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Review of recent literature relating to the motivation of early adolescents toward a permanent interest in reading

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A REVIEW OF RECENT LITERATURE RELATING TO THE
MOTIVATION OF EARLY ADOLESCENTS TOWARD A
PERMANENT INTEREST IN READING

by

Charles Harry Oehmcke

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
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This research paper has been
approved for the graduate committee
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TABLE OF CONTENTS

ACKNOWLEDGEMENTS iii

Chapter

1. INTRODUCTION 1

 Statement of the Problem

 Significance

II. A REVIEW OF RECENT LITERATURE 5

 Theories and Definition

 Description of an Early Adolescent

 The Home and Family

 The School and Teacher

 Interests

 Achievements

III. SUMMARY AND CONCLUSIONS 61

.

SELECTED BIBLIOGRAPHY 65

CHAPTER I

INTRODUCTION

We are currently midway through the Right-to-Read decade. The goal of the Right-to-Read movement is to end illiteracy by the end of the decade through intensified and improved reading instruction. Few there are who would question the need for the ending of illiteracy.

One of the thrusts of this movement is the improvement of instruction in reading skills and provision of this instruction for the children as well as adults of our nation. Toward that end much thought, effort and money have been devoted to legislation, instruction of educators, and the public, and toward the development of programs and materials.

Clearly, there is a right to read. Clearly there are means to accomplish the goal and an abundance of reading materials to read. However, there is also implication for us in the old adage, "You can lead a horse to water, but you cannot make him drink." Neither the right to read nor the possession of the skill to read makes one a reader, for the term reader means one who reads.

While the vast majority of adults use their reading skills in numerous ways daily, very few use them extensively

or for other than what one might label "necessary reading".

Asheim reported in 1956 that 85 to 90 percent of American adults read newspapers more or less regularly, 60 to 70 percent of them read magazines regularly, and only 25 percent of them read one book per month.¹

More recently, in 1971, Sharon conducted a study of what people read and the daily time spent reading each type of material. Several of his findings are significant. He found that 73 percent of the sample read newspapers for a median time of thirty-five minutes daily. Magazines were read by 39 percent of them for a median time of thirty-three minutes daily. Books were read by 33 percent of the sample for a median time of forty-seven minutes daily.

He further found that relatively few persons read for very long periods. Newspaper readers gave greatest attention to the main news (66 percent of sample) and the local news (55 percent of sample). Reader's Digest, Life, Look and similar magazines were read by 11 percent of the readers and for seventeen minutes a day.

Amongst the readers, Sharon found that only 5 percent read fiction books and for forty-six minutes a day on the average. The longest amount of time, one hour, is spent on reading adventure novels, historical novels, and autobiographies and biographies. His sample represented a ran-

¹Lester E. Asheim, "What Do Adults Read?" Adult Reading:Fifty-fifth Yearbook of the National Society for the Study of Education, pt.2 (Chicago: University of Chicago Press, 1956), pp. 8-9.

domly selected cross-section of all socio-economic categories and educational levels of the American populace.¹

These findings indicate that there is much need and potential for developing permanent interest in reading or a lifetime reading habit. Most teachers have this as one of their objectives in teaching reading.

Constance McCullough reports that, "Adult reading habits thereafter [after high school] seem to follow the patterns established before college is reached."²

G. Robert Carlsen also points out that:

The junior high school years bring the peak in amount of reading done. Only a very few children do no reading at all during this three year period.

Although this is the period of maximum reading, it is also the period in which reading definitely declines. The amount of reading increases rapidly toward the middle and upper grades and then begins to drop off in grade IX. Pupils in junior high school read an average of³ 19 percent more than do pupils in senior high school.

Some others locate the beginning of the decline as early as fifth grade. It would appear then that a crucial time in the development of permanent interest in reading would be the early adolescent years.

¹Amiel T. Sharon, "What Do Adults Read?" Reading Research Quarterly 9 (1973-1974): pp.148-69.

²Constance McCullough, "What Does Research Reveal about Practices in Teaching Reading," in Teaching Reading: Selected Materials, ed. Walter B. Barbe (New York: Oxford University Press, 1965), p. 296

³G. Robert Carlsen, "Behind Reading Interests", in Developing Permanent Interest in Reading, ed. Helen M. Robinson (Chicago: University of Chicago Press, 1956), p. 60.

Statement of the Problem

The problem of this investigation was twofold. First, it was undertaken to determine major factors in motivating early adolescents toward permanent interest in reading. Second, it was undertaken to determine means related to these factors by which early adolescents can be encouraged toward such an interest.

Significance

It is hoped that the contents of this paper will aid the reader in understanding some of those motivational factors which make the reader read, and in motivating early adolescents toward utilizing their right to read by developing a permanent interest in reading.

CHAPTER II

A REVIEW OF RECENT LITERATURE

Most people, if pressed to do so, could render a definition of the term motivation which might be something like, "It's what makes people do what they do." In essence they would be right. However, the complexity of the concept is lost in such a definition and the term remains unexplained.

Theories and Definition

Philosophers, scientists, and psychologists have struggled with the concept of motivation for ages. Some have simply considered it a drive or urge from within. Others have felt it is a stimulus-response type of activity. Some feel there is a complex system involved between the stimulus and the response. Some feel that the response is tempered by social factors, past experiences, and incentive values involved. Many feel that what motivates people is unique to the person for the given time and situation.

Most of those who have done research and theorized on the nature of motivation recognize that their theories are at best tentative and that much more research is necessary in the field. Some of the older theories have

already been shown to be inadequate.

There are several elements which this writer safely feels can be drawn out from the research on motivation which will be helpful in understanding this study. First, there are factors, although as yet undefined or inadequately defined, which do cause individuals to participate in a given behavior at a given time. Second, in relation to the individual, some of these factors are intrinsic, some extrinsic. Third, a given set of factors in a given situation will not produce the same quality, intensity, or type of behavior in all individuals, therefore, each person truly is individual.¹

Several authorities in reading have given definition to the term motivation. Clymer calls it "a set of conditions which produces a need or desire to act in certain ways."¹

Harris says it is "the mobilization of individual energies toward a particular goal or goals." Further,

Motivation must not be general and vague, as in such concepts as "liking reading." It must be specific and linked to the improvement of specific skills. A child, for example, must have the motivation to read more, or to read in greater depth, or² to read faster, or whatever is his particular goal.²

VanAllen defines it as follows. "Motivation is essentially a releasing, a tapping of what already exists. It's raising an awareness that it does exist."³

¹I. Elliot, "Motivation: What? Why?³How?," Grade Teacher, November 1971, p. 94. ²Ibid. ³Ibid.

Out of many, there are four factors which this writer would like to consider as influential in producing a need or desire for, or in this "mobilization" or "releasing" of a lifetime reading interest. They are the family, the school and teacher, personal interests, and personal achievements. As stated they are, no doubt, over-general and ill defined. However, research has shown that in some way they are influential in producing a lifetime interest in reading.

Description of an Early Adolescent

Before considering these factors, the early adolescent should be described. Arbuthnot has extensively and insightfully described early adolescents. It is from this description that the following statements are drawn.

In the years from eleven to fourteen, children vary so greatly in their physical, mental and emotional growth that psychologists and psychiatrists have almost as much difficulty as parents do trying to describe these complex young human beings. In general, girls of twelve and thirteen are biologically a year older than boys of the same age and so much taller ... But within each sex there will be an exception ... Such differences are sources of embarrassment to the exceptional child and all too often the cause of related social problems. Both boys and girls in these years are experiencing physical changes that may disconcert, worry, or obsess them. This preadolescent period, sometimes called "latency period", may be a time of depression, withdrawal, or continual anxiety; or it may be a time of exhilaration, tremendous increase in energy and initiative, and perhaps overassertiveness. In short, once more the child is insecure, uncertain of his competence and status and struggling for his own niche in a baffling but alluring world.¹

¹May Hill Arbuthnot, Children's Reading In The Home, (Glenview, Ill.: Scott, Foresman and Company, 1969), pp. 163-164.

Children need parental reassurance of their place in the world. Because of uncertainties they tend to downgrade themselves and become obsessed with their own limitations. Parents need unlimited patience and sympathy. The child needs much encouragement.

To be sure some children make the transition from childhood to later adolescence so comfortably that there seem to be no problems, but these youngsters are exceptions. Most children show the strain of their growth in one area or another, and all of them need the reassuring warmth of family backing and understanding. It is of greatest importance to these maturing children to develop feelings of self-esteem or worth, self-respect that derives from competence in some field... Another phase of the child's struggle towards maturity, particularly disturbing to adults, is his sudden critical reaction to his home and family... Fortunately, this painful state of affairs usually wears off by later adolescence as the young person goes into other homes and encounters other parents and discovers his own aren't so bad after all. The opposite extreme of this manifestation of growing up may be more unfortunate. It happens when a child accepts completely the values or standards his family lives by, but wishes to take them over at twelve or fourteen... both are symptoms of the same thing - the youngsters' desire and struggle to be accepted as responsible adults. The problem is how to satisfy the legitimate effort in acceptable ways.

These few examples of the preadolescent child's growing pains furnish clues to the fact that somewhere in the secret inner world of his mind and spirit, there is evolving an image of himself as he wants to be when he is an adult. To be sure this image changes and grows in one direction or another as he matures.¹

The following may also add to the understanding of early adolescents.

The adolescent is seeking answers to questions ... These questions include the age-old ones, of course, but they are seen in many different lights today and have expanded horizons: Who am I? Why am I here? Is authority always right? How will I know? What about materi-

¹Ibid., pp. 164-165.

alism? Violence? Pollution? Population? War? The draft? The drug scene? Morality and sex? What is justice? Equality? Should I be "involved" or play it cool, not making any commitments to anyone so that I can't be hurt?¹

The adolescent is highly sensitive to people and problems - he really is not too concerned with technique and quality at this point; instead he simply wants something he can identify with or a way to experience something new. There is a readiness factor here which should not be pushed.²

Certainly the peculiar status of the early adolescent would doubly stress the individuality of the motivation of such a person.

One of the findings of the recent National Literature Assessment Survey as reported by Johnson and cited by Weintraub and his associates was that "those at age 13 tended to respond that literature ... was important to their future."³

Considering their needs and their outlook on literature the opportunity to motivate toward a permanent reading interest would seem golden.

The psychology of motivation and factors that motivate are an area still in need of research today. Of what value are all efforts to establish proficiency in the basic skills of reading if children do not make the fullest use of these skills to enrich their lives, both

¹Beverly Haley, "You Call That Literature?," Arizona English Bulletin, April 1972, p. 2.

²Ibid., pp. 4-5.

³Samuel Weintraub et al., "Summary of Investigations Relating to Reading July 1, 1973 to June 30, 1974," Reading Research Quarterly X (1974-1975), p. 427.

as children at present and as adults later on?¹

With this in mind we shall consider the four selected factors and their role in motivating early adolescents toward a permanent interest in reading.

The Home and Family

Parent Attitude and Interest

The earliest influence in an individual's life, and probably the most extensive influence, is the home, including parents and other family members. It is here that the earliest foundation is laid for a lifetime reading habit, and here, also, the greatest encouragement can be provided as the child progresses in learning and utilizing the reading process.

... in bringing children and books happily together, the family group has certain advantages over school rooms and libraries...

In the everyday framework of a home, reading adults encounter the child on an informal intimate basis that no institution can fully simulate... Such informal experiences introduce children painlessly to literature of many kinds enhanced by the prestige of adult enthusiasm. These are experiences long remembered and they send a child off to school with a vocabulary and a literary appreciation well above the average."²

One very important aspect of the home's influence is the parents' attitude toward and interest in reading. This usually establishes the reading climate in the home.

¹Sister Cynthia Marek, O.S.F., "Motivation As An Important Factor In The Reading Program In Grades Four Through Eight" (Research paper, Cardinal Stritch College, 1972), p. 83.

²Arbuthnot, pp. 8-9.

When parents say, "My children just don't seem to have time for reading - they aren't much interested in books," it usually means that the parents "aren't much interested in books," either. Generally, children who like to read come from families where reading is taken for granted and books are all about the house, not according to an interior decorator's plan, but according to use and convenience.¹

If parents do not believe there is value and enjoyment for their children in books, neither will their children.

"There is no substitute for books in the life of a child," says Mary Ellen Chase in her book Recipe For a Magic Childhood. "The first understanding of this simple and irrefutable truth must come from his early perception of his parents' faith in it. They alone can give him this knowledge ..."²

Parent guidance helps to determine the extent and nature of the reading done by the child. "Probably no part of a child's school program is more directly affected by the impact of his non-school world than his reading. How well he reads, what he reads, and how widely he reads will be influenced in part by the guidance he receives from his parents and the opportunities which are provided at home."³

Hughes and Willis (1965) carried out a very comprehensive study of the personal reading habits, attitudes, home backgrounds and school histories of a group of 58 seventh graders whom the authors identified as "extended

¹Ibid., p. 3.

²American Library Association, Let's Read Together: Books For Family Enjoyment (Chicago: American Library Association, 1969), p. IX.

³Nancy Larrick, "Opportunities In The Home for Stimulating Interests," in Developing Permanent Interest in Reading, ed. Helen M. Robinson (Chicago: University of Chicago Press, 1956), pp. 158-159.

readers". These were students who were competent readers and who read as an "integral part of their daily life." They were inclined to refer frequently to something they had read and to use ideas gained from reading. In incidence, they comprised six percent of a total of 1,000 students in four junior high schools. These students were compared with a group of seventh graders equally competent in reading ability, of the same sex and intelligence, but for whom reading was not a major concern.

Comparisons between the two groups of competent readers showed some striking differences. The extended readers were more confident and positive in their self-concepts and they were more realistically oriented to the school situation. Among other things, the parents of those students were themselves extensive readers and were scholastically ambitious for their children. More intra-family activities were carried on.¹

Regretably, parents may very easily exert the opposite influence by neglect of or disdain for reading.

The effect of parents who do not read is not so obvious, but just as powerful. The teenager who has grown up in a home where everyone watches television and reads little except the newspaper is at a disadvantage. He may use his parents as an excuse for failing to read. He can ignore all their admonitions about his reading;² after all he knows they don't follow their own advice.²

Parent Educational and Socio-economic Status

Research has indicated that both the educational and socio-economic level of parents has influence on the reading of young people. Parent attitudes and practices in reading commonly vary with these levels.

¹Marie M. Hughes and P. Willis, "Personal Reading: A Study of a Seventh Grade," cited by A. Sterl Artley, Trends And Practices in Secondary Reading (Newark, Delaware: International Reading Association, 1968), p. 95.

²Rosemary Winebrenner, How Can I Get My Teenager to Read, (Newark: Delaware: International Reading Association, 1971), p. 4.

The recent National Literature Assessment Survey was reported by Johnson to have found that subjects whose parents had higher education did more reading than those whose parents had lower education. Analysis showed that this difference increased with age.¹

The ability of parents not only to read, but to read more mature publications is related to their education. This has been reported by Waples and his associates.²

A recent study by Long and Henderson revealed that time spent reading has a low positive correlation with socio-economic status (.26).³

Gray reported research findings of the characteristics of parents in various socio-economic classes from group I, the highest class, to group V, the lowest class.

The most important conclusion justified by all the evidence secured is that level occupied in the social structure influences reading interests and habits to a notable extent...

Group I ... Because children are rarely with the parents, the latter exert little direct influence on the reading interests of their children during the early years...

Group II ... most parents ... encourage their children to read. They also provide many attractive books for their children and take an active interest, insofar as time permits, in what they read...

Group III ... However, some try to provide books for

¹Weintraub, p. 427.

²Douglas Waples, Bernard Berelson, and Franklyn R. Bradshaw, What Reading Does to People (Chicago: University of Chicago Press, 1942), pp. 86-87.

³Samuel Weintraub et al., "Summary of Investigations Relating to Reading July 1, 1972 to June 30, 1973," Reading Research Quarterly 9 (1973-1974), p. 370.

their children to read, encourage them to use the public library, and often discuss with them the books read both in school and at home...

Group IV ... Because of the limited reading interests of parents, crowded home conditions, and distance to the public library, children receive little stimulus or guidance in reading outside of school...

Group V ... parents give little or no encouragement to read, ...¹

The preceding is offered to aid in understanding educational and socio-economic factors which often influence young people's reading habits. Certainly there are many homes and parents in each category which are exceptions. Parents and teachers should encourage children toward a lifetime reading interest regardless of educational or socio-economic status of the home.

The recent Unesco report by Bamberger, Promoting the Reading Habit, cites one study related to the above.

Dr. Otwald Kropatsch worked with a team of 80 teachers in Styria on the "Reading education of 10 to 14 year-old children" and found in the course of his four year efforts that socio-economic disadvantages can be overcome to a great extent through special endeavours by teachers and the community as a whole. While the differences between the various social classes remained relatively the same in the control groups where no special effort was made, with those children who were paid special attention by their teachers and, above all, who were given an abundance of books, the differences between the social classes vanished almost completely (the attainment of children of every social class and their relationship to books could be greatly improved)...

The influence of ... the number of books put at the child's disposal, can also be considered a result of "teacher influence". The teachers not only knew how to awaken interest in reading but also presented the child-

¹William S. Gray, "Sociological Aspects," in Developing Permanent Interest in Reading, ed. Helen M. Robinson (Chicago: University of Chicago Press, 1956), pp. 13-14.

ren with the right reading material.¹

Parent Practice and Reading Habits

In addition to the attitudes displayed by the parents, their actual practice in regard to their own reading and that of their children bears influence.

You cannot make your child enjoy reading. You can only hope by example, by interesting discussions of books, by making materials available to help him gradually discover for himself that reading 'maketh the full man' and the full life.²

Non-reading parents, it has been stated before, have a negative effect on their children's reading.

Since non-reading parents contribute to a lack of reading interest in their children, it follows that parents who read will have a positive effect on their children... In addition to being exposed to others who are interested in reading, it means a great deal that those people should be adults. Reading is enhanced if it does not appear to be a childish pastime.³

It is desirable that the parent's reading material be of suitable quality and variety. "At this point it might be well to ask ourselves if the grown-ups in the family make comparable progress ... Then, having checked our own reading habits, we may be more aware of our children's progress in reading maturity."⁴

¹Richard Bamberger, Promoting the Reading Habit (Paris: Unesco Press, 1975), p. 19.

²G. Robert Carlsen, Books and the Teenage Reader (New York: Bantom Books, 1967), p. 10.

³Winebrenner, p. 7.

⁴Arbuthnot, p. 11.

Parents' Approach to Motivation

A number of suggestions have been offered by authorities as to what parents can do to motivate their children toward a permanent reading interest. The first and most obvious would be in the area of basic reading skills.

Two difficulties which plague a number of adolescents who might otherwise read are lack of reading skills and reading materials. Even the smallest amount of reading is thwarted by these circumstances. When the adolescent has nothing immediately available to read or when reading is so difficult that it becomes work - he is likely to adopt a "why bother?" attitude.¹

Carlsen suggests the following steps in Books and the Teenage Reader to find out if a child is equipt with good reading skills, and then to help him.

1. Obtain school standardized test scores.
2. Ask him to read aloud from one of his texts.
3. Use school staff and resources for reading improvement, or get other professional help.
4. Provide books which are exciting and interesting.²

The second thing parents need do to help motivate their children has already been alluded to. It is necessary to have available a wide variety of reading material of interest to the child. Carlsen says that books and magazines must be readily available.³ This is supported by the following statement. "It has been found that the

¹Winebrenner, p. 2.

²Carlsen, Books and the Teenage Reader, p. 3.

³Ibid., p. 6.

amount and quality of reading are related to the number and kinds of books, magazines, and newspapers found in the home."¹

Winebrenner, in How Can I Get My Teenager to Read, says: "If parents have materials around that they are reading, the high schooler should be able to find some things among them that interest him, too... it is useful to leave a book or two lying in the living room that might catch the eye and imagination of the teenager..."²

Few things stimulate a love of reading more than the ownership of a few well loved books. There should be a place in the family budget for books - books for birthdays, for Christmas, and for other festive occasions. Some of these titles children should have a part in selecting and purchasing. Gift-buying relatives will appreciate a list of books that children really want to own ...³

Third, early adolescents need guidance in several aspects of their reading. Parents need to guide book selection and have an advantageous position to do so. "We also know that children accept their book suggestions more readily than those of other adults."⁴

This means that the adult who guides children through the formative years of early adolescence needs two important areas of knowledge. First, he must know the child

¹Alice Wickens, "In Grades Seven Through Nine," in Developing Permanent Interest in Reading, ed. Helen M. Robinson (Chicago: University of Chicago Press, 1956), p. 63.

²Winebrenner, p. 7.

³American Library Association, p. X.

⁴Doris Gates, "The Librarians's Responsibility For Developing and Maintaining Reading Interests," in Developing Permanent Interest in Reading, ed. Helen M. Robinson (Chicago: University of Chicago Press, 1956), p. 162.

himself - his uncertainties, his needs, and his potential; second, he must know a wide variety of books that will compel the child's interest, provide him with wholesome ideals, and strengthen his courage to fight as gallantly as he knows how.¹

In a young child's first visits to the library, his mother and father must stay with him, of course, until he is familiar with the place and the librarians, and feels secure. In the beginning, parents will also select books for this youngest literary explorer to take home... Keeping an eye on a child's choice of books should continue without becoming too intrusive or compulsive. After all, adults do not read at a Shakespeare level continuously.²

The quickest and easiest way to discover the best children's books is to consult a children's librarian, who will not only be glad to advise you but will probably provide you with lists of books grouped by age or grade levels or sometimes by special subjects... But far better than choosing books from a list is reading children's books or at least skimming them ... Be alert also to the fact that your child may be entirely different from the child you were at his age, and so be flexible with remembered books.³

To choose books for children you need to know your children and you need standards for evaluating books. First of all, a book must satisfy the child at his particular age... Of course, children's books should measure up to most of the standards for good writing that we demand of adult books. Mediocrity is easily come by ... Children's immaturity can be prolonged by an overdose of poorly written, inconsequential books, with stereotypes for characters; so we do need literary yardsticks by which to scrutinize children's reading. But let's look first at the children themselves and their basic needs.⁴

While on the one hand it is important to guide early adolescents through mediocre literature, on the other hand it is recognized by most authorities that there is a common

¹Arbuthnot, p. 166. ²Ibid., p. 6.

³Ibid., p. 14. ⁴Ibid., p. 15.

stage in early adolescence in which children read much mediocre literature. In light of this parental guidance should be patient, understanding, and gentle.

Most teenagers read a great deal of mediocre literature before they find more provoking books which capture their interest... The important thing is that he read, constantly adding to his store of knowledge about people and things, constantly sharpening his reading skills so that when he is interested in better literature he will be able to read it perceptively.¹

Similarly, parents should deal with undesirable literature when it appears.

The "dirty book", prurient and pornographic, is harder to take ... If it comes your way, read it and try not to show your disgust. Give your child a chance to discuss it with you. After all, he may be as scornful of it as you are, but at least he should have a chance to talk it over with someone. In the conversation you can let it be known that every generation has found such books and that they are also to be found among adult books. You can agree that they may satisfy curiosities, but you can also point out that there are a lot of adult books which meet the same problems forthrightly and far more thoroughly and honestly than these examples. Then help your youngster find some of these good adult books.²

Young people need encouragement in the task of reading. Parent example is perhaps the best encouragement. Yet, a few words fitly spoken can encourage greatly also. "Reading is a treasure that cannot be forced on the young person, yet he needs help to find his way to its inherent rewards."³

Again patience and judiciousness are essential.

¹Winebrenner, p. 10.

²Arbuthnot, p. 15.

³Carlsen, Books and the Teenage Reader, p. 10.

"The adolescent in rebellion against the adult world, will tend to reject things pressed upon him by an adult, especially if told they will be 'good for him.'"¹ "Too much parental encouragement may kill the enthusiasm parents are trying to generate and too little show of interest may have the same discouraging result."²

Many times parents already know why their child doesn't read. They try to show him why reading is important, but he just doesn't listen. He rejects every suggestion they hopefully toss in his direction. Part of this attitude is related to the need for independence and part of it may be that other "unimportant" things are supremely important to him for the moment. Sometimes social life will be more crucial than anything found in a book, and the parent may have to accept that fact. At other times action is indicated. What began as a stage in growing up might otherwise turn into a permanent habit of non-reading.³

You as a parent must also remind yourself that your goal is not merely to see your child reading words on a page. It is to develop in him the attitude that reading is fun, relaxing, a good way to learn something.⁴

Another provision parents need to make is a suitable atmosphere in which to read. This requires suitably comfortable furniture, adequate light, and "a certain amount of quiet. Just as it is often emphasized that studying is improved by having a comfortable spot in which to do it, reading is also enhanced by a moderately quiet environment."⁵

Both Carlsen and Arbuthnot,⁶ along with numerous

¹Ibid., p. 7. ²Ibid., p. 10.

³Winebrenner, p. 5. ⁴Ibid. ⁵Ibid.

⁶Carlsen, Books and the Teenage Reader; Arbuthnot, Children's Reading In the Home.

others recommend that families discuss books.

Another very effective motivational technique, and one that improves parent-teen relations as well, is discussion... Discussion as a technique must not be artificially imposed on the family if it is to be successful... A discussion motivated by a news item or a television program will be most productive.¹

In order to effectively participate the family members need to read on the subject or related subjects.

Another method used effectively by some families to promote enjoyment of books, and which helps stimulate a life-long reading interest, is reading books aloud.

Lucky is the family with the accepted habit of reading aloud now and then. Not every night, perhaps not even every week, because avid readers like to fly over the pages of a chosen book with the speed that only silent reading permits. But when the outstanding book comes along, so well written, so exciting, so humorous, or so compelling that the entranced reader can't bear to have the other members of the family miss it - then that is the book to read aloud. It doesn't matter whether the content is for the oldest or the youngest, just so the book provides first-rate reading with depth and significance.²

Certainly reading aloud is the way of ways to introduce children to exceptional books that they might not choose for themselves or might not enjoy without this added lift of family enjoyment and the reader's enthusiasm... However, we should remind adults not to read aloud what is not worth reading in the first place.³

... some adult books are choice for reading aloud and may well attract the interest of the younger members of the family... The children listened, too, apparently caught by the sound of the words beautifully spoken. Hopefully, also, they carried away something of the meaning. This indeed is stretching minds and

¹Winebrenner, pp. 9-10.

²Arbuthnot, p. 33. ³Ibid., p. 36.

emotions, and is an important reason why family reading aloud should include adult as well as children's books.¹

Parents can effectively use television, films and plays to stimulate interest and discussion. Many popular books have been adapted in play form for various media. Plots and characters can be discussed. Favorite stories can be effective reading suggestions. "This method would be especially valuable for a below-average reader because he has knowledge of the plot before he reads. His difficulties are minimized since he knows what is happening even when he cannot read every word."²

Just as pairing films and books can help solve some reading problems for teenagers, pairing the experiences of characters with those of adolescents can help solve other problems. Such a technique is called bibliotherapy and is based on the concept of reader identification with the problems and personalities of these characters... No one tells the adolescent what he should do; he figures it out for himself and takes action... If approached with sensitivity, bibliotherapy can be a way to reach an otherwise unreachable adolescent.³

Time is also a factor requiring parental guidance and discretion. "A ... group of barriers to teenage reading can be included under the heading 'lack of time.' Homework, clubs, dates, jobs, etc."⁴

Parents should also be aware that they may disrupt children by poor timing of household duties... When he does sit down to read, he should be able to concentrate without interruption.⁵

¹Ibid., p. 38.

²Winebrenner, p. 7. ³Ibid., p. 8. ⁴Ibid., p. 2.

⁵Ibid., p. 6.

While most of these suggestions are best and most effective when practiced from the time children are small, they may be adopted at any point in the family's development if done with sincerity and tact. Aside from being raised from infancy in a family which loves books, there would perhaps be no greater influence toward a lifetime reading habit for an early adolescent than to see his or her parents and family sincerely and seriously adopt an interest in reading.

The road to reading is no royal road. It is as different for each American youngster as is the rainbow range of interests he develops at home, in school, in life. Yet most authorities agree that whatever the path Johnny travels, if we but give him a fair start at home, if parents share with him the hundreds of fine books which the "Golden age of Writing-for-Children" has produced, and bring him thus delighted with picture and words, into kindergarten and the first grade ... if we will but give him the sporting chance to read what he likes - Johnny reads.¹

"Families that send their children out of the home knowing good books of many kinds - honest, dependable books, sensibly written and absorbing, written with imagination and beauty or fun - have given their children a life-long source of strength and enjoyment."²

The School and Teacher

The second factor selected as influential in moti-

¹Charles G. Spiegler, "Johnny Will Read What He Likes To Read," in Developing Permanent Interest in Reading, ed. Helen M. Robinson (Chicago: University of Chicago Press, 1956), p. 186.

²Arbuthnot, p. 13.

vating early adolescents toward a lifetime reading interest is the school, and especially, the teacher. Outside of the home, this is probably the single greatest influencing factor. It is the source of most of the child's instruction in reading skills. It utilizes reading throughout its entire program. It represents the largest block of time related to reading in an individual's early life.

It is important, therefore, that schools and teachers represent a positive influence in motivating early adolescents toward a permanent interest in reading.

Teacher Attitude and Example

Early adolescents who are seeking answers to many questions, uncertain of themselves and others, and seeking models with which to identify are very perceptive of teacher's attitudes. Betts, in discussing work with several retarded readers, stressed the need for love, understanding and faith in the child. This begins with understanding the unique needs of each child within the wide range of the group, and that each child is also unique in values, attitudes, interests, knowledge, achievements, and other facets of motivation.¹

Teachers and librarians can build a climate that is conducive to developing lifetime readers... It can start with a teacher who believes that every child, just

¹A.E. Betts, "Aerospace: Potent Motivation for Reading," Education, April 1972, pp. 12-15.

because he is made in the image of God, is worthy of the very best that he can be given in time, talent, and even money. It takes the enthusiasm of teachers ...¹

"Reading and reading instruction are truly exciting, and should be conveyed in such a manner by the teacher. An enthusiastic teacher soon conveys her feelings to her pupils."² In addition to a deep knowledge of students the teacher must display enthusiasm for and interest in reading. This allows for identification by the students.

It is here that the teacher becomes a significant figure. He occupies a high status position for children and is perceived as a powerful person. By means of the identification process the child incorporates the expectations, values, and interests of the teacher. And of course, if the teacher has a genuine interest in reading himself (I do not mean only teaches reading), the child will interiorize this interest. One cannot so much teach interests as offer appropriate models for identification.³

We must make the student feel that reading is just as natural as taking a bath. He should feel that the newspaper is to be served with breakfast and that reading a good book a few minutes before going to bed is an enjoyable way to relax in order to get to sleep. As teachers, we can set an example by having reading material with us most of the time. Let the student see us carrying books we are currently reading.⁴

¹F. Ross, "Paperback Revolution," Media and Methods, November 1973, p. 251.

²James H. Olson, "Preservice Reading Instruction; A Program of Involvement," The Reading Teacher, May 1969, p. 695.

³Jacob Getzels, "Psychological Aspects," in Developing Permanent Interest in Reading, ed. Helen M. Robinson (Chicago: University of Chicago Press, 1956), p. 9.

⁴Carol S. McCord, "Developing an Effective Reader: Secondary," in Development of Lifetime Reading Habits, ed. Dorothy M. Dietrich and Virginia H. Mathews (Newark, Delaware: International Reading Association, 1968), p. 29.

If a study of teacher's reading attitudes done in one local school district is representative of teachers in general, being an example would not be difficult. Dobratz found that 71 percent of the teachers included in the study either love to read or receive enjoyment, pleasure, or satisfaction from reading. Only 29 percent differed by finding reading useful but not particularly enjoyable, to not liking to read.¹

While teachers should be able and active readers and display their competency, nothing interferes in student-teacher relations more than an aloof teacher attitude. Adler gives sound advice.

I hope that most of us teachers know that we are not expert readers. I hope we know, not merely that our students cannot read well, but also that we cannot do much better. Every profession has a certain amount of humbug about it necessary for impressing the layman or clients to be served. The humbug we teachers have to practice is the front we put on of knowledge and expertness. It is not entirely humbug, because we usually know a little more and can do a little better than our best students. But we must not let the humbug fool ourselves. If we do not know that our students cannot read very well, we are worse than humbugs: we do not know our business at all. And if we do not know we cannot read very much better than they, we have allowed our professional imposture to deceive ourselves... If the students are on all fours with a difficult problem, the teacher who shows that he is only crawling also, helps them much more than the pedagogue who appears to fly in magnificent circles far above their heads. Perhaps if we teachers were more honest about our own reading disabilities, less loath to reveal how hard it is for us to read and how often we fumble, we might get the students

¹Rosemary Catherine Sanders Dobratz, "Reading Habits and Other Interests of Teachers" (M.A. Thesis, Cardinal Stritch College, 1972), p. 62.

interested in the game of learning instead of the game of passing.¹

Iverson has written an excellent description of the effective role of the teacher in developing interest in reading, "The Role of the Teacher in Developing Lifetime Readers." It is well-written and should be required reading for all teachers.

In it he views the teacher's role beginning in kindergarten as one of a skillful artist. Through storytelling and reading stories aloud the aesthetic rewards of language are made real. Through storytelling the promise of reading is made real to those struggling to perfect their skill in reading.

With books of all sorts, the teacher makes the room conducive to reading. The teacher incorporates books in his or her own life. Materials used for skill building are separated from materials used for developing interest.

The teacher encourages the child not only to know what a word means, but "how" it means. The child is helped to see how a story is built. The child's own creative additions to what the writer has suggested are invited. They are encouraged to make judgements. The child is introduced

¹Mortimer J. Adler, How To Read A Book, (New York: Simon and Schuster, 1940), pp. 12-13.

to the many forms of literature by a teacher using all the subtlety and skill of an artist.¹

Teacher Preparation

The training and skill of the teacher are essential factors in producing interested readers. Vernon states:

It has been established by Morris (1966) beyond a peradventure that reading achievement is related to the skill of the teacher; and that children taught by untrained, inexperienced and unskilful teachers tend to be especially backward in reading... if, as we noted reading is difficult to make the subject of discovery and experiment, it may not be easy to create interest.²

This point of view is verified by a number of other studies cited by Artley in "The Teacher Variable In The Teaching of Reading." Ramsey found in 1962 that "Given a good teacher, other factors in teaching reading tend to pale to insignificance." Bond and Dykstra (1967) recommend "To improve reading instruction, it is necessary to train better teachers of reading ..." Harris and Morrison (1969) stated, "The results of the study have indicated that the teacher is far more important than the method."³ Most of

¹William J. Iverson, "The Role of The Teacher In Developing Lifetime Readers," in The First R: Readings on Teaching Reading, ed. Sam Leaton Sebesta and Carl J. Wallen (Chicago: Science Research Associates, 1972), p. 342.

²M. D. Vernon, Reading and Its Difficulties: A Psychological Study, (Cambridge: Cambridge University Press, 1971), p. 113.

³A. Sterl Artley, "The Teacher Variable in the Teaching of Reading," in The First R: Readings on Teaching Reading, ed. Sam Leaton Sebesta and Carl J. Wallen (Chicago: Science Research Associates, 1972), p. 267.

the preceding refer to the teaching of basic reading skills, but are of importance in developing a lifetime reading habit as well.

Cleland has recommended the following components of a viable teacher education program in reading.

1. Understand the nature of language and the reading process.
2. A broad definition of reading.
3. An understanding of the limitations of standardized tests and other evaluative instruments, both individual and group. Coupled with ... skill ... in using ... observation.
4. Skill in methodology.
5. Skill in appropriate use of commercially prepared instructional materials and aids.
6. An elementary understanding of personality theory and counseling techniques.
7. An understanding of different organizational patterns of schools.
8. ... these ... should be carried out in a real classroom.¹

As the various teacher-related factors and characteristics of the early adolescent child have been discussed, it is apparent that Cleland's recommendations are relevant to instilling a lifetime reading interest.

Teacher Practice

Closely related to the skill of the teacher in teaching the reading skills is his classroom practice. In this regard a number of factors have been identified as effect-

¹Donald L. Cleland, "The R2RE - A Mandate For Improved Teacher Education" in Claremont Reading Conference: Thirty-Sixth Yearbook, (Claremont, California: Claremont Graduate School, 1972), pp. 180-181.

ive or ineffective. They will either be a complement or a detriment to general teaching skill.

Perhaps most important is the ability to relate to students. "The ability to establish sympathetic, friendly, and understanding relationships may be one of the most significant factors in teaching skill."¹

This must also be extended to the general classroom atmosphere.

The basic psychological needs, love, approval, status, are social needs. Even adequacy and self-esteem are partially realized through contacts with other people. Thus classroom climate and opportunities for participation and social interchange with peers are related to the degree to which basic needs can be met.²

In order for a teacher to establish such relationships and provide suitable reading material, the teacher must know the students. Their personalities, problems and interests individually must be known.

If we are to make maximal use of the classroom to promote reading interests, teachers must know their students and provide materials which have interest appeal and which are readable. Furthermore, teachers will find that time is well spent in talking about books informally.³

¹Vernon, p. 114.

²Maurice D. Woolf and Jeanne A. Woolf, Remedial Reading: Teaching and Treatment, (New York: McGraw-Hill Book Company, 1957), p. 39.

³J. T. Hunt, "Classroom Methods For Developing Interests," in Developing Permanent Interest In Reading, ed. Helen M. Robinson (Chicago: University of Chicago Press, 1956), p. 131.

Beyond that, "familiarity with books, a broad supply and a real liking and respect for reading and for the pupils we teach are certainly fundamental."¹

It is also an important practice to build student interest and student interests.

If we interpret these concepts of "interest" in terms of teaching practices, we recognize the role of the teacher in providing opportunities and materials to explore, rather than in choosing reading experiences for children. Teacher enthusiasm about a book, peer choices, and listening to selections from books may help children to focus interest in certain areas of types of reading. Assigning books to read, expecting detailed formal book reports and expecting children to want to read books teachers prefer are, on the other hand, excellent ways of turning pupils away from reading.²

The effectiveness of centering teaching methods around student interests has been shown by several studies. The first relates to gains in achievement levels and the second relates to continuance of the reading habit as an adult.

Hogenson found that sixth grade students who were allowed to select books in areas of interest made gains in vocabulary, comprehension, and speed which were twice as great as those in the control group in a regular reading program.³

¹George D. Spache, Good Reading For Poor Readers, (Champaign, Illinois: Garrard Publishing Company, 1974), p. 11.

²Ibid. p. 4.

³Dennis L. Hogenson, "The Role of Interest In Improving Reading Skills," Elementary English, April 1960, p. 246.

Sister Marie Michael Owens, O.P. studied adult reading habits of subjects who had participated in a planned recreational reading program in eighth grade. She found that 100 percent read newspapers; 39 percent read one paper daily, 30 percent read two papers daily. At least three periodicals were read regularly by 100 percent of the subjects. Books were read weekly, monthly, or quarterly by 98 percent. Compared to national studies, adults in this study read more than those reported in the national studies and they also read all types of materials. Furthermore she reported

Large amounts of reading are done by the greater majority of the adults... From these statements one can conclude that the immediate results of the planned recreational reading program did continue in the intervening years...

The high calibre of the reading by the adults surveyed, may in part be due to the guidance in the individual conference, which at the eighth grade level stimulated improvement of interests and taste.¹

Informal teaching methods have been shown to be the most effective. "Thus it would seem that the amount of backwardness was greater in the schools using formal methods. Even if early reading teaching does not readily lend itself to informal teaching, this teaching may stimulate interest which may produce at least an adequate level of reading achievement."²

¹Sister Marie Michael Owens, O.P., "Effectiveness of Recreational Reading Program in Eighth Grade Evaluated By Their Reading Habits as Adults" (M.A. Thesis, Cardinal Stritch College, 1972), p. 80.

²Vernon, p. 111.

"In general teachers who were warm but also business-like and orderly in their treatment of the children were more effective than those who were conscientious but anxious."¹ In this we receive an indication that total informality is not effective. Rather, there must be a balance with discipline and direction.

It is apparent that the teacher who would promote reading interest must tread a middle ground between laissez-faire at one extreme and authoritarianism at the other. While pupils cannot be left to completely free choice, neither can they be subjected to detailed prescriptions and clinical examinations of their reading. In addition to providing a wide variety of the materials calculated to appeal to common interests of the age group, the teacher must play an active role in helping pupils find and select materials that are personally pleasing and profitable first in their opinion and secondly, in hers. While comprehension and appreciation are essentials in the act of reading, they are not necessarily the major aim of each reading situation. As we have noted, there are many other motives for reading equally as important as the learning and recital of facts. Thus the teacher must not only provide but also help guide, suggest and refer, plan and evaluate, if she is to promote continued growth of reading interests.²

Research has shown some techniques which are and are not effective. Spache cites Early's survey of secondary pupils and other studies which

... have revealed a number of teacher practices that pupils actively dislike. Foremost among these are the inquisitorial techniques commonly used under the name of "book reports." Other unpleasant practices are intensive study of types of literature and the facts in author's lives. Listening for main ideas in paragraphs,

¹Ibid., p. 115.

²Spache, p. 7.

analyzing and memorizing teacher selected poetry, and keeping a vocabulary notebook are also distinctly distasteful.¹

On the other hand, "Reading interest can be fostered ... by classroom practices ... which have positive values ... group discussion of what is read, by panel discussions, debates, reading portions aloud, choral reading, etc."²

Carlsen adds:

Your reading pattern and mine are multi-dimensional. Sometimes we browse casually, sometimes we want to share reactions with others who have read the same book, and sometimes we want to pursue the experiences and baffling aspects of human experience through successive reading. To ignite the spark that makes the mature reader, we need to give our students these same experiences.³

Teacher ability to create interest is essential.

Interest plays a decisive role in the learning and development of the individual. Interest motivates learning and learning produces interest. It is a two-way street.

The teacher who can create more than superficial interest in the subject under study has taken a great step in marshaling pupils' motivations and in helping them to set goals. The inventive teacher builds interest by relating new learning to something already known and gives his pupils an immediate opportunity to use the new learning.⁴

¹Margaret Early, "What Do They Want To Learn?" cited by George D. Spache, Good Reading For Poor Readers (Champaign, Illinois: Garrard Publishing Company, 1974), pp. 6-7.

²Ibid. p. 6.

³G. Robert Carlsen, "Adolescents and Literature in Three Dimensions," in Changing Concepts of Reading Instruction, ed. Allen J. Figurel (New York: Scholastic Magazines, 1961), p. 199.

⁴Florence Damon Cleary, Blueprints For Better Reading: School Programs For Promoting Skill and Interest in Reading (New York: H. W. Wilson, 1972), p. 51.

One study of fifth-grade students indicated that various techniques directed at motivating students highly were successful. "Statistically it can be assumed that the use of a cluster of devices and techniques united and utilized to form a highly motivated reading instructional program, did benefit appreciably the progress in reading achievement of the experimental group of the normal population."¹

Teacher Approach to Motivation

Findings on effective and ineffective teacher practices have been reviewed in the preceding discussion. The basis for the teacher's approach to motivating early adolescents toward a lifetime reading habit should lie in those effective practices already discussed: a good teacher-student relationship, informal classroom practices which involve teacher guidance, and development of student interest. Beyond these there are other essential aspects in a sound approach to motivation. "Interest alone, however, is not a sound basis for approaching reading instruction. Reading disability is very real and no amount of motivation or interest can, by itself, overcome this handicap."²

¹Sister Marie Jeannine O'Brien, R.S.M., "An Experiment In Motivation of Normal and Retarded Readers and Its Effect On Reading Progress" (M.A. Thesis, Cardinal Stritch College, 1963), p. 53.

²Spache, pp. 1-2.

Interest is a two-edged sword, always to be used in conjunction with cognitive skills. It may be used as the most promising means for practice in and improvement of cognitive skills of reading, or it may be the goal to be attained through the use of cognitive skills. Neither aspect can be overlooked, nor should either be emphasized at the expense of the other.¹

"What is the role of the live teacher in our education? A live teacher may help us to acquire certain skills: ... The live teacher not only tells us what to do, but is particularly useful in showing us how and, even more directly, in helping us to go through the motions."²

As skills are mastered and students are able to utilize them appropriately, the teacher's task turns to developing attitudes and tastes.

Now that the reader has developed many of the skills necessary for effective reading, it is necessary to turn attention to the program. That is the program which develops attitudes, desires, and reading habits. Unless the skills are developed in such a manner to enable the student to gain an appreciation and desire for reading, the chances are that he will rarely read of his own volition after he leaves secondary school.³

Any reading instruction of early adolescents must be based on the unique characteristics of the age group.

One significant area of this search focuses on the reading teacher's need to motivate, while simultaneously being aware of a child's growth, learning, and reading as interrelated processes. It is essential to establish this understanding as the basis for intelligent

¹Gerald G. Duffy, ed., Reading In The Middle School (Newark, Delaware: International Reading Association, 1974), p. 183.

²Adler, p. 49.

³Dietrich and Mathews, p. 28.

selection of appropriate materials and methods for each reading situation.¹

Since the child tends to identify with book characters, he should be given many experiences with books in which the characters are confronted with developmental tasks similar to his own. Reading programs, therefore, should be planned around how children grow and develop and with painstaking analysis of the development of values in books.²

"During these crucial years the teacher must find books about young people who face and solve significant problems. Reading must be fun, but it must also yield a profit if it is to play a significant role in the years ahead."³

The individuality of each student and each situation cannot be overstressed. "The combination of traits and motives in different readers, and from time to time in the same reader, attract them to different types of content."⁴

The kind of material to be read, the difficulty of the material, the amount of material, and what to do with what has been read are determined by the pupil's motive or motives for reading. Pupil motives take precedence over materials or time.

This in turn means that to plan, a teacher must have ways and means whereby pupil motives can be determined. This can be done by:

1. keeping eyes and ears open to all activities throughout the day;
2. noting special interests of pupils in the different curriculum areas;

¹Marek, p. 26.

²Cleary, p. 47.

³Carlson, "Behind Reading Interests," p. 37.

⁴Waples, et al., p. 99.

3. noting the response of pupils to varied selections, especially the informative or non-fiction type;

4. making a check on each pupil's toys, hobbies, home library;

5. observing response to oral reports by classmates, a school librarian, or guests with specialties (for instance, an engineer, patrolman, postmaster, dairyman);

6. taking an inventory of pupil interests.

The grandest thing about motivation in the individualized approach is the fact that the right and privilege of self-selection command the pupil's attention rather than demand it.¹

Developing student tastes and reading habits requires teacher guidance.

As a key person in a student's school experience, the teacher needs to be aware of ways of helping a student to form good habits and to make good choices of his reading matter ...

Students do not just happen upon books on topics of interest to them; they must be helped to find them. Certainly it is even less probable that they will happen upon well-written books on those topics. We must take class time to guide book selection ...

But certainly it should be remembered that taste and appreciation require more than opportunity; they require direct teaching. Students shown, required to find ... examples of good quality will graduate from high school with a better understanding of literary quality than will those who are left to graze at will.²

One important aspect of guiding book selection is often overlooked.

Successful selection of books for young readers depends not only upon one's knowledge of children in general and in particular but also in good part upon helping him become as comfortable in rejecting a suggested book as he is in accepting one. Remember that the more reluctant a child is to accept adult suggestions the more apt he is to have had previous experiences with adults who have made it difficult for him to reject suggested books without appearing to also reject the

¹Russell G. Stauffer, Directing Reading Maturity As A Cognitive Process (New York: Harper Row, 1969), p. 108.

²McCullough, pp. 296-297.

adult who has made the suggestions. Book selection fails when it becomes a matter of an adult forcing his choice upon a young reader. Rejection of suggested books ought to be no more than an invitation to the adult to involve the reader more, to know him better, to help him feel more confident, and to continue the search for books that will prove appealing to that particular reader.¹

Along with allowing students to reject our suggestions, at this stage of development a moderate amount of patience is required.

Why are we so eager to have our youngsters grow up? Each of us as an adult should think back to his own childhood. Do we regret having had the opportunity to develop at a slow pace? And while thinking back, it is good to remember our favorite books at given stages of our lives. Are we ashamed that we read Tarzan or Nancy Drew? Do we remember how at fifteen we were spellbound by Alexandre Dumas? Were these reading steps necessary to our further maturation as readers? Yes, they probably were. At least evidence is rather clear that the great majority of people who have become enthusiastic readers went through such steps in the process of growing up. The patterns are amazingly similar for all of us. So our problem in guiding teenage readers is one of knowing the stages, being ready with the right suggestions when one stage is ending and another about to begin, and recognizing that each stage is but a rung on the ladder toward the truly cultivated human being.²

There are certain additional requirements of the teacher who would successfully motivate students. Two suggested by Harris are:

1. Make sure available reading material is interest arousing and easily accessible.
2. Schedule classroom time exclusively for individual reading.³

¹Shelton L. Root, Jr., Adventuring With Books (New York: Citation Press, 1973), p. xi.

²Carlsen, Books and The Teenage Reader, p. 33.

³Elliot, p. 96.

Conferences between teacher and student, and group discussions are recommended.

Communication is a social behavior. Reading, as one of the communicative skills, requires a response by the reader. When efficient reading skills are firmly established, the communication goes on between the writer and the reader without an oral response, but for one who is trying to overcome communicative and reading handicaps, talking with others about reading adds meaning to the reading.¹

Students are discriminating about what they read and why they read ... they like to tell others what they think of their reading... the insights gained from reading are deeper than many teachers give their students credit for having. Get off the plot and give your students a chance to look for deeper meanings.²

The practice of oral reading, for a while rejected by some, has also been found to have value. "One of the old standbys in developing appreciation has been oral reading by the teacher or a student of something well expressed. Teachers who have used this method will be glad to know that listening has a place in the reading program."³ Student oral reading is particularly appropriate when the item being read is a play.

In summary, may I say that continuing satisfactory interaction between a pupil and books is based on: 1). developing his reading power; 2). disciplining his tastes; and 3). deepening his view of the world.

As we go about promoting a love affair between pupils and books we need to help them find increasing satisfactions not only in reading to discover facts

¹ Woolf and Woolf, p. 39.

² Ruth K. J. Cline, "A Fourteen Year Old Boy Reports On His Reading," Arizona English Bulletin, April 1972, p. 43.

³ McCullough, p. 297.

about the sun but also to discover the radiance of the sunset.¹

Involvement of Total Staff

To be effective, the effort to develop a lifetime reading interest requires the involvement of all staff members and the cooperation of the administration. Spache says:

Motivation toward reading is not the responsibility solely of the teacher who conducts instruction in reading skills. Teachers of other content areas must also try to stimulate reading in their respective fields, ... If they do not share in this effort, the influence of the English or reading teacher is constantly undermined. Reading will not be accepted as an important tool for learning and personal gratification if the pupil finds that it functions as such only in very limited areas of his school life.²

... an effective lifetime reader ... is not the product of one specific set of skills; neither is he the result of one specific teacher. The effective reader is the result of a continuous and sustained pattern of reading development which is promoted and enhanced by the efforts of the total school community.³

School Environment

The school environment must also be conducive to the development of permanent interest in reading. Regardless of the type of community or building available there

¹Mildred A. Dawson, ed., Combining Research Results and Good Practice (Newark, Delaware: International Reading Association, 1967), p. 44.

²George D. Spache, Toward Better Reading (Champaign, Illinois: Garrard Publishing Company, 1963), p. 173.

³Dietrich and Mathews, p. 29.

are two accommodations which need to be made.

The first is an atmosphere of warmth and acceptance throughout the school. "... the teacher and the librarian need to foster warm relationships with children that provide them with the kind of secure and orderly environment in which they can identify and solve real problems, and can work toward the achievement of their developmental tasks."¹

The second accommodation has been alluded to before, the provision of an abundant supply of materials. Betts says, "... the need for readable materials relevant to interests and reading activities is met by an abundant supply of graded and classified items."²

To achieve the important educational goal that children become independent readers, it is necessary for children of all reading abilities in each grade to find good, easy-to-read books... a lack of books results in a lack of desire to read resulting in a lack of intellectual and cultural enrichment through children's literature.³

"... the problem of teaching pupils to read good magazines lies in making them available in quantity, in providing situations where they can be read profitably, and in allowing leisure for their use."⁴

The role of the teacher and school was well-summarized

¹Cleary, p. 47.

²Betts, pp. 14-15.

³S. Fleischer, "Lots of Paperback Books: A Help for Reading Problems in Poverty Area Schools," Journal of Learning Disabilities, June 1972, p. 52.

⁴Dawson, p. 42.

by Gray:

1. Teachers must be given a clear understanding of the nature and importance of the problem faced and be imbued with a genuine desire to do something about it.

2. Teachers should make detailed studies of the social environments of their various pupils and the nature of the understandings, attitudes, and interests of each child.

3. Each child must be accepted as he is, and a classroom atmosphere be developed in which the personality and the views of each are respected.

4. Through individual and group activities, pupil experiences must be expanded, and interests that can be satisfied through reading must be aroused.

5. The school must provide books that are sufficiently varied in theme and difficulty to enable each child to find many that make rich appeal and that can be read with reasonable ease and genuine pleasure.

6. The teacher must give the pupil freedom to choose books for personal reading, while making persistent efforts to cultivate interests that will insure a growing acquaintance with books which enrich experience, provide real pleasure and satisfaction, and help to provide for the developmental needs of children.

7. Underlying the effort to promote reading interests should be a sound basic program which cultivates increasing competence among pupils to read with ease and understanding.¹

Interests

Home and family, and school and teachers can provide much of the basic motivation for a lifetime interest in reading. However, there is one intrinsic factor which must accompany the background, example, encouragement and skills provided through these extrinsic factors, and that is interest.

Getzels affords us a basic definition of interest. "An interest is a characteristic disposition, organized through experience, which impels an individual to seek out particular

¹Gray, p. 15.

objects, activities, understandings, skills, or goals for attention or acquisition... the basic nature of an interest is that it does induce us to seek out particular objects and activities."¹

Spache explains its importance.

Interest, then, is the primary factor to be considered in attempting to stimulate reading. When it is present, reading is vitally satisfying to the needs of the personality. Without it, reading is sterile and mechanical. It is significant to note that careful definitions of interest include the element of self-improvement without pressure from the outside, a spontaneous acceptance and an inner recognition of the appropriate. Children are interested when they can recognize something of value in what they are reading, and can identify it with their personal well-being.²

He also says the following.

Children's interests are the most important single influence upon their attitudes toward reading. It is true, of course, that these interests are a reflection of such matters as age, sex, background and psychological maturity. But interest itself is a dynamic, motivating force; it leads to action. As Ruth Strang has pointed out, interest is one manifestation of all the elements that constitute a person. It is the outward expression of the drives and hopes of the self. Interest not only helps to express the individuality of the person but also integrates and organizes his behavior in relationship to some goal. It regulates the degree and span of attention toward activities in accordance with the extent to which the individual believes that these activities lead to his chosen goal. Without interest, comprehension or learning, readiness or satisfaction are almost certain to be lacking.³

Getzels has identified five types of interests.

¹Getzels, p. 7.

²Spache, Good Reading for Poor Readers, p. 2.

³Ibid., p. 1.

1. Instrumental interests - that is, disposition to attend to certain kinds of problems, to acquire particular kinds of educational and vocational skills.

2. Status interests - disposition to hold certain types of activities, events or persons as particularly admirable or prestigious.

3. Transcendent interests - dispositions to attend to certain kinds of ultimate ethical and religious ends, to seek out certain kinds of spiritual experiences.

4. Aesthetic interests - dispositions to seek out particular kinds of activities, events and objects as beautiful and harmonious.

5. Recreational interests - dispositions to seek out diversion and relief from tension through certain kinds of activities.¹

Waples and his associates also show comparable findings in their research.²

When reading skill is adequate, the influence of interest is extensive. "Children's preferences for books and other reading matter are greatly influenced by their interests ... strong interest will sometimes enable children to read books that seem relatively difficult to them."³

"Interests ... determine whether the child will read, how much he will read, and in what area he will read."⁴

The reader's selection of reading matter and, to some extent, his response to it are by academic definition explained in the category of motives. Motives are expected satisfactions. They represent a variety of attitudes backed by various physiological conditions

¹Getzels, p. 9.

²Waples, et al., pp. 93-97.

³Sister Mary Anthony Tenaglia, O.S.U., "A Study of the Availability of Readable and Interesting Books In Areas of Greatest Interest to Eighth Grade Pupils in a Selected School," (M.A. Thesis, Cardinal Stritch College, 1967). p. 2.

⁴Emerald V. Dechant, Improving the Teaching of Reading (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970), p. 91.

which produce "needs," "wants," "urges," or "demands," and modified by the environmental opportunities. Hence, combinations of the reader's various predispositions - predispositions which lead him to expect certain kinds of satisfactions from his reading - are best termed motives for reading... The complexity of the reader's predispositions ordinarily complicates his motivation.¹

Determinants Of Interest

Several factors have been identified which definitely influence a person's interests. As Waples and his associates have indicated, no one factor operates independently of all others. Rather each given situation calls into play an interplay of several or all of these determinants and, probably, other factors.

The first factor is chronological age. "In comparison, at ... the junior high level ... reading interests are influenced more by chronological age than by mental age."² Early adolescents frequently spurn the literature of younger children. Also, "it is evident that some children of twelve, thirteen, and fourteen are moving rapidly in the direction of adult reading."³

Due to the unique characteristics of this group, specific age, by itself, is not an absolutely reliable guide.

As has been said, these years, twelve, thirteen, and fourteen, are years of such baffling differences in children's reading abilities, social interests, and emotional stirrings ... One youngster in these years is a

¹Waples, et al., p. 82.

²Cleary, p. 55.

³Arbuthnot, p. 211.

child, another an inquiring youth; one reads everything within reach - juvenile or adult; another stays with a few dog-eared favorites from earlier years or falls into reading ruts and stereotypes.¹

Definitely for this age group the most important determinant would be the individual's needs. "Children at this age read to satisfy personal curiosity and to satisfy deep needs and wishes."²

Needs which are related to personality development in early adolescence are reported by Carlsen.

If books are to have any meaning they must be related to the young person's personal and social needs. Keep in mind the steps an individual takes as he grows from a dependent child to an independent adult.

1. Discovering and accepting his sex's role in our culture...
2. Developing new relationships with members of his own sex...
3. Achieving an easy relationship with members of the opposite sex...
4. Accepting his physical body...
5. Changing his relationship with his parents...
6. Working for pay...
7. Finding a vocation...
8. Becoming aware of value patterns...³

There is one need that underlies all others in this process, especially for early adolescents. "Young people need assurance of their status as human beings ... assurance of ... normality ..."⁴

¹Ibid. ²Carlsen, Behind Reading Interests, p. 64.

³Carlsen, Books and The Teenage Reader, pp. 11-14.

⁴M. Agnella Gunn, "Promoting A Love Affair With Books," in Combining Research Results and Good Practice, ed. Mildred A. Dawson (Newark, Delaware: International Reading Association, 1967), p. 43.

Carlson recommends a method for satisfying this underlying need.

Books dealing with the problems and activities of adolescents are significant, because these books fulfill their need for role-playing, assure them of their own normality, and allow them to test themselves without having their privacy invaded.¹

Dechant supplements those needs previously listed with "basic needs of self-esteem, esteem of others, curiosity, or the need for success and personal adequacy."²

A third factor determining interests in reading is sex of the reader. "Comments inserted by students when completing ... the interest inventory indicate that their acceptance or rejection of many book titles depends largely upon the fact that certain stories would seem to appeal exclusively to boys or to girls."³

Various other factors also bear influence on interests. "Data indicate that young people select books because of interesting titles or pictures or because they know and like the author."⁴

Again, referring to the uniqueness of this group of young people, the books they read:

... serve in several different ways, seemingly in opposition to one another. Books may become a part of the adolescent's rebellion against the adult world. Often the teenager dislikes the reading adults like and praise, and

¹Carlson, "Behind Reading Interests," p. 34.

²Dechant, p. 20.

³Tenaglia, p. 45.

⁴Wickens, p. 61.

he may scorn their selections. His own favorite authors, the writers for his generation, are usually experimenters both with literary forms and with basic human concepts... Literature, by its very nature, is selective and suggests integrations, connections, and insights into experience, and values which the individual might not otherwise find for himself.¹

Life itself, also, may influence interest or dis-interest.

Physical changes and emotional stirrings are riding some children hard and are reflected in their activities, including their reading. Some children may lapse, temporarily it is to be hoped, into determined non-readers. Others may reach out for the easy stereotyped fiction of the pulp magazines or, worse still, they may discover and pursue some of the prurient books that are circulating among adolescents today as always... A temporary lack of interest in books may be a healthy reaction for the avid reader. He is finding life more exciting than books.²

In summary, Getzels has classified the determinants of interest in these seven categories.

1. Constitutional givens - genetic factors such as sex of the child, body form and size.
2. Favored capacities - energy level, color vision, strength, intelligence, motor-coordination.
3. Personality structure.
4. Sociocultural determinants - geographical, ethnic.
5. Role requirements - determined by age and role in family and society.
6. Family influences.
7. Accidental events.³

Reading Interests of Early Adolescents

Over the years numerous studies have been conducted on the reading interests of various age levels. It is worthy

¹Carlsen, Books and The Teenage Reader, p. 15.

²Arbuthnot, p. 212.

³Getzels, pp. 7-8.

of note that throughout these studies little change has occurred in the types of reading preferred by early adolescents. In various listings of five to ten reading interests one will find little variation other than in rank order within the lists, although some lists show greater or lesser specificity than others. Also, certainly, if one examined examples of stories across these years, one would observe changes in the content of stories which reflect changes within society during this period.

One representative study of reading interests conducted by Schulte yielded the following findings. Middle grade students in general preferred the following types of material in rank order.

1. realistic fiction
2. fanciful tales
3. historical fiction
4. biography
5. history
6. recreational topics
7. science and health
8. poetry
9. social studies

Predominant interest was in fiction. There was a decrease in the number of interests with increasing grade levels.

Sex differences were revealed as follows:

<u>Boys</u>	<u>Girls</u>
historical fiction	realistic fiction
history	fanciful tales
social studies	biography
science and health	recreational pursuits
	poetry ¹

¹Samuel Weintraub et al., "Summary of Investigations Relating to Reading July 1, 1970 to June 30, 1971," Reading Research Quarterly 7 (Winter 1972), p. 299.

Similar findings were reported in studies by Sr. Dorothy Deal, S.P., and Sr. Mary Anthony Tenaglia, O.S.U.¹ However, the latter ranked sports as top preference for boys. Various reading authorities, including Spache and Carlsen offer similar listings. Spache, more specifically, lists animal stories first. Carlsen also reports older boys as liking car and hot rod materials.²

Other elements have been identified which affect early adolescents' reading interests. "Both boys and girls like books in which characters may be a year or two older than they, live in communities similar to their own, and face the same problems which they quite unconsciously are seeking to solve."³

Carlsen develops this concept in greater detail when he says:

They like excitement and adventure, especially when boys and girls of their own age achieve great things. Through such books they are able, albeit vicariously, to live lives of surpassing accomplishment and to gain emotional release and satisfaction. They like books about young people who face and solve problems similar to their own. Through these books they may learn that their problems are not unique and may come to have a

¹Sister Dorothy Deal, S.P., "The Evaluation of the Teenage Books Based on Readability and Children's Choices," (M.A. Thesis, Cardinal Stritch College, 1969) and Sister Mary Anthony Tenaglia, O.S.U., "A Study of the Availability of Readable and Interesting Books In Areas of Greatest Interest to Eighth Grade Pupils In a Selected School."

²Spache, Toward Better Reading, and Carlsen, Books And The Teenage Reader.

³Cleary, p. 54.

more objective understanding of themselves and their relationships with others.¹

Other literary elements are reported as appealing or unappealing. Bloomer found that "children tend to choose books with a relatively high degree of conflict, yet education materials tend to err on the side of too little conflict."²

Literary elements which appeal to them include action, human interest, imagination, humor, direct discourse, colorful descriptions, and names. Particularly they dislike preaching and moralizing. Other interest factors are suspense, happy endings, and situations in which students can imagine themselves. Elements of style which appeal are a free and easy manner of writing, brevity, sincerity, and straight forwardness of language, joined with rapidity of movement.³

Spache reports that early adolescents dislike subtle humor and descriptive prose and verse.⁴ Wickens indicates that "girls read boy's books, but boys do not like girl's books."⁵ This has been frequently stated in relation to children's interests in the past. Perhaps current trends of change in regard to sex roles and sex role stereotyping will modify this concept. Only future research will reveal such a modification.

¹Carlsen, "Behind Reading Interests," p. 35.

²Richard H. Bloomer, "Characteristics of Portrayal of Conflict and Children's Attraction to Books" cited in Combining Research Results and Good Practice, ed. Mildred A. Dawson, (Newark, Delaware: International Reading Association, 1967), p. 42.

³Wickens, p. 61.

⁴Spache, Toward Better Reading, p. 170.

⁵Wickens, p. 62.

given time is more difficult for this changeable age span. Again, several have reported on this important aspect of interests.

The fact that reading interests and tastes are quite individual matters was evidenced in the results of an investigation carried on by Jungblut and Coleman (1965) with over 4000 students in grades seven through nine ... They concluded: "Students' ratings indicated that the style and content of 102 selections ... appeal differentially to seventh, eighth, and ninth graders."

In a similar vein, Strang (1963) made a very pertinent observation after summarizing 16 studies of adolescent reading interests. Strang observed that the reading interests and tastes of individual students may not correspond to group trends and characteristics. The only way to gain information about the reading interests of a particular individual was to study that individual. This admonition should make one cautious about applying to a given student the results and findings that come from studies of the interests and characteristics of large groups of students.¹

Motivation toward a permanent interest in reading must involve guidance based on the individual student.

Whether we believe that individuals develop reading interests as they are conditioned by reinforcement or as a reflection of inner urges common to their age and sex, is not greatly significant for our purposes. With either framework or theoretical reference, we realize that we must study the individual to understand what it is he wants from reading and then help him to find these gratifications. When he has not yet realized that his needs may be met in part by reading, we must awaken him to that possibility and reinforce the development of rewarding interests.²

Some factors which affect individual differences are reflected in the following comment by Waples.

Readers motivated by a need for greater social security

¹A. Sterl Artley, Trends And Practices In Secondary Reading (Newark, Delaware: International Reading Association, 1968), pp. 92-93.

²Spache, Toward Better Reading, p. 171.

may seek to improve their status within their family or social class or may try to exchange their social class for another social class. The former are commonly adolescents who seek reading on family conflicts. They aggressively select novels dealing with more placid home life. If the adolescent is attempting to break away from the family his insecurity may be expressed by selection of books on philosophy and religion or of "philosophical novels." Such readers tend to emphasize passages which involve their own particular problems - lack of parental affection, impending divorce in the family, over-protection, and the like.¹

Material sought by one person may be avoided by another under similar circumstances. The effect on one person will also frequently differ from that on another person.

It is here that the teacher or parent can provide the necessary guidance. "It is quite clear that the definite taste for reading characteristic of early adolescence is a guidepost. But if each child is to select the reading materials that will make the most of his personal capacities and interests, the teacher must provide careful guidance."²

Guidance Of Interests

Research indicates that students benefit from, in fact need, guidance in their reading interests. A young person left entirely on his own may not develop any reading interests. Since reading interests are a key factor in motivating toward a lifetime reading habit, it becomes necessary to provide guidance in this area.

¹Waples, et al., p. 98.

²Wickens, p. 64.

Spache lends support to this concept when he states that:

Psychological research tells us that motives can be strengthened when they are weak, or even created when they are lacking. Interest in a certain type of reading or desire for reading per se can be inspired in children by the efforts of teachers and librarians. To be successful these efforts must be keyed to fulfilling the common personal needs of the individual.¹

"... the school must deliberately provide opportunities for the development of many varied interests so that the individual may choose those best suited and most useful to him."²

To further develop this concept Strickland is cited as saying:

Interests do not grow in a vacuum. They are stimulated by experience. It would be folly to build a curriculum entirely about children's expressed interests because each child's interests are limited to what he has had a chance to be interested in. There are many things he might become interested in if opportunity afforded. The teacher's task, then, is not only to feed the interests the child already possesses but to open up new avenues of interest and opportunity.³

Record keeping may be useful in providing this guidance. "Records of actual reading are desirable only when they help the pupil realize the direction in which his reading is taking him, and lead him to sample related or

¹Spache, Good Reading For Poor Readers, p. 3.

²Cleary, p. 51.

³Ruth G. Strickland, "Making the Most Of Children's Interest In The Teaching Of Reading" cited in Gerald G. Duffey, ed., Reading In The Middle School (Newark, Delaware: International Reading Association, 1974) p. 185.

tangential reading areas."¹

Guidance of early adolescents needs to show understanding and patience, and needs to be balanced with experience.

Do you agree with the old maxim that "practice makes perfect"? If so, then you'll agree that if a student is doing much reading ... he's going to learn to discern between effective and ineffective communication, he's going to become more discriminating in his tastes. Let's give him the joy of developing his tastes -- not jam our own down his throat.²

Sister Marie Colette Roy, O.S.F. reports that teacher efforts at influencing reading interests can be successful.

Optimistic conclusions, with implications for teachers, regarding children's reading interests were those which indicated the large number of influences upon reading interests, including accidental occurrences, and those which reported pronounced favorable changes in reading attitudes and interests as a result of teacher effort to bring about these changes.³

Achievements

A final factor in this discussion of motivating early adolescents toward a permanent interest in reading is the achievement of the child. Indications have already been given of the necessity of each reader possessing the necessary skills and suitable experience as the basis of promoting interest in a lifetime reading habit.

¹Spache, Toward Better Reading, p. 173.

²Haley, p. 4.

³Sister Marie Colette Roy, O.S.F., "A Comparative Study of The Reading Growth Patterns of Retarded and Normal Readers in Grades Four to Eight," (M.A. Thesis, Cardinal Stritch College, 1961), p. 29.

Interest is intertwined with achievement.

... interest is dynamic and active; one not only chooses, but also chooses one's goal, creates the possibilities for attaining one thing or another. In the context of reading, most research agrees in the following results:

(a) The first motivation to read is simply the fun of practicing newly-acquired reading skills, the delight in the newly-discovered intellectual activity, and in mastering a mechanical skill. If the teacher responds to this motivation with easy, exciting reading material appropriate to the specific age group and continues to build upon this first material with books of increasing difficulty, the children will usually become good readers. A good reader likes to read.

(b) The drive to use and train the intellectual-spiritual aptitudes like fantasy, thought, will, sympathy, the ability to identify, etc. Result: development of aptitudes, expansion of the self.

(c) The need to become acquainted with the world, to enrich one's own ideas and to have intellectual experiences. Result: formation of a philosophy of life, understanding the world around us.

(d) These inner motivations and interests, usually not consciously perceived by the child, correspond to definite conceptions of experience by the child: delight in encountering familiar things and people (environmental stories) or unfamiliar and new things (adventure books), the longing to escape reality and live in a world of fantasy (fairy tales, fantastic stories, utopian books), the need for self-assertion, the search for ideals (biographies), advice (non-fiction), entertainment (sports books, etc.).¹

Beyond basic skills, successful reading experiences, for most children, will stimulate further interest. In Long and Henderson's study, they found that time spent reading by their fifth grade subjects was positively correlated with their reading achievement (.18 to .22).²

¹Bamberger, p. 17.

²Weintraub, et al., "Summary of Investigations Relating to Reading, July 1, 1972 to June 30, 1973," p. 371.

These findings support the following statement by Carlsen.

All of us tend to do those things we do well and avoid doing those things we do poorly. This same tendency, is shown in adolescents' reading habits. The poor reader does as little reading as possible and gets the least satisfaction from what he does read, while the child who reads well is inclined to seek out books and spend much of his spare time reading. Consequently, the good reader experiences the rewards of reading, and tends to improve his skills; the poor reader falls further behind his age and grade level.¹

Stauffer draws from Piaget's theory to explain this concept.

The need for cognitive activity is an aspect of "... an assimilatory activity whose essential nature it is to function". Once cognitive structures have been generated by functioning they tend to perpetuate themselves by more functioning. In fact, this is a built in feature of schemas to repeatedly assimilate anything assimilable in the environment. The organ has to "nourish" its cognitive schemas by repeated assimilation, the basic fact of intellectual life.²

"Piaget's theory of motivation suggests that the impetus for cognitive activity rests in the cognitive apparatus itself. Once a schema has been constituted, it will function by assimilating anything in its environment to which its structure will accommodate."³

Carlsen describes typical stages through which early adolescents progress as they achieve in reading.

The satisfaction one seeks from reading changes as one moves toward maturity. First there is that stage

¹Carlsen, Books and The Teenage Reader, p. 8.

²Stauffer, p. 316. ³Ibid., p. 335.

when a reader discovers the joy of losing himself completely in his reading; he wants the book to last forever. ... a second kind of satisfaction ... Reading becomes a means of understanding and testing his own problems and his own world ... Next, literature becomes for the reader the avenue to examining the ongoing philosophical problems of mankind... Finally, if one reads long enough he may arrive at a final kind of joy in reading, that of aesthetic enjoyment. The words are exactly right for the ideas they contain; details fit like the pieces of a jigsaw puzzle into the whole design, and there is a sense that the outcome was inevitable, even though the reader was not able to foresee it.¹

As one experiences these satisfactions they tend to promote a lifetime interest in reading.

Gunn sums up the role of achievement in promoting a lifetime reading habit as follows. "Pleasure in reading comes from using our reading power to satisfy a variety of purposes, and it comes from reading both imaginative and factual materials... Such satisfactions are vital and ongoing. Like love they grow by what they feed on."²

¹Carlsen, Books and The Teenage Reader, pp. 31-32.

²Gunn, p. 38.

CHAPTER III

SUMMARY AND CONCLUSIONS

This investigation was undertaken for two purposes. The first was to determine major factors in motivating early adolescents toward permanent interest in reading. The second was to determine means related to these factors by which early adolescents can be encouraged toward such an interest.

The need for effort in motivating early adolescents toward lifetime interest in reading becomes apparent when considering studies which reveal that only from 5 percent to 25 percent of our adult population evidences such an interest. Other studies reveal that motivational efforts with early adolescents do aid in developing reading interest as adults. Thus both a need and value can be established for attempting to motivate early adolescents toward a lifetime interest in reading.

Understanding of the unique nature of the early adolescent must be the basis of any motivational approaches used with them. They are caught in a struggle for independence from both the nurturance and authority of their parents. They are seeking to become themselves. They are experiencing extremes of physical and emotional change. Their tempera-

ment fluctuates greatly from moment to moment. Within this framework the would-be motivator must carry out his task.

In summary, it was determined that a great variety of factors influence motivation in differing ways in different individuals. Four were selected as being major identifiable factors for which there was recognizable influence on early adolescents' motivation. These four factors were the home and family, the school and teacher, personal interests and personal achievements.

In relation to these factors a number of suggested means were stated by which early adolescents can be encouraged toward a lifetime reading habit. To summarize them, in the home and family a positive regard for reading is essential. It must be supplemented by encouragement and assistance. Provision of suitable and adequate materials as well as accommodations for time and place to read must be made. Parents should participate in both personal and family reading activities.

The school and teacher need to make similar provisions. The teachers need to show concern and understanding in their relationships with early adolescents. They need to make provision for the possession of basic reading skills by all students. Teachers need to be familiar with a wide variety of books for early adolescents and make these books easily accessible. Teachers need to avoid practices which turn youngsters off to reading. Youngsters need words of encouragement from good examples.

Early adolescents' interests frequently dictate what will be read. They can also be used to stimulate and guide their reading. While many common interests have been identified, it is necessary to remember that each child is an individual and therefore has individual interests. Many activities can be centered around student interests. Interests can be the key to success and a key to unlock motivation.

Success in reading builds on itself. As early adolescents experience achievement in reading they seek further achievement progressing toward ever greater maturity.

In conclusion, much must yet be determined by research about both the nature of motivation and its effects. More accurate definition of concepts needs to be accomplished. Further research needs to be done on those factors which motivate the individual toward a lifetime interest in reading, both in regard to identification of these factors and the exploration of their nature and use.

As our society experiences rapid change further research will be necessary in the areas experiencing change and in the change in their influence on the reading habit. It is conceivable that some of the factors identified by this writer as having influence toward a lifetime reading habit may, in the near future, no longer bear that influence, or may bear very different influence on the early adolescent.

In spite of these research needs and possibilities,

at present the aware parent and teacher can use a variety of specific means to effectively motivate early adolescents toward a lifetime interest in reading.

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