association between the reading of good books and certain personal qualities. This will be further discussed in the next section.

encountered in this investigation cannot always be explained in this way, and there are such phenomena as children of relatively wealthy middle-class parents at one school reading material inferior in quality and less in quantity than children of the same age, of working-class parents, and of lower average intelligence, at another school. Did peer group influence cause this? And if so, who or what influenced the respective peer groups? It seems necessary when such differences are found to look within the school for some significant influences, and the evidence indicates that a teacher here or a librarian there - and more obviously the latter - can be such an influence.

The fact that school libraries at present assist only a few children towards discrimination is partly at least explained by the lack of strategically-placed individuals with the necessary skill and enthusiasm. Good buildings, good intentions, even good books are not enough; some schools have one or all of these, and in a few schools good books were there in the library scarcely read and virtually unknown because there was no trained person to make them known to children, nobody to begin to educate the children's response.[1]

[1] Glazer distinguishes what he calls "the quality of the product" from "the quality of the response to the product" and claims "You can have high quality with high or serious response but you can also have low quality with a low or shallow response . And obviously, to complete the possibilities, you can have low art with a high response and high art with a low response." Nathan Glazer "A General Theory of Mass Culture" in "Culture for the Millions?" ed. Norman Jacobs. Princeton: Van Nostrand 1961. p. 161.

As already noted in other contexts, it would be rash, pending much more specific and detailed research, to claim that a librarian alone and single-handed significantly influenced the education of a whole school or a whole class of children. On the other hand there can be no doubt that a librarian or a teacher may significantly influence the education of individual children, and examples may be found among the case studies in Chapter V. Many adults look back with gratitude on such an influence in their own lives.[1] But again it is rarely a matter of a librarian or teacher single-handed but rather that she possesses enough sensitivity and skill to contribute to the pattern of other influences on a child in such a way that her intervention is decisive. How such decisive interventions can be multiplied and what prospects there are of significantly increasing the numbers of people able to

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[1] Bennett Cerf claims that "three inveterate readers out of four gratefully remember one outstanding teacher ... who first imbued them with excitement over a book." He goes on to describe one whose "enthusiasm was so infectious that he convinced even the football team that Dickens, Hardy and Meredith were more fun to read than Ballyhoo and Captain Billy's Whiz-bang. He even undid the damage done by high-school authorities who jammed dull, outmoded books like Lorna Doone, Cranford and The Mill on the Floss down our throats." Finally, Cerf makes a comment of particular relevance to other sections of this thesis. "These books, unfortunately, are still required reading in some of our best schools. Instructors who assign them alienate more potential booklovers than all the radio and TV sets in the world." (In J.D. Marshall (ed.) Of, By and for Librarians (Hamden, Connecticut; Shoestring Press, 1960) p. 56.) The evidence of this investigation suggests that not only the books assigned but the way they are taught is significantly damaging.

make them is one of the problems which must await discussion in the next Chapter.

Although, in improving the quality of reading in a school, a librarian with exceptional qualities can achieve much, the evidence suggests that she can achieve even more with the cooperation of an interested English teacher. Conversely, if the responsibility is regarded as being essentially that of the English teacher, then she can achieve much more with a trained librarian to help her. It is clear from this investigation that most English teachers - of First Year children at least - lack the knowledge and skill to discharge such responsibility, particularly when afflicted with examinamania. There is no disgrace in lacking the skill, because the changing of taste is a delicate task. But both knowledge and skill can be acquired, and there are important implications for teacher training which will be outlined in the next chapter. It is also clear from this investigation that the number of librarians in South Australian schools able effectively either to follow the lead of a teacher or to take the initiative is pathetically inadequate, and this too raises questions of training and supply.

When the possibility of decisive interventions by public librarians is considered, it is apparent that the public and municipal libraries catering for children,

although they also suffer from grave handicaps, have certain assets most school libraries do not have. The most important of these are trained staff, a selected stock of good quality books, a distance, both physical and psychological, from schools, teachers and examinamania. On the other hand public librarians do not have the captive audience that teachers and librarians in schools can have. They must attract children to their libraries and compete with many other attractions which are much more readily accessible to children. In some cases they have the chance to form a fruitful alliance with parents, but only when a parent is already well-disposed enough to accompany his or her child to the library or to borrow books on the child's behalf. Sometimes good quality books reach children before they start school and may help to insure them against corrupting influences.

The educational function of public libraries, with respect to first year secondary school children, has little to do with formal education, except when they are used as a source of project material. Otherwise they cater for children's hobbies and interests, through their non-fiction and reference sections, and educate them in less obvious but not necessarily less important ways through the good quality fiction on their shelves. They do little to create interests and stimulate demand,[1] and they reach only a small

[1] What they might do will be discussed in the next chapter.

fraction of children. Yet, by the criteria used in this investigation, contained in that small fraction are a high proportion of the good readers, at least among those in their first year at secondary school - and there is no reason to suppose that the position is markedly different with children of other ages. Sometimes the influence of major significance is the one which brought them to a public library in the first place; perhaps a favourable home, though, as the case studies of good readers indicate (Chapter V), this is not always so. Further, for a child to borrow books from a public library does not automatically make him a good reader, although it considerably improves the chances that this will happen. However the crucial questions appear to be similar to those already asked in respect to teachers and librarians in schools - "How can this small fraction be enlarged? How can the influence of a trained children's librarian be more frequently put into the scale of influences with the hope of tipping it decisively in the direction of better education?"

As a postscript to this section it may be noted that several of the university students who were asked to look back upon their earlier library experiences expressed regret that nobody had introduced them to good books. Their comments about school libraries and library periods were often caustic, as already noted, and many of them had

not been brought into contact with any other library. "Most of the books I read were either my own or borrowed from friends", "I think I would have read other books had my attention been directed to them" and "I only found out by accident that there are many good books I'd never heard of either at school or at home" were characteristic comments. But there was also the occasional testimonial; for example, "The greatest library influence on my education has been the books I borrowed through the Country Children's Book Service from ages 7-12. I feel it was mainly this source of books that instilled in me a lasting interest in libraries and a love of reading and good books."

7. Libraries and character:

One educational function performed by both school and public libraries was the stimulation of unusual interests, although again only a very small number of children were influenced. Comparisons between good and poor readers in Chapter IV illustrated the important conclusion that interests can be created in children by books and indeed by their education more generally, a conclusion which goes beyond the usual static and comfortable assumption that meeting existing needs is all that educators, including librarians, ought to achieve. Again the simple causal relationship between good books and unusual interests must not be claimed. It may be that some quality in the character or personality of a good

reader, or some other outside influence, predisposes him both to read good books and to have unusual interests. Perhaps, for instance, whereas poor readers lack imagination and use books merely to confirm interests already current and talked about within their peer group, good readers are psychologically adventurous and enjoy straying from well-worn paths.[1]

The above speculations lead naturally to the final group of conclusions to be derived from this investigation - those which relate to the influence of libraries in children's education as it affects values and attitudes, character and personality. The tendency for teachers to see good readers as peculiar, unorthodox, non-conformist has already been noted, and this applies particularly to boys.[2] It is not surprising that teachers should find good readers rather unsatisfactory. They are involved in an education to which libraries are largely irrelevant; they are faced with classes often numbering

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[1] Relevant here are comments by the children themselves, for example, that "some don't like breaking into new books and so keep to old authors" and that "children don't know how to choose and so stay in books they know." The implications, as seen by good readers, are of a timid conservatism on the part of poor readers, and of the need for help from a librarian to teach one how to choose.

[2] Is there a connection between the non-conformity of good readers reported in this thesis and the appetite of delinquents for reading noted in the study by Healy and Bronner (Chapter I, pp.29-30)? Since delinquency is a kind of non-conformity, this query, however fanciful, is thought-provoking.

more than 40 pupils and a predictable group which gives little or no trouble is likely to be preferred to unpredictable individuals - that is, a class, the members of which subscribe to a narrow range of interests and values within the narrow examination-dominated framework of education is more comfortable to handle day after day than a class containing individuals whose peculiarities cannot be ignored. One of the (unconsciously) most revealing of all reports by a teacher on a good reader was the comment that he was "an enthusiast but a real student". The attitude shown by that "but" was not confined to a single teacher. Clearly enthusiasm is not something properly associated with education in the classroom and that a boy should possess it and also be "a real student", able to do well in his examinations, is a matter for surprised comment.

Another notable feature of teachers' reports on the children interviewed was the value attached to "maturity" by teachers in boys' independent schools, and it will be instructive at this point to collect together a number of pieces of evidence which appear to make a meaningful pattern. Adult books were a prominent feature of the reading of the 12- and 13-year-old boys studied in boys' independent schools. Many of the titles listed which came into the adult category were books with war or violence as their theme, and this was equally true of the many adult books recommended by their teachers. In the library of one

of the largest independent schools only 7 of the list of 22 fiction authors submitted were represented; three of these authors were good and four poor by the criteria used in the investigation, but all seven write books in which violent action and "toughness" predominate. Sport is valued highly by the boys in independent schools.[1] Altogether, the evidence suggests that maturity and toughness are values of greater importance in boys' independent schools than elsewhere, and that reading, unless obviously in line with such values, is apt to be regarded as effeminate by contrast with the more highly prized manly pursuits. It seems therefore to be particularly the case in such schools that good readers are seen as rather odd characters; some of the case studies support this view although there is no suggestion that the boys concerned are in any way victimised or persecuted for their oddity.

It may be relevant here that teachers in independent

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[1] By contrast, little value is attached to watching television. There is no doubt, from research done in Australia and elsewhere, that social class differences are significant here. Many professional and better-educated parents will not, at present, buy a television set because of the low quality of many programmes and television has acquired the reputation among many such parents as being entertainment fit only for morons. Their children, though by no means immune to the seductions of the medium, tend to adopt similar attitudes. Therefore there are marked overall differences between children from independent schools and from technical high schools (patronised most by working-class families) in the time they devote to watching television. See also p. 370

schools rated sociability more highly than did other teachers. It was also suggested that teachers in independent schools were more tolerant in judging their pupils and had a wider conception of normality. This may provide some alleviation of the considerable pressures which apparently exist in some independent schools against the boy who cares little or nothing for sport, likes reading and is in no hurry to grow up.

Another relevant finding is that children of more privileged socio-economic backgrounds, attending independent schools, were not read to by their parents to any appreciably greater extent than other children. It is possible that this finding might have to be modified in the light of more detailed study. Boys from independent schools may have been reluctant to admit that they were ever so babyish, dependent or unmanly as to have been read to in early childhood. Such reluctance might not of course, be entirely confined to boys from independent schools, and might help to explain in part the significant difference found between girls and boys in that a higher proportion of girls claimed to have been read to in early childhood.

It would be rash to assert that those good readers at independent schools who attach more value to gentler human qualities and less to sporting prowess and masculinity

do so as a result of their good reading. The conclusion that the influence of a good library and the character development of children are causally related would be premature until more research has been done.[1] The evidence from this study suggests that an association exists between the reading of good quality fiction and deeper insight into human motives, acceptance of more altruistic ideals and a greater preference for such human qualities as kindness and understanding, but it is not possible to say what other factors are or must be present before such an association can be confidently predicted.

It is possible that certain children are good readers <u>because</u> they have particular psychological attributes, or because reading meets some emotional or intellectual need. Case studies indicate that for some children the library and the books it contains provide a refuge, that the different worlds they enter through the printed page and the people who live in those worlds are welcome because the demands of

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[1] Still less would any conclusion that good literature improves adult behaviour be justified. It may be that adults are beyond redemption anyway, if it is true that character is fully formed in the first 15 - and some would say 5 - years of life.
However "many things that children have to learn are too complex to put over to them in a form less profound than a story. For instance, they have to learn to consider others but they also have to make decisions for themselves; at times, there may be so many people to consider, or one person demanding so much consideration, that the child is paralysed. A solution to such an impasse can be presented in a tale and can leave a child with much food for extremely interesting thought." (P.M.Pickard, "I Could a Tale Unfold" London: Tavistock Publications, 1961, p. 156.)

ordinary existence are a source of strain, anxiety, insecurity and the like. One university student described succinctly how she used libraries when at school - "as an escape from reality - a lot". Of course, everyone needs to "escape from reality" at times in the sense of taking a holiday from current problems and anxieties; and whether escape is healthy or unhealthy depends on the extent and frequency of such holidays.[1] A child who is always reading because he feels unable ever to cope with his anxieties is clearly in need of help. His situation is quite different from that of the child who tackles all problems with zest and loves reading because it widens the range of his experience and sets him new problems.

In this matter of escape the quality of what is read is of crucial importance. One would expect that the child unable to face his anxieties would also have difficulty in facing books which made demands upon him and would tend to read the more superficial authors; conversely his opposite number would welcome the challenge of good imaginative literature. In fact, "escape into good books" is a self-contradictory notion; there is nothing unreal, no easy avoidance of life's demands, in the self-consistent

[1] Escape "from real life into a make-believe world ... is a more civilised way of dealing with trouble than a temper tantrum or a bout of fisticuffs ... as legitimate for a child ... as it is for an adult to pick up detective fiction." Mary Waddington "Problems of Educating Gifted Young Children with special reference to Britain" in Year Book of Education 1961 (London: Evans Brothers), p. 207.

world created by a good author.[1] It would seem, therefore, that a child who reads largely to escape current or chronic anxieties should be introduced, however gradually, to good quality books which may well give him, as it were, training in coping with his world. The need for a trained librarian and/or well informed and sympathetic teacher to help such a child with his reading is obvious, and the influence of the library in his education may be of considerable importance. Education here is a matter of personal growth, not of passing examinations, but it might be that the latter are a significant feature of the world from which he is trying to escape.[2]

The facts that some children who like reading escape into books, and that some of these keen readers are also good readers, must be linked with the tendency of teachers and other children to see good readers as rather odd individuals. By the rather narrow conceptions of normal behaviour current in schools, some of them are odd individuals. They deviate from the normal, healthy attitudes, interests and pursuits of 12- and 13-year-old children, and occasionally their deviations may call for expert psychological help. But it would be absurd to suspect all keen readers as being neurotic, and there are other

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1 As one child put it: "I like reading his books because they make you worked up inside." Cf. also "The wider ranges of reading have throughout time given to sensitive and imaginative readers that release into freedoms which is a far different matter (from escape)." Waddington, loc.cit.

2 There is no evidence that there are proportionately more "escapers" among good readers than among the rest of the population. There are many other ways of escaping.

reasons for them to be regarded as odd, reasons which have already been discussed. In some cases, their oddity consists only in their zest and enthusiasm for a full life, the appetite they have for many activities and interests both within and outside school, among which is the frequenting of libraries and the reading of good books. This investigation has amply demonstrated the falsity of the stereotype of a good reader as someone who is too busy keeping his or her nose in a book to lead a normal life in other respects. Library usage may be largely irrelevant to school education as it is usually administered, but some children have no difficulty in using libraries to further their own education in the wider sense of that term.[1]

Although children can be good readers without making any noticeable withdrawal from other interests and activities, including those of a social kind, the significantly lower preference for the description of themselves as "sociable" by good readers is worthy of note. It is a generalisation, and subject to the limitations already pointed out, but it may be tentatively interpreted as indicating a tendency to greater self-sufficiency among good readers as compared with poor readers. This does not, of course, imply that good readers lack interest in other people;

[1] It is worth recalling at this point that for many children reading is so inextricably bound up with formal work in school that they cannot welcome it as a means of entertainment or enjoyment. Possibly the opposite is true of television. Many children may so associate it with entertainment as to resist its introduction as an educational aid.

other findings from the character questionnaire suggest quite the reverse in that good readers show more insight into motivation and superior ability to explain human behaviour, to understand conflicting issues. The possibility that such insights can be in some way an effect of good reading awaits further investigation, and the influence of libraries upon the education of children in some of its important aspects hinges upon the result.

Finally, some conclusions of a speculative nature concerning non-fiction readers are offered. Generally the findings with respect to this group in respect to character were similar to those for poor readers, though differences between non-fiction readers and good readers were even more marked in preference for "understanding" and "sociability", and in proportion of selfish wishes. The numbers of boys involved in these comparisons were small and the conclusions advanced are derived mainly from interviews. They are much dependent on the investigator's subjective interpretation, but may still be regarded as thought provoking. It seems that within the group of boys who read little or nothing but non-fiction are two main sub-groups, those who are addicted to science and technology and those addicted to animals. There are hints within both these sub-groups of a lack of interest in people; in the one, attitudes which suggest that animals are more interesting, more important, better than people; in the other, that the material universe and how things work are all-absorbing studies.

It is not intended that yet another essay on the two cultures should be undertaken at this point, but there is scope for future research - for example, into the hypothesis that an early preoccupation with science and technology leads to a progressive loss of interest, or an inability to develop interest, in other human beings. There is much emphasis on the physical sciences in South Australian secondary schools, and since education is, as already described, narrowly conceived and examination-dominated, there is almost exclusive concentration on the memorisation of scientific facts at the expense of understanding of scientific method, with the result that there is little opportunity or encouragement for children to relate science to human imagination.[1] If they were taught in such a way as to attain full awareness of the vital importance to science of such qualities as wonder, imagination, openmindedness and critical judgment, preoccupation with science might indeed sharpen their interest in human beings and lead them to other products of the human imagination.

Conclusions of a general nature might be many.

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[1] Perhaps too this kind of preoccupation with science, together with the growth of psychology as a scientific discipline, have established a climate less favourable to imaginative speculation and flights of fancy; that is, they favour concentration on finding out the facts about man and nature and tend to divert attention from man as he might be or ought to be. This is not, of course, to deny the possibility of important gains in, for example, objectivity and balanced judgment as community values.

But let it be simply asserted that libraries worth the name cannot be just another educational aid like models or slides or films; that they represent a challenge to the teacher's authority; that, however inadequately they may function as institutions, their contents harbour dangerous non-conformist ideas and differences of opinion, encourage free thinking and scepticism,[1] widen the horizons and enlarge the experience of their readers; and that in South Australia we have not yet learned to accommodate all this in our system of education.

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[1] "All books are dangerous. Every library is filled with subversive ideas. Each librarian presides over dynamite; and the only certain way to remove every trace of the explosive is to abolish the library. Throughout time and around the world men have struggled to control reading, prevent study, channel thought, and lock up books." Howard Mumford Jones "Books and the Independent Mind". Madison: Univ. of Wisconsin Press. 1954. pp. 16-17.

CHAPTER VII

IMPLICATIONS

The deficiencies which have been noted both in libraries and in education cannot easily be made good; indeed, there are obvious socio-cultural influences which will tend to perpetuate them. Libraries, though highly valued in theory, are not treated as of much importance in practice; there are no public protests if they are starved of money, have few staff, meagre resources and an influence severely limited in extent; and governments lose few, if any, votes by neglecting them. Education is regarded as of considerable importance, but, as has been amply demonstrated, what is carried out in schools as education is a process to which libraries are very largely irrelevant.

Although a few voices are raised in protest at the current conception of education, parents, employers and many teachers appear to have a vested interest in the status quo by which an examination pass, to certify both a child's fitness for some occupation and his teachers' fitness for professional advancement, effectively excludes most other educational values from active consideration. The peculiarities of Australian education, its highly centralised system, the conservatism of its administrators, the safety-first outlook and lack of initiative of its

teachers, and the absence of public discussion of educational issues have been noted by critics both from overseas and, occasionally, from within Australia.[1] That there has been so little criticism from within is said to be one of the most serious barriers to educational progress; and among the reasons for this lack of criticism is that teachers within the state educational systems are bound by various public service regulations and effectively gagged.

1. Some socio-cultural features:

Other factors which tend to perpetuate the deficiencies noted may be better understood by looking behind certain of the findings and conclusions of this thesis and examining their socio-cultural background. For example, the tendency of those with educational responsibilities to lose sight of the need to create as well as cater for children's interests has already been observed, and two sets of basic factors seem to be relevant here.

The first is that the spread of "progressive education", first in the U.S.A. and subsequently in other countries, fostered a sentimental attitude towards children's

[1] For example, Australian National Cooperating Body for Education, Compulsory Education in Australia (UNESCO 1951)
R.F. Butts, Assumptions Underlying Australian Education (Melbourne: Australian Council for Educational Research 1955).
J.D. Pringle, Australian Accent (London: Chatto and Windus, 1958).
R.M.B. Jackson, Emergent Needs in Australian Education (Toronto: Ontario College of Education, 1961).

interests. The main task was to discover what children's interests actually were and use them as the focus of one's teaching. Clearly such an approach has much merit, but it added to the belief in the immutability of intelligence current at that time the notion of immutability of interests, as if they were natural or inborn and could not be learned or acquired.

The second factor, which tended to operate simultaneously, was the very rapid growth of the influence of the mass media. Cheap publications, including comics, radio programmes, films and eventually television programmes were ubiquitous, their resources were seemingly unlimited, and their popularity with children was immense. This obvious popularity appeared to indicate, beyond all doubt, that they were outstandingly successful in catering for children's interests. From the educator's viewpoint, the prospects of discovering other interests not already catered for by the mass media were indeed remote and, since he regarded existing interests as sacrosanct, it is not surprising that he surrendered any initiative he once had in children's beyond-school education.[1]

The notion persists among some teachers that it is somehow wicked, immoral, undemocratic either to subvert children's existing interests or to attempt to create new ones; and this extreme cultural determinism in effect

[1] A corresponding decline in the attention paid by research workers to the influence of teachers on children's reading was noted in Chapter I (p.44).

supports the poor-quality material disseminated in large quantities through the mass media. It also rejects the traditional responsibility of education to foster the better rather than the worse. This view is not always made explicit by those who hold it, but they are unlikely to try with much enthusiasm to develop in children an interest in good-quality material.

Another interesting finding with socio-cultural implications was the emphasis on early maturity, manliness and sporting prowess in boys' independent schools. To what extent teachers recommend adult, war and "tough" books because of their own desire to hasten maturity and foster masculinity in their pupils, and to what extent they are responding to what they believe to be the natural interests of First Year boys is uncertain. But there are pressures on the teachers too. Some of these schools cherish the traditions of the English public school and ape what they believe to be its virtues, but in some respects their interpretations appear somewhat outmoded. There is also reason to believe that the staff have little influence on the values current in the school; these are maintained and perpetuated rather by the Old Boys. In Australia the Old Boys of such schools are often extraordinarily powerful and influential, prominent on the governing body, able to bring considerable pressure to bear on the headmaster, and actively concerned with the school's traditions. Many of the most

active are those who were prominent athletes and sportsmen both while at school and subsequently; others are the business leaders in the community who prize leadership, ability to "get to the top" and similar qualities. They have a strong loyalty[1] to the school, most send their own sons there and are therefore parents as well as Old Boys, and in their number is many a father who entrusts his son to the school in the confident expectation that it will "make a man of him."

Following such influence from parents and Old Boys, similar values are current in groups within the school, and toughness and sporting prowess are prized by the most influential groups of boys. It is not surprising if teachers, whether or not they originally share these values, respond by emphasising them and recommending adult "middlebrow books". Many 12- and 13-year-old boys from sophisticated homes are, of course, quite capable of reading and enjoying adult books, and there is nothing unreasonable in teachers making such recommendations. What seems regrettable is that so many boys should make no acquaintance whatever with the extensive range of excellent books written

[1] It amounts, in many respects, to a social class loyalty. Most who attend these schools are from middle and upper-middle class families, and it is often the "done thing" to send one's child to an independent school. Similarly, the values cherished are those of high repute within certain segments of middle-class and upper-middle class society.

specially for adolescents of various ages, but should pass from poor quality children's fiction straight to adult fiction of very varied quality, having had little opportunity or assistance to develop discrimination and having missed educative experiences of considerable value. This would not happen if teachers had some knowledge of the books available for the children they teach.

There is a more fundamental question of considerable importance. To what extent, in Australian society generally, are kindness, understanding, altruism and the rest accepted as desirable qualities by teachers and others concerned with the education of children? Few, if any, would go so far as to label them undesirable, of course; what is significant is the position they occupy in the hierarchy of human values as held by teachers and as fostered in children. It is with reference to the relative importance of such values in school and in society that the influence of libraries on the education of the individual, his personal growth and his character development, must be assessed.

It seems that differences between the sexes are of special significance here. For instance, how far is it an essential feature of our culture that kindness, understanding, altruism are excellent virtues in girls but less desirable in boys? The evidence suggests that, particularly in some boys' independent schools, courage, toughness, pugnacity and similar warlike and sporting virtues are much valued and

are actively encouraged by teachers; possibly kindness, and the like, though recognised as virtues may have certain feminine and "soft" connotations. Some such hierarchy of values may be common in schools educating boys, though more apparent in independent schools.

It may indeed be contended that it is right and proper and traditional for boys, particularly in early adolescence, to be fascinated by war and courage and the excitement of violent action. Nobody would suggest that boys ought to be kept away from books with such qualities, but what is important is the extent of their preoccupation with them together with the quality of the literature in which they are enshrined, the extent to which the boys' imaginative sympathy is involved and the extent to which toughness becomes an end in itself. It seems that some teachers, whether they take the initiative or not, by urging 12- and 13-year-old boys to "hurry up and grow up and be manly", by their encouragement of certain attitudes and values and by their reading recommendations, tend to confirm rather than counteract an incipient philistinism. What is particularly interesting is the tendency to urge upon boys maturity of interests and social maturity but to make no attempt to encourage intellectual maturity. Boys are expected to be grown-up and manly but not to take responsibility for their learning. In this they remain "spoon-fed" and almost entirely dependent upon their teachers.

It may be, however, that a gradual change is taking place in the hierarchy of values. Some teachers in independent schools are uneasy about what they believe to be an excessive emphasis on sport. In recent years the somewhat philistine setting of the Australian way of life appears to have been somewhat modified by increased concern with literature, the arts and the "softer" virtues of civilisation, traditionally more appropriate to women.[1] But it seems most unlikely that the "contemporary sensibility" so vividly described by Walsh is undergoing any significant transformation. He refers to the discrepancy between its overt behaviour and its inward condition. "Outside we see

1 Professor Carstairs, in the 1962 Reith Lectures, stated that the old rigid definitions of male and female roles are breaking down, that the overlap between men and women in, for example, interests and temperament is being increasingly recognised, and that these changes are currently a source of some conflict because society has not yet abandoned Victorian notions no longer appropriate. He was, of course, speaking of Britain, but the self-conscious masculinity of some Australian males is bound to be affected before long.
A recent report in The Times Educational Supplement is also peculiarly apt. "Dr. James Hemming ... pleaded for a less masculine and utilitarian approach to education both in form and content. He said the insensitive man was out-of-date and education needed to regenerate masculine sensitivity. He proposed that the aesthetic, emotional, sensitive and moral content of education should be increased to prepare men and women for the modern world and to redress the balance of an education, designed by men, for men, at a time when raw masculinity was a virtue. The academic approach, which had tended to make academic subjects arid, had also tended to bowdlerize them of feeling, personality and humanity, he commented." (The Times Educational Supplement, Friday, October 26, 1962. p. 532). The last sentence is relevant to the dissection of set texts in English lessons, discussed elsewhere in this thesis. Such complaints are not new. Suttie, in a memorable phrase, referred to the "taboo on tenderness". (Ian D. Suttie, "The Origins of Love and Hate" Routledge & Kegan Paul. 1935. Chapter 6 and elsewhere).

toughness, realism, even ruthlessness; inside weakness, softness, an absence of any firmness and robustness of conviction: brutality without and a mushiness within: a hard casing and a marshmallow centre. So that we seem to be characters in a novel written in collaboration by Ella Wheeler Wilcox and Mickey Spillane."[1]

Walsh was describing the setting against which to discuss the place of literature in the training of teachers, whom he claimed it would help to understand the nature of children. The evidence of this study also suggests that good books may be associated with better understanding. Books of good quality may also be regarded, by definition, as propagating attitudes, values, standards of conduct which are not vicious or brutal. They may give vicarious experience of extraordinary adventures, and in doing so neither avoid nor glorify violence or cruelty. They may show that war and evil are not the only sources of excitement. And, unless they are to defeat their own ends, they can achieve all this without being moralistic or dull. But it would be absurdly optimistic to expect that good books and the values enshrined in them will significantly modify the philistinism of boys in independent schools.

In fact the two cultural phenomena just discussed - a deterministic view of children's interests and the persistence

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[1] William Walsh, "The Place of Literature in the Training of Teachers. I. The Context." The Use of English Vol. XI, No. 3. Spring 1960, p. 148.

of philistinism - suggest that changes of a fundamental kind in values and attitudes may be needed before many more children can be affected by the influence of libraries and books of good quality. To bring about such changes in teachers, parents and children seems an extremely formidable task for a few crusading teachers and librarians to accomplish.

2. Extending the library's influence:

The first major problems are that, they are so few, and, as an inevitable corollary, that good books are readily available to so few children. The main dependable source of supply for such books is the public library, but only a small proportion of South Australian children, particularly boys, has meaningful contact with the public library. Although a higher proportion of boys from independent schools than from other schools borrows books from this source, they are still a small minority; and in any case the forces on the other side are considerably stronger than in other types of school; furthermore some at least of these few good readers in independent schools are neither masculine enough nor sufficiently interested in sport to be influential in the peer groups in which they are so outnumbered.

How might the public library best extend its influence? Two major, and complementary, tasks are to educate parents through their children and children through their parents. At present it is only from the public

library, with its policy of book selection according to criteria of quality, that clear and consistent standards may be disseminated. Most parents encounter children's books through the bookseller or the newsagent's shop at the corner of the street, unless they have some in the house belonging to a bygone age; their children meet books at the same place but also through the school library. In the last place there may be some concern over quality but more frequently there is not, while in all the other places concern over quality is very rare. Knowledge to inform that concern is rarer still.

The children's sections of public libraries are often in touch with the parents of children who borrow books. Sometimes parents accompany their children and sometimes borrow books on their behalf. The librarians are in a position to exert a valuable influence on such parents. Yet this is, in many cases, preaching to the converted or at least to those ripe for conversion, in that a parent who accompanies or substitutes for his child at a public library is already favourably disposed towards the reading of good books. On the other hand, as already noted, the fact that many of these parents begin to borrow books for their children long before they start school may be significant, because it means that the children come under the influence of the library's select stock of books at a very early age, before the generally less beneficial influence

of school is felt; and it is possible, though evidence is not available on this point, that the effect of the public library in this respect may be both profound and long-lasting. Such influence is likely to be extended as subsidised libraries spread in the suburbs of Adelaide and in country districts of South Australia.

Of efforts already made to disseminate more widely books of good quality the most significant is the work of the Children's Book Council. This organisation has a branch in each state of Australia and its members are teachers, librarians and other citizens interested in its official purpose of "bringing better books before more children." The focal point of its activities each year is Children's Book Week during which good books are exhibited in libraries and other public places, literary competitions are held, interest is created among parents, teachers and children, and reports, occasionally supplemented by a feature article about the importance of reading, appear in the press. Potentially the most lasting effect of these annual occasions is that annotated lists of books, suitable for children of each age group, are prepared by librarians and given away at the various exhibitions. These lists come into the possession of some parents, presumably have some influence upon them and should lead to improvement in the quality of books they buy for their children. They also equip parents to take interest in what their children are borrowing from

the school library or from friends and perhaps to have an indirect beneficial influence on their reading from these sources.

Although these lists, emanating from different states, some free, some costing a few shillings, are always available, they are scarcely heard of except during Children's Book Week and as suggestions for Christmas gifts. It seems that the Children's Book Council lacks the support and the resources to make itswork continuously effective, and has to concentrate on making use of special occasions. It is also possible that the effect of their activities, and of the librarians' lists, rarely extends far beyond the converted. Perhaps more could be done by public librarians to educate parents.[1]

Yet, even though a children's (public) librarian may set a splendid example, may exert a civilising influence on both children and parents, the prospects for that influence reaching more than a small minority do not seem bright. There seems little doubt that in the long run the most

[1] The chronic shortages of money, staff and other facilities may prevent librarians from going from door to door distributing their lists personally to perents, or multiplying the talks which they occasionally give to parent gatherings. Activities of this kind help to publicise children's books of good quality and to explain their availability, but for maximum effectiveness they need to be carried on all the year round.

substantial influence of libraries in education must come from the school library.[1] Its potential effectiveness is so much greater because it reaches all children and is accessible five days a week, 40 weeks a year, for ten or more years of childhood and adolescence. The fact that children are tending to stay at school longer means that they can be for longer under the influence of the school library. It is possible for a school librarian to keep full records of each child's reading and for these to be related to other aspects of his education and life in school. But these advantages are potential only. Most school libraries lack both quality in books and trained people to introduce them to the right child at the right time; there is nobody with time to keep and use such records. Other features of the unsatisfactory situation in schools at present have been fully described. It might be argued that until education in schools improves, it will be best for as many children as possible to escape to the public libraries. Not only are libraries largely irrelevant to school education, but much

[1] It should be noted that class libraries - small collections of books in the classroom - can also be extremely valuable. Class libraries in South Australia, as reported in Chapter III were generally collections of poor quality fiction presented (or discarded) by the children in the class. But to have close at hand in the classroom reference works in constant use in various subjects or a range of books to supplement basic texts can obviously serve a useful and educative purpose - if they are well selected and if the teacher is sufficiently enlightened to be able to train the children in their independent use.

that goes on in schools tends to sicken children of books and reading. Very few of those who leave school in adolescence, without proceeding to higher education, continue to read books or belong to libraries.

Libraries would have more influence in education if it were possible to combine the particular virtues of public libraries with the situational advantages of school libraries, the expert staff and select stock of books of the one with the physical closeness to education of the other. This might be done by setting up public libraries on school premises. One interesting experiment of this kind is in progress in Bristol, England. In May, 1962, a branch of the Bristol City Library was opened in Lawrence Weston School, a comprehensive secondary school situated on a new housing estate. The headmaster is delighted with the initial success of the scheme and comments, inter alia:

> "I am quite confident that those who are regular library users in school will continue to be when they have left. There is nothing - not even the formality of joining a library - to stop them."
>
> "Other schools are already beginning to send classes for library instruction."
>
> "The use the school population makes of the library during the holidays is perhaps the most impressive justification of the scheme." [1]

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[1] Personal communication to the writer from Mr. C. D. Foster, M.A., Headmaster, Lawrence Weston School.

It is also believed that the scheme will contribute to closer relationship between school and community, and there have been striking examples of pupils bringing their parents to join the library. Much is being done to encourage children to independent study and research. The complete resources of the public library system are available to them. Library and school authorities, public librarians and teachers are working harmoniously together. Experiments of this kind would be very welcome in Australia.

Whether public libraries or school libraries or some combination of the two are to exert an influence, the problem of too few enlightened teachers and librarians reaching too few children remains unsolved. The evidence of this thesis suggests that the work of exceptional individuals is of great importance. It might be argued that some current notions of democracy are apt to underrate the power of exceptional individuals; that changes do not take place because everyone demands them, but because a few leaders of opinion demand them and are able to exert effective pressure at critical points, with the result that governments take action under the influence of people who are numerically few, and the majority of people acquiesce in this leadership. It may be, then, that a small number of energetic teachers could eventually bring about significant changes in the conception of education, and a few equally determined librarians could stimulate significant improvements

in the condition of libraries. The value of exerting pressure at critical points and thus being a decisive influence among many other influences has already been discussed;[1] this is, in effect, what the librarian or teacher does when she helps to bring the library and good quality books to a position of significance in a child's life in the midst of influences from home, school, peer group, mass media and the rest.

But the problem of increasing the supply of exceptional individuals remains, and clearly the education and training of such individuals is vitally important since they must be equipped to influence others. Some implications will now be discussed in two main sections, the first dealing with librarians, the second with teachers.

3. A new kind of librarian:

Although public libraries cannot help being major educational agencies for the minority of the population with

[1] In Chapter VI. cf. the following: "Of one thing I am convinced: that a born reader on a staff can have a tremendous effect on young readers who come his way. I remember with gratitude two librarians of that description, one in school and one in college, who led us to read books we might never have looked into by sharing their love for what they had read. If I were to found a library dedicated to influencing the reading habit, I should place a half dozen of these enthusiasts at strategic points to ensnare wandering students." (Reuben A Brower "The Humanities: Reading in Slow Motion" in Jacob M. Price (ed) Reading for Life, Ann Arbor: University of Michigan Press. 1959. p. 99.

whom they come into contact - they carry a special responsibility for adult education, they set standards of quality for children's reading through their children's sections, and also assume an increasing burden in catering for university students crowded out of their own libraries - yet they tend to be introverted institutions, wrapped up in their own affairs and taking little interest in educational problems.

Some writers have judged children's librarians even more harshly. For example: "It seems probable that one reason for the lack of recruits in the rapidly expanding field of children's librarianship is the superficiality of many of the most publicised activities in the field, coupled with a consciousness of the apathetic librarianship practised in many libraries today. Some feel that more general recognition of librarians' professional status would help, but what faith do most librarians profess? There is little evidence in most libraries of faith in books; few communicate any excitement over books or display much real knowledge of them. Until they promote such excitement and knowledge among their own staffs they are unlikely to capture the public imagination as members of a strong institution devoted to the maintenance of something worth sharing."[1]

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[1] "The Purposeless Profession - What is a Children's Librarian For?" in The Times Literary Supplement, Friday, May 19, 1961, p. x.

Evidence from South Australia would not justify the strictures of that British view, although the issues the quotation raises are important here and are discussed in somewhat different terms in this chapter. Among the criticisms of children's librarians which might be made in this state is that they are inclined to have a somewhat unrealistic conception of their task as one carried on in a vacuum. For example, they are apt to assume that every child shares their own firm belief that it is a good thing to read books and to ignore the fact that many children would prefer almost any activity to reading; further, they sometimes forget that many children are so deficient in reading skill that reading is not a joy but an unpalatable forced meal; and there is also at times a facile optimism that all children would magically become good readers "if only they came and tasted our books."[1] Generally, the faults of children's

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[1] In fairness it must be noted that public librarians tend to be less extreme in their views than the occasional enthusiastic teacher or academic or man of letters who would ban all comics and other low quality reading materials, would reject the works of, for example, Enid Blyton and W.E. Johns from the library as if that were enough, without taking any steps to introduce children to better quality books. Children may then reject the library as a dull place with no familiar landmarks and no signposts to new territory. If alternative good quality materials are made available, together with expert help, children can be educated to choose well instead of being more than ever attracted to forbidden fruit. As some public librarians at least are aware, to know that you can choose is the beginning of taste.

librarians here, by contrast with criticism from England quoted, are not a lack of excitement over or of faith in books but an ignorance of the educational and psychological context in which those books must perform their function together with lack of skill (and often time) in bringing the right book and the right child together at the right moment.

This last is admittedly a difficult task, for the librarian must often, in order to accomplish it, proceed with much care and subtlety and display considerable insight into the needs of individual children.

As teachers lack faith in their own ability to replace, or help children to replace, what is cheap and meretricious in popular culture with something better, so many librarians are content with a passive role and do not regard their part in education as important. They assume that other educational agencies must lead the way while libraries follow, that librarians can do only what they are asked or told to do and cannot initiate, and that they are there to serve other kinds of educator, rather than enter into active partnership. They see themselves as having a responsibility to gather the best possible, most systematic collections of the best possible books, providing a service on demand and expert help for those who want it, but beyond this they feel no concern with the problems of education.

Such is a common and in many respects a reasonable view of the scope of librarianship. Yet it must involve some librarians at least in a certain inconsistency. They believe in book selection and take a strong initiative in choosing the best and excluding the worst. Such positive actions go beyond those taken by many teachers, and are of considerable educational significance. At this point, although they remain theoretically dedicated to the upholding of standards of quality, their activity stops. They retire, as it were, behind the well-stocked shelves and wait for education to happen. It may be argued that a prolongation of this brief initiative might have far-reaching consequences for the influence of libraries in education; that is, if librarians regarded themselves as actively concerned with educational problems and were willing to accept continuing educational responsibility.

This would involve them in significant changes in attitude and function. Librarians today are much concerned with their status and are struggling for recognition as professional men and women. There has been a tendency, as part of this struggle, to elevate the techniques of cataloguing and classification into a professional mystique; and along with this some have regarded a strict adherence to the rules of library science as more important than usefulness to readers. It is clear that for the kind of librarian envisaged in the preceding paragraph these priorities

would have to be reversed.

Much of their present competence would of course still be needed. But they might well undertake the transmission of library skills on an increased scale, with a view to training children, and adults too when necessary, in how to make the best possible use of the library - to find their way around it, to understand the classification system and to use bibliographical aids. All trained librarians have such skills and are, theoretically at least, able to transmit them. Yet the evidence of this thesis suggests they do not often discharge this function, except on demand.

Such a "teaching" role might be much expanded. For example, the development of various reading skills, rapid reading, note-taking, study methods, could be assumed by librarians as an educational responsibility.[1] It seems

[1] One specific problem to which the attention of both librarians and teachers might well be directed is the slowing-down effect the study of school texts has on other reading. This is in some ways a problem of reading skill, though obviously much bound up with problems of attitudes arising from the association between reading and formal work in school already discussed. Because children study texts in school, slowly, word by word, they tend to adopt a similar approach to all reading. The comment of one child "I read more slowly now- I used just to skip books" is typical, and the dilemma of the girl who "found the story of "The Wind in the Willows" too childish and the words too hard" is also significant. Only once was the opposite approach expressed, by a boy who read many books: "If I don't understand a word it doesn't matter as long as I get the gist of the story". The principle of different approaches and different reading speeds for different purposes and different kinds of material should be explained to children and is educationally of considerable importance.

appropriate that librarians should be experts in the techniques of learning from books and should be charged with promoting the development of such techniques by others. Developments of this kind would typify a change in the balance of librarians' activities, from providing information and telling people answers to teaching them how to discover the answers for themselves.

Librarians might also undertake some responsibility for improving the attitudes of both children and adults towards books and learning. Those librarians who worship the mysteries of technique may need to improve their own attitudes to books before they can successfully undertake the improvement of others' attitudes; for example, their present competent management and efficient organisation of books needs to be supplemented by closer familiarity with, and power to evaluate, their contents. Showing people how to learn from books may by itself be useful in improving their attitudes towards books, but beyond this the problem is partly one of human relationships, between librarians and their clients. On the matter of human relationships, the evidence gathered for this thesis suggests that some librarians need to pay much more attention to them. There are children - and adults too - who find libraries rather unwelcoming, even intimidating, places. This is partly because they are conscious of their own inability to cope with the library or attain any meaningful familiarity with

its contents; related to this, they have no expectation and sometimes perhaps no wish that anyone will help them; and related to this again, the library seems to them a vast and impersonal institution.[1]

Librarians who undertake some responsibility for actively helping children and adults to educate themselves - whether "educate" involves the discovery of knowledge, the training of sensibility, or both - will require an education and a professional training extending well beyond the techniques of librarianship already discussed. They should know a great deal about books and also a great deal about people. They should be equipped to judge the value of a book's contents as well as to classify its contents. Some knowledge of psychology, of the techniques of learning and teaching and of basic educational issues and problems will be relevant to their task. It may also be important, although one cannot legislate for this, that they should involve themselves in other activities and interests of an educational and sociological kind, and take a leading part in other institutions, rather than stay in library circles, meeting mainly librarians and talking mainly to other librarians. If they believe in the educational role they are assuming, they are likely to reject the view that all one can do is to respond to public demand or lack of it, in

[1] It is true that to some, most often to serious scholars, a library's impersonality is one of the most delightful things about it, and one's own anonymity somehow facilitates communication with the books. But those who welcome impersonality are in a minority.

favour of a belief that one can create demand; and further to accept a responsibility not only to cater for existing interests but also to create new ones. Finally, as professional people they may well be concerned with wanting to assess their own effectiveness in the community and with supporting and even undertaking research towards that end.

A supply of exceptional individuals made according to such ideal specifications will not be produced without difficulties of many kinds, some psychological, some practical. In Australian library circles searching self-examination and impassioned debate are continuing as librarians try to reach agreement on problems of professional status, of their function in society and other basic issues.[1] There are those who want to see librarians taking a more active part in education, and the evidence of this thesis supports the view that they might very usefully do so; while others put their faith in library science and scholarly research into the evolution of the book. It is possible that compromises will be achieved with the establishment of various grades of librarians with clearly differentiated functions, and the librarian with an educational mission may receive official encouragement along with other kinds of librarian.[2] But problems of the education and training of

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1 See Proceedings of Biennial Conferences of the Library Association of Australia, 1961 and 1963.

2 It would be absurd to suggest that all librarians should or could be educational missionaries. In many tasks in many kinds of libraries such a role would be inappropriate.

librarians remain unsolved. In which institutions should they be taught, and by whom? What should they be taught? It is worthy of note, however, that the Library Association of Australia encompasses different kinds of librarians without regard to state boundaries. It may therefore have the strength of unity in its dealings with governments and education authorities and be better able to exert effective pressure. Groups of teachers are, by contrast, fragmented and show little independence of their state employers.

4. New training for teachers:

An increased supply of librarians, strategically placed, would have some impact on education, but the effect would inevitably be limited unless there were corresponding improvements in education and in teachers. More exceptional individuals in school libraries might enhance the opportunities of some children for education in the informal, character-development, growth-of-sensibility meaning of the term, but since school libraries suffer from their association with so many educational inadequacies, these inadequacies must receive attention if the influence of school librarians is to be more than marginal.

Some of the deficiencies noted could be removed or modified by administrative action; for example, the provision of more money, the full financing instead of the subsidising of school libraries, the recruitment, education and training

of school librarians, changes in examinations to loosen the stranglehold they have on the schools, changes in the administration itself in the interests of more flexibility, the admission of able people and new ideas into its fastnesses from outside.[1] But many improvements could not be brought about without improvements in teachers. Some of the features of life in school which contribute to the irrelevance of libraries to education are, partly at least, within the teacher's control; for example, the dreariness of projects, the off-putting futility of library lessons, the dissection of the corpse of a set text, the consecration of the classics and the ignorance of other children's books. Perhaps too teachers could be wary of the impression they give of infallibility or omniscience when shielded by the authority of the classroom text against the irreverent challenge of a library.

But beyond this, it again seems that the education and training of influential individuals is of particular importance, and if the influence of libraries in education is to grow, teachers must be both willing and competent to help in such development. At present little attention is paid in the training of teachers to library skills and usage. At the teachers' college which trains secondary

[1] If libraries had more influence in education, there would be changes also in the content of education. Such changes might provoke the most stubborn resistance of all. As has been well said, changing the curriculum is like moving a cemetery. No matter how long what is there has been dead, it still has a lot of friends.

school teachers in South Australia, there are 1100 students and one librarian. Little is done to encourage students to use libraries when they become teachers, or to show them how. The librarian provides a course called "The School Library", but the following facts are eloquent testimony to its status: teachers' college students follow a large number of compulsory courses, both "subject" and "professional" in character; there are also eight electives to cover the "frills", and students may choose from these electives. "The School Library" is one of them, to be taken in the third or fourth year of the course, and this year 30 students are learning of the library's (theoretical) importance.

Since teachers' colleges are controlled by the Education Department and since libraries are largely irrelevant to the education given in Education Department schools, this situation is scarcely surprising. On the other hand, members of staff in teachers' colleges often have progressive ideas about education which they transmit to their students, and it might not be a matter of extreme difficulty to persuade teachers' colleges of the importance of libraries. The next step would be a comprehensive course for all intending teachers, covering both library procedures - the techniques of librarianship - and children's books; the aim would be for every student to acquire not only an extensive knowledge of the books available for the children they were later to teach, but also criteria by which books

for children might be critically evaluated. In addition they would learn something of ways in which the library might be used in the teaching of subjects.

A stream of new teachers going into the schools, each convinced of the educative value of libraries and armed with the necessary skill and knowledge, might set some changes in motion. But one can be only very cautiously optimistic about their possible achievements. The progressive ideas students acquire in teachers' colleges often do not survive the harsh realities of the schools, those harsh realities including experienced senior colleagues, the strait-jacket of preparation for examinations and the frustrations of large classes, overloaded timetables and the burden of corrections. The conservatism of parents, employers and many older teachers gives the energy and enthusiasm of some younger teachers in living out their ideas and pursuing their aims a particular importance. There is, of course, no simple old-young dichotomy; conservative young teachers and radical old teachers abound; some exceptional young teachers withstand the pressures and grow into exceptional older teachers; but widespread and significant changes in the role of libraries in education are more likely to be stimulated through teacher-training than by an

occasional, isolated deviation in a school.[1]

If library-conscious new teachers went into the schools with missionary zeal their situation would be difficult enough, and many would face the extra problem of a school library inadequately stocked and staffed. But some would survive to improve the library and use it to educate children. Perhaps again the word 'exceptional' is appropriate; yet it is conceivable that a few members of a teachers' college staff exceptionally zealous on behalf of libraries in education could stimulate a much larger number of new teachers to exceptional zeal, and that these again could influence many more children.

There are possible lines of co-operation, as in the Bristol experiment, between education authorities and library authorities. If librarians, as a professional body, were to establish comprehensive courses of training, these might encompass both the training of librarians for schools and the equipping of teachers to make full use of the library in education. At present it seems unlikely that education authorities would attach much importance to such training or, if they did, that they would permit any responsibility for it to be in the hands of an outside body.

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[1] There is possibly a psychological barrier to change, difficult to surmount because of the attitudes involved. This is the lack of confidence among Australian teachers noted by critics as a feature of the highly centralised, hierarchical education systems, in which teachers expect to be told what to do. Any move resulting in a more fluid situation in the classroom, in their relinquishing or modifying rigid control of the class and permitting individual deviations - all of which would be inevitable if the library was in active use - might be seen as a threat to the teacher's security and would much increase his anxieties.

If intending teachers cannot acquire, as part of their training course, a knowledge of the books suitable for the children they are going to teach, those who study at the University might be helped to make good the deficiency there. This is most feasible in English courses at the University. It seems a strange omission that University English Departments completely ignore children's literature. Students majoring in English and going on to teach English in the schools would find such a course or section of a course of great value.

The equipping of teachers with the skill and knowledge necessary to make use of the library in education could be accompanied by significant changes in their attitudes towards education. Increased emphasis on children learning through the library would mean less emphasis on instruction by the teacher with the children as passive recipients. Increased emphasis on knowledge of children's books and on standards of quality in them could result in a more optimistic attitude and positive approach by teachers towards the education of children's sensibilities, judgment and taste. In fact, a recognition of the importance of libraries and their elevation to a position of prominence in teacher training establishments might revolutionise the training programme.

Although this would mean that new teachers were even more out-of-step with current practices in the schools, it would be the translation to reality of ideas and values to

which most educational leaders theoretically subscribe. More and more condemnation of spoon-feeding is being uttered, the importance of self-directed learning, of independent study, of children being properly equipped to think and choose for themselves, is increasingly urged. It is possible in looking to the future to point to other encouraging features in the situation, though by no means all the omens are favourable.

5. Libraries, education and the future:

First, the very narrowness of the syllabus, the present concentration on mathematics, physics and chemistry in many Australian schools, together with concern over "the two cultures" may be creating an atmosphere in which the claims of "the finer things of life" may be heard with sympathy. It is not only that those who know little of science are complaining of scientists' ignorance of the humanities; scientists and science teachers too are expressing concern at the little contact students concentrating on science have with human problems and decisions; and there is also concern that students concentrating on the humanities - the majority of whom in Australian schools today are girls - gain no understanding of the scientific attitude. Generally, growing alarm at the narrow range of human knowledge encompassed by many boys and girls in their education may stimulate interest, even at administrative level, in the value of good books and libraries, and a wish to see children

have imaginative experiences beyond the confines of the syllabus.

Second, and looking further ahead, the world's bulk of knowledge may continue to increase at so rapid a rate that it will become impossible for teaching, as it is generally understood, to cover even the essential minimum of knowledge required to carry out many of the tasks in our future society. It seems likely that an increasing proportion of the population will learn to find out more for themselves, and presumably it will be in libraries that they will do much of this self-directed learning. Yet it is also possible that more and more mass education may be effected through the ears listening to radio, to tape-recorded, mechanically-mediated voices (perhaps even while we sleep), or through the eyes looking at pictures, moving or otherwise, but not much at words. If both these developments take place, it is the size of the elite which will determine the extent to which libraries will be pushed into the position of a minority service.

Whether there is reason for optimism in that example is a matter of some doubt. However, a more obviously favourable factor is the growing concern with creativity in education. This concern was stimulated by the first Russian space achievement, in reaction to which many Americans became critical of American education. But it has also become part of the protest against excessive conformity and also against

the narrowness of the conception of intelligence as measured by I.Q. tests. To judge by the spate of publications on creativity, though they still come largely from the U.S.A., this may become an educational movement of some significance. It is said that "although we have long known that it is natural for man to learn creatively by questioning, experimenting, exploring and testing ideas, we have almost always insisted that he learn by authority. We are now learing that many things can be learned creatively more economically and effectively than by authority."[1] It has been suggested that creativity involves openness to experience, the capacity to be puzzled, tolerance of ambiguity, and various other qualities. The creative individual is seen as likely to be non-conformist, self-sufficient, introverted and radical. A child of such peculiarities is likely to be something of a misfit in present education and not favourably looked upon by teachers.[2] In fact, some of the good readers in this thesis were not favourably regarded and for some of the same reasons. But if the development of creativity in children grows in importance, as an educational goal, this is bound to encourage the use of libraries. To quote an optimistic American statement:

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[1] E. Paul Torrance, "Keeping Creative Talent Alive", The Times Educational Supplement, July 27, 1962, p. 10.

[2] There is no need to reiterate at this point the reasons why the school climate in South Australia is not healthy for creativity, since they are implied in many passages of this thesis. For example, attitudes summarised by - all is facts; teacher knows; you, the pupil, ought to know; there is one right answer to everything - do not harmonise with the capacity to be puzzled or tolerance of ambiguity.

> "As never before we are finding an interest in creative teaching, in developing critical and analytical powers in students, and in developing skills of exploration and intelligent inquiry. The self-contained classroom and single text-book give way to the library, to the research project, to the study of issues, conflicting opinions, basic references and skills of independent research ... The library becomes the heart of the teaching-learning situation."[1]

Another factor of considerable importance is the likelihood that increased psychological knowledge will draw more and more attention to the differences between individuals. This may have a bearing on the second factor discussed above in that any kind of mass education will be seen as increasingly unsatisfactory. Relevant to this point is the inevitable decline of the still widely-held belief in the immutability of intelligence.[2] Much of present educational practice rests on the comfortable assumptions that there are certain fixed limits to each child's development, that these limits may be easily ascertained, that sheep are always sheep and goats always goats, and that the future is, to a satisfactory extent, predictable. If such assumptions have to be discarded or extensively modified, the educational consequences will be far-reaching. For example, a teacher who has obtained a child's I.Q. score, instead of being able to regard that child as neatly labelled for the rest of his school life, will

[1] K. W. Lund, "New Definitions of Education Goals" in S.I. Fenwick (ed.) "New Definitions of School-Library Service" (University of Chicago Press, 1959), p. 15.

[2] Together with the growth of a wider conception of what constitutes intelligence. Cf. discussion of "creativity" above.

have at least the uneasy suspicion that if he can provide the education, the environment, the stimulation suitable for that particular child, he may substantially improve his intelligence. Imagination boggles at the provision of 40 entirely different educations simultaneously for 40 children in a class with one teacher. Yet, if a society is to make full use of its potential talent, this is the kind of problem which will demand solution.[1] It would be impossible to go into details here about the solutions already being suggested, which include various combinations of mass teaching, with the aid of television, work in small groups and individual study, with the aid of auto-instructional devices. However, the major implications for this thesis are -

(i) improved knowledge of how human beings learn may lead to more individualised education;

(ii) since full-time individualised instruction by teachers would require millions of extra teachers, children must to some extent educate themselves individually;

(iii) libraries have an obvious and important function in providing facilities for self-directed education; and

(iv) - an implication more specifically related to the conclusions of this thesis - the more that the belief in "unchangeable" human attributes (for example,

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[1] It is possible that society will arrive at a very different kind of solution to the problem of individual differences - a "Brave New World" of human economic units manipulated by "behavioural engineering."

intelligence) is challenged, the more feasible it will be for teachers to acquire new faith in their potential influence upon children.

As far as education for leisure is concerned, perhaps, in spite of the torrent of inferior quality material poured out through the mass media, it is possible for those concerned with the education of taste to find some comfort. There appear to be more film, radio and television programmes of better quality being produced, and certainly a larger number of good-quality books (though not necessarily a bigger proportion) is being published. In spite of deficiencies in education, including classroom practices which actually hinder the growth of sensibility, the facts that many children are having a much longer period of schooling and that many more than before are continuing to tertiary level may well lead to some increase in the demand for reading and other materials of better quality.

But, to make another sally into the future, such developments fall far short of promising a solution to the problems associated with the near-certainty that the total amount of leisure available to most individuals will go on increasing. The 40-hour working week, already shrinking into the middle 30s, may be down to 20 by the time our children are as old as we are. This represents a challenge to teachers and to librarians which has been written and spoken about for years, with the complaint that most of those

spare hours are occupied in passive watching and listening and the hope that people can be persuaded to use at least some of them in more rewarding or creative activities.[1] Perhaps among the rewarding activities, the reading of good quality books as a means of adventure, discovery, or self-education may have a place. Or will libraries be squeezed out of education by mechanical devices and reading become a bizarre occupation pursued by a few eccentrics?

If education authorities ever become actively concerned about the problems of leisure, extensive changes in the education of non-academic children will be necessary. The present assumption that academic children are sufficiently well-educated not to fritter away their leisure in uncreative pursuits will probably continue, supported by the likelihood that they will be too busy, first in studying and secondly in professional work, for leisure to present any problem. But non-academic children proceeding to less intellectual occupations will have a great deal of leisure. At present in Australia vocational training is a prominent feature of their schooling; but there might possibly be emphasis in future not only on preparing them for the leisure use of books but also on the development of the school library into a materials

[1] In which they are able to forget the time (and the programme schedules)? "A new conception of leisure as absence of commitment might be related to one's relative freedom from the clock." (Max Kaplan, "Leisure in America" New York: Wiley, 1960, p. 267).

centre where appreciation and critical appraisal of radio, film and television programmes as well as of reading matter will be taught.

Such prospects are clouded by the problems of individual differences and the changeability of intelligence already discussed, and divisions of children into academic and non-academic may become increasingly unrealistic. However the development of the educational use of the school library along the lines suggested for all children has much to recommend it. It might lead to the abandonment of the rather unprofitable notion that libraries and good books are essentially in competition with other products of the mass media. The notion has been used in this thesis, both in a questionnaire item[1] and in discussion, because it is in common use. But it is better that librarians and teachers should take constructive action rather than bewail the existence of inferior programmes. A materials centre of the kind very briefly indicated above might be effective in educating children to want better programmes without setting up antagonisms between books of good quality and programmes of poor quality, without creating competition in which somebody must be defeated.

Such speculations go far beyond the conclusions of this thesis but represent an attempt to see the influence

[1] Questionnaire No. 6, Statement 1.

of libraries in education with detachment in their present and future socio-cultural setting. More soberly but still optimistically it may be contended that the time is opportune for an outburst of crusading zeal by teachers and librarians, and that there is no compelling reason why they should continue to lack faith in their ability to be influential. The strength of the movement led by Holbrook, Hoggart and others is impressive and may serve as an inspiration. It is conceivable that if teachers and librarians in sufficient numbers would assume active responsibility for the education of children's sensibility and taste, results of some significance could be achieved in the next few years.

If the influence of libraries in education is to be increased, librarians need the help of teachers and teachers need the help of librarians, and this is true whatever aspect of education is under consideration. Both have important educational responsibilities and they will discharge them better in close collaboration than if they know or care little about each other's problems. At present there is very little co-operation or mutual understanding of this kind, even in schools. Librarians are preoccupied with problems of professional status, low salaries and what they believe to be the unflattering public image of the librarian which takes two somewhat contrasting shapes - the timid filing clerk who shrinks from the public gaze behind piles of old books and the girl who knows how to stamp dates in books but not much

else; they are also preoccupied with cataloguing, classification and other technical skills. Teachers are busy imparting information and ensuring that a satisfactory number of pupils will pass their examinations; some are much concerned about the welfare of individual boys and girls ; some worry about their own status and the public image of a teacher. These two groups of professional people seem to have little in common; yet those individuals among them who can look beyond their preoccupations and view educational problems with sufficient detachment must surely recognise a number of common purposes. How inadequately those purposes are being fulfilled is one of the major findings of this thesis; how they might be better fulfilled is scarcely a finding but a hope for which the evidence provides some small justification.

CHAPTER VIII

SOME SUGGESTIONS FOR FURTHER RESEARCH

One of the aims of the wide-ranging exploratory investigation on which this thesis is based is to suggest lines along which future research might be developed. It remains to gather together in this chapter some of the possibilities which have emerged.

First, longitudinal studies of several kinds should be undertaken. Individual children should be interviewed regularly over a period of years and information about their home background, scholastic success, interests, attitudes and their reading systematically assembled. Is it "once a good reader, always a good reader?" Do good readers tend to become more or less successful in school work? What relationships are there between their reading and their other interests?

The answers to some questions will be more sharply delineated if as many influential factors as possible are controlled. What differences develop between children of similar background, intelligence, schooling when some are under the influence of a library and a librarian and some are not? Are there significant discrepancies in interests, in attainment, in attitude, in character, in ability to discriminate between good and poor quality books, television programmes? And if so when do such differences appear and what is the course of their development? How lasting and

how related to his subsequent career is the interest of a boy in, for example, science acquired through and stimulated by independent study in the library, and a comparable boy whose interest in science is that of an obedient pupil?

Because of the many relevant factors, some of which are difficult to control or assess, and some of which are intangible, rigorous experimental investigation of such questions may not always be feasible. But anything which helps to clarify these complex problems should not be lightly abandoned. It seems likely that the provision of libraries and of trained librarians in South Australia will be much extended in the next few years, and it will be important to trace the effects of these developments.

Detailed investigation of the effects of books on their readers is much needed. Carefully-planned study of individual children will be essential. Related to this is analysis of individual books to extract the values they explicitly or implicitly teach, the human motives they illuminate and other qualities.[1] For example, is there a

[1] Max Kaplan speculatively links imaginative adventure in books with greater psychological security. He argues that the reader is free of programme schedules and "within the content of his reading, free even of his culture, his century, or (if he is addicted to science fiction) the earth, space and time itself." He suggests that science fiction or history readers may have more security in personality than TV addicts, and asks "is security positively related to more imagination rather than to the common assumption of less?" (Max Kaplan, "Leisure in America" New York: Wiley 1960, p. 227). There are formidable problems of definition here, but it is a question which might well be tested by research.

social class bias in the children's books favoured by librarians, or in cheap popular fiction? If the former, does this suggest that good readers, as defined in this thesis, who come from the working class are likely to be upwardly mobile? To what extent are children's books useful in facilitating the assimilation of migrant children? It may be possible to assess any child before and after reading a particular book, and to discover something of its effect on him, or alternatively to subject him or a number of similar or contrasting children to a "course" of a number of books whose likely cumulative impact has been assessed, and thus to illuminate different or similar effects the same books have on different individuals. It is too readily assumed that a book provides everyone with the same reading experience. The character questionnaire and its findings only begin to touch these important problems. The claims so often made that some books are beneficial, others harmful, should be tested and the findings would have major educational implications. By longitudinal studies of the kind outlined in this paragraph, it might be possible to trace in some detail how a child "grows up through reading."

By longitudinal study of individual children one might also trace the growth of discrimination. Just how does a child acquire values and standards by which he prefers this book to that? Study of 50 children might give 50 very different answers, and the control of other influential

factors would again be a difficult problem, but any generalisations possible could have tremendous significance for education.

Much more work needs to be done on the reading experiences of a child's early life. A large amount of research energy has gone into the technicalities of learning to read and the problems associated with acquisition of reading skill; very little into what a child learns from what he reads. The evidence of this thesis suggests that there may be a relationship of particular importance between parents reading to a child in his early years and his subsequent appetite for reading. But many questions remain unanswered; for example, does the quality of what is read to the child matter, or is the significant factor simply the creation of a favourable attitude towards books? Is nightly reading more effective than occasional reading? As the child grows older, a new set of problems emerges. Does the success experienced by a child in learning to read early, for instance, before starting school, lead to consistently favourable attitudes towards books in later years? What experiences do children get from their early school readers and how does the content of these simple stories affect their understanding and values?[1]

Similar studies could be made at various age levels.

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[1] For example, do reading primers convey peculiarly middle-class values?

How, for instance, are a child's reading experience and his library usage at primary school related to his subsequent reading tastes and habits? Are libraries as irrelevant to education in the primary school as this thesis suggests they are in the secondary school? If a child has read good books, and has been helped and encouraged by a trained librarian or a knowledgeable teacher while at primary school, is he then able to withstand the examination and other pressures of the secondary school without losing either his interest in reading or his taste?

Many problems relevant to children in secondary school have been raised by this investigation. Questions arising out of "examinamania" and all its implications would repay further study. How, for example, does the study of set texts in the classroom affect children's attitudes towards reading, their ability and willingness to read for pleasure, and their reading skill? Is their reading speed unnecessarily slowed? To what extent are attitudes towards voluntary reading changing over the years with increased emphasis on examination results? It may be that the tendency of children and students to claim that they "haven't time to read" or that reading "would prejudice their chances of passing" is a relatively new development, a phenomenon associated with the rapid growth in secondary school population. The large numbers of children of lesser competence who now attempt major examinations, including university entrance, may feel

no time can be spared from this task, while the more restricted elite of the past and the most able in the present can afford to digress from the syllabus. Or are even the most able being affected by the same pressures?

Some of the developments outlined in the last paragraph have brought about another interesting problem - the widening gulf between those who leave school at 14 or 15 and those who stay for three or more years longer, many of them going on to tertiary education. The adolescent sub-culture is by no means as homogeneous as was formerly supposed. When other factors are taken into account - for example, that a very wide range of children's books is now available, compared with even 10 years ago, and that teachers of a few years ago may well have been more alike in knowledge or lack of it and also more alike in potential influence - one may be touching upon some of the changes associated with the wide variations found in this investigation among schools, classes and individual children. Some earlier studies found more consistent overall patterns in, for example, children's reading. But it may be that, contented with their findings on large groups, they allowed important differences to remain concealed.

A more specific question for study is whether a child who has acquired skill in educating himself through a library while at secondary school is more successful at the University than one of comparable ability who has not. The

answer to this might appear self-evident, and a number of previous investigations have indicated that students who were spoon-fed and under authoritarian control while at school fare worse at the University than those who were given more opportunity for independent study.[1] But more evidence is needed to convince secondary school headmasters and teachers that future University students need more from their schooling than memorised subject matter.

The transition from secondary to tertiary education for a few, and from primary to secondary, for all children, represent points of crisis and it is important to discover what changes in reading habits and tastes and in library usage accompany them. In addition there is often a marked decline in voluntary reading during adolescence and the factors associated with this decline should be studied in detail. The pressures of formal school work and examinations are obviously relevant, and have already been noted; relevant too is the development of other, more social, interests; but there may be factors not only arising from the child himself and his circumstances but also within the books available to him, the libraries and the librarians. Such points have already been discussed in relation to first year children and

[1] For example, at the University of Queensland - F.J. Schonell, E. Roe et al. "Promise and Performance" (University of Queensland and University of London Press, 1962) pp. 218-221 - and at the University of Melbourne - H.H. Hohne "Success and Failure in Scientific Faculties of the University of Melbourne" (Australian Council for Educational Research, 1955) pp. 106-7, 109-113.

further study of these children in the next few years should illuminate the problems of "keeping readers." In South Australia another point of crisis is transition from infant to primary school, when children tend to be plunged rather abruptly from the permissive, flexible, child-centred setting of their first two years at school into formal work in rows of desks under relatively authoritarian control. It may be that as early as this there is a dimming of enthusiasm, the start of a somewhat unwelcome association of reading with formal work, with the library already beginning to be crowded out of the child's school life. This too is an interesting topic for further research.[1]

The extent to which different sources of reading matter may reinforce rather than replace each other is of importance in the planning of libraries and their use in

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[1] In England too, if Cutforth's fascinating account of what happened to a child who had just made this transition is at all typical. He writes of a "radical change of approach (which) at times reduces a promising child to a state of bewilderment and despair"; lists among the factors affecting his progress that "he was no longer working as an individual although the class was of the same size ... was not allowed to move from his desk, nor encouraged to ask questions ... it was made very evident to him that he was 'a big boy now'" and that "there was no class library but he had an official reader with exercises." This example is also of particular interest because of its bearing on the findings of this thesis in respect to the teaching of English. Cutforth comments ".. he had suddenly become aware of a 'subject' called 'English' which was quite divorced from anything he had met before ... If we can judge from the results of his initial contacts with it, it seems unlikely that his progress in 'English' would give him much pleasure." J.A. Cutforth, "English in the Primary School" Oxford: Blackwell 1951, pp. 10-12.

education. A tendency for those with good books in the home to go beyond those books and seek good books in libraries has already been noted. Whether a good school library stimulates the use of a public library in the district, and vice versa, are questions on which data should be gathered; those who hold the purse strings may reason that if children have a branch of the public library near their school, the school library can safely be neglected or that the school library makes the children's section of a public library superfluous. There is a need for experiments of the kind being undertaken at Lawrence Weston School, Bristol, and already described. It may be that school and public library can be successfully combined into a more effective educational force.

A related investigation would be into ways in which libraries may influence children through their parents. The difficulties librarians have in contacting parents other than the converted have already been discussed. Parents are certainly more accessible in the Bristol experiment, and if more parents were convinced of the importance of libraries and good reading, this could significantly affect the role of libraries in their children's education. There might be interesting differences according to the age of the child when his parents were converted. The possibility of adolescent rebellion would have to be taken into account, and research would probably show that parental influence on the child tends to decline steadily after the first few years.

Yet another related problem is the significance of personal example in making children into readers. How important an influence, in relation to other factors, is the reading of the parent himself upon the child's reading? How important is the teacher's example - which may not always be in line with his recommendations?

Although there are obvious difficulties in the definition of terms, the attitudes of teachers towards maturity and the possible influence of children's books in hastening or delaying what teachers conceive of as maturity would repay further study. Hypotheses which might be put to the test include: that children's books of good quality tend to oppose certain values supported by some teachers of boys, but are more in line with values favoured by teachers of girls; further, that teachers tend to urge boys on to maturity but to discourage maturity in girls. One related fact is that adolescent girls tend to be much more mature than boys of the same age, since girls on the whole reach puberty earlier.

The differences between the sexes suggested by the evidence reported in earlier chapters raise issues far beyond the influence of libraries on education; issues which have important social and cultural implications and which merit closely detailed study.

For example, if kindness and understanding are feminine virtues while cleverness is the province of the

male,[1] is this true of all societies and of all sections of society? Are changes taking place? Why is bravery valued by girls more highly than by boys? Why do girls aspire to be brave when they do not apparently aspire to be clever? Is masculine bravery so much taken for granted that most boys feel little need to aspire to it? Such questions might be multiplied.

There are also unsolved mysteries among the differences found between good readers and others, of both sexes, in the special group of 230 children, and similar questions need to be asked. Why do good readers amongst boys show less inclination to want to be clever? Is this part of the dissatisfaction with school showed by some (and of the school's dissatisfaction with them?)[2] On the other hand, the greater

[1] That is, in the comparison between the sexes. As Table 72 shows, the value attached to "clever" is not high in comparison with other descriptive adjectives; its average score is fourth amongst boys when the eight terms are placed in rank order; amongst girls "clever" is in last place.

[2] In this connection, a thought-provoking conclusion from a study of "Social Climates in High Schools" by James S.Coleman (Washington: U.S., Dept.of Health, Education and Welfare, 1961) may be noted.-

"The relative unimportance of academic achievement together with the effects that have been shown, suggest that the adolescent sub-cultures in these schools exert a rather strong deterrent to academic achievement. In other words, in these adolescent societies, the students who are considered the 'intellectuals' are not really those of highest intelligence, but only those who are willing to work hard at a relatively unrewarded activity.

"The implications for American Society as a whole are clear. When high schools allow the adolescent sub-cultures to divert energies into athletics, social activities, and the like, they recruit into adult intellectual activities many people with a rather mediocre level of ability and fail to attract many with high levels of ability." (p. 59).

Academic achievement is still a valued and, in the material sense, rewarded activity in Australian schools; but possibly good readers are sometimes those of high ability who are not attracted and who do not conform. The differences between the Australian scene and the American described in the above quotation are complex and would repay further study.

preference of good readers (girls) for cleverness is probably related to the fact that many of them have intellectual pretensions. There is, it may be recalled, a significant overall difference in I.Q. score between girls who are good readers and girls who are not. Why do good readers among girls show less desire to be thought kind than poor readers show? Both kindness and understanding are highly valued by these children. The difference between the groups with respect to kindness is balanced by a difference in the opposite direction in respect to understanding. Does the difference arise because good readers with a more sophisticated insight into human motivation lean rather to understanding, the poor readers rather to the simple virtue of kindness?

The above are no more than speculations but it is one purpose of an exploratory investigation to stimulate speculation which may lead to fruitful enquiry.

Perhaps the most valuable of all the research waiting to be done will be the careful study of individuals. Analysis of the background, experiences, interests, values, attitudes, motives of exceptional people, both children and adults, could add much to our understanding, not only of the influence of libraries in education but of educational problems in general. Among the children who should be studied are
(1) those exceptionally favourable or exceptionally hostile to reading, particularly those in the former category whose

reading skill is deficient and those in the latter category whose reading skill is fully adequate;

(2) the leaders in children's groups with the purpose of discovering what effect they do or could have on the reading of their peers;

(3) those children who use libraries as a means of escape from reality, to whom some reference has already been made in this thesis;

(4) those children in whom a passion for facts, for example, in science or technology, appears to be accompanied by a distaste for imaginative literature and possibly a lack of interest in people.

The need for detailed study of the effects of reading experiences on individual children, their character development, sensibility, taste, has already been suggested.

Among adults the individuals who would repay analysis include:-

(1) those librarians and teachers who appear to be particularly influential in respect to children's reading, their interests and tastes;

(2) those teachers who show either highly favourable or highly unfavourable attitudes towards unusual children, for example, those children with strong interests outside the syllabus or who adventure among books and show unusual knowledge;

(3) those teachers who use the library with the conscious intent of training children for independent study.

There is also scope for an investigation of the influence of libraries in the education of teachers and librarians themselves. It is often said that teachers tend to teach as they themselves were taught. The practice of recommending to children the books they enjoyed in their childhood has been noted. What attitudes do teachers have towards libraries? How did they acquire those attitudes? How good is their own discrimination in terms of quality and how competent are they in self-directed learning? Similarly it would be pertinent to enquire how and why librarians became librarians. Because they loved books and libraries in their childhood? Because they wanted to help educate and entertain others? Because they wanted to escape from reality? Because they were attracted by the techniques of librarianship? There are many possible answers, but such an investigation would further unravel the complex influences upon the education of children.

One of the major themes of this thesis has been the importance of the influence of individuals upon individuals. Improved understanding of individual differences is, or ought to be, a particular aim of research into problems of education. Yet often, as has been well said,

"Individual differences have been an annoyance rather than a challenge to the experimenter. His goal is to control behaviour, and variation within treatments is proof that he has not succeeded. Individual variation is cast into that outer darkness known as 'error variance'. For reasons both

statistical and philosophical, error variance is to be reduced by any possible device. You turn to animals of a cheap and short-lived species, so that you can use subjects with controlled heredity and controlled experience. You select human subjects from a narrow sub-culture. You decorticate your subject by cutting neurons or by giving him an environment so meaningless that his unique responses disappear. You increase the number of cases to obtain stable averages, or you reduce N to 1, as Skinner does. But whatever your device, your goal in the experimental tradition is to get these embarrassing differential variables out of sight."[1]

Those "embarrassing differential variables" will always be with us in education, unless human engineering eventually becomes an exact science. Future research into the influence of libraries in education, while it must seek meaningful generalisations and the order they help to establish, is bound also to demonstrate the chaotic richness of human individuality.

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[1] L.J. Cronbach, "The Two Disciplines of Scientific Psychology" in American Psychologist 1957, 12, p. 674.

APPENDIX 1

This Appendix contains the questionnaires and other instruments used to gather information for this thesis. The questions are precisely as they appeared on the original sheets, but the space allowed for answers has generally been omitted.

Each questionnaire is followed by brief explanatory or critical comments.

---oOo---

Questionnaire No. 1

UNIVERSITY OF ADELAIDE DEPARTMENT OF EDUCATION

TO TEACHERS OF ENGLISH

I should be most grateful for your cooperation in a research investigation I am undertaking into influences on the development of children's taste. Would you please answer the questions below? Note that you are not required to put your name on the form; so nothing can be held in evidence against you!

The investigation is at present confined to children aged 12-14 and/or in their first or second year in a secondary school. If you do not teach any of these children, would you be so good as to take a form back to your school and hand it to the appropriate English teacher?

Completed forms may be left here for collection this week-end or returned to me at the Department of Education, University of Adelaide. I would much appreciate their return before the Easter week-end.

Ernest Roe (Lecturer in Education)

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In this form, please tick, underline, or otherwise clearly mark the correct answers.

Male/Female State/Non-State School

1. Do you in class criticise the reading of comics by your pupils?

never/sometimes/often

2. Have you, within the last year or so, referred critically in class to
   (a) newspaper items? never/1-3 times/quite often/very often
   (b) films? never/1-3 times/quite often/very often
   (c) radio programmes? never/1-3 times/quite often/very often
   (d) TV programmes? never/1-3 times/quite often/very often

3. Comment briefly on any recommendation you have made to pupils re newspapers, films, radio or TV programmes, giving (a) specific example(s) if possible:

4. Have you recommended to a class books by any of the following authors?

   Richard Armstrong, Margot Benary, Enid Blyton, Eilis Dillon, Jeffrey Farnol, Zane Grey, Rene Guillot, Rider Haggard, R.A. Heinlein, Ann Hepple, Georgette Heyer, W.H. Hudson, Ian Idriess, W.E. Johns, C.S. Lewis, William Mayne, Naomi Mitchison, Mary Norton, Ian Serraillier, Armstrong Sperry, Rosemary Sutcliff, E.V. Timms, Elfrida Vipont, Ronald Welch.

5. Quote any titles by these authors you can remember recommending.

6. What other books can you recall recommending within the last year or so? (Other than "set texts")

7. Has your school library - a full-time trained librarian/a part-time trained librarian/an untrained person who is not a teacher/a member of staff who has some periods allotted for library duties/a member of staff who looks after the library as an extra?

8. Comment briefly on any significant influences you believe mass media have had, or are having, on your pupils.

- - - - -

Comment: This was an early questionnaire and contains questions - No. 1, 2, 3 and 8 - which have not been asked in later questionnaires. However the responses to these questions provide supplementary evidence on the attitudes of teachers which were more extensively studied by other means later. Question 7 was later directed to all secondary schools. The main findings from this questionnaire of direct relevance to this thesis are derived from Questions 4, 5 and 6. Question 4 contains a mixture of good and poor quality authors, assessed as such by the criteria explained elsewhere. (see Chapter II, pp. 11-17 and pp. 476-478 in this Appendix.

---oOo---

Questionnaire No. 2 Confidential

UNIVERSITY OF ADELAIDE DEPARTMENT OF EDUCATION

Name .....Age .....
Home Address .....
Secondary School Attended .....From ....(year)to...
Present University Course .....Year of course .....
Type of Financial Assistance Received .....
Father's occupation .....
Father's education ended at primary, secondary, university level
Mother's education ended at primary, secondary, university level

[Throughout this questionnaire, when alternatives are given, please indicate the correct answer clearly.]

1. When you were at secondary school, did you use the school library very frequently, often, sometimes, only occasionally, not at all?

2. Did you use the school library for
   (a) fiction for pleasure - mostly, partly, not at all.
   (b) non-fiction for pleasure - mostly, partly, not at all.
   (c) reference purposes and "finding out" things - mostly, partly, not at all?

3. Were you while at school given any training in the use of libraries? Yes No

4. If Yes, give a few details .....

5. Did you ever, while you were at school, borrow books from
   (a) the Adelaide Children's Library? Yes No
   (b) the Youth Lending Service? Yes No
   (c) any other Library? (If Yes, name it) .....

6. Did you use these (out-of-school) Library services for
   (a) fiction for pleasure - mostly, partly, not at all.
   (b) non-fiction for pleasure - mostly, partly, not at all.
   (c) reference purposes and "finding out" things - mostly, partly, not at all.

7. List any authors you remember as your particular favourites during secondary school .....

8. During which of your years at secondary school did you read most books other than set texts or "compulsory" reading? 1st year, 2nd year, 3rd year, 4th year, 5th year.

9. During that year did you read approximately one book a week or more, one or two books a month, less than one book a month?

10. In your home are there more than 1000 books, 500-1000, 200-500, 50-200, less than 50?

11. Do you believe you know your way around in the Barr Smith Library very well, moderately well, hardly at all?

12. Do you regard it as very important, quite important, unimportant that as a university student, you should do voluntary (i.e. reading not connected with your course) as well as "compulsory" reading?

13. It has been suggested that many students find a huge university library intimidating e.g. they are frightened of the thousands of books which constantly remind them of all they don't know. Please comment briefly on this.

14. What reading have you done this year which is <u>not</u> connected with a university course? Describe briefly.

15. Further comments.

- - - - - -

<u>Comment</u>: This was another early questionnaire which also gathered some information of little direct reference to the subsequent development of this thesis, though it may well be a valuable starting-point for related research in the future. It provided supplementary evidence, of limited use for quantitative treatment because of the impossibility of direct comparisons between University students and First Year secondary school children who are the main human subjects of the investigation, but providing illustrative material for other findings. Questions 11 to 14 were prompted by many conversations with students about their use of the library, and the responses are relevant to discussions in several different parts of the thesis; for example, the large part text-book study plays in education, lack of time, pressure of examinations, the atmosphere of libraries and development of skill in their use.

---oOo---

<u>Questionnaire No. 3</u>

<u>Confidential</u>

<u>UNIVERSITY OF ADELAIDE DEPARTMENT OF EDUCATION</u>

We shall be very grateful for your help in answering the following questions as carefully and accurately as you can. When possible answers are listed, please put a ring round what you believe to be the correct answer. Your answers are private and the only reason your name has to appear on this sheet is that we may want to talk to some of you about your answers later on.

Name ..... Age ..... Class .....
Home Address .....
Primary School attended .....
Father's occupation .....

In all the following answers, neither school text books nor comic books must be included.

1. About how many books are there in your home?
   more than 1000, 500-1000, 200-500, 50-200, less than 50.

2. About how many books do you yourself own?
   more than 100, 50-100, 20-50, 10-20, less than 10.

3. About how much reading have you done this year?
   An average of two books a week or more, 1 or 2 books a week, 1 or 2 books a month, less than one book a month.

4. Have you read more books this year than last year?
   Fewer books? About the same number?

5. Have you this year borrowed from the school library regularly every few days, once or twice a month, once or twice a term, once or twice in the year, never?

6. Do you use the school library for
   (a) fiction for pleasure - mostly, partly, not at all.
   (b) non-fiction for pleasure - mostly, partly, not at all.
   (c) reference purposes and "finding out" things - mostly, partly, not at all.

7. Have you this year borrowed books from the Adelaide Children's Library or from any Library other than the school library?
   regularly every few days, once or twice a month, just occasionally, not at all.

8. If your answer to Question 7 is concerned with a Library other than the Adelaide Children's Library, which Library?

9. What is the total number of books you have out from Libraries at the moment?
   Four or more, three, two, one, none.

10. Who are your favourite authors?

11. If a teacher has recommended a book to you lately in class, write down the title (and author, if you can)

12. List titles and, if possible, authors of the last four books you have read.

13. Where did you get each of these 4 books - school library, Children's Library, from home, from a friend, or what?

14. Put a ring round any of the following authors whose books you remember reading.

Richard Armstrong, Margot Benary, Eilis Dillon, Rene Guillot, R.A. Heinlein, C.S. Lewis, William Mayne, Naomi Mitchison, Mary Norton, Ian Serraillier, Rosemary Sutcliff, Elfrida Vipont, Ronald Welch, Eleanor Estes, Peter Dawlish, Geoffrey Trease, Nan Chauncy, Cynthia Harnett, Antonia Forest, Hans Baumann.

15. Give titles of not more than three books you particularly enjoyed by these authors.

16. Who has helped you most to choose the books you have read this year?

17. If you borrow books from the school library, how do you pick them?

Because a librarian suggests them
often sometimes never
Because a friend has recommended them
often sometimes never
Because you have read a book by the same author
often sometimes never
Because the title sounds exciting
often sometimes never
Any other reason?

- - - - -

Comment: This was the first questionnaire to First Year children and although it gathered useful information some questions were subsequently discarded and others added. Such developments are inevitable as an investigation grows and as its growth dictates subtle changes of direction. One question discarded was No. 4, the data from which would be useful in a separate study concerned with changes in the quantity of a child's reading over a period of years, but had no obvious use at this stage. In any case, the question was too vague to serve such a purpose and more exact information would have to be sought. Questions 7 and 8 were rephrased, less clumsily. Question 17 was also discarded, partly because of dissatisfaction with the form of the question - it is obviously easier to pick one of the reasons suggested than suggest others, of which a child may have many, and the first two reasons listed are of a quite different kind from the other two; partly because some of the information was gathered by other questions. Whether a child chooses a book because he has read one by the same author or because the title sounds exciting are interesting questions if one is studying in detail, for example, how children can be helped to choose good books, but it was felt that such detail would be better avoided in this exploratory investigation.

---oOo---

Questionnaire No. 4 Confidential

UNIVERSITY OF ADELAIDE DEPARTMENT OF EDUCATION

I shall be very grateful for your help in answering the following questions as carefully and accurately as you can. When there is a list of possible answers, please put a ring round what you believe to be the correct answer. Your answers are private and the only reason your name has to appear on this sheet is that I may want to talk to you about your answers later on.

In any questions about books or reading, please do NOT count comic books or class reading books.

Ernest Roe
Lecturer in Education

Name ..... Age .... years ... months
Address .....
School ..... Class .....
Primary School attended .....
Father's occupation .....

1. About how many books are there in your home?
more than 1000, 500-1000, 200-500, 50-200, less than 50.

2. About how many books do you yourself own?
more than 100, 50-100, 20-50, 10-20, less than 10.

3. Did your mother or father read stories to you when you were small?
Every night, about once a week, occasionally, never, don't remember.

4. Please give, if you can, the titles of any of the stories they read to you.

5. About how much reading have you done this year?
An average of two books a week or more, 1 or 2 books a week, 1 or 2 books a month, less than one book a month.

6. Have you this year borrowed books from the school library?
regularly every few days, once or twice a month, once or twice a term, never.

7. Do you use the school library for -
(a) fiction for pleasure - often, sometimes, never
(b) non-fiction for pleasure - often, sometimes, never
(c) reference purposes and 'finding out' things -
often, sometimes, never.

8. Have you this year used the library to find out things in connection with any school subject? Yes No
If Yes, give an example or two.

9. Has anyone ever shown you how to use a library catalogue or how to find out things in the library?
Yes No If Yes, who?

10. If your English teacher has recommended any books to you this year, write down the title (and author if you can) of not more than two (s)he has recommended.

11. Did your primary school have a library room or a class library? What kind of books - give an example or two if you can - did you borrow from this library?

12. Have you this year borrowed books from any library <u>other than</u> the school library?
regularly every few days, once or twice a month, just occasionally, never.

13. From which other library?

14. What is the total number of books you have out from libraries at the moment? Four or more, three, two, one, none.

15. What kind of books do you like most?

16. Who are your favourite authors?

17. List titles, and, if possible, authors of the last four books you have read.

18. Where did you get each of these 4 books - from home, from a friend, school library, other library, or what?

19. Who has helped you most to choose the books you have read this year?

20. Put a ring round any of the following authors whose books you remember reading.

Richard Armstrong, Margot Benary, Rene Guillot, C.S. Lewis, William Mayne, Naomi Mitchison, Mary Norton, Ian Serraillier, Rosemary Sutcliff, Elfrida Vipont, Ronald Welch, Eleanor Estes, Peter Dawlish, Geoffrey Trease, Nan Chauncy, Cynthia Harnett, Antonia Forest, Hans Baumann.

21. Give titles of not more than three books you particularly enjoyed by these authors.

22. Put the following <u>spare-time</u> activities in order (1 to 6) according to the amount of time you spend at each. If no time, write "none" at the side instead of a number.

listening to radio	going to films
playing sport	watching TV
reading	club activity

Anything else?

23. Have you developed a special interest in anything as a result of reading a book about it? Yes No. If Yes, what?

24. Do you think your library reading has helped you with school work at all? Yes No If Yes, how?

25. What kinds of people, what sorts of characters, do you most like to read about in books?

- - - - - -

<u>Comment</u>: This is the revised version of Questionnaire No. 3 and was completed by the main body of children. As outlined above, certain questions from the earlier questionnaire were discarded and there were other minor changes in phrasing. But there were several additional questions for which, at this stage of the enquiry, a need was either suspected or clearly seen.

Question 3 was added because evidence being gathered from interviews suggested its importance. Questions 8 and 24 were specific questions on the use of the library in formal education, and Questions 15, 23 and 25 were directed at the child's reading taste in a more general beyond-school sense. Question 9 was a necessary inquiry on the teaching of library skills - necessary, that is, in the sense that quantitive information on the proportion of children who received instruction and on who provided the instruction was needed. However, as with many items in this and other questionnaires, this information had limited value on its own. Many more questions both to children and to teachers and, most productive of all, the more detailed enquiries possible in interviews were needed before a picture of how and why children acquired library skills, and the context in which they were acquired, could be assembled. Question 22 was also new and clearly a valuable question which might make it possible to assess the importance of reading in comparison with other interests. Again, the information gained is insufficiently specific and the matter will have to be pursued in greater detail in later studies. Again, conversations with children often clarified the position of reading in their lives.

Finally, question 11 was a first and an inadequate attempt to gather information on a child's reading at primary school. The results were of no use in this thesis, and the whole important question of children's early reading together with the influences of primary schools, their teachers and their libraries remains virtually untouched. It will, however, be a prominent feature of the longitudinal studies now being planned.

---oOo---

The University of Adelaide.
Department of Education.

Deer .....

During this year I have been talking to many boys and girls in Adelaide who use the Children's Library and the Youth Lending Service, because I am very interested in what children like to read and what librarians and teachers are doing to help them. Since it is not possible for me to travel all over South Australia to talk to country boys and girls, I have written down many of the questions I have been asking in the hope that they will write the answers for me.

So with this letter is a list of questions for you. I shall be very grateful if you will answer them as carefully and as accurately as you can. I am sorry there are so many questions, but since I usually talk to boys and girls in Adelaide for more than half an hour, I hope you will not mind giving up half an hour or so too!

Would you please send the completed sheets back either with your books when you return them to the Country Children's Book Service or direct to me at the address at the top of the letter. In any case they will be treated as quite private and nobody else but I will see them.

Yours sincerely,

Ernest Roe,
Lecturer in Education

Questionnaire No. 5

Confidential

UNIVERSITY OF ADELAIDE DEPARTMENT OF EDUCATION

Name .....Age ...years...months
School .....Class .....
Primary school attended .....
Father's occupation .....

(In any question where there is a list of possible answers, please put a ring round what you believe to be the correct answer.)

(In any question about books or reading, do not count comic books or class reading books.)

1. About how many books are there in your home?
more than 1000, 500-1000, 200-500, 50-200, less than 50.

2. About how many books do you yourself own?
more than 100, 50-100, 20-50, 10-20, less than 10.

3. Do your parents or brother(s) or sister(s) borrow books from any library? Yes No If Yes, which Library(ies)?

4. Did your mother or father read stories to you when you were small? Every night, about once a week, occasionally, never.

5. Can you remember the titles of any of the stories they read?

6. About how much reading have you done this year?
An average of 2 books a week or more, 1 or 2 books a week, 1 or 2 books a month, less than 1 book a month.

7. Have you a Library in your school?
School library, class library, no library.

8. Have you this year borrowed books from the school or class library? regularly every few days, once or twice a month, once or twice a term, never.

9. Give an idea - with one or two titles - of what kinds of books you borrow from the school or class library.

10. Have you this year used the school or class library to find out things in connection with any school subject?
Yes No. If Yes, give an example.

11. Has anyone ever shown you how to use a library catalogue or how to find out things in the library? Yes No
If Yes, who?

12. Does your English teacher encourage you to read library books? Yes No. If Yes, how does he encourage you?

13. If your English teacher has recommended any books to you this year, write down the title (and author, if you can) of not more than two he has recommended.

14. Did your primary school have a library room or a class library? What kind of books - give an example or two, if you can - did you borrow from this library?

15. About how long ago did you start to borrow books from the Country Children's Book Service?

16. How did you first become interested in the Country Children's Book Service?

17. About how many books a month, on average, do you read from the C.C.B.S.?

18. What kind of books do you like most?

19. Who are your favourite authors?

20. List titles and, if possible, authors of the last four books you have read.

21. Where did you get each of these 4 books - school library, Country Children's Book Service, from home, from a friend or what?

22. Who has helped you most to choose the books you have read this year?

23. Put a ring round any of the following authors whose books you remember reading.

Richard Armstrong, Margot Benary, Rene Guillot, C.S. Lewis, William Mayne, Naomi Mitchison, Mary Norton, Ian Serraillier, Rosemary Sutcliff, Elfrida Vipont, Ronald Welch, Eleanor Estes, Peter Dawlish, Geoffrey Trease, Nan Chauncy, Cynthia Harnett, Antonia Forest, Hans Baumann.

24. Give titles of not more than 3 books you particularly enjoyed by these authors.

25. Put the following spare-time activities in order (1 to 6) according to the amount of time you spend at each. If no time, write "none" at the side instead of a number.

listening to radio	going to films
playing sport	watching TV
reading	club activity

Anything else?

26. Have you ever developed a special interest in anything as a result of reading a book about it? Yes No
If Yes, what?

27. Do you think your library reading has helped you with school work at all? Yes No If Yes, how?

28. What kinds of people, what sorts of characters, do you most like to read about in books?

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Comment: This questionnaire closely resembles questionnaire No. 4 and most of the changes are dictated by the fact that this is directed specifically at country children - for example, Questions 15, 16 and 17 on the Country Children's Book Service. Question 3, designed to throw some light on the extent to which reading in country districts was a family matter, was a failure because too much was included in the one question. A similar question about parents only would have been more useful. Question 12 was an extra "open-ended" question suggested by experience with the children interviewed. The problem of how English teachers encourage children to read, if at all, had already assumed a position of prominence and it eventually became a major topic for discussion in this thesis.

---oOo---

Questionnaire No. 6

UNIVERSITY OF ADELAIDE

DEPARTMENT OF EDUCATION

Dear Colleague,

I should be most grateful for your cooperation in one area of a major research project on which I am at present engaged. I am investigating the influence of libraries on the education of children, confining my inquiries at this stage to first year children. Would you please, as a teacher of first year children, help me by completing the enclosed questionnaire?

I appreciate that you may have very little interest in some of the questions and statements or that you may resent them. Even so, your straightforward answers will be of interest and value to me, and I have left a space at the bottom for you to add any comments you feel you would like to make,

abusive or otherwise. Your name does not appear on the questionnaire; you should feel quite free to express your views; nothing can be held in evidence either for or against you. By completing the questionnaire you will in fact be doing something of practical value, however doubtful you feel when faced by what seems a pointless and irritating question.

You may return the questionnaire to me either direct or through your headmaster, but I should be very glad to have it by the end of term.

With best wishes,

Yours sincerely,

Ernest Roe,
Lecturer in Education

What subject(s) do you teach to first year pupils?

If you make use of the school library in your teaching or otherwise encourage pupils to use it, please give one or two details.

For English teachers only. Give titles and authors of the books you would choose if asked to recommend three works of fiction to a first year child for leisure reading.

For teachers of all subjects other than English. Give titles and authors of the books you would choose if asked to recommend to a first year child for leisure reading three books related to the subject(s) you teach.

Below are a number of statements. Please indicate whether you agree or disagree with each. Do not worry if your agreement or disagreement is not a whole-hearted one. If you are inclined to agree rather than disagree, or vice versa, that is sufficient. Please consider each statement on its merits.

1. These days there's no point in trying to get children to read much - you just can't compete with films, radio and TV — Agree Disagree

2. A school library ought to encourage children to independent study. — Agree Disagree

3. School libraries can do little or nothing for children of below-average intelligence. — Agree Disagree

4. A school library couldn't be of much use in the subject I teach. — Agree Disagree

5. One of the functions of a school library is to provide leisure reading for pupils. Agree Disagree

6. Before I could help my first year pupils to choose books, I feel I should have to learn more about what they read. Agree Disagree

7. A school library should help a child to use his leisure profitably. Agree Disagree

8. Teachers are the best people to choose what books should go into a school library. Agree Disagree

9. A school library ought to provide non-fiction and reference books only. Agree Disagree

10. What pupils read outside the classroom is no concern of mine. Agree Disagree

11. A school library ought to stock the fiction children like rather than what adults think is good for them. Agree Disagree

12. I am too busy teaching my subject to worry about whether children are using the school library or not. Agree Disagree

13. Good quality fiction will increase a child's understanding and tolerance of other people. Agree Disagree

14. It's unreasonable to expect secondary school children to read much for pleasure - homework and examinations must come first. Agree Disagree

15. I have a satisfactory knowledge of what books are suitable for first year pupils. Agree Disagree

16. First year pupils are too young to be able to profit from pursuing my subject in a library. Agree Disagree

In the remaining space, I would welcome any comment you wish to make on the advantages and limitations of the school library as a teaching aid - either in theory or in practice - in the subject(s) you teach.

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Comment: This, the main questionnaire to teachers, is largely self-explanatory. The purpose of the 16 provocative statements and of the pressure deliberately exerted on teachers to agree or to disagree with them was to stimulate them both to examine and to reveal their own attitudes on a number of problems of fundamental importance in this thesis. It was also hoped that they would comment freely. The questionnaire was very successful in achieving these aims. Many teachers, as was expected, did worry about the extent of their agreement or disagreement with one or another of the statements and felt impelled to clarify their position by appending qualifications and reservations. Many also accepted the invitation to comment on the school library as a teaching aid, and some did so at considerable length. Selections from these comments figure prominently as illustrative material in the thesis.

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Questionnaire No. 7

UNIVERSITY OF ADELAIDE DEPARTMENT OF EDUCATION

INFORMATION CONCERNING LIBRARIES IN SECONDARY SCHOOLS

1. Does your school have (a central library? Yes No
   (class libraries? Yes No

2. About how many books altogether? (to nearest 100)
   approx. total non-fiction ..... approx. total fiction ....

3. What sets of encyclopedias?

4. About how much money per year is spent on books for the library - average of last three years?

5. Who chooses the books for the library?

6. What is the basis on which they are chosen?

7. At what times each day is the library open
   (a) for reading?
   (b) for borrowing?

8. Can first year pupils borrow books and take them home?
   Yes No.

9. At what times are first year pupils permitted to borrow?

10. Do first year pupils have a school period each week in the library
    (a) for general reading? Yes No
    (b) for instruction in the use of the library? Yes No

11. Has the school
    (a) a full-time librarian with a qualification in librarianship? Yes No
    (b) a part-time librarian with a qualification in librarianship? Yes No
    (c) a teacher with a qualification in librarianship who is released from teaching to look after the library? Yes No
    (d) a teacher without such qualification who is thus released? Yes No
    (e) a teacher without such qualification who looks after the library as an "extra"? Yes No

12. Some writers of fiction are listed below. Would you please underline those whose books are in your school library?

    Margot Benary, Enid Blyton, Leslie Charteris, Nan Chauncy, Peter Dawlish, Rex Dixon, Jeffrey Farnol, Antonia Forest, Rene Guillot, Ann Hepple, Laura Lee Hope, Ion Idriess, W.E. Johns, Eric Leyland, William Mayne, Ian Serraillier, Jane Shaw, Rosemary Sutcliff, E.V. Timms, Geoffrey Trease, Elfrida Vipont, Ronald Welch.

Comments:

- - - - - - -

Comment: This questionnaire, completed by heads of schools and/or by their librarians, requires little amplification. Most of the questions sought factual information about school libraries. Once again, however, the invitation to comment was often readily accepted and these voluntary additions were almost always illuminating. The list of authors (Question 12) was a mixture of good and poor quality, and the question was designed to provide some index of the quality of the fiction in the school library. The validity of such a measuring rod can obviously be questioned. It does not measure the quantity of books by good as opposed to poor authors and theoretically a library with 5 good and 10 poor authors represented from the list might have hundreds of good books and only a score of poor ones. A library might have many good authors other than those on the list. However, the 11 good and 11 poor authors in Question 12 were believed to be sufficiently representative for the results to have some value. They had, in fact, been chosen after inspection of ten school libraries, visited at random.[1] Even if the results were sometimes quite misleading as to the quality of the books in individual school libraries, generalisations are still feasible since it is likely that errors, if they occurred, were in both directions. The principal

[1] Some of these authors do not appear on the original list sent to ten experts for assessment, but were subsequently approved as suitable representatives of 'good' and 'poor' categories.

generalisation sought was quite unambitious - whether or not there was any significant degree of book selection, by criteria of quality, for school libraries in South Australia.

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Questionnaire No. 8

UNIVERSITY OF ADELAIDE DEPARTMENT OF EDUCATION

Secondary School attended .....

1. What influence do you feel libraries have had on your education (excluding the Barr Smith Library from consideration)?
   Please write briefly about the impact on you of
   (a) the library in your primary school
   (b) the library in your secondary school
   (c) any other library you used during your school days.

2. Were you, while at secondary school, given any training in the use of libraries? Yes No If Yes, give a few details.

3. List any authors you remember as your particular favourites in your early years at secondary school.

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Comment: This simplified version of Questionnaire No. 2 was administered after much basic information had been gathered and analysed. It seemed likely that direct questioning of students as to how they felt libraries had influenced their education would be more productive at this stage than factual questions of a more detailed kind. The comments have been used quite extensively to illustrate various findings of the thesis, and in many respects confirm what had been suggested by the evidence gathered from other sources.

---oOo---

The University of Adelaide
Department of Education.

Dear

In connection with a research project on which I am engaged I have in recent months interviewed certain boys and girls. ..... of these children attend(s) your school and I should be very grateful if you could supply me with some supplementary information about .....

I have constructed a simple form for this purpose. Ideally the answers concerning each child should represent the consensus of opinion of staff members who see a great deal of him or her; but the English teacher's opinion will be essential.

I need scarcely add that any information about individuals obtained in this way will be treated as highly confidential in accordance with normal research practice. Should you or your staff feel that further explanation of any of the questions is needed, I shall of course be happy to supply it.

Your cooperation will be much appreciated.

With best wishes

Yours sincerely,

Ernest Roe
Lecturer in Education

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Questionnaire No. 9

Confidential

UNIVERSITY OF ADELAIDE DEPARTMENT OF EDUCATION

Name of child .....
School ..... Class .....

Are classes 'streamed' according to ability? Yes No

Position in class ... out of .....) in last terminal examina-
Position in English ...out of .....) tion or some equivalent test.

I.Q. or other objective measure of attainment .....

On which test(s)? .....

In each of the following details please assess child in relation to the rest of the class by ringing the appropriate letter.
A = among the best 10%; B = the next 20%; C = the middle 40%; D = the next 20%; E = the lowest 10%.

1. Ability to express self fluently in written (creative) English A B C D E

2. Ability to express self fluently in spoken English (discussion, oral composition etc.) A B C D E

3. Extent of vocabulary (written and/or spoken) A B C D E

4. Zest and enthusiasm for school work A B C D E

5. Zest and enthusiasm for other activities and interests A B C D E

6. Sociability (ranging from A = friendly, open, outgoing child with many friends to E = introvert, few if any friends, self-centred etc.) A B C D E

7. Fertility of imagination as shown in writing or speech A B C D E

Generally, to what extent, if at all, does child impress as unusual or "out-of-the-ordinary"?

ordinary; slightly unusual; quite unusual; very unusual.

COMMENTS: It would be much appreciated if you could include here anything at all about the child which seems to you of interest; or enlarge on anything which occurred to you while completing the above.

- - - - - - -

Comments: This form seeking a confidential report from teachers on each child interviewed is open to the objection that different teachers have different conceptions of some of the qualities listed, and that comparison between groups of children on the basis of these assessments is therefore of limited validity. This objection has been met to some extent by asking teachers to assess each child in relation to the rest of the class and laying down the proportions of children to be included in each assessment - which is obviously more satisfactory than permitting each teacher to assess, say, extent of vocabulary, according to some vague personal standard of his own. But the objection has force with the question of "unusual" or "out-of-the-ordinary" where the requirements are less specific, and some teachers may be more inclined than others to dub a child "unusual". Again, in future research, it may be possible to evolve more refined methods of assessment, but in the general area of personality this is a difficult task.

Most teachers responded to the invitation to comment further on the child and their remarks were a basis for some important though tentative findings.

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Analysis of Character Questionnaire

In the following pages, the questions will be set out as in the character questionnaire, each followed by a brief description of how it was analysed.

Questionnaire No. 10

1. Below are some pairs of words which help to describe people. You are asked to show what you think it is better for a boy or girl of your age to be, by underlining the word you choose. The first pair shows the words "kind" and "clever". Some people would say that for a boy/girl of your age it is better to be kind than clever, while others would say it is better to be clever than kind. NEITHER OF THE TWO ANSWERS IS WRONG. There are no right or wrong answers. I would just like to have your opinion. Please underline the word in each pair that shows your answer to this question: "Which of the two is better for a boy/girl of your age to be?" You may sometimes find it is difficult to decide. If this happens, think hard and you will be able to choose one or the other.

   Some of the words you might find difficult. By "sociable" I mean a person who finds it easy to mix with other people; a person who makes friends easily. By "independent" I mean a person who likes to do things on his own. By "understanding" I mean a person who understands other people, why they do the things they do.

1.kind.....clever	8.brave.....understanding
2.busy.....brave	9.kind.....good at sport
3.sociable.....independent	10.understanding.clever
4.understanding.good at sport	11.sociable.....brave
5.independent...kind	12.busy.....independent
6.clever.....sociable	13.good at sport.sociable
7.good at sport.busy	14.brave.....kind

Analysis:

The number of times each quality was underlined was totalled for each child, so that the result might be: kind 7 clever 3 busy 1 brave 2 sociable 6 independent 0 understanding 5 good at sport 4.

Not all children were so consistent in their preferences, of course, and sometimes two or more qualities received the same score. The scores used for comparisons between good, poor and non-fiction readers were averages obtained by adding all individual scores for each quality and dividing by the number of children. The good readers' (boys) average of 3.36 on "sociable" and the poor readers' average of 5.01, to quote one example, obviously represents a considerable difference (See also Question 8).

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2. Two men, Ted and Stefan, applied for a job in a factory. The manager and the foreman talked to both men and tested them on the kind of work they would have to do. Then Ted and Stefan waited outside while the manager and foreman talked about it.

The manager said: I think I'll give Stefan the job. There's not much difference but he seems a bit better at it than Ted does.

The foreman said: You ought to give it to Ted. I agree Stefan might be a bit better but he's a migrant, and I think a real Australian ought to have first chance.

Do you agree with the manager or with the foreman? (Underline answer).

Analysis: Underlinings of "manager" and "foreman" respectively were counted and percentaged for purpose of comparison.

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3. If you had three wishes which could come true, what would you wish for?

Analysis: Responses were divided into six categories:-
(1) selfish-material wishes, i.e. some object wanted now for personal use, such as a new bicycle.
(2) selfish-future material wishes, i.e. some personal gain sought in the future, such as a good job, a first-class degree.
(3) selfish-idealistic wishes, for example, to be a good boy, to be a better character.
(4) altruistic-personal wishes, i.e. wanting something for people closely related to oneself, e.g. family or, occasionally, friends.
(5) altruistic-impersonal wishes, for example, for world peace, for no more poverty in the world.
(6) fantasy, i.e. obviously silly or facetious answers, for example, that school had never been invented.
Each child was assessed according to the category to which his wishes predominantly belonged. The first wish was counted as worth 3 points, the second 2 and the third 1. In many cases the first and at least one other wish fell into the same category, so there was no difficulty. When each of the three was in a completely different category, the first was regarded as predominant. But a first wish was occasionally balanced by a combined second and third wish, and when this happened the child was placed in a seventh category, viz., "no definite category. Only 22 of the 230 children were categorised thus, and only 5 were placed in the 'fantasy' category.

In the comparisons between groups (for example, of good

and poor readers) categories 1, 2 and 6 were combined and contrasted with groups 3, 4, 5 and 7 combined. This was done for convenience of analysis, but previous careful examination had ensured that categories 6 and 7 were without significant influence on the comparisons. The idealism of category 3 clearly belonged with 4 and 5, as against the more material selfishness of 1 and 2. In fact the largest differences between good and poor readers were in categories 1, 3 and (in the case of girls) 5; differences in 2 and 4 were smaller.

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4. One Saturday a father, whose children were grown up except for his 14-year-old son John, was working in his garden. John was helping him chop and saw up some logs. After about an hour the father said to John: "You go and ride your bike for a while; I want to go and do something in the house; we'll finish this later."

He went inside, sat in the armchair and rested for nearly an hour. When he came out again, John had finished all the chopping and sawing, and had stacked the wood neatly in the shed. Father was cross with John for quite a time afterwards and would not let him do any more jobs in the garden.

Why was he so angry?

Analysis: Responses were divided into eight categories:
(1) Simple-moralistic - because John disobeyed.
(2) Simple-practical-altruistic (His consideration for John had not been appreciated)- because he though John might have hurt himself, because he wanted John to have a rest or to have fun.
(3) Simple-practical-selfish (He had not been allowed to do as he wanted) - because he wanted to do it, because he thought John would chop the wood wrongly.
(4) A combination of two or more simple reasons, as above.
(5) Subtle, insightful - father had a guilty conscience, was worried that he would be thought lazy, was ashamed for resting while John worked.
(6) Exceptionally full and subtle answer - father was angry because he had been made to feel old, because he had a guilty conscience - with explanation why.
(7) Cynical, materialistic - for example, because he was afraid he would have to pay John for doing it.
(8) No response, or response showing no understanding.

These categories, like those of Question 3, were grouped for convenient analysis, and the obvious grouping was 5 plus 6 versus the remainder; that is, those who showed deeper insight into the father's motives as against those whose explanations were at a more superficial level. Further analysis was, however, carried out with Category 4 added to 5 and 6 on the grounds that ability to produce more than one plausible reason

even of a simple kind may represent a significantly greater degree of understanding than a single reason. This argument could certainly be disputed - for example, to manufacture more than one reason may be a sign of greater anxiety, or may merely indicate how much time and attention a child was prepared to devote to the questionnaire. But the results are of interest in an exploratory study such as this.

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5. One day in the classroom Jean made a mistake in her work and the teacher spoke to her angrily and told her to correct it; a little later Anne made a similar mistake but the teacher talked to her quietly and helped her correct it.

Why do you think she treated the two girls differently?

Analysis: Responses were divided into five categories:
(1) Anne was teacher's pet.
(2) A response suggesting that the teacher was aware of some difference between the girls which made it necessary to treat them differently - for example, Jean was more intelligent.
(3) The second time the mistake was made, the teacher realised it was an excusable mistake after all. (Only 10 children made this kind of response but it did not fit easily into other categories.)
(4) A combination of two of the above responses.
(5) No response or a response showing no understanding.

The grouping here was simply Categories 1 and 5 together versus the remainder; that is, those who provided no other explanation than 'teacher's pet' as against those who showed some appreciation of individual differences in children to justify differential treatment. Those who replied as in Category 3 were not concerned with individual differences but the reason was a plausible and more tolerant one than those in Category 1. In any case the few Category 3 responses had no influence on the comparisons.

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6. At Ian's school, many of the boys and their teachers are very keen on sport. Ian does not like playing sport and avoids it whenever he can. He has not many friends and would like to have more, but many boys think he ought to join in things more than he does. Two teachers, Mr. X and Mr. Y, were talking about Ian one day:

Mr. X said: We must see that Ian doesn't dodge sport. He ought to try harder. It's for his own good, because he seems a bit lonely sometimes.

Mr. Y said: I don't think he ought to be forced to do it. I think the other boys ought to realise that not everybody likes the same things. They should be friendlier towards him.

Do you agree with Mr. X or with Mr. Y? (Underline answer)

Analysis: Underlinings of Mr. X and Mr. Y respectively were counted and percentaged for purposes of comparison.

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7. Shirley had a lot of presents each birthday and Christmas, but she was always asking for a bicycle. Her father used to get angry when she kept on about it, but in the end her parents bought her one. After she had had it for only a month, some new people moved into the street. They had a daughter called Betty. Betty's father was often sick, her mother had to work very hard and Betty had very few toys or possessions. Shirley and Betty became friendly, and when Betty had a birthday a few weeks later, Shirley gave her the bicycle as a present. She didn't tell her parents because she thought they would be very angry, but soon they found out.

Do you think they were angry? Yes No
Why do you think so?

Analysis: Responses were divided into eight categories:
(1) No - with emphasis on Shirley's unselfishness, self-sacrifice.
(2) No - with emphasis on Betty's needs, her poverty etc.
(3) A materialistic answer, No or Yes; for example, because they had spent a lot on it, or because they had plenty of money.
(4) Yes - moralistic - because she was dishonest not to tell them.
(5) Yes - because she had been asking for it for a long time but, soon after she got it, she gave it away.
(6) Two or more of the above reasons, one one side; that is, either all Yes or all No.
(7) Two or more reasons, stating or implying Yes and No; for example, they were angry because ... but they shouldn't have been, because ...
(8) No response, or a response showing no understanding.

Although analysis of some value might be carried out by a separation of all Yes from all No responses, it was thought that for the purposes of this thesis such a distinction had little meaning. What seemed more significant was to what extent a child could appreciate the various features of the situation and the fact that it was no simple black-and-white problem. Responses in Category 7 showed the most understanding

of this kind, and for comparisons between good and poor readers those who replied in this way were set against all others. Subsequently comparisons were made with Categories 6 and 7 combined against the remainder, for similar reasons to those already discussed in respect to Question 4. Two reasons might be regarded as showing a superior appreciation of the situation, even though this did not extend to an awareness of points to be made on both sides.

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8. Finally, please choose between the following pairs of words as you did in the first question. (None of these pairs is the same as in Question 1). Underline which of the two you think it is better for a boy/girl of your age to be.

1. clever ..... busy	8. busy ..... sociable
2. independent... understanding	9. good at sport. clever
3. sociable ..... kind	10. independent .. brave
4. understanding. busy	11. sociable ..... understanding
5. good at sport. brave	12. busy ..... kind
6. clever ..... independent	13. independent .. good at sport
7. kind ..... understanding	14. brave ..... clever

Analysis: These are the remainder of the paired comparisons which were begun in Question 1. They were divided into two parts in this way so that children would be less likely to become bored or irritated by the proceedings with their care in deciding their preference accordingly diminished. The method of analysis has already been outlined (see Question 1).

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QUALITY OF READING - METHODS OF ASSESSMENT

The following list of authors and titles was assessed by ten experts and the right-hand column shows the average score obtained by each. The list was prefaced by the "Suggested Basis of Assessment for Titles and Authors" which has been reproduced in Chapter II, p. 83-85.

Titles and authors most frequently mentioned by children in First Year of Secondary school - excluding "Classics"

Please put A B C D or E here			Average Score.
	Allan, Mabel Esther	Glen Castle Mystery	2.2
	Armstrong, Richard	No Time for Tankers	3.7
		Sabotage at the Forge	3.8

Barne, Kitty	Rosina Copper	3.4
Bartimeus	Under Sealed Orders	3.0
Baumann, Hans	Barque of Brothers	4.4
Bayley, Viola	White Holiday	2.2
	Paris Adventure	2.5
Benary, Margot	The Ark	4.6
	Rowan Farm	4.5
Beresford, Elizabeth		2.2
Blyton, Enid	Five on a Hike Together etc. etc.	1.0
Boylston, Helen	Sue Barton series	2.6
Brown, Pamela	Back Stage Portrait	2.2
	Maddy Alone	2.2
	Showboat Summer	2.2
Brown, Ruth Alberta	At the Little Brown House	1.0
Bruce, Mary Grant	Daughter of Billabong etc.	3.0
Buckeridge, Anthony	Jennings and Darbishire	2.2
	Jennings Little Hut	2.2
Catherall, Arthur		2.3
Charteris, Leslie	Saint etc.	2.1
Chauncy, Nan	Devil's Hill	4.3
	Tiger in the Bush	3.9
	Tangara	4.5
Chipperfield, Joseph	Wolf of Badenoch	3.3
Coatsworth, Elizabeth	Thief Island	3.9
Cochrane, L.	Sheila Goes Gardening	1.5
	Social Work for Jill etc.	2.0
Corbett, J.	Maneaters of Kumaon	4.0
Crompton, Richmal	"William" books	2.2
Dale, Judith	Shirley Flight etc.	1.0
Danielsson, C.	Terry in the South Seas	2.0
Darbyshire, S.	Sarah Joins the WRAF	1.7
Davison, F. Dalby	Manshy	4.6
Dawlish, Peter	Dauntless Takes Recruits	3.5
Dillon, Eilis	Lost Island	4.0
Dixon, R.	Pocomoto-Buffalo Hunter	2.0
Du Jardin, Rosamond	Senior Prom	1.5
Edwards, Monica	Black Hunting Whip	3.3
Elder, Josephine		3.0
Eliot, E.C.	Kemlo and the Gravity Rays	1.3
Estoril, Jean	Drina's Dancing Year	2.4
Fitt, Mary	Shifting Sands	2.0
Forester, C.S.	The Commodore	3.4
Gallico, Paul	The Snow Goose	3.8
	The Small Miracle	3.2
Gaskin, Catherine	Sara Dane	2.7

Gervaise, Mary	A Pony of Your Own	2.2
Gordon, Richard	Captain's Table	3.2
Goudge, Elizabeth	Little White Horse	4.4
Graeme, L.	Helen in Musical Comedy	1.5
Guillot, Rene	Elephants of Sargabal	4.2
	Companions of Fortune	4.7
	Boy and Five Huskies	4.2
Gunn, John	Captain Kent's Command	2.4
Heyer, Georgette	These Old Shades	2.7
	Devil's Cub	2.5
Hildick, E.W.	Jim Starling's Holiday	2.7
Hill, Lorna	Jane Leaves the Wells etc.	2.0
Hinkle, Thomas C.	Tan, a Wild Dog	3.5
Hogarth, Grace	As a May Morning	4.2
Hope, Laura Lee	The Bobbsey Twins	1.0
Idriess, Ion	The Cattle King	2.4
Johns, W.E.	Biggles etc.	1.6
Keene, Carolyn	Secret of Red Gate Farm	1.0
Kyle, Elizabeth	The Seven Sapphires	2.8
	Vanishing Island	3.0
Lewis, Lorna	Spring School	2.9
Leyland, Eric	Long Odds, etc.	1.8
Little, Sylvia	Midsummer Mystery	1.3
	Mystery at Queens	1.0
Macnell, J.	Mettle at Woomera	2.2
Marshall, Bruce	A Man Called Peter	2.5
Mayne, William	Follow the Footsteps etc.	4.0
	Blue Boat	4.2
	Thumbstick	4.3
Mitchell, Elyne	Silver Brumby	3.4
Mitchison, Naomi	The Conquered	4.6
Montgomery, Rutherford	Golden Stallion etc.	3.3
Nickson, Arthur	Rusty Hines Trouble Shooter	1.0
O'Brien, Jack	Silver Chief	2.0
Oxenham, Elsie	Abbey Stories	1.9
Packer, Joy	The Valley of the Vines	4.0
Patchett, Mary	Carribean Adventures	2.5
Porter, Eleanor H. + subsequent authors	Pollyanna	1.7
Price, Willard	Volcano Adventure etc.	2.3
Pudney, John	Monday Adventure etc.	2.3
Ransome, Arthur		5.0
Scott, Philip	The Negro's Ring	1.0
Seredy, Kate	The Good Master	4.5
Serraillier, Ian	The Silver Sword	4.3
Sewell, Anna	Black Beauty	3.8
Shaw, Jane	Susan Interferes	2.0
Shute, Nevil	A Town Like Alice	3.3
Southall, Ivan	Simon Black in the Antarctic	1.4
Sperry, Armstrong	River of the West	3.5

Spence, Eleanor	The Summer in Between	3.6
Porter, G.S.	Freckles Laddie	2.7
Seton, Anya	Mistletoe and the Sword	3.0
Striker, Fran	Lone Ranger	1.0
Sutcliff, Rosemary	Eagle of the Ninth	5.0
	Brother Dustyfoot	4.2
	Warrior Scarlet	4.9
Syme, Ronald		3.2
Tarn, E.W.	Treasure of the Isle of Mist	4.6
Williams, Eric	The Wooden Horse	3.5
Wilson, Erle	Coorinna	4.2
	Minardo the Devil Dog	4.0
Wodehouse, P.G.	Mike and Psmith	2.7
Wrightson, Patricia	The Crooked Snake	3.5
Zinkin, Tanya	Rishi	3.5

Comment: Anyone interested in children's books is bound to note some surprising omissions. But it is clear from the analysis of library services in South Australia in Chapter III that such gaps are inevitable.

In spite of the high level of agreement among the assessors, anyone interested in children's books may well criticise some of the assessments. Indeed, the writer would be prepared to do so! However it should be noted that the assessments were made in the setting of what books are available to children today; by people whose knowledge of this field is very detailed; and one consequence of this may be that some "good" books of a decade or two ago have been somewhat demoted because of the wide range of "better" books now being written. It also seems likely, when one considers comments upon and assessments of children's books made by English and American writers, that Australian standards may differ somewhat in the sense that the frame of reference - for instance, the backgrounds of Australian children - is rather different. To what extent a good book is a good book in all times and places is a large question which must be kept aside.

The procedure by which the score recorded in the right-hand column was derived has been outlined in Chapter II, but further explanation of the classification into good and poor readers is appended here.

Rowan Farm by Margot Benary was assessed by 8 experts A-C-A-B-A-A-B-A- respectively. With each A counting 5 points, each B 4 points and the C 3 points, the total was 36 and the average score $\frac{36}{8} = 4.5$. Therefore the quality score allotted to that book, wherever it was mentioned, was 4.5.

Enid Blyton was assessed by 9 experts - E-E-D-E-E-E-E-E-E - average score = 1.0.

The quality scores of all authors of fiction listed by a child were added and the total divided by the number of authors

he listed to give a "quality of author" score - maximum 5.0.

The same procedure was followed with all titles of fiction listed by each child to give a "quality of title" score - maximum 5.0.

If a child ringed three authors from the list of 18 good quality authors provided and supplied three appropriate titles he scored a further 5.0. Three authors, two titles gave him 4.5, two and two 4.0, two and one 3.5, one and one 2.5; three or more authors but no titles 2.0, two authors 1.5, one author 1.0.

The following example illustrates the method used:
Favourite authors: Margot Benary (4.5), Nan Chauncy (4.2) Rene Guillot (4.4) - total 13.1 divided by 3 = 4.4
Titles listed: Companions of Fortune by Rene Guillot (4.7), As a May Morning by Grace Hogarth (4.2), Silver Brumby by Elyne Mitchell (3.4), The Summer in Between by Eleanor Spence (3.6) - total 15.9 divided by 4 = 4.0
Ringed authors = Margot Benary, Rene Guillot, C.S. Lewis, Rosemary Sutcliff, Elfrida Vipont, Geoffrey Trease, Nan Chauncy.
Titles provided - The Ark, Companions of Fortune, Warrior Scarlet, Tangara. Score = 5.0
Total quality of reading score = 4.4 + 4.0 + 5.0 = 13.4.
This child was placed in Group 1, as her knowledge of good quality fiction merits.

On the face of it, the above procedure has obvious weaknesses when used in a questionnaire. A child may list only a single author; it may be that the last books he has read are not really representative of the overall quality of his reading; he may habitually take little note of authors' names and be unable to score on the question asking him to recognise good authors. He may then be classified as a poor reader because he has done himself less than justice. Sometimes the decision must be made on comparatively little evidence because the child has not answered fully, and an error may then be made in either direction.

However, it seems that in practice the procedure was quite accurate. The three bases for scores - favourite authors, last four titles, and recognition of good authors - were clearly more efficient in combination than a single prediction could have been, and in the majority of cases all three pointed in the same direction. In other cases, they were valuable checks upon each other. For example, it sometimes happened that a child listed a good quality author among his favourites but was subsequently unable to recognise any on the list, and included no good quality books among his last four read. It would clearly have been premature to assess a child as a good reader on so flimsy a basis. Similarly, classic authors and titles often appeared, but there was no difficulty in making an

assessment from the child's other reading. R.L. Stevenson and W.E. Johns was a not uncommon combination of favourite authors, for example, perhaps followed by one classic and three poor quality fiction as last four books read. The same policy was followed with non-fiction authors and titles; that is, the child was assessed on his other reading. As noted elsewhere, three or four (out of four) non-fiction titles were sufficient to earn the classification of non-fiction reader, or if the favourite authors were also non-fiction, two non-fiction titles were sufficient. The latter occurred infrequently because children tend to take less notice of the authors of non-fiction books than they do of fiction authors.

Generally - and always provided that the assessment of authors and titles by experts is accepted as a satisfactory basis for value judgments - the method used to separate children according to the quality of their reading appears sound. However, for future research of a more rigorous nature, further refinement will be advisable. With more evidence, not only directly from the child but also from reading records kept by school and public librarians, it would be possible to make more subtle distinctions than the relatively crude good/poor/non-fiction used in this exploratory investigation. The question of quality of non-fiction reading, in particular, needs attention.

In practice, possible objections to the weaknesses of the procedures used have little force. Virtually all findings of this thesis in which good and poor readers are contrasted are derived from the 230 children interviewed, and there was ample opportunity during interview to obtain supplementary information about each child's reading. Of the 124 children who had previously completed questionnaires and who were interviewed in their schools only two might as a result of further evidence have been placed in a different Quality Group. Both had been slightly over-estimated, one could have been in Group 2 instead of Group 1, the other in Group 5 instead of Group 4, but in neither case would their classification as good/poor reader have been affected. Inevitably there were borderline cases between Group 2 and Group 3 and arbitrary decisions had to be made, but these could not have significantly affected the subsequent generalisations about good and poor readers.

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I N T E R V I E W S

The University of Adelaide
Department of Education

Dear

I am very interested in what kind of books boys and girls like to read and in what libraries are doing to help them.

So that I can find out more about such things, I am trying to make arrangements to talk to some of the boys and girls who use the (Youth Lending Service
(Children's Library.

I do not know when you usually come in to the Children's Library/Youth Lending Service but I wonder if it would be possible for you to come in and have a talk one Saturday morning. Could you, when you have read this letter and spoken to your parents about it, EITHER telephone my home number 96 1778, after 4.30 p.m. any day, so that we could make an appointment to meet at the Library OR fill in the form at the end of this letter, tear it off and return it to me?

I shall be very grateful for your cooperation in this and look forward to hearing from you.

Yours sincerely,

Ernest Roe,
Lecturer in Education

- -

I will come to the (Children's Library
(Youth Lending Service

on Saturday morning .....

at	9.30	a.m.	11.30 a.m.
	10	a.m.	12 noon
	10.30	a.m.	12.30 p.m.
	11	a.m.	

Please leave blank only ONE date and time; cross out all others
- -

INTERVIEW SCHEDULE

FAMILY BACKGROUND:

Many books at home? What kind of books?
Mostly old or do they still buy a lot?
Own room? Own bookshelves?
Number in family? Father's occupation.
Parents' education - secondary, university?
Reading habits and interests of -
parents, brothers, sisters.
Do they belong to Libraries?
Do you read parents' books?
Have you many books of your own?

Parents' encouragement of reading.
Did they read to you as a child?
Do they still like to see you read?

SCHOOL BACKGROUND:

Which school do you go to? Primary school?
Who teaches English? Are you good at it?
Do you do well at school? Class? Position?
Attitude to school. Favourite subjects.
Extra curricular activities.
Use of school library.
Opinion of, attitude to, school library.
Interest in reading at primary school.
Use of, attitude to, primary library.
Teachers' (N.B. English teacher) attitudes to and encouragement of reading.
English teacher's use of library.
Use of books as tools?
What about when you leave school?

DETAILS OF INTEREST IN BOOKS:

How did you first become interested in Y.L. Service/Children's Library When?
Isn't school library enough?
Isn't it a long way to come to this library - others (school etc.) are so much nearer?
Do you use any other (institute etc.) Library?
What kind of books do you like?
Favourite authors?
Do you find these in school (or Institute) Library?
Who helps you choose?
Influence of friends - keen readers among friends?
When do you do most of your reading - day, night, regularly or in spasms?

DETAILS OF OTHER INTERESTS:

Sport, radio, films, TV, clubs, etc.
Do they interfere with your reading?
Do they help or encourage it?
Would you read more if you didn't watch TV etc.?

INFLUENCE OF READING AND USE OF LIBRARIES ON EDUCATION:

Any idea why you read so much, why you like it?
Do you read much non-fiction?
Have you developed interest in anything through reading about it? Or do you get interests first, then read?
Many children seem to read little else but classics - any idea why?

Do you read classics? What do you mean by classics?
Many children get most books from home, not from
libraries - any idea why?
Has library reading helped with study at school?
How? Has it interfered?
Do you find you can't read as much now as in primary school?
Examples of things that stick in your mind from
books you've read - characters, events, way people
have behaved etc.?
Ask this about a particular book recently read.

Comment: It should be emphasised that this represents only the basic structure of the interviews. Discussion often ranged beyond the items noted here; sometimes items were omitted as irrelevant or obviously unproductive in a particular case. Apart from this, there were minor modifications to the schedule itself as the interviews proceeded. For example, it was decided that no attempt would be made in this investigation to relate any of the findings about children's reading to the educational level attained by their parents, and accordingly this item was discarded.

Had the data from questionnaires been analysed before the interviews were undertaken, there would have been further, more drastic, modifications and some issues would have been discussed with all children in more detail. Possibly, too, more findings of interest would have emerged or those that have emerged might have been more confidently advanced. However, such possibilities were deliberately neglected. Interviews could have been delayed until other material had been fully analysed, but it was decided to keep them as independent as possible in view of the danger of bias. For example, it is natural for an interviewer, armed with tentative and perhaps rather exciting findings to hope for confirmation of those findings; and he may inadvertently or even quite unconsciously ask leading questions, suggest to a child perhaps by the tone of his voice the answer he wants to hear, or even put words into a child's mouth. This interviewer was very much on guard against such possibilities, but he played safe by allowing what was said at each interview to dictate the subsequent course of that interview as far as possible, and also, as far as practicable, faithfully followed the above schedule as the main road though not hesitating to explore byways en route when the opportunity arose naturally. It would be unrealistic to claim that the interviews were quite without bias, however. Although the interviewer had no findings to distract him from his determined objectivity, he inevitably had hypotheses which must affect his interpretation of the data obtained from the interviews, both the interpretations made while they were in progress and those arrived at subsequently. But these biases should not be so serious as to invalidate the tentative conclusions of an exploratory investigation, which must in any case be subjected to further testing.

APPENDIX 2

This Appendix comprises 80 Tables which present in detail figures derived from the organisation and analysis of the data. The Tables are as far as possible arranged to follow the sequence of the findings which are presented in Chapters III and IV and to which they relate.

TABLE 1

QUANTITY OF BOOKS READ - BY TYPE OF SCHOOL

BOYS	No. of children	2 or more per week	1-2 per week	1-2 per month	less than 1 per month
4 independent schools	170	8 (4.7)	46 (27.1)	41 (53.5)	25 (14.7)
6 metropolitan schools	506	39 (7.7)	106 (20.9)	228 (45.1)	133 (26.3)
3 metropolitan technical high schools	120	3 (2.5)	23 (19.2)	73 (60.8)	21 (17.5)
8 country high schools	149	17 (11.4)	34 (22.8)	69 (46.3)	29 (19.5)
5 area schools	67	4 (6.0)	17 (25.4)	27 (40.3)	19 (28.4)
Totals	1012	71 (7.0)	226 (22.3)	488 (48.2)	227 (22.4)
GIRLS					
4 independent schools	159	12 (7.5)	43 (27.0)	60 (37.7)	44 (27.7)
3 metropolitan schools	393	52 (13.2)	129 (32.8)	143 (36.4)	69 (17.6)
3 metropolitan technical high schools	124	13 (10.5)	34 (27.4)	59 (47.6)	18 (14.5)
8 country high schools	160	33 (20.6)	50 (31.3)	57 (35.6)	20 (12.5)
5 area schools	66	14 (21.2)	21 (31.8)	26 (39.4)	5 (7.6)
Totals	902	124 (13.7)	277 (30.7)	345 (38.2)	156 (17.3)

TABLE 2

QUANTITY OF BOOKS READ - SPECIAL GROUP OF 230 CHILDREN

	No.	2 or more per week	1 - 2 per week	1 - 2 per month	less than 1 per month
BOYS	113	19 (16.8)	46 (40.7)	39 (34.5)	9 (8.0)
GIRLS	117	33 (28.2)	46 (39.3)	26 (22.2)	12 (10.3)

TABLE 3

QUANTITY OF BOOKS READ - CITY AND COUNTRY CHILDREN COMPARED

	No.	2 or more per week	1 - 2 per week	1 - 2 per month	less than 1 per month
City children	1472	127 (8.6)	381 (25.9)	654 (44.4)	310 (21.1)
Country children	442	68 (15.4)	122 (27.6)	179 (40.5)	73 (16.5)
Country children via Country Children's Book Service	200	55 (27.5)	94 (47.0)	48 (24.0)	3 (1.5)

TABLE 4

QUANTITY OF BOOKS READ - ACCORDING TO "STREAMS"

		No.	2 or more per week	1 - 2 per week	1 - 2 per month	Less than 1 per month
BOYS	Higher streams	340	34 (10.0)	90 (26.5)	157 (46.2)	59 (17.4)
	Lower streams	456	16 (3.5)	85 (18.6)	235 (51.5)	120 (26.3)
	Unstreamed	216	21 (9.7)	51 (23.6)	96 (44.4)	48 (22.2)
GIRLS	Higher streams	172	32 (18.6)	70 (40.7)	56 (32.6)	14 (8.1)
	Lower streams	419	35 (8.4)	108 (25.8)	170 (40.6)	106 (25.3)
	Unstreamed	311	57 (18.3)	99 (31.8)	119 (38.3)	36 (11.6)

Note: Unstreamed classes read almost as much as higher streams. Relevant factors are (i) that most country schools have unstreamed classes and, as Table 1 shows, more books tend to be read in country schools, and (ii) other unstreamed classes are mostly in independent schools where the quantity of reading, though variable, is also fairly substantial.

TABLE 5

QUANTITY OF BOOKS READ -

COMPARISON BETWEEN STREAMS IN TWO LARGE HIGH SCHOOLS

	Class	BOYS No.	Average I.Q.	1-2 per week or more	1-2 per month or less	GIRLS No.	Average I.Q.	1-2 per week or more	1-2 per month or less
HIGH SCHOOL I	IA	38	124.9	14 (36.8)	24 (63.2)	33	125.4	16 (48.5)	17 (51.5)
	IB	33	110.6	8 (24.2)	25 (75.8)	32	110.9	23 (71.9)	9 (28.1)
	IC	34	110.6	9 (26.5)	25 (73.5)	31	108.9	16 (51.6)	15 (48.4)
	ID	32	104.8	4 (12.5)	28 (87.5)	36	105.5	9 (25.0)	27 (75.0)
	IE	33	96.7	4 (12.1)	29 (87.9)	31	102.5	8 (25.8)	23 (74.2)
		170	110.0	39 (22.9)	131 (77.1)	163	110.7	72 (44.2)	91 (55.8)
HIGH SCHOOL II	IA	25	122.3	11 (44.0)	14 (56.0)	22	124.9	8 (36.4)	14 (63.6)
	IB	52	112.0	8 (15.4)	44 (84.6)	45	113.8	31 (68.9)	14 (31.1)
	IC	41	108.4	6 (14.6)	35 (85.4)	53	106.3	19 (35.8)	34 (64.2)
	ID	35	104.1	5 (14.3)	30 (85.7)	30	102.0	9 (30.0)	21 (70.0)
	IE	37	97.3	11 (29.7)	26 (70.3)	40	101.7	7 (17.5)	33 (82.5)
		190	107.5	41 (21.6)	149 (78.4)	190	108.6	74 (38.9)	116 (61.1)

Note: Although there is generally less reading in lower than in higher streams, the above Table shows considerable variations between classes, and, in spite of the small numbers, indicates that factors other than intelligence are operative.

TABLE 6

READ MORE THIS YEAR THAN LAST?
COMPARISON BETWEEN TWO LARGE HIGH SCHOOLS,
ACCORDING TO STREAMS

	BOYS				GIRLS			
High School I	More	Fewer	Same	Total	More	Fewer	Same	Total
IA	6	19	13	38	7	17	9	33
IB	7	13	13	33	8	6	18	32
IC	3	19	12	34	7	15	9	31
ID	4	14	14	32	3	28	5	36
IE	8	9	16	33	1	19	11	31
	28 (16.5)	74 (43.5)	68 (40.0)	170 (100.0)	26 (16.0)	85 (52.1)	52 (31.9)	163 (100.0)
High School II								
IA	8	7	10	25	4	13	5	22
IB	9	18	25	52	16	8	21	45
IC	8	17	16	41	14	16	23	53
ID	9	17	9	35	5	11	14	30
IE	11	6	20	37	5	19	16	40
	45 (23.7)	65 (34.2)	80 (42.1)	190 (100.0)	44 (23.2)	67 (35.3)	79 (41.6)	190 (100.0)

TABLE 7

QUANTITY OF BOOKS READ - SOME VARIATIONS AMONG SCHOOLS

Boys	No. of children	2 or more per week	1-2 per week	1-2 per month	less than 1 per month
Ind.School I	49	1 (2.0)	12 (24.5)	23(46.9)	13 (26.5)
Ind.School II	40	2 (5.0)	9 (22.5)	24(60.0)	5 (12.5)
Met.H.S. I	29	1 (3.4)	5 (17.2)	18(62.1)	5 (17.2)
Met.H.S. II	39	7 (17.9)	18 (46.2)	14(35.9)	0 (0.0)
Met.T.H.S. I	39	2 (5.1)	9 (23.1)	24(61.5)	4 (10.3)
Met.T.H.S. II	50	1 (2.0)	8 (16.0)	25(50.0)	16 (32.0)
Girls					
Ind. School I	59	9 (15.3)	23 (39.0)	24(40.7)	3 (5.1)
Ind.School II	48	2 (4.2)	14 (29.2)	17(35.4)	15 (31.2)
Ind.School III	26	0 (0.0)	1 (3.8)	7(26.9)	18 (69.2)
Met.T.H.S. I	34	4 (11.8)	12 (35.3)	16(47.1)	2 (5.9)
Met.T.H.S. II	39	4 (10.3)	9 (23.1)	16(41.0)	10 (25.6)

Note: The schools of each type in the above Table are comparable in terms of ability - i.e. both higher streams or both lower streams or both unstreamed. Other comparisons exhibit more striking differences; for example, Met.T.H.S.I (girls) is of lower ability than Ind.School II or III (girls); Met.H.S. II (boys) of lower ability than Ind.School I (boys). Wide variations also exist among country schools, as Table II (in the text) shows.

TABLE 8

NO. OF BOOKS OWNED - BY TYPE OF SCHOOL

	Boys			Girls		
	No. of boys	50 or more books	20 or less books	No. of girls	50 or more books	20 or less books
Ind. Schools	170	73 (42.9)	29 (17.1)	159	67 (42.1)	22 (13.8)
Met. H.S.	506	134 (26.5)	164 (32.4)	393	116 (29.5)	107 (27.2)
Met. T.H.S.	120	40 (33.3)	70 (58.3)	124	14 (11.3)	60 (48.4)
Country H.S.	149	25 (16.8)	74 (49.7)	160	33 (20.6)	66 (41.3)
Area schools	67	11 (16.4)	34 (50.7)	66	12 (18.2)	29 (43.9)
Totals	1012	283 (28.0)	371 (36.7)	902	242 (26.8)	284 (31.5)

TABLE 9

NO. OF BOOKS OWNED - CITY, COUNTRY AND SPECIAL GROUP

	Boys			Girls		
	No. of boys	50 or more books	20 or less books	No. of girls	50 or more books	20 or less books
City children	796	247 (31.0)	263 (33.0)	676	197 (29.1)	189 (28.0)
Country children	216	36 (16.7)	108 (50.0)	226	45 (19.9)	95 (42.0)
COBS children	110	27 (24.5)	29 (26.4)	90	28 (31.1)	23 (25.6)
Special group	113	42 (37.2)	25 (22.1)	117	44 (37.6)	19 (16.2)

TABLE 10

SPECIAL GROUP - NO. OF BOOKS OWNED - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

No. of books owned	Good readers (boys)	Poor + non-fiction readers (boys)	Totals	
50 or more	13	29	42	$X^2=2.26$ N/S
less than 50	12	59	71	
Totals	25	88	113	

No. of books owned	Good readers (girls)	Poor readers (girls)	Totals	
50 or more	26	18	44	$X^2=2.56$ N/S
less than 50	32	41	73	
Totals	58	59	117	

No. of books owned	Good readers (B and G)	Poor readers etc. (B & G)	Totals	
50 or more	39	47	86	$X^2=5.11$ >.05
less than 50	44	100	144	
Totals	83	147	230	

No. of books owned	Read more (B & G)	Read less (B & G)	Totals	
50 or more	63	23	86	$X^2=6.15$ >.02
less than 50	82	62	144	
Totals	145	85	230	

No. of books owned	State sch. (B & G)	Indep. sch. (B & G)	Totals	
50 or more	41	45	86	$X^2=3.95$ >.05
less than 50	88	56	144	
Totals	129	101	230	

No. of books owned	Higher I.Q. (B & G)	Lower I.Q. (B & G)	Totals	
50 or more	53	33	86	$X^2=7.43$ >.01
less than 50	62	82	144	
Totals	115	115	230	

(continued)

Table 10 (continued)

	Boys	Girls	Totals	
50 or more	42	44	86	
less than 50	71	73	144	N/S
Totals	113	117	230	

N/S means not significant; i.e. that the difference found is accidental more than 5 times in 100.

>.05 = significant at better than .05 level of confidence; i.e. that a difference as large as this would occur by accident, less than 5 times in 100.

>.02 = significant at better than .02 level of confidence; i.e. less than 2 times in 100, as above.

>.01 = significant at better than .01 level.

Note: The sign > will be omitted in all subsequent Tables.

TABLE 11

WHAT DO THEY READ? - BY TYPE OF SCHOOL

1. Favourite Authors

	No. of boys	Classic Authors	Adult Authors	Children's Good Authors	Children's Poor Authors	Total Authors
4 indep. schools	170	51 (18.0)	112 (39.6)	29 (10.2)	91 (32.2)	283 (100.0)
6 met. high schools	506	365 (36.2)	170 (16.9)	80 (7.9)	393 (39.0)	1008 (100.0)
3 met. tech. h.schools	120	56 (44.4)	6 (4.8)	3 (2.4)	61 (48.4)	126 (100.0)
8 country high schools	149	58 (28.2)	21 (10.2)	4 (1.9)	123 (59.7)	206 (100.0)
5 area schools	67	27 (33.8)	18 (22.5)	0 (0.0)	35 (43.7)	80 (100.0)
Total	1012	557 (32.7)	327 (19.2)	116 (6.8)	703 (41.3)	1703 (100.0)
	No. of girls					
4 indep. schools	159	49 (19.1)	18 (7.0)	80 (31.3)	109 (42.6)	256 (100.0)
3 met. high schools	393	277 (29.2)	80 (8.4)	143 (15.1)	450 (47.3)	950 (100.0)
3 met.tech. h. schools	124	33 (14.1)	16 (6.8)	33 (14.1)	152 (65.0)	234 (100.0)
8 country high schools	160	70 (21.8)	14 (4.4)	20 (6.2)	217 (67.6)	321 (100.0)
5 area schools	66	31 (31.0)	6 (6.0)	7 (7.0)	56 (56.0)	100 (100.0)
Total	902	460 (24.7)	134 (7.2)	283 (15.2)	984 (52.9)	1861 (100.0)

2. Mentions of Titles

	No. of boys	Classic Titles	Adult Titles	Children's Good Titles	Children's Poor Titles	Total Titles
4 indep.schools	170	69 (12.0)	295 (51.2)	73 (12.7)	139 (24.1)	576 (100.0)
6 met.high schools	506	344 (21.6)	523 (32.9)	174 (10.9)	549 (34.6)	1590 (100.0)
3 met.tech.h.schools	120	65 (23.0)	67 (23.7)	18 (6.4)	133 (46.9)	283 (100.0)
8 country high schools	149	57 (13.9)	118 (28.7)	31 (7.5)	205 (49.9)	411 (100.0)
5 area schools	67	37 (21.9)	77 (45.6)	1 (0.6)	54 (31.9)	169 (100.0)
Total	1012	572 (18.9)	1080 (35.7)	297 (9.8)	1080 (35.7)	3029 (100.0)

(continued)

Table 11 (continued)

	No. of girls	Classic Titles	Adult Titles	Children's Good Titles	Children's Poor Titles	Total Titles
4 indep.schools	159	53 (10.4)	52 (10.2)	151 (29.5)	255 (49.9)	511 (100.0)
3 met.high schools	393	246 (17.9)	254 (18.4)	201 (14.6)	676 (49.1)	1377 (100.0)
3 met.tech.h.schools	124	48 (12.1)	26 (6.5)	69 (17.4)	254 (64.0)	397 (100.0)
8 country high schools	160	82 (15.5)	91 (17.2)	31 (5.9)	324 (61.4)	528 (100.0)
5 area schools	66	51 (22.2)	22 (9.6)	13 (5.7)	144 (62.5)	230 (100.0)
Total	902	480 (15.8)	445 (14.6)	465 (15.3)	1653 (54.3)	3043 (100.0)

TABLE 12

WHAT DO THEY READ? - ACCORDING TO STREAMS

1. Favourite authors

	No. of boys	Classic Authors	Adult Authors	Children's Good Authors	Children's Poor Authors	Total Authors
BOYS						
Higher streams	340	211 (29.7)	170 (23.9)	57 (8.0)	273 (38.4)	711 (100.0)
Lower streams	456	261 (37.0)	118 (16.7)	55 (7.8)	272 (38.5)	706 (100.0)
Unstreamed	216	85 (29.7)	39 (13.6)	4 (1.4)	158 (55.3)	286 (100.0)
Total	1012	557 (32.7)	327 (19.2)	116 (6.8)	703 (41.3)	1703 (100.0)
GIRLS	No. of girls					
Higher streams	172	118 (25.5)	48 (10.4)	99 (21.4)	197 (42.7)	462 (100.0)
Lower streams	419	211 (25.6)	55 (6.7)	89 (10.8)	470 (56.9)	825 (100.0)
Unstreamed	311	131 (22.8)	31 (5.4)	95 (16.6)	317 (55.2)	574 (100.0)
Total	902	460 (24.7)	134 (7.2)	283 (15.2)	984 (52.9)	1861 (100.0)

2. Mentions of Titles

	No. of boys	Classic Titles	Adult Titles	Children's Good Titles	Children's Poor Titles	Total Titles
BOYS						
Higher streams	340	200 (17.1)	450 (38.5)	137 (11.7)	383 (32.7)	1170 (100.0)
Lower streams	456	278 (21.7)	435 (34.0)	128 (10.0)	438 (34.3)	1279 (100.0)
Unstreamed	216	94 (16.2)	195 (33.6)	32 (5.5)	259 (44.7)	580 (100.0)
Total	1012	572 (18.9)	1080 (35.7)	297 (9.8)	1080 (35.7)	3029 (100.0)
GIRLS	No. of Girls					
Higher streams	172	92 (13.7)	130 (19.3)	135 (20.1)	316 (46.9)	673 (100.0)
Lower streams	419	230 (17.2)	170 (12.7)	171 (12.8)	770 (57.3)	1341 (100.0)
Unstreamed	311	158 (15.4)	145 (14.1)	159 (15.5)	567 (55.0)	1029 (100.0)
Total	902	480 (15.8)	445 (14.6)	465 (15.3)	1653 (54.3)	3043 (100.0)

TABLE 13

WHAT DO THEY READ? - VARIATIONS AMONG SCHOOLS

1. Favourite Authors

BOYS	No. of boys	Classic Authors	Adult Authors	Children's Good Authors	Children's Poor Authors	Total Authors
Ind.school I	47	9 (11.1)	56 (69.1)	5 (6.2)	11 (13.6)	81 (100.0)
Ind.school II	40	21 (27.6)	29 (38.2)	10 (13.2)	16 (21.1)	76 (100.0)
Ind.school III	49	6 (12.2)	10 (20.4)	5 (10.2)	28 (57.1)	49 (100.0)
Met.h.s. I	39	32 (36.0)	15 (16.9)	15 (16.9)	27 (30.3)	89 (100.0)
Met.h.s. II	37	31 (26.5)	31 (26.5)	9 (7.7)	46 (39.3)	117 (100.0)
Met.h.s. III	29	10 (27.0)	3 (8.1)	4 (10.8)	20 (54.1)	37 (100.0)
Met.t.h.s. I	31	22 (61.1)	0 (0.0)	1 (2.8)	13 (36.1)	36 (100.0)
Met.t.h.s. II	39	4 (10.3)	4 (10.3)	2 (5.1)	29 (74.4)	39 (100.0)
GIRLS						
Ind.school I	59	17 (15.9)	9 (8.4)	53 (49.5)	28 (26.2)	107 (100.0)
Ind.school II	26	11 (19.6)	0 (0.0)	1 (1.8)	44 (78.6)	56 (100.0)
Ind.school III	48	8 (17.0)	7 (14.9)	11 (23.4)	21 (44.7)	47 (100.0)
Met.h.s. I	40	32 (22.4)	22 (15.4)	27 (18.9)	62 (43.4)	143 (100.0)
Metth.s. II	34	9 (8.8)	7 (6.9)	18 (17.6)	68 (66.7)	102 (100.0)
Met.t.h.s.II	39	15 (24.2)	5 (8.1)	7 (11.3)	35 (56.5)	62 (100.0)

(continued)

Table 13 (continued)

2. Mentions of Titles

BOYS	No. of boys	Classic Titles	Adult Titles	Children's Good Titles	Children's Poor Titles	Total Titles
Ind.school I	47	13 (7.9)	123 (74.5)	15 (9.1)	14 (8.5)	165 (100.0)
Ind.school II	49	27 (17.5)	48 (31.2)	18 (11.7)	61 (39.6)	154 (100.0)
Met.h.s. I	39	14 (10.4)	44 (32.6)	34 (25.2)	43 (31.9)	135 (100.0)
Met. h.s. II	37	31 (24.6)	34 (27.0)	14 (11.1)	47 (37.3)	126 (100.0)
Met.t.h.s. I	50	33 (22.9)	36 (25.0)	6 (4.2)	69 (47.9)	144 (100.0)
Met.t.h.s. II	39	14 (13.3)	24 (22.9)	10 (9.5)	57 (54.3)	105 (100.0)
Met.t.h.s. III	31	18 (52.9)	7 (20.6)	2 (5.9)	7 (20.6)	34 (100.0)
GIRLS						
Ind.school I	59	13 (6.5)	26 (13.0)	91 (45.5)	70 (35.0)	200 (100.0)
Ind.school II	26	15 (16.1)	3 (3.2)	5 (5.4)	70 (75.3)	93 (100.0)
Ind.school III	48	13 (8.8)	17 (11.6)	31 (21.1)	86 (58.5)	147 (100.0)
Met.h.s. I	40	14 (9.0)	39 (25.0)	35 (22.4)	68 (43.6)	156 (100.0)
Met.t.h.s. I	34	8 (5.9)	11 (8.1)	26 (19.3)	90 (66.7)	135 (100.0)
Met.t.h.s. II	39	22 (20.8)	7 (6.6)	12 (11.3)	65 (61.3)	106 (100.0)
Met.t.h.s. III	51	18 (11.5)	8 (5.1)	31 (19.9)	99 (63.5)	156 (100.0)

TABLE 14

RECOGNITION OF GOOD AUTHORS- BY TYPE OF SCHOOL

	A No. of boys	B No. recognising no author	C Authors ringed & titles supplied	C÷A	D Authors ringed but no title	D÷A
4 ind.schools	170	69(40.6)	81	.476	150	.882
6 met.h.s.	506	358(70.8)	91	.180	157	.310
3 met.t.h.s.	120	95(79.2)	5	.042	27	.225
8 country h.s.	149	109(73.2)	22	.148	44	.295
5 area schools	67	62(92.5)	0	.000	6	.090
Totals	1012	693(68.5)	199	.197	384	.379
	No. of girls					
4 ind.schools	159	71 (44.7)	87	.547	114	.717
3 met.h.s.	393	244(62.1)	97	.247	180	.458
3 met.t.h.s.	124	76(61.3)	39	.315	32	.258
8 country h.s.	160	114(71.3)	38	.238	44	.275
5 area schools	66	47(71.2)	13	.197	19	.288
Totals	902	552(61.2)	274	.304	389	.431

TABLE 15

RECOGNITION OF GOOD AUTHORS - CITY, COUNTRY AND SPECIAL GROUP

	A No. of children	B No.recognising no author	C Authors ringed& title supplied	C÷A (Index of recognition and recall)	D Authors ringed but no title	D÷A (Index of recognition)
City children	1472	913(62.0)	400	.272	660	.448
Country children	442	332(75.1)	73	.165	113	.256
C.C.E.S. children	200	86(43.0)	149	.745	161	.805
Special group-boys	113	42(37.2)	72	.637	118	1.044
Special group-girls	117	36(30.8)	142	1.214	188	1.607

TABLE 16

SPECIAL GROUP - RECOGNITION OF GOOD AUTHORS - GOOD, POOR AND NON-FICTION READERS COMPARED

	BOYS			GIRLS	
	Good readers	Non-fiction readers	Poor readers	Good readers	Poor readers
Index of recognition and recall	1.960	.200	.293	2.224	.220
Index of recognition	1.920	.767	.810	2.603	.627
No recognition (as % of children)	(8.0)	(53.3)	(41.4)	(6.9)	(54.2)

TABLE 17

RECOGNITION OF GOOD AUTHORS - VARIATIONS AMONG SCHOOLS

BOYS	A No. of children	B No. recognising no author	C Authors ringed & titles suggested	C÷A Index of recognition and recall	D Authors ringed but no title	D÷A Index of recognition
Ind. school I	47	12 (25.5)	35	.745	61	1.298
Ind. school II	49	32 (65.3)	6	.122	28	.571
Met. h.s. I	37	12 (32.4)	29	.784	31	.838
Met. h.s. II	41	24 (58.5)	5	.122	31	.756
Met. t.h.s. I	50	39 (78.0)	2	.040	12	.240
Met. t.h.s. II	31	26 (83.9)	1	.032	7	.226
GIRLS						
Ind. school I	26	25 (96.2)	1	.038	0	.000
Ind. school II	59	6 (10.2)	69	1.169	66	1.119
Ind. school III	48	29 (60.4)	11	.229	29	.604
Met. h.s. I	40	10 (25.0)	41	1.025	42	1.050
Met. t.h.s. I	34	18 (52.9)	22	.647	7	.206
Met. t.h.s. II	51	35 (68.6)	7	.137	14	.275

TABLE 18

FATHER'S OCCUPATION AND NO. OF BOOKS IN THE HOME - BY TYPE OF SCHOOL

BOYS	No.	No. white collar and above	No. with 500 or more books at home
Ind.schools	170	153 (90.0)	64 (37.6)
Met.h.schools	506	231 (45.7)	78 (15.4)
Met.t.h.schools	120	30 (25.0)	7 (5.8)
Country h.schools	149	61 (40.9)	16 (10.7)
Area schools	67	26 (38.8)	5 (7.5)
Total	1012	501 (49.5)	170 (16.8)
GIRLS			
Ind.schools	159	141 (88.7)	60 (37.7)
Met.h.schools	393	171 (43.5)	49 (12.5)
Met.t.h.schools	124	32 (25.8)	4 (3.2)
Country h.schools	160	62 (38.8)	15 (9.4)
Area schools	66	26 (39.4)	4 (6.1)
Total	902	432 (47.9)	132 (14.6)

TABLE 19

FATHER'S OCCUPATION - COMPARISONS AMONG STREAMS AT TWO LARGE HIGH SCHOOLS

	BOYS			GIRLS		
High School I	No. in class	Fathers white collar	%	No. in class	Fathers white collar	%
IA	38	26	68.4	33	18	54.5
IB	33	20	60.6	32	21	65.6
IC	34	18	52.9	31	10	32.3
ID	32	14	43.8	36	15	41.7
IE	33	16	48.5	31	14	45.2
Totals	170	94	55.3	163	78	47.9
High School II						
IA	25	11	44.0	22	10	45.5
IB	52	21	40.4	45	20	44.4
IC	41	15	36.6	53	19	35.8
ID	35	11	31.4	30	15	50.0
IE	37	11	29.7	40	6	15.0
Totals	190	69	36.3	190	70	36.8

TABLE 20

FATHER'S OCCUPATION AND NO. OF BOOKS IN THE HOME - CITY, COUNTRY AND SPECIAL GROUP

BOYS	No.	No. white collar and above	No. with 500 or more books at home
City Children	796	414 (52.0)	149 (18.7)
Country Children	216	87 (40.3)	21 (9.7)
Special Group	113	75 (66.4)	27 (23.9)
GIRLS			
City Children	676	344 (50.9)	113 (16.7)
Country Children	226	88 (38.9)	19 (8.4)
Special Group	117	80 (68.4)	28 (23.9)

TABLE 21

SPECIAL GROUP - FATHER'S OCCUPATION - COMPARISON BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor and non-fiction readers (boys)	Total	
White collar	16	59	75	N/S
Others	9	29	38	
	25	88	113	

	Good readers (girls)	Poor readers (girls)	Total	
White collar	44	40	84	N/S
Others	14	19	33	
	58	59	117	

	Read more (B & G)	Read less (B & G)	Total	
White collar	108	51	159	$X^2 = 5.27$
Others	37	34	71	.05
	145	85	230	

	State School (B & G)	Indep. school (B & G)	Total	
White collar	70	89	159	$X^2 = 30.43$
Others	59	12	71	.01
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)	Total	
White collar	87	72	159	$X^2 = 4.58$
Others	28	43	71	.05
	115	115	230	

	Boys	Girls	Total	
White collar	75	84	159	N/S
Others	38	33	71	
	113	117	230	

TABLE 22

SPECIAL GROUP - NO. OF BOOKS IN THE HOME - COMPARISON BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor and non-fiction (boys)	Total	
200 or more	15	46	61	N/S
less than 200	10	42	52	
	25	88	113	

	Good readers (girls)	Poor readers (girls)	Total	
200 or more	42	30	72	X^2 = 5.75
less than 200	16	29	45	.02
	58	59	117	

	Read more (B & G)	Read less (B & G)	Total	
200 or more	89	44	133	X^2 = 2.03
less than 200	56	41	97	N/S
	145	85	230	

	State sch. (B & G)	Indep.sch. (B & G)	Total	
200 or more	59	74	133	X^2 = 17.61
less than 200	70	27	97	.01
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)	Total	
200 or more	80	53	133	X^2 = 13.00
less than 200	35	62	97	.01
	115	115	230	

	Boys	Girls	Total	
200 or more	61	72	133	X^2 = 1.35
less than 200	52	45	97	N/S
	113	117	230	

TABLE 23

DID YOUR PARENTS READ TO YOU? - BY TYPE OF SCHOOL

	BOYS				GIRLS			
	No.	Read to every night	Once a week or less	Never or don't remember	No.	Read to every night	Once a week or less	Never or don't remember
Ind.schools	170	28 (16.5)	105 (61.7)	37 (21.8)	159	29 (18.2)	90 (56.6)	40 (25.2)
Met.h.schools	146	31 (21.2)	77 (52.8)	38 (26.0)	40*	14 (35.0)	17 (42.5)	9 (22.5)
Met.t.h.sch.	120	10 (8.3)	56 (46.7)	54 (45.0)	124	16 (12.9)	61 (49.2)	47 (37.9)
Country h.s.	149	16 (10.7)	72 (48.3)	61 (40.9)	160	33 (20.6)	75 (46.9)	52 (32.5)
Area schools	67	5 (7.5)	33 (49.2)	29 (43.3)	66	13 (19.7)	31 (47.0)	22 (33.3)
Total	652	90 (13.8)	343 (52.6)	219 (33.6)	549	105 (19.1)	274 (50.0)	170 (31.0)

TABLE 24

DID YOUR PARENTS READ TO YOU? - CITY, COUNTRY AND SPECIAL GROUP

	BOYS				GIRLS			
	No.	Read to every night	Once a week or less	Never or don't remember	No.	Read to every night	Once a week or less	Never or don't remember
City childrn.	436	69 (15.8)	238 (54.6)	129 (29.6)	323	59 (18.3)	168 (52.0)	96 (29.7)
Country chn.	216	21 (9.7)	105 (48.6)	90 (41.7)	226	46 (20.4)	106 (46.9)	74 (32.7)
CCBS chn.	110	55 (50.0)	51 (46.4)	4 (3.6)	90	53 (58.9)	35 (38.9)	2 (2.2)
Spec.group	113	22 (19.5)	46 (40.7)	45 (39.8)	117	43 (36.8)	41 (35.0)	33 (28.2)

* One class only, so that percentages may well be misleading.

TABLE 25

SPECIAL GROUP - DID YOUR PARENTS READ TO YOU? - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-fiction readers (boys)	Total	
Often	10	12	22	X^2=7.03
Occasionally or never	15	76	91	.01
	25	88	113	

	Good readers (girls)	Poor readers (girls)	Total	
Often	34	9	43	X^2=23.66
Occas./never	24	50	74	.01
	58	59	117	

	Good readers (B & G)	Poor readers (B & G)	Total	
Often	44	21	65	X^2=39.24
Occas./never	39	126	165	.01
	83	147	230	

	Read more (B & G)	Read less (B & G)	Total	
Often	54	11	65	X^2=15.61
Occas./never	91	74	165	.01
	145	85	230	

	State sch. (B & G)	Indep. sch. (B & G)	Total	
Often	33	32	65	X^2=1.04
Occas./never	96	69	165	N/S
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)	Total	
Often	39	26	65	X^2=3.62
Occas./never	76	89	165	N/S
	115	115	230	

	Boys	Girls	Total	
Often	22	43	65	X^2=8.47
Occas./never	91	74	165	.01
	113	117	230	

TABLE 26

SOURCE OF LAST 4 BOOKS READ - BY TYPE OF SCHOOL

	From home	From school library	From other library	From friend	Total
1. BOYS					
4 indep.schools	209 (36.2)	259 (44.9)	48 (8.3)	61 (10.6)	577 (100.0)
6 met.h.schools	697 (44.2)	449 (28.5)	152 (9.6)	280 (17.7)	1578 (100.0)
3 met.t.h.schools	99 (35.5)	150 (53.8)	12 (4.3)	18 (6.5)	279 (100.0)
8 country h.s.	142 (34.7)	164 (40.1)	64 (15.6)	39 (9.5)	409 (100.0)
5 area schools	79 (47.3)	64 (38.3)	4 (2.4)	20 (12.0)	167 (100.0)
Total	1226 (40.7)	1086 (36.1)	280 (9.3)	418 (13.9)	3010 (100.0)
2. GIRLS					
4 indep.schools	185 (35.4)	238 (45.6)	45 (8.6)	54 (10.3)	522 (100.0)
3 met.h.schools	534 (39.1)	399 (29.2)	156 (11.4)	278 (20.3)	1367 "
3 met.t.h.schools	69 (17.4)	284 (71.6)	8 (2.0)	36 (9.1)	397 "
8 country h.s.	178 (33.6)	213 (40.3)	57 (10.8)	81 (15.3)	529 "
5 area schools	75 (32.3)	114 (49.1)	10 (4.3)	33 (14.2)	232 "
Total	1041 (34.2)	1248 (41.0)	276 (9.1)	482 (15.8)	3047 (100.0)

TABLE 27

SOURCE OF LAST 4 BOOKS READ - CITY, COUNTRY AND SPECIAL GROUP

	From home	From school library	From other library	From friend	Total
City boys	1005 (41.3)	858 (35.3)	212 (8.7)	359 (14.7)	2434 (100.0)
City girls	788 (34.5)	921 (40.3)	209 (9.1)	368 (16.1)	2286 (100.0)
Country boys	221 (38.4)	228 (39.6)	68 (11.8)	59 (10.2)	576 (100.0)
Country girls	253 (33.2)	327 (43.0)	67 (8.8)	114 (15.0)	761 (100.0)
CCBS children	166 (22.6)	246 (33.5)	255 (34.7)	68 (9.3)	735 (100.0)
Special group	194 (23.0)	293 (34.7)	295 (35.0)	62 (7.3)	844 (100.0)

TABLE 28

SOURCE OF LAST 4 BOOKS READ - VARIATIONS AMONG SCHOOLS

1. Boys

	From home	From school library	From other library	From friend	Total
Ind.school I	36 (23.4)	98 (63.6)	12 (7.8)	8 (5.2)	154 (100.0)
Ind.school II	62 (48.4)	32 (25.0)	9 (7.0)	25 (19.5)	128 (100.0)
Ind.school III	32 (24.8)	85 (65.9)	6 (4.7)	6 (4.7)	129 (100.0)
Ind.school IV	79 (47.6)	44 (26.5)	21 (12.7)	22 (13.3)	166 (100.0)
Met.h.s. I	54 (43.2)	39 (31.2)	15 (12.0)	17 (13.6)	125 (100.0)
Met.h.s. II	8 (5.9)	119 (88.1)	8 (5.9)	0 (0.0)	135 (100.0)
Met.t.h.s. I	52 (36.4)	70 (49.0)	9 (6.3)	12 (8.4)	143 (100.0)
Met.t.h.s.II	33 (31.4)	64 (61.0)	3 (2.9)	5 (4.8)	105 (100.0)
Country h.s.I	21 (32.8)	11 (17.2)	24 (37.5)	8 (12.5)	64 (100.0)
Count.h.s. II	43 (50.6)	15 (17.6)	17 (20.0)	10 (11.8)	85 (100.0)
Count.h.s.III	9 (16.7)	42 (77.8)	0 (0.0)	3 (5.6)	54 (100.0)
Count h.s. IV	30 (43.5)	28 (40.6)	4 (5.8)	7 (10.1)	69 (100.0)

2. Girls

Ind.school I	50 (53.8)	24 (25.8)	12 (12.9)	7 (7.5)	93 (100.0)
Ind.school II	55 (27.4)	112 (55.7)	16 (8.0)	18 (9.0)	201 (100.0)
Ind.school III	47 (30.3)	73 (47.1)	15 (9.7)	20 (12.9)	155 (100.0)
Met.h.s. I	48 (30.8)	18 (11.5)	57 (36.5)	33 (21.2)	156 (100.0)
Met.t.h.s.I	19 (12.2)	126 (80.8)	3 (1.9)	8 (5.1)	156 (100.0)
Met.t.h.s. II	39 (36.8)	45 (42.5)	2 (1.9)	20 (18.9)	106 (100.0)
Met.t.h.s.III	11 (8.1)	113 (83.7)	3 (2.2)	8 (5.9)	135 (100.0)
Country h.s.I	42 (46.7)	17 (18.9)	7 (7.8)	24 (26.7)	90 (100.0)
Count.h.s. II	11 (13.8)	62 (77.5)	2 (2.5)	5 (6.3)	80 (100.0)
Count. h.s.III	36 (54.5)	15 (22.7)	1 (1.5)	14 (21.2)	66 (100.0)
Count.h.s. IV	17 (24.3)	25 (35.7)	25 (35.7)	3 (4.3)	70 (100.0)

TABLE 29

SOURCE OF LAST 4 BOOKS READ - DIFFERENCES BETWEEN STREAMS IN TWO LARGE HIGH SCHOOLS

1. Boys

High School I	From home		From school library		From other library		From friend		Total	
IA	65	(57.0)	15	(13.2)	18	(15.8)	16	(14.0)	114	(100.0)
IB	51	(42.5)	22	(18.3)	20	(16.7)	27	(22.5)	120	"
IC	66	(55.0)	5	(4.2)	19	(15.8)	30	(25.0)	120	"
ID	57	(55.3)	12	(11.7)	3	(2.9)	31	(30.1)	103	"
IE	45	(62.5)	5	(6.9)	6	(8.3)	16	(22.2)	72	"
Totals	284	(53.7)	59	(11.2)	66	(12.5)	120	(22.7)	529	(100.0)
High School II										
IA	38	(41.3)	30	(32.6)	18	(19.6)	6	(6.5)	92	(100.0)
IB	104	(57.8)	30	(16.7)	10	(5.6)	36	(20.0)	180	"
IC	41	(36.0)	46	(40.4)	2	(1.8)	25	(21.9)	114	"
ID	53	(49.1)	15	(13.9)	10	(9.3)	30	(27.8)	108	"
IE	47	(46.1)	24	(23.5)	2	(2.0)	29	(28.4)	102	"
Totals	283	(47.5)	145	(24.3)	42	(7.0)	126	(21.1)	596	(100.0)

2. Girls

High School I										
IA	44	(33.8)	38	(29.2)	20	(15.4)	28	(21.5)	130	(100.0)
IB	29	(24.6)	48	(40.7)	18	(15.3)	23	(19.5)	118	"
IC	33	(30.0)	43	(39.1)	12	(10.9)	22	(20.0)	110	"
ID	49	(43.8)	31	(27.7)	5	(4.5)	27	(24.1)	112	"
IE	55	(50.5)	22	(20.2)	7	(6.4)	25	(22.9)	109	"
Totals	210	(36.3)	182	(31.4)	62	(10.7)	125	(21.6)	579	(100.0)
High School II										
IA	36	(43.9)	29	(35.4)	9	(11.0)	8	(9.8)	82	(100.0)
IB	55	(32.7)	81	(48.2)	19	(11.3)	13	(7.7)	168	"
IC	87	(48.1)	56	(30.9)	5	(2.8)	33	(18.2)	181	"
ID	50	(51.0)	20	(20.4)	4	(4.1)	24	(24.5)	98	"
IE	48	(46.6)	13	(12.6)	0	(0.0)	42	(40.8)	103	"
Totals	276	(43.7)	199	(31.5)	37	(5.9)	120	(19.0)	632	(100.0)

TABLE 30

WHO HAS HELPED YOU CHOOSE BOOKS? - BY TYPE OF SCHOOL

1. Boys

	Family	Teacher	Librarian	Friend	Nobody	Total
Ind.schools	21 (12.4)	28 (16.5)	8 (4.7)	4 (2.4)	109 (64.1)	170 (100.0)
Met.h.schools	64 (12.6)	24 (4.7)	14 (2.8)	49 (9.7)	355 (70.2)	506 (100.0)
Met.t.h.schools	13 (10.8)	34 (28.3)	0 (0.0)	6 (5.0)	67 (55.8)	120 (100.0)
Country h.s.	15 (10.1)	2 (1.3)	8 (5.4)	6 (4.0)	118 (79.2)	149 (100.0)
Area schools	5 (7.5)	0 (0.0)	0 (0.0)	1 (1.5)	61 (91.0)	67 (100.0)
Totals	118 (11.7)	88 (8.7)	30 (3.0)	66 (6.5)	710 (70.2)	1012 (100.0)

2. Girls

Ind.schools	10 (6.3)	6 (3.8)	32 (20.1)	17 (10.7)	94 (59.1)	159 (100.0)
Met.h.schools	49 (12.5)	9 (2.3)	8 (2.0)	81 (20.6)	246 (62.6)	393 (100.0)
Met.t.h.schools	8 (6.5)	10 (8.1)	0 (0.0)	19 (15.3)	87 (70.2)	124 (100.0)
Country h.s.	15 (9.4)	2 (1.3)	4 (2.5)	14 (8.8)	125 (78.1)	160 (100.0)
Area schools	6 (9.1)	1 (1.5)	0 (0.0)	4 (6.1)	55 (83.3)	66 (100.0)
Totals	88 (9.8)	28 (3.1)	44 (4.9)	135 (15.0)	607 (67.3)	902 (100.0)

TABLE 31

WHO HAS HELPED YOU CHOOSE BOOKS? - VARIATIONS AMONG SCHOOLS

	Family	Teacher	Librarian	Friend	Nobody	Total
Ind.sch.I (boys)	9 (19.1)	18 (38.3)	0 (0.0)	0 (0.0)	20 (42.6)	47 (100.0)
Ind.sch.II (boys)	4 (11.8)	0 (0.0)	3 (8.8)	1 (2.9)	26 (76.5)	34 (100.0)
Ind.sch.I (girls)	2 (3.4)	1 (1.7)	24 (40.7)	3 (5.1)	29 (49.2)	59 (100.0)
Ind.sch.II (girls)	5 (10.4)	0 (0.0)	4 (8.3)	7 (14.6)	32 (66.7)	48 (100.0)
Met.h.s.I (boys)	2 (5.1)	2 (5.1)	9 (23.1)	2 (5.1)	24 (61.5)	39 (100.0)
Met.h.s.II (boys)	0 (0.0)	9 (22.0)	0 (0.0)	2 (4.9)	30 (73.2)	41 (100.0)
Met.h.s.I (girls)	25 (15.3)	6 (3.7)	2 (1.2)*	45 (27.6)*	85 (52.2)	163 (100.0)
Met.h.s.II (girls)	22 (11.6)	3 (1.6)	3 (1.6)*	33 (17.4)*	129 (67.9)	190 (100.0)

* Similar figures were obtained from another question asking how books were chosen from the school library. At met.h.s.I (girls) 0.6 per cent replied that a librarian often suggested books and 22.7 per cent that a friend often recommended them; at Met.h.s.II the percentages were 1.1 and 15.8 respectively.

TABLE 32

SPECIAL GROUP - WHO HAS HELPED YOU CHOOSE BOOKS? - GOOD, POOR AND NON-FICTION READERS COMPARED

Helped to choose by:	BOYS			GIRLS	
	Good readers	Non-fiction readers	Poor readers	Good readers	Poor readers
Family	7 (28.0)	3 (10.0)	4 (6.9)	14 (24.1)	8 (13.6)
Teacher	1 (4.0)	1 (3.3)	9 (15.5)	3 (5.2)	2 (3.4)
Librarian	6 (24.0)	2 (6.7)	3 (5.2)	15 (25.9)	2 (3.4)
Friend	0 (0.0)	0 (0.0)	5 (8.6)	3 (5.2)	3 (5.1)
Nobody	11 (44.0)	24 (80.0)	37 (63.8)	23 (39.7)	44 (74.6)
Totals	25 (100.0)	30 (100.0)	58 (100.0)	58 (100.0)	59 (100.0)

TABLE 33

SPARE-TIME ACTIVITY TO WHICH MOST TIME DEVOTED - BY TYPE OF SCHOOL

1. Boys

	Playing sport	Watching TV	Reading	Listening to radio	Other	Total
Ind. schools	87 (51.2)	45 (26.5)	21 (12.4)	5 (2.9)	12 (7.1)	170 (100.0)
Met. h. schools	60 (41.1)	41 (28.1)	23 (15.8)	12 (8.2)	10 (6.8)	146 (100.0)
Met. t. h. schools	42 (35.0)	55 (45.8)	7 (5.8)	11 (9.2)	5 (4.2)	120 (100.0)
Country h. schools	78 (52.3)	23 (15.4)	14 (9.4)	25 (16.8)	9 (6.0)	149 (100.0)
Area schools	23 (34.3)	22 (32.8)	11 (16.4)	5 (7.5)	6 (9.0)	67 (100.0)
Totals	290 (44.5)	186 (28.5)	76 (11.7)	58 (8.9)	42 (6.4)	652 (100.0)

2. Girls

Ind. schools	72 (45.3)	33 (20.8)	27 (17.0)	17 (10.7)	10 (6.3)	159 (100.0)
Met. h. schools	9*	10	16	2	3	40
Met. t. h. schools	26 (21.0)	62 (50.0)	19 (15.3)	11 (8.9)	6 (4.8)	124 (100.0)
Country h. schools	44 (27.5)	21 (13.1)	42 (26.2)	38 (23.8)	15 (9.4)	160 (100.0)
Area schools	16 (24.2)	19 (28.8)	17 (25.8)	13 (19.7)	1 (1.5)	66 (100.0)
Totals	167 (30.4)	145 (26.4)	121 (22.0)	81 (14.8)	35 (6.4)	549 (100.0)

* Percentages omitted. They would be misleading since only a single class in one girls' high school is represented.

TABLE 34

SPARE-TIME ACTIVITY TO WHICH MOST TIME DEVOTED - CITY, COUNTRY AND SPECIAL GROUP

	Playing sport	Watching TV	Reading	Listening to radio	Other	Total
City boys	189 (43.3)	141 (32.3)	51 (11.7)	28 (6.4)	27 (6.2)	436 (100.0)
City girls	107 (33.1)	105 (32.5)	62 (19.2)	30 (9.3)	19 (5.9)	323 (100.0)
Country boys	101 (46.8)	45 (20.8)	25 (11.6)	30 (13.9)	15 (6.9)	216 (100.0)
Country girls	60 (26.5)	40 (17.7)	59 (26.1)	51 (22.6)	16 (7.1)	226 (100.0)
CCBS children	64 (32.0)	15 (7.5)	74 (37.0)	37 (18.5)	10 (5.0)	200 (100.0)
Special group	56 (24.3)	63 (27.4)	92 (40.0)	- 19 (8.3)	-	230 (100.0)

TABLE 35

SPARE-TIME ACTIVITY TO WHICH MOST TIME DEVOTED - VARIATIONS AMONG SCHOOLS

	Playing sport	Watching TV	Reading	Listening to radio	Other*	Total
			1. Boys			
Ind.sch.I	30 (63.8)	8 (17.0)	7 (14.9)	1 (2.1)	1 (2.1)	47 (100.0)
Ind.sch.II	20 (40.8)	19 (38.8)	2 (4.1)	2 (4.1)	6 (12.2)	49 (100.0)
Met.h.s.I	19 (46.3)	3 (7.3)	11 (26.8)	3 (7.3)	5 (12.2)	41 (100.0)
Met.h.s.II	13 (35.1)	17 (45.9)	4 (10.8)	1 (2.7)	2 (5.4)	37 (100.0)
Met.t.h.s.I	20 (40.0)	18 (36.0)	3 (6.0)	6 (12.0)	3 (6.0)	50 (100.0)
Met.t.h.s.II	6 (19.4)	22 (71.0)	0 (0.0)	3 (9.7)	0 (0.0)	31 (100.0)
			2. Girls			
Ind.sch.I	29 (49.2)	12 (20.3)	13 (22.0)	3 (5.1)	2 (3.4)	59 (100.0)
Ind.sch.II	12 (46.2)	8 (30.8)	0 (0.0)	5 (19.2)	1 (3.8)	26 (100.0)
Met.h.s.I	9 (22.5)	10 (25.0)	16 (40.0)	2 (5.0)	3 (7.5)	40 (100.0)
Met.t.h.s.I	13 (25.5)	27 (52.9)	6 (11.8)	3 (5.9)	2 (3.9)	51 (100.0)
Met.t.h.s.II	6 (17.6)	15 (44.1)	8 (23.5)	4 (11.8)	1 (2.9)	34 (100.0)

* Includes going to films and club activity

TABLE 36

SPECIAL GROUP - SPARE-TIME ACTIVITY TO WHICH MOST TIME DEVOTED - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-readers (boys)	Total	
Sport	8	25	33	X^2 = 7.55
TV	2	30	32	3 df.
Reading	11	21	32	.10 N/S
Other	4	12	16	
	25	88	113	

	Good readers (girls)	Poor readers (girls)	Total	
Sport	6	17	23	X^2 = 41.76
TV	5	26	31	3 df.
Reading	47	13	60	.01
Other	0	3	3	
	58	59	117	

	Read more (B & G)	Read less (B & G)	Total	
Sport	26	30	56	X^2 = 48.82
TV	27	36	63	3 df.
Reading	83	9	92	.01
Other	9	10	19	
	145	85	230	

	State sch. (B & G)	Indep. sch. (B & G)	Total	
Sport	25	31	56	X^2 = 13.57
TV	47	16	63	3 df.
Reading	49	43	92	.01
Other	8	11	19	
	129	101	230	

	Higher IQ (B & G)	Lower IQ (B & G)	Total	
Sport	28	28	56	X^2 = 5.75
TV	24	39	63	3 df.
Reading	53	39	92	N/S
Other	10	9	19	
	115	115	230	

Table 36 (continued)

	Boys	Girls	Total
Sport	33	23	56
TV	32	31	63
Reading	32	60	92
Other	16	3	19
	113	117	230

$x^2 = 19.15$
3 df.
.01

TABLE 37

NO. OF BOOKS ON LOAN FROM LIBRARIES AT PRESENT - BY TYPE OF SCHOOL

	BOYS having on loan - 4 or more	3	2	1	0	Total no. of children
Ind. schools	8 (4.7)	17 (10.0)	28 (16.5)	43 (25.3)	74 (43.5)	170 (100.0)
Met. h.s.	17 (3.4)	31 (6.1)	53 (10.5)	93 (18.4)	312 (61.7)	506 (100.0)
Met. t.h.s.	3 (2.5)	4 (3.3)	5 (4.2)	39 (32.5)	69 (57.5)	120 (100.0)
Country h.s.	17 (11.4)	9 (6.0)	13 (8.7)	33 (22.1)	77 (51.7)	149 (100.0)
Area s.	4 (6.0)	3 (4.5)	5 (7.5)	19 (28.4)	36 (53.7)	67 (100.0)
Totals	49 (4.8)	64 (6.3)	104 (10.3)	227 (22.4)	568 (56.1)	1012 (100.0)
	GIRLS					
Ind. schools	14 (8.8)	11 (6.9)	29 (18.2)	53 (33.3)	52 (32.7)	159 (100.0)
Met. h.s.	18 (4.6)	27 (6.9)	41 (10.3)	85 (21.6)	222 (56.5)	393 (100.0)
Met. t.h.s.	2 (1.6)	2 (1.6)	16 (12.9)	62 (50.0)	42 (33.9)	124 (100.0)
Country h.s.	11 (6.9)	14 (8.8)	23 (14.4)	49 (30.6)	63 (39.4)	160 (100.0)
Area s.	4 (6.1)	3 (4.5)	8 (12.1)	30 (45.5)	21 (31.8)	66 (100.0)
Totals	49 (5.4)	57 (6.3)	117 (13.0)	279 (30.9)	400 (44.3)	902 (100.0)

TABLE 38

REPRESENTATION OF GOOD AND POOR AUTHORS IN 108 SCHOOL LIBRARIES - IN RANK ORDER

(from list of 11 good, 11 poor authors)

Author	1	(Poor)	in	99	libraries
"	2	(Poor)	"	94	"
"	3	(Poor)	"	84	"
"	4	(Good)	"	84	"
"	5	(Good)	"	83	"
"	6	(Good)	"	81	"
"	7	(Good)	"	80	"
"	8	(Good)	"	79	"
"	9	(Good)	"	73	"
"	10	(Good)	"	70	"
"	11	(Poor)	"	69	"
"	12	(Good)	"	63	"
"	13	(Poor)	"	61	"
"	14	(Poor)	"	50	"
"	15	(Good)	"	47	"
"	16	(Poor)	"	46	"
"	17	(Poor)	"	46	"
"	18	(Good)	"	40	"
"	19	(Poor)	"	27	"
"	20	(Poor)	"	18	"
"	21	(Poor)	"	12	"
"	22	(Good)	"	8	"

Total representation - good - 708
- poor - 606

X^2 = 7.92 - significant at .01 level

TABLE 39

EXTENT OF BORROWING FROM LIBRARIES - BY TYPE OF SCHOOL (IN PERCENTAGES)

BOYS	From sch. lib. every few days.	Never	From Chn's or Youth or CCBS	From Public	From Institute	Never
Ind.sch.	13.5	12.4	24.1*	13.5	11.2	53.5
Met.h.s.	9.5	30.8	11.1	9.5	12.6	67.2
Met.t.h.s.	4.2	31.7	5.0	5.8	11.7	77.5
Country h.s.	12.1	28.9	9.4	4.7	20.1	65.8
Area sch.	16.4	31.3	7.5	0.0	10.4	83.6
N=1012 All boys	10.4	27.6	12.1	8.4	13.2	66.9
GIRLS						
Ind.sch.	15.7	10.1	12.6	10.7	16.4	60.4
Met.h.s.	16.8	15.8	12.7	6.9	12.7	67.9
Met.t.h.s.	22.6	8.9	4.0	1.6	8.1	86.3
Country h.s.	26.3	15.0	9.4	8.8	24.4	59.4
Area sch.	25.8	10.6	9.1	0.0	18.2	74.2
N=902 All girls	19.7	13.3	10.6	6.7	15.2	68.0

* Percentages in this section sometimes total slightly more than 100 because a few children used more than one other library (other than school).

Notes: Children's Library, Youth Lending Service and Country Children's Book Service are all divisions of the Public Library, but they have been kept separate in the above Table to distinguish between the borrowing of children's books and the borrowing of adult books. The greater use of the Public Library by children from independent schools may be related to their tendency to read more adult books.

The percentages appearing against Country h.s. under Public Library are borrowings from the adult section of the Country Lending Service (of which the Country Children's Book Service is the children's section).

As noted elsewhere, Institute libraries are often the only other libraries (other than school)in country areas; hence their prominence against Country h.s.

TABLE 40

SPECIAL GROUP - EXTENT OF BORROWING FROM SCHOOL AND PUBLIC LIBRARIES - GOOD, POOR AND NON-FICTION READERS COMPARED

	BOYS			GIRLS	
	Good readers	Non-fiction readers	Poor readers	Good readers	Poor readers
From sch.lib.					
every few days	10 (40.0)	5 (16.7)	12 (20.7)	19(32.8)	7(11.9)
never	2 (8.0)	7 (23.3)	16 (27.6)	8(13.8)	5(8.5)
From public lib.					
every few days	9 (36.0)	3 (10.0)	9 (15.5)	28(48.3)	6(10.2)
never	1 (4.0)	9 (30.0)	25 (43.1)	6 (10.3)	21(35.6)

TABLE 41

TEACHERS' AGREEMENT ON STATEMENTS CONCERNING CHILDREN'S READING AND THE USE OF LIBRARIES

(Analysis of Questionnaire No. 6)

Statement No.	English teachers			Other teachers		
	Agree	Disagree	Undecided	Agree	Disagree	Undecided
1	11(6.8)	150(93.2)	0	15(8.5)	161(91.5)	0
2	152(94.4)	7(4.3)	2(1.2)	167(94.9)	7(4.0)	2(1.1)
3	22(13.7)	135(83.9)	4(2.5)	20(11.4)	156(88.6)	0
4	7(4.3)	154(95.7)	0	33(18.8)	143(81.2)	0
5	158(98.1)	3(1.9)	0	173(98.3)	3(1.7)	0
6	116(72.0)	43(26.7)	2(1.2)	122(69.3)	50(28.4)	4(2.3)
7	156(96.9)	5(3.1)	0	169(96.0)	6(3.4)	1(0.6)
8	80(49.7)	67(41.6)	14(8.7)	98(55.7)	66(37.5)	12(6.8)
9	5(3.1)	154(95.7)	2(1.2)	3(1.7)	173(98.3)	0
10	7(4.3)	153(95.0)	1(0.6)	15(8.5)	157(89.2)	4(2.3)
11	61(37.9)	79(49.1)	21(13.0)	77(43.8)	80(45.5)	19(10.8)
12	15(9.3)	144(89.4)	2(1.2)	34(19.3)	136(77.3)	6(3.4)
13	131(81.4)	27(16.8)	3(1.9)	153(86.9)	19(10.8)	4(2.3)
14	25(15.5)	132(82.0)	4(2.5)	35(19.9)	139(79.0)	2 (1.1)
15	57(35.4)	98(60.9)	6(3.7)	48(27.3)	122(69.3)	6(3.4)
16	12(7.5)	149(92.5)	0	41(23.3)	134(76.1)	1(0.6)

Note: The third column "undecided" means that a number of teachers made comments indicating that they found it impossible to decide between "agree" and "disagree" because of other circumstances which, they felt, should be taken into account.

TABLE 42

SPECIAL GROUP - CLASS POSITION IN ENGLISH COMPARED WITH CLASS POSITION IN ALL SUBJECTS - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor readers (boys)	Total	
Higher	4	21	25	$X^2=5.61$
Same	9	23	32	2 df
Lower	12	14	26	N/S .10
	25	58	83	

	Good readers (boys)	Non-fiction readers (boys)	Total	
Higher	4	9	13	$X^2=3.91$
Same	9	14	23	2 df
Lower	12	7	19	N/S
	25	30	55	

	Good readers (boys)	Poor + non-fiction readers (boys)	Total	
Higher	4	30	34	$X^2=6.17$
Same	9	37	46	2 df
Lower	12	21	33	.05
	25	88	113	

	Good readers (girls)	Poor readers (girls)	Total	
Higher	9	18	27	$X^2=4.06$
Same	33	30	63	2 df
Lower	16	11	27	N/S
	58	59	117	

	Good readers (B & G)	Poor readers (B & G)	Total	
Higher	13	48	61	$X^2=8.97$
Same	42	67	109	2 df
Lower	28	32	60	.02
	83	147	230	

	Read more (B & G)	Read less (B & G)	Total	
Higher	39	22	61	N/S
Same	71	38	109	
Lower	35	25	60	
	145	85	230	

Table 42 continued

	State sch. (B & G)	Indep. sch. (B & G)	Total	
Higher	35	26	61	N/S
Same	62	47	109	
Lower	32	28	60	
	129	101	230	

	Higher IQ (B & G)	Lower IQ (B & G)	Total	
Higher	26	35	61	N/S
Same	57	52	109	
Lower	32	28	60	
	115	115	230	

	Boys	Girls	Total	
Higher	34	27	61	N/S
Same	46	63	109	
Lower	33	27	60	
	113	117	230	

TABLE 43

HAS LIBRARY READING HELPED WITH SCHOOL WORK? - BY TYPE OF SCHOOL

BOYS	No.	Helped with subjects	With formal English	Not at all
Ind.sch.	170	43 (25.3)	41 (24.1)	86 (50.6)
Met.h.s.	146	66 (45.2)	26 (17.8)	54 (37.0)
Met.t.h.s.	120	39 (32.5)	34 (28.3)	47 (39.2)
Count.h.s.	149	57 (38.3)	29 (19.5)	63 (42.3)
Area s.	67	15 (22.4)	20 (29.9)	32 (47.8)
Totals	652	220 (33.7)	150 (23.0)	282 (43.3)
GIRLS				
Ind.sch.	159	76 (47.8)	27 (17.0)	56 (35.2)
Met.h.s.	40	20*	12	8
Met.t.h.s.	124	64 (51.6)	22 (17.7)	38 (30.6)
Count.h.s.	160	45 (28.1)	63 (39.4)	52 (32.5)
Area s.	66	10 (15.2)	34 (51.5)	22 (33.3)
Totals	549	215 (39.2)	158 (28.8)	176 (32.1)

* Percentages omitted as misleading.

TABLE 44

HAS LIBRARY READING HELPED WITH SCHOOL WORK? - CITY, COUNTRY AND SPECIAL GROUP

	No.	Helped with subjects	With formal English	Not at all
City chn.	759	308 (40.6)	162 (21.3)	289 (38.1)
Count.chn.	442	127 (28.7)	146 (33.0)	169 (38.2)
CCBS chn.	200	57 (28.5)	100 (50.0)	43 (21.5)
Spec.gp.	230	96 (41.7)	75 (32.6)	59 (25.7)

TABLE 45

SPECIAL GROUP - HAS LIBRARY READING HELPED WITH SCHOOL WORK? - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor readers (boys)		
With subjects	9	19	28	$X^2=7.70$
With English	11	11	22	2 df
Not at all	5	28	33	.05
	25	58	83	

	Good readers (boys)	Non-fiction readers (boys)		
With subjects	9	12	21	N/S
With English	11	10	21	
Not at all	5	8	13	
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
With subjects	34	22	56	$X^2=5.70$
With English	18	25	43	2 df
Not at all	6	12	18	.10 N/S
	58	59	117	

	Read more (B & G)	Read less (B & G)		
With subjects	69	27	96	$X^2=17.17$
With English	52	23	75	2 df
Not at all	24	35	59	.01
	145	85	230	

	State sch. (B & G)	Indep. sch. (B & G)		
With subjects	53	43	96	N/S
With English	40	35	75	
Not at all	36	23	59	
	129	101	230	

(continued)

Table 45 continued

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
With subjects	57	39	96	X^2=8.21
With English	28	47	75	2 df
Not at all	30	29	59	.02
	115	115	230	

	Boys	Girls		
With subjects	40	56	96	X^2=13.18
With English	32	43	75	2 df
Not at all	41	18	59	.01
	113	117	230	

TABLE 46

BOOKS RECOMMENDED BY TEACHERS AS RECALLED BY CHILDREN - BY TYPE OF SCHOOL

BOYS	Total recommendations	Classics	Adult	Children's Good	Children's Poor	Percentage of children listing no recommendation
Ind. schools	214	94 (43.9)	97 (45.4)	23 (10.7)	0 (0.0)	26.5
Met. h.s.	296	196 (66.2)	52 (17.6)	36 (12.2)	12 (4.1)	66.8
Met. t.h.s.	47	44 (93.6)	2 (4.2)	1 (2.1)	0 (0.0)	66.7
Country h.s.	106	27 (25.5)	27 (25.5)	26 (24.5)	26 (24.5)	51.7
Area s.	41	15 (36.6)	26 (63.4)	0 (0.0)	0 (0.0)	55.2
Totals	704	376 (53.4)	204 (29.0)	86 (12.2)	38 (5.4)	57.0
GIRLS						
Ind. schools	124	59 (47.6)	1 (0.8)	46 (37.1)	18 (14.5)	50.9
Met. h.s.	102	26 (25.5)	45 (44.1)	25 (24.5)	6 (5.9)	79.4
Met. t.h.s.	30	15 (50.0)	9 (30.0)	6 (20.0)	0 (0.0)	82.3
Country h.s.	114	32 (28.1)	30 (26.3)	26 (22.8)	26 (22.8)	55.0
Area s.	60	23 (38.3)	37 (61.7)	0 (0.0)	0 (0.0)	36.4
Totals	430	155 (36.0)	122 (28.4)	103 (24.0)	50 (11.6)	67.3

TABLE 47

BOOKS RECOMMENDED BY TEACHERS AS RECALLED BY CHILDREN - VARIATIONS AMONG SCHOOLS

BOYS	Total recommend-ations	Classics	Adult	Children's Good	Children's Poor	No.in class	No. of chn. listing no recommendation
Ind.s.I	64	13 (20.3)	39 (60.9)	12 (18.8)	0	47	9 (19.1)
Ind.s.II	56	31 (55.4)	24 (42.9)	1 (1.8)	0	40	8 (20.0)
Met.h.s.I	63	55 (87.3)	2 (3.2)	5 (7.9)	1 (1.6)	39	5 (12.8)
Met.h.s.II	4*	1	3	0	0	37	34 (91.9)
GIRLS							
Ind.s.I	31	26 (83.9)	0	2 (6.5)	3 (9.7)	26	1 (3.8)
Ind.s.II	82	39 (47.6)	1 (1.2)	42 (51.2)	0	59	14 (23.7)
Met.h.s.I	14*	6	1	6	1	51	39 (76.5)
Met. h.s.II	0	0	0	0	0	34	34 (100.0)

* Nos. too small to warrant percentages.

TABLE 48

USE OF SCHOOL LIBRARY IN CONNECTION WITH A SCHOOL SUBJECT - BY TYPE OF SCHOOL

	No.of chn.	No.using sch.lib.	No.of mentions of subjects.	English	Hist. Geog. S.Studies	Science	Art	French	Latin	Others
BOYS										
Ind.sch.	170	106(62.4)	143	12(8.4)	102(71.3)	23(16.1)	0	4(2.8)	2(1.4)	0
Met.h.s.	146	90(61.6)	139	2(1.4)	80(57.6)	32(23.0)	0	9(6.5)	11(7.9)	5(3.6)
Met.t.h.s.	120	88(73.3)	112	3(2.7)	60(53.6)	34(30.4)	7(6.3)	0	0	8(7.1)
Cty.h.s.	149	85(57.0)	111	4(3.6)	74(66.7)	28(25.2)	0	4(3.6)	0	1(0.9)
Area s.	67	53(79.1)	61	3(4.9)	50(82.0)	3(4.9)	2(3.3)	0	0	3(4.9)
Totals	652	422(64.7)	566	24(4.2)	366(64.7)	120(21.2)	9(1.6)	17(3.0)	13(2.3)	17(3.0)
GIRLS										
Ind.sch.	159	100(62.9)	150	17(11.3)	112(74.7)	14(9.3)	1(0.7)	2(1.3)	0	4(2.7)
Met.h.s.	40	36(90.0)	52	2(3.8)	39(75.0)	6(11.5)	4(7.7)	1(1.9)	0	0
Met.t.h.s.	124	108(87.1)	170	11(6.5)	90(52.9)	48(28.2)	16(9.4)	0	0	5(2.9)
Cty.h.s.	160	96(60.0)	119	6(5.0)	97(81.5)	8(6.7)	2(1.7)	4(3.4)	0	2(1.7)
Area s.	66	56(84.8)	61	5(8.2)	49(80.3)	3(4.9)	0	0	0	4(6.6)
Totals	549	396(72.1)	552	41(7.4)	387(70.1)	79(14.3)	23(4.2)	7(1.3)	0	15(2.7)

Note: There were considerable variations among schools of the same type and also among classes within the same school in their use of the school library. It is obvious that this must be the case and it was deemed unnecessary to tabulate such variations.

TABLE 49

SPECIAL GROUP - USE OF LIBRARY IN CONNECTION WITH SCHOOL WORK - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non fict. (boys)		
Often	4	4	8	X^2=2.34
Occas./never	21	84	105	N/S
	25	88	113	

	Good readers (girls)	Poor readers (girls)		
Often	13	2	15	X^2=7.84
Occas./never	45	57	102	.01
	58	59	117	

	Good readers (B & G)	Poor readers (B & G)		
Often	17	6	23	X^2=14.08
Occas./never	66	141	207	.01
	83	147	230	

	Read more (B & G)	Read less (B & G)		
Often	20	3	23	X^2=5.18
Occas./never	125	82	207	.05
	145	85	230	

	State sch. (B & G)	Indep.Sch. (B & G)		
Often	15	8	23	N/S
Occas./never	114	93	207	
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Often	18	5	23	X^2=8.16
Occas.never	97	110	207	.01
	115	115	230	

	Boys	Girls		
Often	8	15	23	X^2=2.10
Occas./never	105	102	207	N/S
	113	117	230	

TABLE 50

POPULARITY OF THE CLASSICS - GOOD, POOR AND NON-FICTION READERS COMPARED

	No. of boys	Classic authors listed (a)	Total authors listed (b)	(a) as % of (b)	Classic titles listed (c)	Total titles listed (d)	(c) as % of (d)
BOYS							
Good readers	45	30	164	18.3	18	178	10.1
Non-fic. "	126	50	250	20.0	21	378	5.6
Poor readers	841	477	1289	37.0	533	2473	21.6
Totals	1012	557	1703	32.7	572	3029	18.9
GIRLS							
Good readers	68	20	254	7.9	15	265	5.7
Poor readers	834	440	1607	27.4	465	2778	16.7
Totals	902	460	1861	24.7	480	3043	15.8

TABLE 51

SPECIAL GROUP - TEACHERS' ASSESSMENTS - ABILITY IN WRITTEN ENGLISH COMPARED WITH REST OF CLASS - COMPARISON BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-fic. (boys)		
Top third	15	43	58	N/S
Lower two-thirds	10	45	55	
	25	88	113	

	Good readers (girls)	Poor readers (girls)		
Top third	43	20	63	X^2=19.06
Lower two-thirds	15	39	54	.01
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Top third	89	32	121	X^2=12.11
Lower two-thirds	56	53	109	.01
	145	85	230	

	State sch. (B & G)	Ind. sch. (B & G)		
Top third	66	55	121	N/S
Lower two-thirds	63	46	109	
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Top third	71	50	121	X^2=7.69
Lower two-thirds	44	65	109	.01
	115	115	230	

	Boys	Girls		
Top third	58	63	121	N/S
Lower two-thirds	55	54	109	
	113	117	230	

TABLE 52

SPECIAL GROUP - TEACHERS' ASSESSMENTS - ABILITY IN SPOKEN ENGLISH COMPARED WITH REST OF CLASS - COMPARISON BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-fict.(boys)		
Top third	14	45	59	N/s
Lower two-thirds	11	43	54	
	25	88	113	

	Good readers (girls)	Poor readers (girls)		
Top third	44	15	59	X^2=29.77
Low.two-thirds	14	44	58	.01
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Top third	89	29	118	X^2=15.94
Low.two-thirds	56	56	112	.01
	145	85	230	

	State sch. (B & G)	Ind.school (B & G)		
Top third	62	56	118	X^2=1.24
Low.two-thirds	67	45	112	N/S
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Top third	71	47	118	X^2=10.02
Low.two-thirds	44	68	112	.01
	115	115	230	

	Boys	Girls		
Top third	59	59	118	N/S
Low.two-thirds	54	58	112	
	113	117	230	

TABLE 53

SPECIAL GROUP - TEACHERS' ASSESSMENTS - VOCABULARY COMPARED WITH REST OF CLASS - COMPARISON BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non fict.(boys)		
Top third	17	38	55	X^2=4.80
Lower two-thirds	8	50	58	.05
	25	88	113	

	Good readers (boys)	Poor readers (boys)		
Top third	17	25	42	X^2=4.33
Low.two-thirds	8	33	41	.05
	25	58	83	

	Good readers (boys)	Non-fiction rdrs. (boys)		
Top third	17	13	30	X^2=3.35
Low.two-thirds	8	17	25	N/S
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
Top third	42	19	61	X^2=18.95
Low.two-thirds	16	40	56	.01
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Top third	84	32	116	X^2=8.82
Low.two-thirds	61	53	114	.01
	145	85	230	

	State sch. (B & G)	Ind.school (B & G)		
Top third	63	53	116	N/S
Low.two-thirds	66	48	114	
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Top third	70	46	116	X^2=10.02
Low.two-thirds	45	69	114	.01
	115	115	230	

	Boys	Girls		
Top third	55	61	116	N/S
Low.two-thirds	58	56	114	
	113	117	230	

TABLE 54

SPECIAL GROUP - TEACHERS' ASSESSMENTS - ENTHUSIASM FOR SCHOOL COMPARED WITH REST OF CLASS - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
Top third	17	47	64	N/S
Low.two-thirds	8	41	49	
	25	88	113	

	Good readers (girls)	Poor readers (girls)		
Top third	46	36	82	X^2=4.67
Low.two-thirds	12	23	35	.05
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Top third	97	49	146	X^2=1.98
Low.two-thirds	48	36	84	N/S
	145	85	230	

	State sch. (B & G)	Ind.school (B & G)		
Top third	80	66	146	N/S
Low.two-thirds	49	35	84	
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Top third	73	73	146	N/S
Low.two-thirds	42	42	84	
	115	115	230	

	Boys	Girls		
Top third	64	82	146	X^2=4.48
Low.two-thirds	49	35	84	.05
	113	117	230	

TABLE 55

SPECIAL GROUP - TEACHERS' ASSESSMENTS - ENTHUSIASM FOR OTHER ACTIVITIES COMPARED WITH REST OF CLASS - COMPARISON BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
Top third	14	48	62	N/S
Low.two-thirds	11	40	51	
	25	88	113	

	Good readers (girls)	Poor readers (girls)		
Top third	38	26	64	X^2=5.43
Low.two-thirds	20	33	53	.02
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Top third	88	38	126	X^2=5.53
Low.two-thirds	57	47	104	.02
	145	85	230	

	State sch. (B & G)	Indep.sch. (B & G)		
Top third	69	57	126	N/S
Low.two-thirds	60	44	104	
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Top third	65	61	126	N/S
Low.two-thirds	50	54	104	
	115	115	230	

	Boys	Girls		
Top third	62	64	126	N/S
Low.two-thirds	51	53	104	
	113	117	230	

TABLE 56

SPECIAL GROUP - TEACHERS' ASSESSMENTS - SOCIABILITY COMPARED WITH REST OF CLASS - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
Top third	16	43	59	X^2=1.79
Lower two-thirds	9	45	54	N/S
	25	88	113	

	Good readers (girls)	Poor readers (girls)		
Top third	36	35	71	N/S
Low.two-thirds	22	24	46	
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Top third	84	46	130	N/S
Low.two-thirds	61	39	100	
	145	85	230	

	State sch. (B & G)	Ind.school (B & G)		
Top third	62	68	130	X^2=8.56
Low.two-thirds	67	33	100	.01
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Top third	67	63	130	N/S
Low.two-thirds	48	52	100	
	115	115	230	

	Boys	Girls		
Top third	59	71	130	X^2=1.68
Low.two-thirds	54	46	100	N/S
	113	117	230	

TABLE 57

SPECIAL GROUP - TEACHERS' ASSESSMENTS - IMAGINATION COMPARED WITH REST OF CLASS - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
Top third	17	39	56	X^2=4.37
Low.two-thirds	8	49	57	.05
	25	88	113	

	Good readers (boys)	Poor readers (boys)		
Top third	17	23	40	X^2=5.62
Low.two-thirds	8	35	43	.02
	25	58	83	

	Good readers (boys)	Non-fiction rdrs.(boys)		
Top third	17	16	33	X^2=1.22
Low.two-thirds	8	14	22	N/S
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
Top third	40	17	57	X^2=18.87
Low.two-thirds	18	42	60	.01
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Top third	83	30	113	X^2=10.33
Low.two-thirds	62	55	117	.01
	145	85	230	

	State sch. (B &G)	Ind.school (B & G)		
Top third	62	51	113	N/S
Low.two-thirds	67	50	117	
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Top third	68	45	113	X^2=9.20
Low.two-thirds	47	70	117	.01
	115	115	230	

	Boys	Girls		
Top third	56	57	113	N/S
Low.two-thirds	57	60	117	
	113	117	230	

TABLE 58

SPECIAL GROUP - TEACHERS' ASSESSMENTS - AN "ORDINARY" CHILD? - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
Ordinary	13	48	61	N/S
Not	12	40	52	
	25	88	113	

	Good readers (boys)	Poor readers (boys)		
Ordinary	13	35	48	X^2= 0.50
Not	12	23	35	N/S
	25	58	83	

	Good readers (boys)	Non-fiction rdrs.(boys)		
Ordinary	13	13	26	N/S
Not	12	17	29	
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
Ordinary	26	49	75	X^2=18.57
Not	32	10	42	.01
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Ordinary	83	53	136	X^2=0.58
Not	62	32	94	N/S
	145	85	230	

	State sch. (B & G)	Ind.school (B & G)		
Ordinary	73	63	136	X^2=0.79
Not	56	38	94	N/S
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Ordinary	60	76	136	X^2=4.61
Not	55	39	94	.05
	115	115	230	

	Boys	Girls		
Ordinary	61	75	136	X^2=2.44
Not	52	42	94	N/S
	113	117	230	

TABLE 59

ANALYSIS OF TEACHERS' COMMENTS ON 230 INTERVIEWED CHILDREN

Nature of Comment	BOYS				GIRLS		
	Good readers	Non-fiction readers	Poor readers	Total Comments	Good readers	Poor readers	Total Comments
Hostile	5(10.6)	1(1.9)	7(9.1)	13(7.3)	1(0.9)	0(0.0)	1(0.6)
Critical	14(29.8)	15(28.3)	19(24.7)	48(27.1)	13(11.9)	10(20.4)	23(14.6)
Neutral but drawing attention to peculiarities	13(27.7)	9(17.0)	5(6.5)	27(15.3)	25(22.9)	9(18.4)	34(21.5)
Neutral	4(8.5)	8(15.1)	11(14.3)	23(13.0)	10(9.2)	9(18.4)	19(12.0)
Approving	8(17.0)	12(22.6)	24(31.2)	44(24.9)	37(33.9)	15(30.6)	52(32.9)
Warmly approving	3(6.4)	8(15.1)	11(14.3)	22(12.4)	23(21.1)	6(12.2)	29(18.4)
Totals	47(100.0)	53(100.0)	77(100.0)	177(100.0)	109(100.0)	49(100.0)	158(100.0)
No. of children	25	30	58	113	58	59	117
No comment on	4(16.0)	4(13.3)	13(22.4)	21(18.6)	9(15.5)	26(44.1)	35(29.9)

TABLE 60

SPECIAL INTEREST DEVELOPED THROUGH READING - BY TYPE OF SCHOOL AND SPECIAL GROUP

	BOYS		GIRLS	
	No.	Special interest developed	No.	Special interest developed
Ind.s.	170	96 (56.5)	159	77 (48.4)
Met.h.s.	146	91 (62.3)	40	25 (62.5)
Met.t.h.s.	120	55 (45.8)	124	60 (48.4)
Cty.h.s.	149	75 (50.3)	160	59 (36.9)
Area s.	67	27 (40.3)	66	25 (37.9)
Totals	652	344 (52.8)	549	246 (44.8)
Spec.gp.	113	64 (56.6)	117	60 (51.3)

TABLE 61

SPECIAL GROUP - SPECIAL INTEREST DEVELOPED THROUGH READING - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor readers (boys)		
Yes	20	28	48	X^2=7.21
No	5	30	35	.01
	25	58	83	

	Good readers (boys)	Non-fiction rdrs.(boys)		
Yes	20	16	36	X^2=3.19
No	5	14	19	N/S
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
Yes	38	22	60	X^2=9.33
No	20	37	57	.01
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Yes	95	29	124	X^2=21.26
No	50	56	106	.01
	145	85	230	

	State sch. (B & G)	Ind.school (B & G)		
Yes	71	53	124	N/S
No	58	48	106	
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Yes	73	51	124	
No	42	64	106	X^2=8.47
	115	115	230	.01

	Boys	Girls		
Yes	64	60	124	N/S
No	49	57	106	
	113	117	230	

TABLE 62

POPULARITY OF BLYTON AND JOHNS - BY TYPE OF SCHOOL

BOYS	No.of boys	No.citing Johns	Total authors listed	Total mentions of Johns	Total mentions of Blyton	Total titles listed	Titles by Johns	Titles by Blyton
Ind.sch.	170	42(24.7)	283	42(14.8)	12(4.2)	576	36(6.3)	2(0.3)
Met.h.s.	506	173(34.2)	1008	173(17.2)	63(6.3)	1590	142(8.9)	53(3.3)
Met.t.h.s.	120	35(29.2)	126	35(27.8)	14(11.1)	283	29(10.2)	5(1.8)
Country h.s.	149	57(38.3)	206	57(27.7)	22(10.6)	411	65(15.8)	17(4.1)
Area s.	67	18(26.9)	80	18(22.5)	8(10.0)	169	24(14.2)	4(2.4)
Totals	1012	325(32.1)	1703	325(19.1)	119(7.0)	3029	296(9.8)	81(2.7)
GIRLS	No.of girls	No.citing Blyton						
Ind.sch.	159	21(13.2)	256	4(1.6)	21(8.2)	511	6(1.2)	7(1.4)
Met.h.s.	393	137(34.9)	950	8(0.8)	137(14.4)	1377	5(0.4)	60(4.4)
Met.t.h.s.	124	63(50.8)	234	5(2.1)	63(26.9)	397	5(1.3)	32(8.1)
Country h.s.	160	96(60.0)	321	13(4.0)	96(29.9)	528	10(1.9)	47(8.9)
Area s.	66	37(56.1)	100	0(0.0)	37(37.0)	230	0(0.0)	16(7.0)
Totals	902	354(39.2)	1861	30(1.6)	354(19.0)	3043	26(0.9)	162(5.3)

TABLE 63

POPULARITY OF BLYTON AND JOHNS - ACCORDING TO STREAMS

BOYS	No.of boys	No.citing Johns	Total authors listed	Total mentions of Johns	Total mentions of Blyton	Total titles listed	Titles by Johns	Titles by Blyton
Higher streams	340	134(39.4)	711	134(18.8)	34(4.8)	1170	99(8.5)	22(1.9)
Lower streams	456	116(25.4)	706	116(16.4)	55(7.8)	1279	108(8.4)	38(3.0)
Unstreamed	216	75(34.7)	286	75(26.2)	30(10.5)	580	89(15.3)	21(3.6)
GIRLS	**No.of girls**	**No.citing Blyton**						
Higher streams	172	41(23.8)	462	3(0.6)	41(8.9)	673	4(0.6)	7(1.0)
Lower streams	419	176 (42.0)	825	10(1.2)	176(21.3)	1341	7(0.5)	91(6.8)
Unstreamed	311	137 (44.1)	574	17(3.0)	137(23.9)	1029	15(1.5)	64(6.2)

TABLE 64

DISTRIBUTION OF GOOD, POOR, NON-FICTION READERS ACCORDING TO TYPE OF SCHOOL

A. 1,914 Children who completed Questionnaires

	BOYS				GIRLS		
	Good	Poor	Non-fic.	Total	Good	Poor	Total
Ind.sch.	20 (11.8)	133 (78.2)	17(10.0)	170(100.0)	19(11.9)	140(88.1)	159(100.0)
Met.h.s.	21 (4.2)	408 (80.6)	77(15.2)	506(100.0)	32(8.1)	361(91.9)	393(100.0)
Met.t.h.s.	1 (0.8)	100 (83.3)	19(15.8)	120(100.0)	8(6.5)	116(93.5)	124(100.0)
Country h.s.	3 (2.0)	138 (92.6)	8(5.4)	149(100.0)	6(3.8)	154(96.2)	160(100.0)
Area s.	0 (0.0)	62 (92.5)	5(7.5)	67(100.0)	3(4.5)	63(95.5)	66(100.0)
Totals	45 (4.4)	841 (83.1)	126(12.5)	1012(100.0)	68(7.5)	834(92.5)	902(100.0)

B. 230 Children who were interviewed

Ind.sch.	14 (31.8)	20 (45.5)	10(22.7)	44(100.0)	29(50.9)	28(49.1)	57(100.0)
Met.h.s.	11 (19.6)	32(57.1)	13(23.2)	56(100,0)	24(58.5)	17(41.5)	41(100.0)
Met.t.h.s. ≡	0	6	7	13	5	14	19
Totals	25 (22.1)	58 (51.3)	30(26.5)	113(100.0)	58(49.6)	59(50.4)	117(100.0)

≡ Percentages would be of little significance because of small numbers.

TABLE 65

SPECIAL GROUP - QUALITY OF READING (BOYS AND GIRLS) ACCORDING TO TYPE OF SCHOOL

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
State	11	58	69	X^2=3.93
Independent	14	30	44	.05
	25	88	113	

	Good readers (girls)	Poor readers (girls)		
State	29	31	60	N/S
Independent	29	28	57	
	58	59	117	

TABLE 66

SPECIAL GROUP - QUALITY OF READING (BOYS AND GIRLS) ACCORDING TO I.Q. SCORE

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
Higher I.Q.	13	44	57	N/S
Lower I.Q.	12	44	56	
	25	88	113	

	Good readers (girls)	Poor readers (girls)		
Higher I.Q.	39	19	58	X^2=14.36
Lower I.Q.	19	40	59	.01
	58	59	117	

TABLE 67

SPECIAL GROUP - QUALITY OF READING (BOYS AND GIRLS) ACCORDING TO QUANTITY OF READING

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
Quantity 1	14	12	26	X^2=17.41
Quantity 2-5	11	76	87	.01
	25	88	113	

	Good readers (boys)	Poor readers (boys)		
Quantity 1	14	9	23	X^2=12.34
Quantity 2-5	11	49	60	.01
	25	58	83	

	Good readers (boys)	Non-fiction rdrs.(boys)		
Quantity 1	14	3	17	X^2=11.44
Quantity 2-5	11	27	38	.01
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
Quantity 1	32	8	40	X^2=22.51
Quantity 2-5	26	51	77	.01
	58	59	117	

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
Quantity 1-2*	17	49	66	X^2=1.22
Quantity 3-5	8	39	47	N/S
	25	88	113	

	Good readers (boys)	Poor readers (boys)		
Quantity 1-2	17	31	48	X^2=3.30
Quantity 3-5	8	27	35	N/S
	25	58	83	

	Good readers (boys)	Non-fiction rdrs.(boys)		
Quantity 1-2	17	18	35	N/S
Quantity 3-5	8	12	20	
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
Quantity 1-2	50	29	79	X^2=18.31
Quantity 3-5	8	30	38	.01
	58	59	117	

* In all other Tables, Quantity 1-2 makes up the "Read more" category, Quantity 3-5 the "Read less".

TABLE 68

SPECIAL GROUP - QUANTITY OF READING ACCORDING TO TYPE OF SCHOOL

	Read more	Read less		
State	79	50	129	
Independent	66	35	101	N/S
	145	85	230	

TABLE 69

SPECIAL GROUP - QUANTITY OF READING ACCORDING TO I.Q. SCORE

	Read more	Read less		
Higher I.Q.	80	35	115	X^2=4.20
Lower I.Q.	65	50	115	.05
	145	85	230	

TABLE 70

SPECIAL GROUP - QUANTITY OF READING ACCORDING TO SEX

	Read more	Read less		
Boys	66	47	113	X^2=2.05
Girls	79	38	117	N/S
	145	85	230	

TABLE 71

SPECIAL GROUP - I.Q. SCORE ACCORDING TO TYPE OF SCHOOL

	Higher I.Q.	Lower I.Q.		
State	73	56	129	X^2=5.10
Independent	42	59	101	.05
	115	115	230	

TABLE 72

SPECIAL GROUP - PREFERENCE FOR QUALITIES

1. Good readers v. Poor readers (boys)

Adjective denoting Quality	Good readers Average score	S.D.	Poor readers Average score	S.D.	Critical Ratio	Significance
kind	6.00	.748	4.98	1.746	3.67	.01
clever	2.88	1.177	3.36	1.854	1.40	N/S
busy	2.72	1.990	2.82	1.532	-	N/S
brave	2.00	1.523	1.98	1.479	-	N/S
sociable	3.36	1.740	5.01	1.634	3.97	.01
independent	2.60	2.190	1.82	1.839	1.54	N/S
understanding	6.00	1.019	4.94	1.394	3.31	.01
good at sport	2.44	1.416	3.05	1.785	1.63	N/S

2. Good readers v. Non-fiction readers (boys)

	Good readers	S.D.	Non-fic. rdrs.	S.D.	Critical ratio	Significance
kind	6.00	.748	4.80	1.851	3.19	.01
clever	2.88	1.177	3.30	1.486	1.15	N/S
busy	2.72	1.990	2.93	1.504	-	N/S
brave	2.00	1.523	2.06	1.364	-	N/S
sociable	3.36	1.740	5.43	1.229	4.91	.01
independent	2.60	2.190	2.43	2.170	-	N/S
understanding	6.00	1.019	4.23	1.667	4.74	.01
good at sport	2.44	1.416	2.80	1.869	.80	N/S

3. Good readers v. Poor readers (girls)

	Good readers	S.D.	Poor readers	S.D.	Critical ratio	Significance
kind	5.87	1.067	6.23	.830	2.02	.05
clever	2.36	1.678	1.50	1.125	3.13	.01
busy	2.81	1.455	2.45	1.344	1.38	N/S
brave	2.91	1.653	2.84	1.459	-	N/S
sociable	4.22	1.486	4.98	1.185	3.03	.01
independent	2.29	1.722	2.16	1.519	-	N/S
understanding	5.87	1.067	5.45	1.094	2.08	.05
good at sport	1.63	1.470	2.33	1.421	2.97	.01

(continued)

Table 72 (continued)

4. Read more v. Read less (Boys and Girls Combined)

	Read more	S.D.	Read less	S.D.	Critical ratio	Significance
kind	5.63	1.348	5.58	1.574	-	N/S
clever	2.75	1.766	2.25	1.519	2.26	.05
busy	2.81	1.579	2.58	1.433	-	N/S
brave	2.53	1.562	2.30	1.579	-	N/S
sociable	4.55	1.579	4.90	1.546	1.64	N/S
independent	2.07	1.785	2.40	1.917	1.29	N/S
understanding	5.42	1.383	5.17	1.338	-	N/S
good at sport	2.20	1.604	2.77	1.737	2.46	.05

5. Boys v. Girls

	Boys	S.D.	Girls	S.D.	Critical ratio	Significance
kind	5.15	1.675	6.05	.972	4.94	.01
clever	3.23	1.641	1.93	1.489	6.26	.01
busy	2.83	1.639	2.63	1.399	-	N/S
brave	2.00	1.460	2.87	1.556	4.35	.01
sociable	4.76	1.741	4.61	1.335	.73	N/S
independent	2.15	2.041	2.22	1.621	-	N/S
understanding	4.99	1.531	5.66	1.080	3.81	.01
good at sport	2.84	1.750	1.99	1.446	3.99	.01

6. High I.Q. v. Low I.Q. (Boys and Girls Combined)

	I.Q. Top Quartile	S.D.	I.Q. bottom Quartile	S.D.	Critical ratio	Significance
kind	5.63		5.67		-	N/S
clever	2.51		2.45		-	N/S
busy	2.84		2.43		-	N/S
brave	2.41		2.71		-	N/S
sociable	4.62	1.483	5.17	1.365	2.05	.05
independent	2.15		2.05		-	N/S
understanding	5.58	1.426	5.01	1.221	2.28	.05
good at sport	2.22		2.52		-	N/S

TABLE 73

SPECIAL GROUP - DISCRIMINATION AGAINST MIGRANT - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good Readers (boys)	Poor Readers (boys)		
No discrimination.	24	51	75	N/S
Discrimination	1	7	8	
	25	58	83	

	Good Readers (boys)	Non-fiction rdrs.(boys)		
No. discr.	24	24	48	N/S
Discrimination	1	6	7	
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
No discr.	55	55	110	N/S
Discrimination	3	4	7	
	58	59	117	

	Read more (B & G)	Read less (B & G)		
No. discr.	134	75	209	N/S
Discrimination	11	10	21	
	145	85	230	

	State sch. (B & G)	Ind. school (B & G)		
No. discr.	117	92	209	N/S
Discrimination	12	9	21	
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
No. discr.	102	107	209	N/S
Discrimination	13	8	21	
	115	115	230	

	Boys	Girls		
No. discr.	99	110	209	$X^2=2.84$
Discrimination	14	7	21	N/S
	113	117	230	

TABLE 74

SPECIAL GROUP - SELFISH AND MATERIAL V. IDEALISTIC AND ALTRUISTIC WISHES - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor readers (boys)		
Selfish etc.	10	32	42	X^2=1.61
Idealistic etc.	15	26	41	N/S
	25	58	83	

	Good readers (boys)	Non-fiction rdrs. (boys)		
Selfish etc.	10	20	30	X^2=3.91
Idealistic etc.	15	10	25	.05
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
Selfish etc.	24	41	65	X^2=9.36
Idealistic etc.	34	18	52	.01
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Selfish etc.	75	52	127	X^2=1.94
Idealistic etc.	70	33	103	N/S
	145	85	230	

	State sch. (B & G)	Ind. school (B & G)		
Selfish etc.	69	58	127	N/S
Idealistic etc.	60	43	103	
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Selfish etc.	60	67	127	X^2=0.86
Idealistic etc.	55	48	103	N/S
	115	115	230	

	Boys	Girls		
Selfish etc.	62	65	127	N/S
Idealistic etc.	51	52	103	
	113	117	230	

TABLE 75

SPECIAL GROUP - JOHN AND HIS FATHER - INSIGHTFUL V. SIMPLE RESPONSES - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
Insightful	11	15	26	X^2=6.54
Simple	14	73	87	.02
	25	88	113	

	Good readers (boys)	Non-fiction rdrs.(boys)		
Insightful	11	3	14	X^2=6.61
Simple	14	27	41	.02
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
Insightful	19	7	26	X^2=7.39
Simple	39	52	91	.01
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Insightful	36	16	52	X^2=1.10
Simple	109	69	178	N/S
	145	85	230	

	State sch. (B & G)	Ind.school (B & G)		
Insightful	29	23	52	N/S
Simple	100	78	178	
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Insightful	30	22	52	X^2=1.59
Simple	85	93	178	N/S
	115	115	230	

	Boys	Girls		
Insightful	26	26	52	N/S
Simple	87	91	178	
	113	117	230	

TABLE 76

SPECIAL GROUP - JOHN AND HIS FATHER - INSIGHTFUL + EXTENSIVE V. SIMPLE RESPONSES - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-f rdrs.(boys)		
Insightful + ext.	18	24	42	X^2=14.82
Simple	7	64	71	.01
	25	88	113	

	Good readers (girls)	Poor readers (girls)		
Ins. + Ext.	34	13	47	X^2=16.29
Simple	24	46	70	.01
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Ins. + ext.	59	30	89	X^2=0.66
Simple	86	55	141	N/S
	145	85	230	

	State sch. (B & G)	Ind.school (B & G)		
Ins. + Ext.	44	45	89	X^2=2.61
Simple	85	56	141	N/S
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Ins. + ext.	51	38	89	X^2=3.10
Simple	64	77	141	N/S
	115	115	230	

	Boys	Girls		
Ins. + ext.	42	47	89	N/S
Simple	71	70	141	
	113	117	230	

TABLE 77

SPECIAL GROUP - JEAN, ANNE AND TEACHER - "TEACHER'S PET" V. INDIVIDUAL DIFFERENCES - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
Teacher's pet	3	18	21	X^2=0.45
Differences	22	70	92	N/S
	25	88	113	

	Good readers (boys)	Non-fiction rdrs.(boys)		
Teacher's pet	3	6	9	N/S
Differences	22	24	46	
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
Teacher's pet	3	15	18	X^2=9.21
Differences	55	44	99	.01
	58	59	117	

	Good readers (B & G)	Poor readers etc.(B & G)		
Teacher's pet	6	33	39	X^2=8.73
Differences	77	114	191	.01
	83	147	230	

	Read more (B & G)	Read less (B & G)		
Teacher's pet	20	19	39	X^2=2.79
Differences	125	66	191	N/S
	145	85	230	

	State sch. (B & G)	Ind.school (B & G)		
Teacher's pet	25	14	39	N/S
Differences	104	87	191	
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Teacher's pet	10	29	39	X^2=11.15
Differences	105	86	191	.01
	115	115	230	

	Boys	Girls		
Teacher's pet	21	18	39	N/S
Differences	92	99	191	
	113	117	230	

TABLE 78

SPECIAL GROUP - DISLIKE OF SPORT - COMPULSION V. TOLERANCE - COMPARISON BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor readers (boys)		
Compulsion	3	8	11	N/S
Tolerance	22	50	72	
	25	58	83	

	Good readers (boys)	Non-fiction rdrs. (boys)		
Compulsion	3	5	8	N/S
Tolerance	22	25	47	
	25	30	55	

	Good readers (girls)	Poor readers (girls)		
Compulsion	7	8	15	N/S
Tolerance	51	51	102	
	58	59	117	

	Read more (B & G)	Read less (B & G)		
Compulsion	20	11	31	N/S
Tolerance	125	74	199	
	145	85	230	

	State sch. (B & G)	Ind. school (B & G)		
Compulsion	11	20	31	X^2=6.18
Tolerance	118	81	199	.02
	129	101	230	

	State sch. (boys)	Ind. school (boys)		
Compulsion	4	12	16	X^2=8.50
Tolerance	65	32	97	.01
	69	44	113	

	State sch. (girls)	Ind. school (girls)		
Compulsion	7	8	15	N/S
Tolerance	53	49	102	
	60	57	117	

(continued)

Table 78 (continued)

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Compulsion	14	17	31	N/S
Tolerance	101	98	199	
	115	115	230	

	Boys	Girls		
Compulsion	16	15	31	N/S
Tolerance	97	102	199	
	113	117	230	

TABLE 79

SPECIAL GROUP - SHIRLEY'S BICYCLE - AWARENESS OF BOTH SIDES V. SIMPLE RESPONSES - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

	Good readers (boys)	Poor + non-fic.rdrs.(boys)		
Both sides	7	7	14	X^2=5.48
Simple	18	81	99	.02
	25	88	113	

	Good readers (girls)	Poor readers (girls)		
Both sides	14	1	15	X^2=11.25
Simple	44	58	102	.01
	58	59	117	

	Good readers (B & G)	Poor readers etc.(B & G)		
Both sides	21	8	29	X^2=18.99
Simple	62	139	201	.01
	83	147	230	

	Read more (B & G)	Read less (B & G)		
Both sides	24	5	29	X^2=5.54
Simple	121	80	201	.02
	145	85	230	

	State sch. (B & G)	Ind.school (B & G)		
Both sides	13	16	29	X^2=1.71
Simple	116	85	201	N/S
	129	101	230	

	Higher I.Q. (B & G)	Lower I.Q. (B & G)		
Both sides	17	12	29	X^2=0.99
Simple	98	103	201	N/S
	115	115	230	

	Boys	Girls		
Both sides	14	15	29	N/S
Simple	99	102	201	
	113	117	230	

TABLE 80

SPECIAL GROUP - SHIRLEY'S BICYCLE - BOTH SIDES + EXTENSIVE v. SIMPLE RESPONSES - COMPARISONS BETWEEN GROUPS BASED ON VARIOUS CRITERIA

Both sides + extensive Simple

Good readers (boys)	Poor + non-fic.rdrs.(boys)	
12	13	25
13	75	88
25	88	113

X^2=10.62
.01

Both s. + ext. Simple

Good readers (boys)	Non-fiction rdrs.(boys)	
12	7	19
13	23	36
25	30	55

X^2=2.66
N/S

Both s. + ext. Simple

Good readers (girls)	Poor readers (girls)	
25	3	28
33	56	89
58	59	117

X^2=23.22
.01

Both s. + ext. Simple

Good readers (B & G)	Poor readers etc.(B & G)	
37	16	53
46	131	177
83	147	230

X^2=33.96
.01

Both s. + ext. Simple

Read more (B & G)	Read less (B & G)	
45	8	53
100	77	177
145	85	230

X^2=14.13
.01

Both s. + ext. Simple

State sch. (B & G)	Ind.school (B & G)	
27	26	53
102	75	177
129	101	230

X^2=0.74
N/S

Both s. + ext. Simple

Higher I.Q. (B & G)	Lower I.Q. (B & G)	
35	18	53
80	97	177
115	115	230

X^2=7.09
.01

Both s. + ext. Simple

Boys	Girls	
25	28	53
88	89	177
113	117	230

N/S

BIBLIOGRAPHY

This thesis is concerned with problems which have engaged the writer's attention for several years and a bibliography containing all relevant books, articles and reports read during that period would amount to some 400 items. That estimate, which is conservative, was made by inspecting all the notes and files which have been accumulated.

Research into reading and associated topics has been very extensive, particularly in the United States and the 1960 edition of the Encyclopedia of Educational Research lists 63 references under "School Libraries", 51 under "Sociology of Reading", 152 under "Physiology and Psychology of Reading" and 201 under "The Teaching of Reading"; included in the last are books and articles dealing with the stimulation of interests and improvement of taste. Apart from the Encyclopedia of Educational Research, other relevant bibliographical sources include bibliographies on the teaching of English in secondary schools and the teaching of English Literature in secondary schools by Bate and Paffard respectively (Educational Research Vol. 2 No. 3 and Vol. 3 No. 3), the latter containing a section "Bibliographies and Books about Children's Books"; various publications of the Library Associations in England, U.S.A., Australia and New Zealand; Library Science Abstracts (England) and Library Literature (U.S.A.), both of which list and summarise all publications of interest to librarians.

Other bibliographical information, together with articles relevant to most topics covered in this thesis, came from periodicals such as UNESCO Bulletin for Libraries, The School Librarian, British Book News, Junior Bookshelf, Bulletin of the Centre for Children's Books, School Library Bulletin, A.L.A. Bulletin, Horn Book, Wilson Library Bulletin,

Library Association Record, Library Quarterly, Library Journal, English, The Use of English, The Times Educational Supplement, The Times Literary Supplement.

Others undertaking research in this area will find such sources useful, but beyond this the writer would be willing to give specific references from his own files on request. The list of references which follows here has been limited to 100 items. It does not include all references cited in the text but only those of greater significance; it also contains a few references not cited in the text which have stimulated the writer's thinking on matters relevant to this thesis.

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