

"A PRELIMINARY INVESTIGATION
INTO THE READING HABITS OF
HIGH SCHOOL PUPILS IN NATAL."

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NOTES ON TERMS USED IN THIS THESIS.

- 1.) Intelligence Quotient: The intelligence quotient figures used are based on the application of the New South Africa Group Test and refer to the "Total I.Q." scores.
- 2.) Where High Schools in Natal are mentioned they refer only to Durban High School and Durban Girls High School - the only ones from which selected pupils were questioned for the purpose of this trial investigation. Where the abbreviations D.H.S. or D.G.H.S. are used, they refer to the above schools.
- 3.) Where the words "extra-mural activities" occur they refer to activities which are not undertaken during official school time, but they include any activities of an organised nature.

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CHAPTER 1.

THE PROBLEM: INTRODUCTION AND BACKGROUND RESEARCH INTO THE PROBLEM.

THE PROBLEM.

This investigation, which does not ignore the fact that there were many other interesting and important avenues of inquiry, is confined to three main sections:-

An investigation into (a) whether or not there was a correlation between the intelligence of pupils and the number of books read by those pupils,

(b) whether or not outside activities (including sport and organised pursuits such as scouting, choral work, debating and music lessons etc.) had any effect on the reading habits of pupils and

(c) whether or not there existed a definite reading pattern i.e. a marked predilection by pupils, in any particular age or standard group, for certain authors or for particular types of literary works.

It is necessary to explain why the author decided to concentrate on these three particular aspects. In dealing with section (a) if it could be shown that there existed a strong correlation between a high I.Q. in a pupil and his ability to read either more books or a better type of book than is generally expected of him, then it is reasonable to expect, that in determining future syllabuses, this factor should be taken into account.

The knowledge that such a correlation existed, could be of great value where there are two, or even three streams of education and where the various streams would approximate, to the I.Q.'s of the pupils. It is not the intention of the author to discuss syllabuses, but the value of this investigation may lie in the assistance it could give to those responsible for planning the syllabuses for the various groups in these streams.

From recent research and writings it does not necessarily follow, that, because a pupil is very intelligent, he is very talented in the generally accepted meaning of the word; but if he has a greater capacity for reading than his fellow pupils, we should consider this as a type of talent that, if recognised at an early age, can be exploited to the pupil's advantage.

In our schools, if a child shows outstanding talent in sport, music or in fine art, a great deal of encouragement and recognition is granted him. This is not the case with the avid reader, mainly because we unconsciously accept the fact that the intelligent child should read more than is usually expected of him at school and that the child with lower intelligence is incapable of reading more. Is this in fact the truth? If it is so, then we should see to it that the intelligent child is required to read more and the less intelligent child less, than is at present expected of him. This matter is dealt with more fully in a later chapter. While this appears

to support our new system of twin stream education and even suggests a third or higher stream, it is not the purpose of this investigation. The prime object is to establish the facts as far as we are capable of ascertaining them.

Section (b), dealing with the relationship between extra-mural activities and a pupil's reading habits, is an important matter for investigation. Here, in Natal, with our sunny climate and ample facilities for sport and outside activities, it is helpful to know whether or not these activities are, in fact, detrimental to the general pattern of reading of our High School youth. It is necessary to give the lie to the critics, who maintain that sporting activities (often compulsory) in our High Schools are detrimental to the work of our scholars, or, if this is not the case, and they are correct, we should then agree with them and see what can be done to rectify the matter.

It will be seen, at a later stage, that this statement appears to oversimplify the problem, for the author feels that a great deal of research will be required before a valid statement can be made about the relationship between sporting activities and reading, and that even then, many other factors will have to be taken into account.

Section (c), which investigates whether or not there exists a definite reading pattern amongst our High School pupils, could be of assistance in determining the type of set books the educationists

should prescribe in order to give the maximum benefit to our pupils. Awareness of any defined trend - if such a trend exists - could, by judicious choice of books, be helpful in promoting a greater love for literature, which is, after all, the main object of teaching English literature in our schools.

Finally, in choosing these three sections for particular investigation, the author felt that the information gained from them could be submitted for statistical analysis and, it was hoped to formulate hypotheses, the accuracy of which could be subjected to further investigation.

INTRODUCTION TO THE PROBLEM.

The motivation behind this research originated with the many questionable generalisations made about the reading habits of our High School pupils.

One often hears the statement that, because our High School youths are so fully engaged in sporting activities, they are unable to read as much as their counterparts overseas. One hears too that set books for the High Schools are too long and that it would be unwise to increase the number of books that pupils are required to read.

It is often stated as fact that the modern youth does not read as much as his forbears and there is no doubt that a large body of opinion would accept, without question, the statement that full-time librarians attached to schools are a luxury which the taxpayer can ill afford to support.

In the absence of accurate scientific research into the Reading Habits of High School Pupils in Natal, such opinions cannot be refuted and, because of this, they gain in credence.

Repeated often enough, these, and other loosely expressed opinions, become so much a part of our everyday thinking, that they must in the end have some bearing on our educational policy.

It is surely not too much to expect that, in matters so vitally affecting our policy in English teaching, we should base our thinking on facts and not on opinions.

Irreparable harm can come from expecting pupils to undertake projects which are beyond their capabilities, but, at the same time, to expect too little of them, robs the educator of the golden opportunity of presenting to youth the best of the literary works during the most impressionable years.

The reason for having English literature as a High School subject is, to show pupils how much enjoyment can be obtained through contact with the great literary masters; to help them to differentiate between what is rewarding in English literature and what is valueless; and to be able to set a standard for reading during their adult years. The object is not just to read sufficient to pass an examination at the end of a given period. For educational authorities to deprive pupils of this opportunity, because they lack the knowledge of what a pupil is able to read over a given period, is

unpardonable. If we prescribe too much reading the pupil detests the subject; if too little, the pupil is bored. Either way is unsatisfactory and it is therefore essential that some research be undertaken into this important field of education.

The actual field of investigation is overwhelmingly complex, but this does not mean that a start should not be made.

Under the heading of "The Reading Habits of High School Pupils in Natal", we should enquire into such important facets as home environment, intelligence time spent on extramural duties, availability of suitable libraries and the requirements of our examinations. This represents a formidable research project and, as this cannot all be undertaken satisfactorily within the scope of a dissertation of this nature, the author has set out to deal with certain aspects of these reading habits in the hope that the results, obtained from this investigation, will be a basis upon which to further his inquiries in a more detailed and extensive work. For this reason he has narrowed his field to the three sections detailed earlier.

BACKGROUND RESEARCH TO THE PROBLEM.

In attempting to place this investigation in some sort of perspective in relation to previous studies in the overall problem of reading, the author experienced considerable difficulty. A great deal of the research, which has been undertaken,

is to do with younger children but from these investigations the author has gained insight into the multiplicity of variables and into the technical problems of experimental design involved in a research of this nature.

Among these variables may be listed such factors as reading-readiness, remedial measures for backward children, methods of teaching reading, effects of mass media of communication and socio-economic background to mention but a few. While the socio-economic factor did appear in this particular investigation it did not have a direct bearing on the ultimate findings. Nevertheless, the author is fully aware of the necessity of assessing the effect of these variables in the context of a future and fuller investigation. In viewing the technical difficulties presented the author was influenced by the fact that many of the investigators had used the questionnaire method to obtain information. As explained in a later chapter the author did likewise and found this method satisfactory.

Dealing with specific researches in the field of reading The British Journal of Educational Psychology has published many articles but one in particular by J.D. Carsley¹⁾ calls for specific mention.

1) Vernon, P.E. et.al. The British Journal of Educational Psychology, Methuen and Co., Ltd., Vol. XXVII, 1957. p.p. 13-23. "The Interests of Children (Aged 10-11) in Books."

A brief summary of his investigation of pupils from thirty schools from five local education authorities in the Merseyside area, is quoted hereunder¹⁾:

"Summary. 1.- An investigation was undertaken in March, 1955, into the interests in books (excluding textbooks) of children aged 10-11.

2. - Children were asked to rate the books they had read at home or in school during the last month. From their replies it was found that in school it was usually a little more enjoyable to listen to the teacher reading aloud than to read silently, and more enjoyable to read silently than to listen to other pupils reading, though this did not apply equally to all social areas. It was noted that a larger amount of time was spent on silent reading in schools in poor neighbourhoods than elsewhere. A classification of books read aloud by the teacher showed that teachers generally followed the established patterns of the accepted children's classics and of popular children's stories.

1) Carsley, J.D. op.cit. Page 13.

3. - It was found that for 95 per cent of the children, the home provided the best environment for the private reading of books, there being less distraction and interruption than in school. Perhaps as a corollary, it was found that children more frequently gave high ratings to books read at home than to those read in school. On the other hand, a few children stated that they had read no book at home during the last month, and for boys in poor social areas there was, on average, less reading of books at home than at school.

More than half of the children were active members of a public library, except in schools serving housing estates where the proportion was about 1 in 4. Some children had ceased to be active members, being dissatisfied with the library service for various reasons.

4.- Reading preferences based on stated likings for classes of books showed that there were more differences between boys and girls than between groups of children from dissimilar social areas, particularly in their attitudes to school stories, to some classes of non-fiction and to poetry.

There was general agreement on the technique followed by children in choosing a book. It showed that children generally

preferred to make their own selection, but required time to judge the contents of a book before doing so. There was a widespread feeling that illustrations tended to spoil the story.

In view of the complex pattern of children's individual likes and dislikes, it would appear necessary to give children of this age the widest possible choice from a variety of children's classics, adult classics, contemporary children's fiction, reference books, non-fiction including biography, and children's annuals.

5.- Films, television and radio have a guiding influence over children's reading by stimulating many of them to read the book after they have seen or heard the dramatised version, and most of the reading reported in this survey was of children's classics. Films gave the greatest stimulus to boys' reading and television to girls. On the data here available, it is not possible to say whether children spent less time on reading because of the advent of television into the home, but there is evidence to show that where there was a television set in a house the tendency was for children to spend more time in viewing than in reading."

While it can be seen that this study has to do with children of a different age group to those investigated here in Natal and also with factors,

such as television, which do not enter our particular field, it is nevertheless interesting to ponder over some of its findings. Libraries appeared to have a strong influence on the children's reading as did films and radio. From the evidence gained by his research the author found that this also appeared to be the case here. He was surprised to note the widespread feeling that illustrations tended to spoil the story. This is a factor that could be further investigated, but which was not dealt with by the author of this thesis.

Carl I. Hovland¹⁾ in an interesting article, "Effects of the Mass Media of Communication", discusses to what extent the various forms of the written word - newspapers, books, magazines, comic books and leaflets - affect public opinion.

He discusses the reasons for the public choice of certain newspapers and books in preference to others. He infers that in the case of newspapers, we read those which echo our own sentiments and that these papers, in order to maintain circulation figures, follow public opinion rather than guide it. Where books are concerned he points out how profoundly certain works have affected society. He quotes such books as the Bible, Uncle Tom's Cabin and Das Kapital. In dealing with comic books

1) Lindzey, G. et.al. Handbook of Social Psychology Vol.II. "Special Fields and Applications", Addison-Wesley Publishing Company, Inc., Reading, Massachusetts, U.S.A. Third Printing - 1959. p.p. 1062-1103.

however, he stresses the need for greater research in this field as there appears to be conflicting ideas on the effect of this "literature" on its readers. While all these facts are of interest to us it is only the latter fact, the influence of comic books, which has a direct bearing on this research. Whether the effect be for good or for evil it would appear from the author's research (details stated later) that the influence here in Natal is not as great as one is generally led to expect.

A. Beron¹⁾ in a published Ph.D. thesis has an interesting chapter devoted to reading readiness. While the object of the research into the reading habits of High School pupils in Natal was to determine how much, rather than why, certain children read in their free time, the fact that some children were ready to learn to read while others were not when they were introduced to the reading process must have influenced the actual results of this investigation.

A. Beron²⁾ states:

"Learning to read is not an automatic function or a phenomenon which occurs immediately the child sets foot in the

1) The Five-Year-Old Child. A Thesis Presented to the Faculty of Arts of the University of the Witwatersrand in fulfilment of the Requirements of the Degree of Doctor of Philosophy. 1957.

2) Beron, A. op.cit. Page 63.

classroom. Success in this subject depends on the individual child, upon his intelligence, background, physical well-being, emotional stability and, perhaps most of all, upon his state of readiness to begin reading."

If some of the students questioned by the author had started reading before they were prepared for the task by virtue of any of the above reasons, might it not be as Beron¹⁾ says:

"An emotional resistance may result in the child developing an antagonistic or indifferent attitude towards reading, and the subject, which normally stimulates enthusiasm and creates pleasure, may become one which the child grows to hate".

Schmidt²⁾ in a well-structured survey in Natal established that the optimum reading mental age for grade one children in Natal schools to be 5 years 9 months.

He further points out that there is at present great pressure on the part of parents to send their children to school as early as possible.

1) Ibid. Page 66.

2) Schmidt, W.H.O. - An Investigation to Determine the Optimum Mental Age for Commencing Reading Instruction under Conditions at Present Obtaining in Certain Schools in Pietermaritzburg and Durban - Journal of the S.A. Council for Educational and Social Research, 1956 - Pages 120-128.

This factor would tend to add greater significance to the antagonism mentioned by Beron because there must have been many pupils who answered the questionnaire upon which this research was based who were below the optimum mental age of 5 years 9 months when they commenced learning to read.

This aspect of reading readiness variable did not fall within the immediate scope of this investigation and the author did not attempt to assess its significance, but seen in the global context of the problem it gives a cue as the importance of looking into the varied abilities of children when viewing their reading interests. This, however, will not fall within the scope of this thesis.

A.J. Jenkinson¹⁾ has made an interesting survey of reading trends of pupils in some primary schools in England; while Margery Fisher²⁾ has also discussed this trend: she concentrated on the Librarian's point of view. Both writers are more concerned with the younger children and while many of their observations are of interest they do not throw light on the subject investigated, nor do they suggest variables to be considered at a later date.

1) Jenkinson, A.J. What do Boys and Girls Read? Methuen and Co. Ltd., London 1941.

2) Fisher, Margery. Intention Reading - A Critical Appraisal of Modern Fiction for Children. Brockhampton Press, 1961.

Finally, mention must here be made of a thought-provoking article by K.B. Start¹⁾ entitled "The Relationship between Games Performances of a Grammar School Boy and Intelligence and Streaming." While it was found that there was a correlation of $+0.289$ between intelligence and streaming it was noted that there was no statistically significant relationship between games performances and either intelligence or streaming. The results of this study must, however, be viewed circumspectly as it is not by any means clear how one would define accurately such terms as "games performance" or "a group being conscious of its intellectual superiority." Nevertheless, while this survey has nothing to do with reading it does suggest another field of investigation not touched in the present work.

Against the background of the above review it is now pertinent to proceed with the actual method of approach of this study.

1) Vernon, P.E. et.al. op.cit. 1960 p.208.

CHAPTER 2.

METHOD OF APPROACH TO THE PROBLEM.

(a) Selection of questionnaire method, with reasons:

When the problem was viewed as a whole, there appeared to be only two practicable means of obtaining the information sought. One method was by personal interview and the other by means of a questionnaire. In deciding which of these two methods was to be employed, the author felt that the latter would be more advantageous, because he would be able to take a larger group into the investigation as the time factor in the personal interview can delay the investigation and, at the same time, he felt that there was a greater possibility of standardizing of the test using the questionnaire method.

In deciding against the personal interview method, he felt that it might create for the pupils an alien atmosphere, resembling a type of cross examination. This would be more noticeable where the investigator was a stranger to the pupils, as indeed was the case, when obtaining information from the 90 pupils of the Durban Girls High School.

In a group whose number corresponded roughly to the usual size of the class the author felt that the pupils would feel more at ease and that, in natural surroundings, results would be more accurate. He did not, however, overlook the personal aspect and so arranged to present the questionnaire in person to each of the groups, in order to maintain, as far as possible, a uniform standard.

(b) Content of questionnaire and the purpose of each question:

The next thing was to decide on the form of the questionnaire. In order to discuss this fully the actual copy of the questionnaire is given overleaf:

QUESTIONNAIRE : RESEARCH ON READING HABITS.

Please note that any information asked for is for research purposes only. It is confidential. This is not an examination. By answering as accurately as possible you will be helping in a very worthwhile project. If you are in doubt about anything please ask for information. Thank you for your assistance.

1. Name in full :
2. Home Address :
.....
3. Date of birth:
4. Sex:
5. School:
6. Standard:
7. Occupation of Parent(s): Father:
Mother : Guardian:
8. Underline the word (or words) which you feel best describes your attitude towards reading: Very keen, keen, enjoy reading sometimes, seldom read, detest reading.
9. Underline the appropriate figure: In your home do you have approximately 20 books - 50 books - 100 books - 200 books - more than 200 books?
10. Fill in next to each of the items mentioned below whether you read them regularly - sometimes - seldom - never.
Newspapers :
Comics (includes illustrated love and adventure stories) :
Magazines :
Plays :
Poetry :
11. State the usual periods during the week that you devote to reading.
.....
.....
.....

P.T.O.

-2-

12. State in hours, the approximate time per week that you devote to reading books other than school set books:

.....

13. Many of us take part in organised sport, dramatic society work, painting, choral work, etc. Write down a list of all your activities not directly concerned with the class room. Next to each item indicate the approximate time per week devoted to it:

.....

.....

.....

14. Please fill in the names of all the books you have read during the last three months (school set books not to be included.)

If you know the author and subject matter e.g. humour, adventure, cookery, love, etc., please add this information in the columns as example given:

<u>TITLE.</u>	<u>AUTHOR.</u>	<u>SUBJECT MATTER.</u>	<u>FORM.</u>
1. The Guns of Navarone.	A. Maclean	War Adventure	Novel
2. Shaka Zulu.	Ritter	Historical	Novel
3. Macbeth.	Shakespeare	Tragedy	Play
4. Golden Treasury.	Palgrave (Compiler not author)	Poetry	Anthol- ogy.
5. Canterbury Tales.	Chaucer	Narrative	Poetic.

<u>TITLE.</u>	<u>AUTHOR.</u>	<u>SUBJECT MATTER.</u>	<u>FORM.</u>

At the top right hand corner, a rectangular space was left in which the I.Q. of the pupil was later inserted. As this is confidential information, it was filled in after the forms had been returned and thus remained unknown to the individuals concerned. These I.Q.'s were later used to ascertain whether or not there was a correlation between the intelligence of pupils and the number of books read by those pupils.

QUESTION 1.

This was felt necessary in order to identify the pupils if any further information should be required. In the final presentation of data only numbers were used but during the actual research, the author did, in fact, have to refer to the pupil by name when investigating certain answers given, which he felt might be inaccurate. Knowing the pupil's name, he was able to make enquiries from the Principal and Librarian of the school before he was finally satisfied that these particular answers were correct.

QUESTION 2 and 7:

It was felt that this information might assist in determining the home background of the pupils. The knowledge of the pupil's social status suggested by the district in which he resides and the occupation of his parent(s) might, it was felt, prove a fruitful point for later investigation if it appeared that this had an effect on reading habits.

QUESTIONS 3, 4, 5 and 6:

Dealt mainly with routine questions, which the

author felt might be of assistance and could be used later, if he saw the necessity for so doing. As it transpired however, questions 4, 5 and 6 were used only for the purpose of grouping, while the answers to question 3 were not used at all. On further reflection he now feels that the age of pupils might have a direct bearing on reading habits and should not be omitted from a future investigation.

QUESTION 8:

Was inserted to enable the pupils to assess their own attitudes towards reading and, while this may be a very uncertain and arbitrary measure, he felt it would assist him in checking on the accuracy or otherwise of information given later. Where, for example, a pupil stated that he detested reading and yet had read a great number of books in a limited period, this information would have to be treated with reserve. In fact, if such a case had been presented, investigations would have had to be undertaken in order to assure oneself that that particular answer was not misleading and therefore valueless. In no instance during this particular investigation did this occur and the author felt that this question justified its inclusion, because it tended to point to the fact that the answers given were given in good faith and not with any intention to mislead.

QUESTION 9:

Was inserted to obtain further information about the general home background. It was realised that few pupils would be prepared to admit that their particular homes had no books at all. They would

not, it was felt, be averse to admitting that there were approximately 20 books in the home. A pupil whose home is well stocked with books would most likely indicate the "more than 200 books". The answers to this question were not used as an important consideration in the final results analysed, but proved most interesting and should be a fruitful source for further investigation.

QUESTION 10:

Was set with a view to obtaining further insight into the reading habits of pupils but could be dealt with only on a general basis. Nevertheless, it was felt that so many wild statements - given as facts but based solely on opinions - have been expressed, that the answers to this question might prove very interesting. The actual answers did prove most interesting and will be discussed later in this dissertation.

QUESTION 11:

Was set with a view to ascertaining the actual times generally devoted to reading during the day. Many parents have been heard to say, "I really don't know when my child finds time to read." It was felt that the direct request for this information was the best method. Although no one can say exactly how long and when one actually reads, it was felt that a general pattern over a period of time might appear and thus justify the above question. It must be noted that the reading time requested here was not specifically confined to any particular type of reading, but could include the reading of magazines,

newspapers, novels or just browsing through journals or articles of general interest. The point of interest to the author was whether or not a reading pattern did exist, and , if so, when this reading took place.

QUESTION 12:

Differed from the above inasmuch as here reading time was confined to a specific type of reading, i.e. books other than school set books. The answer to this question would also act as a check on answers given to the main question dealing with the actual number of books read.

QUESTION 13:

Caused considerable difficulty in drafting. It was necessary for the author to define what was meant by outside activities. He felt that the best method was to ask for all activities to be noted, and then, when studying the replies, he would be able to assess what he considered to be genuine "organised outside activities." The difficulty lay in determining which outside activities to accept and which to reject. Could casual bathing be considered an outside activity; or could one accept the chatting on a street corner every evening as an outside activity? Obviously some more definite form had to be envisaged and here he decided to consider only organised activity e.g. rugby, cricket, tennis and swimming (when swimming for the school or a swimming club), or any outside activity that called for a regular attendance, such as music practice or scout meetings. Another difficulty also appeared; over a certain period organised sporting activities tended to change, e.g. cricket

to rugby with the change of seasons, and it was thus felt that considerable thought and planning would have to ^{go} into the final assessment of the answers given.

QUESTION 14:

Was vital to the whole investigation. Here again considerable thought had to be given to the setting out of this question, for, upon its accuracy depended the entire validity of the research.

The main point to be considered was: whether or not any individual, unprepared and at a moment's notice, could write down the names of books read over a given period. Yet this was what in effect was being asked of these pupils. The author felt that over a short period a degree of accuracy could be expected, but that the longer the period under review, the less accurate the answers would be. He eventually felt that a three month period was quite reasonable and framed the question accordingly. Names of authors and subject matter of books read were of importance, as they could serve (a) to refresh the memory of the pupil where the title of the book might elude him while remembering the name of the author, or vice versa and (b) to help the author to investigate the quality of the reading, the type of book that is of interest to the pupil, and whether or not there was a specific reading pattern.

(c) Selection of subjects:

As this enquiry was in the nature of a preliminary enquiry, the author felt it would suffice

to apply the questionnaire to 90 boys of Durban High School, and to the same number of girls of Durban Girls' High School. These two schools were chosen as being the two schools catering for pupils of a comparable social class. Both schools have comparable backgrounds, traditions, facilities and each has about 800 pupils. They both have good libraries presided over by full time qualified librarians. They both have swimming baths and playing fields for their respective organised school sports and, generally speaking, it appeared to him that nowhere could he find two schools catering for boys and girls so similar in outlook and standard of work.

The next point to be considered was the method of "sampling" to be followed, for it was obvious that one could not apply this test to all 1,600 pupils of the two schools.

The standards chosen were standards eight, nine and ten in each school. Standard seven was excluded for the reason, that at the Durban High School there exists a project whereby each pupil is expected to read during the year a total of twenty-five from a selected list of thirty books. As this research was concerned with voluntary reading only, it was felt that the inclusion of this group might not give a true reflection.

Thirty pupils were chosen from each of these three standards, giving a total of 90 pupils from each school.

Together with the names of the selected pupils a list of their respective I.Q's was supplied. These

I.Q's were filled in as indicated earlier in this chapter under sub heading (b).

From the following tables, based on the marks obtained in the English examinations of December 1961, (Maximum 400) the author is satisfied, that the pupils chosen represent a fair sampling of each of the standards tested.

TABLE 1.

MARKS OBTAINED IN ENGLISH
DURING DECEMBER, 1961.

TOTAL 400.

<u>D.H.S.</u> <u>STD.10.</u>	<u>G.H.S.</u> <u>STD.10.</u>	<u>D.H.S.</u> <u>STD.9.</u>	<u>G.H.S.</u> <u>STD.9.</u>	<u>D.H.S.</u> <u>STD.8.</u>	<u>G.H.S.</u> <u>STD.8.</u>
323	296	311	308	320	348
310	280	302	299	315	336
307	276	302	298	310	304
306	272	292	289	305	292
295	264	292	287	300	284
293	256	290	265	300	284
291	244	285	263	299	280
290	244	284	260	298	276
289	240	280	257	295	268
286	224	258	250	283	264
266	216	256	241	259	252
252	216	247	240	237	252
230	214	246	238	228	244
228	208	245	234	223	244
217	208	245	229	221	232
217	204	235	228	219	222
214	204	233	227	219	208
209	204	233	219	218	204
200	196	232	217	218	204
193	196	216	214	215	230
190	192	215	205	212	200
178	180	212	204	193	200
178	176	197	200	178	192
176	168	195	187	171	188
176	164	181	181	170	184
171	164	177	180	168	184
171	156	163	175	168	172
166	152	149	149	166	164
165	152	148	145	165	160
164	148	148	142	160	156

(d) Method of administering the questionnaire:

Owing to difficulties of organisation, the author found it necessary to carry out the test over a period of three weeks. He arranged to take a group of 30 girls each Wednesday afternoon at the Girls' High School and a group of 30 boys each Tuesday afternoon at the Boys' High School.

These pupils were not informed of their selection until a short while before the questionnaire was placed before them and the author felt convinced that all those tested were quite unprepared for what was to follow. They were instructed to bring a pen and a ruler with them - no other information was given. This was done so that no preparation could be made and the author felt this necessary to prevent fabrications which might be made, by pupils who felt it injudicious to admit that they had of late read nothing.

Having addressed each group in similar terms, the author proceeded to read each question to the pupils, giving them sufficient time to fill in the answers before proceeding to the next question. The first thirteen questions took about 30 minutes to complete and this usually left about 15 minutes to answer the final question which refers to the actual books read in the previous three months.

As anticipated, considerable difficulty ensued in recalling the books read recently and after some ten minutes the author allowed a limited amount of questioning, which enabled most pupils to recall the titles of books which had momentarily eluded their memories. It was, however, only after the second

group was tested, that he realised that it might be wise to accept supplementary lists, for it was obvious that pupils were genuinely concerned about books that had, in fact, been read in this period and yet required more time to recall. This point, he realised, might affect the results when compared with the earlier group and he thus approached this group and suggested that if they had since remembered the titles of works which they had omitted to write down, he would accept a supplementary list on the following day. Strange to relate, very few did bring supplementary lists and those few who did were pupils who had already supplied a tolerably long list at the initial test. This led the author to feel that it was quite understandable that those who had read little were not likely to forget the little that they had read, while the avid reader was the more likely to forget, because of the number of works involved. He also felt that, where these final figures were submitted to statistical treatment, the main discrepancy in numbers would occur in the higher reading groups and that the results of the lower reading groups could be accepted as reasonably accurate. Thus he reasoned, that, if there appeared any significant correlation between I.Q. and books read, the amount of significance would be higher than the actual figure shown. (This opinion must be treated with reserve however and cannot be accepted as a scientific fact.)

At the completion of each sitting the pupils were thanked, but no intimation was given that a further group was to be questioned the following week.

A quick survey of the answers given in the questionnaire was then undertaken and, where there appeared to be some doubt as to their accuracy, inquiries were made from the Principal or from the Librarian or from both. This occurred only in one case where a pupil indicated that she had read 69 books in three months. This appeared excessive, but the School Librarian assured the author that this was quite possible and, in support of this claim, produced the pupil's library card, which indicated that she had at that moment some five books out on loan. He was assured that these were frequently changed and that, in the opinion of the Librarian, the number of books mentioned was not excessive for this particular pupil. The Principal corroborated this statement and expressed no surprise at the number mentioned, as she felt that this standard nine pupil, was outstanding with an I.Q. of 145+. The other matter which was investigated was the fact that many pupils appeared to have read Shaka Zulu in the previous three months. The author felt therefore that his including the book in the questionnaire was perhaps unduly influencing them to quote it as one of recent reading. The Librarian here again was able to reassure him that in recent months there had been a great demand for this particular novel and, with her aid, he was able to verify from records kept that their claim to have read it within the stipulated period was correct.

The author felt it necessary to explain to the pupils that the information they were about to give,

was confidential and that they were not being tested, but were contributing to a worthwhile piece of research, the success of which depended on the truthfulness of their replies. He stressed that if they were at all in doubt, they were to ask for further information and that it was for that reason that he was administering the questionnaire in person.

The object of this preamble was to keep the group in a relaxed state of mind and yet, at the same time, to be able to control the discipline and to avoid the tendency to exaggerate, which would no doubt occur, if the members of the group were in collaboration with one another.

Throughout the short period during which the pupils were filling in the questionnaire, the author felt that he had, succeeded in maintaining this relaxed state of mind, at the same time administering a controlled test which varied as little as possible from one group to the other.

(e) Assessment of subjects' answers:

In the discussion of the purpose of each item appearing on the questionnaire in section (b) of this chapter, it was stressed that certain difficulties would be encountered in assessing the values of the answers given.

One of the most difficult of these answers to assess was the amount of time that each pupil devoted to extra mural activities. As indicated earlier, the guiding factor was whether or not these activities were of a regular duration and whether or not there appeared a certain element of compulsion,

e.g. through membership of a team or group which met at regular times in the week. The author felt that, to be one of such a group, implied a certain commitment to attend the gatherings of the group. Thus, time spent on fishing, stamp collecting or casual swimming was disallowed, but where the pupil belonged to a fishing club which required him to turn out at specific times, these activities were taken into account.

An assessment had also to be made when considering the list of books submitted as having been read. Afrikaans or French books were not included in the count mainly because these appeared to be read mainly at the Girls' High School where, the author understood, it was "expected" of the pupils that they should read a certain number of these books during a year. This "expecting" appeared to him to be contrary to the terms of reference, inasmuch as he was concerned only with "free-choice extra reading". He is now, however, not altogether satisfied with his own ruling on this matter and feels that further consideration will have to be given to this very question.

Where, amongst the titles, the author found "books" which were obviously condensations of books published in digests, these too were excluded or combined in groups of three or four which, in his opinion, could be counted as a unit. If certain of the "books" happened to be short stories an arbitrary figure had to be supplied.

After careful consideration, it was found that there were not too many difficulties and the author felt that the actual figures finally arrived at were, in the main, quite accurate.

(f) Brief review of chapter:

While many of the ideas pertaining to the questionnaire were influenced by a study of the work entitled "Surveys, Polls and Samples" by Mildred B. Parten, the majority of the subjects suggested themselves to the author for the reasons already stated.

It was found at times difficult to maintain a strictly scientific approach in presenting the questionnaire and in order to overcome this difficulty in a future investigation, the author feels that all instructions should be recorded on a tape recorder, so that the exact words and tone of instruction could be used for each group. In this particular investigation, where so few groups were tested, he felt that he had been able to maintain the scientific approach, but had the investigation been extended over a longer period and involved many more groups under a greater variety of circumstances, this scientific control of the investigation might have been seriously impaired.

Generally speaking, the author was quite satisfied that, under the circumstances, the whole investigation was satisfactorily carried out, that the information supplied by the pupils was given in good faith, and that there was little deliberate attempt to mislead the investigator.

CHAPTER 3.A FIRST ANALYSIS BASED ON I.Q., NUMBER
OF HOURS PER WEEK SPENT ON EXTRA-MURAL
ACTIVITIES AND NUMBER OF BOOKS READ.

Although the product-moment correlation was worked on the overall total of 180 pupils, it was found convenient to present the actual data in the standard groups originally engaged in answering the questionnaire. Thus Table 2 which follows is presented in strict case order maintained throughout this investigation.

TABLE 2.D.H.S. STD.8.

<u>Case.</u>	<u>I.Q.</u>	<u>No. of hours per week spent on extra-mural activities.</u>	<u>No. of books read.</u>
1.	113	2	24
2.	129	15	12
3.	120	4	8
4.	134	8	11
5.	130	9	7
6.	108	3	6
7.	123	17	7
8.	122	12	5
9.	115	10	4
10.	123	12	2
11.	126	8	5
12.	126	4	5
13.	115	14	2
14.	107	5	3
15.	120	10	6
16.	104	4	-
17.	111	12	1
18.	96	8	-
19.	103	10	-
20.	137	5	8
21.	92	12	-
22.	96	10	2
23.	124	16	6
24.	120	10	9
25.	96	5	2
26.	102	3	8
27.	97	2	3
28.	115	5	7
29.	106	3	7
30.	101	4	3

TABLE 2.D.H.S. STD.9.

<u>Case.</u>	<u>I.Q.</u>	<u>No. of hours per week spent on extra-mural activities.</u>	<u>No. of books read.</u>
1.	113	8	4
2.	127	6	20
3.	124	8	28
4.	93	30	16
5.	143	8	15
6.	115	22	4
7.	114	8	2
8.	104	20	1
9.	120	15	6
10.	141	8	3
11.	95	6	2
12.	115	13	4
13.	132	6	4
14.	112	9	6
15.	113	2	5
16.	116	6	4
17.	122	10	4
18.	125	4	6
19.	106	8	5
20.	114	10	5
21.	103	18	13
22.	123	10	13
23.	106	14	23
24.	101	7	3
25.	105	8	1
26.	112	-	14
27.	134	2	11
28.	101	11	1
29.	115	8	6
30.	119	3	18

TABLE 2.

D.H.S. STD.10.

<u>Case.</u>	<u>I.Q.</u>	<u>No. of hours per week spent on extra-mural activities.</u>	<u>No. of books read.</u>
1.	111	7	6
2.	107	6	3
3.	138	2	11
4.	122	10	5
5.	113	8	6
6.	99	8	2
7.	126	10	4
8.	107	2	7
9.	124	15	2
10.	104	5	1
11.	113	6	16
12.	118	10	6
13.	95	12	12
14.	120	19	8
15.	108	1	11
16.	126	11	4
17.	114	10	5
18.	135	10	6
19.	96	5	8
20.	122	7	5
21.	112	10	3
22.	110	10	9
23.	116	6	5
24.	98	5	9
25.	133	10	12
26.	96	5	2
27.	106	9	2
28.	119	4	3
29.	108	2	8
30.	139	7	25

Range 6.8 to 13.9
Avg 10.5

206 / 6.5
180
26.8

TABLE 2.G.H.S. STD.8.

<u>Case.</u>	<u>I.Q.</u>	<u>No. of hours per week spent on extra-mural Activities.</u>	<u>No. of books read.</u>
1.	112	-	5
2.	118	3	40
3.	121	8	8
4.	130	3	30
5.	131	4	36
6.	119	4	8
7.	137	6	9
8.	127	2	19
9.	128	9	13
10.	136	6	8
11.	127	6	10
12.	127	2	7
13.	125	3	6
14.	101	2	6
15.	121	2	7
16.	98	3	6
17.	101	1	5
18.	99	2	6
19.	121	6	7
20.	106	5	11
21.	101	14	20
22.	105	5	29
23.	104	9	7
24.	113	3	11
25.	94	2	5
26.	112	1	3
27.	112	5	3
28.	108	6	3
29.	114	3	4
30.	112	6	26

TABLE 2.

G.H.S. STD.9.

<u>Case.</u>	<u>I.Q.</u>	<u>No. of hours per week spent on extra-mural activities.</u>	<u>No. of books read.</u>
1.	145	14	67
2.	120	6	22
3.	143	3	7
4.	137	6	10
5.	129	6	7
6.	130	9	15
7.	123	5	11
8.	123	4	15
9.	140	3	9
10.	119	10	17
11.	115	1	13
12.	107	-	4
13.	119	5	12
14.	115	1	8
15.	97	-	10
16.	117	8	26
17.	115	5	15
18.	130	4	13
19.	105	2	3
20.	96	2	2
21.	113	3	5
22.	97.	8	9
23.	108	2	5
24.	107	4	6
25.	109	6	11
26.	112	5	7
27.	102	3	7
28.	100	1	-
29.	121	12	5
30.	131	-	8

TABLE 2.

G.H.S. STD. 10.

Case.	I.Q.	No. of hours per week spent on extra-mural activities.	No. of books read.
1.	106	3	11
2.	91	6	10
3.	122	5	11
4.	111	20	11
5.	115	6	5
6.	108	10	3
7.	102	5	8
8.	123	12	11
9.	103	7	12
10.	130	2	30
11.	109	3	2
12.	103	8	3
13.	120	4	11
14.	135	10	17
15.	129	16	20
16.	95	6	9
17.	111	6	22
18.	119	5	23
19.	133	20	27
20.	95	3	20
21.	137	4	20
22.	106	20	5
23.	113	10	6
24.	131	8	4
25.	131	6	15
26.	125	6	16
27.	117	1	6
28.	106	12	8
29.	128	3	11
30.	116	1	15

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From the figures presented in Table 2 it was found that

- (a) the median I.Q. was 115
- (b) the median for the number of hours per week spent on extra-mural activities was 6 and
- (c) the median for the number of books read over the period of three months was 7.

These were the figures used in calculating the product-moment correlations discussed in the next chapter. Before proceeding to this however, the author worked on averages from Table 2 and felt that much of the information thus gleaned was valid and pertinent to this research.

These averages are presented hereunder in Table 3.

TABLE 3.

	I.Q.	No. of hours per week spent on extra-mural activities.	No. of books read.
D.H.S.Std.VIII	113.6	7.6	5.4
IX	115.4	9.6	8.2
X	114.5	7.7	7.5
G.H.S.Std.VIII	115.6	4.3	10.9
IX	117	4.6	11.6
X	116	7.6	12

It can be seen at a glance that girls read many more books than boys, the actual figures for 90 girls and 90 boys being 1049 and 497 respectively. It can also be noted that boys spend far more time on extra-mural activities; so, at first glance, it would appear that there is a case made out for the fact that the more extra-mural activities indulged in the fewer the books that are read.

However, on closer examination it will be seen how dangerous it can be to make such a generalisation without considering the whole picture. For example, girls in standard VIII who spend only 4.3 hours on extra-mural activities read 10.9 books while standard X girls who spend 7.6 hours on these activities read 12 books per pupil. Thus no cursory deductions can be made from these figures.

One further point must be made at this stage: there appears to be a slight bias in favour of the girls in regard to the average I.Q. While this difference is only slight the author feels that in future research more care will have to be taken in sampling.

Nevertheless he does not feel that the difference is significant enough to affect the findings in this particular research but that, over a wider range, this particular aspect will have to be under better control.

CHAPTER 4.

A STUDY OF THE PRODUCT-MOMENT CORRELATION BETWEEN:-

- (i) I.Q. and number of books read,
- (ii) I.Q. and time spent on extra-mural duties, and
- (iii) time spent on extra-mural duties and number of books read.

Working on the information recorded in Table 2 and working on the medians as stated in Chapter 3, the author then proceeded to investigate whether or not there did exist a correlation between

- (i) I.Q. and number of books read,
- (ii) I.Q. and time spent on extra-mural duties, and
- (iii) time spent on extraneous duties and the number of books read.

The calculations of these product-moment correlations follow in Figures 1, 2, and 3.

FIGURE 1.

Calculation of the Product-Moment correlation between the I.Q. of 180 pupils of D.H.S. and D.C.H.S. and the number of books read by these pupils.

$$\begin{aligned}
 cy &= \frac{5}{180} = .028 & cx &= \frac{91}{180} = .5 \\
 c^2y &= .000764 & c^2x &= .25 \\
 \sigma_y &= \sqrt{\frac{281}{180} - .000764} \\
 &= \sqrt{1.560347} \\
 &= 1.249 \\
 \sigma_x &= \sqrt{\frac{515}{180} - .25} \\
 &= \sqrt{2.6111} \\
 &= 1.61 \\
 r &= \frac{\frac{118}{180} - .028 \times .5}{1.249 \times 1.61} \\
 &= \underline{\underline{.319}}
 \end{aligned}$$

FIGURE II.

Calculation of the Product-Moment correlation between the time spent on extra mural activities and number of books read by pupils of D.H.S. and D.G.H.S.

$$c_y = \frac{8}{180} = .04 \qquad c_x = \frac{92}{180} = .51$$

$$c^2_y = .0016 \qquad c^2_x = .26$$

$$\sigma_y = \sqrt{\frac{190}{180} - .0016}$$

$$= 1.02$$

$$\sigma_x = \sqrt{\frac{514}{180} - .26}$$

$$= 1.6$$

$$r = \frac{\frac{-7}{180} - .04 \times .51}{1.02 \times 1.6}$$

$$= \underline{\underline{-.036}}$$

FIGURE III.

Calculation of the Product-Moment correlation between the time spent on extra-mural activities and the I.Q. of 180 pupils of D.H.S. and D.G.H.S.

$$c_y = \frac{3}{180} = .016 \qquad c_x = \frac{9}{180} = .05$$

$$c^2_y = .000256 \qquad c^2_x = .0025$$

$$\sigma_y = \sqrt{\frac{279}{180} - .000256}$$

$$= 1.24$$

$$\sigma_x = \sqrt{\frac{189}{180} - .0025}$$

$$= 1.02$$

$$r = \frac{\frac{13}{180} - .016 \times .05}{1.24 \times 1.02}$$

$$= \underline{\underline{.056}}$$

(i) In the case of Figure I, calculating the product-moment correlation between the I.Q. of 180 pupils of D.H.S. and D.G.H.S. and the number of books read by these pupils, it was found that the actual correlation was .319. While this is not very high, the fact remains that there is a positive significance which would appear a worthwhile avenue for further research. It must be borne in mind, at all times, that these limited figures apply only to pupils of two Durban High Schools and cannot be said to represent all pupils of High Schools in Natal. Nevertheless, within the limitations of this dissertation, the author feels that an important conclusion has been reached and this could be the central idea of the hypothesis which he hopes to propound at the end of this dissertation.

(ii) In considering Figure II dealing with the product-moment correlation between time spent on extra-mural activities and number of books read the actual coefficient was .036. This would appear to indicate that there was neither a positive nor a negative correlation of any significance between these two factors. The only possible conclusion is that one cannot assert that, if a pupil were to devote less time to extra-mural activities, he would read more, nor does the converse hold good.

If, after a more intensive study, this statement can be verified as accurate, the author feels that

it is most important, as the question of sporting activities in which school children are asked to participate after school hours, has always been a vexed one.

(iii) Figure III represents the product-moment correlation between the time spent on extra-mural duties and the I.Q. of the 180 pupils tested. The final correlation coefficient of .056 appears to indicate that there is no correlation between these two variables.

CHAPTER 5.

READING TRENDS.

A careful study of the answers to question 14 of the questionnaire revealed a most interesting result. To facilitate detailed consideration, a composite analysis of the most popular authors is supplied hereunder:-

TABLE 4 - READING TRENDS.

AUTHOR.	STD 8.		STD 9.		STD 10.	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Richmal Crompton	19					2
Alistair McLean	7	13	8	5	8	6
Hammond Innes	5	6	5	1	7	
Agatha Christie	2	25	5	3	2	20
C. Dickens	3	8				
Shakespeare Plays	2	3		1		8
Leslie Chateris	2	9	5		3	
Joy Adamson	1		1	3		6
Ritter			4		8	
Neville Shute		5	4	4	12	14
R. Gordon	1	2	6	5		2
P.G. Wodehouse	3		1		1	2
P.C. Wren	3		2			
Paul Galico	1	3	1	1		5
Dale Carnegie			2			
Joy Packer		6		7	3	14
Thornton Wilder					3	
Poetry Anthologies	1	2	3			3
Somerset Maughan		2			8	1
Frank Slaughter	1	1		3	7	4
Paul Brickhill	2		2		4	1
Anya Seton		3		6		6
Catherine Gaskin						6
A. Selinko				5		3
Georgette Heyer		3		37		3
Sir W. Scott				10		
Margaret Mitchell		3		9		
Agnes Turnbull				7		
Lloyd Douglas		9				
Jane Austen		6		2		2
Edgar Wallace		4	1			3
Leon Uris	2	7	5	4	1	6
L. Alcott		2		3		

It will be noticed, that at the moment, the most popular authors for both groups of students in all three standards are Alistair McLean and Agatha Christie,

the latter being particularly favoured by the girls in standard eight and ten. Hammond Innes had a limited appeal to all but girls in standard ten, and Leslie Chateris and Neville Shute appeared to be favoured by a sprinkling of readers in all classes. The figure of 19 books of the William Series by Richmal Crompton can be misleading as 17 of these were read by one pupil. While it must be admitted that a single pupil who had read a large number of books by one author can bias one's figures heavily, there appears little one can do in the matter beyond drawing attention to the fact and bearing it in mind when making final deductions. Georgette Heyer was immensely popular with girls in standard IX but appeared to have little appeal to the others. It is interesting to note that a few pupils read Charles Dickens novels in standard VIII, while Jane Austen appealed to a few girls in all groups. Shakespearean plays were sampled by a few, while here and there the odd pupil read poetry anthologies. Leon Uris was in demand by pupils with Jewish names by virtue of the subject dealt with in his novels which had a national/religious appeal, while Margaret Mitchell was read for her one outstanding work Gone with the Wind.

On the whole, however, there did not appear to be any general trend, and this led the author to investigate and suggest an explanation for this absence of trend. There was a time, not so very long ago, when one took for granted that at a certain age certain books would be popular with pupils of all

classes. For a birthday gift to a standard seven or eight pupil one need not have hesitated to give a boy a novel by Robert Louis Stevenson, or a girl, a book by Louisa Alcott. For the more advanced pupils one was safe in presenting a P.C. Wren novel for the adventurous, a P.G. Wodehouse work for the lighthearted or a Galsworthy novel for the more serious minded student. Somerset Maugham and Hall Cain were always sought after not to mention Conan Doyle, Edgar Wallace and a host of other writers. This "trend" appears now to have vanished completely, and the author suggests that the cause can be ascribed to one or more of the following reasons:-

(a) Many more books are being printed today than ever before and with this spate of literature - some good, some bad - there is a corresponding high pressure sales campaign through the usual selling channels e.g. radio, book reviews, window displays, cheap book clubs, newspaper reviews etc.

(b) Many of the books, most calculated to appeal to the reading public, have been adapted to films and coupled with the tremendous pressure of cinema advertising have become best-sellers overnight.

(c) Many stories now appear in abridged versions in digest magazines and are attractive to people who cannot spare the time to read three or four hundred pages, but who are quite prepared to enjoy the novel if it is presented in 20 to 30 pages - a comfortable hour's reading.

(d) With our completely changed international outlook there appears to be a corresponding change in the type of book enjoyed by our youthful readers. At the risk of using a cliché, one can only say that the "winds of change" have certainly altered our whole outlook on the type of hero and heroine who won the admiration of an earlier generation, but who are not even accorded the honour of scorn by modern youth. The author feels that in this connection Margery Fisher¹⁾ is very close to the truth when she points out that our heroes of two decades ago were hero-worshipped for their own particular qualities of good clean British fair play. The characters of Biggles and Co. brigade, even Greyfriars' lads always "played the game" and were always considered equal to any three Frenchmen, five Germans, six Italians and at least ten Blacks, Japanese, Chinamen or, for that matter, any foreigner. Of recent years there has been this tremendous realignment of our political sympathies and, while Russians are still accepted as the villains and master spies, youth is not generally agreed on how they stand towards the other nationalities. Youth is very confused - indeed we all appear to be confused - and, for that reason, the interest now appears to turn to space travel and simple, innocuous tales of slick mystery

1) Fisher, Margery, Intent on Reading - A Critical Appraisal of Modern Fiction for Children.
(Brockhampton Press, 1961.) Passim.

adventure of the Leslie Chateris type. There have not been enough novels written to enable the modern age to develop a pattern. Time alone can tell whether or not a definite pattern will emerge. The demand is certainly there and this brings the author to the point that was of great interest to him - the tremendous number of books which are being read. If it is accepted, that the figures quoted earlier, indicating an average of six books per pupil read every three months, are correct, then surely we must feel that herein lies a golden opportunity for teachers to take advantage of this fact in preparing reading projects for the various standards. One full length novel and one Shakespearean play is deplorably little to set for a standard IX and X pupil as the year's task.

It is not suggested that reading should be so restricted as to destroy the free choice of the individual, but there can be no harm in introducing an extra two or even three good literary works per year into a school curriculum without causing undue hardship to anyone. In view of this apparent absence of direction in the reading habits of High School Pupils, it can only be a reflection on the authorities if they fail to give a suitable lead.

While in no way criticising the works read by the 180 pupils questioned-many of the books not listed in Table 4 showed great maturity on the part of the readers - there did appear to be much floundering. Only where certain books were recommended by the School Librarian or the Class

Teacher, was there any attempt to tackle the more serious type of literature. A case in point is where a group of girls, all in standard IX, concentrated on Sir Walter Scott's novels. The author was told that these had been recommended by the teacher; but the main point of interest is that these particular pupils had thoroughly enjoyed their somewhat lengthy tasks. Without the teacher's recommendation, however, there can be little doubt that this particular author would have been overlooked for another Agatha Christie novel or a Leslie Chateris Saint adventure.

While it is not within the scope of this dissertation to discuss the English Literature syllabus for Natal Schools, it is pertinent to observe that modern youth has far greater reading potential than is generally conceded. Whether or not this ability to cope with a greater reading programme exists in the other schools of Natal is important, for these conclusions are based entirely on information gained from the two schools which are so ably served by first rate libraries and competent librarians.

On the topic of the number of books read by pupils, the figures quoted below from statistics kept by the Librarian of D.H.S. are self-explanatory. It must be borne in mind that while these figures represent the reading for the year 1961, they do, in fact, represent only eight months reading - approximately the time during which the library is open to pupils during the year.

TABLE 5 A - LIBRARY STATISTICS.

<u>1961.</u>	1st Term	3769 books.
	2nd "	4830 "
	3rd "	4233 "
	4th "	1212 "

A study of the figures for the third term's reading shown in Table 5 B shows the wide range of choice and the satisfactory state of the reading habits of pupils at this School.

TABLE 5 B - LIBRARY STATISTICS.

English	2715 books.
Afrikaans	54
French	16
Encyclopedia	18
Philosophy	25
Religion	20
Social Science	131
Language	4
Science	165
Applied Science	164
Recreation Sport Art	356
Literature	197
History	326
Magazines	52

Similar figures were not available from the Girls' High School but, from discussions with the Librarian, the author gathered that there too a similar widespread demand for books on all subjects was evident.

CHAPTER 6.

SELF ASSESSMENT OF ATTITUDE TOWARDS READING ; NUMBER OF BOOKS IN THE HOME.

A scrutiny of the answers given to questions 8 and 9 of the questionnaire is most interesting, inasmuch as these present a very firm indication that the answers given to the other questions - accepted up till now at their face value - can be considered to be fairly accurate.

The social strata from which each school draws its pupils are as near as possible, identical. One should expect, therefore, that the number of books found in the homes of pupils attending these schools would be about the same.

Further, in view of the evidence disclosed by the answers given to question 14 wherein it was established that girls read more books than boys (1049 to 497 to be precise), one would expect in a self assessment appraisal, that girls are more avid readers than boys. If this, on analysis, did not prove to be the case, one would be forced to question the accuracy of the previous findings. The figures quoted below however, are so close to what was expected, that the author feels satisfied that all answers were given in good faith and that little or no attempt was made to mislead the investigator.

TABLE 6 A - ATTITUDE TOWARDS READING.

	Very keen.	Keen.	Enjoy reading sometimes.	Seldom read.	Detest reading.
Boys	17	39	32	2	-
Girls	33	25	27	4	1

TABLE 6 B - NUMBER OF BOOKS IN THE HOME.
APPROXIMATE NUMBERS.

	20	50	100	200	200+
Boys.	2	13	25	20	30
Girls.	4	12	25	17	32

It will be seen at a glance how surprisingly close is the number of books in the homes of boys compared with the number of books in the homes of girls.

Thirty-three "very keen" readers amongst the girls to the 17 boys is also very close to what we should expect after knowing the actual amount read.

Scientifically, one cannot claim that this is a test of accuracy; but it is gratifying to know, that in a subjective test, of this kind the degree of accuracy of the answers can be so high.

CHAPTER 7.

CASUAL DAILY READING HABITS.

A consideration of the answers given to question 10 is very revealing, not so much in pointing to a reading trend or pattern, as in disclosing the type of casual everyday reading of pupils at these two respective schools.

TABLE 7.

ANALYSIS OF NUMBER OF PUPILS READING NEWSPAPERS,
COMICS, MAGAZINES, PLAYS, POETRY.

	Regularly.			Sometimes.			Seldom.			Never.		
	B.	G.	Tot.	B.	G.	Tot.	B.	G.	Tot.	B.	G.	Tot.
Newspapers	74	72	146	15	15	30	1	3	4	-	-	-
Comics	9	5	14	39	38	77	38	35	73	4	12	16
Magazines	45	39	84	38	43	81	7	7	14	-	1	1
Plays	-	4	4	18	23	41	29	40	69	43	23	66
Poetry	3	5	8	17	25	42	25	29	54	45	31	76

B. = Boys. G. = Girls. Tot. = Total.

The most striking point shown from the above analysis is the great similarity that exists between the kind of reading matter enjoyed by the boys and girls who answered this questionnaire. It is quite understood that these answers are purely self-assessments and that there exists a very "fine" demarcation only, between "sometimes" and "Seldom", yet these figures show that certain types of printed matter make a similar appeal to both sexes. The

figures do not reveal to what extent these publications are read: some pupils may read only the sporting page of the newspaper, while others may spend a considerable time daily on reading all the newspaper articles. Notwithstanding this it is important to note how great an influence the newspaper must have on a group of students, some 98% of whom appear to be regular or very nearly regular daily readers.

The answers given under the heading of "Comics", are also most interesting, inasmuch as it is popularly supposed that most children spend far too much time reading this undesirable type of literature. In point of fact however, from these figures, only about 50% appear to be interested (of whom 6% appear "very interested"), while the remainder appear rather luke-warm in their attitude to this form of indulgence.

In short, one must therefore treat this widespread condemnation of modern youth with some reservation, for, after all, there are certain comic strips in Sunday Newspaper supplements and, to a lesser extent, in daily news editions, which even adults enjoy reading. The only conclusion, therefore, that one can come to is that there is not an overwhelming deterioration in the type of everyday casual reading on the part of High School pupils.

A consideration of the replies to the question on magazines was rather surprising to the author. He had not realised that there appeared to be such a

great demand for this type of reading matter.

Combining the "Regularly" and the "Sometimes" we arrive at a figure of over 90% which does not lag far behind newspapers in popularity. These answers certainly do not reveal what type of magazines are in demand. We can only assume boxing, mechanical, stamp and motor-car racing magazines are favoured by the boys, while magazines with a greater female appeal dealing with love stories, historical novels, housecraft, fashion and gardening are the most popular with the girls. This can only be regarded as an opinion, because the author has no evidence at this stage to prove or to disprove this statement.

Little surprise was caused by the answers to the question on Plays and Poetry. If any comment is to be made at all, it is to the effect that, bearing in mind that these two categories require maturity of mind, the author is surprised that there does exist even amongst 50% of the pupils a slight desire to read these for their own entertainment. A further point of surprise was that there appears very little difference between the attitude of boys and girls under these two headings, for there can be no doubt that most people would be quite prepared to venture the opinion that girls are far more interested in plays and poetry than are boys. These figures seem to indicate otherwise.

An overall summing up of the picture reveals a state of affairs, not quite unexpected, which seems

to indicate a healthy attitude towards daily reading. This reading, while not being very selective, should serve to keep pupils in touch with everyday events and with new trends about them in their daily lives.

It would be most interesting to examine this particular aspect in a rural area and to see how the answers compare with the above analysis.

CHAPTER 8.

LACK OF ENTHUSIASM FOR PRESCRIBED AUTHORS.

A further close study of the answers to question 14 reveals a disturbing factor which should give rise to a deal of thought. The fact referred to is the apparent lack of enthusiasm on the part of the pupils for any books by authors specifically prescribed as part of the school syllabus. Of a total of 1546 books read by 180 pupils over a period of three months only 59 books, which would normally be found in the list of prescribed works, were read.

These books were:-

TABLE 8.

Works of William Shakespeare.	14.
Charles Dickens.	11.
Sir Walter Scott.	10.
Jane Austen.	10.
D.H. Lawrence.	3.
Bernard Shaw.	4.
Charlotte Brontë.	3.
George Eliott.	2.
W.M. Thackeray.	1.
Thomas Hardy.	1.
Total.	<u>59</u>

This figure represents less than 4% of the total books read. If these books were evenly distributed amongst the 180 pupils, one would venture to say there was little wrong with one out of every three pupils reading these standard classics. In fact, some pupils have read two or three of the books listed in Table 8 and so it would appear that only one in seven or eight pupils feels that these books are worthy of attention.

Seeking to explain away this lack of enthusiasm

by a few wildly accusatory statements will not help us probe the truth, for there must be some explanation for this unsatisfactory state of affairs.

One could accuse the teachers of having failed to infuse a love for the works of these famous authors through lack of ability or lack of enthusiasm, or both. Such a statement is obviously untrue, for, while there may be the isolated case of incompetence, there can be no doubt that the vast majority of English Literature teachers in the High Schools have proved themselves both enthusiastic and able, and have done their utmost to transfer their own joy and enthusiasm for reading to the pupils in their charge.

The position becomes even more puzzling when it is realised that pupils - both bright and dull - enjoy their set books once they have studied them. Even in standard seven Macbeth or A Midsummer Night's Dream meets with absolute approval from youths, whom one would normally expect to react unfavourably to this type of work. Great Expectations and David Copperfield are unstintingly praised by standard eight pupils, while George Eliott and Thackeray are greatly appreciated by the upper school. This being so, why is there no follow-up outside school time?

Psychologically speaking we cannot deny that a barrier is set up against what we are compelled to do. Is it possible therefore, that, because certain books are prescribed for compulsory reading, the pupils

who have to study them unconsciously ever that they will never read any of these works voluntarily?

This question deserves much deeper examination but, it is the opinion of the author, that, while it may be a contributory factor, it certainly does not explain away the whole problem.

He would suggest that the following ideas might be closer to the truth and hence worthy of further and more detailed consideration:-

(a) Social conditions:

Can it possibly be, that as these authors deal with situations and social conditions so alien to modern youth, that they are discouraged from reading other books by these same authors?

One must admit that conditions in Elizabethan or Victorian England - the social customs of the time, the sharp class distinctions, the abject poverty of the lower working class, the moral attitudes of the gentry are all alien to modern youth's experience of life. Thus, in order to enjoy to the full, works of Shakespeare, and to a lesser degree Dickens and Hardy, an analytical study of language, character and situation must be undertaken. This requires a certain discipline of thought and it does go some way to explain why pupils fight shy of choosing such novels and yet enjoy them when they are forced to give them some concentrated study.

(b) Language difficulty.

Does the language of Shakespeare present

an obstacle to those who read purely for personal pleasure?

One need not be ashamed to admit that there are many passages in Shakespeare which, owing to their purely local references and the peculiar type of wit appreciated only by the people of his age, we find dull and often incomprehensible. This could explain the pupil's antipathy to these excellent works which should be providing enjoyment. It requires the guidance of a teacher to help pupils to overcome textual difficulties.

(c) Universality of Characters.

Does the pupil fail to recognise the universality of the characters and situations because of the strangeness of the social conditions in which they are portrayed?

The answer to this question is largely bound up in the answers to (a) and (b). That most of the characters of a classic are universal is a sine qua non, but because of the strangeness of their speech, surroundings and situations, the average pupil, without guidance, fails to recognise this universality. To him they appear unreal. It is not until he is helped to recognise these characters as people similar to those about him, that he can begin to appreciate what he reads.

(d) The time factor in reading.

Has the pupil the time or the inclination to read a work of some six or seven hundred pages, to concentrate on the structure of the novell and to ponder over the author's intentions and so obtain

the full enjoyment from this kind of reading?

In an age of speed and split-second timing of our everyday activities, what time has the modern youngster to devote to continuous concentrated reading? In the answer to question 11 of the questionnaire, the time given to daily reading is made up of snatches of half an hour before breakfast, an odd few minutes between homework and supper, an hour of an evening or a few hours over the weekend. During these brief periods the pupil obviously wishes to finish a novel within a reasonable time in order to gain any enjoyment from this recreation.

In Victorian times, where all members of the family sat round the hearth on long winter evenings reading the latest novels in serial form, the novelists certainly tended to supply at great length that form of enjoyment which the average person was seeking. This is not the case today when so much outside entertainment tends to distract us all from that comforting state of mind, which welcomes "a good book", that helps to pass pleasantly those hours of relaxation at our disposal. The author doubts whether today, even amongst "intellectuals", one would find many readers who are prepared to wade through four volumes of Clarissa for enjoyment,.

It would seem therefore, that all these factors combine to promote this lack of enthusiasm and that, in order not to lose the value of the works of our great authors, certain mental disciplines must be expected of our youth. These can only be carried

out by increasing the number of books which we expect our students to read to satisfy the requirements of our syllabus.

CHAPTER 9.

A STUDY OF SPECIFIC CASES RELATING TO THE NUMBER AND QUALITY OF BOOKS READ.

Having discussed in detail some of the information obtained from the questionnaire it is perhaps permissible at this stage to discuss some general points that have emerged and which are likely to be lost in the overall picture if not carefully examined. As remarked earlier, the author was most surprised both at the number of books read and at the high literary quality of some of these works. This is a general statement, but where one finds five pupils who, during a three month period, have each read over thirty books this calls for some comment. In the first instance it is necessary to study the quality of these books and below are listed a few titles (together with the I.Q. of the pupils) which were given in answer to question 14:-

Case No.1. G.H.S. Std.VIII. I.Q. 130. Total Books:30.

1. Pride and Prejudice - Jane Austen.
2. Young Traveller in Denmark - C. Strong.
3. The Bible.

The balance of books was made up of works by Agatha Christie, Leslie Charteris and sundry love stories together with tales of mystery adventure and two works "on choosing a career".

Case No. II. G.H.S. Std.VIII. I.Q.131. Total Books: 36.

1. Quentin Durward - Sir Walter Scott.
2. I Leap over the Wall - Monica Baldwin.
3. Lorna Doone - R.D. Blackemoor.
4. Swiss Family Robinson (Abridged version).
5. The Great Controversy - Bible discussion.

The balance of books was made up of Zane Grey "Westerns", Agatha Christie thrillers, Leslie Charteris adventures and certain love novels together with science fiction and a biography entitled The God of Troy, by Payne.

Case No.III. G.H.S. Std.IX. I.Q.145+. Total Books:67.

1. Exodus - Leon Uris.
2. Cry the Beloved Country - Alan Paton.
3. +The Mikado - Gilbert & Sullivan (Musical play).
4. +The Student Prince - Romberg. (" ").
5. Huntingtower - John Buchan.
6. English Poems and Ballads - Anthology.
7. Life of Lord Nuffield - Biographical.
8. The Pick of Punch - Anthology.
9. Born Free - Joy Anderson.
10. Making Atoms Work - L. de Vries - Science Text.
11. The Boy Shakespeare- Biographical novel.
12. Life of Michael Angelo - Historical novel.
13. The Haversack Book - Girl Guide Activities - Anthology.
- 14.+Pirate - Sir Walter Scott.

+ There appears to be confusion over these "book" titles.

The balance of the books was made up of works by Georgette Heyer, Frances Parkinson Keyes, Ian Hay, "Sapper", Joy Parker, Neville Shute, Doornford Yates, P.G. Wodehouse and various humorous, historical and crime detection novels.

Case No.IV. G.H.S. Std.X. I.Q.130. Total Books: 30.

1. Living Free - Joy Anderson.
2. The Bridge at Andau - J. Michener.
3. Far from the Madding Crowd - T. Hardy.
4. Mrs. Harris goes to New York - P. Gallico.
5. The Bible.

The balance of books was made up of Agatha Christie thrillers, books by Alastair Maclean and Neville Shute and various humorous and adventure novels.

Case No.V. G.H.S. Std.VIII. I.Q.118. Total Books: 40.

1. The Agony and the Ecstasy - Irving Stone.
2. The Big Fisherman - Lloyd Douglas.
3. Under Milkwood - Dylan Thomas.
4. Vanity Fair - Thackeray.
5. Pickwick Papers - Charles Dickens.
6. The Old Curiosity Shop - Charles Dickens.
7. Northanger Abbey - Jane Austen.
8. Persuasion - Jane Austen.
9. Dr. Faustus - Marlow (Play)
10. The Tempest - Shakespeare.
11. Hamlet - Shakespeare.
12. Quartet - Somerset Maugham.

The balance of books was made up of works by Ian Hay, Francis Brett Young, Paul Gallico, Frank Slaughter, Percy Scholes (music - non-fiction) Naomi Jacob and one Agatha Christie novel.

While the first, second and fourth examples chosen do not disclose much maturity the third and fifty examples certainly show a maturity of interest which is beyond what one would normally expect of standard IX and standard VIII Pupils. The range of reading is wide, intelligent and at the same time far from being too serious. Here, therefore, are two cases which certainly warrant further investigation.

It is interesting to note that case number five with an I.Q. of 118 spends only $2\frac{1}{2}$ hours per week on music and 1 hour per week on swimming; while case No. 3 with an I.Q. of 145+ lists as her outside activities

Tennis (summer)	3 hours.
Swimming (")	3 hours.
Music Lessons	5 hours.
School Choir	1 hour.
Air Rangers	5 hours.

With all these activities and still capable of reading over sixty books in three months what provision - may one ask? - is there, apart from teacher encouragement, for a pupil of this calibre in our educational programme? Admittedly this is only one case out of 180, but in view of the small sample tested could there not be other cases similar to this?

It would appear that our system of education is geared to the "average child" and there can be no quarrel with this. Nevertheless, Eric James¹⁾ quotes James Bryant Conant²⁾ who wrote:

"We have long been accustomed to discovering the unusual boy or girl in the artistic field, and we are providing more and more for the education of such talent within the school. But relatively little is done along parallel lines for those who have comparable talent in languages or mathematics. Yet how much society has to gain by the early recognition of such people and their adequate education."

He continues by pointing out how deeply Professor Conant feels about the lack of opportunity given in America to the most intelligent children. Conant writes:

"The more we try to employ the instrument of universal education to offset the forces of social stratification inherent in family life, the more we jeopardize the training of certain individuals. In particular we

- 1) James, Eric, Education and Leadership. George G. Harrap & Co. Ltd., 1951. (page 46).
- 2) Conant, James Bryant. Education in a Divided World. Oxford University Press, 1949.

tend to overlook the specially gifted youth. We neither find him early enough nor guide him properly, nor educate him adequately in our high schools."

These remarks, while referring to American schools are, in the opinion of the author, equally valid for our schools in Natal.

To continue along this line of thought Eric James points out,:

"But the failure to think clearly about the needs of the brilliant child has¹⁾ led us into a state of mind in which we are apparently satisfied to spend larger sums of public money upon the education of the delinquent, the defective, or the handicapped than upon the very gifted in spite of the social contribution which these last can make."²⁾

If these observations are applied to case No. 3, it can be said that this pupil of high intelligence and with a remarkable gift for reading has, under our system, no special opportunity of using to the full those talents so rarely found in high school pupils; and therefore little chance of benefitting either herself or society.

1) "have" in 1951 edition.

2) James, Eric, op.cit. Page 42.

CHAPTER 10.

A FURTHER EXAMINATION OF LISTS OF BOOKS SUBMITTED IN ANSWER TO QUESTION 14 ON THE QUESTIONNAIRE.

Below are quoted certain completed lists taken at random from the answers given to question 14.

Names of books, authors and descriptions are given without correction as written by the Pupils.

Std. 8. D.H.S.

Case 2. I.Q. 129.

<u>Biggles in Africa.</u>	Capt.W.E.Johns	Adventure	Novel
<u>Biggles Defies the Swastika.</u>	" " "	"	"
<u>Rugby for Beginners.</u>	Venables.	Instructive	
<u>Green Fairways.</u>	Louis T.Stanley	Humour, History, Sport.	
<u>Card Games.</u>	Roberts	Instructive	
<u>Judo.</u>	E.J.Harrison	Instructive	
<u>Macbeth.</u>	Shakespeare	Tragedy	Play
<u>A Tale of Two Cities.</u>	Dickens	Adventure	Novel
<u>Great Expectations.</u>	"	"	"
<u>The Junior Detection Club.</u>	Capt.W.E.Johns	Adventure	Novel

Case 3. I.Q. 120.

<u>Thank you Jeeves.</u>	P.G.Wodehouse	Humour	Novel
<u>Carry on Jeeves.</u>	" "	"	"
<u>Roger Ingleton Minor.</u>	" "	"	"
<u>Scarlet Pimpernel.</u>	Baroness Orczy	Adventure	Novel
<u>Judgement at Nuremburg.</u>	Leon Uris		Novel

Case 3. I.Q. 120. (cont.)

<u>David Ben Gurion.</u>	-	-	Bio- graphy.
<u>Saint Magazine - Collection of Saint Crime Stories.</u>			Magazine

Case 22. I.Q. 96.

<u>The Guns of Navarone.</u>	Alistair Maclean	War Adventure	Novel
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<u>The Town that God Forgot.</u>	W.C.MacDonald	Cowboy	Novel
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Case 29. I.Q. 106.

<u>Dicing with Death.</u>	-	Racing Car Story	Novel
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<u>The Vintage Motor-car.</u>	-	Book on Vintage Cars	
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<u>Great Airport Mystery.</u>	Dixon	Mystery story	Novel
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<u>Stirling Moss's 2nd Book of Motor Sport.</u>	Moss	Cars	Novel
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<u>Famous Bombers of the 2nd World War.</u>	Green	War Stories	
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<u>Reach for the Sky.</u>	R.Brickhill	Adventure- aircraft	Novel
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<u>Mystery of the Iron Box.</u>	-	Mystery	Novel
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Case 30. I.Q. 101.

<u>Livingstone's Discoveries.</u>	Livingstone	Historical	Auto- biography.
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<u>To Tame a Land.</u>	-	Cowboy	Novel
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Std. 8. G.H.S.Case 1. I.Q. 112.

<u>Hercule Poirot's Xmas.</u>	Agatha Christie	Murder	Novel
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<u>Three Little Pigs.</u>	"	"	"
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<u>Lover's Dilema.</u>	-	Love	Novel
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<u>Diary of Anne Frank.</u>	Anne Frank	War Story	Novel
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Case 11. I.Q. 127.

<u>Miracle in the Rain.</u>	-	-	Novel.
<u>Diary of Anne Frank.</u>	Anne Frank	War Novel	Novel
<u>Michael O'Halloran.</u>	Gene Stratton Porter	-	Novel
<u>The Road to Ysterberg.</u>	Jack Cope	-	Novel
<u>The Robe.</u>	Lloyd Douglas	Historical	Novel
<u>The Grand Sophy.</u>	Georgette Heyer	Historical Romance	Novel
<u>Venetia.</u>	"	"	"
<u>She.</u>	Rider Haggard	Adventure	Novel
<u>No Greater Love.</u>	Baroness Orczy	War	Novel

Case 18. I.Q. 99.

<u>The Guns of Navarone.</u>	Alistair Maclean	War Adventure	Novel
<u>The Refugees.</u>	Sir A. Donan Doyle	Adventure	Novel
<u>Ann of Green Gables.</u>	Montgomery	Auto- biography	Novel
<u>4.50 to Paddington.</u>	Agatha Christie	Murder	Novel
<u>Baby in the Library.</u>	"	"	"
<u>Young Penny.</u>	-	Auto- biography	Novel

Case 21. I.Q. 101.

<u>Foxfire.</u>	-	-	Novel
<u>Dragonwyck.</u>	A. Seton	Love story	Novel
<u>Valley of Vines.</u>	J. Packer	-	Novel
<u>Summer Place.</u>	S. Wilson	Love	Novel
<u>Exodus.</u>	L. Uris	-	Novel
<u>Gone with the Wind.</u>	M. Mitchell	Love, adventure, war.	Novel

Case 21. I.Q. 101 (cont.)

<u>Peyton Place.</u>	G. Metallious	-	Novel
<u>Return to Peyton Place.</u>	"	-	"
<u>Tale of Two Cities.</u>	C. Dickens	Historical	Novel
<u>Hidden Flower.</u>	-	Love	Novel
<u>Boy Friend.</u>	-	-	Play
<u>Pygmalion.</u>	G.B. Shaw	-	Play
<u>The Angel in the Corner.</u>	-	Love, adventure	Novel
<u>The Gay of Heart.</u>	-	"	Novel
<u>Catholic Youth.</u>	-	-	Novel
<u>Mouse Trap.</u>	Agatha Christie	Murder	Novel
<u>Now or Never.</u>	-	-	Novel
<u>Macbeth.</u>	Shakespeare	-	-

Case 25. I.Q. 94.

<u>Pastoral.</u>	Nevil Shute	Adventure	Novel
<u>More about the Doctor.</u>	-	-	Novel

5 Other Nevil Shute books but have forgotten titles.

Std. 9. D.H.S.Case 2. I.Q. 127.

<u>The Finer Tone.</u>	-	Keats Poetry	Discussion
<u>Adonais.</u>	-	Keats	Biography
<u>Keats Poetry.</u>	Pettet	Keats Poetry	Discussion
<u>Ariel.</u>	Daumois	Shelley's Life	Bio-graphy
<u>Bridge for Beginners.</u>	C. Soren	Bridge	Instructive
<u>The Flying Inn.</u>	G.K. Chesterton	-	Novel
<u>The Napoleon of Notting Hill.</u>	"		"

Case 2. I.Q. 127 (cont.)

<u>The Ship.</u>	Sandstrom	Ships	History
<u>Pick of Punch.</u>	Various	Humorous	
<u>The White Company.</u>	Conan Doyle	Historical	Novel
<u>History as Science.</u>	-	Science	History
<u>Burchell's Travels.</u>	-	-	History
<u>Outline of History.</u>	H.G. Wells	A reasonable account of Universal History.	
<u>Works of Byron.</u>	Byron	-	Poetry
<u>Works of Longfellow.</u>	Longfellow	-	Poetry
<u>Man Must Measure.</u>	Hogben	Science	
<u>Rewards and Fairies.</u>	R. Kipling	Historical	Novel
<u>Doctor in Love.</u>	Richard Gordon	Humorous	Novel

Case 7. I.Q. 114.

<u>The Trap.</u>	-	War Adventure	Novel
<u>Into the Water Barrier.</u>	Donald Cambell	Autobiography	

Case 9. I.Q. 120.

<u>Saint in Miami.</u>	L. Charteris	Adventure	Novel
<u>Thanks to the Saint.</u>	"	"	"

+ - 15 Numerous Short (+ - 25 pages) Assorted authors -
Photographic Guide Books - Hints on Photography.

Case 11. I.Q. 95.

<u>Chaka Zulu.</u>	Ritter	Historical	History
<u>The Wooden Horse.</u>	Williams	-	-

Case 23. I.Q. 106.

<u>One for the Road.</u>	-	Murder	Novel
<u>One Lonely Night.</u>	Micky Spillain	Murder	Novel
<u>Slide Off.</u>	-	Motor Racing	Novel
<u>Flint.</u>	Louis L'amur	Cowboy Western	Novel
<u>Rear Guard.</u>	-	War	Novel

Case 27. I.Q. 134.

<u>Jock of the Bushveld.</u>	Fitzpatrick	Hunting	Novel
<u>Pigs have Wing.</u>	Percy G. Wodehouse	Comedy	Novel
<u>Shotgun Shooting.</u>	R. Etchen	Shooting	Novel
<u>Dumb Witness.</u>	Agatha Christie	Detective Story	Novel
<u>Aku-Aku.</u>	Thor Heyerdall	Historical	
<u>Automatic Engineering.</u>	-	-	
<u>Gun Digest.</u>	Lucian Cary	Shooting	
<u>The Silent World.</u>	-	Spear fishing	
<u>5 Saint Books.</u>	Leslie Charteris	Fiction	
<u>King Solomon's Mines.</u>		Fiction	
<u>The Code of the West.</u>	Zane Grey	Western	
<u>Around the World in 80 Days.</u>	Jules Verne.	Fiction	

Case 28. I.Q. 101.

<u>Too Late to Mend.</u>	-	Adventure	Novel
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Std. 9. G.H.S.Case 3. I.Q. 143.

<u>St. Ronan's Well.</u>	Sir Walter Scott	Narrative	Novel
<u>Within the Circle.</u>	Stefansson	Travel	Novel
<u>Pattern of Islands.</u>	Arthur Grimble	Travel	Novel

Case 3. I.Q. 143.

Search for Bridey Murphy. M. Bernstein Hypnotism Novel
Bible.

A Swarm of Bees. Marjorie Coryn Historical Novel

No Room in the Ark. Alan Moorhead Travel Novel

Case 5. I.Q. 129.

Ivanhoe. Sir Walter Scott Historical Novel

A Twist of Sand. Geoffrey Jenkins Geographical
Adventure Novel

Diary of Anne Frank. - War
Adventure Novel

Barrets of Wimpole St. B. Shaw Play Play

Gone with the Wind. Margaret Mitchell Historical Novel

Art School - self-
taught. Price and Gordon Art Reference

Wuthering Heights. Charlotte Brontë Historical Novel

Case 12. I.Q. 107.

A Summer Place. L. Wilson Love Novel

Exodus. Leon Uris Historical Novel

Indurance Island. - Adventure Novel

Wuthering Heights. Emile Bronte Love Story Novel

Case 17. I.Q. 115.

My Friend Flika. O'Hara Animal Novel

Green Grass of
Wyoming. " " "

Red Gauntlet. Sir Walter Scott Historical Novel

My Left Foot. Christy Brown Auto-
biography Novel

An Infamous Army. Georgette Heyer Historical Novel

Gone with the Wind. Mitchell Historical Novel

Case 17. I.Q.115.

<u>The Piper in the Wind.</u>	Anne Hepple	Romance	Novel
<u>The Bishop's Mantle.</u>	Agnes Sligh Turnball	Love	Novel
<u>The Gown of Glory.</u>	"	"	"
<u>The Nightingale.</u>	"	"	"
<u>The Fatal Neckless.</u>	-	Biography	Novel
<u>Green Light.</u>	Lloyd Douglas	Love	Novel
<u>Remember the End.</u>	Agnes Turnball	Love	Novel

Case 19. I.Q. 105.

<u>The Healer.</u>	Frank Slaughter	Medical	Novel
<u>Desireé.</u>	Anne Selinko	Historical	Novel
<u>These Old Shades.</u>	Georgette Heyer	Historical	Novel

Std. 10. D.H.S.Case 3. I.Q. 138.

<u>Shaka Zulu.</u>	Ritter	Historical	Novel
<u>San Michele.</u>	Axel Munthe	Biography	
<u>The Judas Tree.</u>	A.J. Cronin	Love	Novel
<u>Story of South Africa.</u>	L. Marquard	Historical	History
<u>From the Terrace.</u>	John O'Hara	Love	Novel
<u>Translations from Du Mappasant.</u>	Du Mappasant	Collection of stories about general matters.	
<u>Somerset Maugham.</u>	Somerset Maugham	General	Novel
<u>The Razor's Edge.</u>	Somerset Maugham	Human Relations	Novel
<u>Twilight in Italy.</u>	D.H. Lawrence	Travel	Novel
<u>The Water of Life.</u>	-	Narrative	Novel
<u>History of Southern Africa.</u>	Walker	Historical	History

Case 7. I.Q. 126.

<u>Shaka Zulu.</u>	Ritter	Historical Novel	
<u>The White South.</u>	Innes	Adventure Novel	
<u>The White Whilwind.</u>	T. Bulpin	Historical Novel	
<u>A Turn at the Wheel.</u>	Moss	Car Racing	Auto-biography

Case 12. I.Q. 118.

<u>Guns of Navarone.</u>	Alistair Maclean	War Adventure Novel	
<u>Landfall.</u>	Nevil Shute	War Adventure Novel	
<u>Beyond the Elack Stump.</u>	" "	-	"
<u>Sword and the Scalpel.</u>	Frank Slaughter	-	Novel
<u>The Long Alert.</u>	Philip Gibbs	War Novel	Novel
<u>The Spoils of Time.</u>	" "	" "	"

Case 15. I.Q. 108.

<u>The Sky People.</u>	B.Le Poer Trench	Space	Non-Fiction
<u>Flying Saucers.</u>	Rev. George King.	"	Non-Fiction
<u>The Message of the Divine Iliad Vol.II.</u>	Walter Russell	Religion	Non-Fiction
<u>The Book of Early Whis- perings.</u>	Walter Russell	Religion	Non-Fiction
<u>The Mystical Christ.</u>	M.P. Hall	Religion	
<u>Public Speaking.</u>	Dale Carnegie	Public Relations.	
<u>You are Responsible.</u>	George King	Religion	
<u>Sermon on the Mount.</u>	Dr. Emmet Fox	Religion	
<u>Flying Saucers and the Straight Line Mystery.</u>	Airne Michel	Scientific Research	
<u>Road in the Sky.</u>	Dr. Williamson	Anthropology	

Case 19. I.Q. 96.

<u>The Guns of Navarone.</u>	A. Maclean	War Adventure	Novel
<u>South by Java Head.</u>	"	"	"
<u>H.M.S. Ulysses.</u>	"	"	"
<u>The Far Sands.</u>	-	Mystery	Novel
<u>A Grave for Madam.</u>		Mystery	Novel
<u>The Young Lions.</u>	Shaw	War Adventure	Novel
<u>Fort Desperation.</u>	-	Western	
<u>Last Stand at Anvil Pass.</u>	-	Western	

Case 20. I.Q. 122.

<u>The Three Musketeers.</u>	A. Dumas	-	-
<u>Prester John.</u>	John Buchan		
<u>The Rains Came.</u>	L. Bromfield		
<u>Dear and Glorious Physician.</u>	F. Slaughter	Life of Lucianus (St. Luke)	
<u>The Great Blitz.</u>	-	-	

Case 23. I.Q. 116.

<u>The Wall.</u>	-	War	Novel
<u>Exodus.</u>	Leon Uris.	Historical	Novel
<u>King Kong.</u>		Tragedy	Play
<u>Sherlock Homes Short Stories.</u>	Conan-Doyle	Narrative	Novel
<u>Shaka Zulu.</u>	Ritter	Historical	Novel

Std. 10. G.H.S.Case 1. I.Q. 106.

<u>The Spanish Bride.</u>	-	Historical	Novel
<u>The Gentle Amazon.</u>		Historical	Novel
<u>Extracts from the Golden Treasury.</u>	Compiled by Palgrave	Poetry	Anthology

Case 1. I.Q. 106. (cont.)

<u>Have just begun</u> <u>"La Tulpe Noire."</u>	Alexander Dumas		
<u>Love Song in Spring</u> <u>Time.</u>	? (Frances) Turt	Romance	Novel
<u>The Hill is Lovely.</u>	L. Beckworth		
<u>The Story of an African</u> <u>Farm.</u>	O. Schreiner		
<u>The Drunken Forest.</u>	G. Durrell.		

Case 15. I.Q. 129.

<u>The Pale Horse.</u>	Agatha Christie	Mystery	Novel
<u>Macbeth.</u>	W. Shakespeare	Tragedy	Play
<u>St. Joan.</u>	Bernard Shaw	Historical	Play
<u>The Millionairess.</u>	" "	Humour	"
<u>They Do it with Mirrors.</u>	Agatha Christie	Mystery	Novel
<u>Catherine.</u>	Anya Seaton	Historical	Novel
<u>Daddy-Long-Legs.</u>	Jean Webster	Humour (Romance)	Novel
<u>Dear Enemy.</u>	" "	"	"
<u>Mrs. Harris goes to</u> <u>New York.</u>	Paul Gallico	Humour	Novel
<u>Marnie.</u>	-	Narrative	Novel
<u>Belles on their Toe.</u>	Gilbraith?	Humorous Narrative	Novel
<u>The Cross and the</u> <u>Sword.</u>	F. Slaughter	Historical Narrative	Novel
<u>The Boy Friend.</u>	-		Play
<u>The Glass Barrier.</u>	Joy Packer	Romance	Novel
<u>Sheelagh in the Wind.</u>	Adrian Heyter	Geographical	Novel
<u>Paybreak.</u>	F. Slaughter	Narrative	Novel
<u>Fox Fire.</u>	Anya Seaton	Narrative	Novel
<u>Dragonwyck.</u>	"	"	"

Case 22. I.Q. 106.

<u>On the Beach.</u>	-	-	Novel
<u>Cry the Beloved Country.</u>			Fiction
<u>Ben Hur.</u>		Historical	Novel
<u>Desiree.</u>	-	-	Novel

Case 27. I.Q. 117.

<u>The Governor's Lady.</u>	-	Historical	Novel
<u>The Well and the Shallows.</u>	G.K.Chesteron	-	Essays.
<u>The Dawn Chorus.</u>	Rose Burghley	Romantic	Novel
<u>Powder and Patch.</u>	G. Heyer	Romantic	Novel
<u>Seven Famous One Act Plays.</u>	7 Authors		Plays
<u>Villette.</u>	C. Brontë	Dramatic	Novel

Case 28. I.Q. 106.

<u>From the Tool Room.</u>	Nevil Shute	Adventure	Novel
<u>Dunbar's Cove.</u>	-	-	-
<u>The Spanish Bride.</u>	Georgette Heyer		
<u>The Glass Barrier.</u>	Joy Packer	Romantic	Novel
<u>The Green Helmet.</u>	-	-	-
<u>No Highway.</u>	Nevil Shute		
<u>The Jacarandah Tree.</u>			
<u>The Sultan.</u>			

Case 29. I.Q. 128.

<u>Twisted Tales from Shakespeare.</u>	Richard Armour	Humour	Novel
<u>Return to Peyton Place.</u>	Grace Metalius	Love	Novel
<u>I know my Love.</u>	Catherine Gaskin	Love	Novel
<u>The Big Four.</u>	Agatha Christie	Adventure	Novel
<u>Last Seen on Friday.</u>	-	Adventure	Novel

Case 29. I.Q. 128 (cont)

<u>The Fiercest Heart.</u>	Stuart Cloete	Adventure & Love	Novel
<u>Sara Dane.</u>	Catherine Gaskin	-	-
<u>Faro's Daughter.</u>	Georgette Heyer	-	-
<u>Ballarat.</u>			
<u>Plus others</u> ?????			

It will readily be seen that, although there are certain errors in spelling, names of authors or even in naming correctly the authors, the general trend is towards accuracy. It can also be noted that certain pupils have indicated that they have failed to recollect all they have read in the previous three months. This, as stated previously is quite understandable.

A careful study of the books read will indicate the wide range of interest of the pupils and, because of this diversification, there appears to be a complete absence of trend or preference. This has been discussed in Chapter 5.

In general, there appears a strong leaning towards adventure and murder stories in the girls' reading and also a surprising number of serious works in the boys' reading. But before making any generalisation on this aspect of juvenile reading however, more precise testing would have to be done.

Nevertheless, the general standard of reading proved unexpectedly most satisfactory to the author

who shared, at one stage, the general view that youths in Natal were far too preoccupied with sport to concern themselves much with reading. Even allowing for certain inaccuracies and exaggerations, there can be no doubt that the literary taste is far more discriminating than it is generally believed to be.

From the figures quoted in Table 5A it can be seen that at D.H.S. an average of just over 17 books per pupil per year is read and this does not include books obtained from outside sources and read during holidays.

Another feature which appeared highly significant was the amount of "browsing" done by pupils at this school. The author was most surprised to find approximately 100 pupils in the School library at any given time during the lunch period. These pupils were generally quietly engrossed in magazines or in books of reference. Most of them felt perfectly at home in their surroundings. Many were helping the Librarian at her desk and generally showing a keen interest in library work. From discussions with the Librarian this same attitude is evident at the Girls' High School and points to the outstanding value to the cause of literature of a well-stocked school library, presided over by a fully qualified librarian.

While this last observation does not come within the scope of the present investigation, it would appear to be significant when we are considering the reading

habits of pupils. A deeper study over a wider range of schools should help to ascertain to what extent a well stocked library with a full-time librarian encourages reading among the pupils.

CHAPTER 11.

A STUDY OF THE ANSWERS GIVEN TO QUESTION 7: OCCUPATION OF BREADWINNER OF THE FAMILY.

Question 7 dealing with the occupation of the breadwinner of the family proved difficult to analyse.

P.E. Vernon¹⁾ suggests the scale mentioned below. This scale is based on the Socio-Economic Grade and Success on Morra House Intelligence Tests (based on results quoted by the Scottish Council for Research in Education, 1953). While this scale applies to the British Isles it appears to be equally suited to our own conditions.

Based on this scale therefore the following figures appear to bear out the contention still further that the two schools used in this investigation have a remarkably similar sociological background.

1) Vernon, P.E. Secondary School Selection. Methuen & Co. Ltd., London W.C. 2., 1957. Page 109.

TABLE 9.

<u>Parents of</u>	<u>Boys.</u>	<u>Girls.</u>
Professional.	10	13
Large Employers.	6	8
Other Salaried.	18	16
Small Employers.	9	6
Clerical and other.	20	19
Non manual.	-	-
Farmers.	1	-
Semi-skilled manual.	4	5
Agricultural Labourers.	-	-
Unskilled manual and Labourers.	-	-
Housewife (not employed).	3	1
	<u>90</u>	<u>90</u>

CHAPTER 12.

A STUDY OF AVERAGE I.Q.'s., AVERAGE
TIME SPENT ON EXTRA-MURAL DUTIES AND
AVERAGE NUMBER OF BOOKS READ.

A comparison of I.Q., time spent on extra-mural duties and books read, between the various groups dealt with by means of averages instead of correlations proves interesting inasmuch as certain trends appear to be quite obvious.

TABLE 10.

	<u>Ave.I.Q.</u>	<u>Ave. Time Spent on Extra-mural Activities (in hours).</u>	<u>Ave.Number of Books Read.</u>
<u>Std. VIII.</u>			
Boys	114	8	5
Girls	116	4	12
<u>Std. IX.</u>			
Boys	116	5	11
Girls	117	10	10
<u>Std. X.</u>			
Boys	115	8	8
Girls	115	7	11

A glance at the above indicates (a) that the groups tested appear to be of the same average intelligence and (b) that there appears to be a progressive increase in the number of books read by boys from Standard VIII to Standard X; whereas the time spent on extraneous activities remains the same. In the case of girls however it would

appear that the time spent on extra-mural activities increases as the pupils advance from Standard VIII to Standard X but the number of books read remains the same.

While these factors prove nothing scientifically, from a statistical point of view they do appear to indicate in the case of (a) that the sampling is accurate and in the case of (b) that there is support for the hypothesis propounded later that the amount of outside organised activities of High School pupils in Natal does not affect the amount of free-choice reading undertaken by these pupils. One must add that this presupposes that organised outside activities are not carried on to excess. In the author's opinion these activities should not take up more than eight to ten hours a week; but this is quite an arbitrary opinion and should be subjected to further investigation.

CHAPTER 13.

PRODUCT-MOMENT CORRELATION BETWEEN THE NUMBER OF BOOKS READ AND NUMBER OF BOOKS FOUND IN THE HOME.

Calculating the Product-Moment Correlation between the number of books read and the answer to number 9 on the questionnaire (dealing with the number of books found in the home) the final figure of $r.244$ appears to show a low correlation of little significance. We can only infer from this that books are so readily available to would-be readers that a shortage in the home should not have a detrimental effect on the keen student. Below is included in Figure IV the detailed working of the Product-Moment Correlation for these two variables.

FIGURE IV.

Calculation of the Product-Moment correlation between the number of books read and the number of books in the home.

$$c_y = \frac{-54}{180} = -.3$$

$$c^2_y = .09$$

$$c_x = \frac{92}{180} = .51$$

$$c^2_x = .26$$

$$\sigma_y = \sqrt{\frac{269}{180} - .09}$$

$$= \sqrt{1.4044}$$

$$= 1.18$$

$$\sigma_x = \sqrt{\frac{514}{180} - .26}$$

$$= \sqrt{2.5955}$$

$$= 1.61$$

$$r = \frac{\frac{56}{180} - (-.3 \times .51)}{1.18 \times 1.61}$$

$$= \underline{\underline{.244}}$$

CHAPTER 14.

CORRELATING THE NUMBER OF BOOKS READ TO THE I.Q. OF GROUPS IN SEPARATE STANDARDS.

As a further point of interest using the Phi
Coefficient formula

$$Q = \frac{(bc) - (ad)}{(a+b)(c+d)(a+c)(b+d)}$$

$$(a+b)(c+d)(a+c)(b+d)$$

correlating the number of books read with the I.Q.
of groups in separate standards the following are
the answers obtained:-

Std. VIII.	Boys	.3	Girls	.6
IX.		.13		.58
X.		-.32		.23

Here it would appear that the lower the
standard the more chance there is that the higher
I.Q. group would be expected to read more than the
lower I.Q. group. This too is something that
would have to be tested over a period with a
controlled group.

CHAPTER 15.

A REVIEW OF THE WHOLE INVESTIGATION: PROPOSED LINE OF FURTHER ENQUIRY.

When the author first set out on this investigation he felt that a fruitful field in the study of reading habits of High School pupils might open out for a scientific investigator.

Having conducted this preliminary survey, he is now certain that this field does exist. Indeed, so vast is the scope, that he feels that, after a further and deeper investigation has been made, a full scale overall investigation by a research team would be warranted, because of the amount of information still to be gleaned from this comparatively untapped field.

As a result of this investigation, therefore, the author wishes to propound the following:-

(a) The amount of "free-choice" reading undertaken by pupils at High Schools in Natal varies with the I.Q. of these pupils.

(b) The amount of outside organised activities of High School Pupils in Natal does not - if within reasonable limits - affect the amount of free-choice reading undertaken by these pupils.

(c) Girls read more than boys in the High Schools in Natal.

(d) There is no correlation between the number of books in the home and the number of books read by High School pupils in Natal.

(e) A well stocked library, presided over by a fully qualified librarian, has a marked effect on

the number of books read by High School pupils in Natal. (This last point did not emerge from this investigation as both schools investigated had excellent library facilities. It would be the object of further research to prove or disprove this statement.)

In the proposed further enquiry envisaged by the author, the following are the main lines along which this enquiry would be run:-

(a) The questionnaire method would be retained as it is felt that this has proved both accurate within the limits set, and helpful: it appears the only way in which information can be obtained from a large group of children in a reasonable time. This questionnaire would have to be delivered by the author in person and a very strict adherence to a fixed pattern of instructions would have to be adhered to.

(b) A wide range of schools, to include urban and rural High Schools would have to be studied. Amongst these separate schools a study will have to be made of the High Schools which cater for the poorer pupils, those which cater for the wealthier pupils, and co-educational schools.

(c) A study of the schools with (i) fully staffed and equipped libraries, (ii) schools with libraries not fully staffed (where teachers act as librarians in a part time capacity) and (iii) schools without any library facilities whatsoever.

(d) The question of sporting facilities offered by the various schools and to what extent pupils are expected to undertake these extra-mural activities could also help to further our understanding of the reading habits of our High School pupils.

In this proposed investigation the author feels that the variables mentioned in the opening chapter would have to be evaluated further.

In order to obtain a true assessment of the reading habits of High School children it would not be sufficient to determine only how much is read but one would also have to determine why certain pupils read more than others. Not only such factors as I.Q. and time spent on extra-mural activities would be considered but in addition, one would have to investigate whether or not the non-reader had an active dislike for reading and if so why. Socio-economic factors as they affect personality structure may have to be considered to see what effects they have on reading and reading interests.

Indeed the field of investigation is vast as intimated earlier but basically the main points to be investigated would be the four enumerated above.

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