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A STUDY OF THE READING INTERESTS AND READING HABITS OF
ENGLISH (FIRST LANGUAGE) SECONDARY-SCHOOL PUPILS IN
SOUTH AFRICA

with particular reference to the Province of Natal.

THESIS

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A B S T R A C T

A STUDY OF THE READING INTERESTS AND READING HABITS OF ENGLISH (FIRST LANGUAGE) SECONDARY-SCHOOL PUPILS IN SOUTH AFRICA, with particular reference to the Province of Natal

Ph.D. Thesis by John Murray Gardner, in the Faculty of Education, Rhodes University, Grahamstown, Republic of South Africa, December 1989

The study derives from a belief, based on many researchers' writings, that wide and frequent book-reading aids the development of knowledge, emotional maturity and human sympathy, which are all essential attributes in a fragmented culture such as South Africa's. It is not accepted that conventional secondary-school literature-teaching in this country promotes a lifelong reading habit among the majority of pupils and a plea is made for the recognition of Reading as a curricular entity in its own right. The study suggests that, owing to a paucity of local research in this field, South African teachers and educational authorities are severely disadvantaged. If they are unable to offer advice based on a proper study of their pupils as readers, they run the risk of guiding many pupils' reading along paths that cannot promise satisfaction and fulfilment. Such stultifying of reading habits would contradict the aims of the present National Core Syllabuses for English (First Language).

The thesis sets little store by the investigation of specific book-choices, pointing out that the validity of such incidental findings, if gleaned from a latitudinal survey, is questionable. Instead, using the findings of questionnaires administered to nearly 2 800 pupils and their teachers, the thesis investigates the relationships between voluntary leisure-time reading and such factors as age, gender, intelligence, academic achievement and standard of living. It also looks at the

influences of parents, teachers, peers, contemporary literature-teaching practices, school and public libraries, and leisure-time pursuits other than reading. Many suggestions are offered for further research into finer aspects of those considerations.

Many of the findings serve merely to corroborate research from abroad, particularly in respect of age, gender and intelligence. That is none the less alarming when a striking decline in reading is found to occur in the early years of the secondary school. A number of other interesting findings emerge. Standard of living is shown to be inversely correlated with amount of reading, and television-viewing is not found to displace reading. Nor are other leisure-time pursuits found to affect amount of reading: avid readers are by and large extremely active and committed pupils. Reading emerges from the study as providing its own peculiar satisfaction, as does each of the other leisure activities investigated. The challenge is to ensure that infrequent readers become aware of what reading has to offer, and strategies for attempting to achieve that are posited, particularly with regard to the rôles of public and school libraries. The rôles of teachers and parents are found to be crucial to the development of an appetite for books, and it is suggested that schools and parents liaise formally and closely in this matter.

The study groups pupils by a number of personal variables, and investigates their reactions to common forms and genres as well as to certain specifics of style, thereby discussing the relationship between reading, social maturity and academic achievement. It argues strongly for recognition of the fact that educating secondary-school pupils in the development of keen and sensitive lifelong reading habits is a process which cannot be systematically taught as a set of skills.

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I N T R O D U C T I O N

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TITLE

A study of the reading interests and reading habits of English (first language) secondary school pupils in South Africa, with particular reference to the Province of Natal.

STATEMENT OF THE PROBLEM

The Joint Matriculation Board's 1985 core syllabuses for English First Language, Phases 3 and 4 (Standards 5 to 7 and 8 to 10), Higher Grade, state the need for teachers to provide guidance to pupils "in their voluntary reading" in order to "promote the pupils' development". However, such guidance can be effective only if teachers are aware of the peculiar needs and characteristics of individual pupils. It is conceded that no teacher can know all the facts about every pupil; however, with little empirical research available on the reading interests and reading habits of secondary-school pupils, teachers are severely disadvantaged. If they are unable to provide guidance based on a proper study of pupils as readers, teachers run the danger of directing pupils' reading along paths that are unfulfilling and unsatisfactory, quite contrary to the aims of the Core Syllabus. Such misdirection could, despite the best of intentions, prejudice pupils against books and reading, effecting a severe setback to the JMB's hopes for "intellectual, emotional, social and cultural development" (JMB: 1985).

For all the above reasons, educational authorities need as much information as possible about WHICH books secondary-school pupils tend to

read, WHEN they tend to read them, HOW they tend to react to them, and WHY they tend to react as they do. No large-scale survey has been undertaken in South African secondary schools since Stone (1953), with the exception of Schauffer's (1964) small survey of pupils' book choices in two Durban high schools, and there has never been any attempt to isolate aspects of writing-style which tend to appeal to, or repel, South African secondary-school pupils.

SCOPE AND LIMITATIONS OF THE STUDY

Because of the complex structure of South African society, especially its large number of language-groups, the study is limited to only those secondary school pupils having English as a first (or "home") language. (Such pupils will be referred to throughout this dissertation as "E1 pupils".) The study is not, however, limited to E1 pupils of any one particular cultural or socioeconomic group.

The need for breadth in this research, since it seems to be largely pioneering work, resulted in a study of pupils from the entire area of the Province of Natal. (See the last paragraph of MOTIVATION FOR THIS WORK below, for further discussion of this matter.)

MOTIVATION FOR THIS WORK

It is axiomatic that pupils between the ages of 13 and 17 need to be able to "branch out from the tiny kernel of knowledge which is all ... school can leave them with" (Lawrence: 11). No curriculum can cover all that is necessary or even possible for a child to learn, and one of the ways in which children expand their knowledge is by reading. The Joint Matriculation Board's 1985 core syllabus for English First Language, Higher

Grade, Phase 4 (Standards 8, 9 and 10), states in its "General Aims" that

The general aim should be to promote the pupils' intellectual, emotional, social and cultural development ... through enriching their experience and enjoyment of the language.

The syllabus expresses its intention of achieving that aim, together with the specific "Goal" that pupils should "expand their experience of life", by (among other teaching-strategies) teachers' giving "guidance to the pupils in their choice of voluntary reading" and encouraging them "to become increasingly independent in choosing books".

It is understandable that the syllabus should display so great a belief in the importance of reading, since all reading "orders experience, ... making and communicating significant patterns" (Jago: 21). It is the significance of those patterns which is the prime motivation behind this study, for ours is an era of insular, systematic education.

Systematic education is an insidiously persuasive notion, built upon the concept of specific behavioural objectives as defined by educationists like Bloom (1956), Mager (1962) and other theorists who built on Behavioural Psychology's work in the field of operant conditioning. There is much political and economic pressure today on the South African education system to manifest "productivity", and it does this at the macro level by aiming to show impressive numbers of successful high-level examination candidates. On the face of it, that is a worthy aim but at the micro level it forces schools and teachers to teach only towards specific behavioural objectives in order to facilitate easily quantifiable assessment procedures.

Schools should be quite clear about their role:

If they are training institutions then objective-centred teaching ... will fulfil their aims. If, however, they are to be educational institutions then their function must be dealt with circumspectly and their aims kept open-ended.
(Gardner, 1985: 26)

What is alarming in both South Africa and Britain at present is the pressure, engendered in each country by a depressed national economy, for schools to follow the example of commercial and industrial trainers in pursuing the allegedly more speedy and efficient "teaching" techniques which Commerce and Industry have abstracted from modern educational technology.

Although the ... ideal of co-operation between non-formal training and formal education might appear acceptable in terms of the immediate national manpower requirements, it should not be allowed to dictate the broader ideals of education.

(Gardner, 1985: 26)

The importance of voluntary reading, then, is that it is a means of ensuring that not all the components of a liberal education are left by the wayside. Potential leaders, inventors and free thinkers in schools need to be steeped in a process of education like that suggested by Bruner (1960), enabling them "to find for themselves ... connections and progressions within the knowledge they acquire" (Gardner, 1985: 27). Voluntary reading provides such a steeping.

Of equal importance is the point made by Stone (1953), that literacy is a prerequisite for a democratic society to function effectively. Stone goes on to state that to be literate in a sophisticated society implies a level of critical and analytical reading ability that goes far beyond the mechanics of word-recognition skills. Twenty-two years after Stone the Bullock Report in Britain noted that "The level of reading skill required for participation in the affairs of modern society is far above that

implied in earlier definitions of literacy" (D E S, 1975). Lending weight to this idea are complementary statements, by Lanham (1980):

It is indisputable that deep-seated differences exist between cultures in the manner in which they interpret, think about and manipulate the world of their experience
(Lanham: 22)

and the Bullock Report (1975):

Literature ... provides imaginative insight into what another person is feeling; it allows the contemplation of possible human experience which the reader himself has not met. It has the capacity to develop that empathy of which Shelley was speaking when he said: "A man to be greatly good must ... put himself in the place of another and many others."

(JMB, 1985)

In the light of the above, it becomes obvious that the reading interests and reading habits of secondary school pupils are matters which deserve keen and detailed attention, for such pupils are, at the most, within only a few years of leaving school and having to find their places in the outside world.

Reading research in Britain and the USA has shown this group generally to be aware of the exigencies of their neo-adult status; they "seek perspective on the world and the future" (Enqdahl, 1975), which is no easy perspective to obtain. As Nicholas Tucker points out: "Growing up is learning to accommodate the fact that the universe does not always make good moral sense unless you are very lucky" (Tucker, November, 1972: 51). Guth, quoted in Pietras (1976), agrees with the Bullock Report (1975) that reading may provide sign-posts for the search: "In our fragmented culture ... literature broadens and contributes to emotional maturity and human sympathy" (Pietras: 44). One must, therefore, concur with the intention expressed above by the JMB (1985). However, a problem observed some years

ago in the UK was that

For many of the pupils leaving the secondary modern schools, reading has not become an essential part of the modern way of life. And that is only part of a much wider problem. For many of them school education as a whole bears little relation to their own vital interests.

(Lawrence: 10)

Guidance in the search for satisfying literature must spring from informed sources if one wishes pupils to discover the fulfilment to be gained from reading:

books which deal with specific areas of adolescent searching, such as sex, must deal adequately with them. Children's literature should be an arming for life rather than an escape from it.

(Michael Tucker: 213)

Before teachers, librarians, syllabus committees and examining bodies can provide pupils with guidance in their voluntary reading, such people need knowledge and understanding of that reading. Unfortunately, however, while one often encounters statements ex cathedra, concerning South African secondary school pupils' literary preferences, one seldom finds on examination that these statements emanate from acceptable research. The most recent major surveys of the reading done by E1 pupils in South African secondary schools are mentioned above (see STATEMENT OF THE PROBLEM). They are Stone (1953) and Schauffer (1964), both of which surveys are now rendered inadequate by their age and by the fact that they tend merely to follow the formats of the more famous past surveys: in the USA by Jordan (1926), Terman and Lima (1931) and Norvell (1958); in the UK by Jenkinson (1940); and in New Zealand by Scott (1947). As Ingham (1982) points out, there is a need nowadays for surveys providing more information than "statistically generalizeable results" which show us WHAT books pupils tend to read but not WHY pupils make particular choices. Adding to the

argument against purely descriptive surveys, Weintraub pays tribute to Norvell, who "in his last publication (1973) ... notes the need to look at literary qualities, artistry, writing style, the influence of teaching, and of home and family," as well as such "surface factors as age, sex and intelligence" (Weintraub: 384).

SPECIFIC OBJECTIVES

This study intends to investigate any correlations, and explore any reasons for such, between secondary school pupils' voluntary leisure-time reading and such factors as age, gender, IQ, academic achievement and standard of living, as well as the influence of parents, teachers, peers, contemporary literature-teaching practices, school and public libraries, and leisure-time pursuits other than reading. The study intends also to try to isolate some of the forms and genres, as well as some of the stylistic and artistic features, of writing which is found to be preferred by the subjects of the study. The study is not concerned to explore specific book-choices, since a latitudinal survey can provide little that is of value in that regard (see Ingham: 8). Such investigation is better left to small-scale, in-depth, longitudinal research, and this study will wherever possible indicate specific areas in need of such research.

THEORETICAL PRINCIPLES

Four main assumptions underlie this study. They are the ideas that, in his voluntary reading, it is important for a secondary school pupil:

1. to read frequently ("frequently" will have to be defined after investigation of the amount of reading done by the subjects of this study);

2. to read well - that is, to cope with an acceptably mature thematic level for his or her age ("acceptable" is defined as the minimum standard demanded by the Core Syllabus of the JMB for a given age-group's normal level of secondary schooling);
3. to read widely (in terms of style, genre and subject-matter); and
4. to be able to find reading-matter with intellectually satisfying literary qualities.

JUSTIFICATION OF THE THEORETICAL PRINCIPLES

Most teachers of literature and reading would probably agree with Bertrand Russell's hypothesis that "What is valuable is great familiarity with certain examples of good literature - such familiarity as will influence the style, not only of writing but of thought" (Russell: 210); Russell points to the Bible as an example of such "good literature". This widely held belief, that the nature of one's chosen reading-matter directly affects one's personality and outlook, needs corroboration before one looks any further into research on reading.

Lanham (1980) quotes Benjamin Lee Whorf as follows:

Studies show that the forms of a person's thoughts are controlled by inexorable laws of pattern of which he is unconscious ... every language is a vast pattern ... in which are culturally ordained the forms and categories by which the personality not only communicates, but also analyses nature, notices and neglects certain types of relationships, channels his reasoning, and builds the house of his consciousness.

(Lanham: 3)

One can marry those thoughts to Ferdinand de Saussure's notions of "langue" and "parole" - respectively "language" and "speech" (Wilkins:

33-34). "'Language' is what the user knows; 'speech' is what he does" (Lunzer & Gardner: 8). That suggests, as Brink (1980) puts it, "'inner' and 'outer' worlds" (Brink: 8). Assume "inner world" to mean "traditional thought-operations" and "outer world" to mean "opportunity for experimental behaviour"; then consider Bernstein's (1971) work on "restricted" and "elaborated" linguistic codes which suggests that one's world-view and range of sensibilities are defined by the degree of either precision or generalization in the 'parole' of one's socio-economic milieu. It appears logical to conclude from this that exposure to literature, as a linguistic experience, must also effect a peculiar world-view and range of sensibilities, both of which would manifest themselves in values and attitudes.

Since it may reasonably be assumed that there can be little distinction between the effects of actual experiences and the effects of vicarious ones, the above ideas would certainly find acceptance in the realm of Behavioural Psychology:

The acquisition of ... self-control skills is dependent on the person's ability to identify patterns and causes in the behaviours to be regulated - to pick out cues or events that frequently precede overeating, for example, or to notice the consequences that often follow smoking
(Mahoney & Thoresen, in Roberts: 161)

as well as in the realm of Humanistic Psychology:

Just as the "work" of infancy is learning to use and control one's body, the tasks of adolescence are to develop one's relationships with others. Otherwise this need may remain unfulfilled and interfere with one's further development ... Instead of teaching Johnny to think like a teen-age mathematician or like a teen-age historian, we should teach him to think like a teen-age teen-ager. Then when he gets to be an adult, he won't continue to be an adolescent adult.
(Roberts: 37)

To sum up: it is not entirely a truism to say that literature is vested in language; language is the catalyst which transforms literary ideas to "a living experience in which writer, reader, philosopher, sociologist, anthropologist, historian, psychologist and others meet to discover their common involvement" (Brink: 9). The idea of "common involvement" brings us back to Russell's contention above, for it is what Russell implies when he states that "literature ... will influence ... thought" (Russell: 210).

Unfortunately, Russell's qualification - "good" literature - causes concern in that it implies permitting an involvement with only those elitist concerns and values held to be "good" by society's rulers. It must be stressed that that standpoint is untenable for the purposes of this dissertation. Furthermore, noting that for any society the nature of its educational system is to reflect the concerns and values of the rulers, a study such as this one must presume political subjectivity in any education authority's value-judgments on the qualities (literary or otherwise) of any item of reading-matter.

HYPOTHESES

1. Reading-habits and reading-interests evolve according to readers' peculiar combinations of the following variables: age, gender, IQ, standard of living, parental influence, and school experiences.
2. Avid readers display high ratings in: intelligence, academic achievement at school (particularly in English), and level of maturity.
3. The nature of a pupil's preferred reading-matter is relative to: age, gender, intelligence, academic achievement at school (particularly in English), level of maturity, and standard of living.

4. Once habituated to avid reading, pupils overcome such obstacles as: low standard of living, lack of guidance or encouragement in the selection of reading-matter, lack of ready availability of satisfying reading-matter, and increasing demands on adolescent leisure time.

RESEARCH METHODOLOGY

The nature of this study precluded any experimentation; it was the intention of this researcher to study the situation as he found it, in order to establish the truth or otherwise of the above hypotheses. To that end, the study drew upon a number of research-methods.

(a) PERSONAL OBSERVATION

Seventeen years of teaching and other involvement with English in high schools gave the writer considerable contact with high-school pupils, their teachers, and circumstances pertaining to reading among secondary-school pupils. An awareness that problems exist led to the formulation of the hypotheses fundamental to this research.

(b) READING

Books, reviews and journals, by writers both from South Africa and from abroad, helped this researcher to isolate problems, to recognize the feasibility of intervention and, therefore, the need to collect data about the problems, and to find methods of assembling that data.

(c) QUESTIONNAIRES

An investigation was undertaken among secondary-school pupils and their teachers, using questionnaires designed to test the hypotheses formulated above. 2 800 selected pupils, adjudged by their teachers to

be "good", "average" or "weak" readers (the appellations are explained in Chapter 3), then answered a questionnaire designed to elicit responses concerning personality, background, reading-interests and reading-habits. Finally, teachers were asked to supply the details of each selected pupil's IQ, scholastic achievement (at school generally and in English particularly), and standard of living (from records, observation, and discreet enquiry if necessary).

ANALYSIS OF THE DATA

The responses to the questionnaires were used to produce statistical generalizations in order to search for correlations between areas of study outlined in the section entitled "SPECIFIC OBJECTIVES" above. The assumption was that if a significant number of pupils of the same age, gender, IQ, standard of living, and so on, were to opt for one particular answer somewhere in the questionnaire, that answer might claim a high probability of indicating a universal response from such a group in the country at large. Responses were tabulated as percentages and the resultant tables were scanned for significant patterns of similarity or contrast. Where closer investigation seemed called for, graphs, means or correlation coefficients were generated. Findings thus obtained were then discussed in the light of this researcher's and other writers' thoughts on the matter.

CHAPTER ONE

THE NATURE OF READING

PREAMBLE

It will be shown that one reads because one anticipates some kind of interaction with the chosen text (Rosenblatt, 1968). That is also to say that people in whom such anticipation does not exist at all would not choose voluntarily to employ their leisure time in reading. This study is concerned with the possible ways in which that anticipation evolves, and how it might govern the voluntary reading-choices of high-school pupils.

A prime sociological justification for the promotion of reading at school - let alone for the encouragement of wide-ranging extra-curricular reading of literature - is that reading is an aid to socialization via its enhancement of language-acquisition. That enhancement occurs not only in the early learning stages of symbol- and word-recognition skills, but also from then onwards perpetually in "learning how words relate to external reality and how they relate to one another" (Wilkins: 133).

It is necessary in this chapter also to consider what the concept of 'reading' comprises, in order to avoid thinking simplistically about the issues of "Reading and Language" and "Reading and Socialization". It is not essential for this study to attempt a description of the reading act in great detail. However, certain considerations need to be made, since adults are inevitably involved in the publication, selection and promotion of books for pupils. Such involvement is "inevitably bound up with (adults') views of what reading is FOR" (Protherough: 7).

READING AND LANGUAGE

Language is one of the most important distinguishing and unifying features of any culture or social grouping, as shown by Whorf (Lanham, 1980), Halliday (1978), Wilkins (1977), Bullock (1975), and Bernstein (1971). That tenet led during the Seventies to the querying of initial reading-teaching via simple word-recognition skills or phonics-based approaches. In both of those methods the aim was the acquisition of vocabulary, facilitated by schoolroom exercises intending to put newly acquired words into use as soon as possible (Keith Gardner: 18). Wilkins disputes those methods, arguing that the Saussurean notions of 'langue' and 'parole' (see INTRODUCTION) render unnatural the practice of teaching only an 'active' vocabulary: "it is a wholly undesirable restriction on the learner to require that he should be unable to understand more than he can produce" (Wilkins: 133).

It is conceded that word-recognition and phonics methods of reading-teaching have many eminent proponents. Wilkins points out (Wilkins: 161) that the practice of reinforcing correct recognition or usage is sound within the Behaviourist psychology of language-learning as theorized by B F Skinner in "Verbal Behaviour" (1957). Wilkins notes, however (Wilkins: 161), the counter-theory by linguist Noam Chomsky who, in his review (1959) of Skinner's book (1959) points to flaws in Skinner's thesis by questioning, in particular, how it is that children often use incorrect approximations to conventional usage, such as "selled" (after "filled, "called", etc.); such errors could not be imitations of others' vocabularies. Chomsky and his followers suggest instead that we acquire language by exposure to language structures: we then formulate hypotheses (Wilkins: 169) concerning such structures and test them in use, thus continually revising and refining our language.

The significance of Chomsky's theory for teachers is that

so complex is the semantic structure of a language that it can be acquired only through wide exposure and this in turn can probably only be provided by extensive reading.

(Wilkins: 133)

Indeed, extensive reading seems a more than "probable" provider. Jean Ure in Halliday (1978) shows written English to have a higher "lexical density" than spoken English, meaning thereby that written English has a higher "proportion of lexical items (content words) to words as a whole" (Halliday: 32). Lunzer agrees with that finding (Lunzer and Gardner: 22).

READING AND SOCIALIZATION

Basil Bernstein alerted teachers to the part played by language in the process of socialization: social groupings are explained and explored by language, and every encounter with language reveals complexities of social living (after Bernstein, 1971). Halliday (1978), in describing language as a "social semiotic" says, moreover, that

Societies are not static, and changes in material and social conditions lead to new meanings being exchanged. The most important thing about vocabulary creation by natural processes is that it is open-ended; more words can always be added. There is no limit to the number of words in a language, and there are always some registers which are expanding.

(Halliday : 196)

If one of the aims of schooling is to equip pupils to comprehend the society in which they find themselves, and if we consider that social norms and values are never fixed, we must conclude that the more widely and frequently that pupils read the literature of a particular culture the better they will comprehend and adapt to the social conventions of that culture after school. Or, to borrow the central thrust of an article by

Elinor Des Verney Sinette (1968), the general aim of literature teaching should be that of preparing the greatest number of broadly educated citizens possible, who could thus better fulfil their responsibilities and obligations to humanity.

That philosophy need not be laboured: the significance of reading in the processes of language acquisition and development was demonstrated in the previous section of this chapter. Ure's observation therein, substantiated by Lunzer, concerning the lexical density of the written word, must lead one to accept that frequent exposure to the written word is vital to a pupil's socialization.

In a multiracial nation, this function of reading assumes a particularly great importance. A reader does not passively absorb written words; he is active in supplying cultural meaning and significance to those words. Writers such as MacDougall (1981) are therefore emphatic that pupils in a multicultural nation should read widely, in order to avert the acquisition of unbalanced impressions of their society and culture.

THE ACT OF READING

What competent first-language reading is NOT, is a simple business of "decoding word by word in left-to-right sequence" (Marland: 19). If one thought of reading in that fashion it would comprise little more than a vocabulary-gleaning exercise. Neither does reading constitute a predictable directing of the reader's mind to the same meaning as the writer's (after Strang: 22); any number of researchers, such as Thorndike (1917), Davis (1944) and Goodman (1965), have shown that no two readers interpret a text identically.

The nature of the Reader-Writer interaction may be illustrated diagrammatically as in Figure 1 at the end of this chapter. Note that not all aspects of the Common World in Figure 1 may be completely shared experiences; the Writer's or the Reader's World may not be intelligible to the other party. The implications of such a situation have profound bearing on the clarity of the Text - i.e. a 'correct' interpretation, by the Reader, of the Writer's message. However, should Writer and Reader share a situation or possess the same outlook on the world, and should that situation and outlook be expressed in a shared language or dialect, one might suppose that the act of reading would not only be provoked but also be sustained until the end of the text - a supposition that will be explored in Chapter 8, though Fox (1971) illustrates the syndrome when she notes that even a weak reader has been observed to pore over a dry, specialist text when it concerns a passionately pursued hobby or pastime: "The context of his reading will affect his attitude to it" (Fox: 98).

The preceding paragraph is, of course, a gross oversimplification of what is necessary for a book to succeed in its 'purpose' (a concept to be explored later in this chapter). The act of reading can be very demanding indeed. Lunzer points to some of the more difficult demands lurking in Figure 1:

1. The setting that is invoked is contained solely in the text (especially if the literature is fiction).
2. The words stand alone: they are not supported by gesture or facial expression.
3. There is no feedback to the source - no opportunity for the writer to modify his presentation.
4. The act of reading is essentially one-sided: if the reader responds in some way (e.g. by laughing, frowning or whatever), there is no reciprocation.
5. The very editing of text for the sake of fluency can create problems:

hesitations in speech are often signals of current or impending difficulties in meaning and may offer time to overcome these.

6. The lexical density of text (see READING AND LANGUAGE above) may create a stylistic gulf between writer and reader: the language may be shared, but not the style.
7. The order of steps in the text may not be the order preferred by (or most intelligible to) the reader.

(after Lunzer & Gardner: 18)

The pupil needs to possess certain capabilities if he is to resolve problems posed by situational variables such as those listed above, and if he is to cope with "the complexity of the purpose to which (those capabilities) are put as the pupil grows older" (Bullock: para. 8.1).

Before listing such capabilities, however, one must warn against believing that the act of reading employs a set of individually distinguishable subskills acquired (or spurned) in a specific developmental or chronological order. Lunzer, Waite and Dolan convincingly refute that notion on all accounts (Lunzer & Gardner: 37-71) and even if one returns to Holmes's (1965) classic work on elements of the reading act, concerning the "Substrata-Factor" theory of reading, it seems that Holmes was not altogether in agreement with his famous Behaviourist colleague, Gagne (1974), in the matter of a "Hierarchy of Subskills" theory of learning. One finds that Holmes ultimately considered reading as a single (albeit complex) skill (Downing: 27).

For the purposes of this study, then, it is both succinct and acceptable to describe Reading as a psycholinguistic process (Goodman, 1964) - that is, a set of responses to internalized language structures and semiotics.

Reading is thus neither a search for the meaning of the work
... nor a self-contained journey into one's own mind ...
The task is not finding clues and solving problems, but

realising potential.

(Probst: 236)

Such a description acknowledges the complexity of the reading act but is more concerned - as is Bullock (see earlier) - with HOW the reading act is EMPLOYED, rather than WHAT it COMPRISES: the reader asks not so much "What does the work mean?" as "What can I do with the work?" (Probst: 236).

Having emphasised the caveats concerning a "hierarchy of subskills" approach to reading, one may now list the most readily observable capabilities which a sophisticated reader displays.

1. VOCABULARY SKILLS: the ability to use context clues, together with phonemic and morphemic analysis, to develop and extend word meaning (after Gunn, 1969)
2. COMPREHENSION SKILLS: the ability to discover main ideas as well as details, distinguishing between them (after Gunn, 1969)
3. SEQUENCING SKILL: the ability to recognise and follow sequences via the tense system, or via cause-and-effect clues such as "so, since, because" etc. (after Pearce, 1972)
4. STUDYING SKILL: the ability to recognise when the purpose of reading a text is to learn, thus locating, evaluating, organizing, using and remembering data (after Gunn, 1969)
5. CREATIVE SKILL: the ability to draw conclusions and make inferences, to anticipate events and predict outcomes, to judge relevance and validity, to attribute purpose, to distinguish between fact and opinion (after Gunn, 1969)
6. APPRECIATION SKILL: the ability to analyze style, to appreciate literary tradition, to relate culture to text (via a grasp of folklore, legend, etc.), to respond with openmindedness (after Squire, 1960)

This researcher contends, therefore, that what is desperately needed in research about reading is research into HOW the response to text operates, in respect of such text-variables as mode (prose, poetry or drama), genre, and medium (reference-text, novel, advertisement, comic, newspaper, or magazine of whatever kind), combined with such reader-variables as socio-economic status, age, sex, intelligence, culture, physical environment,

historical setting, personal values and personal emotions - all those reader-variables being both broad and immediate ones. To foretell likely responses to a text, teachers need to move beyond speculation in this area, always "on the coat tails of another more general theory, such as Piaget's" (Nicholas Tucker: letter to this researcher, 1977). Chapters 6,7 and 8 of this dissertation take up this matter, pleading for some kind of clear psychological map of adolescence.

For lack of such research (excepting some insubstantial findings by Whitehead et al., 1977, and Meek et al., 1978), teachers will continue to promote books which favour the often shallow interpretations of Freudian and Behavioural psychologies (Strzepek: 366). Such an approach lays heavy emphasis on characterization in literature (analyzing the effects of upbringing, social expectations, and experience) while insisting on comment from the reader through which his learning of supposedly constant and indisputable causalities is reinforced. A vicious circle is then established (and the approach is habituated) whereby literature examining in secondary schools is forced to evaluate reading by means of questions such as

There is a clear parallel in the novel between Andrina and Jacoba, in both character and experience. Discuss this, attempting to show what characteristics determine the difference in outcome of their lives.

(Natal Education Department
Senior Certificate Examination:
English 1st Language, Higher Grade, Paper 1;
November 1978)

or questions such as

In an essay show how these two comments by Lear to Cordelia illustrate the spiritual development and changes in attitude he undergoes in the play, giving an account of the reasons for, and the stages of, this development in character.

(Department of Education and Culture, House of Delegates,
Senior Certificate Examination:

The problem with suggesting only psychoanalytic (Freudian) or problem-solving (Behaviourist) operations in reading is that such operations must, by their very natures, detach reader and text from one another and create an aloofness which is quite alien to the Writer-Reader bond posited in Figure 1. Schools should be promoting the likelihood of readers' identifying with a character's pursuit of 'self-actualization', in Maslow's sense (Maslow, 1970). Yet, rather than allow for the operation of innumerable variables within any given reader's encounter with a given text under a given set of environmental circumstances, schools and teachers follow the more simply quantifiable practice of assessing - and, thus, abetting - pupil's reading of literature in terms of readily demonstrable 'clues to character' within the text.

In a theoretical model of voluntary reading, the importance of anticipating interaction with the text (Rosenblatt, 1968) suggests that all the reader-variables MUST be allowed for, and that a dichotomy between "school" reading and voluntary reading should be deplored.

READING AND PURPOSE

The subheading dividing this section from the previous one is not altogether justifiable; the reading act may choose to employ some or all of the capabilities mentioned in the previous section, depending on the purpose of any given bout of reading. To illustrate that point, Lunzer posits four "styles" of reading pertinent to differing purposes in reading. Some examples of those styles and purposes are:

1. SKIMMING: A reader wanting to gain a mere overall impression of what a text contains will read fast and selectively, focussing on only the

C H A P T E R T W O
=====

A CRITIQUE OF MAJOR SOUTH AFRICAN STUDIES
OF E1 PUPILS' READING

PREAMBLE

It seems important at this point to consider other South African research in this field. Consequently, some significant studies are looked at in this chapter for the purposes of comparison with, and contribution to, the thrust of this study. The studies are those of Stone (1953), Schauffer (1964), Reid (1981), Lemmer (1983) and Houghton-Hawksley (1983).

The format of the chapter is as follows. Each chosen project is summarised faithfully - i.e. close to the wording of the original presentation and NOT, therefore, necessarily at that juncture implying this researcher's agreement with any statements in or claims for that project. Each is summarised in terms of its aims, its method of research, and its major findings or conclusions. After each summary a short critique follows, in an attempt to highlight aspects of that work which have direct bearing on this study by virtue of their being adequately or inadequately dealt with.

(It is important to note that suggestions of shortfalls in the works discussed are not made arrogantly: they are made in order to set the present study in its proper context and to point to its *raison d'être*).

SECTION A.1: STONE W M, 1953 (SUMMARY)

DETAILS:

TITLE: "An Investigation into the reading interests of 12 to 15 year old pupils in the Cape Peninsula and suggestions for the improvement of reading materials for this age-group"; Ph.D thesis by Wilson Morse Stone, University of Cape Town, 1953

The Cape Peninsula was chosen as being representative of any large city in South Africa or the world, and, within that area, English-medium government schools were surveyed. The study used responses from pupils, parents and teachers, and also investigated school libraries and current textbooks. 700 pupils were surveyed, from 16 schools: 4 co-educational schools, 6 boys' schools and 4 girls' schools. 7 schools were upper-class (sic) and 2 were lower-class (sic).

ASSUMPTIONS:

The notion of 'literacy' involves critical and analytical abilities rather than the mere mechanics of reading. There are four stages of reading-development, viz.

1. READINESS (determined by the acquired degrees of: intelligence, visual and audial perception, language development, experience, and social behaviour)
2. MECHANICAL READING (grasp of the principles of word analysis and word recognition as well as recognition of the sentence as the unit of meaning): early in primary school
3. READING WITH SPEED AND COMPREHENSION (mastery of the content of factual passages, leading to independence - i.e. silent reading, with comprehension): middle primary school

4. READING FOR DEVELOPMENT AND GROWTH (the reinforcement of interests):
junior high school

Reading in school, must, in respect of 4. above, and with regard to adolescent development, produce and foster enthusiasm for wide-ranging reading-habits. Reading can, during adolescence, help pupils to discover and vitalize their resources; it also provides pupils with a common background of basic information with which to attack mutual problems.

The factors which influence an adolescent pupil's reading are: factors within the pupil (IQ, and the interests related to chronological age); environmental factors (failures and/or successes, intrafamilial relationships, school, goals and purposes, culture, and wider circumstances like social unrest); and factors within the reading material (adult insistence on uninteresting books, theme, plot, language and style, readability, and format - including inner and outer appearances).

RESEARCH METHOD:

Schools supplied the subjects' IQ scores, and questionnaires were used to elicit the following responses:

1. PUPILS were asked

- (i) to show: their preferred leisure activities, their cinema and wireless choices, their attitudes to school and to their subjects, their perception of their parents' attitudes towards reading, where and why their last book had been obtained, the selections they preferred in their class readers, their newspaper and magazine reading habits, and the five types of stories they most enjoyed (using the Witty-Kopel Inventory of Interests and Activities, 1939);

(ii) at a subsequent time to display: both their reading-interests and (unwittingly) the reliability of their responses, via Thorndike's "Fictitious Annotated Titles" test-questionnaire (1941).

2. PARENTS were asked

to show jointly, with regard to their child: their belief of the type of story he/she most preferred, the last book he/she read and enjoyed, the sections of the newspaper and the names of the magazines he/she read, and their (the parents') attitude towards the reading of comics.

3. TEACHERS'

lengths of service (experience) were considered in the comments they were asked to make on: the selections, in the textbook, most liked by (i) poor and (ii) the best readers, their (the teachers') attitudes to comics, and whether textbooks stimulate further reading.

4. THE SCHOOL LIBRARY

was investigated for: the frequency of particular books' or periodicals' being checked out, the ten most frequently checked out books (for boys, for girls and for each standard), and the general state of the library.

5. THE CURRENT TEXTBOOKS

were read, categorized by topics, and analyzed for their indication of aspects of literature which authorities and publishers believed valuable.

CONCLUSIONS:

1. GENDER provides the most conspicuous differences in reading-interests.
2. INTELLIGENCE does not provide any striking dissimilarities in the

general patterns of reading-interests.

3. THEME is the most important factor in book selection, and comics should be tolerated as an important part of pupils' reading-experience (there is a decrease, with age, in comic-reading).
4. READING is the most popular leisure activity for pupils, but interest in literature which is encountered at school is low.
5. TEXTBOOKS fail notably to represent the reading-interests of the pupils.

SECTION A.2: A CRITIQUE OF STONE'S 1953 RESEARCH

Despite the fact that none of the other researchers in this chapter acknowledges Stone, one must recognise the keystone nature of Stone's work in this area of South African education. He appears to have been the first in South Africa to survey the area of secondary-school E1 pupils' reading-interests with any thoroughness, following closely on the heels of such major surveys as Jenkinson (U K, 1940) and Scott (New Zealand, 1947), which in their turn had emulated Jordan (U S A, 1926) and, above all, Terman & Lima (U S A, 1931). Stone predates Norvell (U S A, 1958) and it is interesting to note that Bullock (U K, 1975) builds its work on virtually the same definition of literacy that Stone does. Nevertheless, there are important considerations to be made in approaching Stone's findings and recommendations.

In general, Stone finds that literature in schools should present a wide variety of themes if it hopes to appeal to every pupil - themes reflecting the influences of sex, age and intelligence as well as reflecting the interests and environments of the target groups of pupils. Moreover, the gap between fiction and non-fiction should be bridged by the provision of interesting books on travel, exploration and biography. Traditionally, there would have been little quibbling with those demands

but, as was pointed out earlier (see previous chapter), researchers like Ingham (1982) have shown the dangers of revering statistical generalizations as bases for prescriptions. It is cautionary in that regard to note the stress which Stone placed on adult reporting of pupils' reading, through concentrating on school texts. Pupils' voluntary reading of literature was not investigated at all. Most importantly, however, the choice of 700 pupils from fundamentally one cultural milieu (as described above - see DETAILS), seems a somewhat thin and arbitrary sampling on which to base such generalized deductions.

Stone's recommendation that extensive use should be made of "pictorial descriptions" in "readers" (sic) (Stone: Chapt. 6) should also be treated circumspectly, in the light of modern research. Howe (1983) shows that

children high in dependence on pictorial media tend to think in generalizations, so that people are seen by them as either good or bad, which leads to problems in socialization.

(in Gardner, 1987: 5)

As well as conceding its limits of age, one must also view Stone as being primarily concerned with the relationship between Reading Interests and IQ only. The study did not investigate Reading Habits per se and focused, thus, more on WHAT was being read than on WHY it was being read. The study addressed the issue of the encouragement of reading from the starting-point of likely interests, but did not consider the influence of other environmental and circumstantial factors; there is no account taken of any likely correlation between reading-interests/habits and, for example, socio-economic status or the influence of television (though the latter omission can be no detraction from Stone's merits, since the study predates television in South Africa by over two decades). Above all, Stone provides researchers in South Africa with a yardstick of the Terman & Lima

(1931) sort, against which South African developments and findings in this field may be measured.

SECTION B.1: SCHAUFFER A, 1964 (SUMMARY)

DETAILS:

TITLE: "A preliminary investigation into the reading habits of high school pupils in Natal"; M.Ed. thesis by Alick Schaffer, University of Natal (Durban), 1964

Schaffer tried: to find out whether there was a correlation between IQ and the number of books read; to investigate whether extramurals (sport, societies and hobbies) affect reading-habits; and to search, in the age-groups or Standards under scrutiny, for any discernible pattern of, or predilection for, particular authors or types of books. Such information, Schaffer felt, would be of use in drawing up syllabuses for classes with greatly varying abilities among their pupils; it might also serve to put sport into perspective (that there should be neither too much nor too little); and it might help teachers to promote reading by exploiting their knowledge of which books were their pupils' favourites.

RESEARCH METHOD

A questionnaire was administered to 180 Standard 8, 9 and 10 boys and girls from two large single-sex schools in Durban's Berea - a middle-class "white" suburb close to the city's central business district. The questionnaire was intended to elicit information concerning socio-economic status, extramural activities, and reading. The schools supplied the pupils' IQ scores.

RESULTS AND FINDINGS

1. The amount of free-choice (sic) reading varied in a positive correlation with IQ.
2. The amount of organized extramural activity did not affect the amount of casual (sic) reading.
3. Girls read more than boys did.
4. There was no correlation between the number of books read and the number of books in the home.
5. A good (sic) library and a good (sic) librarian increased the number of books read.
6. No general trend of favourite authors was perceptible.
7. There was a marked lack of enthusiasm for literature prescribed at school.
8. The responses purporting to indicate socio-economic status were not used.

SECTION B.2: A CRITIQUE OF SCHAUFFER'S 1964 RESEARCH

Despite Schaffer's not referring to Stone's work, his study follows very similar lines to Stone's (1953) survey. Unfortunately, however, it produces very little that one wishes to take seriously as one has grave reservations about the research-methods used to generate the findings. Schaffer used a very small group (180 pupils) of varying ages (Stds 8-10), from two single-sex schools in one affluent area of a large city, yet he states his findings as if they were general among "High School Pupils in Natal" (from his title). There is no outline of any usual sampling procedure.

Having made that point, one must concede that the study has the

implication (unfortunately unexplored by Schauffer) that too many researchers set out predetermined to find "trends". What Schauffer's study may be inadvertently pointing to is a complementary need to investigate situations where trends (favourite authors, themes, or styles, etc.) are NOT discernible. This investigation will attempt to keep that consideration in mind.

Schauffer implies (rather than directly states) that he is concerned with reading habits as much as with reading interests, yet the meaning he attaches to the notion of "reading habits" is never clarified. In fact, every now and again the survey falls into the trap of using undefined evaluative terms, such as "poor quality" reading matter or "too much" sport (both from Chapter 1).

Fundamentally, then, it is difficult to attach much importance to Schauffer's findings, despite the fact that some of them correspond with Stone's (e.g. in the matters of gender-based reading-habits and the dislike of school texts). The only validity check in the questionnaire asked pupils to describe their own attitudes towards reading, and that was then matched up with the number of books they claimed to have read.

What the study failed to do was consider the evolution of reading-habits. No consideration was given as to WHY pupils might read as they do.

SECTION C.1: REID, J 1981 (SUMMARY)

DETAILS:

TITLE: "English Literature in South African Senior Schools: A Critique of Set Books", M.A. thesis by Jane Reid, University of Cape Town, 1981; published as COMMUNICATIONS NO. 7/1982, Centre for Intergroup Studies, University of Cape Town, 1982

Reid's study "arose from a long-felt concern about the purpose of teaching literature and the quality of books that school pupils are forced to read" (Reid: 1). The study starts with a philosophical consideration of literature-teaching in the context of the whole curriculum, and then surveys and considers the prescription of, and teachers' attitudes towards, "the different elements of the (South African) English literature syllabus - Shakespeare, poetry, the novel and other prose" (Reid: 2).

RESEARCH METHOD

Questionnaires were administered to teachers in the Cape Education Department, the Transvaal Education Department, and the Department of Education and Training. The latter two authorities did not produce a significant number of responses (33 from the TED and 42 from the DET), so Reid has drawn her conclusions from the CED's 241 responses, "backing them up with the opinions of teachers working for the (other two authorities)" (Reid: i). The questionnaires were almost entirely of a multiple-choice format, concerned mainly with teachers' opinions of the status quo concerning literature-teaching and the texts prescribed therefor.

CONCLUSIONS AND RECOMMENDATIONS

1. Many prescribed texts are remote from pupils' abilities and interests, making literature study burdensome and (in terms of cultivating reading-habits) counterproductive. More flexible approaches to prescription and examination are recommended, whereby the range of genre and matter may be increased and the "swotting" of narrative detail may play a far lesser part in literature examinations and, thus, the studying of literature in the classroom.
2. Some texts, conversely, are insubstantial as literature, precluding

pupils' chances of learning to assess literature (and moral issues therein) critically. It is suggested that a clear distinction be made between books for "reading" and books for literary study.

3. Some texts fail (for the reasons given above) to broaden understanding of society and the world. Texts which have a poor record of success in fulfilling the best aims of literature study should have their inclusion in the prescribed lists critically scrutinised.
4. Many works fail to live up to the commonly accepted criteria which define literary merit - popular or traditional opinions as to merits are not acceptable evaluations. No book should be prescribed for its reputation alone.
5. While conceding the universality of theme in many texts, the study finds very little presence of prescribed works pertinent to contemporary Africa and South Africa. The study claims a great need for the inclusion of more such texts.

SECTION C.2: A CRITIQUE OF REID'S 1981 RESEARCH

Reid's study is not concerned to enquire of pupils about their responses to literature; it does not, therefore, cover the same ground as the present survey does. Nevertheless, Reid has provided researchers in this field with an important set of comments, by teachers, on their pupils' reactions to the reading-matter prescribed for study by educational authorities, from which comments a great deal may be inferred concerning secondary school pupils' book-preferences and their attitudes towards reading. Moreover, Reid's study suggests, by implication (as will be shown), a great importance for voluntary reading in the interfacing of pupils with books/literature. Such an implication makes the present study

closely complementary with Reid's, in consequence of which it is felt that a lengthy critique of her work is needed here - also because Houghton-Hawksley (1983) (q.v.) acknowledges a large debt to Reid. Above all, the notion of studying Literature (qua Literature) seems in essence very little removed from the notion of sophisticated literacy, where sophisticated reading might be defined as an ability which enables one to function, appropriate to age, independently in society and with a potential for movement in society (after Hillerich, 1976). Leaving aside the circumstances under which each occurs, the study of Literature would then by definition seem to be, certainly at the high school level, a cerebral operation strongly similar to sophisticated voluntary reading. Acceptance of the similarity allows one to draw from Reid's study inferences about, and implications for, the promotion of voluntary reading.

In her approach to curriculum design, Reid seems to adopt Barrow's (1976) Utilitarian stance, leaning heavily on and quoting largely from the writings of such well-known logicians as Paul Hirst and R S Peters. Such a stance is grounded on the premise that what matters ideally is a world in which everyone is happy; a Utilitarian curriculum would, therefore, comprise those activities which would maximise pleasure and/or minimise pain (after Barrow: Chapter 3). Reid sees the teaching of literature as an important Utilitarian activity, in that it facilitates the acquisition of (and here she follows Hirst closely): practical skills, knowledge, and the capacity to enjoy life (Reid: 15).

One can have no quibble with those contentions; Reid is thereby simply putting a very strong case for the cultivation, by schools, of lifelong reading-habits in pupils. Where the study falls short is in not examining the part played by teachers' styles and stratagems in conditioning pupils' responses to literature, despite Reid's statement of the oft-observed fact

that

For the vast majority of students their last three years in school provide the last encounter with English literature as an academic subject, and it is important that this last encounter should be an enjoyable and meaningful one.

(Reid: 39)

And, indeed, in South African secondary schools in 1969, Durham found that "A great deal should be done to try to restore the pleasure principle in literature" (Durham: 170).

In fairness to Reid, it should be noted in passing that a study of teachers' methods, attitudes, training and so on, as suggested by the previous paragraph would have fallen outside the parameters of her thesis.

The arguments for and against the prescription of reading-matter in schools are many, and it is not within the ambit of this present study to resolve those arguments. What does seem to emerge from Reid's work is a clear implication of the importance of voluntary reading in redressing any harm which may directly or indirectly have stemmed from the formal and compulsory study of prescribed literature at school (see Reid: 140-1). As was stated earlier, in the INTRODUCTION to this study, if effective guidance is to be given to pupils in the matter of their voluntary reading (as the JMB urges be done, in its 1985 Core Syllabus for English Higher Grade), it is vital that teachers are given an understanding of what voluntary reading their pupils are doing, along with where, why and how they are doing it. Prescribed and voluntary reading ought not to operate in isolation from each other.

Before moving on to the principle of volition and its importance for reading, it seems worthwhile to dwell briefly on a weighty matter in the field of prescribed literature. It concerns the matter in which texts come

to be prescribed for study in schools. (Here, one must speak from the standpoint of one who for a number of years has been a member of prescribed-works committees, or as a Senior Certificate English examiner, an interested party in the process.)

Typically, a group of concerned teachers meets and considers which books should be studied by which school-level, basing their selections, in all good faith, on their personal or collective experiences of reading or teaching those books. One must add to that, that the books prescribed must also be readily available and not too expensive. Consequently, what in truth happens is that teachers, parents and publishers dictate what shall be prescribed after first dictating what shall be on booksellers' shelves. It is difficult to conceive of a more stagnant procedure; as Reid has it:

to complete an ironic circle, what really confers classic status on a work of literature is (its) being prescribed as a set book ...

(Reid: 41)

and it is not an irony peculiar to South Africa; Garnett observes of the UK:

Teachers say these are the books the publishers give us;
publishers say these are the books teachers want.

(Garnett, 1968)

Quite simply, as Marzo (1982) finds, the same core of prescribed books may be observed to reappear regularly in every South African education authority's list of book-prescriptions. The point to consider is whether or not such books produce habitual readers from among the pupils who perforce read them. Chapters 7 and 8 of this study will suggest that they do not.

Accepting the notion that the popular literary viewpoint is indeed dictated by teachers, parents and publishers, often using non-literary criteria (as Reid suggests - see above), the principle of volition becomes even more important a consideration in the reading-process and the cultural and educational importance of voluntary reading is greatly enhanced. Teachers need to know the extent to which pupils will read that which reinforces their (the pupils') outlooks, as well as know the extent to which pupils will voluntarily explore other outlooks (such as an author's) innate in plot, style and theme. If, as Reid's study suggests, pupils are antagonised (for whatever reason) by the 'quality' literature which, in all fairness to the prescribed lists, is often prescribed at school, it can be assumed that those pupils are either losing an opportunity to broaden their outlooks or - more distressingly - deliberately choosing simply to reinforce their own prejudices by limiting their own reading habits - that is, their voluntary-reading habits.

One's only major criticism of Reid's work, then, might be to claim that it leaves unexplored the teacher's role in the development of reading-habits (though that criticism has been qualified where it appears above). However, that might on the other hand be arguably a value of Reid's work, since it points to a large gap in South African research on reading which this study will attempt to fill. It will be an interesting part of this present study, to test whether dislike of prescribed literature correlates, in poor readers, with "a sense of reading being an unrewarding labour, and in able readers a keen dislike for particular books or authors" (Hankins: 300). One cannot harp too much on the importance of voluntary reading, especially within an education system such as South Africa's, which is increasingly concerned to train technicians and technologists. In that respect it is salutary to bear in mind what Reid has to say about books

generally:

Above all, literature makes the reader think. It is concerned with conflicts, dramas and dilemmas. A good book creates doubt and poses questions, and does not necessarily come up with the answers.

(Reid: 17)

SECTION D.1: LEMMER A, 1983 (SUMMARY)

DETAILS:

TITLE: "Children's Responses to Literature: A Case Study", a monograph in CHILDREN'S LITERATURE STUDY GUIDE; in-house H.D.E. study guide from the University of Port Elizabeth, compiled by Andre Lemmer, 1983

The monograph explores "the nature of a 10-year-old (girl's) engagement with fiction" (Lemmer: 15) and works outwards from the case study, using it as a starting-point for in-depth discussion of the issues it raises. The work is concerned less with empirical research into individual responses to reading, than with enrichment reading as a teaching strategy in the primary school; however, it comments valuably on the nature of the subject's literary response, providing pointers to areas needing further research.

RESEARCH METHOD

A single short-term case study was made of a 10-year-old girl's involvement with and response to a single work of fiction. The subject first gave a written account of her responses to fiction in general and then to her reading of Meindert de Jong's THE WHEEL ON THE SCHOOL. Lastly, Lemmer tape-recorded an interview with his subject on her reading of the book and, in his monograph, he provides a transcript of the interview.

CONCLUSIONS

Lemmer studies his subject's reading of the De Jong book in terms of the following popular concerns (Lemmer: 17 - 22):

1. "Vocabulary and Enrichment of Language Experience (sic)", concluding that "Story motivated reading" effects considerable addition to vocabulary;
2. "Informational Knowledge:", concluding that it is possibly enhanced by story-reading but warning against both neglect of the important "felt experience" and of treatment of fiction as "repositories of factual knowledge";
3. "Elementary Perception and Comprehension", finding in favour of "Meek et al's (1977) argument that (i) 'narrative is a basic way of organizing human experience' ... and (ii) that 'the child's perception of the world is rooted in this narrative organization'";
4. "'Identification': Empathy and Admiration", suggesting that "According to Harding (1962), such 'empathetic' experiences 'come to have, cumulatively, a deep and lasting influence on our systems of value'";
5. "Moral Responses", concluding that these "are not confined to the initial egocentric stage identified by Piaget and Kohlberg", since "Through the 'secondary' world of the story (the subject) has 'experienced' a situation which enables her to make a moral judgment which is particular, authentic and complex - that is, cognisant of ambiguity";
6. "Affective Engagement-Involvement", noting that in his subject's youthful case "subjective involvement still weighs heaviest", and suggesting that "a 'quality' text ... would appear to help foster a movement away from an unsophisticated engagement-involvement which is dominated by vicarious 'identification' and 'projection'";

7. "Filling the 'Telling Gaps'", noting the "idiosyncratic element in every reading response", which is the interpretative intrusion of "personal and creative 'gestalts'" on the attribution of meaning; and
8. Global "Evaluation", noting that his subject's "evaluative judgment" of the book does not arise from an analytical base concerning its literary quality, but largely from the pleasure derived through "a subjective immersion in the text".

Lemmer feels strongly that teachers must appreciate the necessity and worth of pupils' affective responses, encouraging pupils to explore those responses (as well as others' responses) in respect of as many books as possible. Most of Lemmer's brief concluding remarks are concerned with the methodological implications, for teachers, of his subject's responses and he ends his monograph with a return to the point by Meek (1977) that mature "literary taste and discernment ... are developed and refined earlier forms of response to stories at each stage of growth" (Lemmer: 22).

SECTION D.2: A CRITIQUE OF LEMMER'S 1983 MONOGRAPH

The fundamental assumption on which Lemmer bases his entire monograph is that the youthful immaturity and unsophistication of primary school pupils effect a high degree of subjectivity in their responses to fiction. Lemmer quotes many eminent researchers and writers in corroboration of that assumption - among them Plowden (1967), Iser (1974) and Meek (1977). There is also ample corroboration of that thesis if one considers the similarities between mature reading and mature television-viewing in terms of the attribution of purpose to the medium and the consequent ability to effect detachment (Gardner, 1987: 7). Lemmer's assumption becomes, thus, quite acceptable, giving credence to the following important points made by him and to their implications for the present study.

Although affective identifications with characters and situations may constitute an unsophisticated response, one should not place value-judgments on such responses made by developing minds. "If we want to broaden responses, we must begin at the level of affective involvement ... (Parents and teachers) must introduce the right book (in the right way) to the right child at the right time" (Lemmer: 15 - though the words are David Russell's in ENGLISH JOURNAL LXVII, p. 409-410). That injunction, following the lines established by the Plowden Report (1967), together with Lemmer's pointing out that fictional characters have differing effects on differing child readers, suggests a need for research into the psychosocial variables that would effect the development of a mature reading-response. The need for such a developmental "map" of adolescence has been mentioned earlier in this dissertation and becomes an important aspect of Chapters 6, 7 and 8. Lemmer notes in his subject an evolving movement towards reading-maturity as he points towards her detached contemplation of one particular character as indicating a "movement away from projection onto the story, or (from) an unquestioning and blind engagement-involvement with the story" (Lemmer: 19).

The value of Lemmer's monograph is the inference that one should pursue this line of research with older children, in order to have an understanding as to whether or not there are connections between the books children read and their developmental stages and individual needs" (Lemmer: 14). Or, as Tucker has it,

Psychologists like Piaget have persuaded us that young children think in ways not quantitatively but qualitatively different from adults, and if we allow for this we shall be closer to understanding young children's (book) choices.
(Tucker, 1972: 49)

Protherough puts it more precisely when he asks

How is it that children develop the ability to come to grips with and to enjoy increasingly difficult fiction? Of all the problems associated with reading, this is perhaps the one about which teachers most want guidance ... and this has been echoed by such authorities as Margaret Spencer (the "developmental dimension in reading ... is all too little explored") and D W Harding: "The full grasp of fiction is a sophisticated achievement. Children come to it gradually, and ... little seems to be known about the steps by which they reach it."

(Protherough: 33)

One of the main purposes of this study (the attempt to log which adolescents in South Africa tend to read which sorts of books - along with why and when they tend to do so) is an attempt to aid the understanding which Lemmer asks for.

In the final analysis, then, Lemmer's in-depth (albeit small) case study deserves attention, on the strength of its practical application and consideration (in South Africa) of principles mentioned by most of the prominent overseas researchers into pupils' reading. The monograph serves to focus attention not only on the necessity for research into the many variables that need study if one is to understand the reading process fully, but it focuses attention also on the need for adult tolerance of the more affective nature of youthful responses to literature if adults are to inculcate and nurture mature reading-responses in pupils.

SECTION E.1: HOUGHTON-HAWKSLEY H S, 1983 (SUMMARY)

DETAILS:

TITLE: "Enrichment reading in primary schools, with special reference to the Senior Primary Phase in schools of the Cape Education Department"; Doctoral thesis by Hugh S Houghton-Hawksley, University of Stellenbosch, 1983

Reading-habits were investigated among a very large number of 9 - 11 year old children (Stds 2 - 4) with a view to the possible improvement of

enrichment reading (sic) in primary schools. The study hoped to suggest aspects of a reading milieu (sic) at school that would foster reading-habits.

SUMMARY OF ASSUMPTIONS AND HYPOTHESES:

Teachers need an awareness of how reading operates and how it relates to the personal needs of pupils. Against such a background, teachers may better observe pupils' responses to fiction and be better able to design a school reading policy; in that way, teachers may guide pupils more effectively in their reading. Teachers would thus be playing a formative role in their pupils' personal development.

It was hypothesised that:

1. there is a significant relationship between a pupil's intelligence and the number of books read;
2. there is a significant relationship between achievement at school (particularly in English) and the number of books read; and
3. the nature of the reading environment at school has a significant effect on a pupil's reading habits.

RESEARCH METHODS

Questionnaires were administered among 126 Cape Education Department primary schools, to 608 primary teachers and 3 700 pupils in Stds 2-4. Through the responses it was intended to investigate the reading milieu in schools, especially concerning the availability of books and the expertise (sic) of teachers.

The researcher travelled widely, reporting his observations of practices in schools throughout the English-speaking western world as well as reporting on his interviews with teachers, educationists and writers on

the subject under scrutiny. The researcher was also able to comment extensively from the basis of his 27 years of involvement in schools, as a teacher, inspector and a subject advisor.

FINDINGS

All the hypotheses were favoured by empirical evidence, suggesting that the importance of reading far transcends the status it is accorded in many schools, in terms of a pupil's progress up the educational ladder.

SECTION E.2: A CRITIQUE OF HOUGHTON-HAWKSLEY'S 1983 RESEARCH

Houghton-Hawksley was investigating an age group (9-11 years old), which was younger than the subjects in this research (13-18 years old), although his age-groups are not very far removed from the younger ones in this study. His was a very broad survey, gleaning information from many sources, and one is left feeling reasonably confident at his conclusions, as he is more careful than his predecessors have been in his use of fundamental concepts and terms. Indeed, he clarifies many terms necessary for research in pupils' reading: he seems to be the first in this field in South Africa to pay proper attention to the notion of a 'reading habit', quoting Leng (1969) in defining it as "the disposition to make regular use of (reading skills)" (Houghton-Hawksley: 4). However, as he cautions,

It is important to note that this definition does not postulate a dichotomy - the reading habit is presumed to be a creative extension of basic reading skills.

(Houghton-Hawksley: 4)

So Houghton-Hawksley has pointed to a clear and tenable starting point for research into reading habits: the promotion and fostering of the 'disposition' mentioned above. From there, one may set out to research the variables which effect that disposition, whereafter one may recommend an

intervention strategy for teachers whereby they may nurture the reading habit. That is precisely what this study attempts to do.

Two other terms which Houghton-Hawksley usefully points to are Aidan Chambers's terms, 'quality' (sic) books and 'non-quality' (sic) books. Chambers, as Houghton-Hawksley reminds us, sees 'quality' books as being those which "raise the reading (skill) and appreciation levels of the individual reader", while 'non-quality' books do not do so (Houghton-Hawksley: 9-10). The terms are useful, as they impinge upon the issues concerning reading-matter, dealt with in Chapter 5 of this dissertation.

Above all, the study is important for the emphasis it places on HOW children read, rather than WHAT they read. It has been most worthwhile to compare Houghton-Hawksley's findings with those here, which concern adolescent pupils. Some of his findings (e.g. the relationship between IQ and number of books read) are, not surprisingly, the same as Stone's (1953) and Schaffer's (1964); others, however (e.g. those concerning academic achievement in relation to the number of books read), are interesting to test against the findings of this survey, which deals with older pupils.

CONCLUSIONS

There has been no broad survey of South African secondary-school pupils' reading for the last 36 years. The significant related research which has been pursued has noted certain similarities with research abroad into reading, namely that the amount of reading correlates with IQ, gender, personal maturity and achievement. Satisfactory library provisions, concerned librarians and sensitive teachers have also been found to affect avidity in reading. Adolescent reading has not appeared to be affected by the amount of formal sporting activity indulged in.

Reading has been convincingly shown to affect vocabulary, factual knowledge, ordering of experiential interpretations, and the acquisition of values. Consequently, every researcher studied in this chapter has argued strongly for better recognition of the importance of reading as a necessity for social living. In other words, there is no convincing case for its present exclusion from the secondary school's curriculum.

The challenge is to find a strategy for teaching reading at an advanced level of schooling. Researchers studied here do not seem to feel that the present literature component of the English syllabus promotes reading; indeed, they argue strongly that it does quite the opposite. The value-judgments conventionally applicable to "great" literature should not be applied to adolescents' voluntary book-choices: the study of literature and the reading of literature are not the same acts, neither do they have the same aims.

The researchers studied in this chapter either state or imply that, if we are to understand adolescent reading better and thus foster a lifetime reading habit, we need as much research as possible into the many variables which may affect adolescent reading. We need an account of any correlation with reading by such factors as standard of living, television-viewing, the influence of teachers and parents, leisure-time activities other than reading, the modus operandi of literature-teaching, and the sorts of books adolescents prefer.

What pupils actually read would be less important to such an account than what they wish to read, since literary tastes and preferences serve to indicate values and attitudes better in a latitudinal study than records of fortuitous book-choices do. A teacher or librarian is far better suited to suggest satisfactory reading to a particular adolescent than a broad,

descriptive study such as this could possibly do. This dissertation outlines the relationships it finds between reading and the variables mentioned above, in an attempt to add to teachers' and librarians' knowledge of adolescent responses to particular kinds of books.

There seems a great need for the encouragement of voluntary reading as an interface with the (sensitive) study of literature; the two should co-exist, since high-level voluntary reading would, as a cognitive operation, appear to be little different - if at all so - from formal literature-study. It is hoped, therefore, that the findings and contentions of this study will provide teachers, parents and librarians with information they might find valuable in efforts to understand the evolution and development of an appetite for reading. It is also hoped that the findings and contentions might lead to formal attempts to nurture and sustain such an appetite throughout adolescents' school careers.

CHAPTER THREE

THE QUESTIONNAIRES

PREAMBLE

No research method may legitimately be used unless a satisfactory justification can be shown for it. It is contended here that questionnaires were the only means of procuring the information pertinent to this study, as the size of the eventual sample was very large indeed. The questionnaires are given among the appendices to this dissertation, and they are analysed below with explanatory comments where necessary, so that knowledge of the method used may inform the findings.

SECTION A : JUSTIFICATION OF THE METHOD

One may spend considerable time and energy arguing the merits of different research methods, which is not the intention here. Nevertheless, it is important to be aware of the pros and cons of using responses to questionnaires and such awareness should inform one's reading of the results and conclusions from this survey.

This study involved the surveying of an adolescent pursuit, and the classroom was chosen as the readiest place in which one might find large numbers of adolescent boys and girls at a given time. The scope of the survey, swollen from its originally more modest conception because of enthusiastic encouragement from the educational authorities polled, necessitated a data-gathering method that was efficient, wide-ranging and easily standardised. A questionnaire satisfies all of those criteria.

Questionnaires are popular because of their ability to present material

in a uniform manner to everyone - which is, nevertheless, not to deny the problem of all the variables which respondents bring into play in the act of reading questions and responding to them. It is debatable whether that situation is aggravated, or whether it is improved, by the absence of the questionnaire's designer; yet, if all instructions can be made clear and self-explanatory, and if all questions can be made simple and unambiguous, the problem can be greatly reduced. In other words, though bias caused by memory and viewpoint may unavoidably taint responses, if a questionnaire manages to attain a language and frame of reference common to its respondents (Smith: 195), validity and reliability will be maximised. It goes without saying that, in this study, every attempt was made to meet that requirement.

A well-designed questionnaire may be seen as a "self-administered interview" (Reynish: 2). It may even be said to avoid the inherent problem of interviewing, in that the very impersonality of a questionnaire obviates the chance that the interviewer's presence and personality may shift emphasis away from the interviewee's train of thought and experiential interpretations; a questionnaire cannot give advice, nor can it agree/disagree, or in any such way tacitly or overtly influence the range of responses. In short, surveying opinion by means of a questionnaire was for this study the best means of making "refined, descriptive assertions" (Babbie: 276) which would test the hypotheses (see INTRODUCTION).

In order to limit viewpoint bias, multiple-choice answers were presented by the questionnaires. The researcher was well aware that such a practice restricts the nature of responses; however, it restricts only the nature of their expression - not the range (if it may be conceded that an option taken from a given five-step choice of, say "A" to "E", "Bad" to "Excellent", or "None" to "All" allows for all responses). Quite simply,

the aim of this survey was that, within the areas defined and prescribed by the questions, the subjects should respond in a way that might illuminate any trends. Naturally, considerable care was taken to disguise the intent of questions designed to probe potentially embarrassing areas of daily life, while, in order to minimise the effects that untruthful responses might have on statistical generalizations, a limited number of cross-check facilities were built into the questionnaires. The cross-checks will be mentioned as the pertinent questions are dealt with.

In sum, by coupling a questionnaire's findings with an analysis of the questions and their language, and by noting (where necessary) any circumstantial or administrative variables likely to distort reading of the responses, it is believed that a questionnaire is an acceptable research method for a survey such as this. A questionnaire provides the easiest means of collecting and processing information about significantly large sectors of a populace at low cost and in a short space of time. A large bank of information can then be compiled, concerning respondents' past histories, values, attitudes and motives (Reynish: 5). Such information becomes particularly valuable to research design when follow-up surveys reveal divergence from or consistency with the original findings. It is precisely that sort of comparison with the findings of major surveys, both local and abroad, which this study invites.

Having addressed the problem of potential subjectivity in the questions and in the responses they might evoke - subjectivity either inherent in the design or imposed by the respondents - this study made use of questionnaires because of their suitability to the relevant field and because of the facility they offered here in processing the probably large number of responses indicated by a pilot survey. The actual size of the eventual sample amply justified the method, as will be shown.

Nonetheless, it is willingly conceded that the resultant statistical generalizations are to be regarded only as steps to further investigation, such as the discussion in this dissertation, which is based on the descriptions produced by the survey.

An outline of the design, derivation and administration of the survey and questionnaires is offered below, for critical and analytical comment on them and their descriptions.

SECTION B : SELECTION OF THE SAMPLE

Reliability was pursued by attempting to sample as large and representative a group of Natal E1 pupils as possible. With the encouragement of enthusiastic education authorities in Natal, it was decided to beg assistance throughout the province, from every secondary school containing E1 pupils - 188 schools in all. Of that number, 66 schools volunteered, a positive response rate of 35%.

In view of the large number of pupils thus resulting (2 798), and of the equitable spread of schools volunteering (boys', girls' and co-educational; urban and rural; large and small; Houses of Assembly, Delegates and Representatives, and Private Schools), it was decided that no further sampling procedure would be necessary. Thanks to the generous offer of assistance from the Computer Centre of the Technikon Natal, Durban, it was decided to capitalise on the enthusiasm of the response and to use all the volunteering schools rather than to decrease the numbers to a small sample.

The final questionnaire-returns came from 53 schools - that is to say, 80% of the volunteers, or 28% of all the schools in Natal containing E1 pupils. The eventual numbers and derivations of the schools and pupils

who responded are given in Tables 1 and 2.

SECTION C : DESIGN OF THE QUESTIONNAIRES

The questionnaires were devised partly originally and partly after the reportedly most efficient and reliable aspects of other major surveys, both local and overseas. That will be shown and discussed where necessary in this dissertation. The design and format of each questionnaire underwent many changes over a long period of consultation and research. A questionnaire for pupils, for instance, was constructed which became dangerously long and unwieldy as it attempted to garner as many variables as possible that might shed light on both reading habits and reading interests. The penultimate draft was tested on a Form 4 (Std 8) class at a multicultural, co-educational private school in the same area as the girls' school used by Schauffer in his survey (1964) mentioned in Chapter 2. The school and in particular the pupils of the class involved were extremely generous with their time and comments, enabling the final draft to be made. On the advice of the school and the test group the final questionnaire for pupils took a bipartite form in order to avoid tiring or otherwise antagonising the respondents. For comparative purposes, the questions asked in this study cover very similar ground to the questions in other South African studies of reading habits and interests.

It was possible to learn from previous work and to refine this questionnaire's language and format. For example, the preamble to each of the Pupils' Questionnaires in this study is similar in its simple colloquialism to Jenkinson's preamble to his questionnaire (1940) - though that was refined first by Stone (1953), adding an enticing claim to extreme importance for the study (and, thus, its respondents), and further

refined by Schauffer (1964), who added a note of gratitude to it. This study attempted to embrace the best aspects of all three previous researchers' wordings.

C.1 : THE TEACHERS' QUESTIONNAIRE

The general nature of the Teachers' Questionnaire, asking for confidential details of each responding pupil, approximates that of one used by Houghton-Hawksley (1983) in his study mentioned in Chapter 2. In the teachers' questionnaire for this study, an attempt is made to gather a rough profile of each pupil in respect of scholarship, achievement and reading. There are in this study, however, also some ulterior designs incorporated in Questions 3, 6, 7, 8 and 12. Question 3 examines an important aspect of the reader's language environment: it was decided that, should a significant correlation emerge between this question and pupils' reading habits, further details would be sought concerning such a teacher's knowledge of English literature; however, no E2 teachers were isolated. Question 6 provides an honesty check for Questions 13-17 of the Pupils' Questionnaire, and Questions 7 and 8 provide a similar check for Questions 25 and 26 of the Pupils' Questionnaire. Question 12 does the same for Questions 31, 32 and 43 of the Pupils' Questionnaire. Question 12 could also provide interesting information concerning how well teachers actually know their pupils as readers, though that matter was not investigated in the end.

C.2 : THE PUPILS' QUESTIONNAIRE NO 1

As stated above, this questionnaire and the complementary second one were deliberately made similar to other researchers' tools, as much to facilitate comparison as to benefit from the experiences of those others.

In the brief breakdown of the questionnaire given here, it should be noted that the questions probing for particular information are not always consecutive, so that patterns would not be too obvious to a respondent.

After ferreting for personal details (Questions 1-7, 10-13, 25-26) and language details (Questions 8 & 9), the questionnaire delves into the respondent's milieu, first by considering home circumstances (Questions 9-13 - and note that the postcode in Question 6 can also sometimes provide one with certain environmental insights) and then by considering standard of living (Questions 14-17). Next, in the mould of Jenkinson and Stone, the questionnaire attempts to elicit a description of adolescent pursuits and set reading in the context of such a description (Questions 18-24), a la Stone (1964).

The questionnaire moves on to time available for reading (Questions 18-24), followed by attitudes towards reading (Questions 18-24 and 30 & 32), school in general (Questions 25-29), and English in particular (Questions 41-42). Then it attempts to elicit a profile of the respondent as an avid reader or otherwise (Questions 30-37), searching also for information concerning his film, television and radio tastes (Questions 38-40).

C.3 : THE PUPILS' QUESTIONNAIRE NO 2

The second questionnaire for pupils moves directly into the field of reading interests (Questions 43-46.3, 47 and 61-65). Question 47 is of particular interest, in that it attempts to investigate aspects of style which appeal to or repel adolescent readers; there appears to be no empirical research into this area, and it is hoped that the responses may prove extremely valuable.

Next, circumstances affecting book-choices are investigated, from the actions and influences of people (Questions 46.5, 48-56, and 59-60: parents, siblings, peers, teachers and librarians) to the availability of reading-matter (46.5, 48-52 and 55: home bookshelves, ability to use and proximity of a library), televised or filmed dramatizations of literature (Question 57), and the physical appearance of a book (Question 58).

Finally, actual book-selections are asked for (Questions 61-63) and significant responses are presented in an appendix, alongside responses concerning prescribed literature at school and attitudes towards those prescriptions (Questions 64-65).

SECTION D : ADMINISTRATIVE PROCEDURE

The details of this may be gleaned from the sets of instructions given both to the respondents and to the teachers who administered the questionnaires. The instructions, together with the questionnaires, may be seen in the appendices to this dissertation. Nevertheless, a brief outline of the administrative procedure is as follows:

1. After an enthusiastic response from the three relevant Departments of Education and Culture (House of Assembly, House of Delegates and House of Representatives), a Pilot Questionnaire, inviting participation, was sent to every school in Natal containing E1 pupils. The pilot study also asked each school to supply statistics concerning its pupil complement as well as a rough description of its language milieu.
2. Schools volunteering were asked to select a balanced group of pupils in each age-group who would answer the Pupils' Questionnaires. The group did not have to be representative of the particular school, since the

eventual respondents were already deemed for most purposes a representative sample of the South African E1 school population (see Table 1); equal numbers of "good", "bad" and "average" readers, boys and girls, from each school-year level, were all that was asked for.

3. The pupils selected by each participating school answered Pupils' Questionnaires simultaneously but individually, organized by their teachers along the guidelines supplied (see "Notes for the Project Organizer" in the appendix). Pupils answered anonymously, though a number was allocated to each pupil in order to allow for correlation with the Teachers' Questionnaire mentioned in the next paragraph hereunder.
4. The schools, via the Teachers' Questionnaire, confidentially supplied personal, scholastic and reading-background details of each pupil in order to provide a relevant profile of that respondent and to check the reliability of certain claims in the Pupils' Questionnaire.
5. The completed documents having been returned (a month was allowed for completion of all schools' obligations), each questionnaire was scanned by this researcher in order to ensure that it had been properly completed (i.e. answered as required) and in order to encode names of school subjects and information on books. The latter procedure enabled the data to be readily entered into computer files.
6. The Computer Centre of Technikon Natal captured the data from each questionnaire twice, each time by a different operator, so that accuracy of capture might be maximized, and then a 12% test-sample was drawn from the captured numbers of each type of questionnaire. In each such sample, one questionnaire was found to contain one error; consequently,

applying the statistical formula, "Confidence Intervals for Proportions" (Spiegel & Boxer: 158), the Computer Centre reported a 99% certainty that the number of questionnaires captured containing one error was less than 1% of the total. It was thus concluded that the data held in the computer's files was sound and could be used for processing.

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TABLE 1
(Details of participating English and dual-medium schools in Natal)

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EDUCATIONAL AUTHORITY	(a) POSSIBLE NUMBER	(b) NUMBER OF VOLUNTEERS		(c) FINAL NUMBER PARTICIPATING		
		(No.)	(%a)	(No.)	(%b)	(%a)
House of Delegates	92	28	30,4	22	78,6	23,9
Natal Education Department	58	24	41,4	19	79,2	32,8
Private Schools	23	10	43,5	9	90,0	39,1
House of Representatives	15	4	26,7	3	75,0	20,0
TOTAL	188	66	35,1	53	80,3	28,2

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TABLE 2
(Details of sample)

EDUCATIONAL AUTHORITY	BOYS						GIRLS						GRAND TOTAL
	6	7	Stds 8	9	10	Tot	6	7	Stds 8	9	10	Tot	
H. of Delegates	96	96	112	95	100	499	106	133	146	109	113	607	1 106
N.E.D.	98	91	94	96	126	505	108	104	108	114	110	544	1 046
Private*	16	20	14	20	20	90	71	83	86	69	79	388	478
House of Representatives**	16	13	14	17	13	73	18	18	19	15	22	92	165
Total	226	220	234	228	259	1 167	303	338	359	307	324	1 631	2 798

* No. of boys is insignificant for some of the generalized statistical procedures, as will be shown in the relevant chapters

** No. of pupils is insignificant for some of the generalized statistical procedures, as will be shown in the relevant chapters

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CHAPTER FOUR

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LEISURE-TIME ACTIVITIES, BOOK-READING, AND PREFERRED READING-MATTER

PREAMBLE

Chapter 4 outlines some statistical generalizations for the entire sample, concerning voluntary reading and other voluntary leisure-time activities. The chapter finds that no correlation exists between the number of books read (Table 9) and the amount of time spent on radio-listening, television-viewing, sport and hobbies (Table 8). Time devoted to homework was not surveyed by this study since the study is concerned with reading as part of pupils' voluntary use of leisure-time. Admittedly, there is a large measure of compulsion in sport at many schools; statistics concerning sport-time (Question 21) are, therefore, given separately (in Table 7) as well as in amalgamation with other data. The chapter also looks, finally, at the place of books among other chosen reading-matter, finding that books are preferred by all pupils to magazines and comics or photo-stories.

It would be interesting to attempt an explanation of the amount of time devoted to pastimes other than reading, but such analysis lies outside the scope of this study, which seeks merely to report and explain findings on leisure activities which might affect reading-habits - that is to say that this survey seeks to investigate whether any pattern within one set of statistics might repeat itself within another.

NOTE: Responses to pertinent sections of the questionnaires have sometimes been tabulated here and in following chapters under the names of the educational authorities from which they come. That has been done only

because the relevant authorities expressed interest in studying their own sets of data. Consequently, comments on the data are often separated in the same fashion. Moreover, Malone (1964) shows that the statistical effectiveness of data for heterogeneous groups is less than for matched groups; grouping the data by educational authorities and then by the sexes provided a ready means of creating more closely matched fields of data. There is absolutely no other purpose nor any political dogma whatsoever behind such separation of the data.

In the interests of validity and objectivity, it is important to point to possible flaws in the premises on which correlation-based conclusions are often posited. For example, it is accepted that the co-existence of variables used in calculations does not necessarily imply - let alone prove - a causal link between variables. Consequently, all that is suggested here is that the likelihood of causality should be investigated in any case where sets of data show a high true or inverse correlation. The conclusions in this chapter, for example, proceed from the assumption that strong similarities between distinctly observable patterns in sets of data suggest the possibility that one factor might have had some influence on others. Such conclusions thus hope to indicate areas for further investigative research. As Jenkinson noted in his survey (1940), the percentages in surveys such as this one need not be accepted as completely accurate, but any trends which they reveal must be regarded as highly significant (Jenkinson: 17).

There are another two important caveats to be borne in mind. When considering in isolation the data concerning the House of Representatives pupils, note should be taken of the fact that those pupils are a very small proportion of the subjects polled overall; indeed, they are only a small sample of the Representatives pupils nationwide. Of the 15 Representatives

schools polled in the Natal region, only 4 took part in this project - comprising, thus, just under 27% of the Representatives schools in the region. Consequently, the House of Representatives schools' data should be treated circumspectly at all times. Perusal of Table 9 will elucidate that comment. The same problem also attaches to the use of data from Private Schools boys. Only statistics generated from all House of Representatives respondents together and all Private Schools boys together are therefore presented.

A further unforeseen difficulty arose when attempts were made to analyze the responses to Questions 19 and 20, which should have generated the necessary information in respect of radio-listening and television-viewing. It was realized, too late for administrative rectification, that if some pupils completed their first questionnaire on a Monday or a Tuesday their responses would take the preceding weekend into account, providing different responses from those of pupils who completed the questionnaire on a Wednesday, Thursday or Friday, when only weekdays would have been the issue. It is reasonable to suppose that weekday radio-listening and television-viewing habits would differ from weekend ones, which would carry concomitant freedom from school and homework obligations. Interference by data which implicated a weekend would thus have rendered meaningless the overall responses to Questions 19 and 20 (which asked for the time spent listening to the radio or watching TV "in the last two days"). Consequently, the only data which could be used was that from pupils who completed the first Pupils' Questionnaire on a Wednesday, Thursday or Friday (no Saturdays or Sundays were recorded as response-dates on the questionnaires). The relevant data is supplied in Tables 4, 5 and 6.

Incidentally, since the administration of the questionnaires, South Africa has seen the introduction in its television service of M-NET, a

privately owned, commercial channel dedicated mainly to sport and entertainment programmes, which is available by subscription and is dependent on the possession of a comparatively expensive decoding attachment to one's television set. It is unfortunate that M-NET was not able to be taken account of in this study.

It was hoped that inferences could be drawn concerning any relationship between the considerations of this chapter and demography (large urban milieus versus smaller towns), using information obtained from Question 6 - the postal codes. Unfortunately, however, in the circumstances outlined in the previous paragraph, the resultant subgroupings then became so small that no inferences could be considered valid. The "large centre/smaller centre" classifications were therefore dispensed with in order to generate meaningful statistics for Tables 3 to 10. In passing, it might be noted that Larrick suggests that rural and urban children may be developing similar interests since the advent of television and the viewing of the same programmes (Larrick, 1960).

Despite all the above, the eventual statistical generalizations outlined in this chapter will be shown to be reliable indicators of trends. If they could not be found so, little store could be placed on the eventual finding that no significant correlation emerges between the number of books read and the amount of time spent on other leisure pursuits. Such reliability is crucial, since the above finding is in tune with related studies in South Africa, but it does not accord with the findings of the most significant surveys elsewhere in the English-speaking world.

SECTION A : TIME DEVOTED TO RADIO AND TELEVISION

Section A considers the extent to which radio-listening and television-

viewing present themselves as leisure-time activities alternative to reading. The cheapness of radios implies that only an infinitesimal number of pupils do not have access to one; consequently, it would have been fatuous to enquire after possession of radios. The popularity and relative cheapness of cassette tape-recorders suggests that they, too, should be considered possible distractions from reading; so, as tape-recorders work solely to an auditory response, they were considered alongside radios in Question 19. The blurring of this consideration is increased by the fact that many portable "radios" today are actually radio/cassette-tape combinations. (As a matter of interest, responses to Question 18 show that 53% of the respondents spend more time listening to taped recordings than to the radio.) Possession of television sets, on the other hand, was investigated, since their expensive nature could also to some extent reveal pupils' standards of living - a variable which will be investigated in Chapter 5.

According to information from Question 14 of the first Pupils' Questionnaire (see Table 3), just fewer than 3% of the pupils polled report having no television set at home. Almost all pupils (97%) have at least one television set at home, and a significant number (28%) report having more than one set - in fact, over 5% of the pupils report having three or more sets at home. Over 58% of the pupils report having videocassette recorders (VCRs) at home, which greatly increases the potential for distraction from reading, since a VCR can both free one from and add to the schedule and fare of broadcast television. Having more than one television set also suggests a higher degree of potential distraction from reading than would ownership of a single set, on account of the thus increased accessibility of television programmes. (The omission of M-NET from this study, as mentioned earlier, also has bearing here.) Television's

"distraction-potential" factor appears highest for pupils at Private Schools and NED schools, both of those authorities' schools showing a remarkably greater percentage of pupils who have access to more than one television set (see Table 3).

Nevertheless, there appears to be little difference in the amount of radio-listening and TV-watching by pupils from different educational authorities' schools (see Tables 4 to 6). During the week, the pupils polled here spend on average 1,50 hours per day listening to the radio or a tape-recorder (see Table 4) and 1,89 hours per weekday watching television (see Table 5), which is identical to Houghton-Hawksley's (1983) finding for South African Senior Primary pupils on weekdays (Houghton-Hawksley: 203). The finding for television is less than Pitout found in 1985 in South Africa: Pitout reported that "white" South African pupils spend between 16 and 20 hours per entire week viewing television (Pitout: 104-111), which translates to between almost 2,30 and 2,86 hours per day on average, including the weekend. However, one must bear in mind for the findings of this study that the problem concerning weekends, as outlined earlier, makes this study's estimates valid only for weekdays, and makes them very conservative estimates for whole weeks. Norvell (1961) reported 1,10 hours of radio-listening per day for the U.S.A., which is less than is reported here in Table 4; however, he also reported more television-viewing time than is reported here in Table 5; in fact, in both America and Britain, where television broadcast-hours are longer, pupils are shown to spend more time than is spent here on viewing. Norvell (1961) reported 3,00 hours per day for the USA, no doubt including weekends, and it should be noted that in Britain Whitehead (1977) reported 2,49 hours per day for weekday evenings during term time (Whitehead: 55). Interesting yardsticks are Alper's definition (Howe: 83) of "heavy viewing" in the USA (25+ hours per

week - i.e. 3,5+ hours per day) and De Waal's definition of pupil "heavy viewing" in South Africa (22+ hours per week - i.e. 3+ hours per day) (De Waal: 39-40). Altogether, the pupils in this survey devoted a minimum average of almost 21 hours per week of their schoolterm leisure-time to radios/tape-recorders and/or television/VCRs (see Table 6).

One might argue that these generalizations are oversimplified and that if one were to add another variable (e.g. wealth) to the analysis, the findings might be different. For instance, in Table 15 ("Amount of Reading and Standard of Living") an indisputable inverse correlation is shown between possession of luxury items, including television sets and VCRs, and amount of reading. However, the extent to which any distraction from reading may be inherent in TV sets and VCRs themselves is unclear; the distraction may, rather, lie in some less tangible aspect of the lifestyle of wealthy pupils, which it is impossible to discern from the responses to this survey's questionnaires (see Tables 15 and 15A and the comments thereon in Chapter 5). The reading of this section's conclusions may, thus, be tempered by Section C of Chapter 5 but the conclusions themselves are not negated, as Table 15A makes plain.

SECTION B : TIME DEVOTED TO SPORT AND HOBBIES

Responses to Questions 21 and 22 were simple to process. Table 7 shows them expressed as average numbers of hours used per week. Question 21 asked for the "number of hours ... for sport last week", while Question 22 asked whether the respondent spent "time last week on leisure activities other than sport (e.g. ballet, chess, hiking, etc.)".

It will be shown that pupils at Private Schools spend a considerable amount of their potential leisure time on formalized sport and hobbies.

This researcher has taught at, and has had connections with, many such schools, but is not able to offer any ready explanation of that finding. It may derive from the facts that many of those schools are by tradition mainly boarding establishments and that a number of them are found in somewhat insular or even rural settings, thus necessitating (to their authorities' beliefs, at any rate) much formalized organization of pupils' potential leisure time. An explanation is not easy to posit, but as is shown below it does not seem relevant here, anyway.

For both boys and girls, pupils at Private Schools lead the amount of time used for sport per week (boys: 6,60 hours; girls: 3,50 hours), followed in order by NED schools, House of Delegates schools and House of Representatives schools (see Table 7). In general, boys spend twice as much time on sport as girls do. Only in NED schools does that proportion change, where girls report spending 67% of the boys' time on sport. The large differences in reported time make meaningless any average figures in Table 7 for boys and girls together.

Interestingly, in Table 7 there is not the same rank-order for hobbies-times as there is for sport-times. Private School and NED pupils spend more time on hobbies and similar activities than do their counterparts in the other two authorities' schools. Private School pupils rank first in time spent on sport and hobbies, followed in order by NED pupils and then, with an insignificant difference between them, House of Delegates and House of Representatives pupils. Boys' and girls' responses each show the same rank-order among the different education authorities. Overall, however, boys lead the field by far, with average responses ranging from nearly four and a half hours per week in House of Delegates schools, to double that time per week in Private Schools. Girls' responses show a range from

almost two and a half hours in House of Representatives schools to nearly six hours in Private Schools. The time reported as being devoted to hobbies shows no significant difference between boys' and girls' responses.

SECTION C : TIME DEVOTED TO ALL SURVEYED NON-READING VOLUNTARY ACTIVITIES

The combined times devoted to radio, television, sport and hobbies are shown in Table 8, expressed as hours per week. Note that the footnote to Table 6 applies here, too, and that these times are also very conservatively calculated.

For boys and for girls, as well as for both together, the time spent on non-reading leisure activities is on average over 25 hours per week. Leaving Private School pupils out of the reckoning, it is found that NED pupils devote the most time to such activities, followed, with an hour less per week, by House of Representatives and House of Delegates pupils (no significant difference between them). Overall, boys report nearly two hours per week more than girls do on these activities, though the House of Delegates pupils show no significant difference between the sexes in this matter. NED boys are true to the average, reporting two hours per week more than NED girls do. House of Representatives boys, on the other hand, report over three hours per week more than girls do, which is a considerable difference.

SECTION D : READING AND OTHER LEISURE-TIME ACTIVITIES

In the end, one wishes to establish whether all the data given in Tables 3 to 8 does or does not detract from the number of books read by pupils. One needs, therefore, to look at the overall findings concerning the amount of book-reading reported in this survey. That data is given in

Table 9, based on responses to Question 31. (NOTE: The size of books is not taken into consideration at this point.)

Table 9 is necessarily a very detailed one since, as an indication of the amount of book-reading done, it forms the primary source for many of the statistical generalizations in this dissertation. Table 9 consists of a full report on all responses to Question 31 of the first questionnaire for pupils, much of which data will, however, be analysed closely only in the following chapters. Question 31 asked for the sheer number of books read voluntarily in leisure time during the fortnight preceding the answering of the questionnaire. Only the preceding fortnight was asked for because in consultation with Dr Hugh Houghton-Hawksley (whose study was mentioned in Chapter 2 above) it was agreed that memory was unreliable beyond a fortnight.

Pupils' responses to Question 31 were compared with teachers' ratings of those pupils' interests in books (Question 12 on the teachers' questionnaire), which revealed a match of 80,9%, give or take one step in the ratings. It was felt, thus, that the responses to Question 31 could be taken as valid for the purposes of all statistical analyses in this dissertation.

As an important point of reference, it should be noted that the average number of books read per fortnight by the pupils polled in this survey is 1,82 (see Table 11 in Chapter 5), which compares favourably with Whitehead's figure of 1,70 books per fortnight for the UK (Whitehead: 51). Leaving the Private Schools' and House of Representatives' data out of the calculations, for the reasons given in Tables 6 and 8, nowhere at all is there any significant sample-correlation coefficient (Hayslett: 130 - 134) between the amount of reading reported in Table 9 and the amount of time

reported devoted to radio-listening, television-viewing, sport, hobbies, or any combination of those potential distractions. Both Spearman and Hoeffding correlation coefficients were generated and a Chi-square analysis was made; but whether processed in toto, or separated into the various education authorities, or even if further divided into figures for boys and girls, no combinations of data yield a correlation coefficient with the data of Table 9 greater than an insignificant 0,36.

SECTION E : PREFERRED READING-MATTER

Table 10 is also a very detailed table, reporting on the preferences by pupils for different kinds of reading-material. For the reasons mentioned in Section D above, memory was held to be reliable for only the previous fortnight, despite Whitehead's feeling that as long a period as a month was acceptable (Whitehead: 33).

Responses to Question 43, of "A" (books) and "E" (books and magazines equally), were matched with responses "1" and "2" of Question 31 (1 and 2 books respectively per fortnight). A 96% match was obtained, so the answers to Question 43 are held to be truthful and the inferences and conclusions drawn from them here may claim to be valid.

Table 10 provides a summary of all responses to Question 43 of the pupils' second questionnaire. In the belief that one needs at this stage to ascertain what relative importance pupils attach to book-reading, the question asked what reading-matter pupils had mostly read during the two weeks prior to answering the questionnaire. It is important to note that an expression of reading-interest is frequently found not to equate with actual choice of reading-matter; a pupil may express interest in a book but read a comic anyway, as at least one researcher has clearly indicated

(Getzels: 7). Accepting also that expressed interests do not accurately reflect pupils' informational needs (Shores: 493 - 500), the logical starting-point for South African research into secondary-school reading seems best set at establishing what matter high-school pupils prefer to read, as indicated by statements of their actual choices. To put it simply, we need to look at what pupils are reading before we consider what we would like them to read (after Foster: 83).

In general, pupils from all education authorities produced the same responses: books are preferred as reading-matter, followed by magazines and, in a hearteningly low third place, comics or photo-stories. A significant number of pupils claim to read books and magazines equally, which is understandable since both media make similar - or, at least, related - demands on reading and comprehension skills. It is also not surprising that so few pupils claim to read books and comics/photo-stories in equal amounts, since the act of reading linguistically dense text (as considered in Chapter 1) makes cognitive and appreciative demands of a quite different (and higher) order than does the act of scanning pictures which are explanatory of brief spurts of dialogue or simplistic aspects of character. It is nevertheless disturbing that the percentage of pupils overall who read mainly either magazines, comics/photo-stories, or nothing at all, is nearly 35%; and it is a matter of extreme concern that the percentage of pupils who read mainly comics/photo-stories, comics/photo-stories combined equally with magazines, or else nothing at all, is over 14%.

To sum up, books are pupils' greatly preferred reading-matter. The nature of the appeal which magazines and lighter reading-matter have for pupils lies outside the scope of this chapter, except for the observations made above, and a more detailed analysis of Table 10 will be made in Chapter 5.

CONCLUSIONS

As a consequence of the schoolterm hours per week spent on voluntary leisure-time activities other than the reading of books, one finds it difficult to conclude, as did Stone in 1953, that voluntary book-reading indisputably consumes most of the leisure time available to the majority of South African E1 high-school pupils. That certainly seems unlikely for weekdays. However, the reading of books obviously still consumes a significant amount of leisure time for many pupils.

Television is popularly considered by teachers and adults to be a serious distraction from reading. That attitude is best expressed in the words of Marsh, who describes the matter in the UK as "a continual battle against ... the passivity engendered ... by looking at television" (Marsh: 7). With reference to South Africa however, the bogey of television appears not to be as fearsome as concerned adults generally perceive it to be: the findings for viewing-time here, for instance, differ from those of Howes in Section A, for pupils in the USA in 1962 (Howes: 491-496). Even in the UK, there are encouraging findings: Painter found in 1965 that television had not adversely affected reading in most cases (Painter: 242). Kenneth Durham of Rhodes University, in a private note (1989) to this researcher, reports that Christabel Burniston confirmed Painter's finding, in an address at a Pietermaritzburg conference in 1978.

Houghton-Hawksley (1983) draws the same conclusion for pre-adolescent South African pupils (Houghton-Hawksley: 207), and Smit (1989) even suggests that television has a positive effect on reading at the Stds 5-8 level (Jordaan: 165), though this study can find no such positively affective link, except perhaps among the most avid readers (see Chapter 8). How much the South African findings may be due to the restricted viewing-

time available here, by comparison with Britain and the USA, is difficult to say - and the advent of the M-NET channel, with its longer hours of broadcasting, may be of consideration today. Nevertheless, there are a number of major studies which show that, after its initial impact, television-viewing decreases and the prior status of reading is regained (Williams: 41-43). Such findings may be explained in the light of Comstock and Palk's (1987) statement that "one medium will replace another when it serves the same function in a superior way" (in Jordaan: 164).

All of the above suggests that in South Africa we should no longer simply accept that television-viewing displaces reading. This matter will be discussed in further detail in Chapters 6 and 8, but at this stage it may be said that one cannot with certainty concur with the popular belief that South African pupils generally watch television more than they read books. Yarlott & Harpin reported in 1970 that, for able pupils in England (Yarlott & Harpin: 87-97), books still occupy a higher place than television in providing enjoyment and satisfaction, and it seems that the same may be concluded for South African E1 high-school pupils. That is a heartening state of affairs, for (as Whitehead puts it):

(the) opportunity for individual choice is one advantage which the book has over the television programme, since at any one time television (in the UK) offers at most the choice between three channels, and the programmes available on these channels tend in any case to converge towards a common denominator of appeal.

(Whitehead: 109)

It should be noted in passing that whether pupils spend more actual time on book-reading than on television-viewing is, unfortunately, unclear in this study.

In conclusion, then, schoolterm non-reading sport and hobby activities in South Africa seem to pose no threat to the amount of book-reading done

in secondary school. That finding is identical to Schauffer's, in his small survey of 1964, that the amount of free-choice reading is not affected by the amount of organized extra-mural activity indulged in. Radio and television pose no threat to books either, unless they be married to a privileged, luxurious lifestyle, which appears to allocate little importance to the reading of books. So, on the whole, the notion of avid readers being "bookworms", poring over books to the neglect of all other possible pursuits, seems to be false; as Barbara Tuchman writes in *READING IN AMERICA* (1978):

Lastly I come to the cheerful if not surprising finding that the heaviest readers are the people most active in everything. The doers are the readers.

(Ingham: 161)

It is comforting to note that books still significantly outweigh other, lighter reading-matter available to high-school pupils. It is agreed, as Butts has it, that we need to find out why pupils read what they do, more than to find out what they read (Butts: 90). Obviously, though, we have first to establish what sorts of books pupils prefer. This survey attempts to provide some of that information for South Africa and to explain it, as Butts demands. The next step, therefore, will be to look at as many variables connected with reading-interests and reading-habits as possible, in the hope that those variables may shed light on this chapter and on later ones.

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TABLE 3
(Questions 14 and 15 : Access to TV sets and VCRs)

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	% OF PUPILS HAVING AT HOME:		VCR
	<u>NO TV SET</u>	<u>2 OR MORE TV SETS</u>	
House of Delegates	5	8	47
N.E.D.	2	19	63
Private Schools	1	23	81
House of Representatives	2	8	37

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TABLE 4
(Question 19 : Hours per weekday spent listening to the radio)

=====

	AVERAGE HOURS PER PUPIL	RESPONSES USED (WEEKDAYS ONLY)
House of Delegates	1,47	592
N.E.D.	1,46	759
Private Schools	1,65	187
House of Representatives	1,41	165
	=====	=====
AVERAGE:	1,50	n : 1 703 (61% of complete sample)

=====

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TABLE 5
(Question 20 : Hours per weekday spent watching television)

=====

	AVERAGE HOURS PER PUPIL	RESPONSES USED (WEEKDAYS ONLY)
House of Delegates	1,89	592
N.E.D.	2,03	759
Private Schools	1,60	187
House of Representatives	2,05	165
	=====	=====
AVERAGE:	1,89	n : 1 703 (61% of complete sample)

=====

=====

TABLE 6

(Questions 19 & 20 : Radio & Television hours per week, on average)

	BOYS	GIRLS	BOTH
House of Delegates	20,37	21,42	20,90
N.E.D.	20,72	20,44	20,58
Private Schools	(10,99)*	15,82	(13,41)*
House of Representatives	21,63	20,65	21,14
	=====	=====	=====
AVERAGE (excluding Private Schools boys)	20,91	20,33	20,87

*N.B. The Private Schools boys' data has not been included in the calculations of the averages, owing to the very small number of their responses (30) which were available after weekend responses had been deleted. The data is, nevertheless, given here for interest's sake. Admittedly, too, the practice of supervised homework ("prep") at many private schools, coupled with the great amount of time which is reported as being devoted to sport (see Table 7) may cut down on Private Schools pupils' radio and television time, thus making their statistics accurate for weekdays but certainly not for the whole week.

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TABLE 7

(Questions 21 & 22 : Sport and hobbies - hours per week, on average)

	SPORT		HOBBIES		TOTAL	
	Boys	Girls	Boys	Girls	Boys	Girls
House of Delegates	3,10	1,61	1,38	1,25	4,48	2,86
N.E.D.	3,97	2,66	2,54	2,13	6,51	4,79
Private Schools	6,60	3,50	2,32	2,33	8,92	5,83
House of Representatives	3,62	1,25	1,18	1,23	4,80	2,48
	=====	=====	=====	=====	=====	=====
AVERAGE	4,32	2,26	1,86	1,74	6,18	3,99

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TABLE 8

(Questions 19 - 22 : Average hours per week possible distraction
from reading)

	BOYS	GIRLS	BOTH
House of Delegates	24,85	24,28	24,57
N.E.D.	27,23	25,23	26,24
Private Schools	(19,91)*	21,65	(20,79)*
House of Representatives	26,43	23,13	24,78
	=====	=====	=====
AVERAGE (excluding Private Schools Boys)	26,17	23,57	25,19

*N.B. See the footnote to Table 6 above. It would have been ridiculous to corrupt these averages by inclusion of the unusual amounts of time given in the Private Schools boys data of Table 6.

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77.

TABLE 9
(Question 31 : Number of books read during previous fortnight; responses expressed by percentage)

No. Books	Std 6 Boys	Std 6 Girls	Std 7 Boys	Std 7 Girls	Std 8 Boys	Std 8 Girls	Std 9 Boys	Std 9 Girls	Std 10 Boys	Std 10 Girls	TOTAL Boys	TOTAL Girls	TOTAL Both
HOUSE OF DELEGATES													
0	15,63	2,83	26,04	8,27	22,32	9,59	28,42	15,60	29,00	7,96	24,25	31,66	15,84
1	20,83	19,81	32,29	16,54	33,04	30,14	37,90	21,10	34,00	26,55	31,66	23,10	26,97
2	21,88	32,08	22,92	24,81	23,21	26,71	20,00	26,61	21,00	33,63	21,84	28,55	25,52
3	16,67	19,81	7,29	22,56	8,93	13,70	7,37	18,35	9,00	16,81	9,82	18,15	14,39
4	9,38	9,43	5,21	8,27	5,36	5,48	3,16	9,17	3,00	8,85	5,21	8,09	6,79
5	15,63	15,09	6,25	19,55	7,14	14,38	3,16	9,17	4,00	6,19	7,21	13,20	10,50
====	====	====	====	====	====	====	====	====	====	====	====	====	====
n	96	105	96	133	112	146	95	109	100	113	499	606	1 105
NATAL EDUCATION DEPARTMENT													
0	14,29	7,41	20,88	9,62	23,40	18,52	25,00	14,91	37,30	18,18	24,95	13,81	19,18
1	34,69	37,04	45,06	37,50	41,49	27,78	41,67	32,46	36,51	36,36	39,60	34,25	36,83
2	35,71	25,93	21,98	17,31	22,34	26,85	16,67	23,68	15,87	23,64	22,18	23,57	22,90
3	6,12	13,89	8,79	15,39	6,38	14,82	8,33	16,67	4,76	10,00	6,73	14,18	10,59
4	4,08	7,41		6,73	2,13	2,78	2,08	6,14	1,59	6,36	1,98	5,89	4,01
5	5,10	8,33	3,30	13,46	4,26	9,26	6,25	6,14	3,97	4,55	4,55	8,29	6,49
====	====	====	====	====	====	====	====	====	====	====	====	====	====
n	98	108	91	104	94	108	96	114	126	109	505	543	1 048
PRIVATE SCHOOLS (No. boys insignificant for statistical purposes)													
0	-	2,82	-	10,84	-	15,12	-	15,94	-	29,11	20,00	14,95	15,90
1	-	35,21	-	28,92	-	45,35	-	37,68	-	34,18	36,67	36,34	36,40
2	-	28,17	-	21,69	-	20,93	-	23,19	-	24,05	28,89	23,45	24,48
3	-	15,49	-	12,05	-	6,98	-	10,15	-	7,59	4,44	10,31	9,21
4	-	8,45	-	9,64	-	4,65	-	7,25	-		4,44	5,93	5,65
5	-	9,86	-	16,87	-	6,98	-	5,80	-	5,06	5,56	9,02	8,37
====	====	====	====	====	====	====	====	====	====	====	====	====	====
n	16	71	20	83	14	86	20	69	20	79	90	388	478
HOUSE OF REPRESENTATIVES (No. pupils insignificant for statistical purposes)													
0	-	-	-	-	-	-	-	-	-	-	28,77	11,96	12,45
1	-	-	-	-	-	-	-	-	-	-	31,51	20,65	16,34
2	-	-	-	-	-	-	-	-	-	-	21,92	22,83	14,40
3	-	-	-	-	-	-	-	-	-	-	24,66	19,57	10,12
4	-	-	-	-	-	-	-	-	-	-	2,74	8,70	3,89
5	-	-	-	-	-	-	-	-	-	-	4,11	16,30	7,00
====	====	====	====	====	====	====	====	====	====	====	====	====	====
n	16	18	13	18	14	19	17	15	13	22	73	92	165

(Continued)

TABLE 9 (Continued)
(Question 31)

No. Books	Std 6 Boys	Std 6 Girls	Std 7 Boys	Std 7 Girls	Std 8 Boys	Std 8 Girls	Std 9 Boys	Std 9 Girls	Std 10 Boys	Std 10 Girls	TOTAL Boys	TOTAL Girls	TOTAL Both
0	14,16	4,30	21,82	9,17	23,08	14,48	27,63	15,64	34,36	16,72	24,51	12,15	17,30
1	28,32	29,80	38,64	25,44	36,75	32,59	39,04	29,64	34,75	31,58	35,48	29,82	32,18
2	30,09	28,81	22,73	22,78	22,65	25,07	18,86	24,10	18,92	26,32	22,54	25,34	24,17
3	11,95	16,56	8,18	16,86	7,26	12,81	7,46	15,96	6,18	13,31	8,14	15,09	12,19
4	6,19	8,94	2,73	8,28	3,85	4,57	3,07	7,17	2,32	5,88	3,60	6,87	5,51
5	9,30	11,59	5,91	17,46	6,41	10,58	3,95	7,49	3,47	6,19	5,74	10,74	8,65
n	226	302	220	338	234	359	228	307	259	323	1 167	1 631	2 797

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TABLE 10 (Continued)
(Question 43)

Q.43 Choice	Std 6 Boys	Std 6 Girls	Std 7 Boys	Std 7 Girls	Std 8 Boys	Std 8 Girls	Std 9 Boys	Std 9 Girls	Std 10 Boys	Std 10 Girls	TOTAL Boys	TOTAL Girls	TOTAL Both
HOUSE OF REPRESENTATIVES (No. pupils insignificant for statistical purposes)													
A	-	-	-	-	-	-	-	-	-	-	30,14	47,19	39,51
B	-	-	-	-	-	-	-	-	-	-	16,44	20,22	18,52
C	-	-	-	-	-	-	-	-	-	-	17,81	2,25	9,26
D	-	-	-	-	-	-	-	-	-	-	5,48	7,87	6,79
E	-	-	-	-	-	-	-	-	-	-	10,96	15,73	13,58
F	-	-	-	-	-	-	-	-	-	-	4,11	4,49	4,32
G	-	-	-	-	-	-	-	-	-	-	6,85	0,00	3,09
H	-	-	-	-	-	-	-	-	-	-	8,22	2,25	4,94
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
n	16	18	13	17	14	18	17	14	13	22	73	89	162
ALL AUTHORITIES													
A	39,11	46,00	28,77	52,67	30,60	38,48	28,95	38,36	30,62	32,26	31,58	41,95	37,66
B	15,11	16,00	19,63	13,99	23,28	22,75	28,07	22,62	23,26	23,77	21,94	19,86	20,73
C	10,67	5,00	11,87	3,27	13,36	2,25	6,58	1,31	7,75	0,93	9,98	2,53	5,64
D	5,78	7,67	6,39	5,95	6,03	5,34	5,26	2,62	7,36	5,56	6,20	5,43	5,75
E	10,22	15,00	12,79	16,67	6,90	22,75	14,05	26,23	12,40	29,01	11,27	21,96	17,50
F	10,22	5,00	10,05	2,68	4,31	4,21	3,07	1,31	3,88	1,54	6,20	2,96	4,31
G	6,22	4,33	5,48	2,38	6,47	2,53	7,02	4,59	6,20	2,78	6,28	3,27	4,53
H	2,67	1,00	5,02	2,38	9,05	1,69	7,02	2,95	8,57	2,16	6,54	2,04	3,92
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
n	225	300	219	336	232	356	228	305	258	324	1 162	1 621	2 783

CHAPTER FIVE

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VOLUNTARY READING AND PERSONAL DATA

PREAMBLE

The amount of book-reading indicated by pupils in response to Question 31 in their first questionnaire (see Table 9), and the preferred reading-matter indicated by their responses to Question 43 in their second questionnaire (see Table 10), are considered in this chapter against the variables of age (as level of schooling), gender, standard of living (expressed as number of home comforts possessed), intelligence, achievement at school, and achievement in English. Summaries of Tables 9 and 10 from Chapter 4 are produced as Tables 11 and 14 here, in order to simplify consideration of the findings in this chapter.

For the complete pupil-sample of this study, the average number of books read during the fortnight was between one and two books (see Table 11). Arbitrary norms of one and two books per week were therefore chosen, from which pupils' responses could show deviance or otherwise in Tables 12 and 13. Those norms have no prescriptive significance.

It is unfortunate that no separate responses could be recorded for House of Representatives pupils and for boys from Private Schools; in a detailed breakdown, their numbers become too small to be of any value (see Table 9). No statistics-based comments on, or claims for, those groups are therefore possible. The implications of that fact will be dealt with below as the need to do so arises.

SECTION A : READING AND AGE

A.1 : AMOUNT OF BOOK-READING AND AGE

Overall, as shown by all major studies from Terman and Lima (1931) and Jenkinson (1940) onwards, the amount of book-reading done by pupils decreases significantly during their secondary schooling. Witty (1960), Painter (1965) and innumerable others state that the decline in reading actually begins in high school; Davies points out that "it has been continually noted by child psychologists that children between the ages of eight and eleven probably read more than they do at any other point in their lives" (Davies: 1). Witty found specifically that amount of reading rises sharply between the ages of six and twelve and declines thereafter (Witty: 541).

A cause for alarm is that both Houghton-Hawksley in South Africa (1983) and Whitehead in the UK (1977) show significantly different findings: their studies show a decline in book-reading to start somewhat earlier - respectively at 9 (Houghton-Hawksley: 188) and at 10 (Whitehead: 55). This is obviously an area which needs researching.

For the complete sample here, the percentage of secondary-school pupils who read at least one book per week falls from 62% in Std 6 to 42% in Std 10 (see Table 12). The percentage who read at least two books per week falls from 18% in Std 6 to 9% in Std 10 (see Table 13). Indeed, the decrease in book-reading with age, as shown in Figs 2 to 4 (graphs to show respectively the percentages of pupils who read at least one, and at least two, books per week), is a pattern observable in every detailed breakdown in this chapter. (No graphs were generated for pupils from Private Schools or for House of Representatives pupils because of the low number of their respondents.)

A particular trend to note in this section is the steep decline of reading between Stds 6 and 8. It is hard to offer an explanation for that phenomenon. Stear (1988), from her experience as principal of a large, urban girls' school, notes that "there are many time-consuming pressures placed on the adolescent pupil in the form of homework schedules and compulsory extra-mural activities" (Stear: 4). However, Chapter 4 of this study finds no readily apparent link between general industriousness and infrequency of reading; indeed, the opposite appears to be true. One could also suggest that pupils at that stage of development have difficulty in obtaining books which are neither too childish nor too adult for their tastes and needs. Enqdahl suggests that "adult" books may be distinguished from children's by their "conceptual and emotional level" and by their "complexities of viewpoint", more than by their "difficulty of vocabulary and textual thread" (Enqdahl, 1975). The problem of finding books acceptable to them in early teenage years would thus become an acute problem for boys, assuming Dennett is right in his finding that boys attempt to transfer to adult fiction earlier than girls do (Dennett: 6). Between them, Enqdahl and Dennett seem to provide the most logical explanation for the dramatic fall-off in book-reading from Std 6 to Std 8, especially where boys are concerned.

As pupils move deeper into adolescence, it could be surmised that they read fewer books simply because "adult" books tend to be more lengthy and ponderous than most juvenile books and thus take longer to read. However, even if that be true, Chapter 8 shows the thickness of a book to be an off-putting factor with regard to less than avid readers. Consequently, for some pupils at least, the need for "adult" literature could turn reading into a laborious task, rendering it increasingly distasteful. If this consideration is subsumed with the contentions of Enqdahl and Dennett

above, one appears to have a reasonable explanation for the steady decline in adolescent reading found by this study, especially with regard to boys.

Table 13 shows that the difference between Stds 6 and 8 overall is a decrease of over 14% for one book per week, and the difference for two books per week is a fall of just over 5%. The slopes of the relevant graphs (Figures 2 to 4) flatten out somewhat between Stds 8 and 10, but the fall-off continues - 5% for one book per week and 4% for two. Increasing maturity and increasing interest in the human condition and in the world at large, let alone increasing comprehension of those matters, could be held largely responsible for flattening the lines of the graphs. Wilson (1966) satisfies Squire that age brings improved control over emotional responses (Squire: 523 - 533), which suggests that the improvement of matters between Stds 8 and 10 probably stems from an improved ability to cope with the exigencies of reading "adult" books as outlined above. However, if an unfavourable attitude towards books tends to be set firmly in some pupils by Std 8 - as seems possible, considering the continued fall-off thereafter (see Figures 2 to 4) - the first phase of secondary schooling seems to need the most research and attention in the matter of the relationship between age and book-reading. This study makes suggestions and recommendations concerning strategies which might help to arrest the decline (see Chapters 7 and 8), but it is to be hoped that other researchers might take up where Houghton-Hawksley (1983) and this study leave off, in the matter of junior secondary school pupils' reading.

A.2 : READING-MATTER AND AGE

Table 10 in Chapter 4 shows books to be the preferred reading-matter of all pupils, irrespective of their ages. Similar to the findings of Section A.1 above, Table 10 also shows the preference for books to fall steeply

from Stds 6 to 10. The fall-off in book-reading between Stds 6 and 10 goes hand in hand with a rise in the amount of magazine-reading; that is to say, the difference between the greater preference expressed for books and the lesser preference expressed for magazines narrows with increase in age, from just over 20% in Std 6 to 8% in Std 10. From Jenkinson (1940) to Marshall (1975) and Whitehead (1977), researchers in the UK (with the exception of Yarlott and Harpin, 1970) have found a similarly large increase in magazine-reading with age, attributing it to increasingly specialised interests with resultantly increasing needs for specialist magazines and journals. That may well be the case in America and Britain, but there seem no recent findings available for South Africa in this matter. And be that explanation as it may, the decrease in book-reading between Stds 6 and 10 in this country remains alarming. Research is needed into the nature and quality of high-school pupils' periodical-reading: if one knew pupils' periodicals better, it might aid one in coping with their problems of book-selection (see Section A.1 above).

From the above paragraph, increase in magazine-reading would seem to be a strong reason for the decrease in book-reading, and that contention appears to be corroborated by the overall increase, between Stds 6 and 10, in the percentages of pupils who claim to read books and magazines equally.

With regard to comics/photo-stories, the findings of all major overseas surveys - from Jenkinson (1940) through to Yarlott and Harpin (1970) and Whitehead (1977) - accord with the findings presented here: there is a general decrease in the amount of this sort of reading between Stds 6 and 10. The position is not altogether as simple as that, but further comment will follow in Section B.2. In passing, it is noted (for what it is worth) that pupils overall express a preference for comics over photo-stories in the order of 3:1 (ex Question 44 of the pupils' first questionnaire).

Both attacks on, and defences of, comic-reading are too numerous to list here. They all present strong arguments for the adoption of their opposing points of view and, as Simpson points out:

As in the case (sic) of the motion-picture, radio and television, we have no choice but to accept (the comic), to improve it if possible, and to develop (in pupils) discrimination in its use.

(Simpson: 6)

Ways and means of doing what Simpson suggests are outside the scope of this dissertation. What concern this researcher more are the implications of Rackham's description of a comic as a text containing a series of pictures combined with words, where neither pictures nor words are adequate by themselves as communication (after Rackham: 9). One remains disturbed by comic-reading, then, in that one is perturbed at the possibility of its strong visual component's overwhelming the intellectually more demanding process of reading print - particularly during the ages under consideration here, when book-reading by pupils is in decline.

The percentage of pupils who report no reading at all in the period under scrutiny rises between Stds 6 and 10, but to a lesser degree than does the "0 books" figure in Table 9, indicating that some of Question 31's nil book-reading responses come from pupils who are doing at least some sort of reading. However, if responses to choices C, G and H are pooled to show the percentage of pupils who read either nothing at all or else only magazines and comics, the percentage remains a disturbingly constant 13% for both Std 6 and Std 10. The position is particularly alarming when boys are isolated, as will be shown in Section B.2. Still, with age, pupils overall express an increase in dislike (Question 44) of comics and photo-stories. Obviously, therefore, with increasing maturity pupils feel an increasing need for their reading-matter to contain fuller and weightier

treatment of their concerns.

SECTION B : READING AND GENDER

B.1 : AMOUNT OF BOOK-READING AND GENDER

Analyses of other researchers' work add nothing to the findings of this section, by way of either differences or explanations. The standard texts provide the same reports as those presented here, and they are supported by many lesser studies - e.g. Blount (1968), Ellis (1969), and Scharf (1973). In fact, nothing seems to have changed in this respect since Terman and Lima's day (1931): Tables 12 and 13 show separately for boys and girls the differences in reading habits between the bottom, middle and top levels of the secondary school. It is found here that girls indisputably read more than boys do (see also Figs 2 - 4).

What appears most significant in Tables 12 and 13 is that girls show a falling-off in their amount of reading similar to the fall-off shown by boys, particularly between Stds 6 and 8 - though not as greatly as the boys' decrease in reading. The differences between Stds 6 and 10 are also in general far greater for boys than they are for girls, though Private School girls show a fall-off, for one book per week, similar to the fall-off overall for boys. Private School boys (90 responses) and House of Representatives pupils (165 responses) were an insignificant number to include in Tables 12 and 13; however, a graph of the Private Schools boys' responses showed a vertiginous drop in reading between Stds 6 and 7, which may in retrospect not have been unreal, considering the trends set by House of Delegates and Natal Education Department boys. One can probably assume that House of Representatives pupils' responses, if analysed separately, would have shown the same gender-related pattern found overall.

B.2 : READING-MATTER AND GENDER

In this section, as in the one above, the findings do not differ from what previous researchers have shown. Taylor (1972) reported that nothing seemed to have changed since Jenkinson's study (1940), and nothing seems in turn to have altered since Taylor's day: - gender is found here to be a very significant factor indeed.

Table 14 suggests a number of distinct, gender-oriented observations and corroborates much of Section B.1. Girls, for example, show a far greater preference overall for books than boys do, while boys show a greater preference for magazines and other light reading-matter than do girls. The gap between preference of books to magazines is also far more pronounced for girls, which bears out the large difference between the sexes' responses to option A in Table 14. Comics/photo-stories are not a popular choice overall, but boys are overwhelmingly the readers of this reading-matter, as indicated by the higher figures for boys under options C, F and G. The figure for House of Delegates boys under option C in Table 14 is an alarming 13%, and it is a pity that reliable figures are not available for Private School boys and House of Representatives pupils, particularly since House of Representatives boys seem also to be avid readers of comics/photo-stories - indeed, they may be the most avid readers of such matter. It is also worth noting that the figures for girls' reading of comics/photo-stories show a considerable drop between Stds 6 and 10, far more pronounced than the figures for boys.

According to Question 44, and taking age also into account, girls show at all ages a preference for comics to photo-stories in the order of 2:1, while boys' preferences for comics to photo-stories rises from 4:1 in Stds 6 and 7 to 6:1 in Std 8 and falls to 5:1 in Stds 9 and 10. The inference

might be drawn that girls prefer the greater graphic realism of photo-stories to the caricatured presentation of matter in comics, while boys prefer the latter style of presentation. Furthermore, Yarlott and Harpin (1970) found that boys identify with characters more than girls do. Marrying that to the previous suggestion posits the idea that boys cannot readily identify with rounded, complex characters as found in books, which analyse human problems in more depth than comics can. In Witty (1960), both Sterner and Thorndike are reported to find boys less interested than girls are in things spiritual, like people's emotions, and more interested in things material, like processes and products. And certainly, comics are more concerned with simplistic dilemmas, such as physical conflicts which are given only violent possibilities as solutions, rather than dilemmas involving conflicts of emotion, will or morality (Carns: 21).

The important issue, however, is that the obviously fantastic nature of comics is probably less insidiously persuasive than the quasi-realism of photo-stories - not to mention that the overt silliness of cartoon-narrative is probably also less persuasive of values than the pretentious, romanticised subject-matter of photo-stories. Readers of photo-stories may, thus, be exposed to a medium which is more dangerously trivialising of life than comics are. This theme is dealt with in detail in Chapter 8, in the matter of social maturity. Here we may note simply that readers of comics/photo-stories are a minority - though a not insignificant minority in the case of boys.

According to option D in Table 14, House of Delegates girls seem to be the most eclectic readers, though boys overall display more variety in their choices of reading-matter than girls do.

With regard to option H ("Nothing"), a disturbing percentage of boys

chose this option, significantly more than the percentage of girls - excepting for Private Schools, but that data is unreliable. The overall figure for boys under option H of Question 43 (6,54%) might at a glance seem more encouraging than their "0 books" response to Question 31 (24,51%), but Table 14 shows clearly that boys' reading is of a far lighter nature than girls'. Combining all of the boys' responses to options C, G and H of Question 43 gives a figure of 22,80% (which corroborates the boys' overall "0 books" response to Question 31); for the same options to Question 43, girls show a figure of only 7,84%.

SECTION C : READING AND STANDARD OF LIVING

Jenkinson (1940) found social and economic differences to have far less influence on reading than did gender and age. However, it seems important to check that finding for this country and for this time. That social and/or economic status does have some significance for reading, has been shown by Dennett (1974) in the UK, Emans and Patyk in the USA (Squire, 1969), and Whitehead (1977) in the UK. There seems to be no research into such a relationship for South African high-school pupils except Stone's study (1953), the "class" categories of which are unacceptable (see Chapter 3 above), and Schauffer's small survey (1964), which could unfortunately produce no results in the matter.

It was originally hoped that a proper classification of readers by socio-economic status would have formed part of this dissertation. However, the education authorities polled were adamant from the outset that no "embarrassing" questions could form part of the questionnaires - i.e. no question might directly ask after parents' incomes, occupational status, and so on. Nevertheless, this writer has attempted to explore for South

Africa the notion that motives for reading are a result of "pressures of society and the world in which we live" (Jennings, 1965).

An attempt was made to establish socio-economic status via Questions 14 - 17 of the pupils' first questionnaire, but it must be admitted that responses to those questions do not allow one to infer social status acceptably. Yet, conceding that point, there is nevertheless no doubt that possession of some or all of the items listed in Questions 14 - 17 (television set, VCR, swimming-pool and car) can serve as an indication of comparative wealth. It was thus decided to go ahead with dividing pupils up into categories by standard of living.

Four categories were devised, as listed in Table 15, by the numbers and types of luxury items owned. For that purpose, cars and television sets were deemed "lesser" luxury items than VCRs and swimming-pools, though the possession of more than one car and television set was given greater weight than possession of a VCR, and so on. The four standard-of-living categories were then compared with teachers' assessments of their pupils' standards of living (Teachers' Questionnaire, Question 6). Allowing for a tolerance of one category up or down, 90% of the teachers' assessments matched their pupils' claims, so the four groupings used in this section may be taken as quite acceptably accurate and were used to generate Tables 15, 15A and 16, which form the backbone of Section C's conclusions.

C.1 : AMOUNT OF BOOK-READING AND STANDARD OF LIVING

Table 15 shows the amount of pupils' book-reading, as books per fortnight by standard of living. Firstly, the table shows its results for the entire, categorised sample; then it analyses boys and girls, both separately and together, conflating Category 1 with 2 and 3 with 4;

finally, the responses to Question 31 are conflated first as three options only and then as two options only. In that way, patterns of similarity and difference are most effectively highlighted. The format of Table 15 should need no further explanation.

On analysis, Table 15 shows clearly, for all categories, that girls read more books than boys do. That observation is by now axiomatic in this survey and it emerges in all following detailed analyses of tables.

Remarkably, Table 15 shows a directly inverse relationship between standard of living and amount of book-reading - that is to say that as standard of living rises so the amount of book-reading declines. That is revealed for the entire sample by the increase in "0 books" responses between Categories 4 and 1, and by the concomitant decrease in "3 - 5" responses between the same categories. One is not particularly struck by the finding for poorer pupils, since one is satisfied by Emans and Patyk that reading is for such pupils a prime recreational pursuit (Squire, 1969); but the finding for wealthy pupils is very surprising indeed since one would expect that, with more money available for luxuries, more books would be bought or, at least, that more opportunities would arise for the sustained bouts of reading that books tend to require: ready transport to and from libraries, more leisure time (availability of servants, personal transport and expensive labour-saving devices), and a greater degree of personal privacy (larger houses) - although Chapter 8 of this dissertation finds an interesting refutation of the notion that privacy *per se* promotes reading.

Surprising though it is, the finding here for wealthy pupils has a precursor: Lawrence (1964) states for his research that "children from the upper professional class were not among the greatest (most avid) readers"

(Lawrence: 3). Lawrence suggests that the reason may be the availability of other diversions. Kenneth Durham of Rhodes University, in a personal note (1989) to this researcher, suggests that the mere availability of diversions could lead to restlessness inimical to reading, pointing out that "reading needs large, absorbing chunks of time ... without a mental dilemma of counter temptations." That seems at least one reasonably acceptable explanation for privileged pupils' not reading as much as less privileged pupils tend to, but the phenomenon remains puzzling.

If reading enjoys a greater part of the leisure-time activity of Categories 3 and 4 (as Table 15 clearly shows), one could suspect that television sets, VCRs, swimming-pools and readily available transport are distractions from book-reading, particularly for Categories 1 and 2. That particularly raises yet again the issue of whether television may be a serious distraction from book-reading, which was found not to be the case in Chapter 4. Table 15A was generated to investigate that issue more closely, yet it shows no significant differences when the amount of television-viewing time (including videos) is considered by standard of living. In fact, it shows ironically that there is more television-viewing by Categories 3 and 4 than by Category 1, and Table 15 shows more book-reading at the "3+ books" level by Categories 3 and 4. Readily available television would, thus, definitely not seem to be a distraction from book-reading, and the findings of Chapter 4 in that regard are corroborated.

From all the above, one is led to infer that the reading of books is simply not an important component of the lifestyles of wealthy pupils in South Africa. Considering the inescapable fact that leaders in a capitalist society often tend to be appointed from among its financially advantaged members (such as the pupils in Categories 1 and 2), one is led to the disturbing conclusion that many such leaders might largely be

lacking in much of the sensitivity and insight, provided by books, into the lifestyles and feelings of subordinate (because financially less advantaged) people. "Motivation For This Work", in the INTRODUCTION to this dissertation, makes the potential influence of book-reading quite clear in that respect. The social implications of such a situation are alarming - particularly in a troubled society such as South Africa's - as MacDougall (1978) makes quite clear.

C.2 : READING-MATTER AND STANDARD OF LIVING

In Table 16, all categories show a preference for books as reading-matter, whether books are expressed as an option on their own or in equal combination with magazines. Magazines, expressed as a choice on their own and in equal combination with books, run second to books. Comics/photo-stories, on their own and in equal combination with magazines, are placed third in choice, with very little support except among boys of Categories 3 and 4 combined - where comics run a close third to magazines thus: magazines (per Options B, E and G), 27,59%; comics (ex Options C, F and G), 21,41%. That finding corroborates the finding of Section B.2 in respect of boys and comics/photo-stories, particularly if standard of living is also used as a variable in the analysis of Question 43.

Admittedly, the number of respondents in Category 4 is very small (36) and the number of boys in that category is obviously even smaller (21). However, if one generates a separate table for boys' choices of lighter reading-matter (Table 16A), one sees a clear decrease in the amount of magazine-reading by boys between Categories 1 and 3 with a concomitant increase in their reading of comics/photo-stories. It is more than likely, therefore, that Category 4 does fall into the pattern established by the preceding categories.

To sum up, Table 16 corroborates the findings of Section C.1 in respect of book-reading, by noting that pupils in lower standard-of-living categories show a greater preference for books than do pupils in higher categories. The overall fall-off in the reading of magazines and the increase in the reading of comics/photo-stories can probably be ascribed in part to the expensive nature of the former and the relative cheapness of the latter. However, that possibility needs research, since one must not forget the corollary factors mentioned in Sections A.2 and B.2.

SECTION D : READING AND IQ

Data concerning pupils' intelligence ratings was supplied by teachers, from their schools' confidential records of their pupils' IQ scores (see Question 5 of the Teachers' Questionnaire). It was felt that such a procedure would also avert collection of data from able pupils only, which some schools might have presented in order to reflect themselves favourably (see Whitehead: 98-99).

There are contradictory reports from other researchers concerned with the effect of intelligence on reading-habits. Many find intelligence to be far less important than other factors, especially gender and age (Ames and Walker, 1964). On the other hand, Karlin (1969) lists many researchers who do find a significant relationship between intelligence and reading. Findings for South African high-school pupils are presented in the subsections below.

D.1 : AMOUNT OF BOOK-READING AND IQ

Most overseas researchers show that there is a clear connection between intelligence, as rated by standardized tests, and amount of reading

(Scharf: 605). For high-school pupils in South Africa, Stone (1953) could produce no findings in the matter, and Schauffer (1964) shows a correlation coefficient of an insignificant 0,319 between IQ and amount of book-reading. Yet, for younger South African pupils, Houghton-Hawksley (1983) finds a relationship which is in line with the findings presented here (Houghton-Hawksley: 225).

Table 17 shows that IQ is an indisputable factor affecting the amount of book-reading done by pupils: overall, at "0" and "1" books per fortnight, responses rise as IQ categories drop; at "2 books/fortnight", responses see-saw insignificantly from IQ Categories 2 to 4; and from "3+ books/fortnight" responses rise in step with each rise in category.

There are only two observations of note here. The first is that girls show a quite disproportionate surge in book-reading for Category 1 at the level of Option 5 (4+ books/fortnight). The second - and almost a corollary of that observation - is that boys show once again a disturbingly high percentage of "0 books" responses, even (and very disturbingly) in Categories 1 and 2. Even girls in Categories 3 and 4 hold their own against boys in Categories 1 and 2, so while IQ is obviously an important factor influencing the number of books read, gender remains the overriding factor.

D.2 : READING-MATTER AND IQ

This is a more controversial area than Section D.1; Thorndike (1941), in respect of reading-preferences (types of books), started the debate by reporting that "The patterns of interest for bright and slow children of the same age are much alike" (Thorndike: 10). Squire (1969) concludes flatly that IQ is not significant in respect of reading-preferences, while

Scharf (1973) concludes exactly the opposite. In one of the most comprehensive surveys in the UK, Whitehead (1977) conflates pupils' intelligence ratings (as "ability") with their achievement ratings (as "attainment") and finds a correlation of sorts: for both "0 periodicals" as well as "7 periodicals" the number of readers with high intelligence is greater than that with low intelligence (Whitehead: 69). Whitehead thus suggests a relationship between high intelligence and a moderate amount of fragmentary reading, as well as between low intelligence and mostly fragmentary reading.

After surveying the relevant data collected by this survey (see Table 18) it is submitted that as IQ falls preference for books decreases and preference for lighter reading-matter increases. No other South African research-findings in the matter have been uncovered.

Some of the figures in Table 18 are quite striking: there is, for example, a difference of 30% between the preference for books expressed by Category 1 and that expressed by Category 4. Moreover, book-reading, as an option by itself as well as in equal combinations with magazines and with comics, shows for Category 1 a lead of 32% over magazines, while it plummets to second place for Category 4, falling behind magazine-reading by nearly 2,5%. Gender is the other significant factor effecting that fall, as a glance at Table 18's separate data for boys and for girls will show. Similarly, the "Nothing" responses in Table 18 show a much higher percentage for Categories 3 and 4 boys than for girls in the same categories.

Preference for comics/photo-stories rises as IQ falls, with boys again showing a disturbingly high choice of this very light reading-matter. Boys' percentages for comics/photo-stories and for comics/photo-stories in

equal combinations with books and magazines (ex Options C, F and G), are less than 10% in Categories 1 and 2, and well over 17% in Categories 3 and 4. Those figures may be contrasted with a relatively insignificant 5.23% for all girls, irrespective of IQ category.

In general, considering the strong evidence contained in Table 18, it appears that the higher a pupil's IQ is, the more pleasurable and rewarding he or she will find book-reading to be and the less satisfaction he or she will derive from lighter and more fragmentary reading-matter such as magazines and comics.

SECTION E : READING AND GENERAL ACHIEVEMENT AT SCHOOL

In the interests of validity and reliability, it was decided to use the teachers' reports of their pupils' general achievement at school. It was found that pupils' claims of their levels of achievement matched their teachers' reports by only 73%, which was surprising since their claims concerning their achievements in English matched their teachers' reports of the same by 96%. It is therefore unlikely that the pupils' poor match in their claims of general achievement may be attributed to lying; it seems more likely that pupils were confused between their aggregate marks for the year ("year marks") and their scores in the examinations of the previous December ("examination marks") (see Question 25). The teachers' responses to Question 7 of the Teachers' Questionnaire were, therefore, used to generate Tables 19 and 20 - not that teachers were altogether incapable of the same confusion, but it was felt more likely that teachers' reliance on school records would produce consistent attainment-marks, whether "examination mark" (as asked for in the questionnaires) or "year mark".

E.1 : AMOUNT OF BOOK-READING AND GENERAL ACHIEVEMENT AT SCHOOL

As in Section D, the overall results here match those of similar studies, that high or low achievement at school shows a relationship with amount of book-reading (Houghton-Hawksley: 226; Whitehead: 63). Here, girls produce higher figures overall for book-reading, showing greater numbers of books read than even boys in higher achievement categories. The inference to be drawn from the data in Table 19 is simply that there is a remarkable relationship between general-achievement scores at school and the amount of book-reading done.

Whether that relationship is a causal one is another matter. It may be dangerous to assume that high general achievement at school stems automatically from a great amount of book-reading. It is important to stress again at this point the fact that the co-existence of patterns may suggest causality but it certainly does not prove it. Scholastic achievement might as much be a result of inherent intelligence, or even of "swotting/cramming" (given the premium placed on examination results in South African high schools), as it might be a result of avid reading. Avid book-reading may very likely indicate great need for creative satisfaction, which is the hallmark of high intelligence, and if an avid book-reader possesses high intelligence he/she may naturally do well at school. Yet again, relationship of creativity to reading-achievement is disputed by at least one reputable study (Roughton, 1963).

At this stage the argument becomes circular. All that one is at liberty to infer from Table 19 is that the same people who read a large number of books do well at school, and that there may very well be a connection (unproven here) between amount of book-reading and the ability to produce satisfactory work in examinations. Nonetheless, the possibility

of causality continues to tantalise when one observes in Table 19 that girl achievers read more books than boy achievers do, and that there is a greater percentage of girls in achievement-categories 1 and 2 (over 55%) than boys (just under 43%).

E.2 : READING-MATTER AND GENERAL ACHIEVEMENT AT SCHOOL

Table 20 reveals little more than we already know or suspect from the data in Table 19, and from the two facts established beyond doubt as salient by now: (a) gender creates a pattern of choices in reading-matter which overrides all other patterns; and (b) intelligence - which is also probably largely indicated by scholastic achievement - is the second most influential factor in choice of reading-matter. Whitehead's findings concerning the possible relationship between reading and "ability and attainment" (see Section D.2 above) are also pertinent here; and, though neither Stone (1953) nor Schauffer (1964) produce any conclusions in this matter, Houghton-Hawksley's (1983) findings (see Section E.2 above) seem to add weight to the conclusions drawn here for South African pupils.

Consequent to the above, there is nothing new in this section or, thus, unexpected in Table 20. Generally speaking, pupils prefer books to magazines, although that is a moot point in the case of Category 3 and 4 boys, whose ranking of magazines is so close to their ranking of books that it may be considered identical. Pupils who achieve highly at school show a very great preference for books over lighter reading-matter, and poor achievers show a much less marked preference for books. The popularity of comics predictably rises with a drop in achievement category, probably for the reasons suggested in Section D.2.

Observations on, and possible explanations of, the data in Table 20

can be no different from those offered in Sections D and E.1 above, since Tables 17, 18, 19 and 20 display such striking similarities. There seems no point, therefore, in repeating those comments here.

SECTION F : READING AND ACHIEVEMENT IN ENGLISH

In this section it was decided to use teachers' reports of their pupils' achievements in English for the sake of consistency with Section E, where teachers' reports were also used (for the reasons outlined there). Tables 21 and 22 are, therefore, generated from Question 8 of the Teachers' Questionnaire.

In passing, it is worth noting again that pupils' responses to Question 26 matched their teachers' responses to a degree of 96%, which is a heartening observation, since it implies a great deal of reliability for the data gathered by this survey.

The percentage of high achievers in English (Tables 21 and 22) is less than the percentage of high general achievers (Tables 19 and 20). Other than that, there are within Tables 21 and 22 the same patterns as in Tables 19 and 20 so there are no observations to be made here which are different from, or not explained by, the previous sections of this chapter. Observations in this section are therefore perfunctory, merely directing the reader to significant issues.

F.1 : AMOUNT OF BOOK-READING AND ACHIEVEMENT IN ENGLISH

The data in Table 21 is as one might expect, except that there is an interestingly strong resurgence overall in the "5" response (4+ books/fortnight) for both boys and girls of Categories 1 and 2 - though the surge is greater among girls than among boys.

An interesting observation, from a causalist point of view, is the increase here in "0 books" responses for Category 4 (low achievers) over the same responses in Table 19 (general achievement): it matches the decrease between that table and this in Category 1 (high achievers) at "0 books". Note, too, that in Categories 1 and 2 the proportion of girls to boys (66 : 34) closely matches the proportions at the "3+ books" level in those categories (62 : 38). The obvious inference is intriguing: avid book-reading has a clear statistical relationship with achievement-scores in English. Causality may once again not be proved, but the possibility of its existence may not be overlooked.

F.2 : READING-MATTER AND ACHIEVEMENT IN ENGLISH

The only comment to be made here is that lighter reading-matter acquires a little more significance in Table 22 than in Table 20 (general achievement): the poorest achievers in English read far more light and fragmentary matter than their counterparts in Table 20. For high achievers in English, Table 22 shows that "weightier" reading-matter (i.e. books) is strongly preferred, which is an identical finding to that for high general achievers in Table 20.

CONCLUSIONS

Chi-square analyses of Question 31 (amount of book-reading) and Question 43 (preferred reading-matter) by the variables of age, gender and IQ, suggest a rank-order for the significances of those variables. Age, gender and IQ in that order affect sheer amount of book-reading as well as preference for books over lighter, more fragmentary reading-matter.

Teachers of pupils with a low standard of living should take note of,

and consolidate, the predilection for book-reading displayed by so many of such pupils. More importantly, however, the apathetic attitude of many wealthy pupils towards books and reading needs to be addressed as a matter of urgency. Strategies for improving attitudes to book-reading are suggested in Chapter 7, but it needs to be said that a great deal more specific research into privileged pupils' reading seems called for if one is to understand the situation better. (See also Chapter 8 in that regard.) It should be remembered that standard of living is not immutable, even if the immediate power to alter social circumstances does seem beyond pupils or their teachers.

Achievement at school generally, and in English particularly, has strong relationships with amount of reading, as well as with choice of reading-matter. In respect of the latter relationship, high achievers are more likely than are poor achievers to choose books as reading-matter in preference to lighter, more fragmentary stuff. Arising from all of that is the important question as to whether or not the relationship between book-reading and scholastic achievement is a cause-and-effect one.

Analysis of questionnaire results may legitimately claim only to be descriptive. From the outset, one must admit that the unique combination of intellectual and social attributes for every individual pupil will tend to confound conclusions drawn from statistics-based generalizations.

Whitehead puts it well when he says:

It is of the utmost importance to stress (the above) fact since it has crucial implications for the kind of guidance which can helpfully be given by teachers, librarians and other interested adults.

Yet,

(as he goes on to say)

as we sift through the records, there do emerge from the enormous diversity of specific cases some recurring patterns which deserve attention.

(Whitehead: 168)

So, if there is any merit at all in presenting such data as this chapter does, it is that explanations of that data may be attempted.

Consider the most influential factors - gender and age. While Chapter 4 shows no significant difference between the amount of time spent by each sex on radio-listening and television-viewing, Chapter 4 also shows that boys tend to spend more time than girls do on activities which provide tangible or immediate gratification - i.e. hobbies other than reading, and sport. Chapter 5 shows that boys read fewer books than girls do, and are greater readers of light reading-matter. One is not going to posit the suggestion that the psyche of a boy is inherently different from that of a girl; it seems, rather, that somewhere in their socialization boys are moulded into people less willing or able to read books. The lack of such willingness is compounded during their progress through adolescence (see Tables 12 and 13); although age also leads to a falling-off in girls' book-reading, their decrease in book-reading is strikingly less than that of boys.

The important relationship between reading and socialization outlined in Chapter 1 makes the boys' situation a serious one, needing to be addressed as a matter of urgency. The Bullock Report (1975) and the JMB's Core Syllabus for English (1982) make injunctions to teachers in reference to that need (see INTRODUCTION), and teachers, in turn, make efforts to address the problem through school libraries and through books chosen by prescription committees. Yet, if this chapter's findings be accepted, one must conclude either that the encouragement to read which high-school pupils (especially boys) receive from their teachers has mostly been

ineffective, or else that the books older pupils (and particularly boys) are confronted with are by and large considered by them to be unattractive and/or irrelevant. Reid's (1982) study certainly suggests the latter situation convincingly enough for this researcher, and Chapters 7 and 8 have more to say in this regard.

Older pupils - particularly boys - obviously consider the reading of books to be less important than their teachers do. Teachers and educationists need therefore to address their efforts towards pupils' attitudes and values in respect of books more than towards simply attempting yet another set of book-prescriptions. Marzo points out anyway that from 1945 to 1980 she finds no fundamental change in the nature of book-prescriptions at the school-leaving level in South Africa (Marzo: 47). Even if one wishes to tie the teaching of reading and literature to the notion of Bloom's (1956) and others' systematic, objective-centred education, one should at least state specific behavioural objectives aimed at the affective intellectual domain as much as (if not more than) at the cognitive domain.

The findings of this chapter suggest that teachers should aim less at teaching specific works of literature than at appreciation of the act of book-reading, even though that might produce no short-term, easily quantifiable results such as examination marks. Indeed, making such an act of faith is vital if it be true that the reading of books is not felt by wealthy South African pupils to be an important aspect of their lifestyles, as the data in Tables 15, 15A and 16 suggests. If wealthy pupils are being socialized into acceptance of a lifestyle which prefers immediate satisfaction of needs over deferred, nobler gratification, and if older pupils are, through their increasing rejection of book-reading, not acquiring a proper social awareness and sensitivity, teachers and

educationists have no option but to reconsider not only the very purpose of literature-teaching at school, but also the point of their present book-prescriptions and teaching-methods.

A solution may lie in rethinking the whole concept of "Reading", which at even the lowest level of the secondary school becomes aggrandized to "Literature". At present, in South African secondary schools, the reading of English literature is relegated to one strait compartment of the English syllabus, which is in itself one strait compartment of the secondary-school curriculum. Bullock's (1975) comments positing the primacy of language-teaching and the need for its existence across the entire curriculum, suggest to this researcher that we could do well to rethink the traditional subject-boundaries in the school curriculum. Such bounds need not be considered sacrosanct or exclusive. If, say, a school-subject could be devised which would promote book-reading per se by promoting a desire for satisfactory socialization, then that subject could be strongly argued for in the curriculum, considering the findings outlined above.

If a less philosophical argument were asked for, concerning the status of reading in the curriculum, one would have to turn to the idea of a possible link between reading and achievement at school. Firstly, it should be noted that, despite very strong epidemiological pointers towards the likelihood of causality, one can do no more than speculate, at this stage, as to whether avid book-reading by itself leads to achievement in scholastic endeavour generally as well as in English studies particularly. One becomes uncomfortable with the inverse claim - that high achievement at school in both general and English studies leads to avid book-reading because of school-induced appreciation of linguistic niceties and love/appreciation of literature. Both Marzo's and Reid's studies refute such contentions satisfactorily for this researcher, and the findings of this

chapter contend that the present methods of literature-teaching could promote book-reading only among already high achievers. Arguing otherwise would be to ignore the simple fact that poor achievers read few books or only light reading-matter.

The status quo is a socially and academically undesirable state of affairs; so, in the absence of evidence to suggest differently, schools would do well to promote wide-ranging reading habits directly. Continuing to promote purely academic literary studies, in the belief that they will somehow empower pupils to better themselves, does not seem a tenable standpoint according to the evidence of this chapter.

For the purposes of these conclusions, and as Stear (1988) also implies, not all fragmentary or light reading-matter need be considered reprehensibly shallow in theme, nor need it be assumed that all such reading-matter is read unreflectingly. Nonetheless, the great amount of such matter read by poor achievers and less intelligent pupils suggests that it does, at worst, pander to any unwillingness to indulge in sustained bouts of identificatory projection or reflective introspection. Taking that a step further, let us define skilled reading as reading performed with a high level of comprehension and with a willingness to indulge in frequent (even if transient) bouts of creative and relational analysis (after Lunzer & Gardner, 1979). One can thus agree that low IQ will militate against a predilection for book-reading. However, low achievement (if unrelated to IQ, owing to antagonism towards teachers, subject-matter or school generally, not to mention any other sociological factors) need not automatically be considered a factor which inhibits reading; if reading were to be protected against demands for observable classroom performance, which are the essence of examination-oriented (mark-scoring) education, the demotivating forces which tend to militate against reading-

development would largely have been removed.

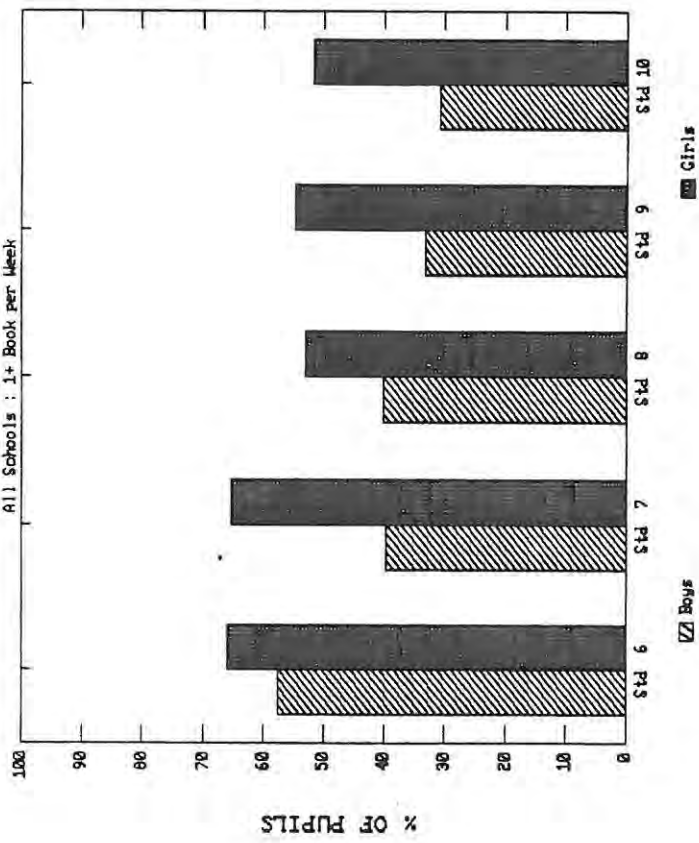
And if it be argued that standardised performance-levels must be set down for the issuing of a school-leaving certificate, note that both Durham (1969) and Reid (1982) among others have pointed to the undesirable practices which emanate from schools' and pupils' concern with examination results. That the influence of examination-based teaching will be increasingly felt as pupils move upwards through high school, seems a very likely explanation of the decreasing amount of book-reading among all pupils as they approach the last stages of their school careers. It should also be noted that the present practice of allocating to Literature only 33 - 40% of pupils' school-leaving English marks (which are in turn less than 20% of their aggregate marks) must do very little to enhance the status of books in the eyes of South African secondary-school pupils. One is left wondering how such weighted quantifications of syllabus-components might at all be considered educationally sound.

Returning to the findings of this chapter, one may find a cogent statistical argument for rethinking and reforming the concept of Reading in schools within Tables 17, 19 and 21. The percentage of boys in the top IQ categories is a mere 6% less than the percentage of girls; yet the difference found in the top General-Achievement categories is over 12% in favour of girls, and the difference found in the top English-Achievement categories is over 15% in the girls' favour. Now note that the difference between the numbers of boys and of girls reading 3+ books/fortnight is, for the top General-Achievement categories, 13%, and the difference at 3+ books/fortnight for the top English-Achievement categories is 14%. The connection between avid reading and achievement is significantly more than that between IQ and achievement. Thus, although not proven, the likelihood of a causal link is too great to be ignored.

The point is that the fall-off in reading, shown by the statistics in this chapter, refutes any claim that what is happening in the classroom promotes predilection towards voluntary book-reading; predilection must, it seems, stem more from other influences. Reid (1982) suggests in fact that classroom practices may be doing much harm to such predilection; so, changing the approach to reading from being a study of literature to the promotion of a desire to read books generally, may very well, in terms of this chapter's findings, reap substantial rewards both social and scholastic. All that would then remain to be addressed in school would be the notion of "quality" vs "non-quality" books and of how to promote sensitivity to them among pupils. And those, too, are matters which concern pupils' personal attitudes as much as their scholasticism.

FIGURE 2

All Schools : 1+ Book per Week



All Schools : 2+ Books per Week

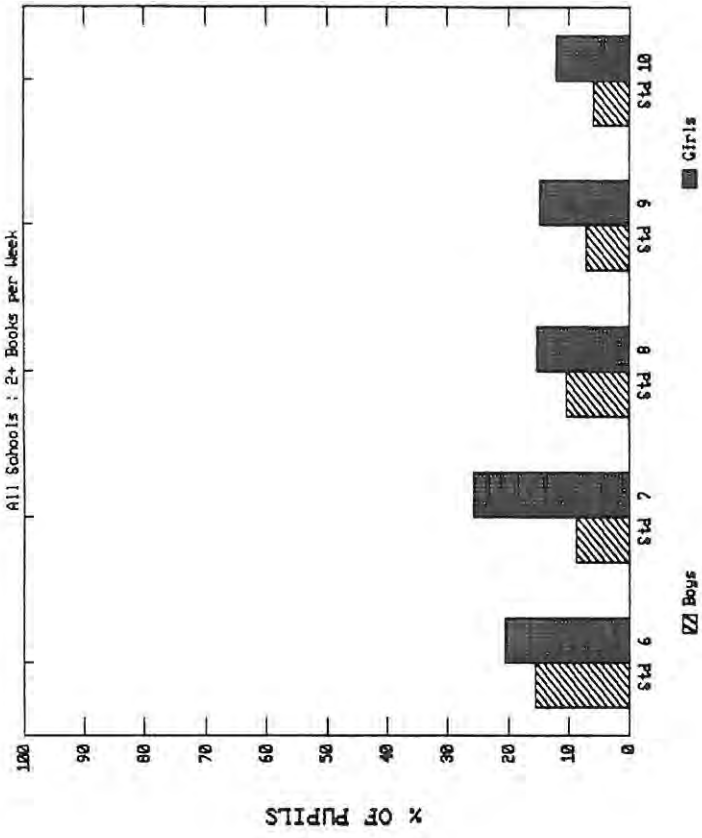
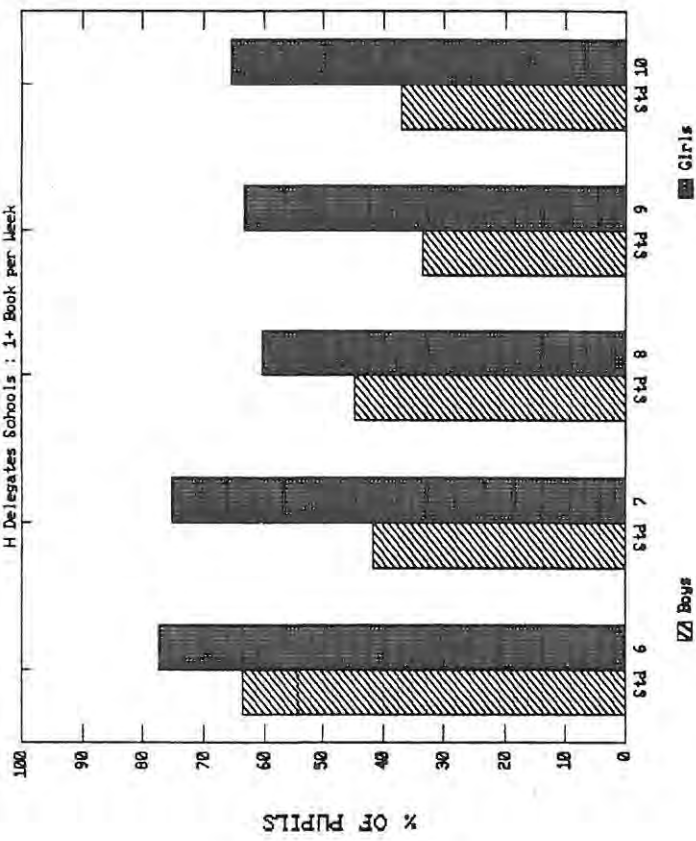


FIGURE 3
H Delegates Schools : 1+ Book per Week



H Delegates Schools : 2+ Books per Week

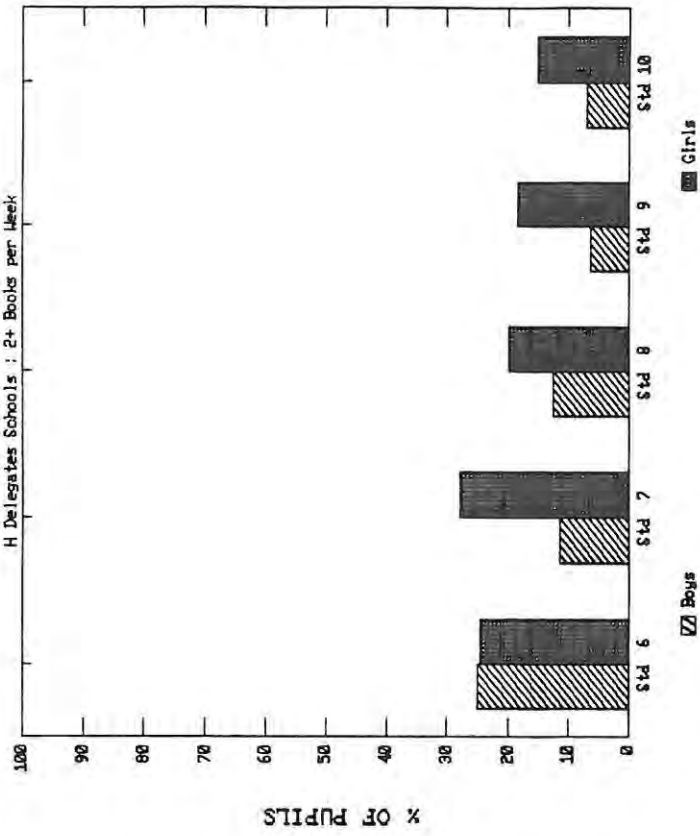
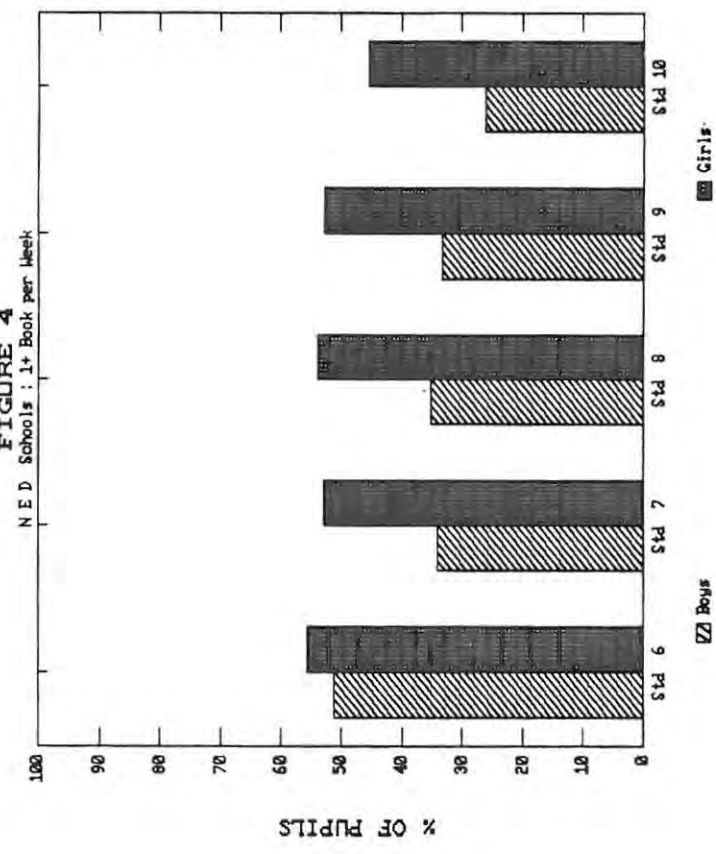
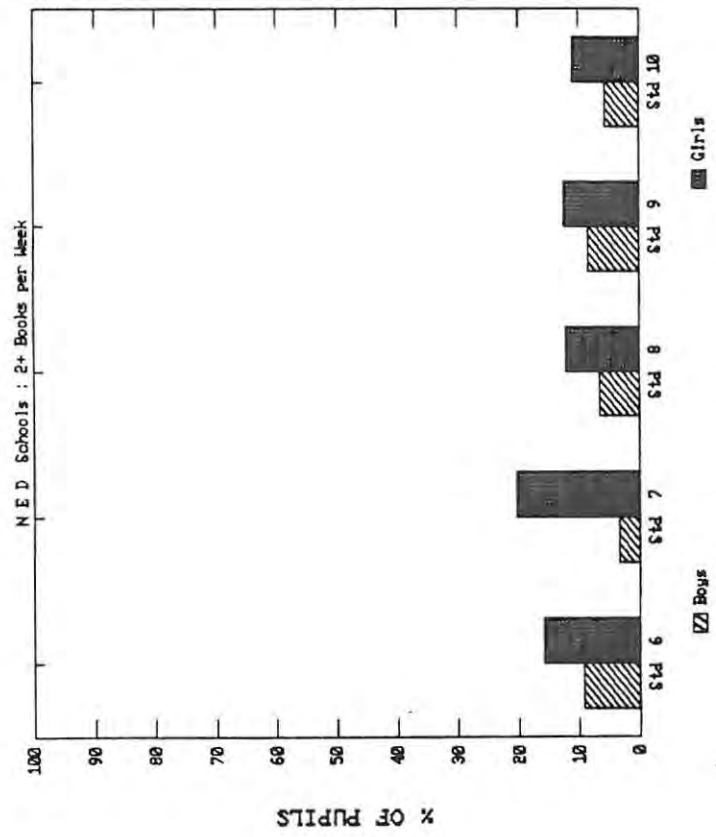


FIGURE 4



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TABLE 11

(ex Question 31 : Average numbers of books read during previous fortnight)

	BOYS						GIRLS						BOTH
	6	7	Stds			All Stds	6	7	Stds			All Stds	
			8	9	10				8	9	10		
H. of Delegates	2,09	1,52	1,63	1,28	1,35	1,62	2,59	2,65	2,18	2,12	2,11	2,33	1,98
N.E.D.	1,66	1,32	1,35	1,40	1,09	1,35	2,02	2,13	1,83	1,85	1,63	1,89	1,62
Private*	-	-	-	-	-	1,53	2,21	2,31	1,62	1,72	1,30	1,83	1,68
H. of Rep'ves**	-	-	-	-	-	1,40	-	-	-	-	-	2,40	1,90
All	1,98	1,42	1,50	1,34	1,20	1,48	2,28	2,39	1,93	1,95	1,72	2,07	1,82

* No. boys insignificant for statistical purposes
 ** No. pupils insignificant for statistical purposes

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TABLE 12

(ex Question 31 : percentages of pupils reading at least ONE book per week, and differences in percentages between Stds)

	GIRLS						BOYS					
	% ex Std			Differences in % between Stds			% ex Std			Differences in % between Stds		
	6	8	10	6-8	8-10	6-10	6	8	10	6-8	8-10	6-10
H. of Delegates	77	60	65	17	-5	12	64	45	37	19	8	27
N.E.D.	56	54	45	2	9	11	51	35	26	16	9	25
Private*	62	40	37	22	3	25	-	-	-	-	-	-
H. of Rep'ves**	-	-	-	-	-	-	-	-	-	-	-	-
Complete Sample	66	53	52	13	1	14	57	40	31	17	9	26

* No. boys insignificant for statistical purposes
 ** No. pupils insignificant for statistical purposes

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TABLE 13

(ex Question 31 : percentages of pupils reading at least TWO
book per week, and differences in percentages between Stds)

	GIRLS						BOYS					
	% ex Std			Differences in % between Stds			% ex Std			Differences in % between Stds		
	6	8	10	6-8	8-10	6-10	6	8	10	6-8	8-10	6-10
H. of Delegates	25	20	15	5	5	10	25	13	7	12	6	18
N.E.D.	16	12	11	4	1	5	9	6	6	3	0	3
Private*	18	12	5	6	7	13	-	-	-	-	-	-
H. of Rep'ves**	-	-	-	-	-	-	-	-	-	-	-	-
Complete Sample	21	15	12	6	3	9	16	10	6	6	4	10

* No. boys insignificant for statistical purposes

** No. pupils insignificant for statistical purposes

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TABLE 14
(ex Question 43 : Reading-matter during previous fortnight)

Q.43 (Reading-matter)	Q.43 % of ALL SCHOOLS			
	Boys	Girls	Both	
A = Books	31,58	41,95	37,66	
B = Magazines	21,94	19,86	20,73	
C = Comics/Photo-stories	9,98	2,53	5,64	
D = All of the above equally	6,20	5,43	5,75	
E = Books and magazines equally	11,27	21,96	17,50	
F = Books and comics/photo-stories equally	6,20	2,96	4,31	
G = Magazines and comics/photo-stories equally	6,28	3,27	4,53	
H = Nothing	6,54	2,04	3,92	
(n = Number of pupils)	n	1.162	1.621	2.783

Q.43	% HOUSE OF DELEGATES			% NATAL ED. DEPT			% PRIVATE SCHOOLS			% HOUSE OF REP'TIVES		
	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
A	28,89	41,86	36,01	31,88	42,36	37,31	45,56	40,31	41,39	30,14	47,19	39,51
B	22,42	18,11	20,05	22,57	21,18	21,85	20,00	20,67	20,59	16,44	20,22	18,52
C	13,33	3,99	8,20	6,53	2,03	4,20	4,44	1,03	1,68	17,81	2,25	9,26
D	4,85	6,64	5,83	6,73	3,50	5,06	11,11	5,68	6,72	5,48	7,87	6,79
E	7,68	16,78	12,67	14,65	25,41	20,23	12,22	26,61	23,95	10,96	15,73	13,58
F	8,08	5,32	6,56	5,54	1,66	3,53	1,11	0,78	0,84	4,11	4,49	4,32
G	6,06	4,32	5,10	6,93	2,76	4,77	3,33	3,10	3,15	6,85	0,00	3,09
H	8,69	2,99	5,56	5,15	1,10	3,05	1,11	1,81	1,68	8,22	2,25	4,94
n	495	607	1 097	505	543	1 048	90	387	476	73	89	162

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TABLE 15
(ex Questions 31 & 14 - 17 : Amount of book-reading by
standard of living; responses expressed as percentages
of each standard-of-living category)

Category	% OF SAMPLE					
Cat.1 (all - or more than one of most - of the items)	42,53					
Cat.2 (most - and sometimes more than one - of the items)	31,46					
Cat.3 (one or two lesser luxuries - Qs 14 & 17)	24,67					
Cat.4 (none of the items listed in Qs 14 - 17)	1,34					
n	2 684					
Q.31	<u>Cat.1</u>	<u>Cat.2</u>	<u>Cat.3</u>	<u>Cat.4</u>		
Books/fortnight						
0	18,67	16,82	15,12	13,89		
1	33,22	33,41	27,80	30,56		
2	24,36	22,99	26,13	19,44		
3	10,43	12,68	15,41	5,56		
4	5,70	5,69	4,83	11,11		
5	7,62	8,41	10,73	19,44		
n	1 141	845	662	36		
	<u>Cat.1&2</u>	<u>Cat.3&4</u>	<u>Cat.1&2</u>	<u>Cat.3&4</u>	<u>Cat.1&2</u>	<u>Cat.3&4</u>
	(Boys)	(Boys)	(Girls)	(Girls)	(Both)	(Both)
0	24,66	23,18	13,24	8,84	17,88	15,04
1	37,05	31,46	30,73	25,25	33,30	27,94
2	22,92	22,52	24,36	28,28	23,78	25,79
3	7,06	10,93	14,35	17,93	11,39	14,90
4	2,97	4,97	7,56	5,30	5,69	5,16
5	5,33	6,95	9,76	14,39	7,96	11,17
0	24,66	23,18	13,24	8,84	17,88	15,04
1-2	59,97	53,98	55,09	53,53	57,08	53,73
3+	15,36	22,85	31,67	37,62	25,04	31,23
0-2	84,63	77,16	68,33	62,37	74,96	68,77
3+	15,36	22,85	31,67	37,62	25,04	31,23
n	807	302	1 179	396	1 986	698

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TABLE 15A
(ex Questions 20 & 14 - 17 : Amount of TV-viewing per week by
standard of living; responses expressed as percentages of each
standard-of-living category)

Q.20 TV hours per week	Cat.1	Cat.1&2	Cat.3&4
6+	12,42	14,24	13,85
5-6	12,60	13,94	13,42
3-4	32,60	32,64	32,90
1-2	30,04	28,59	26,70
0	12,33	10,59	13,13
n	1 135	1 973	693

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TABLE 16

(ex Questions 43 & 14 - 17 : Reading-matter by standard of living;
responses expressed as percentages of each standard-of-living category)

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Category	% OF SAMPLE					
Cat.1 (all - or more than one of most - of the items)	42,53					
Cat.2 (most - and sometimes more than one - of the items)	31,46					
Cat.3 (one or two lesser luxuries - Qs 14 & 17)	24,67					
Cat.4 (none of the items listed in Qs 14 - 17)	1,34					
	n					2 684
<u>Q.43</u>	<u>Cat.1</u>	<u>Cat.2</u>	<u>Cat.3</u>	<u>Cat.4</u>		
Choices						
A	36,87	37,96	40,31	41,18		
B	22,83	20,17	16,49	29,41		
C	3,51	6,17	8,24	8,82		
D	5,27	6,64	5,34	2,94		
E	20,98	14,83	15,57	2,94		
F	3,78	4,63	4,58	8,82		
G	3,86	5,46	4,58			
H	2,90	4,15	4,89	5,88		
n	1 141	845	662	36		
	<u>Cat.1&2</u>	<u>Cat.3&4</u>	<u>Cat.1&2</u>	<u>Cat.3&4</u>	<u>Cat.1&2</u>	<u>Cat.3&4</u>
	(Boys)	(Boys)	(Girls)	(Girls)	(Both)	(Both)
A	31,06	34,11	41,56	45,13	37,34	40,35
B	23,48	18,06	20,44,	16,41	21,70	17,13
C	7,95	15,72	2,37	2,56	4,64	8,27
D	6,83	4,68	5,17	5,64	5,85	5,22
E	11,93	9,03	22,73	19,49	18,37	14,95
F	6,46	5,35	2,54	4,36	4,14	4,79
G	6,34	6,02	3,31	4,08	4,54	4,35
H	5,96	7,02	1,70	3,33	3,43	4,93
n	805	299	1 177	390	1 982	689

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TABLE 16A

(ex Questions 43 & 14 - 17 : Boys' lighter reading-matter by
standard of living; boys' responses expressed as percentages
of each standard-of-living category)

Q.43	Cat.1 (n=430)	Cat.2 (n=377)	Cat.3 (n=281)	Cat.4* (n=21)*
Magazines (B, E & G)	44,65	38,20	32,74	(33,33)
Comics/Photo- Stories (C, F & G)	18,14	23,61	27,40	(19,05)

*No. insignificant for statistical purposes

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TABLE 17
(ex Question 31 & Teachers' Q're Question 5 : Amount of book-reading by IQ;
responses expressed as percentages of each IQ category)

Category	% OF SAMPLE					
Cat.1 (IQ = 140+)	4,02					
Cat.2 (IQ = 120 - 139)	28,91					
Cat.3 (IQ = 100 - 119)	47,08					
Cat.4 (IQ = 80 - 99)	19,98					
	n	2 262				

Q.31 Books/fortnight	Cat.1	Cat.2	Cat.3	Cat.4		
0	5,49	14,07	19,34	21,24		
1	20,88	28,59	36,71	35,84		
2	30,77	24,01	22,91	25,88		
3	17,58	13,30	10,05	10,84		
4	8,79	7,03	4,98	2,65		
5	16,48	13,00	6,01	3,54		
n	91	654	1 065	452		

	Cat. 1&2 (Boys)	Cat. 3&4 (Boys)	Cat. 1&2 (Girls)	Cat. 3&4 (Girls)	Cat. 1&2 (Both)	Cat. 3&4 (Both)
0	16,79	28,37	10,90	13,77	13,02	19,91
1	33,58	38,87	24,32	34,70	27,65	36,45
2	23,88	21,47	25,37	25,48	24,83	23,80
3	10,82	6,11	15,51	13,31	13,83	10,28
4	5,97	1,88	7,97	6,03	7,25	4,28
5	8,96	3,29	15,93	6,71	13,42	5,27
0	16,79	28,37	10,90	13,77	13,02	19,91
1-2	57,46	60,34	46,69	60,18	52,48	60,25
3+	25,75	11,28	39,41	26,05	34,50	19,83
0-2	74,25	88,71	60,59	73,95	65,50	80,16
3+	25,75	11,28	39,41	26,05	34,50	19,83
n	268	638	476	880	744	1 518

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TABLE 18
(ex Question 43 & Teachers' Q're Question 5 : Reading-matter by IQ;
responses expressed as percentages of each IQ category)

Category	% OF SAMPLE					
Cat.1 (IQ = 140+)	4,02					
Cat.2 (IQ = 120 - 139)	28,91					
Cat.3 (IQ = 100 - 119)	47,08					
Cat.4 (IQ = 80 - 99)	19,98					
	n					2 262
<u>Q.43</u>	<u>Cat.1</u>	<u>Cat.2</u>	<u>Cat.3</u>	<u>Cat.4</u>		
Choices						
A	55,56	44,62	35,88	25,84		
B	7,78	16,62	22,32	28,29		
C	2,22	2,62	5,56	6,46		
D	4,44	4,31	6,69	5,35		
E	23,33	21,85	15,91	18,49		
F	3,33	3,85	4,61	4,45		
G	3,33	4,31	5,08	5,12		
H		2,15	3,95	6,01		
n	91	654	1 065	452		
	<u>Cat. 1&2</u>	<u>Cat. 3&4</u>	<u>Cat. 1&2</u>	<u>Cat. 3&4</u>	<u>Cat. 1&2</u>	<u>Cat. 3&4</u>
	(Boys)	(Boys)	(Girls)	(Girls)	(Both)	(Both)
A	42,70	25,16	47,58	38,51	45,82	32,89
B	17,98	25,94	14,11	22,74	15,50	24,09
C	4,12	10,69	1,68	2,29	2,56	5,82
D	5,24	6,92	3,79	5,83	4,31	6,29
E	16,48	9,59	25,05	21,83	21,97	16,68
F	5,24	6,60	2,95	3,09	3,77	4,57
G	5,62	7,23	3,37	3,54	4,18	5,10
H	2,62	7,86	1,47	2,17	1,89	4,57
n	267	636	475	875	742	1 511

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TABLE 19
(ex Question 31 & Teachers' Q're Question 7 : Amount of book-reading
by achievement at school; responses expressed as percentages
of each achievement category)

Category	% OF SAMPLE					
Cat.1 (80 - 100%)	14,04					
Cat.2 (60 - 79%)	36,03					
Cat.3 (40 - 59%)	41,56					
Cat.4 (below 40%)	8,33					
	n 2 677					
<u>Q.31</u>	<u>Cat.1</u>	<u>Cat.2</u>	<u>Cat.3</u>	<u>Cat.4</u>		
Books/Fortnight						
0	11,17	13,99	20,66	23,77		
1	27,39	30,78	34,68	31,84		
2	24,73	26,32	21,83	26,46		
3	14,89	12,23	11,86	11,21		
4	8,78	5,70	4,94	2,24		
5	13,03	10,98	6,02	4,48		
n	376	965	1 113	223		
	<u>Cat. 1&2</u>	<u>Cat. 3&4</u>	<u>Cat. 1&2</u>	<u>Cat. 3&4</u>	<u>Cat. 1&2</u>	<u>Cat. 3&4</u>
	(Boys)	(Boys)	(Girls)	(Girls)	(Both)	(Both)
0	18,09	29,00	10,56	14,18	13,20	21,18
1	33,19	37,56	28,01	31,21	29,83	34,21
2	26,60	19,49	25,49	25,39	25,88	22,60
3	8,94	7,92	15,15	15,18	12,98	11,75
4	5,11	2,38	7,35	6,38	6,56	4,49
5	8,09	3,65	13,43	7,66	11,56	5,76
0	18,09	29,00	10,56	14,18	13,20	21,18
1-2	59,79	57,05	53,50	56,60	55,71	56,81
3+	22,14	13,95	35,93	29,22	31,10	22,00
0-2	77,88	86,05	64,06	70,78	68,91	77,99
3+	22,14	13,95	35,93	29,22	31,10	22,00
n	470	631	871	705	1 341	1 336

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TABLE 20
(ex Question 43 & Teachers' Q're Question 7 : Reading-matter'
by achievement at school; responses expressed as percentages
of each achievement category)

Category	% OF SAMPLE					
Cat.1 (80 - 100%)	13,97					
Cat.2 (60 - 79%)	35,92					
Cat.3 (40 - 59%)	41,30					
Cat.4 (below 40%)	8,29					
	n					2 677
<u>Q.43</u>	<u>Cat.1</u>	<u>Cat.2</u>	<u>Cat.3</u>	<u>Cat.4</u>		
Choices						
A	52,14	40,54	32,46	28,83		
B	10,43	20,27	23,42	25,23		
C	2,67	3,43	7,78	7,66		
D	3,48	5,72	7,14	4,05		
E	22,73	19,44	14,47	14,41		
F	4,28	4,89	4,07	3,60		
G	2,41	3,43	5,42	8,56		
H	1,87	2,29	5,24	7,66		
n	376	965	1 113	223		
	<u>Cat. 1&2</u>	<u>Cat. 3&4</u>	<u>Cat. 1&2</u>	<u>Cat. 3&4</u>	<u>Cat. 1&2</u>	<u>Cat. 3&4</u>
	(Boys)	(Boys)	(Girls)	(Girls)	(Both)	(Both)
A	41,15	24,36	45,21	38,57	43,79	31,85
B	19,40	24,20	16,49	23,29	17,51	23,72
C	5,76	12,90	1,85	3,14	3,22	7,76
D	5,54	7,01	4,84	6,29	5,09	6,63
E	13,01	9,24	24,34	19,14	20,36	14,46
F	7,25	5,41	3,34	2,71	4,72	3,99
G	4,48	7,80	2,42	4,29	3,14	5,95
H	3,41	9,08	1,50	2,57	2,17	5,65
n	469	628	867	700	1 336	1 328

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TABLE 21
(ex Question 31 & Teachers' Q're Question 8 : Amount of book-reading
by achievement in English; responses expressed as percentages
of each achievement category)

Category	% OF SAMPLE					
Cat.1 (80 - 100%)	9,31					
Cat.2 (60 - 79%)	38,96					
Cat.3 (40 - 59%)	43,28					
Cat.4 (below 40%)	8,45					
	n					2 687
Q.31	Cat.1	Cat.2	Cat.3	Cat.4		
Books/Fortnight						
0	7,20	12,81	21,00	27,75		
1	22,80	31,36	33,56	36,12		
2	27,20	25,14	24,10	19,38		
3	15,60	13,29	11,02	10,57		
4	10,80	6,79	4,22	1,76		
5	16,40	10,61	6,11	4,41		
n	250	1 046	1 162	229		
	Cat. 1&2 (Boys)	Cat. 3&4 (Boys)	Cat. 1&2 (Girls)	Cat. 3&4 (Girls)	Cat. 1&2 (Both)	Cat. 3&4 (Both)
0	15,86	29,55	9,64	15,16	11,73	22,10
1	33,79	37,01	27,64	31,15	29,71	33,98
2	26,90	19,85	24,85	26,56	25,54	23,33
3	9,43	7,46	15,91	14,19	13,73	10,94
4	5,75	2,24	8,48	5,29	7,56	3,82
5	8,28	3,88	13,47	7,65	11,73	5,83
0	15,86	29,55	9,64	15,16	11,73	22,10
1-2	60,69	56,86	52,49	57,71	55,25	57,31
3+	23,46	13,58	37,86	27,13	33,03	20,59
0-2	76,55	86,41	62,13	72,87	66,98	79,41
3+	23,46	13,58	37,86	27,13	33,03	20,59
n	434	667	859	714	1 293	1 381

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TABLE 22
(ex Question 43 & Teachers' Q're Question 8 : Reading-matter
by achievement in English; responses expressed as percentages
of each achievement category)

<u>Category</u>	<u>% OF SAMPLE</u>					
Cat.1 (80 - 100%)	9,31					
Cat.2 (60 - 79%)	38,96					
Cat.3 (40 - 59%)	43,28					
Cat.4 (below 40%)	8,45					
	n					2 687
<u>Q.43</u>	<u>Cat.1</u>	<u>Cat.2</u>	<u>Cat.3</u>	<u>Cat.4</u>		
Choices						
A	57,03	42,43	32,61	21,33		
B	8,84	17,91	23,53	29,78		
C	3,21	3,45	7,01	9,33		
D	2,81	5,46	7,27	4,00		
E	22,09	20,31	14,36	15,56		
F	3,61	4,89	4,33	3,11		
G	1,20	3,45	5,62	8,44		
H	1,20	2,11	5,28	8,44		
n	250	1 046	1 162	229		
	<u>Cat.1&2</u>	<u>Cat.3&4</u>	<u>Cat.1&2</u>	<u>Cat.3&4</u>	<u>Cat.1&2</u>	<u>Cat.3&4</u>
	<u>(Boys)</u>	<u>(Boys)</u>	<u>(Girls)</u>	<u>(Girls)</u>	<u>(Both)</u>	<u>(Both)</u>
A	43,09	23,84	46,33	37,25	45,24	30,77
B	16,59	25,19	15,95	23,95	16,16	24,55
C	5,30	12,74	2,44	2,38	3,40	7,39
D	6,45	6,30	4,19	7,14	4,95	6,73
E	13,82	9,45	24,10	19,33	20,65	14,55
F	7,60	5,40	3,14	2,94	4,64	4,13
G	4,61	7,65	2,21	4,62	3,02	6,08
H	2,53	9,45	1,63	2,38	1,93	5,79
n	434	667	859	714	1 293	1 381

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CHAPTER SIX

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RADIO, FILM AND TELEVISION PREFERENCES RELATED TO GENRE, FORM AND STYLISTIC PREFERENCES IN BOOKS

PREAMBLE

This chapter looks at pupils' preferences for particular forms and genres which occur in the broadcast media and film, and relates those preferences to preferences expressed for particular forms and genres of books, as well as to preferences expressed for stylistic features employed by authors. The data for the findings comes from Questions 38, 39 and 40 of the pupils' first questionnaire and from Questions 46 and 47 of their second questionnaire.

Questions 38, 39, 40, 46.1 and 47.1 asked pupils to indicate their choices in order of preference, but that instruction seemed to go unnoticed by a large number of respondents, who merely ticked off two choices. The reason for that is unclear, but it is assumed that it was a simple oversight. In consequence, it was decided to ignore the rankings and weight all responses equally in the processing of the data. There were no problems in identifying respondents' dislikes (Questions 46.2 and 47.2).

The hypothesis explored by this chapter is that radio, film and television tastes reflect and corroborate the tastes expressed by pupils for books and writing-styles. The findings are that radio and television reveal little about literary preferences, but film-preferences are related to preferences expressed for certain literary genres. Pupils' radio, film and television preferences tell us little or nothing about their preferences or dislikes in matters of style.

The findings in this chapter also list some areas of pupils' expressed preferences for certain genres and styles. As was stated in the INTRODUCTION to this dissertation, book-titles were felt to be less useful to this sort of survey than books' central concerns; Stone (1953) points out that theme is the most important single factor in a book selected for reading (Stone: Chapter 5), and it was decided to proceed from that standpoint rather than to investigate pupils' actual book-choices as they existed at the time of their answering the questionnaires.

The most interesting finding is that girls express a greater preference for non-fiction narrative than boys do, which is a finding at odds in some respects with many major surveys' findings concerning gender-related preferences.

Since this survey is arguably the largest and most recent undertaken in South Africa, it is believed that its generalized findings are of importance for all who attempt to teach pupils the value of worthwhile reading-matter. However, since readers of this dissertation might see fit to draw their own conclusions from the data in this chapter, it is important to view the information in correct perspective. In other words, it becomes necessary to consider again the purpose behind statistical generalizations.

It was conceded earlier in this investigation that any study of an individual tends to confound statistical generalizations; no single person will ever quite fit the mould of any statistical norm. The same is true of a hypothetically "average" reader, yet universal conventions in the organization and administration of education need statistical generalizations from which schools may start out in their attempts to satisfy the greatest number of their pupils. It then falls to the teacher

to operate at the individual level, bending and re-shaping the generalized principles to suit particular pupils at any given time or for any given situation.

It is also hoped that the findings presented in this chapter may provide a springboard for smaller-scale, more intense, research into pupils' preferences. For, as Whitehead (1977) and Ingham (1982) point out, there is an initial need for large-scale surveys; even while she points to the importance of exploiting "the advantages peculiar to the small-scale, in-depth, longitudinal study", Ingham states:

Both types of research are equally essential if we are to arrive at a total picture; the advantages of the two approaches are quite different and complementary.
(Ingham: 3)

In other words, after the isolation of reading-preferences against the variables of gender and age, as reported in this chapter, other researchers might attempt to delineate yet finer common factors which may further aid teachers' efforts to understand the development of their pupils' tastes and reading-habits.

SECTION A : PREFERENCES IN RADIO-LISTENING

Question 40 of the pupils' first questionnaire elicited responses as to "the two kinds of radio programmes (pupils) most like to listen to". The rankings of those responses has been ignored for the reason outlined in the second paragraph of the PREAMBLE above, and the data is presented in Table 23. It should be noted that less than 1% of the pupils chose Option "0" (a programme other than those listed). Such an insignificant figure did not warrant further or more detailed analysis.

Ranked overwhelmingly 1st at all ages for both sexes was "Pop Music"

(36%) and, considering that pupils listen to tape-recorders more than to radios (see Chapter 3, Section A), it may confidently be said that the use of radio (with which is subsumed the use of tape-recorders) by the vast majority of pupils is almost entirely devoted to listening to popular music.

For all pupils the 2nd ranking was "Variety/Comedy" (19%).

The sexes differed in their 3rd choice: for boys of all ages it was "Sport" programmes (13%), while for girls overall it was another type of competitive programme - "Quiz" (13%). However, Std 10 girls named "News" programmes as their 3rd choice and overall "News" was placed 4th (boys: 8%; girls: 7%). Overall, boys rated "Quiz" 5th (8%), after which they produced no further significant choices; girls produced no significant choices beyond "News" (see above). The least-named programmes were "Documentary" and other informative programmes (excluding "News"), "Magazine" programmes, "Religious" programmes and "Weather Report".

The place of radio in South African pupils' lives seems largely to have been usurped by television since Stone's day (1953), excepting for its role as a provider of music. Stone's categories of "Stories" and "Serials" do not feature among the significant preferences expressed here, which is not surprising, since radio offers little of such fare nowadays in South Africa, having handed that function over to television almost entirely. "Music", "Sports Reports" (for boys only), "Quiz" and "News Reports" are the only categories appearing in Stone's survey which are also chosen here.

One may, thus, conclude that, with the exception of listening to news bulletins, pupils nowadays overwhelmingly consider the radio to be a source of simple diversion and entertainment. Considering, moreover, that 44% of the boys and 61% of the girls (54% of both sexes) report sometimes reading

while listening to the radio (see Question 23), it is obvious that the radio is used simply to replace silence, or clothe it in fashionable sound, rather than for any other, more active purpose. Such a practice suggests a strong need for diversionary activity in pupils' daily routines. Other than that, adolescents' radio-listening habits provide us with little that is of use to an exploration of reading interests.

SECTION B : PREFERENCES IN FILM/VIDEO-VIEWING

This section looks at preferences for particular film-genres, expressed in response to Question 39. The data is presented in Table 24, where, once again, the pupils' rankings of the responses has been ignored for the reason outlined in the PREAMBLE above.

The importance of examining film/video preferences lies in their being carefully considered choices which are likely to be acted upon. Unlike the many radio-stations which produce adolescent-oriented fare of almost solely pop music and news bulletins (Capital Radio, Radio 5, Channel 702 and so on), cinemas supply at different times all the genres and forms listed in Question 39. The deliberate and purposeful activity of choosing or refusing to make the effort of going to a cinema (or of hiring a videotape) in order to view a specific type of film, is what lends particular significance to the responses examined in this section.

It might be argued that responses could have been coloured by current availability of particular film genres. However, it should be noted that pupils were asked to "choose the two kinds of films or video-films (they) like most": pupils were not asked to list the films they had actually seen; they were merely invited to express their preferences for certain given genres. Still, it would be interesting matter for further research

if a study were to be made of the periodicity of the genres listed in Question 39, and of any influence which repeated exposure to a particular genre might have on viewing-tastes. It might reasonably be supposed that popular ignorance of a particular genre would diminish that genre's viewer-appeal.

Irrespective of gender or age, the 1st choice was overwhelmingly for "Comedy" films (boys: 27%; girls: 23%; both sexes: 25%). Rankings for the remaining choices differ considerably with gender and age, so it is best to consider them by those variables.

B.1 : BOYS

After "Comedy", boys of all ages ranked the "Detective/Gangster/Spy/Thriller/War/ Western" genre 2nd (23% overall). Their overall 3rd ranking is quite clearly the "Science-Fiction/Fantasy/Supernatural" genre (13%), followed as 4th by "Horror" (10%). The 3% difference between 3rd and 4th overall boys' choices, however, disguises the fact that in Stds 8 and 10 there is a 7% difference between those rankings; moreover, since the "1st Choice/2nd Choice" weightings were dispensed with, one can reasonably assume that those genres can be conflated for the boys' overall 3rd choice as, say, a "Paranormal Thriller" genre - especially if one considers the prior, clear 2nd-place ranking of the "Detective/Gangster/Spy/Thriller/War/Western" genre (see above).

For the boys' remaining rankings, nothing of much significance emerges, the next choice being "Pop Music Video" (6% overall). It is a less popular choice lower down in the school (Std 6: 4%; Stds 7 and 8: 5%), where "Animals/Nature" also holds some sway in Std 6 (4%) until giving way to "Sport" in Stds 7 and 8 (6%) and "Pop Music Video" in Std 8 (5%).

Boys show a very slight but consistent interest in "Romance" films, an interest which increases from Std 6 (3%) through Std 7 (4%) to Std 8 (5%) and then wanes through Std 9 (4%) to Std 10 (3%).

For boys of all ages, little or no interest (less than a 3% choice) is shown in the genres "Dance/Musical", "Life's Problems", "Historical Story" or "Religion". The same is true for "Animals/Nature" from Std 8 onwards.

B.2 : GIRLS

Girls show a wider and far more varied set of choices after their 1st choice, "Comedy" (see above). They choose "Romance" increasingly as they move up the school-levels (Std 8: 15%; Std 9: 19%; Std 10: 20%), while younger girls opt for "Horror" (Std 6: 14%; Std 7: 13%). It should be noted that girls set "Horror" clearly apart from the "Science-Fiction/Fantasy/Supernatural" category, which never seems to feature significantly at any level. Interest in the "Horror" genre seems to wane from Std 8 onwards, where it shares 3rd ranking (11%) with the "Detective/Gangster/Spy/Thriller/War/Western" category, losing ground to it through Std 9 (10%), until in Std 10 "Horror" falls behind "Detective/Gangster/Spy/Thriller/War/Western" (7%). Indeed, considering all the girls' choices together, one sees that girls overall tend to rank the "Detective/Gangster/Spy/Thriller/War/Western" category as equal to "Horror", with an insignificant difference between those two categories at any school-level (at most, less than 2%).

Also with insignificant differences in percentages, girls overall rank "Life's Problems" and "Dance/Musical" next (8%), with "Pop Music Video" and "Science-Fiction/Fantasy/Supernatural" ranked after them (7%). However, considering those choices by age leads to more significant observations.

"Life's Problems" holds little interest for young girls (Std 6: 5%) but gains steadily in popularity up the school (Std 10: 11%). "Dance/Musical" does the same from Std 6 (6%) to Std 8 (8%), suddenly peaking in Std 9 (10%), whereafter it falls in Std 10 (7%). "Pop Music Video", on the other hand, falls off in popularity from Std 6 (7%) to Std 9 (5%) but regains its status in Std 10 (7%). "Science-Fiction/Fantasy/Supernatural" remains constant (6-7%) except for a slight increase in Std 8 (8%).

Girls show little or no interest in film genres such as "Historical Stories" (3%), "Animals/Nature" (3%), "Religion" (1%) or "Sport" (1%).

B.3 : BOTH SEXES

It may be said for both sexes that the prime motivation for film-viewing is titillation, since the leading choice of genre is "Comedy", closely followed overall by films in the adventure/thriller mode. Only older girls place something else ("Romance") above the thriller genre, and older girls rank "Life's Problems" alongside thrillers. Girls also show less interest in the "Science-Fiction/Fantasy/Supernatural" category than do all other groups.

As pupils get older - and for older boys it is particularly true - they seem to distance themselves from the "Horror" genre, which is heartening in that it must surely be one of the least worthwhile genres in terms of "literariness" - by which is meant that few worthwhile themes except, perhaps, courage and violence may be explored satisfactorily therein. On a slightly less subjective note, perhaps it may also be said that the fall-off in preference for "Horror" encouragingly suggests that pupils manage to survive and transcend any emotional blunting which the "Horror" genre could occasion.

Overall, the findings suggest first that pupils' film/video-viewing is a diversion-seeking activity. Secondly they suggest that film/video-viewing largely involves gender-stereotyped self-projection, with boys opting for "Thriller" genres (which inevitably glorify heroic masculinity) and girls opting to a large degree for the "Romance" genre (which is typified by feminine subjection). Younger girls' opting so strongly for the "Horror" genre gives concern - even though they seem to transcend that fad; it is an area which could worthily be further researched.

In passing, it should be noted that the pop music video is a comparatively recent phenomenon so, while it seems not yet terribly important to pupils that they should "watch" pop music, one feels that that need is evolving. The pop music video has emerged as a unique art-form, aimed primarily at adolescents, and responses to such videos would seem well worth investigating. Not even at the most comprehensive conference organised in this country to date, on responses to television-viewing (see TELEVISION IN PERSPECTIVE, 1989), was the pop music video discussed.

SECTION C : PREFERENCES IN TELEVISION-VIEWING

This section looks at preferences for common broadcast-television genres, expressed in response to Question 38. Once again, all responses have been weighted equally, and the data is presented in Table 25. It is taken for granted that respondents were fully awake to the wording of the question (which asked for preferences in respect of television "programmes") and that the data is not coloured by any consideration of hired, videotaped films.

It was felt that television tastes would be even more significant indicators of pupils' tastes and interests than are radio or film

preferences. Television combines the variety of forms and genres available via the medium of radio, with cinema's audio-visual appeal; yet, unlike film-viewing, television-viewing provides an immediate, readily available and easily indulged diversionary activity. Furthermore, television-viewing commands more intense concentration than does radio-listening, being a dual-sensory medium - vide the 78% of pupils who do not or cannot read while watching television (Question 24), compared with the 54% of pupils who are able to read while listening to the radio (Question 23).

Surprisingly, however, and despite all the above comments, television reveals little that is of significant use to research in reading-preferences. It will be argued below in CONCLUSIONS that television-viewing and reading are dissimilar operations, proceeding from differing sets of expectations.

Similarly to film-preferences, preferences for television programmes are for all groups overwhelmingly headed by the "Variety/Comedy" category (24-28%). The other preferences are again best considered by gender and age.

C.1 : BOYS

For boys overall, "Pop Music" is ranked 2nd (17%). For the youngest boys (Std 6) "Pop Music" features significantly but not prominently, an equal preference being expressed for "Sport" (9%). From Std 7 onwards, "Pop Music" holds its own in 2nd place, and "Sport" has to compete with "Film" for the subsequent rankings. More significant preferences in Std 6 are "Cartoons" (12%) and "Animal/Nature" (9%), which retain significance in Std 7 (9% each) but thereafter become insignificant, falling off quite steeply from Std 8 onwards.

In Stds 8 to 10, the only significant choices beyond the first two ("Variety/Comedy" and "Pop Music"), are "Film" and "Sport", both of which increase in popularity from Std 8 to Std 10, "Film" increasing its popularity quite considerably over that period.

C.2 : GIRLS

Girls' 2nd rankings vary interestingly with age. Considering Std 6 and 7 girls together, it is seen that younger girls opt for "Pop Music" as 2nd choice very strongly (21%). Far behind "Pop Music" they opt for "Film" (11%). There are slightly significant preferences expressed by Std 6 and 7 girls for "Animal/Nature" (7%), "Serial" (6%) and "Quiz" (6%), but nothing significant appears thereafter.

Considering Std 8, 9 and 10 girls together, it is seen that older girls opt in 2nd place for "Film" (19%) almost equally with "Pop Music" (18%). Next in their ranking comes "Serial" (only 10%), after which no significant choice appears.

C.3 : BOTH SEXES

Putting the above findings together it appears that, as for film, the prime motivation for all pupils to watch television is titillation - as evidenced by the strong "Variety/Comedy" preference. Younger pupils, especially younger boys, use it secondly to discover and explore the world of popular musical fashion more than do older pupils, probably because younger pupils will be more concerned than older ones with gaining entry into the teenage subculture. Noting the vast discrepancy between the preferences expressed for "Pop Music" by Std 6 boys (9%) and Std 6 girls (21%), one may assume that young girls become concerned to leave the pre-

adolescent phase earlier than boys do. That seems a reasonable assumption, since the discrepancy diminishes as boys and girls move upwards through the school. Older pupils use television, beyond titillation, as much to observe the world of popular music as they use it to substitute for cinema. (The preference expressed for "Film" as a television genre may be explored and expanded on by a consideration of the preferred film genres in Section B above.)

In general, it may be said that pupils are not interested in much television-fare other than the entertainment-genres. Barely any interest is expressed in informative, technical or arts presentations. Television, it seems, is treated by the majority of pupils as little more than illustrated radio.

In passing, it is interesting to note that "Serial" does not occupy as high a position as one might have expected. Its popularity is significant among older girls, which is probably explicable in terms of the neo-"Film" nature of "Serial" and the film-preferences expressed by older girls (noted in Section B above) for genres such as "Romance" and "Life's Problems", the very stuff (coupled to an extent with adventure) of most television serials and semi-serials.

SECTION D : PREFERENCES IN LITERARY FORMS AND GENRES

Question 46 in the pupils' second questionnaire, was an attempt to elicit information concerning the genres pupils prefer in their book-reading. As that was a central aspect to this survey, Question 46 was subdivided: 46.1 asked for "the two sorts of books (the pupils) would most like to read", which question was then backed up by 46.2, asking for "the sort of book (they) would most definitely NOT like to read". It should be

noted that the PREAMBLE to this chapter explains why lists of book-titles are felt to be less informative to this sort of research than expressed preferences for forms and genres are.

Question 45 asked whether pupils preferred fiction to non-fiction ("True stories"). (The phrase "true stories" was used because it was felt that "non-fiction" could be a confusing double negative for some respondents.) Question 46.3 asked whether they preferred narrative format ("a story") to compendiums of short, disconnected writings such as reference-works ("a collection of facts"). Responses to both questions are shown in Table 28, and responses to Question 45 are presented graphically in Figures 5 to 8.

Responses to Question 45 are extremely interesting, as a perusal of Table 28 and Figures 5 to 8 will bear out. At all school-levels and for both sexes, a large number of pupils report equal liking for fiction and non-fiction (see Figures 5 and 6). It could be argued that Option C ("Like both equally") might provide a chance for infrequent readers to express their general apathy towards reading. However, that does not seem very likely, since Figure 6 shows the number of girls who respond ambivalently (Option C) to be never less than double the number of girls who favour one or other mode - and this study indicates quite clearly that girls are generally more avid and discerning readers than boys are.

What is particularly remarkable about the responses to Question 45 is that, if one divides the responses to Option C equally between Options A and B (see Figures 7 and 8), it becomes quite clear that girls express a greater preference for non-fiction than boys do. That finding is quite different from the findings in all the major reading-interest surveys from Terman and Lima (1931) onwards. Terman and Lima(1931), Jenkinson (1940),

Stone (1953), and Yarlott and Harpin (1970), are but a few of the most eminent researchers who have reported a finding different from this. However, while this finding for girls may be interesting and significant in terms of content, Whitehead (1977) points out that non-fiction comprises many forms and that

whether a story (this researcher's emphasis) is true or invented seems to make little difference to a child's motives for reading it or to the kinds of satisfactions to be taken from it.

(Whitehead: 110)

One may not be altogether satisfied to leave the matter at that. It may be conceded that pupils are probably seldom aware of whether or not a story is true, yet an indication that the book is factual would seem to be an important criterion of selection - particularly from girls' points of view. The matter of selection-criteria is taken up in Chapter 7; what is of concern here is that girls appear to take a greater interest in real people and real life than boys do. Beyond our noting that fact, it is more important, as Whitehead indicates above, to consider gender-based preferences either for books which are written in narrative mode or for books which are not. It is worth noting, too, that many researchers have tended to lump together narrative mode (as in "Biography") and non-narrative mode (as in books on crafts or hobbies).

Perusal of Table 28 shows that, with the exception of the data for Std 7, responses to Question 46.3 differ quite clearly by gender but are remarkably constant by age. Both sexes show an overwhelming preference for sustained narrative form; however, while boys' preference for narrative over non-narrative form is generally of a 70:30 ratio, girls' preference is generally of an 80:20 ratio. In Std 7 both sexes express that preference in the ratio of 75:25, but it is not felt that the Std 7 figures contradict

the generalized ratios mentioned above.

In respect of preferences and dislikes for particular literary forms and genres, responses to Question 46.1 (preferences) are shown in Table 26 and responses to Question 46.2 (dislikes) in Table 27. For the reasons given in the PREAMBLE above, it was decided in this section to ignore the 1st choice/2nd choice weightings in Question 46.1. The data concerning literary genres is very difficult to analyse satisfactorily, since there are some marked differences by gender and age. The detailed responses are therefore presented according to those variables. There is, furthermore, such a narrow range of significantly expressed responses that this researcher has attempted to conflate certain related preferences and dislikes, in order to create "macro-genres" in the following ways (the results are shown in Tables 29 and 30 and presented graphically in Figures 9 to 12).

FANTASTIC ESCAPISM: "Science-Fiction/Fantasy/Supernatural" and "Horror"

EXPLORATORY REALISM: "School Life", "Family Life", "Social Problems/Race Relations", "History", "Religion" and "Travel/Exploration"

SITUATIONAL ROMANTICISM: "School Life", "Family Life", "Romance", "Crime/Spy" and "War/Western"

PRACTICALITY: "Sport", "The Arts (Fine Art, Music, Ballet, Literature, etc.)" and "Technical/Scientific"

UNCLASSIFIABLE: "Animal/Nature", "Plays" and "Other"

The above are certainly not offered as indisputable classifications, since there is no knowing whether preferences and dislikes for, say, historical romances were indicated as "History" or "Romance" and so on.

However, the macro-genres can be reasonably satisfactorily claimed to group the detailed forms and genres of Questions 46.1 and 46.2. "School Life" and "Family Life" occur in two macro-genres, because it could be argued with equal conviction that they belong to either; consequently, the number of responses to each is divided equally between "Exploratory Realism" and "Situational Romanticism".

D.1 : BOYS

For all ages the boys' 1st ranking was the "Crime/Spy" category (18-20%), challenged only by the "Science-Fiction/Fantasy/Supernatural" category in Std 8 (18%). "Science-Fiction/Fantasy/Supernatural" was ranked 2nd by boys of all ages, not far (5% or less) behind "Crime/Spy" except in Std 9 where, although still ranked 2nd, it lags far behind. That pattern is still in line with Jenkinson's (1940) finding in the UK that interest in "Detective Stories" can be shown, for boys, to increase with age (Jenkinson: 16).

To all extents and purposes, "War/Western" shares 3rd place with "Horror" for boys of all ages. After that nothing of much significance is observable excepting "Sport" and "Animal/Nature", the former steadily gaining ground over the latter as boys move up the school (Std 6: 6% vs 9%; Std 10: 8% vs 6%).

Boys of all ages most ardently dislike "The Arts (Fine Art, Music, Ballet, Literature, etc.)" and "Romance", although "Romance" loses a little of its unpopularity from Std 6 to Std 9 (where it is somewhat tolerated) before its status falls again in Std 10; it is never a significant choice among boys, and Stear (1988) corroborates that finding for South African boys (Stear: 83). Boys in general also express dislike for "Plays" and,

although no age-group expresses a preference for "History" or "Religion", dislike is in both cases expressed more strongly after Std 7 - remarkably so in the case of "Religion". In the case of "History" the finding is in line with Jenkinson's (1940) finding in the UK for "Historical Stories" (Jenkinson: 16).

Genres for which boys express no strong feeling either way are: "School Life" (although in general it is more disliked than preferred), "Social Problems/Race Relations" (although it gains slight appeal further up the school), "Technical/Scientific", "Travel/Exploration" and "Family Life". For the last-mentioned, Jenkinson (1940) showed, for the UK, also only slight interest among boys (Jenkinson: 16).

To digress briefly: further research might attempt to corroborate this writer's suspicion that apathy towards a genre might readily translate itself into dislike if books of that genre were to be foisted insensitively upon pupils.

In order to gain a clearer picture of the boys' preferences and dislikes, one might now consider the macro-genres devised to generate Tables 29 and 30 as well as Figures 9 and 10.

Overall, "Situational Romanticism" has the greatest appeal for boys and that appeal increases with age. In general it might be said that, if the escapist and romantic preferences were conflated, the resultant figures would at all ages dwarf the remaining preferences altogether. That is borne out by the converse situation among the expressed dislikes in Table 30, where all other dislikes overshadow escapism and romanticism.

In Figure 9 it will be seen that, as boys age, "Fantastic Escapism" shows a slight decline in popularity (with a corresponding increase in

unpopularity - see Figure 10) and interest in "Exploratory Realism" increases. Boys show more dislike than preference for "Practicality" but show considerably more interest in it than girls do.

It should be noted that there is always a significant body of boys which dislikes the majority's preference in any category at any time.

D.2 : GIRLS

For girls of all ages, preference for "Romance" is expressed far ahead of any other genre and that preference increases greatly from Std 6 (18%) to Std 8 (25%), whereafter interest remains constant, to that degree. That is exactly the pattern found by Jenkinson (1940) for "Love Stories" (Jenkinson: 174), so nothing seems to have changed in that respect since Jenkinson's day.

Lawrence (1964) in the UK finds somewhat differently for girls, "Romance" (as "Love") playing a far smaller role; but there are a number of reasons one might suggest for her finding. Firstly, her subjects include many far younger girls (7 to 15 years old) than were surveyed here; secondly, her thriller category is a very widely defined one; and, thirdly, there is no "Horror" category to affect her findings (Lawrence: 7-8). Stear (1988) in South Africa, with a larger survey than Lawrence's, agrees that "Romance" is by far the most commonly preferred genre among older high school girls; and Lawrence is also at odds with Vaughan (1963) in that regard - even for younger girls (Vaughan: 152).

Stear (1988) quotes an interesting remark by Dr Peter Mann, University of Sheffield: "Romantic fiction, like the detective story, is a recognizable genre which includes good writers as well as bad ones, but which has an enormous following and simply cannot be ignored" (Stear: 42).

What rightly gives Stear cause for concern is the fact that for most "Romance" fiction (and it is no doubt true for most of any "best-selling" genre) "The author really has no voice at all but simply echoes what the public is demanding" (Stear: 51).

Girls' overall 2nd ranking, "Family Life", remains at a constant degree of interest in Stds 6 to 8 (14-15%), then loses its hold slightly by Std 10 (13%). Jenkinson (1940) in the UK also showed that girls' interest in his "Home Life" category declined with age, though he showed the decline to start earlier than is the case here (Jenkinson: 174).

From that point onwards, girls of differing ages show little or no agreement in their preferences, and four genres jostle with one another for 3rd position in the preference-rankings.

"Science-Fiction/Fantasy/Supernatural" shows mixed popularity, varying from Stds 6 and 7 (9-10%) to a low in Std 8 (7%), a resurgence of interest in Std 9 (10%), and a fall again in Std 10 (8%).

"Crime/Spy" is most popular in Std 8 (10%) and Std 9 (9%), and slightly less so in Stds 6, 7 and 10 (7-8%). Jenkinson (1940) in the UK also showed an increase, with age, of popularity for this genre among girls from 11 to 15 years old (Jenkinson: 174).

"Horror", more interestingly, enjoys a significant showing in Stds 6 to 8 (10-12%), but its popularity plummets in Stds 9 and 10 (5-6%).

Most interesting in respect of girls' preferences is the performance of "Social Problems/Race Relations": from being one of the least chosen categories in Std 6 (3%), its popularity rises steadily through Std 7 (6%), Std 8 (7%) and Std 9 (12% - challenging 2nd-ranked "Family Life") to 2nd preference in Std 10 (14% - above "Family Life").

The genres most disliked by girls are "War/Western" and "Technical/Scientific"; however, girls' dislikes are not expressed as strongly as boys' are, excepting Std 6 girls' dislike for "War/Western" and Std 10 girls' dislike for "Technical/Scientific". Girls of all ages express a mild dislike for "The Arts (Fine Art, Music, Ballet, Literature, etc.)". They also express a dramatically increased dislike for "History" after Std 6, which contrasts with Jenkinson's (1940) findings for girls in the UK (Jenkinson: 174).

"Science-Fiction/Fantasy/Supernatural" is another interesting category, being disliked in Stds 9 and 10 to a degree equal to the degree of preference expressed by girls in those standards. Such an ambivalent finding serves to warn against cursory reading of Tables 26 and 27 as well as against blithe generalizations based on the overall totals in those Tables.

Very important to note is that significant dislike is expressed for both "Horror" and "Romance", in age-related patterns which duplicate the patterns of preference for both those genres - that is, dislike for "Horror" increases and dislike for "Romance" decreases as girls move up the school. The obvious implication is that, since at certain stages girls' opinions on each of those genres are to an extent divided, one should obviously beware of generalizations such as "Romance's" being the most favoured genre for all older girls, or "Horror's" being a strongly favoured genre among all younger girls, despite the two genres' very significant showings at times in Table 26.

Genres for which girls in general express no strong feelings either way are: "School Life" (except for a slight and diminishing preference in Stds 6 to 8), "Animal/Nature" (excepting its reasonable popularity among Std 6

girls), "Religion" (though there seems to be more dislike than preference expressed in Stds 8 and 9), "Travel/Exploration" and "Plays".

One should consider that, as was intimated in the digression concerning boys' apathies earlier, it might be safer for teachers to treat such apathy circumspectly than to assume that most girls will not tend to react negatively if forced to engage the genres mentioned above.

In order to draw together the threads of this sub-section one may turn to the macro-genres, as presented in Tables 29 and 30 as well in Figures 11 and 12. It should be noted that there are some marked similarities with and differences from the data for boys.

"Situational Romanticism" is for girls of all ages the greatest preference. It is more strongly pursued by girls than by boys, though for girls it gains in interest only until Std 8, whereafter it loses its sway slightly.

With age, girls show a clear decline of interest in "Fantastic Escapism" (see Figure 11) and a clear, corresponding increase in dislike of the genre (see Figure 12). "Exploratory Realism" is remarkably more pursued by girls than by boys, and girls' interest in it increases with age; nevertheless, it remains disliked by a significant number of girls (see Table 30): indeed, in Stds 7 and 8 it is more disliked by girls than preferred. Girls show considerably less interest in "Practicality" (and greater dislike of it) than boys do.

In general, then, as for boys, it might be said that, if the escapist and romantic preferences were conflated, the resultant figures would at all ages dwarf the remaining preferences altogether. That is borne out by the converse situation among the expressed dislikes in Table 30, where all

other dislikes overshadow escapism and romanticism.

It remains true that there is always a considerable body of girls which dislikes the majority's preference in any category or at any age.

D.3 : BOTH SEXES

In considering the findings for boys and girls together, one observes that preferences and dislikes show some clear differences by gender and age. Nevertheless, it may be said that prime interest lies in gender-related projections onto popular adult stereotypes. Boys at all levels opt above all for the "Crime/Spy" category, while girls of all ages opt above all for "Romance".

Boys' preferences at all ages are for titillating, escapist genres: "Crime/Spy", "Science-Fiction/Fantasy/Supernatural", "Horror" and "War/Western". Common preferences among girls cannot be as generally stated as for boys, since girls' ages play a greater role than boys' ages do. Girls' primary interests at all ages lie within their sexual roles in the contexts of "Romance" and "Family Life"; after that, with the exception of older girls' interest in "Social Problems/Race Relations", girls also opt for escapist titillation - "Horror", "Science-Fiction/Fantasy/Supernatural" and "Crime/Spy" - to a lessening degree of intensity as they grow older.

The findings are no different, broadly speaking, from even Jordan's classic study (1926) in the USA. Jordan found that boys prefer books appealing to instincts for mastery, fighting and love of the sensory; he found girls, by contrast, to prefer books appealing to instincts for maternalism, kindness and attention to others. Admittedly, that cannot be offered as indisputable corroboration of these findings; despite agreement with Jordan's (1926) and Vaughan's (1963) findings, these

findings are at odds with both Butts's (1963) and Yarlott and Harpin's (1970) findings, the latter two surveys reporting little difference between boys' and girls' tastes overall. However, Butts's and Yarlott and Harpin's findings broadly agree with the findings for the macro-genres posited here and, in narrowing down these findings to the micro-genres categorised in Tables 26 and 27, one soon observes that notable differences do exist by gender and age for this survey's respondents - and a sense of those differences informs and accentuates the differences found in the macro-genres (Tables 29 and 30).

Two local surveys, far separated in time but which have an important bearing on these findings, are Stone (1953) and Stear (1988). Both corroborate this survey's conclusion that South African high school pupils' preferences and dislikes for certain literary forms and genres display notable gender-based differences. Stone found that boys prefer "Mystery and Detective" books, "Science and Invention", "Historical Fiction", "Travel and Exploration", and "Masculine Activities and Hobbies" (sic!), while girls prefer "Romance", "Child Life", "Life in Other Lands", "Home and Family Life", and "Feminine Activities and Hobbies" (sic!). Apart from "Historical Fiction" (boys), "Travel and Exploration" (boys), and "Life in Other Lands" (girls), all those categories are accounted for and may be located among the preferences expressed in this survey - though this survey's "Technical/Scientific" category is, while not disliked by boys, far less prominent than Stone's "Science and Invention" category among boys.

Stear, in a more recent survey (1988), shows findings to all intents and purposes identical to these here. She finds that most girls read stories of love and romance in large quantities (especially those published by Mills and Boon); boys largely opt for thrillers and adventure stories,

as do girls in second choice to romance stories. Stear shows, too, that the exploration of reality plays a far greater role in girls' reading than it does in boys'. (See Stear: 83.)

In general, then, it seems true to say, for South Africa at this time, that the girls' range of interests expressed here as preferences for particular forms and genres of literature, is wider than the boys'. Girls' common preferences can be less confidently listed here than boys', since girls show some evidence of ambivalence in listing their preferences and dislikes, which boys do not show. It is vital to stress that anyone making use either of Tables 26 and 27 or of Tables 29 and 30 must read each in conjunction with the other.

SECTION E : PREFERENCES IN STYLISTIC FEATURES

The survey attempted next to do something for which this writer can find no research-precedent among English 1st Language high-school pupils in South Africa. Questions 47.1 and 47.2 in the pupils' second questionnaire attempted to elicit information concerning pupils' attitudes towards stylistic features in books. Question 47.1 asked for "the two things (the pupils) like most in a story," which question was then backed up by 47.2, asking for "the thing (they) DISLIKE most in a story". With no other South African research to take as a starting-point, the wordings of the stylistic features, as listed in the second questionnaire, have revealed one or two slight inherent weaknesses; however, those are mentioned as they become relevant and it will be shown that they have probably not affected the data significantly, if at all.

The responses are shown for 47.1 in Table 31 and for 47.2 in Table 32. Once again, for the reasons given in the PREAMBLE above, it was decided to

ignore the 1st choice/2nd choice weightings in Question 47.1.

It is submitted that this chapter's information should be of particular use to teachers in understanding and anticipating pupils' attitudes to particular books. It might also help to repair any damage done by inappropriate (because uninformed) book prescriptions or recommendations. That last remark is not, however, intended to undermine any teacher's belief that he has an obligation to guide pupils away from the powerfully marketed escapism of pulp towards an appreciation of great literature's ability to "enrich the quality of living by extending, deepening, coordinating experience" (Leavis: 48). As Reid (1982) puts it: "The teacher's job is to ... ease the transition into the unfamiliar and to demonstrate that it is worthwhile making the effort to read and understand authors who at first sight seem too hard" (Reid: 28).

Great works of literature tend to be those in which "the driving force comes from wishes which have been rejected and repressed by the conscious personality and which thus give rise to guilt feelings and deep psychic conflict" (Whitehead: 211). Add to that Harding's description of fiction as "a conventional device whereby wishes or desires can be formulated, acknowledged or defined - a process in the course of which the reader joins the author in the social act of reaffirming a set of values" (in Whitehead: 217). The point to be made is that both of those notions suggest an interplay of potentially conflicting purposes, suppressive or cathartic, between writer and reader when a book is being read. It is, thus, the willingness or unwillingness of writer or reader to engage the other's purpose at any given moment which gives rise to acceptance or rejection of a book. Consequently, authoritarian insistence on such engagement (as in the case of classroom prescriptions), regardless of ulterior considerations such as the reader's age, gender, standard of

living, culture and so on, cannot but inculcate dislike for a book or genre among at least some readers. This section's findings, for example, warn that boys or girls in specific age-groups, hold to strong preferences within very narrow ranges. Those preferences are considered below by the variables of gender and age.

E.1 : BOYS

For boys of all ages the strongest preference expressed is for "Not too long before the action starts". By that, one understands that, for boys, the plot should be clearly on its way to a climax or denouement from early on in the story. That feeling seems particularly strong in Std 6 (19%) but seems a little less so (17%) from Std 7 onwards. With hindsight, it is felt that the "too long" in the wording of this feature could have been somewhat leading, but the fact that girls nevertheless ranked the feature quite differently - as will be shown - would seem to give validity to the finding for this feature.

For boys, the lead held by "Not too long before the action starts" is a narrow one over "A lot of humour" - about a 2% difference in all standards except in Std 6, where (although still ranked 2nd) "A lot of humour" lags somewhat.

There appear to be no commonly expressed preferences after those two: what preferences are expressed are not expressed strongly and vary randomly from standard to standard. To expand on that point, one might consider the only other Std 6 preferences (6-7%) possibly worth mentioning: "Detailed descriptions of appearances, places and times", "Detailed descriptions of feelings and characters", and "Clear details about violent actions". The first-mentioned of the three is almost equally liked and disliked by Std 8

boys yet clearly more preferred than disliked by Std 9 boys; the second of them gradually increases its standing, to become a fairly significant preference expressed by Std 10 boys; and the third-mentioned feature acquires a measure of both like and dislike from all boys except boys in Std 7, who tend more towards dislike of the feature than preference for it.

"Clear details about sex" as a slightly significant preference acquires a mild degree of importance among boys from Std 7 onwards (6-7%), though its mention falls slightly in Std 10. This preference's only challengers are: in Std 8, surprisingly, "Detailed descriptions of appearances, places and times", and, in Std 10, "Detailed descriptions of feelings and characters". A great deal more comment on the preference for "Clear details about sex" follows shortly.

Boys' dislikes are very simply expressed, and age-related patterns are plainly discernible. For boys overall, the greatest expression of dislike is for "A complicated set of characters and events". This writer feels some disquiet, with hindsight, at the leading nature of that option's negative phrasing but, since responses to it fall into a clear pattern and do not simply remain constant, it is felt that the expression of dislike is a considered statement and, thus, a valid finding. It is a dislike which increases dramatically after Std 6 and which in Stds 8 to 10 attracts roughly double the indication of dislike accorded to another much-disliked feature overall, "A feeling of sadness".

Boys do not express common dislike significantly for any other stylistic feature except "Clear details about sex", and their attitudes towards that feature form a fascinating area to explore as follows.

For Stds 6 and 7 - and particularly for the former - "Clear details about sex" are regarded with marked distaste. However, that distaste

diminishes from Std 7 onwards: from Std 8 to Std 10 dislike of this feature is insignificantly expressed.

It is seen that the age-related pattern of dislike for "Clear details about sex" almost exactly mirrors the pattern of preference for it - compare the information given in Tables 31 and 32. We must therefore conclude that boys show quite clear divisions of opinion within the groups isolated here: only in Std 6 are boys' attitudes set reasonably clearly against "Clear details about sex"; from Std 7 onwards there is a significant number of boys in each Standard who prefer "Clear details about sex" as well as a significant number of boys who do not. Boys in Stds 6 and 8 show a similarly ambivalent response to "Detailed descriptions of appearances places and times" and boys in Stds 6 and 10 show an ambivalent response to "Clear details about violent actions"; the point to be stressed, therefore, is the same as stressed in Section D above: one must beware of reading this chapter's tables cursorily, or of reading the preferences in isolation from the dislikes.

E.2 : GIRLS

Girls, too, give strong mention to only a narrow range of preferences. Ranked first in preference by all girls is "Detailed descriptions of feelings and characters" and, excepting Std 6 girls, that feature is ranked far ahead of the other common ones, "A lot of humour" and "Not too long before the action starts", which have little difference between them in the girls' responses except to a degree in Stds 6 and 7, where "A lot of humour" is ranked distinctly ahead of "Not too long before the action starts". Apart from those features, girls mention no other preferences significantly.

Girls' dislikes vary quite markedly with age. The youngest girls (Std 6) show a very strong dislike for "Clear details about sex", quite far behind which they indicate a dislike for "A complicated set of characters and events". In Stds 7 and 8, the same strong dislikes are expressed but in the reverse order, "A complicated set of characters and events" superseding "Clear details about sex". The latter feature becomes more tolerated until, in Std 8, it is unpopular only to the extent that "Detailed descriptions of appearances, places and times" is.

Std 9 girls pick up the thread from Std 8 and list "Detailed descriptions of appearances, places and times" as their greatest dislike (an interesting contrast with boys of the same age - see E.1 above), followed in equal degrees of unpopularity by "A complicated set of characters and events" and "Clear details about sex".

For all girls, "Clear details about violent action" is significantly disliked, particularly from Std 7 onwards, gaining more unpopularity until Std 10, where girls list it as their greatest dislike. Std 10 girls follow that with the Std 9 girls' dislike - "Detailed descriptions of appearances, places and times". Interestingly, Std 10 girls seem much clearer in their minds about what they dislike in a writer, going on to reveal a number of other stylistic dislikes significantly: (in order) "A complicated set of characters and events", "The men are forceful and dominant" (this despite their opting for the "Romance" genre so strongly in Section D.2), "Clear details about sex", and to a lesser degree "Uncensored speech" (which strongly offends only from Std 8 upwards).

The girls' clearly expressed dislike of explicit sex might appear puzzling in terms of Stear's (1988) comments concerning romance fiction: "Since about 1974, 'hot' scenes seem to have become increasingly apparent.

The 'hot' romantic mode seems to be favoured by many schoolgirl readers, perhaps because they believe that they can learn about the art of lovemaking in a few easy steps" (Stear: 70).

It must certainly be conceded that if popular books contain such elements one should not delude oneself that pupils are not coming in contact with them in a potentially damaging way. This matter is, therefore, a serious one and teachers would do well to heed Stear's plea that such elements of pupils' reading should be dealt with in depth within the classroom (Stear: 71). However, the implication that such elements are avidly devoured by most girls is disputable, according to the findings of this survey.

Perhaps Dr Kate Friedlaender (1942), quoted at length by Whitehead (1977), supplies a key to this puzzle when she says that in the early secondary school years "the function of reading is still not concerned with acquiring knowledge, but ... looks for gratification of the instinctual life" (Whitehead: 209). Whitehead sees that notion to be complemented by Sachs's hypothesis (also 1942) of a distinction between the daydreaming escapism "which kindles ambition and a drive for success, and the daydreaming characterized by need of immediate wish-fulfilment" (Whitehead: 210). Since girls express such a strong preference for situational romanticizing (see Table 29) together with a strong dislike for "Clear details about sex" (see Table 32), it may be argued that the sexuality of many "Romance" stories is less significant to girls than other elements of the reader-writer interaction (see Chapter 1, Figure 1). Either that, or the respondents to this survey had something grotesque in mind, rather than conventional sexual behaviour, when expressing dislike for "Clear details about sex" (see Table 32). However, that seems unlikely; if it were true, girls would surely have expressed their dislike even more strongly here,

considering their remarkably strong distaste for "Clear details of violent action" (see Table 32).

There are further and more wide-ranging implications to this argument, but they are dealt with under CONCLUSIONS, below.

E.3 : BOTH SEXES

A study of Tables 31 and 32 together reveals the following general issues.

By and large, girls show a marked interest in exploring motives and the human condition - far more so than boys do, boys being more concerned with the nature of things and with considering the outcomes of actions and events, though boys in Std 10 make significant, favourable mention of that style which dwells on character and feeling. Note, too, from Table 28 that there is a slightly greater tendency among boys to use books as sources of material information than there is among girls. Girls' dislike of the "Technical/Scientific" genre (see Section D.2 above) is also significant in that respect.

Both sexes demand a fair amount of humour in a writer's style, and neither responds favourably to too complex a web of events and characters (though the corollary, active dislike of such complexities, is not found in Table 32).

Clear depiction of violence has a significant following among boys, though it also offends significant numbers of the youngest and the oldest pupils (probably for reasons of squeamishness and maturity respectively); explicit violence offends most girls, however, despite the strong showing of "Horror" in Table 26.

Foul or profane speech does not have a following, and among older pupils it is significantly disliked.

Details of sexual matters tend to be strongly disliked by girls and younger boys; older boys express a desire for such detail more than they express dislike, but whether that preference is expressed as a demand for edification or a demand for salaciousness needs further research.

It is impossible to generalize about any other preferences and dislikes among stylistic features listed in Tables 31 and 32, but these findings and comments may be amplified by a consideration of related findings in overseas researchers' work.

King (1967) cites an early paper by Jordan (1921) which reports children's (sic) favoured characteristics of style to be action, adventure, mystery, excitement and humour; King amends that list by stating that children like a "good plot", much action and humour (see King: 312-326). Both Jordan's and King's statements, however, are seen to be gross oversimplifications if applied to South African high school pupils, considering this chapter's differing findings for gender and age.

The same may be said of Butts (1963) in the UK when he generalizes very broadly in stating the stylistic preferences of boy and girl 11- to 15-year-olds together. He states that, firstly, something should be "happening all the time" - which may be true for the same age-group of boys here, but not the same age-group of girls, in terms of "Not too long before the action starts". Secondly, he reports that pupils prefer books written in "Easy language", which is here (as "Uncomplicated language") not given much consideration by any pupils. Thirdly, Butts reports that pupils like a "Clear moral", approximated here by "Easy to see whether the people are good or evil" and not considered significant by this study's

respondents. Fourth, Butts cites "Beautiful descriptions", yet here (in respect of "Detailed descriptions of appearances places and times") it is only a slight consideration by Stds 6 and 7 and is disliked by older pupils, especially older girls; however, it must be conceded that "Beautiful" and "Detailed" descriptions are not necessarily the same thing. Cited as fifth by Butts is "Reasonable length", which is considered in a later chapter of this dissertation; and Butts's lowest rating is accorded to "Historical or foreign setting", which receives scant consideration here in respect of this study's "Characters very similar to people you know", "Ideas and beliefs similar to yours", and "Ideas and beliefs different from yours" - though Stds 7 and 8 boys here tend to dislike "Ideas and beliefs different from yours". (See Butts: 67-70.)

CONCLUSIONS

Radio, film and television tastes may tell us something about adolescent attitudes and values, but only film tells us anything about reading-preferences. Radio, film and television tastes tell us little or nothing about pupils' stylistic preferences in their reading. The hypothesis that television and radio tastes reflect and corroborate reading-preferences is, thus, not proved here, though film-preferences do to an extent mirror preferences for certain literary genres. McAulay (1962) might be mentioned as a matter of interest, since he suggests that television and films may contribute to interest in social matters (McAulay: 200). The extent (if any) to which societal influences or pupils' social roles may have affected the preferences expressed in this section is also not investigated here; perhaps another researcher might clarify that issue. All that is noted here is that gender and age create clearly discernible patterns in this chapter's findings.

It may be inferred that pupils approach books more seriously than they approach radio, film or television - as witness their preference for variety and/or comedy in the broadcast media and film. It is agreed that variety shows and comedy (as in situation comedies on radio and television) are not commonly encountered as literary genres: they are more specifically audio-visual genres; but the point is that, if radio, film and television variety/comedy programmes were strongly preferred to the genres commonly available in books, reading would not play such a large role in pupils' leisure activities as indicated in Chapter 4. After all, radio, television and even film (including videotaped film) are all readily accessible to most pupils (see Chapter 4). A clearer indication that pupils consider comedy and variety to need audio-visual presentation is perhaps to be found in their placing "A lot of humour" only second among their expressed preferences for certain features of literary style. Palk's (1987) contention, that "one medium will replace another when it serves the same function in a superior way" (in Jordaan: 164), is again pertinent (see Chapter 4 of this study).

It would appear that pupils by and large are not altogether willing to expend the time and effort required to watch a televised feature-film or indeed any lengthy dramatic presentation on television. Only older girls are prepared to make that effort to any significant degree, yet even they show a stronger predilection towards shorter programmes - variety/comedy and pop music. In other words, pupils seem to find television most acceptable in short, diversionary bursts. Books, as an alternative to television, readily provide such diversionary bursts: they can be picked up and put down at any moment in leisure time and for any length of it. By contrast, in the cases of radio and television one is at the mercy of schedule designers and programmers, and in the case of film there are

limited, fixed times and venues. Only pop-music radio-stations offer a constant, readily accessible fare (music) in the way that books offer their fare (writing).

Leaving radio and television out of the reckoning, it is seen that pupils' film-preferences closely approximate their reading-preferences: own-gender stereotypes are a primary focus, together with those stereotypes' romanticized situations. Boys and younger girls seem to possess far stronger romantic and wishfully escapist drives than older girls do. In respect of books, boys display greater interest in practical skills than girls do, but older girls seem to be readier than older boys are to explore realism earnestly. Girls appear generally to be much clearer in their own minds as to what they prefer and what they dislike in books.

Picking up a thought from Yarlott and Harpin (1970), it seems important to state that gender-based differences do not imply that boys and girls should be segregated in schools' reading or literature classes. Apart from all the popularly recognized socio-educational benefits of co-education it would be hoped that the sexes' differing responses would help to broaden each other's outlook. Moreover, single-sex reading or literature lessons raise the worrying possibility of reinforcing stereotyped responses.

Turning to preferences and dislikes for certain stylistic features in writing, one notes that pupils express themselves quite clearly and definitely in respect of the ways they wish a writer to present his work.

Boys desire fast-developing plots with much action, unhindered by descriptive detail. They express a clear preference for titillating style, particularly humorous writing, and they place little importance on wistfulness. They express a strong dislike for complex plots and sadness,

preferring raciness. In general, it may confidently be said that they are more concerned with actions, events and outcomes than with the thorough characterization and acceptable motives through which probability is created. For those reasons, one wonders whether the short story might not be a worthwhile literary format to bring to boys' attention more often than tends to be the case in schools. There is a great deal of fine and satisfying writing available in that format, so the idea might bear investigating.

Chapter 8 of this study has more to say in respect of the short story. At this juncture one wishes simply to stress that such a state of affairs as that concerning boys' reading must be considered a serious one. As Salter (1972) points out in criticism of popular and stereotyped attitudes promoted in some fiction aimed at adolescents: "the ending is quite separate from the action and it is the action which leaves the lasting impression" (Salter: 45). Consequently, despite the fact that McKellar (1983) was referring specifically to teachers' reading aloud to junior school children, one would do well in the encouragement of pupils' leisure-time reading (especially boys') to consider his observations carefully, such as:

A well-written book will provide ... issues that are raised through an underlying theme or themes that ... extend the children's awareness about life ...

both the strengths and the weaknesses of the characters will be clear ... (so that reading may result in pupils') identifying with the characters and coming to realize the realities of life in the nature of the people ...

expression of emotion is important ... the good writer will create situations that will result in (pupils') allowing emotion to "get under their skin", experiencing the forces acting upon and influencing the character in the story.

(McKellar: 5-7)

Girls take an opposing stance to boys, demanding detailed

characterization and proper consideration of motives. Like boys, girls dislike detailed treatments of appearances, places and times and they, too, like fast-developing plots. However, girls prefer humour to harshness, and their firm dislike of explicit violence and sex is a clear indication of their attitudinal difference from boys.

Whether pupils' preferences and dislikes for the abovementioned stylistic features are corroborated by their radio, film or television preferences is impossible to establish from this survey's questionnaires. It can be said that pupils' film-preferences rank the exploration of reality as a rather lowly motive for film-viewing, excepting the case of older girls' preferences. Consequently, it might be possible to read into the performance of "Comedy" in pupils' film-preferences (see Table 24) slightly less willingness to confront harshness visually than in writing. Nevertheless, that argument cannot be put strongly and needs further research. Reid (1982) notes that pupils' "Popular culture undergoes very little academic analysis, in spite of its enormous influence on the young" (Reid: 10).

A caveat to be borne in mind, should a researcher attempt such work as suggested by Reid above, is this - and it has an important bearing on much research encountered during this present study: one should beware the belief that one is researching a reader by researching the substance of a text. Even Whitehead's now-classic report (1977) may be faulted at times in that respect, since it presumes that its respondents' ten most popular books are popular because of the stylistic elements observable in them to the researcher (see Whitehead: 214). Stear's deductions concerning "'hot' sex scenes" in popular stories of love and romance (Stear: 70) may also be queried along those lines.

The point is that such an approach cannot complement findings such as this chapter's in the way that Ingham (1982) feels necessary (see PREAMBLE above). Such an approach would not lead us in South Africa towards an answer to the crucial question put by Protherough, among others:

How is it that children develop the ability to come to grips with and to enjoy increasingly difficult adult fiction? Of all the problems associated with reading, this is perhaps the one about which we know least and the one about which teachers most want guidance.

(Protherough: 33)

If we wish to understand adolescent reading preferences fully, we need some kind of developmental map of adolescence to which we can marry gender- and age-related findings. Only then, as Irwin and May point out (Gentile: 83), can we aim to meet pupils' needs adequately. This chapter has presented just such a corpus of South African findings, to which it is hoped smaller-scale, developmental research may now be able to add.

Figure 5

4.45: Preferences Compared (Boys)

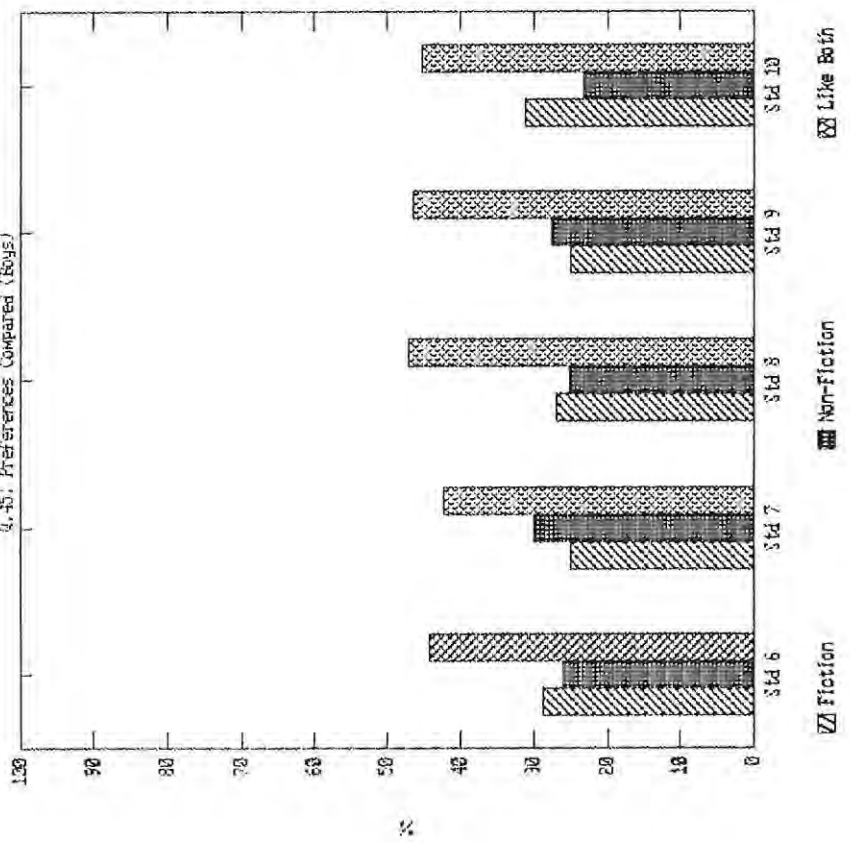


Figure 6

4.45: Preferences Compared (Girls)

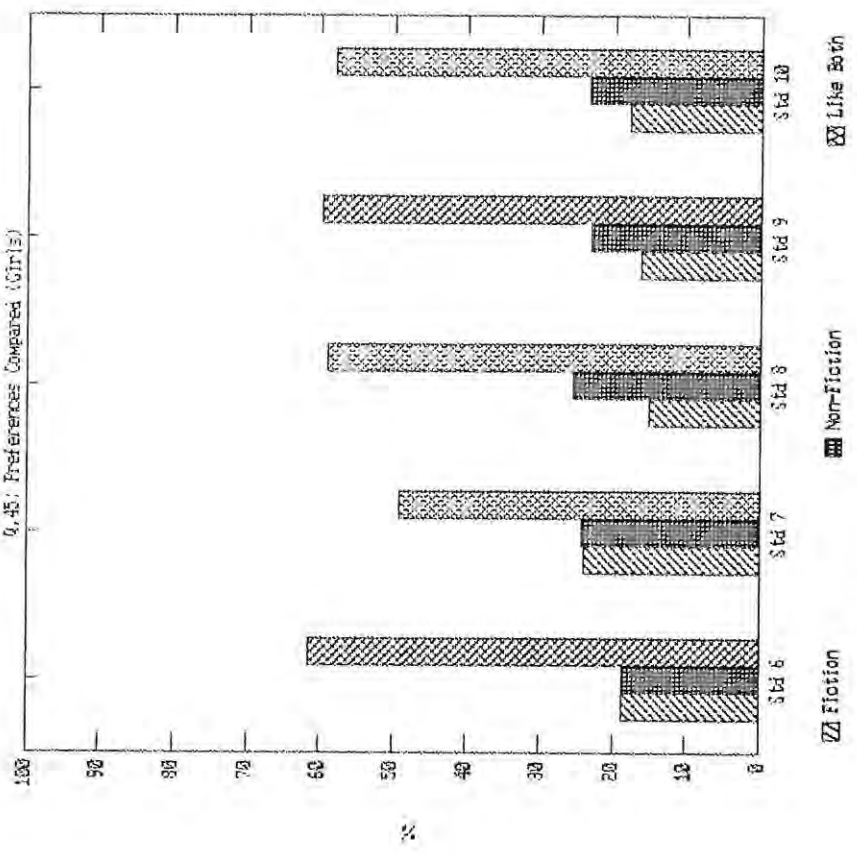


Figure 7

4.45: Fiction Preferences (Incl. C)

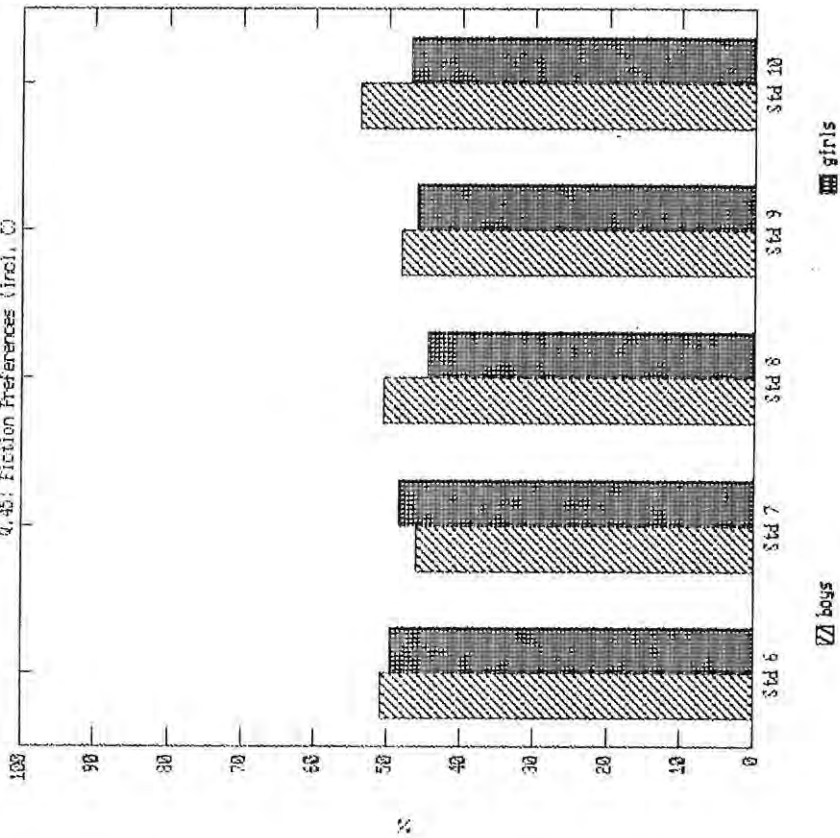


Figure 8

4.45: Non-Fiction Preferences (Incl. C)

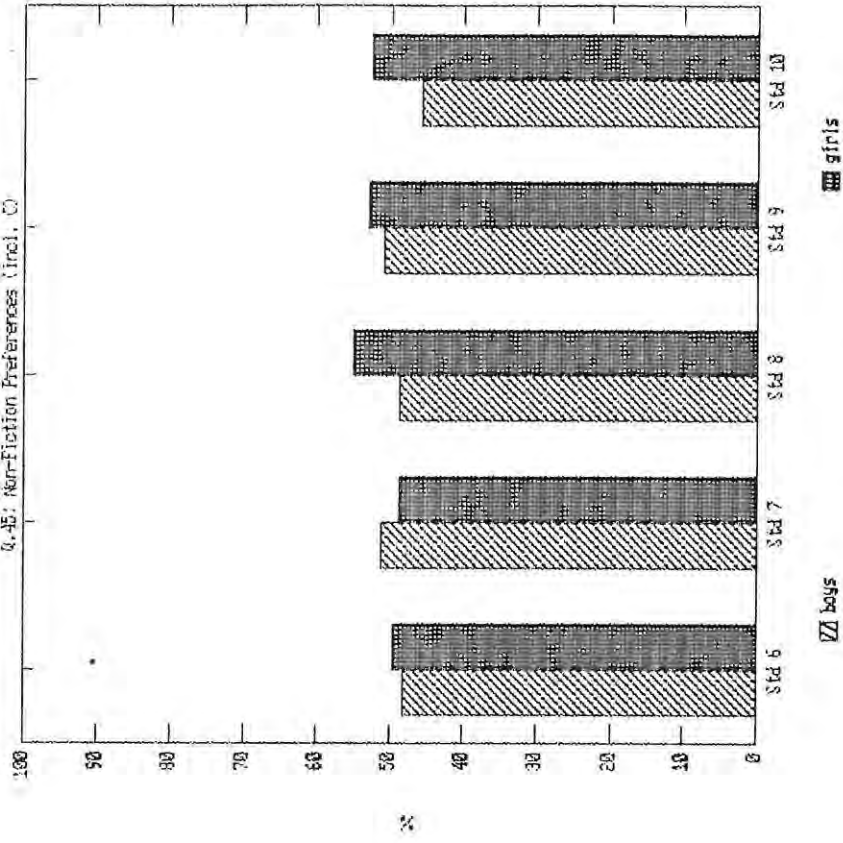


Figure 9

Q. 46.1: Macro-Centres Liked (Boys)

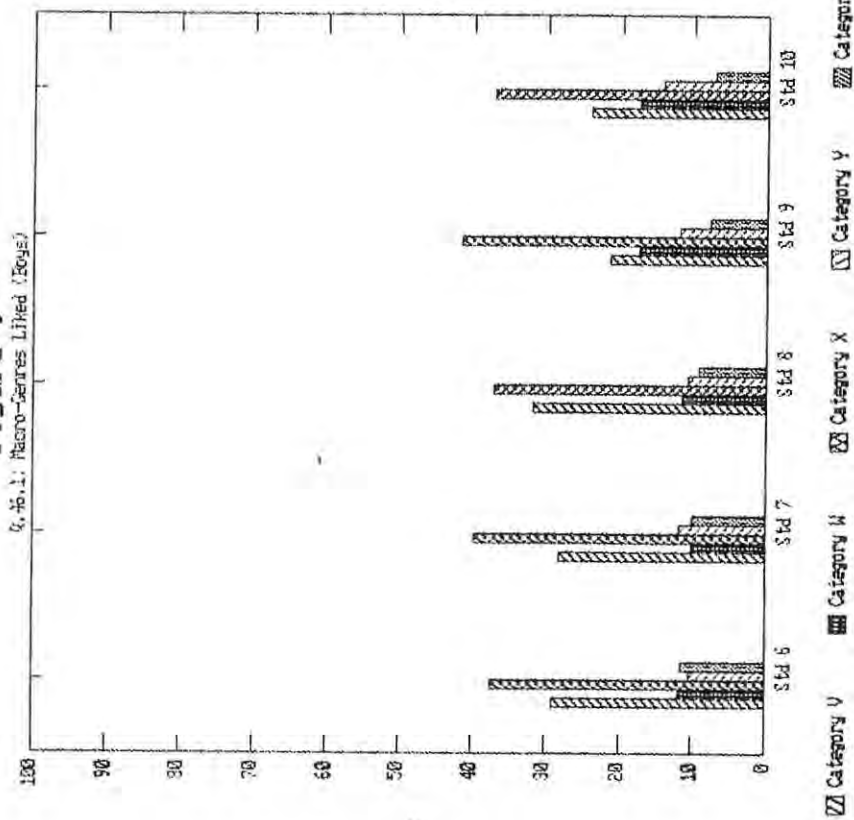


Figure 10

Q. 46.1: Macro-Centres Liked (Girls)

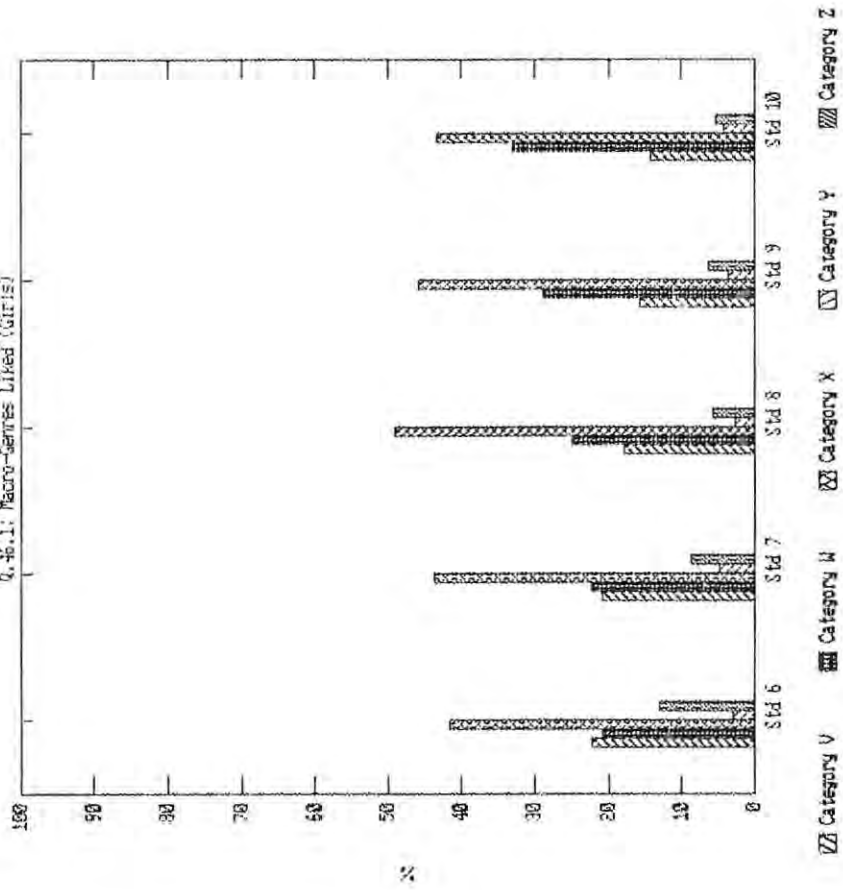


Figure 11

Q.16.2: Macro-Genres Disliked (Boys)

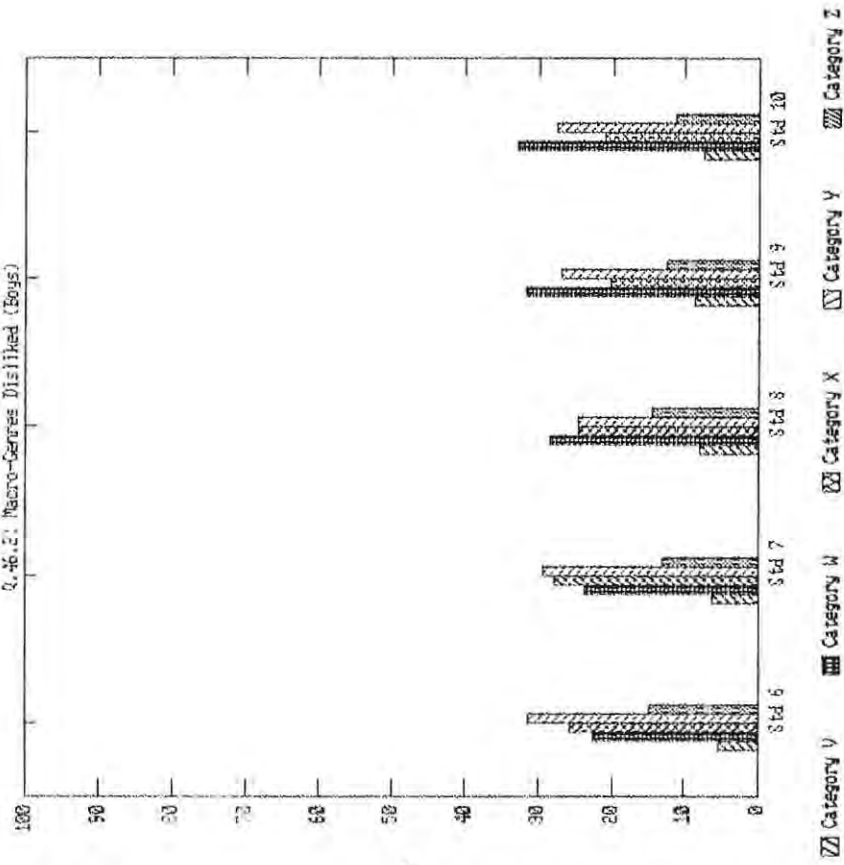
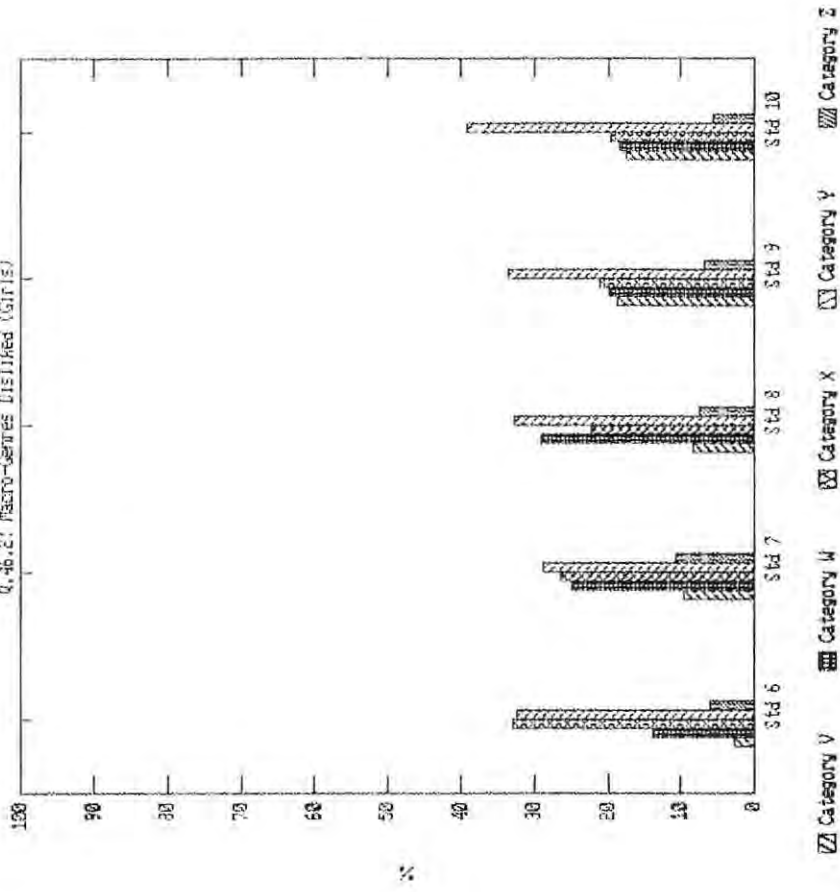


Figure 12

Q.16.2: Macro-Genres Disliked (Girls)



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TABLE 23
(Question 40 : Preferred radio-listening; responses expressed by percentage)

CHOICES : A = Variety/comedy
 B = News
 C = Religion
 D = Sport
 E = The Arts (Fine Art, Music, Ballet, Literature, etc.)
 F = Technical/Scientific
 G = Educational/Documentary
 H = Animal/Nature
 I = Pop Music
 J = Serial
 K = Play
 L = Quiz
 M = Magazine
 N = Weather Report
 O = Some other kind
 (n = Number of pupils)

Q.40	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
A	20,5	18,9	19,3	18,8	20,5	18,3	17,7	18,4	17,5	16,7	19,0	18,2	18,6
B	8,6	4,3	6,8	6,1	8,9	8,5	7,1	6,9	8,9	10,6	8,1	7,4	7,7
C	1,8	2,0	1,4	2,2	1,1	1,4	0,7	1,8	1,6	2,6	1,3	2,0	1,7
D	11,9	1,8	12,9	1,8	12,7	1,1	11,5	1,1	13,4	1,6	12,5	1,5	6,1
E	0,7	2,0	0,7	1,9	1,1	1,1	2,2	3,8	1,2	3,7	1,2	2,5	1,9
F	3,2	0,3	2,7	1,0	2,6	0,4	1,3	0,7	2,9	0,3	2,6	0,6	1,4
G	2,0	2,7	1,6	2,5	1,3	1,8	1,1	2,5	1,6	2,0	1,5	2,3	2,0
H	3,4	3,6	4,3	2,7	1,3	1,1	1,6	1,6	1,0	0,6	2,3	1,9	2,1
I	30,2	32,0	31,6	35,9	33,3	39,8	37,9	38,3	35,9	38,4	33,9	37,0	35,7
J	1,6	3,8	1,8	5,1	3,2	5,6	4,4	4,6	3,5	4,5	2,9	4,7	4,0
K	1,8	3,6	2,3	5,2	1,7	3,5	0,7	3,4	2,7	3,9	1,9	3,9	3,1
L	9,3	17,5	8,2	12,9	8,0	13,7	7,3	11,2	6,2	8,7	7,8	12,8	10,7
M		1,5	0,9	1,6	0,4	1,4	1,6	2,9	1,0	2,9	0,8	2,1	1,5
N	0,7	1,3	1,4	0,4	1,7	0,1	2,7	0,5	0,8	0,6	1,4	0,6	0,9
O		0,2	0,2	0,3	0,2	1,0	0,9	0,7	0,8	1,1	0,4	0,6	0,6
Spoilt	4,3	4,3	3,6	1,3	1,7	1,0	1,3	1,5	1,0	1,6	2,3	1,9	2,1
n	443	603	439	673	462	715	451	612	514	645	2 309	3 248	5 557

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TABLE 24
(Question 39 : Preferred film/video-viewing; responses expressed by percentage)

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CHOICES : A = Comedy
 B = Dance/Musical
 C = Life's Problems
 D = Romance
 E = Science-Fiction/Fantasy/Supernatural
 F = Horror
 G = Detective/Gangster/Spy/Thriller/War/Western
 H = Historical Story
 I = Religion
 J = Sport
 K = Animal/Nature
 L = Pop Music Video
 M = Some other kind
 (n = Number of pupils)

Q.39	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	24,0	25,5	25,5	24,2	26,4	23,6	28,0	20,1	29,5	23,0	26,8	23,3	24,8
B	1,6	5,8	1,1	6,7	1,1	7,6	1,3	10,4	1,0	7,1	1,2	7,5	4,9
C	2,0	5,3	1,1	7,0	1,1	10,0	2,4	8,7	2,3	10,9	1,8	8,5	5,7
D	2,7	7,6	3,9	11,6	4,5	14,5	4,0	19,1	3,1	19,6	3,6	14,5	10,0
E	13,9	6,4	12,0	8,3	16,1	6,3	10,3	6,7	14,1	5,6	13,3	6,7	9,5
F	12,3	14,3	13,2	12,8	9,2	11,0	10,1	10,1	6,8	7,3	10,2	11,1	10,7
G	21,1	12,2	23,2	11,1	24,7	11,0	24,2	9,2	23,4	9,9	23,3	10,7	15,9
H	2,2	3,1	0,7	2,8	1,3	2,2	2,6	3,8	2,9	3,9	2,0	3,1	2,7
I	0,9	1,7	0,7	1,5	0,4	0,8	0,2	1,8	1,9	0,9	0,9	1,3	1,1
J	4,9	1,0	5,7	0,6	5,6	1,3	4,2	0,8	5,0	0,9	5,1	0,9	2,7
K	5,8	6,6	5,0	3,9	2,4	2,8	2,2	1,5	2,7	2,0	3,6	3,3	3,4
L	4,0	7,3	4,6	7,0	5,2	7,3	7,9	5,2	7,0	7,4	5,8	6,9	6,4
M	0,9	0,3	0,2	0,6	0,4	0,6	0,7	0,8		0,6	0,4	0,6	0,5
Spoilt	3,4	2,8	3,0	1,6	1,5	0,7	1,5	1,6	0,2	0,6	1,9	1,4	1,6
n	445	606	439	671	465	714	453	611	517	646	2 319	3 248	5 567

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TABLE 25
(Question 38 : Preferred television-viewing; responses expressed by percentage)

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CHOICES : A = Variety/comedy
 B = News
 C = Religion
 D = Sport
 E = The Arts (Fine Art, Music, Ballet, Literature, etc.)
 F = Technical/Scientific
 G = Educational/Documentary
 H = Animal/Nature
 I = Cartoon
 J = Pop Music
 K = Serial
 L = Play
 M = Film
 N = Quiz
 O = Magazine
 P = Weather Report
 Q = Some other kind
 (n = Number of pupils)

Q.38	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
A	24,2	26,8	25,5	27,2	26,9	26,6	27,2	25,1	24,3	28,1	25,6	26,8	26,3
B	2,9	3,5	2,7	2,4	4,5	3,2	3,3	2,1	3,7	2,2	3,5	2,7	3,0
C	1,3	1,2	1,1	1,5	0,6	1,1	0,4	1,8	1,7	1,2	1,1	1,4	1,2
D	11,0	1,7	11,1	3,0	12,9	1,7	12,4	1,8	13,9	2,3	12,3	2,1	6,4
E	0,4	2,2	0,7	3,0	0,9	2,4	1,6	3,1	1,4	3,9	1,0	2,9	2,1
F	7,4	0,8	3,7	2,2	5,8	1,1	5,1	1,6	5,2	1,2	5,4	1,4	3,1
G	3,8	2,2	4,8	3,4	1,5	2,9	2,7	3,1	1,7	2,5	2,9	2,8	2,8
H	8,8	9,0	8,9	6,1	5,6	3,9	6,2	4,6	5,6	3,7	7,0	5,4	6,0
I	12,1	6,1	9,1	3,6	7,1	2,2	5,8	3,1	5,0	1,9	7,7	3,3	5,2
J	8,8	20,5	13,4	21,8	13,7	19,7	15,7	17,7	16,2	17,6	13,6	19,5	17,1
K	1,1	5,3	2,3	6,2	4,1	9,1	2,7	9,7	1,7	10,0	2,3	8,1	5,7
L	0,4	0,8		0,6	0,4	1,3	0,4	1,0	0,4	1,4	0,3	1,0	0,7
M	7,6	10,1	9,4	12,3	10,7	17,7	13,5	19,5	16,0	19,0	11,5	15,7	14,0
N	4,0	6,6	2,3	4,9	1,9	3,9	1,6	2,3	1,2	2,6	2,2	4,0	3,3
O	0,4	0,7	0,2	0,4	0,4	0,8		1,3	0,6	1,7	0,3	0,9	0,7
P			0,2	0,1		0,3			0,2	0,2	0,1	0,1	0,1
Q	1,3	0,5	1,6	0,3	1,1	0,7	0,7	0,7	0,6		1,0	0,4	0,7
Spoilt	4,0	2,0	2,7	1,3	1,5	1,1	0,7	1,3	0,6	0,5	1,9	1,2	1,5
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
n	445	603	438	674	464	714	451	609	517	646	2 315	3 246	5 561

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TABLE 26
(Question 46.1 : Preferred literary forms and genres; responses expressed by percentage)

- CHOICES : A = School Life
 B = Family Life
 C = Romance
 D = Science-Fiction/Fantasy/Supernatural
 E = Horror
 F = Crime/Spy
 G = War/Western
 H = Social Problems/Race Relations
 I = History
 J = Religion
 K = Sport
 L = The Arts (Fine Art, Music, Ballet, Literature, etc.)
 M = Technical/Scientific
 N = Travel/Exploration
 O = Animal/Nature
 P = Plays
 Q = Some other kind
 (n = Number of pupils)

Q.46.1	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	3,8	8,4	4,3	7,6	2,1	6,7	2,9	3,7	1,7	4,3	2,9	6,2	4,8
B	1,6	14,8	3,4	13,7	2,1	15,1	3,3	13,6	1,9	12,8	2,4	14,0	9,2
C	3,1	18,1	4,1	21,5	5,3	25,2	7,0	25,7	5,2	25,0	5,0	23,2	15,5
D	15,7	8,6	14,7	10,4	18,1	6,5	11,4	10,2	15,2	7,6	15,0	8,6	11,3
E	10,2	12,3	11,8	9,6	12,3	11,0	9,4	5,0	8,1	6,3	10,3	8,9	9,5
F	17,5	7,8	18,8	8,2	18,3	9,9	19,9	9,3	20,0	7,4	18,9	8,5	12,9
G	10,2	1,8	10,6	1,5	9,6	1,8	10,3	1,1	8,7	1,2	9,9	1,5	5,0
H	0,7	2,8	1,6	6,0	1,9	7,1	4,4	11,7	4,6	14,0	2,7	8,3	6,0
I	2,4	2,0	1,4	1,9	3,0	1,9	3,5	3,3	2,5	3,7	2,6	2,6	2,6
J	0,9	1,7	1,1	1,6	1,3	2,8	1,3	2,0	2,1	2,3	1,4	2,1	1,8
K	6,0	1,2	7,3	1,0	6,4	1,0	7,0	0,5	7,5	0,5	6,9	0,8	3,3
L	0,7	1,3	0,2	2,7	0,4	1,1	1,1	2,6	1,7	3,1	0,9	2,2	1,6
M	2,7	0,2	3,6	0,7	3,2	0,4	3,5	0,3	4,4	0,5	3,5	0,4	1,7
N	4,0	1,5	1,6	1,0	2,6	1,5	4,8	2,6	6,0	3,5	3,9	2,0	2,8
O	8,7	10,0	8,0	5,2	6,4	3,3	4,8	3,3	5,6	2,3	6,6	4,8	5,5
P	0,4	1,0	0,2	2,1	0,9	1,8	1,1	1,0	0,6	1,2	0,6	1,4	1,1
Q	1,1	1,2	1,1	0,9	1,5	0,4	1,5	1,8	0,8	1,5	1,2	1,1	1,2
Spoilt	10,2	5,3	5,9	3,9	4,3	2,2	2,6	2,1	3,1	2,6	5,1	3,2	4,0
n	450	606	440	668	468	718	456	614	518	648	2 332	3 254	5 586

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TABLE 27
(Question 46.2 : Disliked literary forms and genres; responses expressed by percentage)

- CHOICES : A = School Life
 B = Family Life
 C = Romance
 D = Science-Fiction/Fantasy/Supernatural
 E = Horror
 F = Crime/Spy
 G = War/Western
 H = Social Problems/Race Relations
 I = History
 J = Religion
 K = Sport
 L = The Arts (Fine Art, Music, Ballet, Literature, etc.)
 M = Technical/Scientific
 N = Travel/Exploration
 O = Animal/Nature
 P = Plays
 Q = Some other kind
 (n = Number of pupils)

Q.46.2	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	5,3	3,6	6,8	1,8	5,1	2,5	6,6	1,0	6,9	2,5	6,2	2,3	3,9
B	1,3		2,7	0,6	1,7	0,3	0,4	0,3	0,4		1,3	0,2	0,7
C	15,4	8,6	17,7	8,9	17,5	5,3	11,4	4,6	12,3	0,9	14,8	5,6	9,5
D	1,3	3,6	2,3	4,1	3,0	3,3	5,3	9,1	4,6	7,7	3,3	5,5	4,6
E	3,1	6,9	3,2	4,7	4,3	4,5	2,6	9,1	2,3	9,0	3,1	6,7	5,2
F	0,9	1,3	0,5	1,8		1,9	0,4	1,6		1,9	0,3	1,7	1,1
G	1,8	17,8	1,4	12,7	1,7	12,5	3,1	13,6	3,9	14,8	2,4	14,2	9,3
H	5,8	3,0	5,5	2,7	6,0	1,9	4,8	2,9	4,2	1,5	5,2	2,4	3,6
I	6,6	5,6	8,2	13,6	9,8	16,9	9,6	8,1	10,0	9,6	8,9	11,0	10,1
J	1,8	3,3	1,4	4,4	6,8	6,1	9,6	6,5	10,4	4,6	6,2	5,0	5,5
K	1,3	9,2	1,8	7,7	2,1	9,2	2,2	10,4	1,2	11,1	1,7	9,5	6,3
L	23,0	10,5	22,2	10,3	19,2	7,8	18,4	5,9	18,9	7,1	20,3	8,3	13,3
M	1,8	9,2	1,8	8,9	1,3	14,2	3,9	16,2	5,8	19,4	3,0	13,6	9,2
N	1,3	1,3	0,9	1,2		1,9	1,3	1,0	2,7	0,6	1,3	1,2	1,3
O	2,2	1,3	1,8	2,1	3,0	2,2	0,9	2,9	0,8	2,2	1,7	2,1	2,0
P	8,8	4,0	9,1	7,1	9,4	4,5	10,0	2,9	9,3	2,8	9,3	4,3	6,4
Q	1,3		0,5	0,6	0,9	0,3	0,4	0,7	0,4	0,3	0,7	0,4	0,5
Spoil	16,8	10,5	12,2	6,8	8,1	4,5	8,8	2,9	5,8	4,0	10,1	5,7	7,6
n	226	303	220	338	234	359	228	307	259	324	1 167	1 631	2 798

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TABLE 28

(Question 46.3 : Narrative vs non-narrative preferences; responses expressed by percentage)

CHOICES : A = Story
 B = Collection of facts
 (n = Number of pupils)

Q.46.3	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	68,1	79,2	75,0	76,0	71,7	81,5	69,2	79,1	69,7	79,3	70,7	79,0	75,6
B	30,5	19,1	24,5	22,4	27,7	18,4	30,2	18,5	29,0	20,3	28,4	19,8	23,4
Spoilt	1,3	1,7	0,5	1,5	0,4		0,4	2,3	1,2	0,3	0,8	1,1	1,0
n	226	303	220	338	234	358	228	307	258	324	1 166	1 630	2 796

(Question 45 : Fiction vs non-fiction preferences; responses expressed by percentage)

CHOICES : A = True stories
 B = Fiction
 C = Like both equally
 (n = Number of pupils)

Q.45	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	26,1	18,8	30,0	24,3	25,2	25,4	27,6	23,1	23,2	23,5	26,3	23,1	24,5
B	28,8	18,8	25,0	24,0	26,9	15,1	25,0	16,3	31,3	17,9	27,6	18,4	22,2
C	44,2	61,4	42,3	49,1	47,0	58,9	46,5	59,6	45,2	58,0	45,0	57,3	52,2
Spoilt	0,9	1,0	2,7	2,7	0,9	0,6	0,9	1,0	0,4	0,6	1,1	1,2	1,1
n	226	303	220	338	234	358	228	307	259	324	1 168	1 630	2 797

TABLE 29

(Question 46.1 as Macro-Genres : Preferences expressed as percentages)

CATEGORIES : V = Fantastic Escapism (Options D E)
 W = Exploratory Realism (Options A B H I J N)
 X = Situational Romanticism (Options A B C F G)
 Y = Practicality (Options K L M)
 Z = Unclassifiable (Options O P Q)
 (n = Number of pupils)

CATE- GORY	Std 6 Boys	Std 6 Girls	Std 7 Boys	Std 7 Girls	Std 8 Boys	Std 8 Girls	Std 9 Boys	Std 9 Girls	Std 10 Boys	Std 10 Girls	TOTAL Boys	TOTAL Girls	TOTAL Both
V	29,0	22,1	28,3	20,9	31,9	17,9	21,4	15,6	24,1	14,3	26,8	18,1	21,7
W	11,9	20,7	10,1	22,3	11,5	24,9	17,6	28,9	17,6	33,0	14,0	26,0	21,0
X	37,4	41,6	39,8	43,8	37,1	48,9	41,5	45,8	37,0	43,3	38,6	44,8	42,2
Y	10,4	2,8	11,8	4,7	10,5	2,6	11,9	3,5	14,1	4,1	11,8	3,5	7,0
Z	11,4	12,9	9,9	8,6	9,2	5,7	7,7	6,2	7,2	5,2	9,0	7,6	8,1
n	404	574	414	642	448	702	444	601	402	631	2 212	3 150	5 362

TABLE 30

(Question 46.2 as Macro-Genres : Dislikes expressed as percentages)

CATEGORIES : V = Fantastic Escapism (Options D E)
 W = Exploratory Realism (Options A B H I J N)
 X = Situational Romanticism (Options A B C F G)
 Y = Practicality (Options K L M)
 Z = Unclassifiable (Options O P Q)
 (n = Number of pupils)

CATE- GORY	Std 6 Boys	Std 6 Girls	Std 7 Boys	Std 7 Girls	Std 8 Boys	Std 8 Girls	Std 9 Boys	Std 9 Girls	Std 10 Boys	Std 10 Girls	TOTAL Boys	TOTAL Girls	TOTAL Both
V	5,3	2,7	6,2	9,5	7,9	8,2	8,7	18,8	7,4	17,4	7,2	13,0	10,6
W	22,6	13,9	23,6	24,8	28,4	29,1	31,8	19,8	33,0	18,3	28,2	22,3	24,7
X	25,8	33,1	27,8	26,4	24,6	22,2	20,2	21,2	21,1	19,6	23,8	24,3	24,0
Y	31,4	32,4	29,5	28,9	24,7	32,7	26,9	33,6	27,5	39,2	27,9	33,4	31,1
Z	14,9	5,9	13,0	10,5	14,4	7,3	12,5	6,7	11,1	5,5	13,1	7,2	9,6
n	188	271	193	315	215	343	208	298	244	311	1 048	1 538	2 586

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TABLE 31
(Question 47.1 : Preferred stylistic Features; responses expressed by percentage)

=====

CHOICES : A = Detailed descriptions of appearances, places and times
 B = Detailed descriptions of feelings and characters
 C = A feeling of sadness
 D = A gentle mood
 E = The men are forceful and dominant
 F = Easy to see whether the people are good or evil
 G = Not too long before the action starts
 H = A lot of humour
 I = Uncomplicated language
 J = The main characters are young and forceful
 K = Not too many characters
 L = A complicated set of characters and events
 M = Clear details about violent actions
 N = Uncensored speech
 O = Clear details about sex
 P = Characters very similar to people you know
 Q = Ideas and beliefs similar to yours
 R = Ideas and beliefs different from yours
 (n = Number of pupils)

Q.47.1	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	7,3	6,8	4,3	7,5	8,3	5,8	6,6	9,0	6,9	5,6	6,7	6,9	6,8
B	6,9	17,2	6,1	18,8	7,1	21,3	7,7	21,4	8,1	23,6	7,2	20,5	14,9
C	5,8	6,1	3,4	5,8	2,1	4,9	1,5	2,4	0,8	3,7	2,7	4,6	3,8
D	2,7	5,3	1,8	3,6	1,5	3,3	1,5	2,0	1,4	1,7	1,8	3,2	2,6
E	3,3	1,2	2,0	2,2	5,3	1,4	2,9	1,8	2,5	1,7	3,2	1,7	2,3
F	3,6	5,0	5,9	4,0	5,3	3,8	2,6	2,4	2,7	1,1	4,0	3,3	3,6
G	19,3	9,9	17,2	12,3	17,3	13,7	17,1	13,3	17,3	11,7	17,6	12,2	14,5
H	14,4	15,2	15,6	14,9	14,1	13,6	13,8	11,4	14,0	12,1	14,4	13,4	13,8
I	3,1	3,0	1,6	3,6	4,3	3,2	5,0	5,2	4,6	6,9	3,8	4,4	4,1
J	4,2	6,8	4,8	5,4	4,3	4,2	4,4	6,0	2,1	4,8	3,9	5,4	4,8
K	2,7	3,0	5,2	2,4	1,9	2,8	3,5	2,4	2,1	2,3	3,0	2,6	2,8
L	1,3	0,5	2,3	1,6	1,9	2,8	2,9	2,1	3,5	2,6	2,4	2,0	2,1
M	6,7	2,2	7,3	2,7	6,8	2,1	6,4	1,1	5,8	0,8	6,6	1,8	3,8
N	0,7	0,3	1,6	0,3	1,5	0,1	3,1	0,3	2,7	0,8	1,9	0,4	1,0
O	4,4	2,6	9,1	3,0	8,5	2,6	9,6	3,6	8,5	1,2	8,1	2,6	4,9
P	1,8	3,5	2,5	3,3	2,4	2,5	2,9	3,6	3,3	3,5	2,6	3,3	3,0
Q	2,0	4,6	2,7	4,8	2,1	6,3	4,8	5,7	6,9	6,9	3,8	5,7	4,9
R	2,2	2,3	1,6	2,4	1,7	2,9	2,0	4,2	4,1	6,6	2,4	3,7	3,1
Spoilt	7,6	4,5	4,8	1,3	3,4	2,5	1,8	1,8	2,5	2,2	3,9	2,4	3,1
n	450	604	440	670	468	718	456	614	518	648	2 332	3 254	5 586

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TABLE 32
(Question 47.2 : Disliked stylistic features; responses expressed by percentage)

=====

- CHOICES : A = Detailed descriptions of appearances, places and times
 B = Detailed descriptions of feelings and characters
 C = A feeling of sadness
 D = A gentle mood
 E = The men are forceful and dominant
 F = Easy to see whether the people are good or evil
 G = Not too long before the action starts
 H = A lot of humour
 I = Uncomplicated language
 J = The main characters are young and forceful
 K = Not too many characters
 L = A complicated set of characters and events
 M = Clear details about violent actions
 N = Uncensored speech
 O = Clear details about sex
 P = Characters very similar to people you know
 Q = Ideas and beliefs similar to yours
 R = Ideas and beliefs different from yours
 (n = Number of pupils)

Q.47.2	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	3,1	5,6	6,8	7,7	7,3	13,3	12,2	18,2	7,7	16,3	7,5	12,2	10,2
B	0,9	0,3	2,3	0,6	2,1	0,3	3,1	0,7	4,2		2,6	0,4	1,3
C	11,0	3,6	11,3	4,1	11,1	3,6	10,9	3,6	12,7	0,6	11,4	3,1	6,6
D	3,5	0,3	3,6	1,8	5,1	0,8	3,5	0,7	3,9	1,2	3,9	1,0	2,2
E	2,7	5,9	1,4	3,8	3,8	8,1	2,2	8,1	3,5	12,9	2,7	7,8	5,7
F	2,7	3,3	5,5	5,3	3,4	2,5	3,9	2,9	6,6	2,5	4,5	3,3	3,8
G	1,3	1,3	1,8	0,6	0,9	1,4	1,8	1,3		0,9	1,1	1,1	1,1
H	0,9	0,7	0,5	0,6	0,9	0,8	1,3		0,4	0,6	0,8	0,6	0,6
I	3,5	2,3	3,2	4,1	3,4	3,3	2,6	1,6	1,5	1,2	2,8	2,6	2,7
J	2,7	0,7	1,8	0,3	0,4	0,3	0,9		0,4	0,6	1,2	0,4	0,7
K	3,1	2,0	5,9	3,3	3,4	1,7	5,7	1,6	1,9	2,8	3,9	2,3	3,0
L	11,9	16,8	14,5	19,8	22,2	21,7	21,9	14,9	23,1	14,5	18,9	17,7	18,2
M	5,8	8,6	1,8	11,5	3,8	11,4	3,1	12,7	5,0	17,5	3,9	12,3	8,8
N	5,8	6,6	3,6	5,0	6,8	9,2	6,1	9,4	6,2	8,3	5,7	7,7	6,9
O	18,5	24,4	12,2	17,4	6,0	13,0	3,5	14,9	6,2	11,4	9,2	16,1	13,2
P	1,8	1,7	1,8	1,5	2,6	0,6	1,8	1,3	0,8	0,6	1,7	1,1	1,4
Q	3,1	1,7	3,2	0,6	3,4	0,3	1,8	1,3	1,9	1,2	2,7	1,0	1,7
R	5,3	5,0	6,8	3,8	7,3	2,2	4,4	1,0	5,4	0,3	5,8	2,5	3,9
Spoilt	12,3	9,2	11,8	8,0	6,0	5,6	9,2	5,5	8,5	6,2	9,5	6,9	8,0
n	226	303	220	338	234	359	228	307	259	324	1 167	1 631	2 798

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C H A P T E R S E V E N
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THE PROMOTION OF FREQUENT READING

PREAMBLE

This chapter looks at some circumstantial factors which appear to promote or inhibit the development of habitual and frequent reading. It considers certain aspects of parents' reading and comments on the influence wielded by libraries, librarians, teachers, friends and parents on pupils' choices of books as well as on the promotion and sustaining of pupils' leisure-time reading. It also considers the effects of school, literature-teaching and leisure pursuits (including television-viewing) on reading habits. The chapter then notes and discusses the ways in which pupils find books to read, together with how they ultimately select a particular book from a bookshelf. It concludes that literature-teaching in high school does not have the same aims and purposes as the teaching of reading habits, which is a situation to be deplored. The chapter further concludes that the role of the library is of paramount importance to pupils' reading and questions whether school libraries and public libraries should operate in isolation from one another.

SECTION A : THE ROLE OF THE LIBRARY

As observed in Tables 33 and 34, libraries obviously play a large role in pupils' finding new books to read, which is not surprising if one considers the price of new books - although Table 33 also reveals that at least 5% of pupils do seem to buy books. Nonetheless, the vast majority of pupils in this sample obtained the last book they read from either a public or school library. That is true for both boys and girls of all ages, as

witness Tables 33 to 35. Ingham (1982) finds similarly for the UK, where children generally appreciate public libraries, although her "avid" readers prefer to buy books (Ingham: 189-195); however, the fact that books are, generally speaking, cheaper in the UK than they are in South Africa may have something to do with Ingham's finding.

The relatively expensive nature of books in South Africa suggests an important social obligation of public and school libraries in this country, and with that in mind a closer examination of Table 33 reveals some encouraging findings. Libraries appear, laudably, to meet the reading needs of a very large number of pupils: upwards of 60% of the last books pupils read were supplied by either public or school libraries. Boys and younger girls are very heavily dependent on books from their school libraries. Older girls (Stds 9 and 10), on the other hand, make more use of public libraries, which perhaps suggests that a public library may have more to offer them than a school library does.

It is interesting to speculate on possible reasons for public libraries' having greater appeal for older girls than school libraries have. If public libraries stock a greater supply of the sentimental "love and romance" fare for which many girls indicated a predilection in Chapter 6, it might then be concluded that school libraries view their role as one allied to that of the literature classroom in their introducing pupils solely to books other than those which romanticize or trivialize important real-life issues and situations. Whether school libraries ought to share literature-teaching's brief is a moot point.

Tables 35 and 36 show that pupils visit their school libraries of their own accord well over twice as often as they visit their public libraries. (That is not to say that public libraries are inadequate to pupils' needs,

since much the opposite will be shown later in this section). Table 37 then shows that the great majority of pupils are taken on specifically timetabled visits to their school libraries at least once a week, for which their schools cannot be praised highly enough and in respect of which the minority of schools tardy enough to neglect the practice should be censured. The number of schools which do not have their own libraries is infinitesimal, for which education authorities should also receive high praise, since, as Mattila (1968) observes for reluctant adolescent boy readers:

Teaching them to read is one problem; helping them to discover joy in reading is another. Unless they can be enticed to read, their reading skills will never appreciably improve and unless interesting books are available to them, they will never be enticed to read.

(Mattila: 452)

Add to all the above the great influence accorded to librarians and teachers in the matter of pupils' finding new books (see Table 38) and it must be appreciated that a teacher's or school librarian's obligation to provide satisfactory guidance in this area is a soberingly heavy one, requiring careful consideration of all the issues raised in Chapters 1 and 6 concerning pupils' needs, tastes and preferences. However, that some pupils might not find their school library's stock adequate to their needs yet not have frequent or ready access to a public library, is a possibility which leads one to wonder whether school libraries and public libraries ought not to co-operate with each other, even to the extent of pooling their resources or, ultimately, sharing their functions in the light of their common *raison d'être* and social obligations.

SECTION B : THE PRESENTATION OF BOOKS

Pupils reveal in Table 39 that they select books largely by exterior

features, the most significant of which appears to be the cover blurb, as shown in Table 39, Option L ("Notes on the cover or inside the book"). From his own experience, this researcher finds it hard to credit the large response to Option E ("You read a book-review") of Question 55 ("How do you usually find a new leisure-time book to read?") (see Table 34), and tends to feel that "review" may frequently have been understood to mean cover blurb. Whether that is true or not, cover blurb remains the most influential factor in promoting a book for the first time, and it becomes more influential as pupils age, adding 8% to its significance between Std 6 and Std 10. Girls are more influenced by cover blurb than boys are, boys being influenced more by a book's appearance, in particular its title and cover design.

As they get older, both boys and girls develop a habit of looking for books by a specific author whose work they have come to know. In Stds 6 to 8 - and especially in the case of boys - the title of a book influences choice more than the writer's name does; but for both sexes Std 9 marks a clear reversal of that trend. In other words, as pupils age, their choices are influenced less by the impacts of titles and more by the experiences they have had with particular writers' books.

The age-linked trend away from superficiality is also shown by responses to Option D ("Picture or design on the cover"). That factor remains important at all ages but wanes somewhat in influence as pupils age, particularly in respect of girls, who at all ages are anyway less influenced by it than boys are.

To sum up the above, there seems to be a clear difference in maturity between the ways in which the sexes choose books from a bookshelf. Both sexes are primarily drawn to select a new book according to what they can

find out about it from its cover - which is no doubt stating the obvious, but it is worth noting that girls are much more influenced by cover blurb than boys are. Younger pupils are next attracted by the impact of the title, boys by and large being more influenced thereby than girls are; but for older pupils the secondary influence is the writer's name, an influence which is stronger on girls than on boys. Superficial elements of cover-design seem more influential on boys of all ages than on girls, with the exception of Std 8 girls.

The other considerations set out in Table 39 appear insignificant, so the implications of these findings seem to be that, in their display of books, libraries need to find some way of giving equal prominence to cover-design, title, author and blurb, if all pupils are to find libraries easy to use. The common practice of shelving books so that only their spines show would seem to need revision.

SECTION C : THE INFLUENCES OF OTHER PEOPLE AND TELEVISION

Table 34 shows significant but erratic findings for the influence of home bookshelves on book choices (Option B): there seem to be no discernible patterns in the responses to that probe, so there are no conclusions to be drawn from that data.

Clearly significant, after Option C ("Browsing through books in a library" - for the implications of which see Section B above) is the finding that knowledge of a new book tends to come from hearsay: "Someone recommends one" (Option A). King (1967) also finds that "Personal recommendations rank high in determining the selection of reading materials" (King: 318).

According to Table 40 the "someone" of Option A tends, for boys, to be

a librarian or teacher until Std 9, whereafter "Friend(s)" (Option D) dominates; for girls, "Friend(s)" is the dominant response from as early as Std 7 onwards. The implication of that finding would appear to be that, despite the formalized classroom primacy of the teacher's tastes, values and attitudes as demanded by the Christian National Education ethic in South African schools (see Ashley, 1989), many pupils are unabashed in following the likes and dislikes of their peers in the matter of book selection. More specifically, this information suggests that teachers' book-preferences do not seem to be in tune with those of girls and of the older pupils in this sample. That is an important finding for teachers and educational authorities to take note of, since Reid (1981) has convincingly shown the standard literature-classroom prescriptions to be removed from many pupils' needs, experiences and abilities (see Chapter 2 of this dissertation).

Ingham (1982) acknowledges that one cannot demand of teachers that they be thoroughly versed in something as dynamic as pupils' book-preferences (Ingham: 239), but "knowledge of" and "appreciation of" are not the same notions; to demand of teachers a thorough "knowledge" of pupils' books would be demanding the impossible and would, ironically, probably invite an eventual return to staid, authoritarian classroom-prescriptions based on the "knowledge" that a teacher had acquired of a transient fashion contemporary to some particular stage of his or her teaching-career. All that we have a right to demand of a teacher is a good knowledge of the issues at stake here and of the pupils' needs for "growth (through reading) in emotional maturity and human sympathy" (Guth, 1964, in Pietras: 44). Consequently,

About the best we can attempt to present is the right book for the right person at the right time. The reader himself, his attitudes and personality, intrude into the picture and affect the impact of the print.

(Russell, 1958, in Pietras: 44)

In the above paragraphs there are much deeper and more serious implications for the nature of South African education than those inferred here for book choices. However, restricting oneself to the topic of this dissertation, one might suggest that

if we are to succeed in our aim of getting the reluctant readers to develop the reading habit then we must begin where the pupils are, rather than where we'd like them to be.

(Foster: 83)

In other words, if pupils' literature-study is to be assured of not bringing about a hardening of attitudes towards reading, literature-teaching needs to work outwards from the starting-point of pupils preferences. We should no longer continue unquestioningly to assume in South Africa that educational authorities have an obligation to prescribe only their senses of what is by Bertrand Russell's definition "good" literature (Russell: 210 - see INTRODUCTION to this dissertation). While not contradicting one of the prime standpoints of this thesis - that choice of poor quality reading-matter can adversely affect outlook and personality (see INTRODUCTION) - one should question whether anywhere in the world, let alone in modern-day South Africa, teachers and educational authorities can be certain of precisely which set of values and attitudes they should insist that pupils espouse. There are strong forces at work in this country today to replace many educational practices of what is perceived by a growing number of citizens to be "an undemocratic, coercive, ineffective and irrelevant education system" (Van den Heever: 4). Literature teaching is not exempt from a consideration of those forces, and

it is submitted that, in propounding only a conservative, middle-class corpus of "worthy" literature, teachers are in danger of revealing themselves to their pupils as being out of touch with those pupils' tastes and interests, let alone with contemporary society.

One must hasten to stress at this point that one is not intending to berate teachers here for classroom circumstances which are often beyond their powers to alter. The problem of the teacher's being denied professional autonomy in the classroom is a problem not restricted to this country. For the UK, Protherough (1983) outlines

what is perhaps the greatest problem in the teaching of literature in schools. Briefly, there is an apparent gulf between the responses teachers say they value and wish to encourage and those which much of their work and most of the examining process actually elicit.

(Protherough: 8)

A gulf between literature-teaching and voluntary reading need not have to exist. As C S Lewis (1961) puts it: "The real way of mending a man's taste is not to denigrate his present favourites but to teach him how to enjoy something better" (Lewis: 112). The key phrase in Lewis's contention is "teach him how to enjoy", which does not offend democratic principles since it implies propositions to pupils, rather than prescriptions. The most attractive implication of Lewis's contention is that, if literature-teaching were to start from a sound appreciation of pupils' "present favourites", teachers would have to be conceded full, professional autonomy in handling each group of pupils as a unique set of individuals with unique sets of needs. Only in such circumstances could a teacher effectively lead pupils towards a lifetime habit of reading.

Parents are of course the other important adults to consider at this point and Table 41 looks at parents' reading to their children in infancy.

It is not strictly necessary to express Table 41 by ages, but doing so reveals remarkable consistency among the sexes' responses by age. Boys in Stds 8 to 10 differ from the norm of Option A (read to in infancy "every day"), but perhaps some of them felt self-conscious about reporting too effusively on what amounts to an overt display of parental affection. Whatever the reason, all responses to the other options show great similarity for each sex, which tends to substantiate the findings for the total responses by gender.

Distressingly, only about half of the parents seem to have read to their children in infancy "every day" or on "most days" (Table 41, Options A and B), and few parents possess books at home which their children borrow (Tables 33 and 34). Less than half the parents here belong to a public library (Table 42) and a rather disappointing few seem to have been responsible for explaining the workings of a library to their children (Table 43), although a large number transport their children to and from public libraries (Table 44) during the ages when their children are still largely dependent on them for assistance in that matter.

Such information is particularly significant to a consideration of how parents' reading and their attitudes to books may affect the avidity of their children's reading, which is the concern of Chapter 8. However, the information is offered above since it informs much of what follows.

With reference to Table 45 it is interesting to note that pupils overall report themselves to read more than their parents do. One might thus surmise that the fall-off in reading discernible in secondary schools (see Chapter 5, Section A) continues into adulthood. That notion is supported in a 1930s study by David Walpole of the Graduate School of Library Studies at the University of Chicago, who finds that any marked

fall-off in reading after Grade 8 (early adolescence) tends to lead to virtually no reading in adulthood (Diederich: 862). Consequently, one is now left wondering whether avid reading is not simply a function of childhood, and also whether there are not aspects of adult lifestyle inimical to reading. Does school-leaving, for instance, occasion a rejection of literary romanticism? It could very well be so, since many situations simplified and romanticized by the bulk of adolescent reading (see Chapter 6, Section D) would, on their readers' reaching full social maturity, have been largely tested in the real world and found to be more complex and rigorous than many books would have it. The need for constantly available guidance to pupils in the matter of replacing simplistic, wishful romanticism with more satisfying literature seems, therefore, essential. (Chapter 8 will discuss the developmental importance of readers' learning to differentiate between romanticism and reality.) Margaret Dennett cogently notes that "The reading of poor quality books may lead to a loss of interest in what books have to offer" (Dennett, 1974). This dissertation expands on that claim by contending that disillusionment could certainly lead to a rejection of much fiction-reading as a means of exploring one's social situation and relationships.

Whatever the reasons may be for a decline in reading, responses in Table 45 certainly seem to place that adolescent trend in a much larger context, a spectrum which begins at 9 - 10 years of age (Houghton-Hawksley: 188; Whitehead: 55) and which, it may now be suspected, subsumes adulthood at its other end. Looking at adolescent reading within that expanded context is largely beyond the scope of this dissertation; however, what emerges here is once again a need, as indicated by Irwin and May (Gentile et al.: 408) in Chapter 6, for a detailed developmental map of adolescence. With such an "understanding of response, of what stories do to children"

(Protherough: x), teachers of reading would be greatly assisted in their attempts to understand adolescent reading better and encourage in their pupils a lifetime habit of reading. After all, given the purposes of reading (see Chapter 2), the situation is not one which can be left unattended.

Table 45 also claims that mothers read more than fathers do, which is an intriguing continuation of the phenomenon, indicated frequently in this dissertation, that girls read more than boys do - and Chapter 8 will point to further relationships between pupils' and parents' reading. It would appear, therefore, that reading habits tend to have been established for life by the time that pupils leave secondary school. Whether reading interests and preferences are set by that time, too, or whether they alter later in life, would be interesting complementary research to this study. For example, the hypothesis two paragraphs above, that social maturity leads to disillusionment with romanticism, deserves consideration in respect of the study by Stear (1988). She finds that most adult women readers of sentimental Love-and-Romance fare in the UK tend to be "office/clerical" workers, followed by "factory/manual" workers; "professional/technical" women form the smallest proportion of such readers (Stear: 141). It appears, from such findings, that the best-educated women (those in the most fulfilling careers - i.e. in professional or technical fields) are those who have least use for the kinds of romanticised, sentimentalised love-stories studied by Stear. Those women who, by contrast, are occupied with repetitive, less stimulating work seem to have a greater need to devour romantic literature. Assuming that more stimulating work provides greater opportunities for continued personal growth, one might assume that Stear's "professional/technical" women possess greater social maturity than do the other women she mentions. The

possible relationship between social maturity and reading habits is a matter discussed more fully in Chapter 8, but one would like to plead here for an in-depth longitudinal survey to explore any relationships between adolescent and adult reading interests and reading habits.

Table 46 looks at the effects film and television seem to have on book selection. Responses are fairly evenly spread, so there are no readily discernible trends. Nonetheless, it seems overall that a film or television version of a book does not play any significant part in prompting efforts to get hold of the book itself. Option C appears to dominate the responses: "If you come across (the book of a film or video) by accident you might start reading it". That is a nebulous response and does not suggest an active attempt to find and read the book; consequently, it would be best to group that response with Option D: "You won't read it". Conflating, then, Option A with Option B as positive responses and Option C with Option D as negative responses, we note in Table 46 that, with the slight exception of Std 6 boys, pupils are not very likely to follow up their viewing of a screened version of a book with seeking out that book and reading it. The unlikelihood increases as they get older, which seems to suggest once more that viewing and reading are different operations, proceeding from different incentives and providing different satisfactions. Admittedly, there might be less incentive to read a book if, having watched a screened version of it, one is aware in advance of the entire plot and its outcomes. It would therefore be of value to research the probability of pupils' seeking out and viewing a film or television version of a book after having read that book. Such research might make a valuable contribution to studies concerned with any relationships between screen-viewing and book-reading. At any rate, this study can find no convincing argument against its largely ignoring screened

material when considering factors which affect reading habits or the selection of particular books.

CONCLUSIONS

A number of factors operate to influence pupils' book-selections and to promote or retard pupils' reading generally. Friends seem by and large to wield the greatest influence, followed by teachers/librarians and parents. Possible ways of exploiting those influences beneficially are suggested below, but the implications for teachers are, quite simply, that aims and methods of literature-teaching should be kept under constant scrutiny and allied to pupils' leisure-time reading habits - "there are not two worlds, the real world and the world of the English class" (Donelson: 869).

It appears that reading habits may be established for life by the time pupils complete their schooling; consequently, any classroom practice which overtly or implicitly denigrates pupils' own book-choices and is thereby inimical to the encouragement of voluntary reading ought to be eradicated. As Painter (1965) says:

The key to the building of lifetime reading habits lies in large measure with an interested, perceptive teacher who helps students in basic reading skills; who has read so extensively in both new and old literature that he is able to guide young people to books related to their interests; who understands the reading interests of adolescents; ... and who strives for varied methods of teaching literature.
(Painter: 244)

That means that the best teacher of reading will be a keen, eclectic and sensitive reader who subscribes to Norvell's belief that

The reading habit based on a love of reading is the most important academic aim of the school, and every activity requiring reading should be appraised in the light of this aim.

(Norvell, 1958: 182)

Turning to consider where pupils get their books from, this study finds libraries to be by far the most important source of reading material for pupils. However, many pupils' simple awareness of the existence of library facilities needs to be complemented by libraries' having strategies which will exploit their potential to the full.

In the light of the importance pupils seem to attach to a book's exterior features, attention might profitably be given to the display of more than just the book's spine; alternatively, publishers should be encouraged to make a book's spine as attractive as the rest of its cover, with its title, author, and even some blurb, clearly legible on the spine. If substantial blurb (or a review) is available, it might be affixed to, or inserted in, the relevant book in a readily accessible manner. Where such information is missing or inadequate, it might be provided by affixing a teacher's, librarian's or well-read, sensitive pupil's comments to the book. A spin-off of such a practice could be to keep teachers and librarians abreast of pupils' tastes and preferences - especially if pupils were invited to comment on the aptness of each such review or blurb.

All the uncertainties and shallow considerations evident in Tables 34, 39 and 46 suggest that a large number of adolescent pupils are uncertain as to: the satisfaction to be derived from books which meet their peculiar, individual needs; where such books are precisely located; or how to select the most apt book from among an abundance of similar books. It would appear that proper guidance is lacking in that respect, and that the best people to provide such guidance are teachers, librarians, friends and parents. The challenge is to bring pupils into contact with such people within libraries, since libraries (especially school libraries) are where the overwhelming majority of pupils obtain their books from. In order to effect frequent assemblages of such people, a library would have to give

consideration to providing more than just book-retrieval facilities to a community - which is not a radically new idea: Evans (1988) writes, in the Times Educational Supplement, of public libraries in Surrey and London which report much community approval for their decision to provide amenities such as "coffee bars, passport photo machines, ... space invaders (video games)", while offering borrowing facilities for not only books but also items such as computer software, videotapes, sound tapes, and even umbrellas (Evans: 121).

The fact that many older girls seem to obtain books from public libraries in preference to borrowing from their school libraries' offerings, leads one to assume that pupils who do not obtain satisfaction from their school libraries, yet who do not have frequent or ready access to their public libraries, have a considerably diminished opportunity of coming in contact with satisfying books. Ingham (1982) notes that children borrow books from libraries which are easily accessible, and especially from school libraries, where pupils may borrow and exchange books more easily and frequently than is possible for them to do at public libraries (Ingham: 232). The accessibility of school libraries is, thus, an indisputable advantage they hold over public libraries, so, given the costs of establishing and running libraries, one is led to wonder whether it might not be advisable to consider combining the stocks and functions of public libraries with those of school libraries. There seems little to prevent school libraries' becoming community centres, serving both adults and children who live within the immediate area served by the school. For schools in impoverished areas, or for schools in close proximity to one another, the sharing of library facilities would seem to be a particularly logical and cost-saving arrangement. In an age of computerized stock-control, easy communication between libraries, ready transport, and simple,

cheap methods of duplicating and disseminating information about books held elsewhere but easily brought onto the shelves if required, there seems little practical difficulty facing the organization and implementation of such a scheme. The notion of bringing library facilities closer to home suggests a number of exciting possibilities, not least of which could be closer involvement of parents in their children's reading - let alone in their children's formal education generally. In short, considering that children seem to read more than their parents do, the whole matter of whether school and public libraries should hold opposing briefs might profitably be discussed by all interested parties: education authorities, teachers, librarians, parents and pupils.

TABLE 33

(Question 48 : Source of last leisure-time book; responses expressed as percentages)

CHOICES : A = Parent(s)
 B = Brother(s)/Sister(s)
 C = Friend(s)
 D = School Library
 E = Public Library
 F = You bought it
 (n = Number of pupils)

Q.48	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	8,4	5,6	8,2	6,5	6,8	4,7	7,9	8,8	8,5	8,0	8,0	6,7	7,2
B	5,8	4,6	5,0	3,3	9,0	4,5	3,5	5,2	6,6	3,7	6,0	4,2	5,0
C	5,8	10,6	11,0	18,6	12,0	22,1	14,5	16,3	18,1	17,9	12,4	17,3	15,3
D	40,3	44,7	40,6	35,2	35,5	36,0	38,6	30,9	31,7	27,8	37,1	34,9	35,8
E	31,0	25,5	23,3	30,2	28,2	24,6	24,1	30,9	27,0	34,9	26,8	29,2	28,2
F	8,0	7,3	11,4	5,6	8,1	7,5	11,0	7,5	8,1	7,1	9,3	7,0	7,9
Spoilt	0,9	1,7	0,5	0,6	0,4	0,6	0,4	0,3	0,0	0,6	0,4	0,7	0,6
n	226	302	219	338	234	358	228	307	259	324	1166	1629	2795

TABLE 34

(Question 55 : Finding a new leisure-time book; responses expressed as percentages)

CHOICES : A = Someone recommends one
 B = You browse through the bookshelves at home
 C = You browse through books in a library
 D = You browse through books in a shop
 E = You read a book-review
 (n = Number of pupils)

Q.55	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	19,1	17,6	17,4	25,9	22,6	28,4	26,3	24,0	32,0	25,9	23,8	24,6	24,2
B	11,6	11,9	8,7	10,1	15,0	13,2	8,8	13,5	15,4	12,0	12,0	12,1	12,1
C	40,0	50,2	47,7	43,9	40,2	41,3	47,8	46,7	36,3	46,0	42,2	45,4	44,1
D	1,3	4,7	4,1	5,5	6,8	5,2	7,5	3,0	4,6	7,1	4,9	5,1	5,0
E	26,7	14,6	18,8	13,1	14,5	10,6	8,8	11,2	10,8	8,3	15,7	11,5	13,3
Spoilt	1,3	1,0	3,2	1,5	0,9	1,4	0,9	1,6	0,8	0,6	1,4	1,3	1,3
n	225	295	218	328	234	349	228	304	259	324	1164	1600	2764

TABLE 35

(Question 49 : Public Library - frequency of use; responses expressed as percentages)

CHOICES : A = There is no public library where you stay
 B = You do not use the public library
 C = More than once a week
 D = About once a week
 E = About once a fortnight
 F = About once a month
 G = Hardly ever
 (n = Number of pupils)

Q.49	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	2,7	3,6	6,8	4,1	4,7	5,3	4,8	4,6	3,5	2,5	4,5	4,0	4,2
B	14,6	13,9	20,5	13,0	15,8	14,2	19,7	13,7	16,6	10,5	17,4	13,1	14,9
C	11,9	6,6	5,9	7,7	5,1	5,6	5,7	3,6	4,6	3,7	6,6	5,5	5,9
D	15,9	22,4	13,6	21,3	13,2	17,8	14,0	18,6	10,0	18,8	13,3	19,7	17,0
E	22,1	20,5	15,5	23,4	23,1	17,8	16,2	25,1	19,3	25,9	19,3	22,4	21,1
F	11,5	11,9	15,5	12,1	13,7	12,5	11,0	16,0	14,7	18,8	13,3	14,2	13,8
G	21,2	20,8	21,8	17,8	24,4	25,9	27,2	18,6	30,9	19,8	25,3	20,7	22,6
Spoilt	0,0	0,3	0,5	0,6	0,0	0,8	1,3	0,0	0,4	0,0	0,4	0,4	0,4
n	226	303	220	338	234	359	228	307	259	324	1167	1631	2798

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TABLE 36

(Question 52 : Voluntary use of the school library - frequency; responses expressed as percentages)

CHOICES : A = Your school does not have its own library
 B = The school library is not open after school or during breaktimes
 C = More than once a week
 D = About once a week
 E = About once a fortnight
 F = About once a month
 G = Hardly ever
 (n = Number of pupils)

Q.52	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	0,4	0,0	0,5	0,0	0,0	0,0	0,0	0,0	0,0	0,3	0,2	0,1	0,1
B	4,0	4,3	2,3	2,4	3,0	2,5	2,2	2,6	1,5	1,2	2,6	2,6	2,6
C	25,2	22,4	20,5	19,5	16,2	20,1	26,8	28,7	18,5	21,9	21,3	22,4	21,9
D	23,5	31,7	25,5	26,9	23,9	27,9	19,7	21,2	23,2	22,8	23,1	26,1	24,9
E	11,9	11,9	13,6	13,9	12,8	14,5	10,5	10,7	12,4	15,1	12,3	13,3	12,9
F	5,8	4,6	7,7	6,5	8,5	8,4	10,5	11,7	8,9	9,0	8,3	8,0	8,1
G	29,2	25,1	29,5	30,5	34,6	26,7	29,8	25,1	35,5	29,6	31,9	27,5	29,3
Spoilt	0,0	0,0	0,5	0,3	0,9	0,0	0,4	0,0	0,0	0,0	0,3	0,1	0,2
n	226	303	220	338	234	359	228	307	259	324	1167	1631	2798

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TABLE 37

(Question 51 : Timetabled class use of the school library - frequency; responses expressed as percentages)

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CHOICES : A = Your school does not have its own library
 B = More than once a week
 C = About once a week
 D = About once a fortnight
 E = About once a month
 F = Hardly ever
 (n = Number of pupils)

Q.51	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	0,9	0,0	0,9	0,0	0,9	0,0	0,0	0,3	0,0	0,0	0,5	0,1	0,3
B	15,0	15,2	11,0	8,9	7,3	8,9	7,9	9,8	3,1	8,0	8,7	10,1	9,5
C	59,7	57,8	51,1	52,5	58,1	54,9	50,4	49,0	45,6	47,2	52,8	52,3	52,5
D	11,9	9,6	18,7	16,0	13,7	11,1	12,7	9,8	8,9	12,0	13,0	11,8	12,3
E	2,2	3,6	5,9	5,6	8,1	5,0	4,4	5,6	6,9	4,9	5,6	5,0	5,2
F	10,2	13,2	11,9	16,9	11,5	19,8	24,6	25,5	35,1	27,8	19,1	20,6	20,0
Spoilt	0,0	0,7	0,5	0,0	0,4	0,3	0,0	0,0	0,4	0,0	0,3	0,2	0,2
n	226	303	219	337	234	359	228	306	259	324	1166	1629	2795

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TABLE 38

(Question 54 : Person usually approached for help in a library; responses expressed as percentages)

CHOICES : A = Parent(s)
 B = Brother(s)/Sisters(s)
 C = Friend(s)
 D = Librarian/Teacher
 E = No-one
 (n = Number of pupils)

Q.54	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	4,0	3,0	3,2	3,3	0,9	2,2	0,4	2,3	0,8	1,2	1,8	2,4	2,1
B	0,9	0,7	0,5	2,1	0,9	1,1	0,0	0,3	0,4	0,6	0,5	1,0	0,8
C	3,5	6,9	10,5	14,5	9,4	9,7	13,2	10,1	8,5	10,8	9,0	10,5	9,9
D	87,6	87,1	83,2	78,0	82,8	84,7	81,1	85,6	87,6	85,4	84,6	84,1	84,3
E	3,1	1,7	2,3	1,8	6,0	1,7	3,9	1,6	2,7	1,2	3,6	1,6	2,4
Spoilt	0,9	0,7	0,5	0,3	0,0	0,6	1,3	0,0	0,0	0,6	0,5	0,4	0,5
n	226	303	220	337	233	359	228	306	259	323	1166	1628	2794

TABLE 39

(Question 58.1 : Factors most likely to affect selection of a new book; responses expressed as percentages)

- CHOICES : A = Writer's name
 B = Hard cover
 C = Paperback
 D = Picture or design on the cover
 E = Size of the print inside
 F = Many illustrations
 G = Few or no illustrations
 I = Thinness of the book
 J = Thickness of the book
 K = The title
 L = Notes on the cover or inside the book
 (n = Number of pupils)

Q.58.1	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	12,1	14,0	15,1	14,5	16,6	17,5	19,5	19,9	19,8	22,5	16,8	17,7	17,3
B	2,0	1,0	1,4	1,2	0,6	0,0	0,4	0,2	0,2	0,3	0,9	0,5	0,7
C	0,9	1,3	1,8	3,2	2,3	1,8	1,5	2,3	1,9	1,5	1,7	2,1	1,9
D	14,4	13,3	13,9	12,7	11,3	14,2	12,1	12,3	10,8	9,5	12,4	12,4	12,4
E	5,8	8,8	6,6	5,5	6,0	4,5	5,6	3,4	4,7	3,4	5,7	5,0	5,3
F	3,1	1,8	2,1	1,0	2,8	1,1	2,6	0,5	1,5	0,6	2,4	1,0	1,6
G	2,0	0,5	0,5	0,9	1,5	0,3	0,2	1,0	0,8	0,2	1,0	0,6	0,7
I	4,0	2,2	4,1	2,4	4,5	2,9	5,4	2,3	6,2	2,1	4,9	2,4	3,4
J	2,2	4,5	2,5	3,5	4,5	3,2	2,8	3,1	2,6	2,8	2,9	3,4	3,2
K	20,0	18,8	19,9	18,7	17,9	18,7	18,2	18,6	17,0	16,2	18,5	18,2	18,3
L	21,6	28,7	22,4	31,4	26,2	31,2	26,2	34,4	28,7	36,4	25,2	32,4	29,4
Spoilt	11,7	5,1	9,8	5,0	6,0	4,6	5,4	2,1	5,7	4,4	7,6	4,3	5,7
n	445	602	438	678	470	718	462	617	529	653	2344	3268	5612

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TABLE 40
(Question 56 : Most trusted recommendation of a book; responses expressed as percentages)

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CHOICES : A = Father
 B = Mother
 C = Brother(s)/Sisters(s)
 D = Friend(s)
 E = School Librarian/Teacher
 F = No-one
 (n = Number of pupils)

Q.56	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	12,8	8,6	12,7	6,2	9,0	2,2	7,5	3,3	8,5	3,7	10,0	4,7	6,9
B	15,5	12,5	12,3	17,8	5,6	12,8	10,5	17,6	9,7	11,1	10,6	14,3	12,8
C	11,1	11,6	9,1	9,2	9,8	11,1	9,2	10,4	4,6	8,6	8,7	10,2	9,5
D	12,4	28,4	24,1	37,0	28,6	41,5	34,2	35,8	36,3	39,5	27,4	36,7	32,8
E	36,7	25,4	27,7	17,5	29,5	21,7	22,4	21,5	27,4	23,5	28,7	21,8	24,7
F	10,2	11,6	11,8	10,9	16,2	9,2	15,8	9,4	13,1	12,3	13,5	10,7	11,8
Spoilt	1,3	2,0	2,3	1,5	1,3	1,4	0,4	2,0	0,4	1,2	1,1	1,6	1,4
n	226	303	220	338	234	359	228	307	259	324	1167	1631	2798

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TABLE 41

(Question 34 : Read to or not, during infancy; responses expressed as percentages)

CHOICES : A = Every day
 B = Most days
 C = Now and then
 D = Hardly ever
 E = Never
 (n = Number of pupils)

Q.34	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	17,3	18,0	17,0	21,0	13,3	16,8	8,4	26,8	12,5	19,9	13,6	20,4	17,6
B	31,4	35,0	29,8	35,3	30,9	36,9	31,3	37,9	30,9	36,3	30,9	36,3	34,0
C	37,6	35,7	37,6	32,3	39,5	36,3	44,9	25,8	40,6	30,1	40,1	32,2	35,5
D	9,7	8,7	10,6	9,3	12,0	7,3	11,0	6,9	10,5	11,5	10,8	8,7	9,6
E	4,0	2,7	5,0	2,1	4,3	2,8	4,4	2,6	5,5	2,2	4,7	2,5	3,4
n	226	300	218	334	233	358	227	306	256	322	1160	1620	2780

TABLE 42

(Question 60 : Parents' membership of a public library; responses expressed as percentages)

CHOICES : A = There is no public library near them
 B = Yes
 C = No
 (n = Number of pupils)

Q.60	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	0,4	3,0	3,2	4,4	4,3	4,7	3,5	4,2	3,1	3,4	2,9	4,0	3,5
B	49,1	48,8	42,3	47,9	44,0	42,1	43,0	45,0	41,7	46,6	44,0	46,0	45,1
C	50,4	47,9	54,5	47,3	51,3	53,2	53,5	50,8	55,2	50,0	53,0	49,9	51,2
Spoilt	0,0	0,3	0,0	0,3	0,4	0,0	0,0	0,0	0,0	0,0	0,1	0,1	0,1
n	226	303	220	338	234	359	228	307	259	324	1167	1631	2798

TABLE 43

(Question 53 : First instructor in use of a library; responses expressed as percentages)

CHOICES : A = Parent(s)
 B = Brother(s)/Sisters(s)
 C = Friend(s)
 D = School Librarian/Teacher
 E = Public Librarian
 F = No-one
 (n = Number of pupils)

Q.53	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	18,1	22,1	16,4	24,6	15,8	13,6	12,3	16,9	15,1	21,3	15,5	19,6	17,9
B	4,9	3,0	5,0	5,0	3,4	4,7	4,8	3,9	3,5	4,3	4,3	4,2	4,3
C	2,7	5,0	5,0	4,1	4,3	4,5	5,3	2,0	3,5	3,1	4,1	3,7	3,9
D	57,5	56,4	58,6	51,5	61,1	61,6	59,2	62,2	62,2	55,6	59,8	57,4	58,4
E	3,5	5,0	4,1	2,7	4,7	3,1	3,5	3,6	2,7	2,8	3,7	3,4	3,5
F	11,1	7,9	10,0	11,5	10,7	11,7	14,9	10,4	12,7	12,7	11,9	10,9	11,3
Spoilt	2,2	0,7	0,9	0,6	0,0	0,8	0,0	1,0	0,4	0,3	0,7	0,7	0,7
n	226	303	220	338	234	359	228	307	259	324	1167	1631	2798

TABLE 44

(Question 50 : Means of getting to the public library; responses expressed as percentages)

CHOICES : A = There is no public library where you stay
 B = You do not use the public library
 C = Your parents take you
 D = You make your own arrangements
 (n = Number of pupils)

Q.50	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	3,5	4,0	4,5	5,0	4,7	4,8	4,8	2,9	3,5	2,2	4,2	3,8	4,0
B	13,3	14,2	25,0	13,3	15,8	14,3	21,1	12,7	13,6	9,9	17,6	12,9	14,8
C	24,8	44,9	23,2	45,0	15,8	31,9	14,9	34,5	12,0	35,2	17,9	38,2	29,7
D	53,5	34,3	45,9	35,2	59,4	44,8	56,6	45,9	64,0	50,3	56,2	42,2	48,0
Spoilt	4,9	2,6	1,4	1,5	4,3	4,2	2,6	3,9	7,0	2,5	4,1	2,9	3,4
n	226	303	220	338	234	357	228	307	258	324	1166	1629	2795

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TABLE 45
(Question 59 : Most avid leisure-time reader; responses expressed as percentages)

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CHOICES : A = Father
B = Mother
C = You
(n = Number of pupils)

Q.59	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	24,3	12,9	22,3	20,4	16,7	16,8	18,0	15,6	24,7	12,3	21,3	15,7	18,0
B	35,4	30,7	34,1	24,6	39,7	26,8	36,4	30,0	37,5	29,0	36,7	28,1	31,7
C	38,1	54,1	40,5	53,6	40,6	55,3	44,3	54,1	36,7	56,8	39,9	54,8	48,6
Spoilt	2,2	2,3	3,2	1,5	3,0	1,1	1,3	0,3	1,2	1,9	2,1	1,4	1,7
n	226	303	220	338	234	358	228	307	259	324	1167	1630	2797

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TABLE 46
(Question 57 : Incentive to find and read screened version of a book; responses expressed as percentages)

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CHOICES : A = You usually make a strong effort to find that book
B = You sometimes make a bit of an effort to find it
C = If you come across it by accident you might start reading it
D = You won't read it
(n = Number of pupils)

Q.57	Std 6	Std 6	Std 7	Std 7	Std 8	Std 8	Std 9	Std 9	Std 10	Std 10	TOTAL	TOTAL	TOTAL
Choice	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
A	29,6	25,4	18,6	22,2	19,2	20,7	12,7	16,9	15,8	19,1	19,1	20,9	20,1
B	20,8	21,8	19,5	22,5	21,4	20,4	20,6	18,2	19,3	19,8	20,3	20,6	20,5
C	25,7	40,6	39,1	37,0	37,6	43,6	37,3	44,0	33,2	44,1	34,5	41,8	38,8
D	22,6	11,2	22,3	18,3	21,4	15,4	29,4	20,8	31,3	17,0	25,5	16,6	20,3
Spoilt	1,3	1,0	0,5	0,0	0,4	0,0	0,0	0,0	0,4	0,0	0,5	0,2	0,3
n	226	303	220	338	234	357	228	307	258	324	1166	1629	2795

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CHAPTER EIGHT

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COMPARATIVE STATISTICAL PROFILES : THE MOST AVID AND THE MOST INFREQUENT READERS

PREAMBLE

The aim of this chapter is to provide statistically generated profiles of the most "avid" readers in the entire sample and contrast them with those of the most "infrequent" readers (Ingham's terminology, 1982). It was felt that such an exercise might serve to verify or refute the general findings for the sample. More importantly, it might serve to indicate what it is that creates a strong adolescent appetite for book-reading, as well as point to ways of developing and encouraging such an appetite among average and infrequent readers. The two contrasting groups isolated for the purposes of this chapter were constituted as follows, using as a norm the average reading-rate of between one and two books per fortnight suggested by Table 9 in Chapter 5.

Identifying the Avid Readers involved first isolating those pupils who, in response to Question 31, reported reading at least double the fortnightly average number of books (that is, more than four). The sample thus isolated was then purged per responses to Question 43, in order to isolate the readers who reported being predominantly book-readers. Verification of the responses made by that trimmed group was then sought by ensuring that their teachers had assessed their interest in books (Question 12 of the teachers' questionnaire) as "Keen" or "Very keen". In that way, 261 pupils, almost 8% of the entire sample, finally qualified for the appellation, "Avid Reader".

The Infrequent Readers were identified in the same manner. The pupils who reported not reading any book at all during the fortnight prior to their answering the questionnaire were then pruned by virtue of their responses to Question 43 in order to isolate the infrequent book-readers. Verification of those pupils' responses was then sought from their teachers' estimations of their having "Below average" or "Slight" interest in books. Thus, 196 pupils, 7% of the entire sample, may be considered "Infrequent Readers".

It will be contended in this chapter that avidity of book-reading seems to be a correlate of a pupil's relative social maturity within his or her age-group. In other words, avidity of book-reading appears to be a correlate of his or her or her degree of interest in exploring the life-choices which an adolescent is faced with. If (as every major developmental psychologist from Freud onwards has it) social maturity enables one to distance oneself from one's fantasies at will and view life and personal relations objectively, then it is interesting indeed to note that the most Avid Readers show a more marked ability to set fantasy clearly apart from reality in their film, television and reading preferences than Infrequent Readers do.

Again, one is aware that statistical generalizations have very limited use. This chapter intends merely to highlight trends observed in Chapter 5 and examine their reliability as findings for pupils outside the mainstream of the sample. Certain hitherto unobserved trends are also exposed here.

With reference to the data used in this chapter, the pertinent sets of responses are presented at the end of the chapter according to their question-numbers. The vast number of questions analysed in this chapter precluded the presentation of each set of responses as a separate table;

that would have created an inordinately long addendum to the chapter. Consequently, for the full wording of each option, the reader is referred to the pertinent question in the example of the relevant questionnaire appended to this dissertation.

SECTION A : GENDER

As expected, girls comprise nearly 74% of the Avid Readers, while boys comprise just fewer than 70% of the Infrequent Readers. That matter has been discussed many times before in this dissertation, but further corroboration of such findings is useful.

SECTION B : AGE

The youngest pupils (Stds 6 and 7) comprise almost half of the Avid Readers, while the oldest pupils (Stds 9 and 10) comprise almost half of the Infrequent Readers. Those proportions are important to bear in mind when considering the statistical tables in this chapter, as they frequently emphasise differences in maturity. (In order to point the age-differences more clearly, Std 8 pupils have been left out of all "Younger"/"Older" dichotomies in the tables of responses for this chapter.)

The proportions of younger and older pupils within the two categories of readers are as expected after the findings of Chapter 5, Section A.1, but this corroboration of those findings is useful.

SECTION C : INTELLIGENCE (IQ)

Of the IQ information available in Teachers' Question 5 (which leaves a large percentage of each group unaccounted for), at least half of the Avid Readers have IQs rated at 120 or more, while at least 40% of the Infrequent

Readers are rated at less than 100.

Accepting that there appears to be a remarkably high correlation between IQ and frequency of reading, it is disturbing to note that at least 5% of the boy Infrequent Readers have IQs rated at 120 and above. As Chapter 5, Section A, indicated, this anomaly deserves urgent attention. It is also similar to the anomalies observed in Sections H and I below.

SECTION D : UPBRINGING

Question 34 shows that an overwhelmingly greater number (69%) of Avid Readers than Infrequent Readers (26%) were read to in their infancy "every day" or on "most days". The converse finding corroborates that one: more than 25% of Infrequent Readers report that as infants they were "never" or "hardly ever" read to, while only 9% of Avid Readers report the same. It thus seems very likely that the experience of being read to in infancy creates or promotes an appetite for reading.

Parental influence also seems discernible in the 58% of Avid Readers who have a parent belonging to a public library, as opposed to the more than 60% of Infrequent Readers who do not have such a parent (Question 60). Furthermore, it is noted that 38% of Avid Readers report being taken to the public library by their parents (Question 50), while only 16% of Infrequent Readers report the same.

It seems that all pupils stand to be influenced by their parents' reading, since both Avid Readers and Infrequent Readers show the same degree of trust in their parents' recommendation of a book (Question 56). Interestingly, parents are given by Infrequent Readers as the source of the last book read, to more than twice the extent that Avid Readers report the same (Question 48); and Infrequent Readers also report choosing books from

their home bookshelf to a greater extent than Avid Readers do (Question 55). Yet despite all these findings it remains a frustrating fact that, even though 74% of Infrequent Readers recognize that their parents read more than they do (Question 59), they still remain no more than Infrequent Readers.

As mentioned at the beginning of this section, over 25% of Infrequent Readers report little or no experience of being read to in infancy, and it would appear that that experience is probably the single most important initial factor in the ultimate development of avidity in one's reading. Consequently, despite the continuance of infrequent reading referred to at the end of the previous paragraph, one might surmise that at least some of the Infrequent Readers might have become non-readers, were it not for their parents' influence on their reading-habits. To sum up, then, parental example of interest in books - at whatever stage of a reader's development - remains strongly suspected of being one of the most important influences on the shaping of reading-habits. Leila Berg (1977), in Ingham, points out that parents' reading to a child, taking a child to a library, buying books for the child, and so on, are obvious expressions of interest in the child (Ingham: 6), and Ingham (1982) reports that such interaction "emerged as one of the most important correlates with reading" in her project (Ingham: 5). "Unless a person associates reading with pleasure," states Professor Daniel Fader, University of Michigan, "he is unlikely to learn to read at all" (Gordon: 5).

Before leaving this matter, it should be noted that this study cannot explain the ability to read in infancy (i.e. before school) reported by 46% of Avid Readers. That may well be a factor related to avidity in reading during the ages investigated by this study. It is a matter for further research and deeper psychological analysis.

Finally, if one accepts the influence of parental reading-habits on the development of avidity in reading, one will accept the probability that parents of Avid Readers are Avid Readers themselves. Yet approximately 82% of Avid Readers report that they read more than their parents do. That would seem to imply again (see Chapter 7) that the age-related decline in amount of book-reading reported in Chapter 5, Section A, continues into adulthood. One is thus led to wonder whether sheer amount of reading gives way, as sensibilities mature with age, to greater intensity and sensitivity in reading. If that be true, the drop in sheer amount of reading need not be a matter for great concern. It is at any rate a matter which needs closer analysis than is possible from the findings of this study and, as Chapter 7 indicates, could profitably be researched by means of a longitudinal survey.

SECTION E : STANDARD OF LIVING

In turning to the Standard of Living categories as described in Chapter 5, Section C, one notes here again some startling findings. Conflating Category 1 with Category 2 (the highest standards of living) reveals a trend, in line with the earlier finding of Chapter 5, that a high standard of living produces fewer Avid Readers than Infrequent Readers - by 10% for girls but by only an insignificant 1% for boys. Conflating Category 3 with Category 4 (the lowest standards of living) reveals more Avid Readers than Infrequent Readers - among boys an insignificant lead of 1,5%, but among girls a lead of 12%. These findings remain as disturbingly inexplicable as they were in Chapter 5, but the implication is that privileged pupils are no less in need of reading-guidance than underprivileged pupils are.

SECTION F : READING-ENVIRONMENT

An attempt was made to explore the immediate environs of Avid Readers and Infrequent Readers along the lines of Ingham's (1982) investigation in the UK. This was done by analysing responses to Questions 11, 12 and 13 of the pupils' questionnaire (see Questions 11-13). However, little success can be claimed for that exercise.

Question 11 revealed little with regard to living-conditions. Just fewer than 12% of the Infrequent Readers live for most of the year in a hostel, but that is only 5% more than the number of Avid Readers who do so. Almost 5% more Infrequent Readers live in flats, and almost 10% more Avid Readers live in houses.

Picking up the hypothesis that availability of privacy encourages reading (Ingham: 159-161), this study looked next at the sharing of bedrooms (Question 13) and at the number of other children in the home or hostel (Question 12). That exercise revealed nothing: neither the responses for both sexes together nor for them separately shows a correlation with avidity of reading. Surprisingly, then, and in contrast to Ingham (1982) and Whitehead (1977), this study can produce no statistical evidence that in this country the sharing of personal quarters by itself discourages reading.

Such information as given above does not allow one to infer anything about socio-economic status; it is merely interesting, perhaps, to note that the confinement of a hostel or flat appears not by itself to be associated with an increase in reading. Avid Readers are more frequently found to live in houses, and are Avid Readers irrespective of whether their personal space is diminished by siblings or by the sharing of a bedroom. Infrequent Readers, on the other hand, are more likely to be found among

flat or hostel dwellers, again irrespective of the number of siblings or the sharing of a bedroom. Those trends hold true for a detailed analysis of Question 11 by gender. However, if such findings were to have any real significance, they would first have to be investigated for any finer characteristics which might mark differences between house-dwellers and flat-dwellers. Such investigation lies well beyond the scope of this study.

SECTION G : ATTITUDE TO SCHOOL

Both categories of readers look forward to the end of their schooling (Question 27), though slightly more boy Infrequent Readers than boy Avid Readers do so (84% versus 83%) and significantly more girl Infrequent Readers do so than girl Avid Readers (88% versus 77%).

In respect of school-subjects liked or disliked, the wide range of subjects studied makes the data impossible to analyze in its entirety. Still, compulsory subjects such as English, Afrikaans, Religious Education/Right Living, Guidance and Physical Education will obviously involve every pupil in the sample, while some others, like Mathematics and the Sciences, will be taken by a very large number of pupils. Responses to the compulsory subjects and the popularly subscribed ones are presented in Question 28 and Question 29.

English, as might be anticipated, is liked by a much larger percentage of Avid Readers (31%) than of Infrequent Readers (7%), but is not very strongly disliked by Infrequent Readers, except possibly in the case of boy Infrequent Readers (11%). Few Avid Readers or Infrequent Readers like studying Afrikaans and a significant number dislike it. Of the pupils who study languages, there is a larger percentage of Avid Readers than

Infrequent Readers expressing a liking for them, but both Avid Readers and Infrequent Readers express dislike for them to the same degree. For second languages alone, neither Avid Readers nor Infrequent Readers express much interest at all.

On the whole, more of the Avid Readers than of the Infrequent Readers express a liking for the Liberal Arts, yet Avid Readers also express greater liking for Mathematics and the Sciences than Infrequent Readers do, with the exception of girl Avid Readers, who express more dislike than liking for Mathematics and the Sciences and who dislike them more strongly than girl Infrequent Readers do. Girl Avid Readers also express greater dislike for Biology than girl Infrequent Readers do.

As might perhaps be expected after the findings for their attitudes to the ending of their schooling (Question 27), Avid Readers do not like technical or vocational subjects as much as Infrequent Readers do, and they also express stronger dislike for such subjects than Infrequent Readers do.

SECTION H : GENERAL ACHIEVEMENT AT SCHOOL

Teachers' Question 7 shows, quite simply, that general achievement at school correlates highly with frequency of reading. The vast majority of Avid Readers score above 60% in their overall classroom aggregates, while the same proportion of Infrequent Readers score below that figure. This corroborates the findings of Chapter 5, Section C. Once again, one is tempted to presume causality on the part of avid reading, although the findings for Avid Readers' intelligence (Section C above) tend to depose that notion. Nevertheless, noting that more of the Avid Readers achieve highly at school than show high intelligence, one continues to be haunted by hypotheses such as Pumfrey's, in Ingham (1982):

Latent learning is an established psychological phenomenon and the learning that takes place before it becomes manifest in performance is largely dependent on variety in and availability of stimulation in the environment. The teacher and what he or she does is (sic) an integral part of the child's developmental reading environment. A plentiful supply of books is another.

(Ingham: 248)

As in the case of the anomaly mentioned in Section C above, the phenomenon of boy high achievers' being Infrequent Readers is worrying. But what is of particular concern here is the similar percentage of high girl achievers who are also Infrequent Readers. One hopes that these findings are not an adverse comment on the reliability of the nation's examining system. A related concern is mentioned in Section I below.

SECTION I : ACHIEVEMENT IN ENGLISH AT SCHOOL

Teachers' Question 8 shows that not a single Avid Reader failed English at the end of the previous year. By contrast, only 4% of the Infrequent Readers scored above 60% for the same exam.

That is not surprising, and it verifies the commonly-held assumption that avid reading leads to linguistic facility. It is, therefore, a little disturbing to find that there are nevertheless some Infrequent Readers scoring highly in English - over 5% in the case of girl Infrequent Readers - and one hopes that that is not an adverse comment on the standard or reliability of English examining in schools.

Interestingly (Question 41), both Avid Readers and Infrequent Readers most like those English lessons which involve creative activities. The difference is that, whereas Avid Readers like the lexical density of written Composition activities, Infrequent Readers prefer the relative looseness of Oral expression. Ingham (1982) also finds that interest in

writing accompanies interest in reading (Ingham: 175), claiming that Avid Readers pursue markedly creative interests and possess noticeably questioning minds (Ingham: 163-164).

The preference expressed by Infrequent Readers in Question 41 for "Short Stories" is something which teachers might take note of, since a great deal of worthy and stimulating literature is available in that format. However, further research would be necessary before one could say with certainty that reading short stories leads inevitably to an engagement with novels or to a greater appetite for book-reading generally.

It is worrying to find in Question 41 that "Setwork Essays/Exercises" is not listed among either group's likes, and doubly worrying to find it featuring significantly among each group's dislikes (Question 42). If one adds this finding to Reid's contentions in Chapters 2 and 5 of this dissertation and to Marzo's in Chapter 5, the inferences about the state of literature-teaching in South African schools become dire indeed. As Hankins (1968) points out, unsuitable teaching of literature effects

increasing sense in poor readers of reading being an unrewarding labour, and in able readers a keen dislike for particular books or authors.

(Hankins: 302)

The matter of unsuitable literature-teaching has been raised before, in Chapters 2, 5 and 7, but with further findings in this chapter it seems it cannot be stressed too strongly or too often. As an editorial in THE JOURNAL OF READING asks:

What is our goal as teachers of reading? The ability to read or the willingness to read?

(McCracken: 446)

Although McCracken is concerned primarily with literacy, his questions are

pertinent to literature-teaching as well. Whatever "Setwork Essays/ Exercises" the respondents to this survey had in mind, there seems little doubt that such literature lessons are largely ineffectual and that pupils see no purpose to them. One queries, therefore, whether it can in truth be said of such a high-school literature lesson that it "not only broadens the student's perspective but contributes in manifold ways to his growth in emotional maturity and human sympathy" (Guth, in Pietras: 44), which should surely be the overriding aim of all literature-teaching.

Lawrence (1964) provides language teachers with a useful consideration:

Reading is no substitute for living, but making, building, gardening, giving plays, even dancing and pop music, can with the right encouragement involve reading.

(Lawrence: 11)

The moral seems to be that, apart from analysing "great" literature, teachers should also be moving pupils along through pragmatic reading to reading for pleasure and enrichment. Lawrence implies above that readers cannot relate to a writer unless they can meet in a common world (see also Chapter 1, Figure 1). Gardner (1977), by starting from an attitude survey and then addressing specifics revealed in it, has shown that that common world can be made manifest to pupils even in their reading of Shakespeare, which enjoys the greatest unpopularity of all English lessons for Infrequent Readers in Question 42. Lawrence rounds the matter off succinctly by saying that if pupils

have ... not sub-consciously set up the double equation books = school = boredom, and hence books = boredom, we may hope that habits of reading for pleasure as well as reading for use will become firmly established.

(Lawrence: 11)

SECTION J : LEISURE-TIME ACTIVITIES OTHER THAN READING

The radio-listening habits of Avid Readers (Question 19) show that a significant number spend more time listening to the radio or tape-recorder than Infrequent Readers do. A large percentage (66%) also listen to the radio or tape-recorder while reading, compared with only 36% of the Infrequent Readers who do so (Question 23). Consequently, one may infer again, as was posited in Chapter 4, that radio and the tape-recorder appear not to be distractions from reading. To put it another way, the fact that Infrequent Readers choose to spend leisure-time listening to the radio or tape-recorder rather than reading needs to be explained in terms of personal attitudes rather than by the existence, per se, of radios or tape-recorders.

The findings for television-viewing (Question 20) are difficult to interpret. They appear at times to contradict the earlier finding (Chapters 4 and 5) that television-viewing is not a distraction from reading, but that contradiction is also not particularly clear, since Question 20 shows that many Avid Readers watch a great deal of television: 26% of Avid Readers are among the heaviest weekday viewers (more than an hour per weekday). The percentage of Avid Readers who are among the heaviest viewers is lower than that of Infrequent Readers by 13%, a ratio of 2:3, yet within Question 20 as a whole there is no significant inverse correlation between Avid Readers and Infrequent Readers. At the bottom of the scale (less than half an hour per weekday), the percentages of Avid Readers and Infrequent Readers are almost identical, in the ratio of 17:18. These findings are the same for both sexes as well as for young pupils, but older Infrequent Readers (Stds 9 and 10) are the exception, showing less viewing (Options D and E in Question 20) than older Avid Readers do.

In attempting to clarify the matter of any relationship between television-viewing and amount of reading, three points need to be noted. Firstly, these findings, unlike those in Chapter 4, have not taken much account of the inadequate information concerning weekend viewing-time. Secondly, in Question 24 almost 37% of Avid Readers report their being able to read while the television set is on - more than three times the number of Infrequent Readers who report being able to do the same thing. Thirdly, in Question 57 Avid Readers show much greater likelihood of following up a screened version of a book by reading that book, whereas for the vast majority of Infrequent Readers the act of viewing a screened version is sufficient in itself. The last two points once more seem to indicate differences in the operations of television-viewing and reading, as well as differing satisfactions derived from those operations.

It should also be remembered that one is dealing here with the extremes of the sample. It may thus be, that for these "abnormal" readers there are quite possibly other variables to be considered when interpreting their data. For instance, one might reason that Avid Readers are likely to be particularly discerning and selective television-viewers, despite the amount of viewing they indulge in, while Infrequent Readers are likely to be particularly undiscerning and passive viewers. Ingham (1982) agrees, finding discernment in television-viewing to be a trait of Avid Readers in the UK (Ingham: 188). Ingham's Avid Readers consider television, reading and "the creative arts" all to be "different facets of the process of finding out and creating". For her Infrequent Readers, television is "a background noise; they (have) not learnt to use and select, to make it work for them" (Ingham: 163). Such findings are given strength by, and give strength to, the findings in Section K of this chapter, concerning the contrasting natures of the two groups' reading tastes and preferences.

In short, one can still find no conclusive evidence that, in the absence of television, viewing-time would be replaced by book-reading. In Chapter 4 of this dissertation reference is made to Williams's (1986) convincing review of significant overseas research into this matter (Williams: 41-43). It should be noted, too, that the simple fact of a television set's being switched on often tends to make it "the only identifiable 'activity' going on in the house, even though, most of the time, nobody's watching it" (Ingham: 7).

The amount of sport played has little, if any, bearing on the ratio of Avid Readers to Infrequent Readers (Question 21). In fact, for boys the percentage of Avid Readers who spend more than three hours per week on sport is 61%, compared with 42% for Infrequent Readers, and for more than eight hours per week the percentage of boy Avid Readers is nearly double that of the boy Infrequent Readers. Girls spend less time per week on sport than boys do, as was shown in Chapter 4, and, although at more than six hours per week there are 5% more girl Infrequent Readers, at more than three hours per week the percentages are almost identical, as are the percentages for girls who spend little or no time per week on sport (fewer than two hours).

Time devoted to hobbies shows a similar pattern to sports commitments (Question 22). At more than three hours per week one finds nearly 36% of the Avid Readers yet fewer than 22% of the Infrequent Readers. At fewer than three hours per week one finds over 63% of the Avid Readers yet nearly 79% of the Infrequent Readers. Only 27% of the Avid Readers report spending no time per week on hobbies, while that figure is more than doubled for Infrequent Readers.

For leisure activities per week other than reading - i.e. considering

Questions 20-22 - 46% of the Avid Readers spend more than nine hours per week on television, sports and hobbies, while the figure for Infrequent Readers is 42%. The difference is almost the same at the bottom of the scale, where 53% of Avid Readers spend less than seven hours per week on those activities, compared with 58% of the Infrequent Readers.

Admittedly, the 4% and 5% differences at the top and bottom ends of the scale are not very great, but the point to be taken is that some pupils are Avid Readers despite their often quite considerable involvement in other activities. On the whole, then, Avid Readers seem to be more actively busy and committed people than Infrequent Readers are - as both Ingham (1982) and Whitehead (1977) find for the UK. One may infer from this that Infrequent Readers choose not to read because of personality traits, rather than because non-reading activities displace reading time.

SECTION K : TELEVISION AND FILM PREFERENCES

There are very few differences between Avid Readers and Infrequent Readers in respect of their favourite television programmes and preferred films. Among their common favourite television programmes, both Avid Readers and Infrequent Readers rank "Variety/Comedy", "Pop Music" and "Film" highly. In their common favourite film and video fare both groups list "Comedy", "Detective/Gangster/Spy/Thriller/War/Western", "Horror" and "Romance". However, in studying the groups' entire sets of choices, certain marked differences are observable.

In respect of television-preferences (Question 38), it is noteworthy that Avid Readers of both sexes show greater interest in more advanced intellectual and cultural programmes than Infrequent Readers do. Both Avid Readers and Infrequent Readers follow the trend shown in Chapter 6, Section

C, of naming "Variety/Comedy" programmes as their favourite television genre, but Avid Readers express greater interest, by and large, than Infrequent Readers do in "News", "The Arts (Fine Art, Ballet, Music, Literature, etc.)", "Technical/Scientific", "Educational/Documentary", "Quiz" and "Magazine". Avid Readers are also more interested than Infrequent Readers are in entertainment programmes of a narrative mode - "Serial", "Play" and "Film". Infrequent Readers are more interested than Avid Readers are in lighter, more passive viewing - "Sport", "Animal/Nature", "Cartoon" and (to a very great degree) "Pop Music".

A similarly more exploratory set of interests governs Avid Readers' film-viewing (Question 39). They express greater preferences than Infrequent Readers do for "Dance/Musical", "Life's Problems", "Science-Fiction/Fantasy/Supernatural" and "History". Infrequent Readers show greater interest than Avid Readers do in more purely escapist fare - "Comedy", "Romance" (though not by much more), "Horror", "Detective/Gangster/Spy/Thriller/War/Western", "Sport", "Animal/Nature" and "Pop Music Video".

Considering all the above, this section seems to show that Avid Readers are the more attentive and active screen-viewers, which serves to strengthen Section G's contentions concerning television-viewing.

SECTION L : PREFERENCES IN LITERARY FORMS AND GENRES

According to Question 45, for both sexes and all ages Avid Readers choose fiction more readily than Infrequent Readers do. Dividing the number of responses to Option C ("Like both equally") between Option A ("True stories") and Option B ("Fiction"), one finds that Avid Readers choose fiction more readily than Infrequent Readers do by 57% to 37%, while

Infrequent Readers choose non-fiction more readily than Avid Readers do by 62% to 42%. More significantly, it should be noted that Avid Readers show far more responses to Option C than Infrequent Readers do - that is to say that they show considerably more ambivalence in their fiction/non-fiction choices than Infrequent Readers do. One might say, therefore, that Avid Readers appear far more eclectic in their reading than Infrequent Readers do, while Infrequent Readers seem strictly pragmatic in their approach to books.

Little need be said in respect of Question 43, since all the Avid Readers were anyway selected for their being predominantly book-readers, while all the Infrequent Readers were selected for their being predominantly not so. Still, it is interesting to note that Avid Readers read a range of reading-matter besides books - though they read vastly more books than they read anything else - while Infrequent Readers read at best magazines and/or comics, other than which they are likely to read nothing unless it be some reference work (see the previous paragraph).

The superficiality and evanescence evident in the reading-bouts of Infrequent Readers lends no surprise to a perusal of their responses to Question 58.1. They seem desperately in need of advice as to how they might go about choosing a book to read. Where Avid Readers are, quite sensibly, guided firstly by a book's cover blurb and secondly by the writer's name, Infrequent Readers are concerned primarily with superficial features (cover-design, title and thickness), although girl Infrequent Readers and older Infrequent Readers do pay attention to cover blurb.

Questions 46.1&2 provide so many response options that numbers of choices for any one option will be highly coloured by the age-group and sex ratios within the Avid Readers and Infrequent Readers isolated here.

Consequently, the "AGES" columns become very important here, as they also are in the presentation and interpretation of the macro-genres (Questions 46.1&2Macros).

Among boy Avid Readers "Science-Fiction/Fantasy/Supernatural" (26%) is the overwhelming favourite, followed by "Crime/Spy" (15%) and "Horror" (12%). Those three genres are also favourites among all boys (See Table 26), though for all boys together the favourite response is "Crime/Spy" (19%), followed by "Science-Fiction/Fantasy/Supernatural" (15%) and then "Horror" (10%). Boy Infrequent Readers place "War/Western" and "Crime/Spy" almost equally at the head of their choices (16% and 15%), while "Horror" and "Sport" hold joint third position (11%).

Findings for these boys' dislikes are similar to those shown in Table 27 for the entire sample. The differences are that boy Avid Readers dislike "The Arts (Fine Art, Music, Ballet, Literature, etc.)" and "Romance" far more vehemently than boys overall do - especially in the case of "Romance" - while boy Infrequent Readers are less averse to those two genres than boys overall are and they show a far stronger dislike for "Plays".

Girl Avid Readers choose "Romance" first (20%), slightly less emphatically than do all girls together (see Table 26). They then opt for "Science-Fiction/ Fantasy/Supernatural" (14%), "Family Life" (12%) and "Crime/Spy" (11%). For all girls together (Table 26), only "Romance" and "Family Life" are significant choices; "Science-Fiction/Fantasy/Supernatural" and "Crime/Spy" do not feature prominently. Girl Infrequent Readers opt heavily for "Romance" (29%, which is 6% more than the figure for all girls together in Table 26), whereafter only "Family Life" (16%) and "Horror" (12%) are significant.

Girl Avid Readers show most dislike for "Technical/Scientific", followed by "War/Western". Girl Infrequent Readers express their strongest dislike for "History". Other than that, they show the same dislikes as girl Avid Readers do, but express marked dislike for "The Arts (Fine Art, Music, Ballet, Literature, etc.)".

The influence of gender has not been discussed in the findings for age-groups in Questions 46.1&2. Chapter 6 covers that area thoroughly and there is no point in repeating those comments here. It is simply accepted that gender must have great bearing on the findings for Stds 6/7 and Stds 9/10 respectively. However, the findings for Avid Readers and Infrequent Readers by age suggest comments concerning relative maturity, as follows.

With age, Avid Readers show remarkably little change in their preferences (Question 46.1), with "Romance", "Science-Fiction/Fantasy/Supernatural" and "Crime/Spy" all sharing the top positions at both the Stds 6/7 and Stds 9/10 levels; however, "Social Problems/Race Relations" also acquires significance (11%) at the Stds 9/10 level. By contrast, between the two age-levels Infrequent Readers increase their interest in "Romance" (from 10% to 15%), greatly lose interest in "Horror" (16% to 9%) and "War/Western" (14% to 10%), but increase their interest in "Crime/Spy" (10% to 14%).

With age, the dislikes expressed by Avid Readers (Question 46.2) are both contradictory to and corroborative of their preferences - a phenomenon observed earlier for the entire sample (Tables 26 and 27). In Question 46.2, between Stds 6/7 and Stds 9/10 "Romance" loses disfavour among Avid Readers, whereas in Question 46.1 it loses favour, thus warning one against too simplistic a generalization about pupils' likes or dislikes. However, both Questions 46.1&2 show "Romance" to strengthen its

position of favour among Infrequent Readers, despite the large proportion of boys within the Stds 9/10 Infrequent Readers group. Questions 46.1&2 also show clearly that, with age, "Science-Fiction/Fantasy/Supernatural" loses favour among both Avid Readers and Infrequent Readers. Decreasing dislike for "Horror" in Question 46.2 contrasts with its decrease in favour in Question 46.1 - once more warning against blithe generalizations. With age, the deeper issues of "Social Problems/Race Relations" decrease in dislike among Avid Readers, corresponding to the increase in favour among that group and fall increasingly into disfavour among Infrequent Readers.

Findings for the macro-genres (set out in Questions 46.1&2Macros as per Chapter 6, Section D) show that boy Avid Readers overwhelmingly prefer Fantastic Escapism to Situational Romanticism - contrasting with boys overall (Tables 29 and 30), who overwhelmingly prefer Situational Romanticism to Fantastic Escapism. Boy Avid Readers, however, also express their greatest dislike for Situational Romanticism, which obviously places Fantastic Escapism at the top of their preferred literary forms and genres. Practicality is at the bottom of their list.

Boy Infrequent Readers show their greatest preference for Situational Romanticism (39%), yet a significant number of them show a marked dislike for it, too (19%). And, considering that their second preference, Fantastic Escapism (21%), is also their least disliked macro-genre, one is unable satisfactorily to separate Situational Romanticism and Fantastic Escapism as contenders for boy Infrequent Readers' leading preference. Boy Infrequent Readers' least preferred option is clearly Exploratory Realism.

Girl Avid Readers' preferences are in line with those of girls overall, opting for Situational Romanticism above all else and placing Practicality at the bottom of their list. However, girl Avid Readers opt secondly for

Exploratory Realism and Fantastic Escapism almost equally, whereas girls overall choose Exploratory Realism far above Fantastic Escapism. Girl Infrequent Readers show very similar preferences to boy Infrequent Readers, though girl Infrequent Readers can clearly be seen to opt for Situational Romanticism first and Practicality last.

It would appear, then, that Avid Readers are in general more imaginative than the remainder of the pupils sampled by this survey. They seem prepared to indulge in Fantastic Escapism to a greater extent than other pupils are, and seem less addicted than other pupils are to the approximations of reality found in books which make up the macro-genre, Situational Romanticism. Infrequent Readers, on the other hand, appear to show a greater predilection for books which romanticise reality rather than presenting its cold truth. It would appear, thus, that Avid Readers are more ready than Infrequent Readers are to read books which lead them into flights of pure Fantastic Escapism - that is, books which are removed from reality, rather than being pretentiously simplistic versions of it. The conclusion appears to be that Avid Readers are more objectively able to recognize their fantasies as such than Infrequent Readers are. One feels Sachs's hypothesis about the separate types of daydreaming (see Chapter 6, Section E.2) to be apposite again here, in that he distinguishes between the daydreaming escapism "which kindles ambition and a drive for success", and the daydreaming "characterised by need of immediate wish-fulfilment" (Whitehead: 210). There seems a strong connection between the former kind of daydreaming and Avid Readers' withdrawal into Fantastic Escapism, as much as between the latter kind and Infrequent Readers' need for Situational Romanticism.

Ingham (1982) tends to corroborate the above contention, in that by both teachers' and parents' reckonings, her Avid Readers display mature

personalities, marked by creative interests and critical minds (Ingham: 163-164). The consideration of whether advanced social maturity might be a cause or a consequence of avid reading is best left to a researcher better versed in developmental psychology. It nevertheless does seem reasonable to presume that a diet restricted to Situational Romanticism would to some extent retard social maturation. According to Kelty (1975), Norman Mailer in WHY ARE WE IN VIETNAM? accuses the wishful belief that "the enemy is always outside us" of being "the foundation ... of the whole situation of the world today."

According to all major psycho-dynamic theorists such as Freud, Erikson, McCandless and Piaget, the major psycho-social demands of adolescence and early adulthood are those which necessitate a reconciliation of individuality with role identity, as well as a reconciliation of altruism with career commitments (Darley et al.: 438-439; also Vondracek and Lerner, in Wolman: 602-605). Bearing that in mind and considering Questions 46.1&2 and Macros together, it is contended that avidity and infrequency of reading appear to be revealed once more as aspects of personality most probably related to one's level of social maturity - that is, to the extent of one's ability to cope with the conflicting demands of adolescence listed above. A study of Question 46.1 shows that the popularity of Exploratory Realism and Practicality increases with age, suggesting that increasing social maturity enables one better to cope with the literature of reality. It then seems reasonable to assume that, for Questions 46.1 and 46.1Macro, the readers who possess the least degree of social maturity would be those who attempt to romanticise their reality, futilely trying to modify the world to suit themselves.

Since Avid Readers show more interest in reading as an utter escape from reality, it could be assumed that they do not overly indulge in the

futility of romanticising their lives' circumstances and situations. They might therefore be said to possess more mature personalities than Infrequent Readers do - especially if one considers Avid Readers' willingness to read both fiction and non-fiction to a greater extent than Infrequent Readers do. By contrast, Infrequent Readers seem to display a narrower sense of purpose in their reading, possibly because they are continually frustrated in their attempts to find those simplistic social roles presented to them in the mythical versions of reality espoused by the literature of Situational Romanticism. Taking that supposition to its conclusion, one might surmise that Infrequent Readers will turn again and again to Situational Romanticism for reassurance and direction, each time that real life confounds their hopes, until in disillusionment with fiction they reject its claims utterly and become non-readers. Nicholas Tucker's observation in the INTRODUCTION to this dissertation seems particularly apposite at this point:

Growing up is learning to accommodate the fact that the universe does not always make good moral sense unless you are very lucky.

(Tucker, Nov. 1972: 51)

For an immature personality such accommodation would be impossible.

SECTION M : PREFERENCES IN STYLISTIC FEATURES

In Question 47.1, boy Avid Readers place "Humour" far above any other choice, with "Not too long before the action starts" as second choice. That contrasts with the finding for all boys in Table 31, where that order of preference is reversed. Then, almost tied with their second preference, boy Avid Readers choose "Detailed descriptions of appearances, places and times", an option which does not feature at all significantly for boys overall in Table 31. In Question 47.2, boy Avid Readers dislike "A

complicated set of characters and events" most of all, yet also dislike "Easy to see whether the people are good or evil", and their only other significant dislike is for "A feeling of sadness". Those dislikes are almost the same as expressed by all boys in Table 32, except that in Table 32 the unsubtlety implicit in "Easy to see whether the people are good or evil" does not feature prominently.

Boy Infrequent Readers opt overwhelmingly for "Not too long before the action starts" and next list a set of choices which largely points to a preference for unsubtlety: "Humour", "Clear details about violent actions" and "Clear details about sex". Their dislikes are not very certainly (i.e. forcibly) expressed but they seem mostly to dislike "A complicated set of characters and events" and "A feeling of sadness". All of those findings are in line with the findings for boys overall (Tables 31 and 32), but demands for "Clear details about violent actions" and "Clear details about sex" are expressed more strongly by boy Infrequent Readers.

Girl Avid Readers opt overwhelmingly for "Detailed descriptions of feelings and characters" and secondly for "Humour". Almost equally thereafter trail, at a distance, "Detailed descriptions of appearances, places and times" and "Not too long before the action starts". By comparison with girls overall (Table 31), girl Avid Readers are seen to demand far greater density from a writer, although girl Avid Readers express almost equal liking and dislike for "Detailed descriptions of appearances places and times". Girl Avid Readers dislike "Clear details about sex" above all, and generally dislike unsubtlety: "Clear details about violent actions" and "Uncensored speech" are also significantly more disliked than they are by all girls (Table 32), but "A complicated set of characters and events" is less disliked than it is by all girls.

Girl Infrequent Readers are less concerned for density and subtlety than girl Avid Readers are, but otherwise express somewhat similar likes and dislikes. Girl Infrequent Readers do not, however, express their dislikes as emphatically as girl Avid Readers do, and are not particularly repelled by "Clear details about violent actions" or "Uncensored speech".

In respect of age, between Stds 6/7 and Stds 9/10 one notes from Question 46.1 a drop of 11% in Avid Readers' rating of the importance of "Humour", whereas for Infrequent Readers that rating remains constant. Older Avid Readers also find "Not too long before the action starts" less important by 7% than young Avid Readers do, whereas for Infrequent Readers that importance rises by 5%. By contrast, the rating of importance among Avid Readers for "Detailed descriptions of feelings and characters" rises 6% and "Detailed descriptions of appearances, places and times" rises very slightly (1%), while among Infrequent Readers those two aspects of style are simply not preferred at all. These preferences and dislikes are quite understandable if one accepts that immature personalities are likely to be drawn to unsubtle and shallow writing since, as McDowell (1973) notes, a characteristic of shallow writing is its concentration on

an active rather than a passive presentation of the material. By active I mean that the text concentrates on dialogue and incident rather than on the passive mood which characterises description and reflection.

(McDowell: 55)

By those tokens, and noting that over the same period Infrequent Readers' rating of "Not too soon before the action starts" rises 5% while they still retain a strong demand for both "Humour" and "Clear details about sex", it would appear that Avid Readers show a greater interest in exploring the human condition - that is to say that they express deeper and more sophisticated demands of a writer than Infrequent Readers do.

Paffard (1962) defines personal maturity as the possession of an advanced language for understanding oneself and one's world, so it seems reasonable to offer his definition, along with the rest of this paragraph and Section L above, as very strong support for the belief that Avid Readers have more mature personalities than Infrequent Readers have.

It seems possible to draw the same conclusion from a comparison of Avid Readers' and Infrequent Readers' dislikes by age. Although between Stds 6/7 and Stds 9/10 Avid Readers' dislike for "Detailed descriptions of appearances, places and times" rises by over 7%, their dislike for "A complicated set of characters and events" declines by 6% while their dislike of stereotypes ("The men are forceful and dominant") rises by 12%. Infrequent Readers show a slight decline in their dislike of "Detailed descriptions of appearances, places and times", while their dislike for "A complicated set of characters and events" increases to 12% and there is a significant decline (7%) in their dislike of "Characters very similar to people you know". It would appear, from all of these findings, that increasing age causes pupils to make more intellectual demands of a writer's style.

Interestingly, Avid Readers' objections to "Clear details about sex" and "Clear details about violent actions" fall significantly with age, though they greatly increase their objection to "Uncensored speech". Infrequent Readers increase their dislike of all those features. These changes of opinion could be due to older Avid Readers' having the requisite maturity and intelligence to see gratuitous sensationalism for what it is, or to read graphic scenes of violence or sex sensitively and critically. For less mature and intelligent readers, the distracting details of such scenes might impede the rapid development of plot, which is a very important stylistic requirement in the opinion of Infrequent Readers.

However, McDowell (1973) might be said to provide the most convincing explanation, when he points out that maturity involves effecting "a bifurcation between the moral and the physical imperatives" (McDowell: 54). In effect, he could be saying that more mature personalities might be attracted to the moral considerations in explicit scenes of sex or violence while less mature ones, in finding physical details no different from one such scene to the next, would naturally lose interest in such scenes.

In general, then, although one cannot use Questions 47.1&2 to make sweeping generalizations about the appeal of any particular stylistic feature to either Avid or Infrequent Readers, there seem to be indications of maturing demands by Avid Readers over the span of their high-school careers while there seems to be little change observable in Infrequent Readers' shallow demands over the same period.

CONCLUSIONS

Hearteningly, Infrequent Readers comprise only 7% of the entire sample. However, since Avid Readers comprise only 8% of the sample, there seems little call for complacency concerning the amount of voluntary reading indulged in by South African high school pupils. It should be noted (see Chapter 4, Table 9) that, for the entire sample, 60% of the boys and 42% of the girls read at most one book per week. It needs also to be borne in mind that in Std 6 only 38% of the sample read at most one book per week while in Std 10 that figure rises to 58% - and that increase is worse in the case of boys. One may quite reasonably claim, therefore, that older adolescents are in general a long way from being frequent readers, so anything we can learn from the profiles of Avid Readers would be of value in improving the situation - especially if there be any substance to the

suspicion, raised by Chapter 7, that the decline in reading continues into adulthood.

It would be a meaningless exercise to sketch a hypothetical Avid or Infrequent Reader from the statistical data assembled in this chapter. The purpose of the chapter is to outline the personal circumstances which surround the majority of Avid Readers and Infrequent Readers, in an attempt to discover which circumstances are most likely to encourage or discourage avidity in reading. The potential benefits to be derived from avid reading are taken for granted here, in the light of the contentions of Chapter 1, together with the theses in respect of maturity and school-achievement contained in Chapter 5 and in this chapter.

What is needed to complement these findings is research aimed at uncovering any finer circumstances and personal characteristics attached specifically to Avid Readers or Infrequent Readers. Consequently, it is earnestly hoped that the information in this dissertation will facilitate, and be enriched by, longitudinal research such as in-depth case studies of extraordinary adolescent readers.

Little or no concern is expressed here for Avid Readers. They appear to be quite capable of overcoming nearly every obstacle in the way of their reading and they seem perfectly capable of finding books to satisfy their appetites. They read within a wide range of formats and genres, they manifest well-developed intellectual faculties (as indicated by their preferences for more demanding stylistic features), and their frequent reading does not seem to be inhibited by, or to interfere with, their leading an active and committed life. By contrast, Infrequent Readers seem unaware of the most sensible methods of finding satisfying books. They appear to reinforce their fundamentally poor grasp of life's major issues

by restricting their limited fiction-reading to a diet of implausible plots and unsubtleties in style. Consequently, one is left feeling that such a vicious circle must surely retard the development of social maturity and creative imagination, and the findings concerning Infrequent Readers' film, television and school-subject preferences, together with their methods of choosing a new book, lend strength to that feeling.

Book-reading's ability to enlarge the world-views of pupils who are at present Infrequent Readers is the single most important reason for identifying such pupils and, as a matter of urgency, addressing the problem of their inadequate reading-habits. That adolescents should analyse their life-choices and come to reconcile them with their personal desires, is stated as a primary aim of literature-teaching at all levels in this country by the national secondary-school core syllabuses for English, First Language (JMB, 1985). However, empowering pupils to continue that analysis outside the confines of the classroom, via promotion of their leisure-time reading, would be difficult to achieve without better understanding of what factors develop and promote avid voluntary reading.

The majority of Avid Readers are young adolescents and the majority of Infrequent Readers are older adolescents. One accepts the notion of increasing pressures on a high-school pupil's time - homework, school sports and societies, involvement with peers in time-consuming activities distant from home, and so on (Stear: 4) - but the fact that Avid Readers exist despite all those pressures suggests that there is more to infrequency of reading than simply the displacement of reading-time. For instance, it should be noted that one third of the Infrequent Readers reported no extramural activities during the week prior to answering the questionnaire. By contrast, the Avid Readers here are not, by and large, pupils with a great deal of reading time, and some of the boy Avid Readers

are very active pupils indeed. Many other researchers, such as Diederichs (1969), Whitehead (1977) and Ingham (1982), have found that pupils who read the most tend to do the most homework and participate in the most activities.

The fact that Avid Readers are more likely to be girls than boys tends to suggest that some gender-related issues in the socialization of adolescents might be a key to the development or retardation of avid book-reading. Not even such factors as high intelligence, standard of living or the availability of privacy at home supply completely satisfactory explanations of why Avid Readers are what they are, since none of those factors can guarantee the development of avidity in reading. It is conceded, however, that Avid Readers tend to be pupils with high IQ ratings, while Infrequent Readers tend to be the opposite.

Parental influence appears to play a very large role in the development of reading-habits, with reading to children in infancy seeming to wield a particularly strong influence. It is further noted that parents of Avid Readers readily transport their children to and from public libraries. All pupils seem aware of their parents' reading-habits and Infrequent Readers are especially receptive to their parents' recommendations of books. One might, therefore, reasonably assume that many Infrequent Readers would like to read more frequently, if only they could select satisfying books and thereby gain proper fulfilment from their reading. It is contended in this chapter that the fiction reading-fare of Infrequent Readers tends to be misleading and is likely to be of little use to them in coming to terms with their adolescence and early adulthood.

Educating Infrequent Readers' parents in this matter and enlisting the aid of their potential influence might bear fruit in improving their

children's reading, especially if the school could work closely with such parents, advising them on where to locate suitable books for their children, how to select and what to recommend from among such books, what strategies to suggest for the encouragement of reading, and how to discuss books with adolescents. This researcher has personal knowledge of just such a scheme, operating at Ahmedia School, an Islamic private school in Durban. The scheme was initiated through the inspiration of the teacher-librarian, Audrey Hitchcock, founder of the Durban Children's Book Group, which circulates a monthly bulletin to parents, supplying them with information about children's and young adolescents' books.

Although this study finds enormous influence to be wielded by teachers and librarians, what is needed is a concerted attempt by all the important adults in an Infrequent Reader's life, to address the problem of his or her attitude to books. It appears not to be enough simply to provide pupils with constant and free access to the school library; thorough and continual guidance in the methods of choosing a book seems to be called for. Ingham's description of the Bradford Book Flood experiment (Ingham, 1982) would be extremely useful to teachers, librarians and parents in this regard.

Allied to those suggestions, it is felt that teachers and school librarians might also somehow exploit the influence of pupils' peers in the matter of book-selection. Peers (as "Friends") are shown here to have the greatest influence of all over the selection of new books to read. Consequently, the identification of Avid Readers and the exploitation of their potential influence over their Infrequent Reader peers might be an extremely profitable approach to the problem. (The CONCLUSIONS section of Chapter 7 has particular relevance to this paragraph and the previous one.)

In respect of television and reading, this study, in line with a number of others, appears to indicate a need for divorcing one's thinking about television-viewing from one's conceptions of book-reading. The data for Avid Readers, in this chapter as in Chapter 5, suggests that the two activities seem not to be inimical to each other. Efforts need to be directed towards awakening Infrequent Readers to the peculiar satisfactions to be derived from books and towards contrasting those satisfactions with the satisfactions derived from screen-viewing.

It appears at present that, despite many teachers' undeniably fine intentions in their promoting the causes of particular books or writers, literature-teaching in South African schools seems to be largely ineffective in the matter of weaning Infrequent Readers from their restricted, shallow and romantic tastes. Since the present state of secondary school literature-teaching does not seem to achieve that end, consideration could perhaps be given to instituting "Reading" as a separate component of the national curriculum. The possible rewards in respect of general achievement and social maturity argue strongly for such a course of action. After all, as Norvell (1972) reminds us, quoting from THE LANGUAGE ARTS Vol. 1, p.192:

'the sole justification for the inclusion of any activity in the school programme and the relative emphasis placed upon it are to be derived from the legitimate demands of everyday living.'

He goes on, thus, to ask:

Is it not time ... to teach reading primarily for use and for satisfaction rather than to make literary critics?
(Norvell, 1972: 767)

What is needed for Infrequent Readers, who here constitute over 7% of the sample, is a national strategy aimed at helping them to develop reading

habits which will bring them fulfilment. No research consulted by this writer has disputed the thesis that the reading of fiction provides "training and development of the imagination and sensibilities" (Seary & Story: 10). Thus, the essential nature and purpose of a reading-teacher's work does not allow him or her to accept that values, attitudes or even intelligence are immutable. Behind Norvell's words lie three assumptions about reading: that one reads books pragmatically, as a means to an end; that one reads books unqualifiedly, as an end in itself; and that one reads books critically, as a means to heightened artistic appreciation. Literature-teaching in high schools seems to be vested in only the last assumption and pays little, if any, attention to the first two. This dissertation contends that the nature and purposes of reading, as explored in Chapter 1, demand of the high school curriculum formal and equal recognition of all three operations. Only then would schools be properly fulfilling their brief of fitting pupils for life. Categorizing a pupil as an Infrequent Reader should merely be the first step towards helping him or her to become an Avid Reader.

CHAPTER 8 : AVID AND INFREQUENT READERS

A : PUPILS' RESPONSES

Q. 2 Std	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
6	10,1	9,4	24,5	5,2	25,7	8,2
7	29,0	21,7	29,2	20,7	26,8	21,4
8	20,3	17,4	17,2	31,0	18,4	21,4
9	21,7	25,4	16,1	20,7	16,9	24,0
10	18,8	26,1	13,0	22,4	12,3	25,0
Spoilt	0,0	0,0	0,0	0,0	0,0	0,0
n	69	138	192	58	261	196

Q. 11 Accmdn	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Hostel	5,8	12,3	6,8	10,3	6,5	11,7
Flat	7,2	8,7	4,2	12,1	5,0	9,7
House	87,0	77,5	88,5	77,6	88,1	77,6
Spoilt	0,0	1,4	0,5	0,0	0,4	1,0
n	69	138	192	58	261	196

Q. 12 Accmdn shared with	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
0	2,9	6,5	5,7	19,0	5,0	10,2
1	27,5	23,9	35,4	27,6	33,3	25,0
2	39,1	20,3	25,0	17,2	28,7	19,4
3	14,5	19,6	16,1	15,5	15,7	18,4
4	15,9	29,0	17,7	20,7	17,2	26,5
Spoilt	0,0	0,7	0,0	0,0	0,0	0,5
n	69	138	192	58	261	196

Q. 13 Bedrm shared with	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
0	44,9	48,6	49,5	63,8	48,3	53,1
1	36,2	23,9	32,8	19,0	33,7	22,4
2	10,1	13,0	8,9	10,3	9,2	12,2
3	1,4	6,5	2,1	3,4	1,9	5,6
4	7,2	8,0	6,3	3,4	6,5	6,6
Spoilt	0,0	0,0	0,5	0,0	0,4	0,0
n	69	138	192	58	261	196

STANDARD OF LIVING (Cat1=Highest)

Cate- gory	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Cat1	42,0	35,5	41,7	51,7	41,8	40,3
Cat2	23,2	31,2	31,3	31,0	29,1	31,1
Cat3	27,5	25,4	24,5	13,8	25,3	21,9
Cat4	1,4	2,2	1,6	0,0	1,5	1,5
Spoilt	5,8	5,8	1,0	3,4	2,3	5,1
n	69	138	192	58	261	196

Q. 19 Radio hrs p 2 days	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
6+	11,6	9,4	9,9	6,9	10,3	8,7
5-6	5,8	6,5	6,8	3,4	6,5	5,6
3-4	17,4	17,4	22,9	29,3	21,5	20,9
1-2	55,1	58,0	48,4	46,6	50,2	54,6
0	8,7	8,7	10,9	12,1	10,3	9,7
Spoilt	1,4	0,0	1,0	1,7	1,1	0,5
n	69	138	192	58	261	196

Q.20											
TV hrs per 2 days											
	BOYS		GIRLS		BOTH		STD 6&7		STD 9&10		
	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	
6+	15,9	26,1	14,6	19,0	14,9	24,0	16,1	29,3	10,5	14,6	
4-5	20,3	16,7	7,8	12,1	11,1	15,3	12,4	13,8	7,9	17,7	
3-4	29,0	23,9	37,0	29,3	34,9	25,5	35,8	25,9	39,5	21,9	
1-2	26,1	21,0	28,6	31,0	28,0	24,0	27,7	22,4	26,3	29,2	
0	8,7	10,9	9,9	8,6	9,6	10,2	6,6	6,9	13,2	15,6	
Spoilt	0,0	1,4	2,1	0,0	1,5	1,0	1,5	1,7	2,6	1,0	
n	69	138	192	58	261	196	137	58	76	96	

Q.21							
Sport hrs p week							
	BOYS		GIRLS		BOTH		
	AVID	INFR	AVID	INFR	AVID	INFR	
8+	20,3	10,9	6,3	8,6	10,0	10,2	
6-8	13,0	11,6	3,6	6,9	6,1	10,2	
3-5	27,5	19,6	24,5	19,0	25,3	19,4	
1-2	20,3	26,8	39,1	29,3	34,1	27,6	
0	18,8	31,2	26,0	34,5	24,1	32,1	
Spoilt	0,0	0,0	0,5	1,7	0,4	0,5	
n	69	138	192	58	261	196	

Q.22							
Hobbies hrs p Week							
	BOYS		GIRLS		BOTH		
	AVID	INFR	AVID	INFR	AVID	INFR	
8+	10,1	7,2	2,1	1,7	4,2	5,6	
4-6	2,9	3,6	8,9	1,7	7,3	3,1	
3-5	24,6	12,3	24,0	13,8	24,1	12,8	
1-2	29,0	21,7	39,1	25,9	36,4	23,0	
0	33,3	55,1	24,5	56,9	26,8	55,6	
Spoilt	0,0	0,0	1,6	0,0	1,1	0,0	
n	69	138	192	58	261	196	

Q.20-22							
Hrs p week							
	BOYS		GIRLS		BOTH		
	AVID	INFR	AVID	INFR	AVID	INFR	
22+	15,5	14,7	7,6	9,8	9,7	13,3	
14-19	12,1	10,6	6,8	6,9	8,2	9,5	
9-14	27,1	18,6	28,5	20,7	28,1	19,2	
3-6	25,1	23,2	35,6	28,7	32,8	24,8	
0	20,3	32,4	20,1	33,3	20,2	32,7	
Spoilt	0,0	0,5	1,4	0,6	1,0	0,5	
n	207	414	576	174	783	588	

Q.23							
Read w radio?							
	BOYS		GIRLS		BOTH		
	AVID	INFR	AVID	INFR	AVID	INFR	
Yes	56,5	27,5	69,3	55,2	65,9	35,7	
No	42,0	71,7	30,2	44,8	33,3	63,8	
Spoilt	1,4	0,7	0,5	0,0	0,8	0,5	
n	69	138	192	58	261	196	

Q.24							
Read w TV?							
	BOYS		GIRLS		BOTH		
	AVID	INFR	AVID	INFR	AVID	INFR	
Yes	26,1	10,9	40,6	13,8	36,8	11,7	
No	73,9	88,4	57,8	86,2	62,1	87,8	
Spoilt	0,0	0,7	1,6	0,0	1,1	0,5	
n	69	138	192	58	261	196	

Q.25 Exm Mk	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
100-80	43,5	1,4	41,1	0,0	41,8	1,0
79-60	49,3	15,2	47,4	17,2	47,9	15,8
59-40	7,2	67,4	9,9	65,5	9,2	66,8
39- 0	0,0	13,8	0,0	12,1	0,0	13,3
Spoilt	0,0	2,2	1,6	5,2	1,1	3,1
n	69	138	192	58	261	196

Q.26 Eng Mk	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
100-80	37,7	0,0	38,0	0,0	37,9	0,0
79-60	52,2	11,6	54,7	8,6	54,0	10,7
59-40	10,1	71,0	6,8	72,4	7,7	71,4
39- 0	0,0	13,0	0,0	13,8	0,0	13,3
Spoilt	0,0	4,3	0,5	5,2	0,4	4,6
n	69	138	192	58	261	196

Q.27 Lk fwd leave?	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Yes	82,6	84,1	77,1	87,9	78,5	85,2
No	17,4	15,2	21,4	10,3	20,3	13,8
Spoilt	0,0	0,7	1,6	1,7	1,1	1,0
n	69	138	192	58	261	196

Q.28 Favrte Subjct	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Afrik	4,3	5,1	4,2	3,4	4,2	4,6
Biol	1,4	4,3	4,7	10,3	3,8	6,1
Eng	18,8	5,8	35,4	10,3	31,0	7,1
Guid	0,0	0,0	0,0	0,0	0,0	0,0
Langs	4,1	1,8	6,9	2,9	6,1	2,2
2ndLngs	1,2	1,0	1,1	1,4	1,1	1,2
LibArts	4,2	2,0	6,0	3,1	5,5	2,3
Maths	23,2	13,0	12,0	10,3	14,9	12,2
PE	0,0	5,1	0,0	0,0	0,0	3,6
PureSc	15,0	8,7	8,7	8,0	10,3	8,5
RE/RtL	0,0	0,0	1,0	1,7	0,8	0,5
Phyces	20,3	8,7	9,4	3,4	12,3	7,1
Tec/Voc	2,5	3,7	1,5	3,2	1,7	3,4

Q.29 Dislkd Subjct	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Afrik	29,0	21,7	25,0	31,0	26,1	24,5
Biol	2,9	8,7	8,3	17,2	6,9	11,2
Eng	2,9	10,9	1,6	5,2	1,9	9,2
Guid	0,0	0,0	0,5	1,7	0,4	0,5
Langs	6,3	5,4	4,7	6,0	5,1	5,8
2ndLngs	7,0	4,3	5,3	6,2	5,7	5,1
LibArts	4,2	3,9	3,5	5,0	3,7	4,2
Maths	8,7	15,2	14,6	3,4	13,0	11,7
PE	0,0	0,0	0,5	0,0	0,4	0,0
PureSc	7,2	11,4	10,6	7,5	9,7	10,2
RE/RtL	0,0	0,0	0,5	1,7	0,8	0,5
Phyces	10,1	10,1	8,9	1,7	9,2	7,7
Tec/Voc	2,7	2,1	2,4	1,4	1,8	1,3

Q.33 Rd pre school	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
No	8,7	19,6	7,3	15,5	7,7	18,4
Little	15,9	26,1	26,6	27,6	23,8	26,5
Yes	56,5	14,5	42,2	22,4	46,0	16,8
Unsure	18,8	38,4	24,0	34,5	22,6	37,2
Spoilt	0,0	1,4	0,0	0,0	0,0	1,0
n	69	138	192	58	261	196

Q.34 Rd to: infncy	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
A	37,7	3,6	28,1	5,2	30,7	4,1
B	30,4	17,4	40,6	32,8	37,9	21,9
C	23,2	46,4	21,4	46,6	21,8	46,4
D	5,8	20,3	7,3	13,8	6,9	18,4
E	2,9	9,4	1,6	1,7	1,9	7,1
Spoilt	0,0	2,9	1,0	0,0	0,8	2,0
n	69	138	192	58	261	196

Q.38 Favrte TV Pgm =====	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Variety/comedy	26,8	22,5	26,0	18,1	26,2	21,2
News	4,3	2,2	2,9	3,4	3,3	2,6
Religion	0,0	1,4	1,0	0,9	0,8	1,3
Sport	8,0	14,1	1,3	4,3	3,1	11,2
The Arts	0,7	0,0	5,2	1,7	4,0	0,5
Tech/Scientific	11,6	2,5	2,1	0,0	4,6	1,8
Educ'l/Docum'ry	2,2	1,4	3,6	0,9	3,3	1,3
Animal/Nature	7,2	10,9	6,3	6,9	6,5	9,7
Cartoon	9,4	9,1	2,1	5,2	4,0	7,9
Pop Music	5,1	18,8	14,1	26,7	11,7	21,2
Serial	0,7	1,8	8,6	11,2	6,5	4,6
Play	0,7	0,0	1,3	0,9	1,1	0,3
Film	15,9	8,3	16,9	15,5	16,7	10,5
Quiz	4,3	1,4	5,2	2,6	5,0	1,8
Magazine	1,4	0,7	1,8	0,9	1,7	0,8
Weather	0,0	0,7	0,3	0,9	0,2	0,8
Other	1,4	1,4	0,3	0,0	0,6	1,0
Spoilt	0,0	2,5	1,0	0,0	0,8	1,8
n	138	276	384	116	522	392

Q.39 Favrte Film =====	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Comedy	22,5	25,0	20,6	19,8	21,1	23,5
Dance/Musical	0,7	0,4	6,3	6,9	4,8	2,3
Life's Problems	2,2	1,4	8,9	3,4	7,1	2,0
Romance	3,6	5,1	11,7	26,7	9,6	11,5
Sci-Fi/F'sy/Supern'l	26,8	8,0	13,0	0,9	16,7	5,9
Horror	10,9	13,0	9,6	15,5	10,0	13,8
Det/Gang/Spy/Thr/War/West	23,2	24,6	11,7	8,6	14,8	19,9
Historical Story	2,9	0,0	6,0	0,0	5,2	0,0
Religion	0,0	0,4	1,0	1,7	0,8	0,8
Sport	1,4	5,1	0,5	2,6	0,8	4,3
Animal/Nature	3,6	5,1	3,1	3,4	3,3	4,6
Pop Music Video	1,4	9,8	4,7	9,5	3,8	9,7
Other	0,7	0,0	0,8	0,0	0,8	0,0
Spoilt	0,0	2,2	2,1	0,9	1,5	1,8
n	138	276	384	116	522	392

Q.41						
Favrite	BOYS		GIRLS		BOTH	
Eng Ln	AVID	INFR	AVID	INFR	AVID	INFR
Compo	29,0	4,3	28,6	6,9	28,7	5,1
Letter	1,4	5,8	1,6	10,3	1,5	7,1
Setwrk	5,8	6,5	2,6	10,3	3,4	7,7
Comprn	4,3	3,6	1,6	0,0	2,3	2,6
Grammr	4,3	8,7	2,1	12,1	2,7	9,7
Oral	13,0	29,0	22,4	27,6	19,9	28,6
Poetry	5,8	11,6	8,9	5,2	8,0	9,7
Shaksp	4,3	2,9	5,2	0,0	5,0	2,0
Plays	2,9	1,4	4,2	5,2	3,8	2,6
Novels	21,7	8,0	13,5	5,2	15,7	7,1
SStors	4,3	12,3	3,6	15,5	3,8	13,3
Other	0,0	0,0	2,1	0,0	1,5	0,0
Spoilt	2,9	5,8	3,6	1,7	3,4	4,6
n	69	138	192	58	261	196

Q.42						
Dislkd	BOYS		GIRLS		BOTH	
Eng Ln	AVID	INFR	AVID	INFR	AVID	INFR
Compo	8,7	13,0	7,3	17,2	7,7	14,3
Letter	10,1	2,2	9,4	1,7	9,6	2,0
Setwrk	10,1	15,2	14,6	12,1	13,4	14,3
Comprn	11,6	8,7	21,4	6,9	18,8	8,2
Grammr	18,8	7,2	14,6	17,2	15,7	10,2
Oral	13,0	8,7	9,4	12,1	10,3	9,7
Poetry	2,9	5,8	6,3	6,9	5,4	6,1
Shaksp	10,1	25,4	9,4	19,0	9,6	23,5
Plays	2,9	2,2	1,0	0,0	1,5	1,5
Novels	2,9	5,8	0,0	1,7	0,8	4,6
SStors	1,4	0,7	3,6	3,4	3,1	1,5
Other	0,0	0,0	0,0	0,0	0,0	0,0
Spoilt	7,2	5,1	3,1	1,7	4,2	4,1
n	69	138	192	58	261	196

Q.43										
Reading matter	BOYS		GIRLS		BOTH		STD 6&7		STD 9&10	
	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR
Books	65,2	13,0	69,3	6,9	68,2	11,2	64,2	12,1	71,1	12,5
Magazines	5,8	30,4	0,5	56,9	1,9	38,3	0,7	29,3	2,6	41,7
Comics/Photo-stories	2,9	15,2	1,6	0,0	1,9	10,7	2,2	15,5	1,3	6,3
All the above equally	4,3	0,7	4,7	1,7	4,6	1,0	4,4	1,7	3,9	1,0
Books/magazines	10,1	5,1	19,8	8,6	17,2	6,1	19,7	6,9	17,1	5,2
Books/comics/photo-stories	11,6	3,6	3,6	1,7	5,7	3,1	8,0	10,3	3,9	0,0
Magazines/comics/photo-stories	0,0	10,9	0,0	10,3	0,0	10,7	0,0	5,2	0,0	12,5
Nothing	0,0	19,6	0,0	13,8	0,0	17,9	0,0	15,5	0,0	20,8
Spoilt	0,0	1,4	0,5	0,0	0,4	1,0	0,7	3,4	0,0	0,0
n	69	138	192	58	261	196	137	58	76	96

Q.44										
Likes	BOYS		GIRLS		BOTH		STD 6&7		STD 9&10	
	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR
Comics	73,9	65,9	44,8	31,0	52,5	55,6	51,1	60,3	48,7	53,1
PhStrs	2,9	9,4	14,6	39,7	11,5	18,4	13,1	13,8	7,9	18,8
Both	17,4	15,2	26,0	24,1	23,8	17,9	25,5	19,0	26,3	16,7
Neither	4,3	8,7	14,6	5,2	11,9	7,7	10,2	5,2	17,1	11,5
Spoilt	1,4	0,7	0,0	0,0	0,4	0,5	0,0	1,7	0,0	0,0
n	69	138	192	58	261	196	137	58	76	96

Q.45 Likes	BOYS		GIRLS		BOTH		STD 6&7		STD 9&10	
	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR
N-Fict	14,5	41,3	12,5	44,8	13,0	42,3	16,1	51,7	9,2	37,5
Fictn	34,8	20,3	24,5	10,3	27,2	17,3	24,1	17,2	31,6	17,7
Both	47,8	37,0	62,5	43,1	58,6	38,8	59,1	31,0	57,9	42,7
Spoilt	2,9	1,4	0,5	1,7	1,1	1,5	0,7	0,0	1,3	2,1
n	69	138	192	58	261	196	137	58	76	96

Q.46.1 Prefrd Books	BOYS		GIRLS		BOTH		STD 6&7		STD 9&10	
	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR
School Life	2,2	2,9	4,4	7,8	3,8	4,3	4,0	6,9	1,3	1,6
Family Life	2,2	3,3	11,7	15,5	9,2	6,9	8,8	7,8	9,2	6,3
Romance	4,3	6,2	20,1	29,3	15,9	13,0	17,9	10,3	13,8	15,1
Sci-Fi/F'sy/Supern'l	26,1	9,8	14,1	3,4	17,4	7,9	18,6	7,8	13,8	8,3
Horror	11,6	11,2	8,6	13,8	9,4	12,0	9,5	15,5	8,6	8,9
Crime/Spy	15,2	14,5	10,9	5,2	12,1	11,7	11,3	10,3	13,8	13,5
War/Western	6,5	15,6	1,8	0,9	3,3	11,2	2,2	13,8	3,9	10,4
Soc Probs/R Relations	2,9	1,4	8,6	6,9	7,1	3,1	5,1	1,7	10,5	4,7
History	5,8	1,4	4,9	0,9	5,2	1,3	4,7	1,7	5,3	1,6
Religion	0,7	1,1	0,3	2,6	0,4	1,5	0,4	1,7	0,0	2,1
Sport	6,5	10,9	0,3	0,9	1,5	7,9	2,6	4,3	1,3	9,4
The Arts	0,7	0,0	3,4	1,7	2,7	0,5	1,8	0,0	5,3	1,0
Technical/Scientific	5,8	2,9	0,5	0,0	1,9	2,0	2,6	1,7	2,0	2,6
Travel/Exploration	3,6	2,9	1,6	2,6	2,1	2,8	2,6	0,9	2,0	4,2
Animal/Nature	3,6	9,1	3,4	5,2	3,4	7,9	4,4	8,6	1,3	7,3
Plays	0,0	0,0	1,3	0,0	1,0	0,0	0,4	0,0	2,0	0,0
Other	1,4	0,7	1,6	0,0	1,5	0,5	0,7	0,9	3,9	0,0
Spoilt	0,7	6,2	2,6	3,4	2,1	5,4	2,6	6,0	2,0	3,1
n	138	276	384	116	522	392	274	116	152	192

Q.46.1 Prefrd Macros	BOYS		GIRLS		BOTH		STD 6&7		STD 9&10	
	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR
Fantastic Esc'sm	37,7	21,0	22,7	17,2	26,8	19,9	28,1	23,3	22,4	17,2
Explor'ry Realism	15,2	10,0	23,4	24,6	21,3	14,3	19,3	13,8	23,0	16,7
Sit'l Romanticism	28,3	39,3	40,9	47,0	37,7	41,6	37,6	41,4	36,8	42,7
Practicality	13,0	13,8	4,2	2,6	6,1	10,5	6,9	6,0	8,6	13,0
Unclassifiable	5,1	9,8	6,3	5,2	5,9	8,4	5,5	9,5	7,2	7,3
Spoilt	0,7	6,2	2,6	3,4	2,1	5,4	2,6	6,0	2,0	3,1
n	138	276	384	116	522	392	274	116	152	192

Q.46.2 Dislkd Books =====	BOYS		GIRLS		BOTH		STD 6&7		STD 9&10	
	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR
School Life	5,8	6,5	0,5	1,7	1,9	5,1	2,9	1,7	1,3	5,2
Family Life	0,0	1,4	0,0	0,0	0,0	1,0	0,0	0,0	0,0	1,0
Romance	29,0	13,0	8,3	0,0	13,8	9,2	15,3	12,1	9,2	7,3
Sci-Fi/F'sy/Supern'l	1,4	5,1	5,2	5,2	4,2	5,1	4,4	1,7	6,6	6,3
Horror	2,9	1,4	8,9	1,7	7,3	1,5	6,6	3,4	5,3	1,0
Crime/Spy	1,4	0,7	1,6	1,7	1,5	1,0	2,2	0,0	0,0	1,0
War/Western	2,9	1,4	12,5	13,8	10,0	5,1	7,3	3,4	14,5	6,3
Soc Probs/R Relations	5,8	3,6	4,2	0,0	4,6	2,6	6,6	1,7	2,6	3,1
History	2,9	5,1	8,3	20,7	6,9	9,7	3,6	10,3	10,5	6,3
Religion	5,8	5,8	7,8	5,2	7,3	5,6	6,6	0,0	7,9	8,3
Sport	1,4	2,2	8,3	1,7	6,5	2,0	4,4	5,2	9,2	0,0
The Arts	23,2	18,1	8,9	12,1	12,6	16,3	14,6	19,0	10,5	16,7
Technical/Scientific	4,3	1,4	14,1	15,5	11,5	5,6	10,2	6,9	14,5	6,3
Travel/Exploration	1,4	2,2	0,5	1,7	0,8	2,0	0,7	3,4	1,3	2,1
Animal/Nature	1,4	0,0	3,1	0,0	2,7	0,0	2,2	0,0	2,6	0,0
Plays	5,8	14,5	4,2	10,3	4,6	13,3	7,3	8,6	0,0	19,8
Other	0,0	2,2	0,5	0,0	0,4	1,5	0,0	3,4	1,3	1,0
Spoilt	4,3	15,2	3,1	8,6	3,4	13,3	5,1	19,0	2,6	8,3
n	69	138	192	58	261	196	137	58	76	96

Q.46.2 Dislkd Macros =====	BOYS		GIRLS		BOTH		STD 6&7		STD 9&10	
	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR
Fantastic Esc'sm	4,3	6,5	14,1	6,9	11,5	6,6	10,9	5,2	11,8	7,3
Explor'ry Realism	18,8	20,7	21,1	28,4	20,7	23,0	19,0	17,2	23,7	22,9
Sit'l Romanticism	36,2	19,2	22,7	16,4	26,1	18,4	26,3	15,5	23,7	17,7
Practicality	29,0	21,7	31,3	29,3	30,7	24,0	29,2	31,0	34,2	22,9
Unclassifiable	7,2	16,7	7,8	10,3	7,7	14,8	9,5	12,1	3,9	20,8
Spoilt	4,3	15,2	3,1	8,6	3,4	13,3	5,1	19,0	2,6	8,3
n	69	138	192	58	261	196	137	58	76	96

Q.47.1 Styl'c Prefs =====	BOYS		GIRLS		BOTH		STD 6&7		STD 9&10	
	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR
	-----		-----		-----		-----		-----	
Details: appear'ce/place/time	10,9	3,6	9,6	6,0	10,0	4,3	10,2	1,7	11,2	4,7
Details: feelings/characters	8,0	6,5	26,0	16,4	21,3	9,4	19,0	9,5	25,0	9,9
Feeling of sadness	1,4	3,6	3,1	8,6	2,7	5,1	1,8	6,0	3,3	2,6
Gentle mood	1,4	0,7	3,4	4,3	2,9	1,8	4,0	2,6	1,3	1,6
Men forceful/dominant	1,4	5,4	2,6	1,7	2,3	4,3	2,6	5,2	2,0	4,2
Clear: people good/evil	2,9	4,7	1,8	2,6	2,1	4,1	2,6	5,2	1,3	2,6
Not too long before action	11,6	21,0	9,4	9,5	10,0	17,6	11,7	15,5	4,6	21,4
Lot of humour	18,1	11,6	15,6	12,9	16,3	12,0	20,1	12,1	8,6	12,0
Uncomplicated language	2,2	2,9	2,1	9,5	2,1	4,8	0,7	2,6	3,9	7,8
Main char's young/forceful	6,5	3,3	6,0	1,7	6,1	4,1	7,7	3,4	5,3	2,6
Not too many characters	3,6	2,5	1,8	4,3	2,3	2,3	0,7	4,3	3,3	1,0
Complex characters/events	5,8	0,7	3,6	0,9	4,2	3,3	2,2	0,9	6,6	0,5
Clear details: violence	5,1	10,9	1,3	0,9	2,3	5,9	2,9	8,6	1,3	7,3
Uncensored speech	0,0	2,2	0,0	0,9	3,8	3,3	0,0	0,9	0,0	2,6
Clear details: sex	8,7	10,9	2,1	7,8	1,9	7,9	2,6	11,2	5,9	9,9
Char's similar to known people	2,2	2,5	1,8	5,2	4,2	3,3	1,8	4,3	1,3	3,1
Ideas/beliefs similar to own	3,6	1,1	4,4	4,3	3,4	2,0	4,0	1,7	7,2	2,6
Ideas/beliefs diff'nt from own	5,1	1,8	2,9	1,7	2,1	2,3	2,6	0,9	5,9	2,1
Spoilt	1,4	4,0	2,3	0,9	0,0	2,0	2,9	3,4	2,0	1,6
n	138	276	384	116	522	392	274	116	152	192

Q.47.2 Styl'c Dislks =====	BOYS		GIRLS		BOTH		STD 6&7		STD 9&10	
	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR
	-----		-----		-----		-----		-----	
Details: appear'ce/place/time	7,2	5,8	10,9	12,1	10,0	7,7	5,8	8,6	13,2	7,3
Details: feelings/characters	1,4	2,2	0,5	0,0	0,8	1,5	0,7	1,7	1,3	2,1
Feeling of sadness	10,1	13,0	3,6	0,0	5,4	9,2	5,1	6,9	3,9	12,5
Gentle mood	1,4	4,3	0,0	0,0	0,4	3,1	0,0	5,2	1,3	2,1
Men forceful/dominant	2,9	3,6	9,4	3,4	7,7	3,6	4,4	0,0	15,8	5,2
Clear: people good/evil	11,6	3,6	5,2	5,2	6,9	4,1	8,0	6,9	6,6	3,1
Not too long before action	0,0	1,4	0,5	5,2	0,4	2,6	0,0	5,2	1,3	1,0
Lot of humour	1,4	1,4	0,5	0,0	0,8	1,0	0,7	0,0	0,0	1,0
Uncomplicated language	1,4	2,9	1,0	1,7	1,1	2,6	2,2	1,7	0,0	3,1
Main char's young/forceful	1,4	0,0	0,0	0,0	0,4	0,0	0,7	0,0	0,0	0,0
Not too many characters	1,4	4,3	2,1	0,0	1,9	3,1	2,9	3,4	1,3	4,2
Complex characters/events	24,6	14,5	14,1	27,6	16,9	18,4	20,4	8,6	14,5	20,8
Clear details: violence	2,9	3,6	14,6	5,2	11,5	4,1	13,9	0,0	9,2	7,3
Uncensored speech	5,8	4,3	11,5	6,9	10,0	5,1	5,8	3,4	13,2	5,2
Clear details: sex	8,7	7,2	18,8	15,5	16,1	9,7	18,2	8,6	10,5	8,3
Char's similar to known people	1,4	2,9	1,0	1,7	1,1	2,6	1,5	6,9	1,3	0,0
Ideas/beliefs similar to own	1,4	3,6	1,0	0,0	1,1	2,6	1,5	3,4	0,0	2,1
Ideas/beliefs diff'nt from own	5,8	8,7	1,6	5,2	2,7	7,7	2,2	12,1	1,3	4,2
Spoilt	8,7	12,3	3,6	10,3	5,0	11,7	5,8	17,2	5,3	10,4
n	69	138	192	58	261	196	137	58	76	96

Q.48						
Books: Source	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Parnts	4,3	8,7	4,7	13,8	4,6	10,2
Br/Sr	4,3	10,1	1,6	3,4	2,3	8,2
Friend	7,2	20,3	12,5	17,2	11,1	19,4
Bought	23,2	39,9	28,1	46,6	26,8	41,8
Se Lib	42,0	13,8	44,3	10,3	43,7	12,8
Pb Lib	18,8	7,2	8,9	6,9	11,5	7,1
Spoilt	0,0	0,0	0,0	1,7	0,0	0,5
n	69	138	192	58	261	196

Q.49						
Use of Pb Lib	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
No Lib	2,9	5,1	2,1	1,7	2,3	4,1
Never	2,9	34,1	7,3	31,0	6,1	33,2
1+ p w	17,4	0,7	15,1	3,4	15,7	1,5
1 p w	24,6	6,5	36,5	8,6	33,3	7,1
1 p fn	30,4	6,5	21,4	1,7	23,8	5,1
1 p m	7,2	10,1	8,3	15,5	8,0	11,7
Seldom	14,5	34,8	9,4	36,2	10,7	35,2
Spoilt	0,0	2,2	0,0	1,7	0,0	2,0
n	69	138	192	58	261	196

Q.50						
Get to Pb Lib	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
No Lib	2,9	3,6	1,6	3,4	1,9	3,6
Never	2,9	30,4	5,7	27,6	5,0	29,6
Parnts	30,4	11,6	41,1	25,9	38,3	15,8
Self	56,5	49,3	49,5	43,1	51,3	47,4
Spoilt	7,2	5,1	2,1	0,0	3,4	3,6
n	69	138	192	58	261	196

Q.55						
New bk info	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Person	5,8	26,1	9,9	50,0	8,8	33,2
Home	10,1	13,8	9,9	13,8	10,0	13,8
Libr'y	58,0	34,8	55,2	27,6	55,9	32,7
Shop	7,2	5,1	9,4	1,7	8,8	4,1
Review	18,8	15,9	10,9	3,4	13,0	12,2
Spoilt	0,0	4,3	4,7	3,4	3,4	4,1
n	69	138	192	58	261	196

Q.56						
Trustd Recomn	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Father	10,1	9,4	7,3	3,4	8,0	7,7
Mother	5,8	13,0	15,1	15,5	12,6	13,8
Br/Sr	10,1	7,2	9,4	6,9	9,6	7,1
Friend	27,5	26,8	38,0	37,9	35,2	30,1
T/Libr	27,5	29,7	12,0	27,6	16,1	29,1
No-one	15,9	12,3	17,2	6,9	16,9	10,7
Spoilt	2,9	1,4	1,0	1,7	1,5	1,5
n	69	138	192	58	261	196

Q.57						
TV & new bk	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Effort	29,0	5,8	32,3	13,8	31,4	8,2
Slight	18,8	15,2	20,8	6,9	20,3	12,8
If fnd	31,9	32,6	37,5	37,9	36,0	34,2
No	20,3	44,2	8,3	41,4	11,5	43,4
Spoilt	0,0	2,2	1,0	0,0	0,8	1,5
n	69	138	192	58	261	196

Q.58.1 New bk sel'n =====	BOYS		GIRLS		BOTH		STD 6&7		STD 9&10	
	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR	AVID	INFR
Writer's name	22,5	8,3	23,4	7,8	23,2	8,2	19,7	7,8	29,6	8,3
Hard cover	0,0	1,4	0,5	0,9	0,4	1,3	0,7	3,4	0,0	0,5
Paperback	3,6	1,1	2,6	2,6	2,9	1,5	2,6	1,7	2,6	1,6
Cover design	10,9	16,3	10,2	27,6	10,3	19,6	11,7	19,8	9,2	19,3
Print size	1,4	9,1	1,8	9,5	1,7	9,2	2,9	7,8	0,0	7,3
Many illustr'ns	0,7	4,0	0,8	1,7	0,8	3,3	1,5	3,4	0,0	2,6
Few illustr'ns	0,7	0,7	0,5	0,9	0,6	0,8	1,1	0,9	0,0	1,0
Thinness	0,0	13,8	0,0	11,2	0,0	13,0	0,0	13,8	0,0	12,5
Thickness	3,6	3,3	4,7	2,6	4,4	3,1	4,7	1,7	2,0	3,6
Title	15,2	16,3	15,6	12,9	15,5	15,3	15,3	11,2	14,5	18,8
Blurb	39,1	14,9	38,5	17,2	38,7	15,6	37,6	9,5	40,8	19,8
Spoilt	2,2	10,9	1,3	5,2	1,5	9,2	2,2	19,0	1,3	4,7
n	138	276	384	116	522	392	274	116	152	192

Q.59 Most Avid =====	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
Father	5,8	20,3	6,8	29,3	6,5	23,0
Mother	11,6	52,9	8,9	46,6	9,6	51,0
Self	82,6	20,3	81,8	20,7	82,0	20,4
Spoilt	0,0	6,5	2,6	3,4	1,9	5,6
n	69	138	192	58	261	196

Q.60 Parnts Pb Lib =====	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
No Lib	1,4	4,3	1,6	1,7	1,5	3,6
Yes	56,5	38,4	58,9	29,3	58,2	35,7
No	42,0	57,2	39,6	69,0	40,2	60,7
Spoilt	0,0	0,0	0,0	0,0	0,0	0,0
n	69	138	192	58	261	196

RESPONSES BY TEACHERS

TQ. 5 IQ	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
140+	11,6	0,7	7,3	0,0	8,4	0,5
120-39	40,6	4,3	42,7	1,7	42,1	3,6
100-19	21,7	37,7	24,0	36,2	23,4	37,2
80-99	2,9	38,4	2,6	46,6	2,7	40,8
Spoilt	23,2	18,8	23,4	15,5	23,4	17,9
n	69	138	192	58	261	196

TQ. 8 Eng Mk	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
80-100	29,0	0,0	23,4	0,0	24,9	0,0
60- 79	50,7	3,6	60,4	5,2	57,9	4,1
40- 59	15,9	58,7	15,6	67,2	15,7	61,2
0- 39	0,0	29,0	0,0	25,9	0,0	28,1
Spoilt	4,3	8,7	0,5	1,7	1,5	6,6
n	69	138	192	58	261	196

TQ. 7 Exm Mk	BOYS		GIRLS		BOTH	
	AVID	INFR	AVID	INFR	AVID	INFR
80-100	37,7	0,0	27,1	0,0	29,9	0,0
60- 79	42,0	8,7	54,2	10,3	51,0	9,2
40- 59	15,9	58,0	16,7	63,8	16,5	59,7
0- 39	0,0	23,9	0,0	24,1	0,0	24,0
Spoilt	4,3	9,4	2,1	1,7	2,7	7,1
n	69	138	192	58	261	196

CHAPTER NINE

CONCLUSIONS AND RECOMMENDATIONS

SECTION A : BACKGROUND TO THE RESEARCH (RECAPITULATION)

This study proceeds from a belief in the developmental importance of reading and, thus, a belief that there is a great need to understand pupils' reading better. There appears to be a lack of specifically South African research into English (First Language) adolescent reading, and it was felt that the best starting-point for such research would be a survey of voluntary leisure-time reading among E1 pupils in South African secondary schools.

To be literate in a sophisticated society implies a level of critical and analytical reading ability that goes far beyond the mechanics of word-recognition skills. Reading is one of the language activities through which we interpret and make sense of our world, and it seems therefore obvious that the level of literacy referred to above is essential for a democracy to function effectively.

The importance of reading is recognised in this country by the national core secondary-school syllabuses for English (First Language). However, economic pressures and the "productivity" ethic have generated an era of often narrowly systematised educational practices. This dissertation holds that no curriculum can cover all that is necessary or even possible for a child to learn, and one of the ways in which children expand their knowledge is by reading. The importance of voluntary reading, then, is that it is a means of ensuring that not all the components of a liberal education are left by the wayside.

In the light of the above, it becomes obvious that the reading interests and reading habits of secondary school pupils are matters which deserve keen and detailed attention, for such pupils are, at the most, within only a few years of leaving school and having to find niches in the outside world. The Joint Matriculation Board's 1985 core syllabuses for English First Language, Phases 3 and 4 (Standards 5 to 7 and 8 to 10), Higher Grade, state the need for teachers to provide guidance to pupils "in their voluntary reading" in order to "promote the pupils' development". However, such guidance can be effective only if teachers are aware that adolescent pupils have needs peculiar to their stage of social maturation.

It is felt that there is a need for a survey such as this one, which attempts to show not only WHAT sorts of books adolescent pupils tend to read, but also WHY they make those particular choices. Furthermore, there does not appear to have been any research into aspects of writing-style which tend to appeal to, or repel, South African secondary-school pupils.

This investigation has been pursued in the hope that it will aid teachers in seeing more clearly the importance of promoting lifetime reading habits. It also hopes to persuade education authorities of the need to accord to guidance in voluntary reading at least an equal emphasis in the secondary-school curriculum to that enjoyed by Literature Study.

SECTION B : THE HYPOTHESES

The original hypotheses, as presented in the INTRODUCTION to this dissertation are set out below. The findings and conclusions pertinent to each hypothesis are then presented, together with recommendations for consolidating or redressing situations revealed by the findings.

1. Reading-habits and reading-interests evolve according to readers' peculiar combinations of the following variables: age, gender, IQ, standard of living, parental influence, and school experiences.
2. Avid readers display high ratings in: intelligence, academic achievement at school (particularly in English), and level of maturity.
3. The nature of a pupil's preferred reading-matter is relative to: age, gender, intelligence, academic achievement at school (particularly in English), level of maturity, and standard of living.
4. Once habituated to avid reading, pupils overcome such obstacles as: low standard of living, lack of guidance or encouragement in the selection of reading-matter, lack of ready availability of satisfying reading-matter, and increasing demands on adolescent leisure time.

SECTION C : FINDINGS AND CONCLUSIONS

C.1 : HYPOTHESIS 1

Reading-habits and reading-interests evolve according to readers' peculiar combinations of the following variables: age, gender, IQ, standard of living, parental influence, and school experiences.

FINDINGS AND CONCLUSIONS : HYPOTHESIS 1

With age there is a general falling-off in the amount of book-reading reported by pupils, a falling-off which other researchers have shown to start as early as between 9 and 11 years of age. In the secondary school the decline is most strikingly observable between Std 6 (Form II) and Std 8 (Form IV). It appears that reading habits are by and large established for life by the time pupils complete their schooling.

In respect of genre-preferences, socially mature pupils express greater interest in exploratory realism but interest in situational romanticism based on own-gender stereotypes maintains a constant,

overriding popularity among pupils in general.

Boys read less than girls do, and the decline in their book-reading during high school is significantly less than is the case for girls. It appears that the socialization of boys moulds them into people less willing to read than girls are. Boys and younger girls seem to possess far stronger romantic and wishfully escapist drives than older girls do. Boys display greater interest in practical skills than girls do, but older girls seem to be readier than older boys are to explore realism earnestly. Girls appear generally to be much clearer in their own minds as to what they prefer and what they dislike in books.

High intelligence is related to a predilection for book-reading and low intelligence is a correlate of infrequent reading.

Standard of living is inversely related to amount of reading: a low standard of living produces a more favourable attitude towards sustained leisure-time reading than a high standard of living does.

Parental influence appears to play a very large role in the development of reading-habits, with reading to children in infancy seeming to wield a particularly strong influence. Frequent readers are often pupils whose parents are also frequent readers.

School sport seems to pose no threat to the amount of book-reading done in secondary school.

What is happening in the Literature classroom does not seem to succeed in promoting a predilection towards voluntary book-reading, especially in the case of boys. Some Literature-teaching practices may be doing much harm to voluntary leisure-time reading habits.

Libraries, especially school libraries, are where the overwhelming majority of pupils obtain their books from. Very few pupils buy books, and only a few pupils select books from their home bookshelves.

RECOMMENDATIONS : HYPOTHESIS 1

High school should aim less at teaching specific works of literature than at appreciation of the act of book-reading, even though that might produce no short-term, easily quantifiable results such as examination performance. Educationists need to address their efforts towards pupils' attitudes and values in respect of books more than towards simply attempting yet another set of book-prescriptions. A solution may lie in rethinking the whole concept of "Reading", which at even the lowest level of the secondary school becomes aggrandized to "Literature", in order, it seems, to facilitate quantifiable responses to formal examinations. Aims and methods of literature-teaching should be kept under constant scrutiny and allied to pupils' leisure-time reading habits; any classroom practice which overtly or implicitly denigrates pupils' own book-choices and is thereby inimical to the encouragement of voluntary reading ought to be eradicated, and it is felt that there is an urgent need for research into methods employed in the teaching of literature.

Parents need to be educated as to their potential role in the development of their children's reading habits. Likewise, the teacher best suited to providing guidance to pupils in their reading will himself or herself be a keen, eclectic and sensitive reader.

The accessibility of school libraries is an indisputable advantage they hold over public libraries. Consideration should therefore be given to combining the stocks and functions of public libraries with those of school

libraries, and also to schools' sharing library facilities wherever practicable or economically advisable. The notion of school libraries' enlarging their brief and becoming community centres suggests the possibility that parents could become more closely involved with their children's reading, as well as in their children's formal education generally.

C.2 : HYPOTHESIS 2

Avid readers display high ratings in: intelligence, academic achievement at school (particularly in English), and level of maturity.

FINDINGS AND CONCLUSIONS : HYPOTHESIS 2

Avid readers tend to score highly in the standardized group intelligence tests employed by South African education authorities.

The connection between avid reading and achievement is significantly more than that between IQ and achievement. Although not proven, the likelihood of a causal link is too great to be ignored.

Avid readers tend to comprise a far greater number of high achievers in English examinations than infrequent readers do.

Avid readers tend to reveal greater social maturity than infrequent readers do, in their preferences for certain literary forms and genres. They display similarly more mature interests in terms of film-preferences and choice of television programmes.

RECOMMENDATIONS : HYPOTHESIS 2

Avid readers appear to need little if any guidance in their voluntary

reading. The impressively creative and positive aspects of avid readers' characters suggest that they do not in adolescence require much from their parents and teachers, other than mere interest. That should leave teachers free to concentrate on the most worrying group of pupils in this study: the infrequent readers. Apart from the socializing role of voluntary reading, there is a very strong possibility of a causal link between avidity of reading and academic achievement, so the nature and purpose of a teacher's work should not allow him or her to accept that values, attitudes or even intelligence are immutable. At any rate, the ability of book-reading to enlarge the world-views of pupils who are at present infrequent readers is the single most important reason for identifying such pupils and, as a matter of urgency, addressing the problem of their inadequate reading-habits.

C.3 : HYPOTHESIS 3

The nature of a pupil's preferred reading-matter is relative to: age, gender, intelligence, academic achievement at school (particularly in English), level of maturity, and standard of living.

FINDINGS AND CONCLUSIONS : HYPOTHESIS 3

In general, books still significantly outweigh other, lighter reading-matter available to high-school pupils. However, with age, a fall-off in book-reading goes hand in hand with an increase in the reading of lighter, more fragmentary matter, especially magazines. Reading of comics declines with age. In terms of stylistic preferences within books, pupils tend with age to demand more subtlety from a writer and also tend to demand more thorough exploration of human motives and actions.

Both sexes express a preference for books above other reading-matter,

but gender reveals differing preferences in terms of authors' styles. Boys like fast-developing plots, unhindered by great amounts of descriptive detail. They express a strong dislike for complex plots and sadness, preferring raciness. They are more concerned with actions, events and outcomes than with the thorough characterization and realistic motives through which probability is created. By contrast, girls demand detailed characterization and proper consideration of motives. Like boys, girls dislike detailed treatments of appearances, places and times and they, too, like fast-developing plots. However, girls prefer humour to harshness, and their firm dislike of explicit violence and sex is a clear indication of their attitudinal difference from boys.

Despite the above, however, there always remains a significant number of each sex which prefers the opposite to the majority's taste.

Boys, having revealed less predilection for reading than girls possess, show a greater preference for magazines than girls do. What little comic-reading is disclosed by this survey is pursued overwhelmingly by boys; among girls comic-reading is virtually non-existent, though a few girls read photo-stories.

In contrast with some overseas researchers' work, this study reveals a strong correlation between intelligence (as IQ rating) and reading-matter. Here, as IQ falls, preference for books decreases and preference for lighter reading-matter increases. Readers of trivial literature, such as comics and photo-stories, occur largely in the low intelligence categories. However, in terms of stylistic preferences, all that one can deduce is that, because low intelligence produces infrequent readers, less intellectually gifted pupils opt for unsubtle exposition and straightforward plots - whether such plots be utterly plausible or not.

Achievement at school generally, and in English particularly, show strong relationships with choice of reading-matter. High achievers are more likely than are poor achievers to choose books as reading-matter in preference to lighter, more fragmentary stuff. Arising from all of that is the important question as to whether or not the relationship between book-reading and scholastic achievement is a cause-and-effect one.

Considering the findings for age and the data concerning avid readers, it may be said that the sustained bouts of absorption required by book-reading stem from a mature interest in exploring the world around one. Their need for immediate gratification inhibits immature personalities from finding the same satisfaction in books as more mature personalities do.

For any standard of living, books emerge as the preferred reading-matter, though there is more reading of trivial literature (comics and photo-stories) among pupils with the lowest standard of living. More magazine-reading is pursued among pupils with a high standard of living.

RECOMMENDATIONS : HYPOTHESIS 3

The emergence of books as generally the preferred reading matter, irrespective of all the variables mentioned in the hypothesis, is a matter for consolidation. However, the findings concerning amount of book-reading by the same variables gives great cause for concern in respect of older pupils (especially boys), less intellectually gifted pupils, poor achievers, immature pupils and pupils with a high standard of living. A concerted effort is needed to help such pupils discover books which will satisfy their particular needs. Whether the needs embrace reading-ability, personal interests or financial concerns is a matter which requires finer investigation as a matter of urgency. Schools need to ascertain which of

the books these pupils (and particularly boys) encounter are considered by them to be the most attractive, relevant and thematically accessible. The conventional practices of the Literature classroom will do little to increase the amount of voluntary book-reading done by a pupil who gains satisfaction from fragmentary reading-matter or from reading-matter which is heavily dependent on pictorial stimuli.

The short story might be a worthwhile literary format to bring to boys' attention more often than tends to be the case in schools, since many short stories provide short, diverting bursts of reading which are complete in themselves, yet which are satisfying in terms of stylistic worth and thematic depth.

None of the findings and conclusions above should be taken as an absolute indication of every pupil's tastes. Adolescent reading-interests are a complex, transient and often contradictory field of study. In the absence of a detailed map of adolescent development, all one asks is that teachers and librarians work towards teaching pupils the satisfaction to be gained from books, rather than insisting that a prescribed book must be considered significant, whether that book is to every pupil's taste or not.

C.1 : HYPOTHESIS 4

Once habituated to avid reading, pupils overcome such obstacles as: low standard of living, lack of guidance or encouragement in the selection of reading-matter, lack of ready availability of satisfying reading-matter, and increasing demands on adolescent leisure time.

FINDINGS AND CONCLUSIONS : HYPOTHESIS 4

Precisely how it is that some pupils overcome all the difficulties mentioned above is not understood. What is clear, however, is that most of

the avid readers isolated by this study are favoured by not having all of those obstacles to contend with. That finding in itself allows one to draw certain conclusions about the development of habitually avid reading.

Avid readers comprise 7% of the entire sample, and those who are confronted by the circumstances outlined in the hypothesis appear to be quite capable of overcoming nearly every obstacle in the path of their reading. They seem perfectly capable of finding books to satisfy their appetites and age-levels, they read within a wide range of formats and genres, they manifest well-developed intellectual faculties, and their frequent reading does not seem to be inhibited by, or to interfere with, their leading an active and committed life. The most avid readers are to be found among the most active and committed pupils.

Avid readers watch less television, by and large, than infrequent readers do. However, a significant number of avid readers are heavy television viewers, and this study contends that avid readers appreciate the differing satisfactions to be derived from screen-viewing and reading. The study disputes the notion that television-viewing displaces reading; one should look elsewhere for an explanation of infrequent reading.

Avid readers occur more frequently among pupils with a low standard of living. The inference is that a privileged lifestyle will not by itself produce an avid reader. Social maturity emerges from this study as a striking characteristic of avid readers.

Avid readers have parents who manifest an interest in their children's reading, and most of the avid readers were regularly read to in infancy. Infrequent readers report the opposite.

Avid readers will seek out books determinedly, even searching beyond

those which are readily accessible in the school library. On the other hand, despite the laudable provisions of school libraries, the guidance available from teachers and librarians close at hand, and observation of their parents' reading, a large number of adolescent pupils are uncertain as to the satisfaction to be derived from books, where satisfactory books are precisely located, or how to select the most apt book from among an abundance of similar books.

RECOMMENDATIONS : HYPOTHESIS 4

What is needed to enhance these findings is research aimed at uncovering any finer circumstances and personal characteristics attached specifically to avid readers or infrequent readers. This dissertation needs to be complemented by longitudinal research such as in-depth case studies of extraordinary adolescent readers.

Efforts need to be directed towards awakening infrequent readers to the peculiar satisfactions to be derived from books and towards contrasting those satisfactions with the satisfactions derived from screen-viewing. Teachers should not insist that viewing-time be displaced by reading, if the purpose behind viewing a particular programme cannot be satisfactorily fulfilled by reading. The two activities are different and, therefore, not a challenge to each other.

Educating parents in the matter of their potential influence on their children's reading could be extremely fruitful, especially if schools were to work closely with parents in this respect. Strategies which could exploit peer influence would also be valuable, especially if avid readers were among an infrequent reader's peers.

Until such time as we know more about what creates a strong appetite

for book-reading, a national educational strategy is called for in an attempt to identify infrequent readers and awaken them to the satisfaction obtainable from the right books for each of them. It appears that Literature-teaching in schools is effective only with already avid readers and that it implies to infrequent readers that reading is a laborious and unrewarding task. Consequently, until South African curriculum designers acknowledge the development of reading habits to be a process which cannot be subsumed within a system of skills-based examination subjects such as Literature, the present situation concerning our secondary-school pupils' reading will persist. Any national teaching-strategy would have to proceed from that assumption if it were to have any effect.

SECTION D : RECOMMENDATIONS FOR FURTHER RESEARCH

The following areas are specifically identified as needing further research within the contexts of southern Africa and South Africa.

- D.1 Developmental stages of adolescence against which we may plot reading interests, reading habits and, in particular, any decline in reading
- D.2 In-depth longitudinal studies of exceptional readers, proceeding from and complementing the broad findings of this study
- D.3 The nature of adolescent periodical-reading
- D.4 The relationship between adolescent reading and adult reading
- D.5 Finer definition and investigation of the variables used here in studying the relationship between Standard-of-Living and reading
- D.6 Any relationship between adolescents' projected or imposed social rôles and their preferences for certain literary forms and genres
- D.7 The effectiveness of the Short Story, particularly among boys, as an introduction to more expansive narrative forms (such as novels)
- D.8 A study of the theoretical principles, broad aims, specific goals and affective outcomes of contemporary literature-teaching methods
- D.9 The organization and administration of Reading as a process-oriented curricular entity within a systematized secondary-school curriculum

SECTION E : CONCLUDING REMARKS

If education aims to provide pupils with language skills that will enable them to make sense of the world beyond school, and if adolescent pupils are to cope with the transience of social conventions - more especially in South Africa, perhaps, than in many other countries - they need to give a hearing to as many expressions of values and attitudes as possible. If they can do that at the same time as they are relaxing from the mundane daily round, so much the better, for they will then be constantly involved in the processes of personal, intellectual and social growth, to the enrichment not only of themselves but also of the society they find themselves in. Only reading can bestow such benefits without disturbing or wasting the leisure time which is essential to members of a modern commercial and industrial society. No committed teacher would wish to deny his or her pupils the opportunity of gaining such benefit, and no sensitive mentor of adolescent readers would, therefore, wittingly stunt the development of a lifetime habit of reading. Understanding one's pupils as readers embraces understanding the relationship between their developmental needs and the realm of literature, which is no easy task. Mere speculation is not enough, nor is adult analysis of a book's contents. It is hoped, therefore, that this study may aid parents, teachers, librarians and education authorities in better appreciating secondary-school pupils' reading interests and reading habits. The dissertation has attempted to achieve that by setting those interests and habits in the context of the adolescent world - that is to say, by centring its concerns on the unique nature and circumstances of each individual adolescent reader.

A P P E N D I X 1

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QUESTION 61: BOOKS READ DURING THE FORTNIGHT PRIOR

TO ANSWERING THE QUESTIONNAIRE

(ALL SCHOOLS)

NOTE: The vagueness of information supplied by many pupils, the low numbers of times which particular books are mentioned, and the strongly suspected influence of reading-prescriptions, are cautions as to the worth of such information as is given here.

Only books which received a significant number of mentions are listed.

STD 6 & 7 BOYS (1 388 Responses)

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<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
8	THE HARDY BOYS (unspecified)	Franklin W Dixon
7	WHITE FANG	Jack London
6	WHEN THE LION FEEDS	Wilbur Smith
5	THE HOBBIT	J R R Tolkien
5	THE CALL OF THE WILD	Jack London
5	THE ADVENTURES OF TOM SAWYER	Mark Twain
5	JOCK OF THE BUSHVELD	Sir Percy Fitzpatrick
4	I AM DAVID	Anne Holm
4	OLIVER TWIST	Charles Dickens
4	GREAT EXPECTATIONS	Charles Dickens
4	THE CORAL ISLAND	R M Ballantyne
4	SHANE	Jack Schaefer

STD 6 & 7 GIRLS (1 923 Responses)

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<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
8	NANCY DREW (unspecified)	Carolyn Keene
6	TO SIR WITH LOVE	E R Braithwaite
6	A TALE OF TWO CITIES	Charles Dickens
5	LITTLE WOMEN	Louisa May Alcott
5	JOCK OF THE BUSHVELD	Sir Percy Fitzpatrick
5	THE OUTSIDERS	S E Hinton
4	THE FRIENDS	Rosa Guy
4	THE HOBBIT	J R R Tolkien
4	THE PROMISE	Danielle Steele
4	THE SECRET OF MOON CASTLE	Carolyn Keene
4	THE HARDY BOYS (unspecified)	Franklin W Dixon
4	THE GHOST AT GRAYDON PLACE	?
4	THE DIARY OF A YOUNG GIRL	Anne Frank
4	THE LORD OF THE RINGS	J R R Tolkien

STD 8 BOYS (702 Responses)

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<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
3	SHOUT AT THE DEVIL	Wilbur Smith
3	WILD JUSTICE	Wilbur Smith
3	THE EYE OF THE TIGER	Wilbur Smith
3	THE DAY OF THE JACKAL	Frederick Forsyth
3	THE LORD OF THE RINGS	J R R Tolkien
3	COMA	Robin Cook

STD 8 GIRLS (1 077 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
14	THE PROMISE	Danielle Steele
8	IF TOMORROW COMES	Sidney Sheldon
7	KANE AND ABEL	Jeffrey Archer
7	TO SIR WITH LOVE	E R Braithwaite
6	TO KILL A MOCKINGBIRD	Harper Lee
5	THE OUTSIDERS	S E Hinton
5	THE WHIP	Catherine Cookson
5	A TOWN LIKE ALICE	Nevil Shute
4	THE THORN BIRDS	Colleen McCullough
4	CRY THE BELOVED COUNTRY	Alan Paton

STD 9 & 10 BOYS (1 461 Responses)

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<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
6	THE FOURTH PROTOCOL	Frederick Forsyth
6	THE EYE OF THE TIGER	Wilbur Smith
5	CRY THE BELOVED COUNTRY	Alan Paton
5	KING RAT	James Clavell
5	WHEN THE LION FEEDS	Wilbur Smith
5	THE BURNING SHORE	Wilbur Smith
5	PAPILLON	Henri Charriere
4	THE LORD OF THE RINGS	J R R Tolkien
4	THE LEOPARD HUNTS IN DARKNESS	Wilbur Smith
4	LORD OF THE FLIES	William Golding
4	PET SEMETARY	Stephen King
4	A RAGE OF ANGELS	Sidney Sheldon
4	THINGS FALL APART	Chinua Achebe
4	KANE AND ABEL	Jeffrey Archer
4	THE PEARL	John Steinbeck
4	THE EAGLE HAS LANDED	Jack Higgins
4	JOCK OF THE BUSHVELD	Sir Percy Fitzpatrick
4	THE DAY OF THE JACKAL	Frederick Forsyth
4	THE OLD MAN AND THE SEA	Ernest Hemingway
4	EAGLE IN THE SKY	Wilbur Smith
4	THE NINJA	Eric van Lustbader
4	1984	George Orwell

STD 9 & 10 GIRLS (1 893 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
17	THE PROMISE	Danielle Steele
13	CRY THE BELOVED COUNTRY	Alan Paton
11	KANE AND ABEL	Jeffrey Archer
11	IF TOMORROW COMES	Sidney Sheldon
10	TO SIR WITH LOVE	E R Braithwaite
9	GONE WITH THE WIND	Margaret Mitchell
8	JANE EYRE	Charlotte Bronte
8	CLAN OF THE CAVE BEAR	Jean Auel
8	PRIDE AND PREJUDICE	Jane Austen
7	TESS OF THE D'URBERVILLES	Thomas Hardy
6	ANIMAL FARM	George Orwell
6	THE GRAPES OF WRATH	John Steinbeck
6	MASTER OF THE GAME	Sidney Sheldon
6	GOING HOME	Danielle Steele
6	THE COLOR PURPLE	Alice Walker
5	BLOODLINE	Sidney Sheldon
5	FEVER	Robin Cook
5	MIXED BLESSING	Helen van Slyke
5	EXODUS	Leon Uris
5	THE THORN BIRDS	Colleen McCullough
5	A PERFECT STRANGER	Danielle Steele

A P P E N D I X 2

=====

QUESTION 62: FAVOURITE BOOKS

(ALL SCHOOLS)

NOTE: The vagueness of information supplied by many pupils and the low numbers of times which particular books are mentioned are cautions as to the worth of such information as is given here.

Only books which received a significant number of mentions are listed.

STD 6 & 7 BOYS (892 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
13	THE HARDY BOYS (unspecified)	Franklin W Dixon
10	THE HOBBIT	J R R Tolkien
7	I AM DAVID	Anne Holm
5	WHEN THE LION FEEDS	Wilbur Smith
5	THE CALL OF THE WILD	Jack London
5	WHITE FANG	Jack London
5	SHANE	Jack Shaefer
4	THE LORD OF THE RINGS	J R R Tolkien
4	MY FAMILY AND OTHER ANIMALS	Gerald Durrell
4	THE SECRET DIARY OF ADRIAN MOLE AGED 13 3/4	Sue Townsend

STD 6 & 7 GIRLS (1 282 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
15	NANCY DREW (unspecified)	Carolyn Keene
9	ANNE OF GREEN GABLES	L M Montgomery
7	THE OUTSIDERS	S E Hinton
6	ARE YOU THERE GOD IT'S ME MARGARET	Judy Blume
6	THE PROMISE	Danielle Steele
6	I AM DAVID	Anne Holm
5	TO SIR WITH LOVE	E R Braithwaite
4	WHITE FANG	Jack London
4	THE SECRET DIARY OF ADRIAN MOLE AGED 13 3/4	Sue Townsend
4	JOCK OF THE BUSHVELD	Sir Percy Fitzpatrick
4	THE HARDY BOYS (unspecified)	Franklin W Dixon
4	ISLAND OF THE BLUE DOLPHINS	Scott O'Dell

STD 8 BOYS (468 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
6	THE HARDY BOYS (unspecified)	Franklin W Dixon
4	LORD OF THE FLIES	William Golding
4	THE LORD OF THE RINGS	J R R Tolkien
3	THE OLD MAN AND THE SEA	Ernest Hemingway
3	THE DAY OF THE JACKAL	Frederick Forsyth
3	THE CROSS AND THE SWITCHBLADE	David Wilkerson

STD 8 GIRLS (718 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
11	TO KILL A MOCKINGBIRD	Harper Lee
9	IF TOMORROW COMES	Sidney Sheldon
7	TO SIR WITH LOVE	E R Braithwaite
6	THE PROMISE	Danielle Steele
6	LITTLE WOMEN	Louisa May Alcott
6	THE SILVER SWORD	Ian Serraillier
5	THE THORN BIRDS	Colleen McCullough
5	THE OUTSIDERS	S E Hinton
4	PALOMINO	Danielle Steele

STD 9 & 10 BOYS (974 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
11	TO KILL A MOCKINGBIRD	Harper Lee
11	THE LORD OF THE RINGS	J R R Tolkien
8	CRY THE BELOVED COUNTRY	Alan Paton
7	PAPILLON	Henri Charriere
6	KANE AND ABEL	Jeffrey Archer
6	JOCK OF THE BUSHVELD	Sir Percy Fitzpatrick
5	THE BIBLE	
5	ANIMAL FARM	George Orwell
4	TO SIR WITH LOVE	E R Braithwaite
4	DUNE	Frank Herbert
4	THE BURNING SHORE	Wilbur Smith
4	I AM DAVID	Anne Holm
4	KING RAT	James Clavell
4	WHITE FANG	Jack London

STD 9 & 10 GIRLS (1 262 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
17	TO KILL A MOCKINGBIRD	Harper Lee
12	FLOWERS IN THE ATTIC	Virginia Andrews
12	KANE AND ABEL	Jeffrey Archer
11	CRY THE BELOVED COUNTRY	Alan Paton
11	THE PROMISE	Danielle Steele
8	TO SIR WITH LOVE	E R Braithwaite
7	PRIDE AND PREJUDICE	Jane Austen
7	ROOTS	Alex Haley
7	THE THORN BIRDS	Colleen McCullough
7	GONE WITH THE WIND	Margaret Mitchell
5	IF TOMORROW COMES	Sidney Sheldon
5	JANE EYRE	Charlotte Bronte
5	REMEMBRANCE	Danielle Steele

A P P E N D I X 3
=====

QUESTION 63: FAVOURITE AUTHORS

(ALL SCHOOLS)

NOTE: Only authors who received a significant number of mentions are listed.

STD 6 & 7 BOYS (1 388 Responses)

=====

<u>AUTHOR</u>	<u>No MENTIONS</u>
FRANKLIN W DIXON	55
WILBUR SMITH	31
WILLARD PRICE	26
ENID BLYTON	20
ALFRED HITCHCOCK	17
CHARLES DICKENS	16
ROALD DAHL	10
JACK LONDON	9
LOUIS L'AMOUR	8
GERALD DURRELL	8
WILLIAM SHAKESPEARE	7
J R R TOLKIEN	7
JAMES HERRIOT	6
JOHN STEINBECK	6

STD 6 & 7 GIRLS (1 923 Responses)

=====

<u>AUTHOR</u>	<u>No MENTIONS</u>
CAROLYN KEENE	77
ENID BLYTON	61
DANIELLE STEELE	39
JUDY BLUME	37
FRANKLIN W DIXON	36
CHARLES DICKENS	24
ROALD DAHL	16
AGATHA CHRISTIE	14
GERALD DURRELL	13
CATHERINE COOKSON	11
BARBARA CARTLAND	10
WILBUR SMITH	9
WILLIAM SHAKESPEARE	9
JAMES HERRIOT	8
PAUL ZINDEL	8
VIRGINIA ANDREWS	8
WILLARD PRICE	8

STD 6 & 7 GIRLS (continued)

=====

<u>AUTHOR</u>	<u>No MENTIONS</u>
SIDNEY SHELDON	8
L M MONTGOMERY	7
STEPHEN KING	7
JOHN STEINBECK	7
D H LAWRENCE	6
S E HINTON	6

STD 8 BOYS (702 Responses)

=====

<u>AUTHOR</u>	<u>No MENTIONS</u>
WILBUR SMITH	39
CHARLES DICKENS	13
FRANKLIN W DIXON	9
ALISTAIR MACLEAN	8
WILLARD PRICE	7
ENID BLYTON	7
J R R TOLKIEN	6
GERALD DURRELL	6
THOMAS HARDY	5
LOUIS L'AMOUR	5
ALAN PATON	5

STD 8 GIRLS (1 077 Responses)

=====

<u>AUTHOR</u>	<u>No MENTIONS</u>
DANIELLE STEELE	47
SIDNEY SHELDON	23
WILBUR SMITH	15
AGATHA CHRISTIE	14
CAROLYN KEENE	13
JEFFREY ARCHER	13
ENID BLYTON	11
CHARLES DICKENS	10
JUDY BLUME	10
STEPHEN KING	10
S E HINTON	9
THOMAS HARDY	8
CATHERINE COOKSON	7
VICTORIA HOLT	7
FRANKLIN W DIXON	6
NEVIL SHUTE	6

STD 9 & 10 BOYS (1 461 Responses)

=====

<u>AUTHOR</u>	<u>No MENTIONS</u>
WILBUR SMITH	70
THOMAS HARDY	22
ALAN PATON	21
LOUIS L'AMOUR	19
STEPHEN KING	17
J R R TOLKIEN	16
JACK LONDON	14
ALISTAIR MACLEAN	14
JEFFREY ARCHER	13
SIDNEY SHELDON	12
JOHN STEINBECK	12
D H LAWRENCE	12
WILLIAM SHAKESPEARE	11
JAMES HADLEY CHASE	10
CHARLES DICKENS	10
J T EDSON	9
GERALD DURRELL	9
FREDERICK FORSYTH	8
V S NAIPAUL	7
AGATHA CHRISTIE	7
DESMOND BAGLEY	7
GEORGE ORWELL	7
JAMES CLAVELL	6

STD 9 & 10 GIRLS (1 893 Responses)

=====

<u>AUTHOR</u>	<u>No MENTIONS</u>
DANIELLE STEELE	89
SIDNEY SHELDON	47
THOMAS HARDY	29
CATHERINE COOKSON	25
JEFFREY ARCHER	25
ALAN PATON	20
WILBUR SMITH	17
CHARLES DICKENS	16
D H LAWRENCE	15
JOHN STEINBECK	14
STEPHEN KING	14
HELEN VAN SLYKE	12
VIRGINIA ANDREWS	12
JANE AUSTEN	12
J R R TOLKIEN	11
GERALD DURRELL	11
AGATHA CHRISTIE	11
JAMES HADLEY CHASE	11
VICTORIA HOLT	10
EVELYN ANTHONY	10
ANDRE BRINK	10
KATHLEEN WOODWISS	9

STD 9 & 10 GIRLS (continued)

=====

<u>AUTHOR</u>	<u>No MENTIONS</u>
ROBIN COOK	8
LEON URIS	8
JUDY BLUME	8
CATHERINE GASKIN	7
ROALD DAHL	7
R K NARAYAN	7
WILLIAM SHAKESPEARE	7

A P P E N D I X 4
=====

QUESTION 64: PRESCRIBED BOOKS ENJOYED

DURING THE PREVIOUS YEAR

(STANDARDS 7 TO 10)

NOTE: Since only the secondary school is studied in this survey, there is no point in listing present Std 6 pupils' responses - i.e. responses from the ex-Std 5s.

Responses are grouped by Standard under the relevant education authority, since not all authorities prescribe the same books. Responses from Private Schools pupils are not listed here, since those pupils follow the same prescriptions as the Natal Education Department pupils do.

There were not enough pupils from House of Representatives Schools to warrant listing their responses by Standard.

Only books which received a significant number of mentions are listed.

HOUSE OF DELEGATES : ex-STD 6 BOYS (288 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
31	SHANE	Jack Shaefer
27	THE SILVER SWORD	Ian Serraillier
23	GAY NECK	Dhan Gopal Mukerji
21	SHORT STORIES	?
13	THE RED PONY	John Steinbeck
8	ISLAND OF THE BLUE DOLPHINS	Scott O'Dell
8	DAVID COPPERFIELD	Charles Dickens

HOUSE OF DELEGATES : ex-STD 6 GIRLS (399 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
59	SHANE	Jack Shaefer
35	GAY NECK	Dhan Gopal Mukerji
29	SHORT STORIES	?
29	THE SILVER SWORD	Ian Serraillier
18	THE RED PONY	John Steinbeck
16	ISLAND OF THE BLUE DOLPHINS	Scott O'Dell
12	THE PEARL	John Steinbeck
9	I HEARD THE OWL CALL MY NAME	Margaret Craven
8	DAVID COPPERFIELD	Charles Dickens

NATAL EDUCATION DEPARTMENT : ex-STD 6 BOYS (273 Responses)

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
9	THE OTTERBURY INCIDENT	Cecil Day Lewis
8	THE HOBBIT	J R R Tolkien

NATAL EDUCATION DEPARTMENT : ex-STD 6 GIRLS (312 Responses)

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
9	THE SECRET DIARY OF ADRIAN MOLE AGED 13 3/4	Sue Townsend
7	A RIVER RAN OUT OF EDEN	James Vance Marshall

HOUSE OF DELEGATES : ex-STD 7 BOYS (336 Responses)

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
16	SHORT STORIES	?
15	WHITE FANG	Jack London
14	MY FAMILY AND OTHER ANIMALS	Gerald Durrell
14	THE ADVENTURES OF HUCKLEBERRY FINN	Mark Twain
13	THE RIVER	Rumer Godden
10	SHANE	Jack Shaefer
8	MOONFLEET	James Mead Faulkner

HOUSE OF DELEGATES : ex-STD 7 GIRLS (438 Responses)

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
34	SHORT STORIES	?
17	OLIVER TWIST	Charles Dickens
17	WHITE FANG	Jack London
15	THE ADVENTURES OF HUCKLEBERRY FINN	Mark Twain
15	THE RIVER	Rumer Godden
13	MY FAMILY AND OTHER ANIMALS	Gerald Durrell
13	INVITATION TO DRAMA	?
11	DAVID COPPERFIELD	Charles Dickens
9	QUINTET	?
9	THE SILVER SWORD	Ian Serraillier
8	THE PEARL	John Steinbeck

NATAL EDUCATION DEPARTMENT : ex-STD 7 BOYS (282 Responses)

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
13	LORD OF THE FLIES	William Golding
9	THE HOBBIT	J R R Tolkien
8	WATERSHIP DOWN	Richard Adams

NATAL EDUCATION DEPARTMENT : ex-STD 7 GIRLS (324 Responses)

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
13	LORD OF THE FLIES	William Golding
10	THE HOBBIT	J R R Tolkien

HOUSE OF DELEGATES : ex-STD 8 BOYS (285 Responses)

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
43	SWAMI AND FRIENDS	R K Narayan
27	HILL OF FOOLS	R L Peteni
23	THE MERCHANT OF VENICE	William Shakespeare
10	CRY THE BELOVED COUNTRY	Alan Paton
10	JULIUS CAESAR	William Shakespeare

HOUSE OF DELEGATES : ex-STD 8 GIRLS (327 Responses)

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
44	SWAMI AND FRIENDS	R K Narayan
43	THE MERCHANT OF VENICE	William Shakespeare
39	HILL OF FOOLS	R L Peteni
12	JULIUS CAESAR	William Shakespeare
8	CRY THE BELOVED COUNTRY	Alan Paton

NATAL EDUCATION DEPARTMENT : ex-STD 8 BOYS (288 Responses)

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
46	TO KILL A MOCKINGBIRD	Harper Lee
20	LORD OF THE FLIES	William Golding
12	GREAT EXPECTATIONS	Charles Dickens
11	THE ADVENTURES OF HUCKLEBERRY FINN	Mark Twain
8	ROMEO AND JULIET	Shakespeare

NATAL EDUCATION DEPARTMENT : ex-STD 8 GIRLS (342 Responses)

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
49	TO KILL A MOCKINGBIRD	Harper Lee
17	ROMEO AND JULIET	William Shakespeare
15	PRIDE AND PREJUDICE	Jane Austen
12	TWELFTH NIGHT	William Shakespeare
10	THE ADVENTURES OF HUCKLEBERRY FINN	Mark Twain

HOUSE OF DELEGATES : ex-STD 9 BOYS (297 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
68	TO KILL A MOCKINGBIRD	Harper Lee
34	OTHELLO	William Shakespeare
26	CRY THE BELOVED COUNTRY	Alan Paton
25	BOESMAN AND LENA	Athol Fugard

HOUSE OF DELEGATES : ex-STD 9 GIRLS (339 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
94	TO KILL A MOCKINGBIRD	Harper Lee
50	OTHELLO	William Shakespeare
47	BOESMAN AND LENA	Athol Fugard
14	CRY THE BELOVED COUNTRY	Alan Paton

NATAL EDUCATION DEPARTMENT : ex-STD 9 BOYS (381 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
24	MACBETH	William Shakespeare
13	THE GREAT GATSBY	F Scott Fitzgerald
12	WUTHERING HEIGHTS	Emily Bronte
10	TO KILL A MOCKINGBIRD	Harper Lee

NATAL EDUCATION DEPARTMENT : ex-STD 9 GIRLS (330 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
27	MACBETH	William Shakespeare
14	WUTHERING HEIGHTS	Emily Bronte
8	THE GREAT GATSBY	F Scott Fitzgerald

A P P E N D I X 5
=====

QUESTION 65: PRESCRIBED BOOKS DISLIKED

DURING THE PREVIOUS YEAR

(STANDARDS 7 TO 10)

NOTE: Since only the secondary school is studied in this survey, there is no point in listing present Std 6 pupils' responses - i.e. responses from the ex-Std 5s.

Responses are grouped by Standard under the relevant education authority, since not all authorities prescribe the same books. Responses from Private Schools pupils are not listed here, since those pupils follow the same prescriptions as the Natal Education Department pupils do.

There were not enough pupils from House of Representatives Schools to warrant listing their responses by Standard.

Only books which received a significant number of mentions are listed.

HOUSE OF DELEGATES : ex-STD 6 BOYS (288 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
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(NO SIGNIFICANT DISLIKES)

HOUSE OF DELEGATES : ex-STD 6 GIRLS (399 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
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11	SHORT STORIES	?
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NATAL EDUCATION DEPARTMENT : ex-STD 6 BOYS (273 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
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(NO SIGNIFICANT DISLIKES)

NATAL EDUCATION DEPARTMENT : ex-STD 6 GIRLS (312 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
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(NO SIGNIFICANT DISLIKES)

HOUSE OF DELEGATES : ex-STD 7 BOYS (336 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
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(NO SIGNIFICANT DISLIKES)

HOUSE OF DELEGATES : ex-STD 7 GIRLS (438 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
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12	SHORT STORIES	?
8	MY FAMILY AND OTHER ANIMALS	Gerald Durrell

NATAL EDUCATION DEPARTMENT : ex-STD 7 BOYS (282 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
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13	THE MERCHANT OF VENICE	William Shakespeare
8	LORD OF THE FLIES	William Golding

NATAL EDUCATION DEPARTMENT : ex-STD 7 GIRLS (324 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
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10	THE MERCHANT OF VENICE	William Shakespeare
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HOUSE OF DELEGATES : ex-STD 8 BOYS (285 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
--------------------	--------------	---------------

15	THE MERCHANT OF VENICE	William Shakespeare
12	SWAMI AND FRIENDS	R K Narayan
9	HILL OF FOOLS	R L Peteni

HOUSE OF DELEGATES : ex-STD 8 GIRLS (327 Responses)

=====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
--------------------	--------------	---------------

30	SWAMI AND FRIENDS	R K Narayan
24	THE MERCHANT OF VENICE	William Shakespeare
14	HILL OF FOOLS	R L Peteni

NATAL EDUCATION DEPARTMENT : ex-STD 8 BOYS (288 Responses)
 =====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
19	THE MERCHANT OF VENICE	William Shakespeare
16	JULIUS CAESAR	William Shakespeare
13	ROMEO AND JULIET	William Shakespeare

NATAL EDUCATION DEPARTMENT : ex-STD 8 GIRLS (342 Responses)
 =====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
10	THE MERCHANT OF VENICE	William Shakespeare

HOUSE OF DELEGATES : ex-STD 9 BOYS (297 Responses)
 =====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
22	OTHELLO	William Shakespeare
9	BOESMAN AND LENA	Athol Fugard

HOUSE OF DELEGATES : ex-STD 9 GIRLS (339 Responses)
 =====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
11	BOESMAN AND LENA	Athol Fugard
9	OTHELLO	William Shakespeare

NATAL EDUCATION DEPARTMENT : ex-STD 9 BOYS (381 Responses)
 =====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
34	MACBETH	William Shakespeare
18	WUTHERING HEIGHTS	Emily Bronte
12	THE STORY OF AN AFRICAN FARM	Olive Schreiner
10	ROMEO AND JULIET	William Shakespeare
9	PEOPLE ARE LIVING THERE	Athol Fugard
8	RICHARD III	William Shakespeare

NATAL EDUCATION DEPARTMENT : ex-STD 9 GIRLS (330 Responses)
 =====

<u>No MENTIONS</u>	<u>TITLE</u>	<u>AUTHOR</u>
10	MACBETH	William Shakespeare
8	WUTHERING HEIGHTS	Emily Bronte

A P P E N D I X 6

=====

THE QUESTIONNAIRES

6.1 : COVERING NOTE TO THE PRINCIPAL



27 Malcolm Road
Howardene
4001 DURBAN
23 February 1987

The Principal

Dear Sir/Madam,

PUPILS' READING

A short while ago, your school indicated its willingness to assist me. As I mentioned in my previous correspondence, I am a student of Rhodes University, collecting data for my Ph.D. dissertation on South African high school pupils' reading-habits and reading-interests.

I now enclose the questionnaires I mentioned in my earlier letter and would be grateful if you could ask your senior English teacher to act as (or appoint) a project co-ordinator at your school for me. I attach guidelines for this purpose and I hope I have kept disruption to a minimum. I have made the questionnaires as simple to answer and administer as possible; for pupils to answer the two questionnaires should take about 15 and 20 minutes respectively.

Many thanks, once again, for your help. I sincerely believe that the information from this research will make an invaluable contribution to English-teaching in South Africa.

Yours sincerely,

A handwritten signature in cursive script, appearing to read 'J. Gardner'. The signature is written in dark ink and is positioned above the printed name.

JOHN GARDNER.

6.2 : NOTES FOR THE PROJECT CO-ORDINATOR AT EACH SCHOOL



PUPILS' READING

=====

(Notes for the project co-ordinator)

A STUDY OF THE READING HABITS AND VOLUNTARY-READING INTERESTS OF MOTHER-TONGUE ENGLISH SECONDARY SCHOOL PUPILS IN SOUTH AFRICA (Ph.D. dissertation: Faculty of Education, Rhodes University)

A short while ago, your school indicated its willingness to help with a major study which will try to establish facts concerning leisure-time reading by English (mother-tongue) pupils in secondary schools.

This study is being conducted with the approval of the Department of Education and Culture (your principal has a copy of their letter) and it goes without saying that all information will be treated by me as completely confidential; under no circumstances will teachers, pupils or schools ever be identified to anyone. Where I ask for a teacher's name or initials, it is merely to facilitate correspondence, should I have any queries.

I would be very grateful for your aid in organizing the administration of the accompanying questionnaires, and then returning them to me BY 10 MARCH. The questionnaires are being answered by 2 000 pupils in 100 schools throughout Natal and it is anticipated that, as a result of this study, we will gain a considerable amount of knowledge which will be of benefit to teachers, parents, librarians, setwork committees, examining bodies and anyone who is concerned with education.

All schools lending assistance to the project will on request be sent a summary of the major findings.

I suggest that all the teachers who are involved should acquaint themselves with the questionnaires and co-ordinate procedures as follows.

1. SELECTION

(I am content to rely on teachers' consultations with one another concerning their observations and knowledge of their pupils.) N.B.: "1st Language" implies that a pupil speaks English better than any other language.

- 1.1 For each of the school levels (Stds 6 - 10/Forms 2 - 6) select from the English 1st Language pupils four of the top students, four of the weakest students, and four students of average achievement. The maximum number from any school would thus be:

5 standards/forms x 12 pupils = 60 pupils.
Schools with fewer than 60 English 1st Language pupils may make use of all their pupils. Co-educational schools should choose equal numbers of boys and girls.

P.T.O.

- 1.2 List the selected pupils and allocate each name a questionnaire-number (PLEASE STORE THE LIST OF NAMES AND NUMBERS CAREFULLY UNTIL I INDICATE THAT YOU NO LONGER NEED IT).
- 1.3 You or the teachers then enter the initials of each pupil on all three questionnaires which carry that pupil's number.
- 1.4 Each pupil's English-teacher should then complete the confidential questionnaire on that pupil.

2. ADMINISTRATION

I have enclosed what I believe to be a sufficient number of questionnaires for pupils at your school, but should I by any chance be mistaken and should more copies be required, I would be grateful if the school could make the requisite number of extra copies. If this is done, the extra copies must be given the numbers E1, E2, E3 etc.

- 2.1 If at all possible, there should be a day's break for pupils between the filling in of their two questionnaires
- 2.2 Questionnaires should be answered by all the selected pupils at the same times.
- 2.3 Teachers may explain any questions to pupils if pupils ask for help, but should not influence the answers in any way.
- 2.4 Completed questionnaires must be sealed in an envelope in the pupils' presence.
- 2.5 There should be no time-limit for completion of either questionnaire (though each will probably take only 15 - 20 minutes).
- 2.6 All completed documents should be posted to me as one package, BY 10 MARCH, in the stamped, addressed envelope provided.

I shall be glad to refund any extra expenses incurred through photo-copying or postage.

Thank you for your help.

JOHN GARDNER

J M Gardner
27 Malcolm Road
Howardene
4001 DURBAN

Tel. (B) (031) 31-8711 x 370
(H) (031) 81-1777

6.3 : NOTES FOR THE TEACHER i.r.o. THE TEACHERS' QUESTIONNAIRE



PUPILS' READING
=====

(Notes for the teacher)

A STUDY OF THE READING HABITS AND VOLUNTARY-READING INTERESTS OF MOTHER-TONGUE ENGLISH SECONDARY SCHOOL PUPILS IN SOUTH AFRICA (Ph.D. dissertation: Faculty of Education, Rhodes University)

A short while ago, your principal indicated the school's willingness to help with a major study which will try to establish facts concerning leisure-time reading by English (mother-tongue) pupils in secondary schools.

The study is being conducted with the approval of the Department of Education and Culture (your principal has a copy of their letter) and it goes without saying that all information will be treated by me as completely confidential; under no circumstances will teachers, pupils or schools ever be identified to anyone. Where I ask for a teacher's name or initials, it is merely to facilitate correspondence, should I have any queries.

I should be grateful if you would fill in the confidential questionnaires about the pupils who have been selected, before they answer their two questionnaires. Except for questions 1 and 2, please answer by placing ticks (✓) in the appropriate answer-boxes. Completed documents must be given to the member of staff who is co-ordinating this project.

PLEASE REMEMBER TO SEE THAT THE CO-ORDINATOR HAS A CONFIDENTIAL RECORD OF WHICH QUESTIONNAIRE-NUMBERS BELONG TO WHICH PUPILS. It will not be for my eyes, but will serve merely to ensure correspondence between your questionnaire and the two pupil-questionnaires, and in case I need to query something at a later date.

Thank you for your help.

JOHN GARDNER

23 February 1987

6.4 : THE TEACHERS' QUESTIONNAIRE

CONFIDENTIAL DETAILS OF PUPIL
(to be completed by teacher)

NUMBER ON PUPIL'S QUESTIONNAIRE-SHEET: 1374

1. PUPIL'S INITIALS (first and last names only - e.g. JOHN FREDERICK DE VILLIERS = J D)			
2. ENGLISH TEACHER'S INITIALS (first and last names only):			
3. ENGLISH TEACHER'S 1st LANGUAGE:	English	e	
	Other (please specify)	o	
4. PUPIL'S STANDARD:	Std 6/Form 2	6	
	Std 7/Form 3	7	
	Std 8/Form 4	8	
	Std 9/Form 5	9	
	Std 10/Form 6	0	
5. PUPIL'S RATING (NSAG Test Score):	140 & above	a	
	120 - 139	b	
	100 - 119	c	
	80 - 99	d	
6. How would you rate this pupil's standard of living?	Very privileged	a	
	Comfortable	b	
	Uncomfortable	c	
	Deprived	d	
7. In the exams last December, what was this pupil's aggregate?	80 - 100% (Symbol A)	a	
	60 - 79% (Symbol B or C)	b	
	40 - 59% (Symbol D or E)	c	
	Below 40% (Symbols F/G/H)	d	
8. In the same exams, what was this pupil's mark for English?	80 - 100% (Symbol A)	a	
	60 - 79% (Symbol B or C)	b	
	40 - 59% (Symbol D or E)	c	
	Below 40% (Symbols F/G/H)	d	
9. On what grade is this pupil taking English at present?	Higher	a	
	Standard	b	
	Ordinary	c	
	Lower	d	
10. How would you rate this pupil's vocabulary?	Above average	a	
	Average	b	
	Below Average	c	
11. How would you rate this pupil's ability to "catch on" to new work?	Above average	a	
	Average	b	
	Below average	c	
12. How would you rate this pupil's interest in books?	Very keen	a	
	Keen	b	
	Average	c	
	Below average	d	
	Slight	e	

6.5 : NOTE (1) TO THE PUPIL i.r.o. THE PUPILS' QUESTIONNAIRE

READING

< 1 >

I am a university student working on a project concerning pupils' free time and their reading. I should be grateful for your help in establishing certain facts.

This is not a test; your answers will not be marked. It is being filled in by 2 000 pupils in 100 schools and what you answer will simply become part of my statistics. Your name is not asked for, so you are free to answer all questions with complete honesty.

- (1) Please read each question FULLY before answering; every answer must be as accurate as possible. However, you should not spend too long over any one question.
- (2) For most questions, you have to tick (✓) the box next to your chosen answer. Sometimes you will be told to answer in a different way.
- (3) Please do not write in any shaded boxes.

Please do not consult your classmates' answers; this research needs your own, honest responses.

When you have finished, please place the questionnaire in the envelope which your teacher has. Your teacher will seal the envelope so that you are assured of secrecy. Thank you for your help.

JOHN GARDNER

6.6 : THE PUPILS' FIRST QUESTIONNAIRE

1

TODAY'S DATE:/...../ 87

QUESTIONNAIRE No:

1372

1. Initials (first & last names only - e.g. JOHN FREDERICK DE VILLIERS = J D)			
2. Standard	Std 6/Form 2	6	
	Std 7/Form 3	7	
	Std 8/Form 4	8	
	Std 9/Form 5	9	
	Std 10/Form 6	0	
3. Age in complete years (as at 1st January this year)	less than 12	1	
	12	2	
	13	3	
	14	4	
	15	5	
	16	6	
	17	7	
	18	8	
	more than 18	9	
4. Sex	Male	m	
	Female	f	
5. Daypupil or Boarder	Daypupil	d	
	Boarder	b	
6. Postcode of your home address			
7. Do you live on a farm?	Yes	y	
	No	n	
8. Can you speak English better than any other language?	Yes	y	
	No	n	
9. Do both of your parents speak English as a main language?	Yes, both of them do.	a	
	No, neither of them does.	b	
	Only your father does.	c	
	Only your mother does.	d	
10. Are both of your parents living at home?	Yes	y	
	No	n	
11. Where do you live for most of the year?	a hostel	a	
	a flat	b	
	a house	c	
12. How many other children live there with you?	0	0	
	1	1	
	2	2	
	3	3	
	4 or more	4	
13. How many people do you share a bedroom or dormitory with for most of the year?	0	0	
	1	1	
	2	2	
	3	3	
	4 or more	4	
14. How many TV sets are there at home?	0	0	
	1	1	
	2	2	
	3 or more	3	
15. Is there a video-recorder at home?	Yes	y	
	No	n	

16. Is there a swimming-pool at home?	Yes	y	
	No	n	
17. How many cars are there at home?	0	0	
	1	1	
	2	2	
	3 or more	3	
18. Which did you listen to more last week?	Radio	a	
	Tape Recorder	b	
19. For how many hours in the last two days did you listen to the radio (including the tape recorder)?	more than 6 hours	a	
	5 - 6 hours	b	
	3 - 4 hours	c	
	1 - 2 hours	d	
	none	e	
20. For how many hours in the last two days did you watch TV (including videos)?	more than 6 hours	a	
	5 - 6 hours	b	
	3 - 4 hours	c	
	1 - 2 hours	d	
	none	e	
21. How many hours did you use for sport last week?	more than 8	a	
	6 - 8	b	
	3 - 5	c	
	1 - 2	d	
	none	e	
22. Did you spend time last week on leisure activities other than sport (e.g. ballet, chess, hiking, etc.)?	more than 8 hours	a	
	6 - 4 hours	b	
	3 - 5 hours	c	
	1 - 2 hours	d	
	none	e	
23. Do you ever read while listening to the radio or tape-recorder?	Yes	y	
	No	n	
24. Do you ever read while watching TV or videos?	Yes	y	
	No	n	
25. In your exams at the end of last year, what was your total mark (for all subjects together)?	80 - 100% (Symbol A)	a	
	60 - 79% (Symbol B or C)	b	
	40 - 59% (Symbol D or E)	c	
	below 40% (Symbol F/G/H)	d	
26. For the same exams, what was your English mark?	80 - 100% (Symbol A)	a	
	60 - 79% (Symbol B or C)	b	
	40 - 59% (Symbol D or E)	c	
	below 40% (Symbol F/G/H)	d	
27. Do you look forward to the end of your school career?	yes	y	
	no	n	
28. Write down the name of the school subject taken at present that you like MOST.	.....	
29. Write down the name of the school subject taken at present that you like LEAST.	.....	
30. If you were given R20 would you use any of it for buying books (NOT magazines)?	none of it	a	
	some of it	b	
	all of it	c	

31. How many books have you read in the last two weeks (apart from the books set at school)?	none	0	
	1	1	
	2	2	
	3	3	
	4	4	
	more than 4	5	
32. If you are set only some of the stories in a book at school, will you read the other stories as well, by yourself?	yes	y	
	no	n	
33. Could you read English before you started school?	no	a	
	only a few words	b	
	yes	c	
	can't remember	d	
34. Before you were at school how often were you read to?	every day	a	
	most days	b	
	now and then	c	
	hardly ever	d	
	never	e	
35. Before you were at school, which was your favourite kind of story?	exciting	a	
	calm	b	
	can't remember	c	
	You weren't read to	d	
36. Can you remember if the amount of reading you did in your free time ever INCREASED at all?	no	a	
	between Class 1 (Sub A) & Std 1	b	
	between Std 2 & Std 4	c	
	between Std 5 & Std 7 (Form 3)	d	
	between Std 8 (Form 4) & Std 10 (Form 6)	e	
37. Can you remember if the amount of reading you did in your free time ever DECREASED at all?	no	a	
	between Class 1 (Sub A) & Std 1	b	
	between Std 2 & Std 4	c	
	between Std 5 & Std 7 (Form 3)	d	
	between Std 8 (Form 4) & Std 10 (Form 6)	e	
38. From this list, choose the two kinds of TV programmes you most like to watch. Please read through the whole list, then answer by putting 1 and 2 in the boxes of your 1st and 2nd choices.	Variety/Comedy	a	
	News	b	
	Religion	c	
	Sport	d	
	The Arts (Fine Art, Music, Ballet, Literature, etc.)	e	
	Technical/Scientific	f	
	Educational/Documentary	g	
	Animal/Nature	h	
	Cartoon	i	
	Pop Music	j	
	Serial	k	
	Play	l	
	Film	m	
	Quiz	n	
	Magazine	o	
Weather Report	p		
Some other kind (name it)			
.....	q		

39. From this list, choose the two kinds of films or video-films you like most. Please read through the whole list, then answer by putting 1 and 2 in the boxes of your 1st and 2nd choices.	Comedy	a	
	Dance/Musical	b	
	Life's Problems	c	
	Romance	d	
	Science Fiction/Fantasy/ Supernatural	e	
	Horror	f	
	Detective/Gangster/Spy/ Thriller/War/Western	g	
	Historical Story	h	
	Religion	i	
	Sport	j	
	Animals/Nature	k	
	Pop Music Video	l	
	Some other kind (name it)		
	.....	m	

40. From this list, choose the two kinds of radio programmes you most like to listen to. Please read through the whole list, then answer by putting 1 and 2 in the boxes of your 1st and 2nd choices.	Variety/Comedy	a	
	News	b	
	Religion	c	
	Sport	d	
	The Arts (Fine Art, Music, Ballet, Literature, etc.)	e	
	Technical/Scientific	f	
	Educational/Documentary	g	
	Animal/Nature	h	
	Pop Music	i	
	Serial	j	
	Play	k	
	Quiz	l	
	Magazine	m	
	Weather Report	n	
Some other kind (name it)			
.....	o		

41. Which one of these English lessons do you like MOST?	Composition	a	
	Letter-writing	b	
	Setwork Essays/Exercises	c	
	Comprehension	d	
	Grammar/Language Study	e	
	Oral Work	f	
	Poetry	g	
	Shakespeare	h	
	other Plays	i	
	Novels	j	
	Short Stories	k	
	some other kind (name it)		
	.....	l	

42. Which one of these English lessons do you like LEAST?	Composition	a	
	Letter-writing	b	
	Setwork Essays/Exercises	c	
	Comprehension	d	
	Grammar/Language Study	e	
	Oral Work	f	
	Poetry	g	
	Shakespeare	h	
	other Plays	i	
	Novels	j	
	Short Stories	k	
	some other kind (name it)		
	.....	l	

6.7 : NOTE (2) TO THE PUPIL i.r.o. THE PUPILS' QUESTIONNAIRE

READING

(2)

Thank you for your help with my previous questionnaire about reading. I should be grateful for your help with this second and final one.

Remember, this is not a test; your answers will not be marked. It is being filled in by 2 000 pupils in 100 schools and what you answer will simply become part of my statistics. Your name is not asked for, so you are free to answer all questions with complete honesty.

- (1) Please read each question FULLY before answering; every answer must be as accurate as possible. However, you should not spend too long over any one question.
- (2) For most questions, you have to tick (✓) the box next to your chosen answer. Sometimes you will be told to answer in a different way.
- (3) Please do not write in any shaded boxes.

Please do not consult your classmates' answers; this research needs your own, honest responses.

When you have finished, please place the questionnaire in the envelope which your teacher has. Your teacher will seal the envelope so that you are assured of secrecy. Thank you for your help.

JOHN GARDNER

6.8 : THE PUPILS' SECOND QUESTIONNAIRE

TODAY'S DATE: / / 87

2

QUESTIONNAIRE No: 1368

1. Initials (first & last names only - e.g. JOHN FREDERICK DE VILLIERS = J D)			
43. During the last two weeks, what did you read most in your free time? (Read through the whole list, then choose one answer.)	Books	a	
	Magazines	b	
	Comics/Photo-stories	c	
	All of the above equally	d	
	Books and magazines equally	e	
	Books and comics/photo-stories equally	f	
	Magazines and comics/photo-stories equally	g	
	Nothing	h	
44. Of comics and photo-stories, which do you prefer?	Comics	a	
	Photo-stories	b	
	Like both equally	c	
	Dislike both equally	d	
45. Of the following, which do you prefer?	True stories	a	
	Fiction	b	
	Like both equally	c	
46.1 From this list choose the two sorts of books you would most like to read. Read through the whole list, then put a 1 next to your first choice and a 2 next to your second choice.	School Life	a	
	Family life	b	
	Romance	c	
	Science-fiction/Fantasy/Supernatural	d	
	Horror	e	
	Crime/Spy	f	
	War/Western	g	
	Social Problems/Race Relations	h	
	History	i	
	Religion	j	
	Sport	k	
	The Arts (Fine Art, Music, Ballet, Literature, etc.)	l	
	Technical/Scientific	m	
	Travel/Exploration	n	
	Animal/Nature	o	
	Plays	p	
46.2 Now put a 3 next to the sort of book you would most definitely NOT like to read.	some other kind (name it)		
	.....	q	
46.3 Would you prefer your number 1 choice to be a story or a collection of facts?	story	a	
	collection of facts	b	
46.4 When did you last read the sort of book you've chosen as number 1?	Less than a week ago	a	
	A week to a month ago	b	
	More than a month ago	c	
	Never	d	
46.5 If you answered c. or d. to 46.4, explain why. (If you answered a. or b. then go straight to Question 47.)	You don't read very many books anyway.	a	
	You can't find many books like that.	b	
	You've been told you shouldn't read that sort of book.	c	

47.1 From the following list give the two things you like most in a story. Read through the whole list, then put a 1 next to your first choice and a 2 next to your second choice.	Detailed descriptions of appearances, places and times	a	
	Detailed descriptions of feelings and characters	b	
	A feeling of sadness	c	
	A gentle mood	d	
	The men are forceful and dominant	e	
	Easy to see whether the people are good or evil	f	
	Not too long before the action starts	g	
	A lot of humour	h	
	Uncomplicated language	i	
	The main characters are young and forceful	j	
	Not too many characters	k	
	A complicated set of characters and events	l	
	Clear details about violent actions	m	
	Uncensored speech	n	
	Clear details about sex	o	
	Characters very similar to people you know	p	
47.2 Now place a 3 next to the thing you DISLIKE most in a story.	Ideas and beliefs similar to yours	q	
	Ideas and beliefs different from yours	r	
48. From where did you get the last book that you read in your spare time?	Parent(s)	a	
	Brother(s)/Sister(s)	b	
	Friend(s)	c	
	School Library	d	
	Public Library	e	
	You bought it	f	
49. How often do you use the public library?	There is no public library where you stay	a	
	You do not use the public library	b	
	More than once a week	c	
	About once a week	d	
	About once a fortnight	e	
	About once a month	f	
	Hardly ever	g	
50. If you use the public library, how do you usually get there?	There is no public library where you stay	a	
	You do not use the public library	b	
	Your parents take you	c	
	You make your own arrangements	d	
51. How often does your class visit the school library?	Your school does not have its own library	a	
	More than once a week	b	
	About once a week	c	
	About once a fortnight	d	
	About once a month	e	
	Hardly ever	f	

52. How often do you use the school library after school or during breaktimes?	Your school does not have its own library	a	
	The school library is not open at those times	b	
	More than once a week	c	
	About once a week	d	
	About once a fortnight	e	
	About once a month	f	
	Hardly ever	g	
53. Who first showed you how to use a library?	Parent(s)	a	
	Brother(s)/Sister(s)	b	
	Friend(s)	c	
	School Librarian/Teacher	d	
	Public Librarian	e	
	No-one	f	
54. If you had difficulty finding a book in a library, whom would you usually approach for help?	Parent(s)	a	
	Brother(s)/Sister(s)	b	
	Friend(s)	c	
	School Librarian/Teacher	d	
	No-one	e	
55. How do you usually find a new leisure-time book to read?	Someone recommends one	a	
	You browse through the bookshelves at home	b	
	You browse through books in a library	c	
	You browse through books in a shop	d	
	You read a book-review	e	
56. Whose recommendation of a book would you trust the most?	Father	a	
	Mother	b	
	Brother(s)/Sister(s)	c	
	Friend(s)	d	
	School Librarian/Teacher	e	
	No-one	f	
57. If you enjoy a TV or film version of a book do you usually look for that book so that you can read it?	You usually make a strong effort to find that book	a	
	You sometimes make a bit of an effort to find it	b	
	If you come across it by accident you might start reading it	c	
	You won't read it	d	
58.1 When looking at a book you haven't read before, what two things are most likely to make you read it? Please read the whole list, then answer by putting 1 and 2 next to your selections, to show the order of your choice.	Writer's name	a	
	Hard cover	b	
	Paperback	c	
	Picture or design on the cover	d	
	Size of the print inside	e	
	Many illustrations	f	
	Few or no illustrations	g	
	Thinness of the book	i	
	Thickness of the book	j	
	The title	k	
	Notes on the cover or inside the book	l	
58.2 Now put a 3 next to the thing most likely to make you NOT read it.	The title	k	
	Notes on the cover or inside the book	l	
59. Of you and your parents, who reads the most during free time?	Father	a	
	Mother	b	
	You	c	

60. Does either of your parents use the public library?	There is no public library near them	a	
	Yes	b	
	No	c	

61. Name the last two books you read in your free time (leave blank if there are none). Do NOT include books you have studied in class.

PUT AN X next to a book if you decided not to finish it.

UNDERLINE a book if you have read it more than once.

For the column headed "TYPE OF BOOK", use the categories listed in Question 46 to help you.

TITLE	AUTHOR	TYPE OF BOOK (a, b, c, etc. - see Q.46)
.....
.....

62. Name the two books you have enjoyed most in your life -- i.e. the two books which have made the greatest impression on you (leave blank if no book has ever impressed you).

1st Choice :

2nd Choice :

63. Name your two favourite writers (leave blank if you have none).

1st Choice :

2nd Choice :

64. Give the titles of up to three English setwork books that you LIKED reading at school last year (leave blank if you didn't like any of them).

.....

.....

.....

65. Give the titles of up to three English setwork books that you DISLIKED reading at school last year (leave blank if there wasn't one that you disliked).

.....

.....

.....

L I S T O F R E F E R E N C E S
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