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A Comparison of the Reading Interests of Upper Elementary Students to the Collection at Berg Elementary Instructional Resource Center

Marsha Ketelsen
University of Northern Iowa

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A Comparison of the Reading Interests of Upper Elementary Students to the Collection at Berg Elementary Instructional Resource Center

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Abstract

The primary purpose of this research paper was to show the reading interests of fourth, fifth, and sixth grade students at Berg Elementary School in Newton, Iowa. The second purpose was then to compare their interests to the book and media collection found in the Instructional Resource Center. To develop these two purposes, the researcher set up seven objectives to be used as guides for this reading interest study.

1. To survey the reading interests of fourth, fifth, and sixth grade students at Berg Elementary School.
2. To divide the results of this survey into grade level reports. The survey is found on pages 26 and 27 in the Appendix.
3. To divide the results into categories which would reflect reading differences due to cultural adaptations of sex roles, such as girls wanting to read books about family life and boys reading books about sports.
4. To compare the number of books available for each subject area listed on the survey to that of the total Instructional Resource Center collection of 6,206 and measure it in percentage figures.
5. To compare the total collection to the reading interests of these fourth, fifth, and sixth graders. This was measurable by showing percentage figures.
6. To make a yes and no comparison of the two questions on the second page of the survey. One question asked about paperback book reading interests. The second question asked about the student's enjoyment in using multi-media kits to enhance reading.
7. To offer the librarian use of this research paper as a guide in ordering books and materials related to the reading interests of this select group.

A COMPARISON OF THE READING INTERESTS
OF UPPER ELEMENTARY STUDENTS TO THE COLLECTION
AT BERG ELEMENTARY INSTRUCTIONAL RESOURCE CENTER

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Marsha Ketelsen

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Read and approved by

Charles Adams

Elizabeth Martin

Accepted by Department
Elizabeth Martin

Date July 5, 1974

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3. Percentage of books available compared to student's interest	16 and 17

Chapter One

INTRODUCTION

For several years librarians and media specialists have been concerned about the usage of library materials and how the student usage of these materials reflect the student's reading interest. The researcher considered this as a valid, researchable problem. The researcher further questioned the degree to which the student's interest was considered when purchasing reading materials for the collection.

PURPOSES AND OBJECTIVES

The primary purpose of this research paper was to show the reading interests of fourth, fifth, and sixth grade students at Berg Elementary School in Newton, Iowa. The second purpose was then to compare their interests to the book and media collection found in the Instructional Resource Center. To develop these two purposes, the researcher set up seven objectives to be used as guides for this reading interest study.

1. To survey the reading interests of fourth, fifth, and sixth grade students at Berg Elementary School.
2. To divide the results of this survey into grade level reports. The survey is found on pages 26 and 27 in the Appendix.
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- such as girls wanting to read books about family life and boys reading books about sports.
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 5. To compare the total collection to the reading interests of these fourth, fifth, and sixth graders. This was measurable by showing percentage figures.
 6. To make a yes and no comparison of the two questions on the second page of the survey. One question asked about paperback book reading interests. The second question asked about the student's enjoyment in using multi-media kits to enhance reading.
 7. To offer the librarian use of this research paper as a guide in ordering books and materials related to the reading interests of this select group.

LIMITATIONS OF THE SURVEY

Many limitations were put on the researcher as the reading interest study developed. The survey was limited, in itself, that it was only administered to the upper elementary students.

Another cause for limitation was the absence of a previous study of this kind which would have permitted comparison.

The reading interest survey was further confined by the fact that it was necessary to assume that the responses made by the students on the survey represented their knowledge of the terminology in the

survey choices. Few students asked questions pertaining to the items listed on the survey.

Another restriction was that of finding small amounts of information to aid in the preparation and conduction of a survey of this type. Fragments of information were available concerning student reading interests as normally would be found in the search of reference tools for a research paper.

DESIGN OF THE RESEARCH PAPER

The reading interest survey was administered to children in seven classrooms upon the teacher's approval. The survey (see pages 26 and 27 in the Appendix) consisted of a two page questionnaire; one page concerned with fiction subject areas and one page for non-fiction. Instructions were given for completing the information at the top of page one. The students were asked to listen as the researcher read the first page to them. As the list was read, stress was placed upon meanings of new terminology or words with double meanings. The children were instructed to check seven reading interests from the list on this first page. The second survey page was administered in the same manner after discussing and clarifying the meaning of non-fiction. The word "football" had been omitted from the non-fiction list. If football had been one of their seven choices, the students were instructed to write it on the blanks meant for "others". Both the fiction and the non-fiction lists may not have included all of their interests so the students were told to write these choices on the blank lines provided.

After the students had completed their seven choices on page two of the survey, they were asked to respond to the two questions

"Would you read these same books if they were in paperback?" "Would you enjoy these stories if they were on filmstrip, tape, or record?" These questions were designed to help the librarian find other ways of building the collection rather than the usual hardback book. Building the collection could also be done by supplementing reading interests by using audio-visual materials.

Student responses were tabulated with percentages figured according to grade level, sex, and total number of students surveyed. Reading interest results were then compared to the collection in the Berg Elementary Instructional Resource Center.

Chapter Two

SOURCE OF DATA

The data for the following research paper was secured from these sources:

1. Responses to the survey completed by fourth, fifth, and sixth grade students.
2. Educational books and periodicals.

STUDENTS AS A SOURCE

There were 211 fourth, fifth, and sixth grade students that completed the reading interest survey. The 72 fourth grade students answering the survey was furthered divided into 32 females and 40 males. Of the 74 fifth grade students, 35 were females and 39 were males. The 65 students in the sixth grade had the closest correlation between sexes by having 34 females and 31 males.

BOOKS AND PERIODICALS AS SOURCES

The educational books and periodicals helped the researcher find reading interests of this age level plus giving information on how to process and compile the survey.

The reading interest survey was devised by searching various forms of literature in order to find a survey that had been considered a

valid tool.¹ The researcher revised the list and added additional reading interest subject areas that she had discovered from her experience working with elementary students.

The next task was the in-depth research for particular reading interest of this age level. The reading interests of students in fourth, fifth, and sixth grade can be correlated with their general interests, such as: family stories, adventure on land or sea, people and events of the past, school stories, horses, humor, folklore, magic, and fact and how-to-do books.²

The reading interests that students in these particular grade levels possess also fit in with their particular developmental needs.³ Examples of some of these needs are: achievement, material security, intellectual security, emotional security, acceptance, change, and aesthetic satisfaction.⁴

There are various outside factors which affect the reading interests of upper elementary students. For example:

1. Age and grade level showed different mature and immature reading judgments.
2. Mental ability has shown a slight variance of interest in that the bright students compared to the average and dull students had a wider reading interest.

¹Ruth Ann Davies, The School Library: a force for educational excellence (New York: R. R. Bowker, 1969), 321-322.

²Josette Frank, Your Child's Reading Today (Garden City, New York: Doubleday and Company, Inc., 1969), 77-100.

³Colin Field, "Enid Blyton, the Teacher and Children's Reading Interests," School Librarian, XX (September 1972), 206.

⁴May Hill Arbuthnot, Children and Books (Chicago: Scott, Foresman and Company, 1964), 3-10.

3. Format of books can influence reading interests. This was evident by all the wear on books with good illustrations, correct size of print, colorful covers, and good writing style.
4. The environment of the student can affect his reading interests. This is shown by the availability of the reading matter, such as having books at home, from the public library or from the school library. Another factor of the environment can be seen in the cultural expectation put on sex roles. A final environmental issue was the social expectations put on peer groups.⁵

With modern technology and the greater proportion of time being spent on viewing and listening instead of reading, fourth, fifth, and sixth grade reading interests have dropped so that students in second and third grade are the enthusiastic readers. However, reading interests at the fourth, fifth, and sixth grade level can be recaptured through the means of paperback books.⁶

⁵Charlotte S. Huck and Doris Young Kuhn, Children's Literature in the Elementary School (New York: Holt, Rinehart and Winston, Inc., 1968), 28-29.

⁶Nancy Larrick, "Will Children Still Read Children's Books?," Publishers Weekly, CCI (April 10, 1972), 123.

Chapter Three

ANALYSIS OF THE DATA

CORRELATED EXPLANATION OF THE DATA

On the survey, the students were asked to choose seven subject areas of interest. The use of the number "seven" was determined by averaging two figures (five and ten) and deciding on an answer that would allow the students a greater choice and yet not become too hazardous for the researcher to compile. The researcher perceived that for the students a choice of only five reading interest subjects would be limiting their interests. Considering ten choices to be too many to compile, the researcher thus used seven choices as a workable figure for both students and compiler.

Explanations and questions for the second page of the survey were less than required to complete the first page. It was necessary for the students to follow along as each column was read.

After completing the list of non-fiction books, students were asked to respond to the two questions at the bottom of page two. Explanation was needed for question two "Would you enjoy these stories if they were on filmstrip, tape, or record?" because few children were familiar with the multi-media reading kits.

Chart One on pages nine and ten showed the reading interests of these three surveyed grade levels. The figures in column A indicated the total reading interests of all fourth, fifth, and sixth graders. Column B gave the results of the survey according to grade levels.

CHART ONE

FICTION

<u>Column A</u>	<u>Column B</u>			<u>Subject</u>	<u>Column A</u>	<u>Column B</u>			<u>Subject</u>
<u>No.</u>	<u>4th-5th-6th</u>				<u>No.</u>	<u>4th-5th-6th</u>			
61	15	20	26	Adventure	7	2	4	1	Knights
27	10	11	6	Air Force	8	4	3	1	Middle Ages
20	9	5	6	Airplanes	7	2	3	2	Mountain life
1	0	1	0	Annapolis	76	18	33	25	Mystery and Detectives
11	5	3	3	Automobile					
54	15	16	23	Baseball	13	3	6	4	Nurses
40	13	14	13	Basketball	6	2	3	1	Orphans
14	7	5	2	Boating	7	2	3	2	Other holidays besides three listed here
26	9	6	11	Campin					
37	17	10	10	Cats					
14	7	5	2	Caves	4	4	0	0	Penguins
21	9	3	9	Children in other lands	8 19	4 4	3 8	1 7	Pilgrims Pirates
25	15	7	3	Christmas	19	6	8	5	Pony Express
10	7	3	0	Circus	20	7	8	5	Prehistoric man and animals
19	3	7	9	Colonial times					
17	10	6	1	Dinosaurs	7	3	2	2	Railroads
4	2	1	1	Doctors	16	5	3	8	Ranch life
66	23	25	18	Dogs	2	0	0	2	Seasonal (fall)
7	2	5	0	Donkeys	11	6	3	2	School
5	3	1	1	Dragons	18	11	5	2	Science
10	8	2	0	Easter	12	6	0	6	Scouts
4	0	1	3	Eskimos	6	4	0	2	Sea
14	10	4	0	Fairy tales	27	11	7	9	Skiing
17	2	7	8	Family life	22	12	5	5	Skin diving
19	4	11	4	Farm life	5	3	0	2	Slaves
22	6	10	6	Fishing	30	13	10	7	Space
73	23	28	22	Football	20	8	5	7	Submarines
1	1	0	0	Foreigners	46	18	14	14	Swimming
30	8	11	11	Frontier and Pioneer life	18 39	8 8	4 10	6 21	Tall tales Teen-age
42	14	22	6	Ghosts and Goblins	12 10	6 1	6 4	0 5	Thanksgiving Veterinarians
17	4	7	6	Gypsies	40	15	12	13	War
15	4	4	7	Historical	0	0	0	0	Whaling
67	19	28	20	Horses	46	14	24	8	Wild animals
8	1	1	6	Humorous	20	7	9	4	Witches
22	8	5	9	Hunting	7	4	3	0	Zoos
35	13	10	12	Indians					
10	7	2	1	King Arthur					

CHART ONE

NON-FICTION

Column A				Column B				Column A				Column B			
No.	4th-5th-6th			Subject	No.	4th-5th-6th			Subject						
11	3	6	2	Amphibians and Reptiles	15	8	5	2	Leathercraft						
5	1	2	2	Aquariums	0	0	0	0	Leaves						
12	1	5	6	Archery	38	19	10	9	Magic						
39	17	14	8	Art	2	2	0	0	Magnets						
13	2	7	4	Artillery	2	1	0	1	Making a kite						
15	9	5	1	Astronauts	15	10	4	1	Making a model airplane						
12	2	6	4	Astronomy	28	13	7	8	Making a model automobile						
9	1	6	2	Atomic energy	6	3	1	2	Making a model boat						
10	3	2	5	Automobiles	13	9	2	2	Making a model ship						
5	0	2	3	Aviation	6	3	1	2	Making a motor						
17	7	7	3	Ballet	11	8	0	3	Making a radio						
57	13	23	21	Baseball	11	7	1	3	Making puppets						
38	11	14	13	Basketball	28	10	8	10	Nature study						
41	6	23	12	Biography	16	5	7	4	Nurses						
10	4	3	3	Boating	18	5	7	6	Painting						
27	12	10	5	Bowling	11	6	2	3	Parties						
20	7	3	10	Camping	55	14	23	18	Pets						
39	17	11	11	Car racing	8	2	5	1	Photography						
14	6	6	2	Chemistry	14	5	5	4	Plays						
8	5	1	2	Chess	8	4	2	2	Poetry						
11	6	1	4	Children of other lands	29	10	11	8	Presidents						
27	10	11	6	Collecting coins	11	1	4	6	Professional people						
13	5	6	2	Collecting dolls	3	2	0	1	Radio						
4	1	1	2	Collecting insects	9	5	2	2	Science experiments						
20	8	7	5	Collecting rocks	25	8	13	4	Scuba and skin diving						
7	2	3	2	Collecting seashells	8	3	2	3	Scouting						
35	13	12	10	Collecting stamps	25	7	11	7	Sewing						
6	3	1	2	Computers	27	11	12	4	Sky diving						
6	3	0	3	Conservation	17	6	5	6	Skiing						
41	16	15	10	Cooking	11	3	6	2	Space exploration						
16	6	8	2	Dinosaurs	18	9	6	3	Submarines						
5	1	2	2	Doctors	45	14	16	15	Swimming						
21	5	8	8	Fishing	17	7	3	7	Teachers						
5	1	0	4	Gliders	8	3	1	4	Television						
9	4	2	3	Golf	21	2	9	10	Tennis						
4	2	2	0	Health	31	11	11	9	Training of pets						
34	8	11	15	History--U.S.	14	4	3	7	Veterinarians						
38	12	10	16	History--World	8	2	4	2	West Point						
22	7	10	5	Hockey	OTHERS:										
11	7	4	0	Holidays	25	7	11	7	Football						
56	19	21	16	Horseback riding	"Would you read these same books if they were in paperback?" Yes 210 No 19										
47	21	13	13	Jokes and riddles	"Would you enjoy these stories if they were on filmstrip, tape, or record?" Yes 172 No 105										

COMPARISON RESEARCH

The next step in the research was to compare the reading interest results to the Instructional Resource Center (I.R.C.) Collection at Berg Elementary. This was done in a thorough manner, using several methods, including the method of searching the subject headings or related headings in the card catalog.

The second method was that of using the shelf list. For some subject areas listed on the survey this method was more efficient and more accurate. An example of this method was used when finding information on the non-fiction list for "poetry". The researcher could readily count the shelf list cards in their specific Dewey classifications.

The third method of comparison was that of reading the shelves. This was used when it was impossible to find specific books listed in either the card catalog or the shelf list files. For example, "bowling" did not have a subject card or a related headings card nor could the researcher find a shelf list card in the appropriate Dewey number. From reading the shelves, it was discovered that bowling was listed as chapter topics in two books about sports in general.

A fourth method of comparison was the use of the present librarian's knowledge of the collection and of her experience working as an elementary librarian. This method was used infrequently as this research was to be a project of said researcher.

OMISSIONS

Subject areas of books listed on the survey were eliminated when seven or fewer students indicated an interest in reading books in that specific subject area. Omitted from the fiction list were these subjects:

Annapolis	Mountain Life	Seasonal
Doctors	Orphans	Sea
Donkeys	Other holidays	Slaves
Dragons	besides 3 listed	Whaling
Eskimos	here	Zoos
Foreigners	Penguins	
Knights	Railroads	

The non-fiction list had the following subjects with seven or less students indicating an interest in them:

Collecting insects	Leaves
Collecting seashells	Magnets
Computers	Making a kite
Conservation	Making a model boat
Doctors	Making a motor
Gliders	Radio
Health	

On the fiction page, the "Tall tales" subject was omitted because of the similarity of student's interpretation to the subject "Fairy tales". On the non-fiction page, the choice "Painting" was defined for the students as meaning both "Paintings and painting" (as the hobby of painting).

Books that the students listed for "others" were placed in their proper subject areas on the survey by the researcher.

I.R.C. COLLECTION COMPARISON

Chart Two on pages fourteen and fifteen showed the number of books in the Instructional Resource Center (I.R.C.) collection according to the subject areas listed in the survey. The left column, Column A, indicated the number of books in the present I.R.C. and Column B indicated the percentage of these books compared to the total collection of 6,206. The percentage was figured to the fourth decimal place due to the difficulty of working with the small number of books in each subject area listed on the survey.

INTEREST COMPARISON

Another of the objectives for this survey was to show a comparison of the number of students wanting to read books on specific subjects to the number of books available in the I.R.C. collection. This would indicate whether or not the present collection contained enough books to satisfy the interests of this group of the student body. The figures for this percentage comparison was based on a two decimal figure. The results are tabulated on Chart Three on sixteen and seventeen. Column A listed the number of students interested in reading about that subject and Column B was used to indicate the percentage comparison.

WAYS OF MEETING COMPARISON NEEDS

Although a major purpose of this research paper was to determine the reading interests of the upper elementary students at Berg Elementary, the researcher also wanted to help the librarian in meeting these interests and needs in as many ways as possible. Two questions on the second page of the survey were included to show the students interests in the use of other forms of reading materials. The first question "Would you read these same books if they were in paperback?" received 210 yes and 19 no answers which implies an inexpensive way for the librarian to quickly increase the present collection. The second question "Would you enjoy these stories if they were on filmstrip, tape, or record?" received many questions and responses that need explanation. The student responses were 172 yes and 105 no. One of the reasons the students answered negatively was that they asked how to answer this question if they did not have a preference. The researcher told them to check both yes and no to show that they were undecided. Another reason for the negative responses

CHART TWO

FICTION (STORY BOOKS)

<u>Column A</u> <u>Number of</u> <u>Books</u>	<u>Column B</u> <u>Percent-</u> <u>age</u>	<u>Subject</u>	<u>Column A</u> <u>Number of</u> <u>Books</u>	<u>Column B</u> <u>Percent-</u> <u>age</u>	<u>Subject</u>
17	.27%	Adventure	75	1.21%	Horses
0	0.00%	Air Force	1	.02%	Humorous
1	.02%	Airplanes	2	.03%	Hunting
2	.03%	Automobiles	21	.34%	Indians
16	.26%	Baseball	2	.03%	King Arthur
10	.16%	Basketball	3	.05%	Middle Ages
5	.08%	Boating	50	.81%	Mystery and Detectives
12	.19%	Camping	1	.02%	Nurses
11	.18%	Cats	7	.11%	Pilgrims
1	.02%	Caves	2	.03%	Pirates
4	.06%	Children in other lands	2	.03%	Pong Express
27	.44%	Christmas	0	0.00%	Prehistoric man and animals
2	.03%	Circus	4	.06%	Ranch life
2	.03%	Colonial times	26	.42%	School
0	0.00%	Dinosaurs	4	.06%	Science
65	1.05%	Dogs	2	.03%	Scouts
5	.08%	Easter	1	.02%	Skiing
38	.61%	Fairy Tales	1	.02%	Skin diving
3	.05%	Family Life	11	.18%	Space
10	.16%	Farm Life	0	0.00%	Submarines
1	.02%	Fishing	1	.02%	Swimming
12	.19%	Football	47	.76%	Teen-age
42	.68%	Frontier and Pioneer Life	3	.05%	Thanksgiving
6	.10%	Ghosts and Goblins	0	0.00%	Veterinarians
0	0.00%	Gypsies	3	.02%	War
2	.03%	Historical	4	.06%	Wild animals
			7	.11%	Witches

CHART TWO

NON-FICTION (FACTUAL BOOKS)

<u>Column A</u> <u>Number of</u> <u>Books</u>	<u>Column B</u> <u>Percent-</u> <u>age</u>	<u>Subject</u>	<u>Column A</u> <u>Number of</u> <u>Books</u>	<u>Column B</u> <u>Percent-</u> <u>age</u>	<u>Subject</u>
16	.26%	Amphibians and Reptiles	1	.02%	Leathercraft
0	0.00%	Archery	6	.10%	Magic
41	.66%	Art	1	.02%	Making a model airplane
5	.08%	Artillery	1	.02%	Making a model automobile
6	.10%	Astronauts			
16	.26%	Astronomy	1	.02%	Making a model ship
11	.18%	Atomic energy	1	.02%	Making a radio
15	.24%	Automobiles	3	.05%	Making puppets
2	.03%	Ballet	23	.37%	Nature Study
21	.34%	Baseball	3	.05%	Nurses
4	.06%	Basketball	10	.16%	Painting
433	6.97%	Biography	1	.02%	Parties
4	.06%	Boating	41	.66%	Pets
2	.03%	Bowling	2	.03%	Photography
2	.03%	Camping	4	.04%	Plays
2	.03%	Car racing	38	.61%	Poetry
11	.18%	Chemistry	54	.87%	Presidents
2	.03%	Chess	30	.48%	Professional people
12	.19%	Children of other lands	21	.34%	Science experiments
			5	.08%	Scuba and skin diving
4	.06%	Collecting coins			
2	.03%	Collecting dolls			
7	.11%	Collecting rocks	10	.16%	Scouting
			1	.02%	Sewing
2	.03%	Collecting stamps	0	0.00%	Sky diving
			2	.03%	Skiing
1	.02%	Cooking	31	.50%	Space exploration
17	.27%	Dinosaurs	5	.08%	Submarines
2	.03%	Fishing	3	.05%	Swimming
2	.03%	Golf	1	.02%	Teachers
356	5.74%	History--U.S.	4	.06%	Television
190	3.06%	History--World	2	.03%	Tennis
4	.06%	Hockey	8	.13%	Training of pets
12	.19%	Holidays	2	.03%	Veterinarians
2	.03%	Horseback riding	2	.03%	West Point
15	.24%	Jokes and riddles	Others: 11	.18%	Football

CHART THREE

FICTION (STORY BOOKS)

<u>Column A</u> <u>Number of</u> <u>Students</u>	<u>Column B</u> <u>Percent-</u> <u>age</u>	<u>Subject</u>	<u>Column A</u> <u>Number of</u> <u>Students</u>	<u>Column B</u> <u>Percent-</u> <u>age</u>	<u>Subject</u>
61	28%	Adventure	67	112%	Horses
27	9%	Air Force	8	13%	Humorous
20	5%	Airplanes	22	9%	Hunting
11	11%	Automobiles	35	60%	Indians
54	30%	Baseball	10	20%	King Arthur
40	25%	Basketball	8	38%	Middle Ages
14	36%	Boating	76	66%	Mystery and Detectives
26	46%	Camping			
37	30%	Cats	13	8%	Nurses
14	7%	Caves	8	38%	Pilgrims
21	19%	Children in other lands	19	11%	Pirates
25	108%	Christmas	19	11%	Pony Express
10	20%	Circus	20	0%	Prehistoric man and animals
19	11%	Colonial times	16	25%	Ranch life
17	0%	Dinosaurs	11	236%	School
66	98%	Dogs	18	22%	Science
10	50%	Easter	12	17%	Scouts
14	271%	Fairy Tales	27	4%	Skiing
17	18%	Family life	22	5%	Skin diving
19	53%	Farm life	30	37%	Space
22	5%	Fishing	20	0%	Submarines
73	16%	Football	46	2%	Swimming
30	140%	Frontier and Pioneer Life	39	121%	Teen-age
42	14%	Ghosts and Goblins	12	25%	Thanksgiving
			10	0%	Veterinarians
			40	8%	War
17	0%	Gypsies	46	9%	Wild animals
15	13%	Historical	20	35%	Witches

CHART THREE

NON-FICTION (FACTUAL BOOKS)

<u>Column A</u> <u>Number of</u> <u>Students</u>	<u>Column B</u> <u>Percent-</u> <u>age</u>	<u>Subject</u>	<u>Column A</u> <u>Number of</u> <u>Students</u>	<u>Column B</u> <u>Percent-</u> <u>age</u>	<u>Subject</u>
11	145%	Amphibians and Reptiles	15	7%	Leathercraft
12	0%	Archery	38	16%	Magic
39	105%	Art	15	7%	Making a model airplane
13	38%	Artillery	28	4%	Making a model automobile
15	40%	Astronauts			
12	178%	Astronomy	13	8%	Making a model ship
9	122%	Atomic energy	11	9%	Making a radio
10	150%	Automobiles	11	27%	Making puppets
17	12%	Ballet	28	82%	Nature Study
57	37%	Baseball	16	19%	Nurses
38	11%	Basketball	18	56%	Painting
41	1,056%	Biography	11	9%	Parties
10	40%	Boating	55	75%	Pets
27	7%	Bowling	8	25%	Photography
20	10%	Camping	14	29%	Plays
39	5%	Car racing	8	475%	Poetry
14	74%	Chemistry	29	186%	Presidents
8	25%	Chess	11	273%	Professional people
11	109%	Children of other lands	9	233%	Science experiments
			25	20%	Scuba and skin diving
27	15%	Collecting coins			
13	15%	Collecting dolls	8	125%	Scouting
20	35%	Collecting rocks	25	4%	Sewing
			27	0%	Sky diving
35	6%	Collecting stamps	17	12%	Skiing
			11	282%	Space exploration
41	2%	Cooking	18	28%	Submarines
16	106%	Dinosaurs	45	7%	Swimming
21	10%	Fishing	17	6%	Teachers
9	22%	Golf	8	50%	Television
34	1,047%	History--U.S.	21	10%	Tennis
38	500%	History--World	31	26%	Training of pets
22	18%	Hockey	14	14%	Veterinarians
11	109%	Holidays	8	25%	West Point
56	4%	Horseback riding			
47	32%	Jokes and riddles	Others: 25	47%	Football

was that the children have had few experiences with multi-media kits due to the fact that most of the materials in the I.R.C. are book orientated.

Chapter Four

INTERPRETATION OF SURVEY RESULTS

The survey emphasized the importance of having books available for students to read, not only for class work but also for pleasure. These survey results can function as a tool to aid the librarian in meeting the reading needs of the current student body at Berg Elementary School.

READING SUBJECT AREAS

The reading interests at each grade level varied according to several factors. They varied because of the age and maturing^{ly} level of students in each grade. The interests also varied because of the units of study that particular classroom instructor taught prior to the time the students completed the survey. Another reason for causing a varied conclusion was the subject areas covered in specific textbooks, such as social studies and reading. The last variance was the reading level attributed to each grade level. Looking back at Chart One on pages nine and ten, one can see the interest differences by noticing the larger reading interest areas. On the fiction page these were the larger areas:

Adventure	Football
Baseball	Horses
Dogs	Mystery and Detectives

On the non-fiction page these are the reading interest areas that students preferred:

Baseball	Horseback riding	Pets
----------	------------------	------

At the top of each survey the student was to fill in the blank for sex. After compiling this as 110 boys and 101 girls, the researcher realized there was not a big comparison and decided not to break the survey down further into reading interests according to sex preferences but considered this as a possible future study. Also, the librarian could determine some of these distinct preferences by the specific subject areas as to whether the boys or the girls had marked those particular choices.

I.R.C. COLLECTION COMPARISON

In interpreting the results of the survey by comparing the number of books from each subject area to that of the total collection of 6,206, the researcher discovered a definite need for more books to fill their reading interests. From Chart Two on pages fourteen and fifteen, the researcher saw these subjects of interest of which no fiction materials are available in the I.R.C.: Air Force, Prehistoric man and animals, Submarines, and Veterinarians. On the non-fiction list this was the only subject without materials: Archery. In other subject areas there are few books available. The non-fiction had fewer books compared to the total collection than the fiction list. This conclusion would testify that there is a greater need to enlarge the non-fiction collection more rapidly than the fiction collection.

INTEREST COMPARISON

Chart Three on pages sixteen and seventeen showed that few books met the reading interests of this group of fourth, fifth, and sixth graders. On the fiction list, these are the only subjects where there

was a collection large enough in quantity to fill the reading interests:

Christmas	Horses
Fairy tales	School
Frontier and	Teenage
Pioneer life	

The non-fiction list contained these subject areas that filled their interests:

Amphibians and	Dinosaurs
Reptiles	History--U.S.
Art	History--World
Astronomy	Holidays
Atomic Energy	Poetry
Automobiles	Presidents
Biographies	Professional People
Children of other	Science Experiments
lands	Scouting

This comparison showed that the non-fiction list had more books that interest the students and that the fiction list needed improvement.

SURVEY RESULTS

Comparing Chart Two on pages fourteen and fifteen to Chart Three on pages sixteen and seventeen, the researcher discovered a basic need to improve the collection in both the fiction and non-fiction areas to meet the reading needs of the present fourth, fifth, and sixth graders.

The results of the two questions on page two of the survey denoted one aid for the librarian in ordering to fit the needs of the I.R.C. collection. Ordering paperback books could serve as this aid. Paperback books would decrease the amount spent for hardback books and fill the large gaps in the collection quickly. The librarian should consult with a paperback jobber and secure durable, attractive paperback books.

The second question "Would you enjoy these stories if they were on filmstrip, tape, or record?" showed a need to broaden the reading

interests of the students by employing other media not just printed materials. This method of exploring reading may help those reluctant readers to find something of interest to read. The librarian should seek out materials that will fill this need and develop a means of allowing all children to become familiar with the materials and their proper use.

Chapter Five

SUMMARY

The survey instrument in this study was an effective way of showing the reading interests of these 211 fourth, fifth, and sixth grade students. Their reading interests varied according to the many subject areas listed on the survey. Students in these three grade levels definitely have particular reading interests and their interests should be handled by giving them materials that meet their reading needs. This paper showed that the present Instructional Resource Center collection of 6,206 books and other media does not meet the immediate reading interests of this select group.

Comparing the number of books for each particular subject listed on the survey to the total I.R.C. collection revealed that the Instructional Resource Center does not have a sufficient percentage of books and other media available.

Students responded in an almost unanimous affirmative answer to the use of paperback books as a means of reading books in their interest field. These students showed somewhat of an interest in a desire to use multi-media kits as a form of enjoying literature.

CONCLUSION

This research paper has not ended in an exhausted search. There can be a need for exploring in more detail the cultural adaptations that the sex role plays in developing reading interests.

Another out-reach of this paper might be the surveying of the reading interest of second and third graders as was discussed by Nancy Larrick.⁷

The researcher could prepare an extensive list of books and media materials that meet the reading interests declared by students on this survey.

A further clarification and development of question two "Would you enjoy these stories if they were on filmstrip, tape, or record?" would result in a study of the needs for more audio-visual materials in the I.R.C. A more accurate student response could be recorded if the students would be given a third choice (undecided).

This same survey could be administered in five years from now (1979) to incorporate the changing reading interests of a new group of fourth, fifth, and sixth graders. The results of this new survey could then be used as a comparison tool to the collection of the then I.R.C. and as a comparison of changing reading interests of this age group.

⁷Larrick, loc. cit.

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APPENDIX

Reading Interest Survey

Grade _____

Sex _____

Directions: (1) Read the list through one time (2) On the 2nd time reading the list, check 7 areas that you would enjoy reading.

Example: _____ Adventure
 _____ / Air Force
 _____ Airplanes

Fiction (Story Books)

- _____ Adventure
- _____ Air Force
- _____ Airplanes
- _____ Annapolis
- _____ Automobiles
- _____ Baseball
- _____ Basketball
- _____ Boating
- _____ Camping
- _____ Cats
- _____ Caves
- _____ Children in other lands
- _____ Christmas
- _____ Circus
- _____ Colonial times
- _____ Dinosaurs
- _____ Doctors
- _____ Dogs
- _____ Donkeys
- _____ Dragons
- _____ Easter
- _____ Eskimos
- _____ Fairy tales
- _____ Family life
- _____ Farm life
- _____ Fishing
- _____ Football
- _____ Foreigners
- _____ Frontier and Pioneer life
- _____ Ghosts and Goblins
- _____ Gypsies
- _____ Historical
- _____ Horses
- _____ Humorous
- _____ Hunting
- _____ Indians
- _____ King Arthur
- _____ Knights
- _____ Middle Ages
- _____ Mountain life

- _____ Mystery and Detectives
- _____ Nurses
- _____ Orphans
- _____ Other holidays besides
3 listed here
- _____ Penguins
- _____ Pilgrims
- _____ Pirates
- _____ Pony Express
- _____ Prehistoric man and animals
- _____ Railroads
- _____ Ranch life
- _____ Seasonal (fall, etc.)
- _____ School
- _____ Science
- _____ Scouts
- _____ Sea
- _____ Skiing
- _____ Skin diving
- _____ Slaves
- _____ Space
- _____ Submarines
- _____ Swimming
- _____ Tall tales
- _____ Teen-age
- _____ Thanksgiving
- _____ Veterinarians
- _____ War
- _____ Whaling
- _____ Wild animals
- _____ Witches
- _____ Zoos

List any other types of fiction books that I did not include on the above list that you enjoy reading:

Reading Interest Survey

Page 2

Directions: (1) Read the list through one time (2) On the 2nd time reading the list, check 7 types of books that you enjoy reading.

Non-Fiction (Factual Books)

- | | |
|--------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Amphibians and Reptiles | <input type="checkbox"/> Magnets |
| <input type="checkbox"/> Aquariums | <input type="checkbox"/> Making a kite |
| <input type="checkbox"/> Archery | <input type="checkbox"/> Making a model airplane |
| <input type="checkbox"/> Art | <input type="checkbox"/> Making a model automobile |
| <input type="checkbox"/> Artillery | <input type="checkbox"/> Making a model boat |
| <input type="checkbox"/> Astronauts | <input type="checkbox"/> Making a model ship |
| <input type="checkbox"/> Astronomy | <input type="checkbox"/> Making a motor |
| <input type="checkbox"/> Atomic energy | <input type="checkbox"/> Making a radio |
| <input type="checkbox"/> Automobiles | <input type="checkbox"/> Making puppets |
| <input type="checkbox"/> Aviation | <input type="checkbox"/> Nature study |
| <input type="checkbox"/> Ballet | <input type="checkbox"/> Nurses |
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Painting |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Parties |
| <input type="checkbox"/> Biography | <input type="checkbox"/> Pets |
| <input type="checkbox"/> Boating | <input type="checkbox"/> Photography |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Plays |
| <input type="checkbox"/> Camping | <input type="checkbox"/> Poetry |
| <input type="checkbox"/> Car racing | <input type="checkbox"/> Presidents |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Professional people |
| <input type="checkbox"/> Chess | <input type="checkbox"/> Radio |
| <input type="checkbox"/> Children of other lands | <input type="checkbox"/> Science experiments |
| <input type="checkbox"/> Collecting coins | <input type="checkbox"/> Scuba and skin diving |
| <input type="checkbox"/> Collecting dolls | <input type="checkbox"/> Scouting |
| <input type="checkbox"/> Collecting insects | <input type="checkbox"/> Sewing |
| <input type="checkbox"/> Collecting rocks | <input type="checkbox"/> Sky diving |
| <input type="checkbox"/> Collecting seashells | <input type="checkbox"/> Skiing |
| <input type="checkbox"/> Collecting stamps | <input type="checkbox"/> Space exploration |
| <input type="checkbox"/> Computers | <input type="checkbox"/> Submarines |
| <input type="checkbox"/> Conservation | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Cooking | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Dinosaurs | <input type="checkbox"/> Television |
| <input type="checkbox"/> Doctors | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Fishing | <input type="checkbox"/> Training of pets |
| <input type="checkbox"/> Gliders | <input type="checkbox"/> Veterinarians |
| <input type="checkbox"/> Golf | <input type="checkbox"/> West Point |
| <input type="checkbox"/> Health | |
| <input type="checkbox"/> History--U.S. | |
| <input type="checkbox"/> History--World | |
| <input type="checkbox"/> Hockey | |
| <input type="checkbox"/> Holidays | |
| <input type="checkbox"/> Horseback riding | |
| <input type="checkbox"/> Jokes and riddles | |
| <input type="checkbox"/> Leathercraft | |
| <input type="checkbox"/> Leaves | |
| <input type="checkbox"/> Magic | |

List other types of non-fiction not mentioned above:

Would you read these same books if they were in paperback?

Yes _____ No _____

Would you enjoy these stories if they were on filmstrip, tape, or record?

Yes _____ No _____