

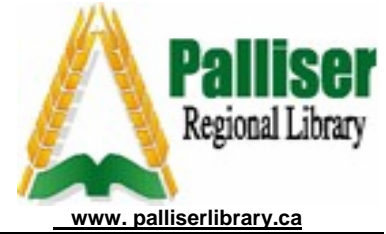


## Reading Revival: Encouraging Reluctant Readers through Graphic Novels

Reluctant Readers are an issue that both the **Prairie South School Division # 210** and the **Palliser Regional Library System** are facing. Youth between the ages of 10 and 24, are ceasing to read for both edification and pleasure. The reading Revival Project is a pilot project aimed to determine the effectiveness of Graphic Novels in holding their reading interest.



**Partnerships for Community  
Learning Resources Grant**  
**PROJECT REPORT 2006-2007**



**Reading Revival: Encouraging reluctant readers through graphic novels**

**A joint project between Palliser Regional Library and Prairie South School Division # 210**

**2. Funding Amount Received: \$70,258**

**3. Our Goals:**

Reluctant Readers are an issue that both organizations are and will continue to face. Internal studies within both the **Prairie South School Division** and within the **Palliser Regional Library System** have shown that youth between the ages of 10 and 24, are ceasing to read for both edification and pleasure.

The Reading Revival project was designed to benefit literacy and educational initiatives in all communities within the boundaries of **Prairie South School Division #210** and **Palliser Regional Library**, inclusive.

**4. Premise of Project:**

Literature searches have revealed that the introduction of graphic novels (available in reading levels of Grades 4 through 10) into the school and library environment encourage reluctant readers.

**5. Project Conclusion:**

Thanks to the Government of Saskatchewan and the Ministry of Education opportunity afford to us by the project, we can conclude that overall the project was a success for both Prairie South School Division and the Palliser Regional Library System. The book format was a big hit with the 10-18 year olds, with the largest age group being from 10-14 years old. What was perhaps our biggest surprise was around the demographics of the participants. In the case of the school division, 60% of the readership was male and 40% were female. In the case of the library system, 49% of the readership was male and 51% were female. Given the literature, we had expected that the demographics would be more heavily skewed towards the young male adult.

**6. What the Youth thought of the project:**

A survey of the youth was done by both the Prairie South School Division and as part of the Palliser Regional Library's "**It's a Graphically Novel Summer**" Teen Reading Program (see Appendix A for the Questionnaire). To quote a staff member from the Assiniboia Elementary School "Excellent resource for boys and/or reluctant readers. They have been a big hit at AES."

**Prairie South School Division Results:**

Of the 1,162 students who answered the Prairie South Questionnaire, 66% of the students rated the graphic novels that they read as "Awesome" and only 5% thought that they were "Blah". 83% thought that graphic novels made reading enjoyable and 61% indicated that they would be interested in reading other

types of books. These statistics are supported by the results of the general survey of the Teacher Librarian/ Library Assistants and the library assistants working in the schools. When asked “*Have you noticed an increase in use of library resources in general since the introduction of graphic novels?*” Tim Eirich, Curriculum Consultant and Marlis Duff, Library Technician received:

- 11 - “YES” responses
- 7 - “NO” responses
- 2 - “Slight Increase” responses
- 2 - “Don’t Know” responses

When asked “Are the students signing out more books?” the school division staff were uncertain and reported as follows:

4. Are students signing out more books?	
Yes	7
No	9
Maybe	5

However, the most telling comment of all came from a staff member who said “Overall students are not signing out more Youth fictions as a result of reading graphic novels. A few have branched out cautiously and I do think that is noteworthy.”

Other noteworthy positive comments from the staff (see Appendix B) included:

- **Where is the best place to order Graphic Novels?**
- **It has brought a new excitement to our library. We would like to see more “Hardy Boys”, “Nancy Drew” type series.**
- **The students have been asking me in the hallway if I will be bringing in more graphic novels.**

The school division results were qualitative and quantitative having received 1162 surveys with comments. The actual circulation figures for Prairie South School Division were difficult to obtain due to the fact that they were in the process of converting all schools over to Library World.

Students received bookmarks and/or water bottles as prizes (depending on the number of surveys they completed). A common thread from student comments students stated that they prefer to read books that belong to a series (e.g. – BONE), rather than stand-a-lone graphic novels that read back to front students did not prefer to read as they commented that they were either confusing or awkward to read.

For more information and the complete survey results, Appendix B - Teacher-librarian Survey and Appendix C – Student Survey or check the CD for the spreadsheet detailing the Prairie South Survey results and the Word file detailing the results of the staff survey.

### **The Palliser Regional Library System Survey Results:**

The 2,319 participants in the “**It’s a Graphically Novel Summer Reading Program**” were asked the same questions as the 1,162 students who participated in the Prairie South School Division Survey. Interesting enough the Palliser summer survey statistics mirrored the school division’s results with 66.85% saying that the books were “Awesome” and only 3.68% of our readers thought that they were “Blah”. An overwhelming 95% of the participants indicated that they would like to read not only other graphic novels but other types of materials as well. For a more complete look at the survey results and the breakdown, see the Palliser Survey in Appendix D or check the Access database on the accompanying CD for the full results.

Palliser Regional Libraries noticed a 17.70% increase to the Pre-K through Young Adult circulation statistics between 2006 and 2007. This leads Palliser to conclude that the introduction of graphic novels did

have an impact on not only the circulation of the Young Adult collection (Up 39.97%) but on the circulation of youth materials in general.

Palliser Stats	2007	2006	% change
<b>Graphic Novels</b>	21,507	9,735	<b>120.92%</b>
<b>YA</b>	28,598	20,431	<b>39.97%</b>
<b>Juvenile</b>	74,645	71,005	<b>5.13%</b>
<b>Pre-K</b>	32,896	32,618	<b>0.85%</b>
<b>French</b>	2,036	1,881	<b>8.24%</b>
<b>Total</b>	159,682	135,670	<b>17.70%</b>

It is more difficult to determine the success of the graphic novels in the towns served by the Chinook Regional Library System or the Southeast Regional Library System as all of the Chinook branches with the exception of Gravelburg do not sign out their books through an online circulation system . The towns included Gravelburg, Lafleche, Mankota, Kincaid, Glentworth, Chaplin, Central Butte and Bengough. Based on conversations with the librarians, the summer reading program “It’s a Graphically Novel Summer” went over very well and the graphic novels were well accepted. Perhaps more importantly the youth were making the link between the school collection and their local libraries. To quote:

“Hi Jan - We have had a reasonable amount of interest in the graphic novels.  
 There are 29 entries for the Nintendo draw. We only had three water bottles and I made draws each week with three different winners. I am putting the entries in the mail today. It is nice that we were included in the promotion. Several kids mentioned that they had seen the novels at the school.  
 Trudy @ Kincaid Branch  
 Chinook Regional Library”

Current information for the other two regions indicates that circulation is down because the local collection has been read out and unlike Palliser, they do not currently have a base collection from which to replenish the stock.

**7. Impact of the Reading Revival Program on the School Division and the library systems:**

From Prairie South’s perspective, it has had a positive impact on the school division and has lead to wider acceptance of the graphic novel format by more and more of the students, teachers and parents. The student thought that they were cool and interesting.

From the perspective of the Palliser Regional Library System, it has had 6 definite spin-off effects:

1. The Reading Revival program helped address the public concerns expressed during the Environmental Scan phase of the **Palliser Regional Library** Strategic planning process by offering a modern option aimed at declining youth readership.
2. It confirmed our belief in the product (Graphic novels) and has lead to us doubling the share of the budget for graphic novels.
3. It has lead us on a massive weeding and purchasing campaign with respect to the young adult collection. The days of R.L. Stine and Judy Blume have evolved.
4. It has helped convince the rural branch staff to let go of certain materials and invest in current “Young Adult” materials because it proved to staff that if you have something readers are interested in reading, they will come.
5. The success of “**It’s a Graphically Novel Summer Reading Program**” (over 5,000 graphic novels read in a 6 week period plus a quadrupling of the “Young Adult titles read between July 1 and December 31<sup>st</sup> (1,840 titles) over the 457 titles read in the first six months of 2007, has confirmed that we need a summer reading program for Teenagers as well as the TD Bank summer reading program. As a result Palliser is the first regional system in Saskatchewan to partner with the British Columbia Library Service and offer the “**2008 I Liked the Book Better Teen Summer Reading**

**Program”**. This program operates where the teens live – online. We are currently in search of permanent funding partners as between prizes and participation costs, it could cost between \$3,000 and \$5,000 for the summer.

6. We have had to engage in a space re-allocation campaign in many branches to get the Young Adult collection and in particular, the graphic novels, out of the children’s section and back into the more appropriate adult section.

## 8. What we learned:

1. Graphic novels are a worthwhile investment and help promote and maintain literacy in the teen audience.
2. Graphic novels are, in general, poorly bound and require frequent mending/replacement due to their heavy usage.
3. Young Adult Graphic novels cannot be interfiled with the juvenile or easy.
4. It may be difficult to convince some parents that graphic novels, especially those intended for the young adult or the adult audience, are not “comic-books” and therefore may not be suitable reading for their children – even Batman can have a “dark” side.
5. It is difficult finding appropriate aboriginal stories in graphic novel format.
6. When purchasing graphic novels for school libraries one needs to be aware that some students or parents may find the graphics or content objectionable.
7. **Graphic novels were not present in the rural collections of either Southeast or Chinook.** Since the project both systems have included the purchase in their budgets and have begun to purchase the materials for all of their branches. Palliser has been asked to act as an advisor re: suppliers and product by both the regions.
8. Many of the youth in the more remote areas of the region/school district prefer traditional graphic novels and they expressed negative comments about the Japanese Manga and other graphic novels that read back to front.

## Our most heart-warming experiences:

1. Palliser Regional Library offered 2 Nintendo DS-Lites as the main prizes in the “**It’s a Graphically Novel Summer Reading Program**”.
  - a. One prize was for the participants from the City of Moose Jaw which comprises over 66% of the population of our region and the second prize was for our rural youth. The City of Moose Jaw prize winner was a 13 year boy who had come with his refugee family from Afghanistan in mid-2006. He was learning to read by borrowing graphic novels and DVD’s from the Moose Jaw Public Library. It made the local press.
  - b. The rural prize was taken by another 13 year-old male - the middle boy of a struggling farm family. His mother burst into tears when she heard that he had won (she originally thought that I was calling because he had an overdue book) and said that this is the first electronic device that the boys will have had in the house. The entire community celebrated his win.
2. We had 9 entrants into the “**It’s a Graphically Novel Summer**” water bottle design contest. They were all excellent. The winner, in addition to her prize, received special recognition at her local branch and by her town and the local press.
3. Palliser gave a special award for one of our contributors, **Garret Pifko** of Coronach. The young man put in over 50 surveys and all the comments were well considered and very helpful to our collection development strategies. Garret was also acknowledged this spring by the Minister of Education, the **Honourable Ken Krawetz**, on behalf of the **Coronach PLAN** group for his contributions to teen literacy in the Coronach Area.

## The Budget: How It was Expended

### Prairie South School Division # 210

- Number of Books Purchased: 1,749
- Cost of Materials: \$33,365.35
- Cost of processing : \$ 1,753.15
- Staffing costs: Covered by the School Division
- Other Costs: \$ 5,376.50 (water bottles, bookmarks, travel)

### Palliser Regional Library System

- Number of Books Purchased: 1,532
  - Palliser 731
    - Moose Jaw 381
  - Chinook 378
  - SouthEast 42
- Cost of Materials \$26,563.91
- Staffing Costs: \$ 2,371.32
- Other(Water Bottles, prizes Advertising) \$ 1,059.77

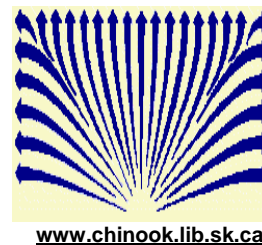
### Partner's Contribution:

- Staffing and expertise re: collection selection and development, purchasing, processing.
  - From the Palliser perspective, this project was lead by 2 librarians with their Masters of Library and Information Science degrees plus 1 Library Technician with expertise in young adult programming. Additional support staff included the headquarters Acquisitions, Cataloguing and Processing staff, the Director (marketing and funding) the Accountant, the Office clerk plus numerous, Palliser Branch Librarians and Moose Jaw public library staff. Approximate value: 500 hours.
  - From the School Division's perspective this project was lead by Tim Eirich, Curriculum Consultant and Marlis Duff - Library Technician/ Marg McIntyre Resource Centre for the school division, and supported by the Teacher Librarian/ Library Assistants, library technicians and library assistants throughout the system.
- Courier costs: Prairie South In-City, Palliser –Prairie South rural couriers distributed the materials.

## Appendix A – Sample Questionnaire



# Graphic Novels Questionnaire



Boy or Girl    Boy / Girl

AGE: \_\_\_\_\_

School / Town: \_\_\_\_\_

How would you rate this book?                      Awesome                      OK                      Blah!

Do you want to read other graphic novels?    Yes                      Maybe                      No

Do you want to read other types of books?    Yes                      Maybe                      No

How many graphic novels have you read?                      (    )

How many other books and magazines have you read?    (    )

Do you enjoy reading?                      Yes                      No

Does the graphic novel make reading enjoyable?    Yes                      Maybe                      No

What do you like about this book?

Should we get more of them?

What do you not like about this book?

Please hand this questionnaire back to the librarian when you are done. Thank you.

## Prairie South School Division # 210

### Staff Survey – 2008

#### Appendix B

1. Have you noticed an increase in use of your library resources in general since the introduction of graphic novels?

- Yes
- Yes definitely
- No, not really the kids that read are avid readers the ones that don't I am not sure how to entice them
- I was not in the library before the introduction of Graphic novels so can't speak as to the increase in use.
- Yes, I would say there has been an increase in the use of library resources since the introduction of graphic novels.
- No, the use of our library resources has not increased
- Yes. But we have also added an enormous amount of material in that same time frame.
- Yes, I have noticed an increase in graphic Novels.
- A little increase
- No
- I am unsure as I am not in the library when the students are checking out books.
- Not an increase but resources are going out at the same rate as before.
- There has been an increase of use in the library since we have started carrying graphic novels.
- No
- Yes
- Yes, for sure! The kids really like them.
- No, haven't noticed an increase in library use – Palliser Heights kids are readers anyway.
  
- Bone, Super heroes
- There has been an increase in use of our library since graphic novels became available
- Yes
- Yes
- No
- No
- Yes

2. What grade levels do you notice are attracted to graphic novels?

- Grade 9
- Grade three to grade eight
- Grades 5, 6, 7, 8
- Grade 9 is the main user of GN with some grade 10
- All grade levels are attracted to the graphic novels.
- The 4/5 enjoy them, and the 2/3, and the 6/7
- Grade 2 to 7 mostly
- Grades 4 to 9 seem to be the major borrowers, with a few of 10's.
- Gr 3-12 mostly grades 5-8
- Grades 3-5
- Grades 4-7
- Grades 5 to 8 were generally the students signing out graphic novels.

- I notice it with grades 3,4,5, and 6 the most
- Grades 7/8/9
- Grade 4 – 6
- Grades 3 – 9 mostly
- Grades 2 – 8
- Students from grades 1 - 6 seem to be the most interested in the graphic novels (boys and girls alike).
- Gr. 4-9
- Grades 4 – 7, but also 2, 3 & 8.
- Gr. 9 – 12
- Gr. 6, 7, 8
- 4-8 are interested but mainly GR. 6-8

3. What type of graphic novels do you notice your students prefer signing out (example: a series like Bone, or a “stand alone” book)?

- Series
- Bone, Spiderman or anything Marvel, Dragon Ball Z, they like series
- Bones and the Simpsons
- We did a special display of all the graphic novels that our library has and it was VERY well received. All the GN were eventually checked out with BONE being the number one check out of GN.
- The Bone series are very popular as well as the “superhero” comic books, such as Spiderman, etc.
- The girls enjoy Babymouse, and the boys like the Simpsons
- Bone, Spiderman, X-men and the Simpsons are the most popular. TV and movie carry over...
- The students seem to prefer a series as to stand alone books. The series Dragonball and Spiderman are among the boy’s favorite, Baby Mouse for the girls and Bones and Simpson’s for both boys and girls.
- Bone, Simpsons, Babymouse
- Either
- From what I see on the reshelving cart they prefer the series books
- The series “Bone” is the most popular but in general kids like to read the series of books instead of the stand alone book.
- The students love Bone, Simpsons, BabyMouse, and some new stand alone books like Black beauty, and Robin Hood...etc...
- Series - ie. Drag on Ball, Bone
- Series
- Bone, Dragonball Z, Star Wars, Marvel books
- Bone, Super heroes
- The students seem to prefer the series novels the most (Spiderman & Bone).
- Dragonballz series have, without a doubt, been the most popular
- Anything they can find!
- Mostly series (esp. Marvel Comics and Manga)
- The Tennis series
- Bone, Simpsons, Japanese manga ie. Dragon Ball Z etc.

4. Are students overall signing out more youth or young adult fiction as a result of reading graphic novels?

- Yes
- Not particularly
- No not really.

- Yes, I would have to say that when they had exhausted out GN display , those same students did begin checking out a lot of ORCA sounding books. Some of those same students moved up to the HALO series as well.
- Yes, students are signing out more young adult fiction.
- No I don't think they are signing out more youth or young adult fiction
- There is some increase in youth fiction although young adult remains about the same.
- No
- No
- Unable to determine that
- I don't believe so. The fact that our library isn't open fully during school hours has decreased the amount of fiction being signed out of our library.
- A few students are starting to take out chapter books once they have finished reading the graphic novels.
- No
- I can't say with certainty that that's the case
- Perhaps, I can't say if that is true for all of them.
- Not to speak of
- Overall, students are not signing out more youth fiction as a result of reading graphic novels. A few have branched out cautiously and I do think that is noteworthy.
- No
- No
- I don't believe so
- Cant tell
- Yes

5. Additional comments regarding graphic novels?

#### Positive Comments:

- They are useful acquisitions.
- They're very popular still.
- **The kids that like to read enjoy reading Graphic Novels, the ones that don't I am not sure how to encourage reading for enjoyment!**
- **When asked the students said that they enjoyed the GN as they were a quick read and when the teacher requested that they have a book in the class room, it was a good, easy choice for them.**
- It is a very heavily used portion of our library.
- **Where is the best place to order Graphic Novels?**
- **It has brought a new excitement to our library. We would like to see more "Hardy Boys", "Nancy Drew type series.**
- **The students have been asking me in the hallway if I will be bringing in more graphic novels.**
- When the graphic novels first arrived in the library the kids were lined up to sign them out.
- I would love to have some other ideas for popular graphic novels that other librarians have found.

#### Cautionary Comments:

- I feel that I now need to add some more titles to the collection and I'm reluctant to just order them from a catalogue. I prefer to flip through them first especially if it's a title I'm unfamiliar with. (I could consult reviews too, of course.) But shopping in person and leafing through reviews takes time. So...I guess that my point is (and I do have one!) that I just need to find the time to maintain it.

- Yes, I had one mother come in and scold me for having these books in our school library. She felt that they were very offensive I am sure this is not new for you to hear this. I talked with our principal and he said to put them on a higher shelf, so only the taller (and older ones) ones can reach them!
- Some of the books have sexually explicit pictures
- Very poorly made. We spend more time repairing them than they are in circulation. They seem to be a huge hit with the younger students but the content is more appropriate for older students. I could use more suggestions for younger age appropriate graphics.

### **Collection Problems:**

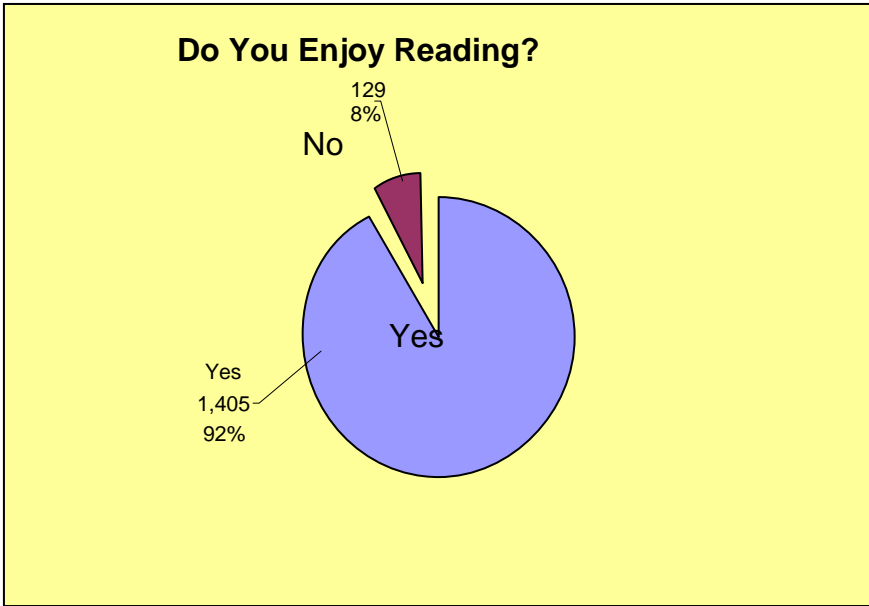
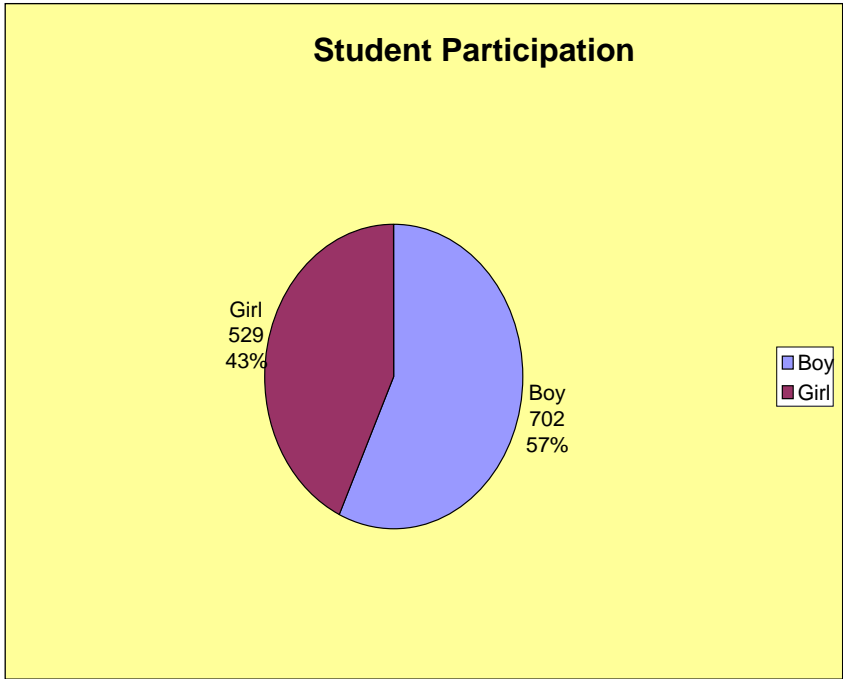
- However now that everyone has read them they sit on the shelf –understandably.
- The students don't like the backwards comics. They are never taken out.
- Some of the reluctant readers find them too overwhelming with colour and words and don't know where to start on the page, it is all so interesting!
- Some are excellent but bound poorly.
- The binding is pathetic; falls apart within weeks... we have rebound and continued to send them out.

### **General Comments:**

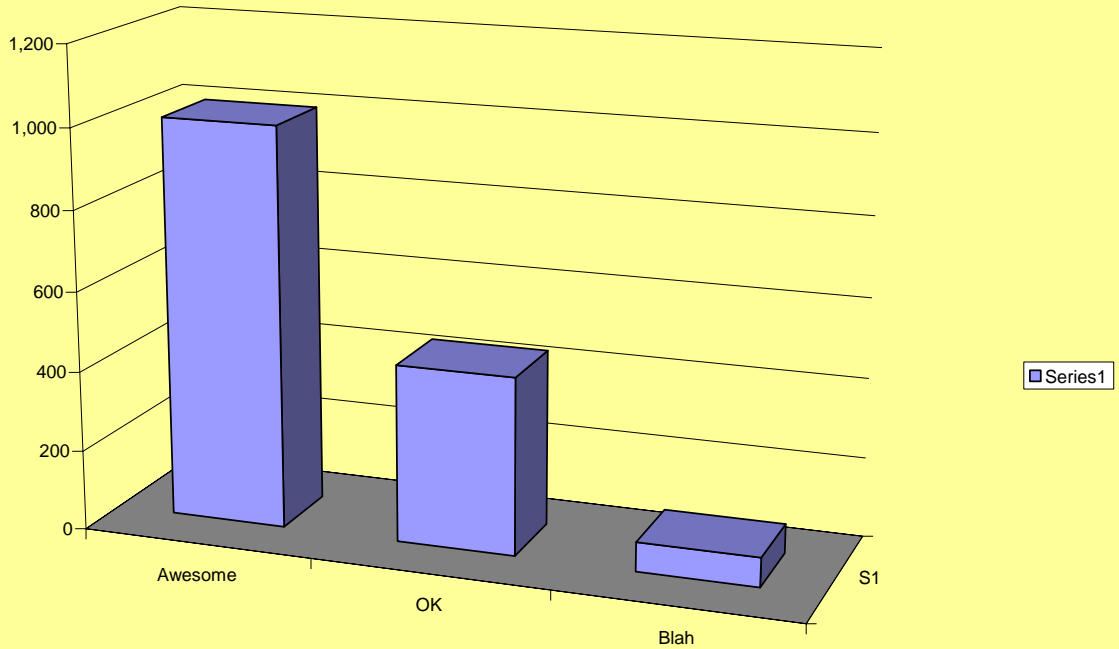
- Yes. But again, there is a lot of new material to choose from. We have added nearly 2000 items since the beginning of the 2006-2007 school year.
- We have found that the Graphic Novels are made poorly; we have had to throw out some books because the pages are all falling out.
- Some of the younger children have been taking out GN, but take them to look at the pictures or take them because their older siblings take them out.
- The books themselves are often put together poorly. Pages become loose after one or two reads. They seem in constant need of repair.
- Graphic Novels have been an excellent addition to the library. I enjoy seeing so many more students reading and feel it is very beneficial for them even though it is not a traditional book.
- Strong readers as well as the most reluctant readers are borrowing these materials. I would say the more reluctant readers are most likely to take these out before any other fictional materials, particularly in the Gr. 4-6 age group.
- I wasn't able to shelve them in an area on their own and the students would have preferred that as they have a hard time finding all of them. Perhaps that's why the Dragonballz are so popular; they are very easy to find! However, I guess housing the graphic novels throughout the fiction area gets them looking at more of the rest of our collection.
- I wish it would transfer to more serious reading but I haven't seen that yet.
- Excellent resource for boys and/or reluctant readers. They have been a big hit at AES.

# Appendix C

Graphic Novel Survey Results as of March 9, 2007  
Prairie South School Division # 210 Results

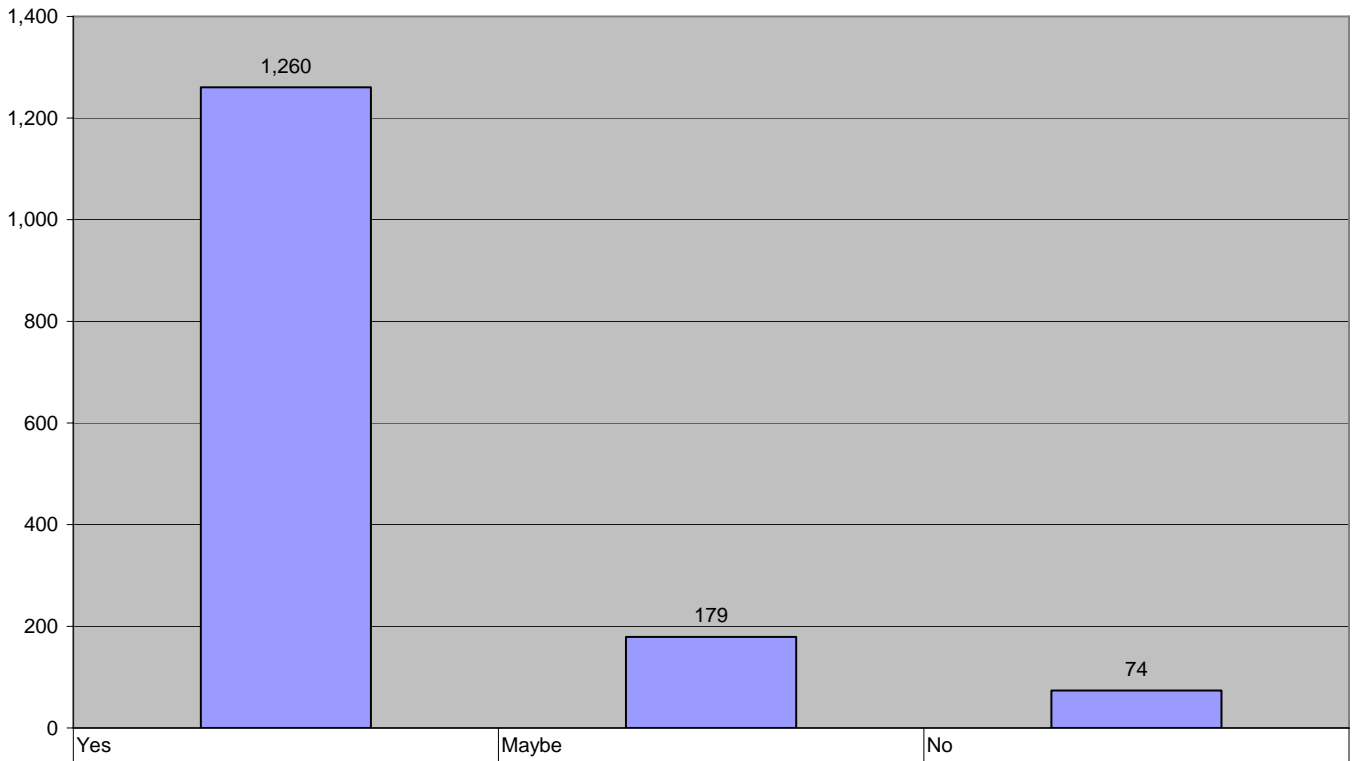


### How Did You Rate This Graphic Novel?



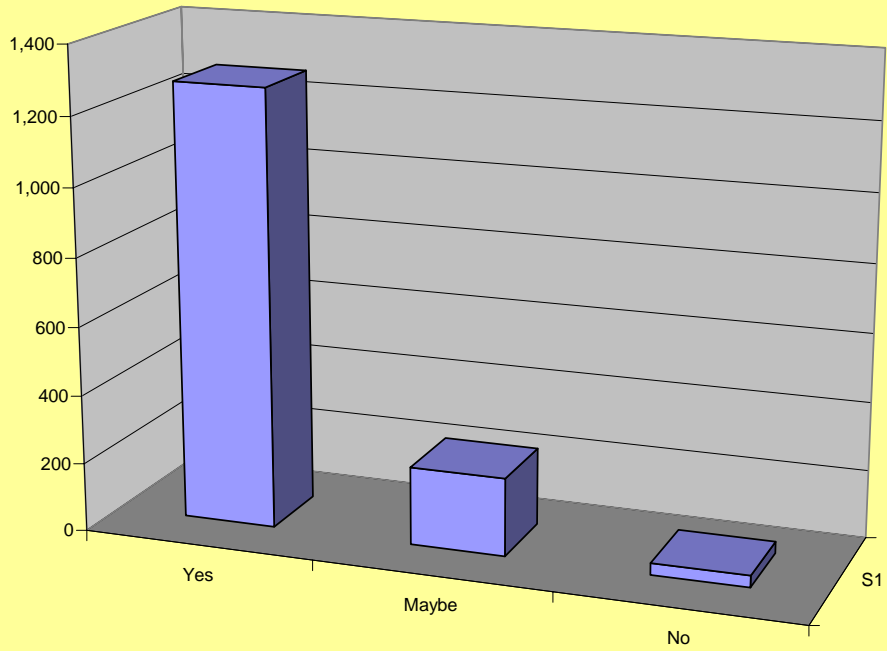
	Awesome	OK	Blah
Series1	1,003	444	74

### Were Graphic Novels an Enjoyable Read?



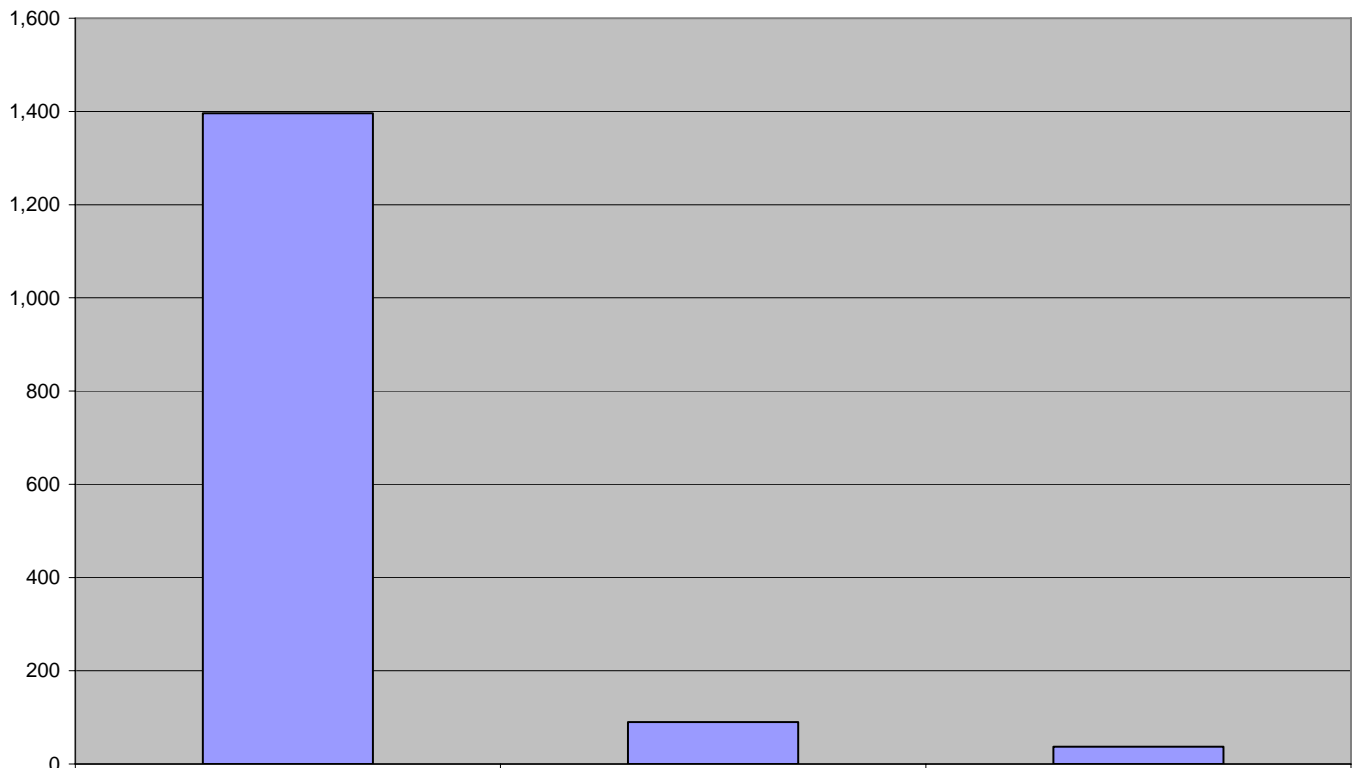
	Yes	Maybe	No
Series1	1,260	179	74

### Do You Want to Read Other Graphic Novels?



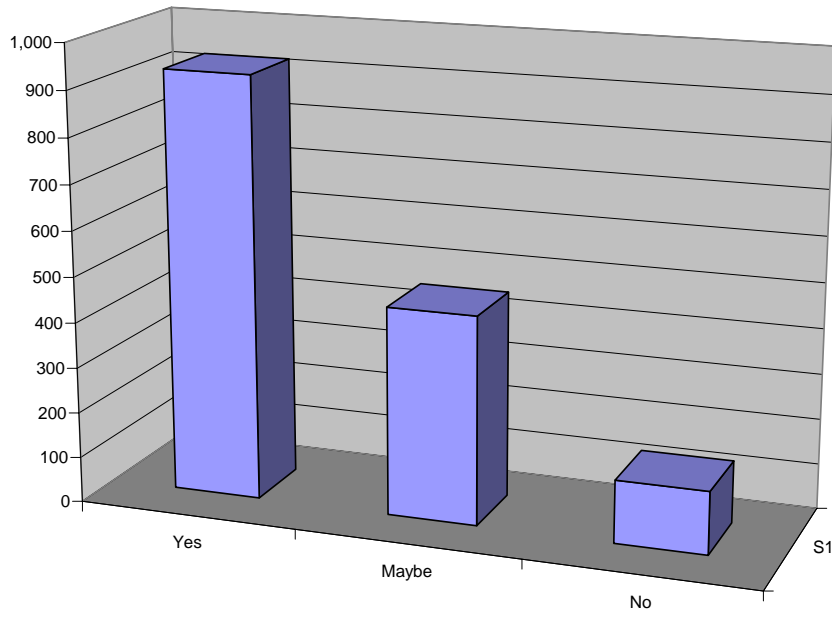
	Yes	Maybe	No
Series1	1,274	228	35

### Should We Order More Graphic Novels?



	Yes	Maybe	No
Series1	1,396	90	37

Do You Read Other Types of Books?



	Yes	Maybe	No
Series1	929	458	138

**Appendix D**  
**Palliser Regional Library**  
**It's a Graphically Novel Summer Survey Results**  
**August 31, 2007**

**Graphic Novel Circulation 2007**

	2007	2006	
AGN	929	951	<b>97.69%</b>
YA GN	15,728	7,143	<b>220.19%</b>
JGN	4,850	1,641	<b>295.55%</b>
Sub-total - Graphic Novels	21,507	9,735	<b>220.92%</b>

<b>YA CIRCULATION 2007</b>	2007	2006		% of reading from GN
YA FIC	2,297	1,060	<b>116.70%</b>	8.03%
YA NF	362	541	<b>-33.09%</b>	1.27%
YA PBK	9,282	10,736	<b>-13.54%</b>	32.46%
AGN	929	951		
YGN	15,728	7,143	<b>120.19%</b>	55.00%
<b>Sub-total - YA</b>	<b>28,598</b>	<b>20,431</b>	<b>39.97%</b>	

**JUVENILE CIRCULATION 2007**

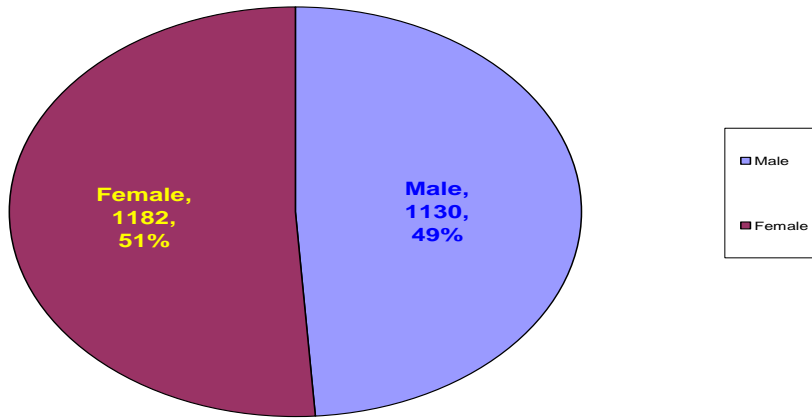
J BIO	215	200	<b>7.50%</b>	0.29%
JF	9,365	9,930	<b>-5.69%</b>	12.55%
JNF	18,024	17,878	<b>0.82%</b>	24.15%
J Pbk	40,396	39,571	<b>2.08%</b>	54.12%
J- Per	1,534	1,724	<b>-11.02%</b>	2.06%
J GN	4,850	1,641	<b>195.55%</b>	6.50%
<b>Sub-total - Juvenile</b>	<b>74,645</b>	<b>71,005</b>	<b>5.13%</b>	

E	32,896	32,618	<b>0.90%</b>
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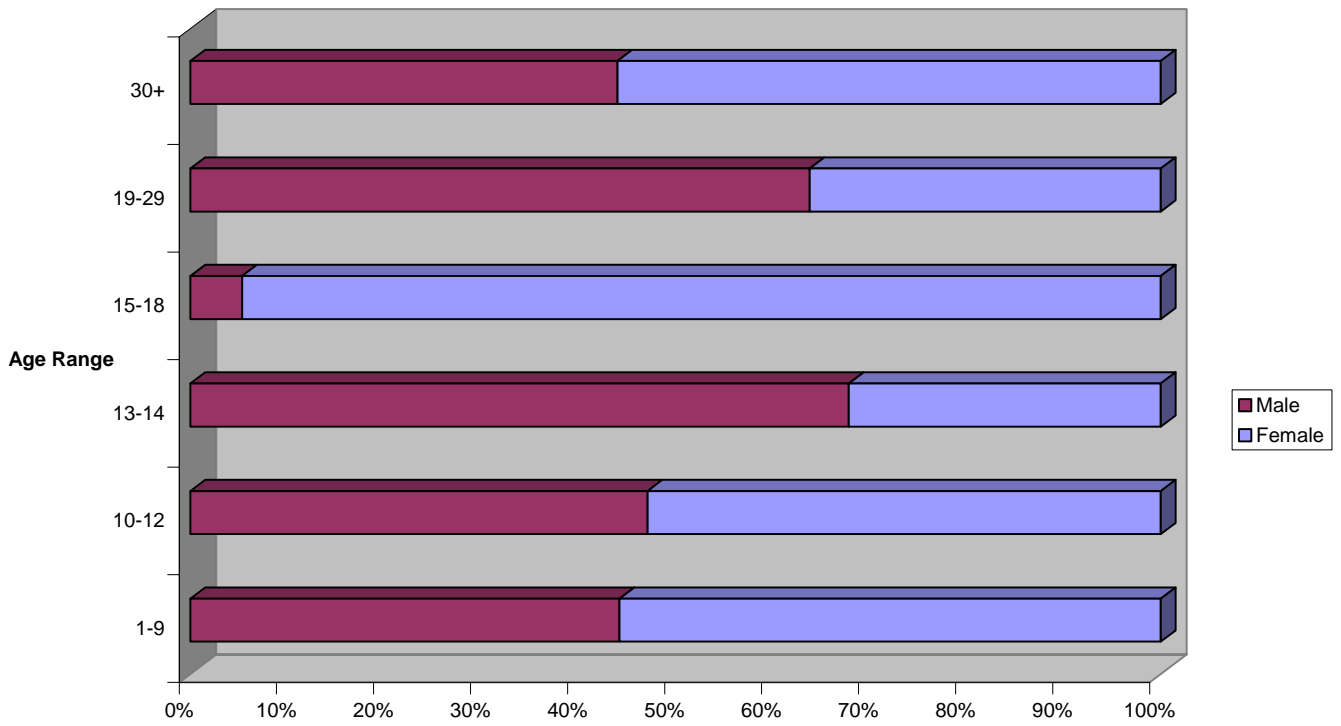
Fr E	1,366	1,110	<b>23.06%</b>
FR J	670	771	<b>-13.10%</b>
<b>Sub-total - French</b>	<b>2,036</b>	<b>1,881</b>	<b>8.24%</b>

<b>Total Circ for the Year</b>	<b>2007</b>	<b>2006</b>
Graphic Novels	21,507	9,735
YA	28,598	20,431
Juvenile	74,645	71,005
Pre-K	32,896	32,618
French	2,036	1,881
<b>Total</b>	<b>159,682</b>	<b>135,670</b>

Total "It's a Graphically Novel Summer" Reading Program Participants

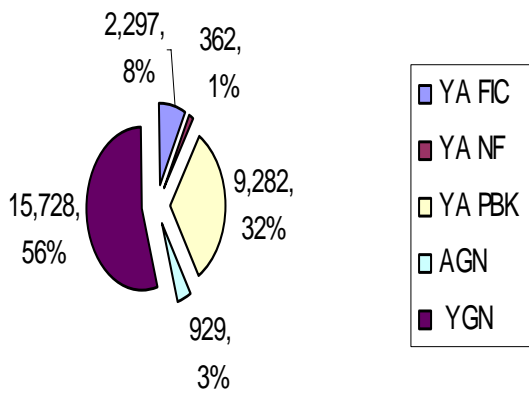


Comparative participation by Age and Sex

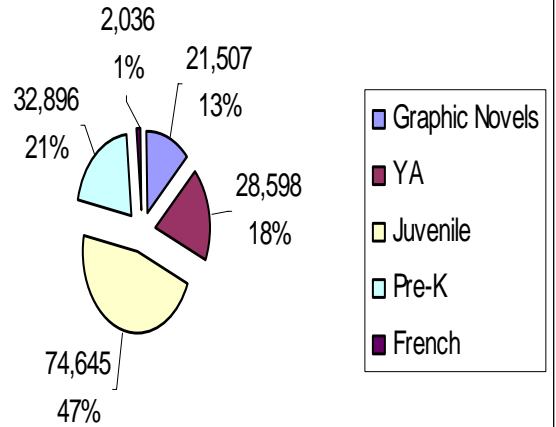


	1-9	10-12	13-14	15-18	19-29	30+
Female	164	466	144	284	110	14
Male	130	415	304	16	194	11

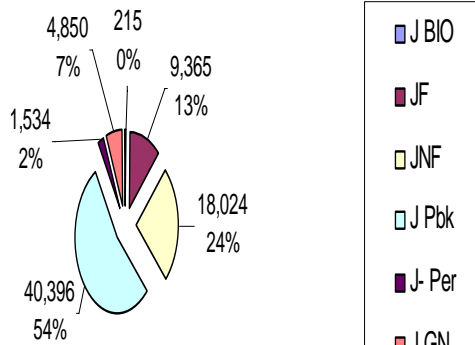
**Young Adult Circulation by Material Type 2007**



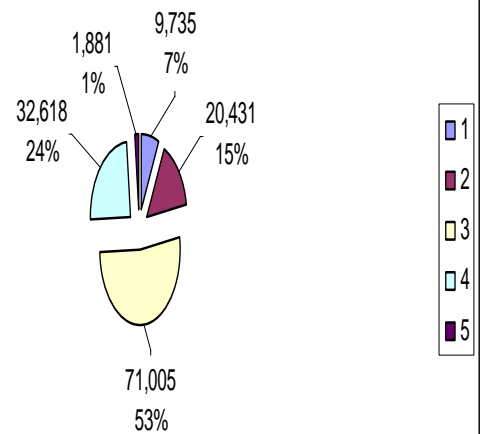
**Pre-K to YA Circulation for 2007**



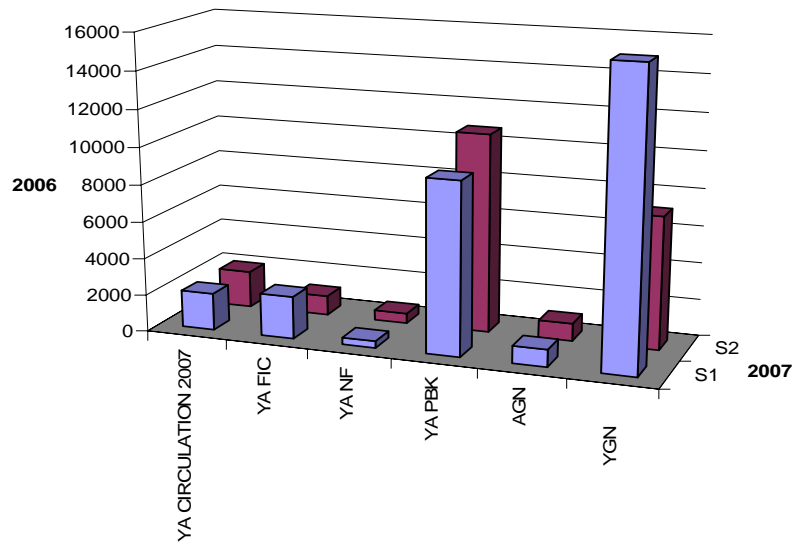
**Juvenile Circ by Material Type 2007**



**Comparative Pre-K to YA Circulation for 2006**

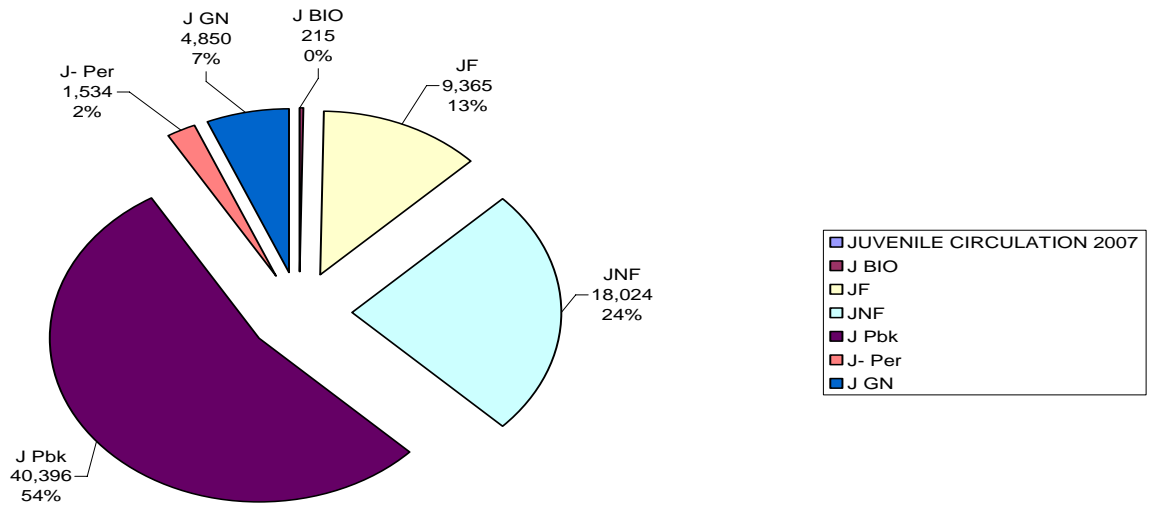


### YA Circulation 2006 vrs 2007

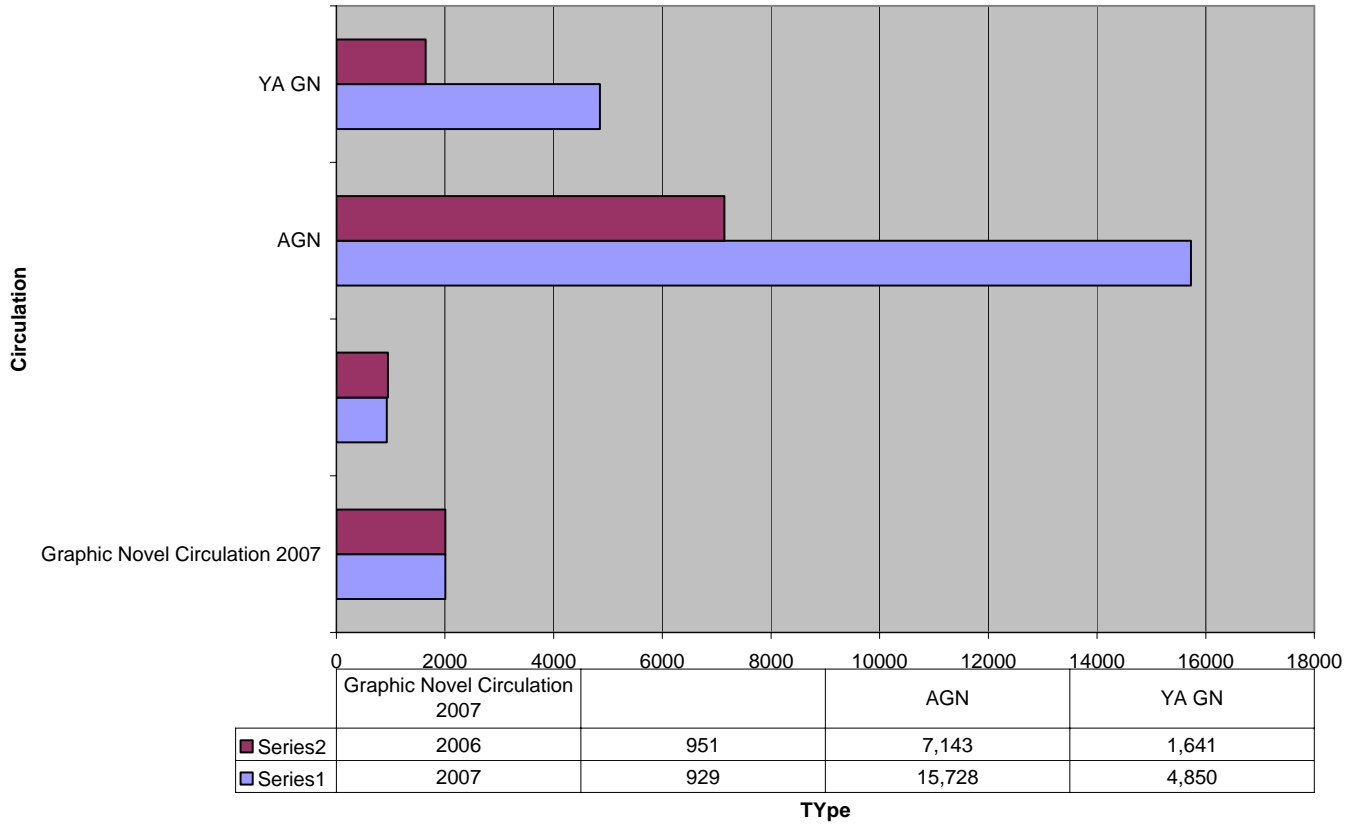


	YA CIRCULATION 2007	YA FIC	YA NF	YA PBK	AGN	YGN
Series1	2007	2,297	362	9,282	929	15,728
Series2	2006	1,060	541	10,736	951	7,143

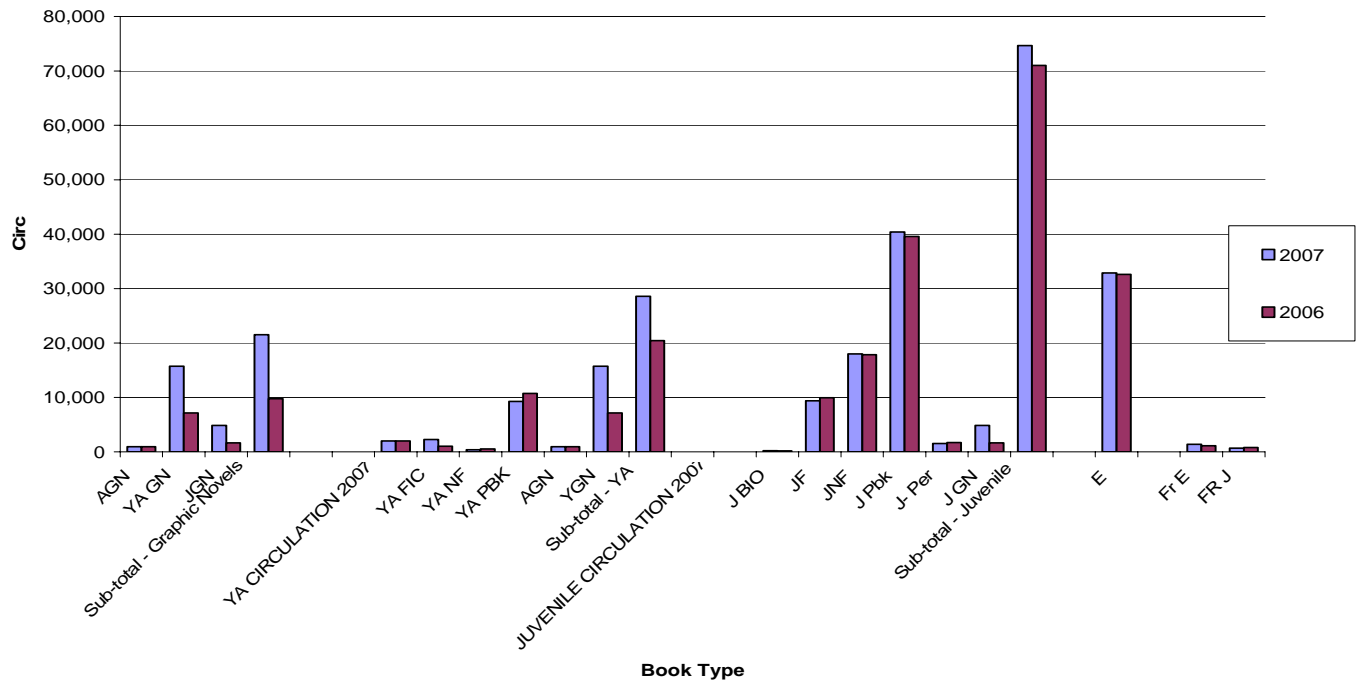
### Juvenile Circ Breakdown 2007



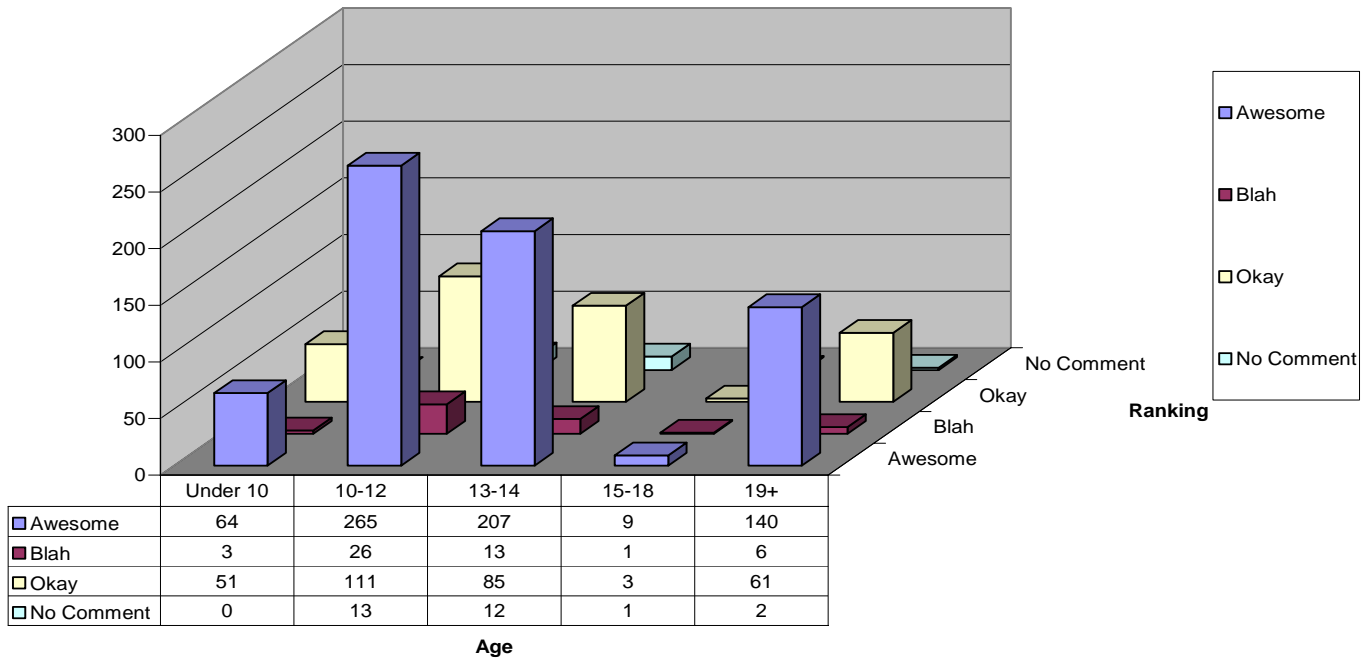
### Graphic Novel Circulation



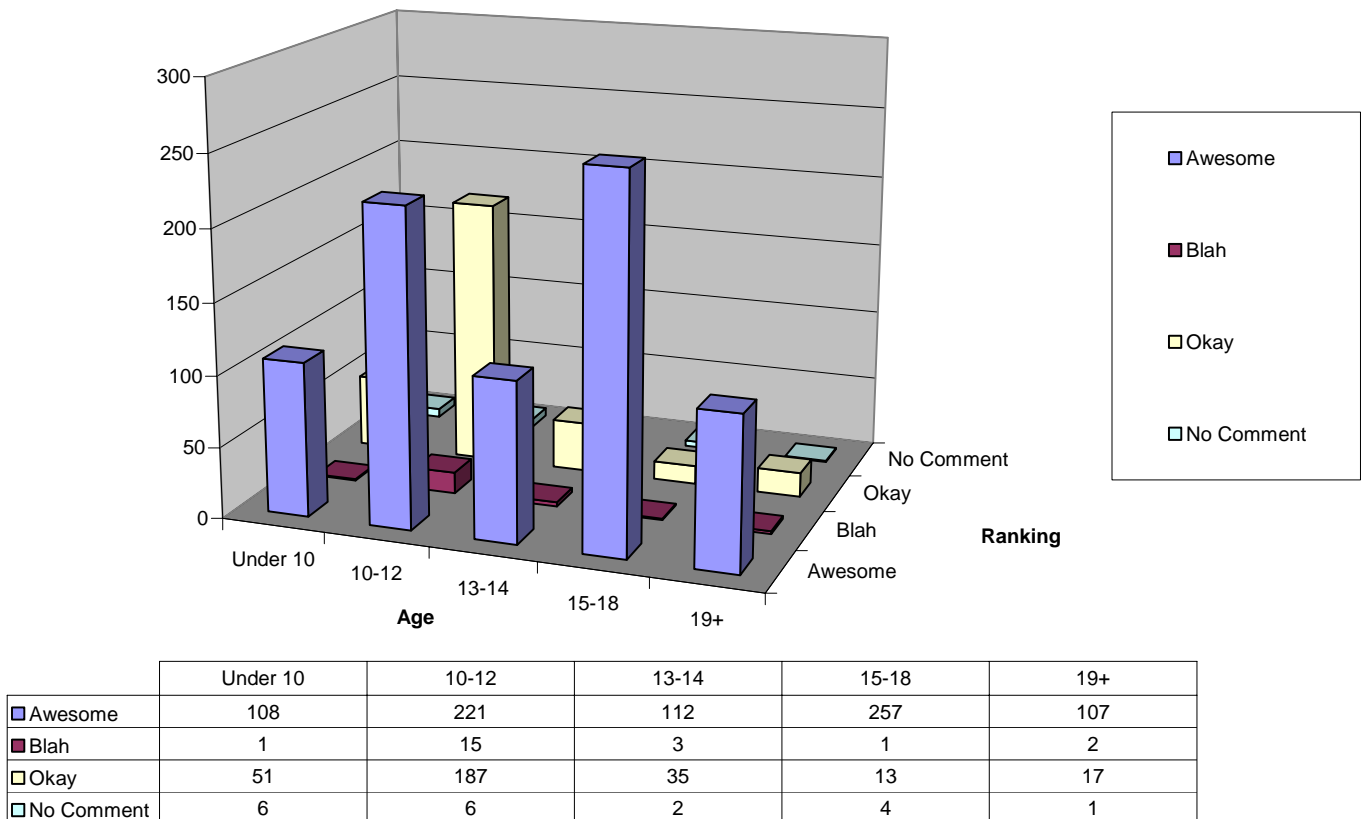
### Easy to YA Palliser Circulation for 2006 and 2007



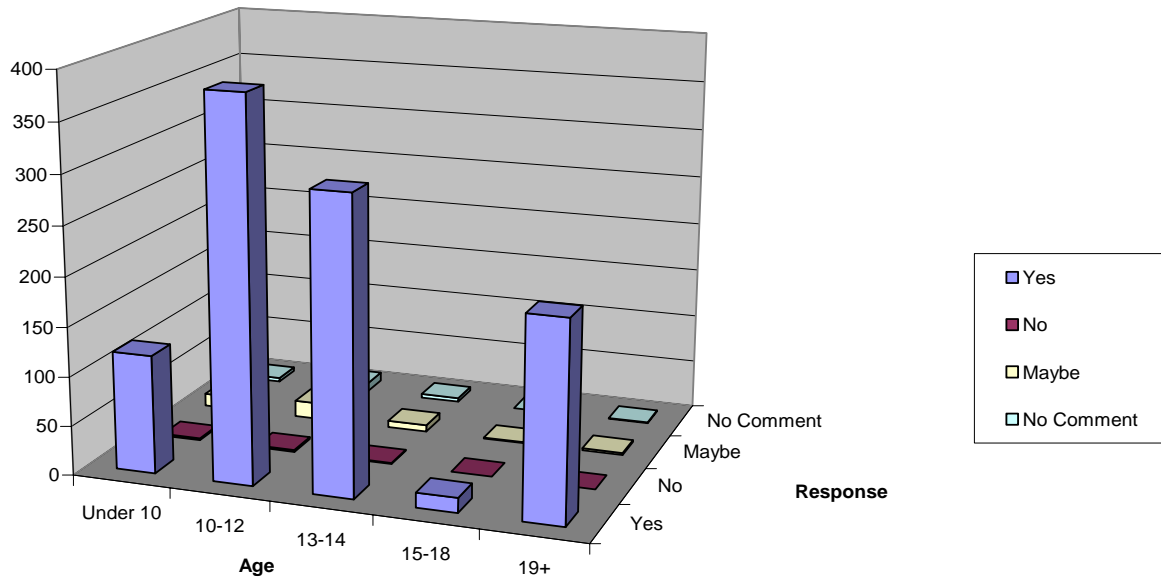
**It's a Graphically Novel Summer  
What our Male Youth Readers Thought about the Graphic Novels They Read**



**It's a Graphically Novel Summer  
What our Female Youth Readers Thought of the Graphic Novels That They Read**

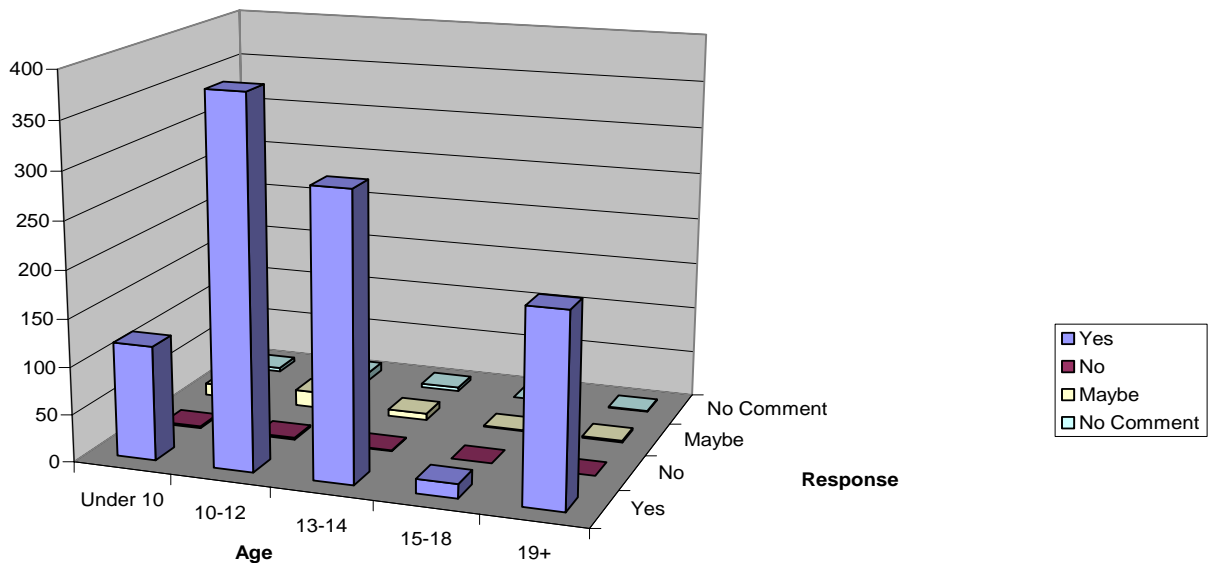


**It's a Graphically Novel Summer  
Would You Like To Read Other Graphic Novels? - Male Response by Age**



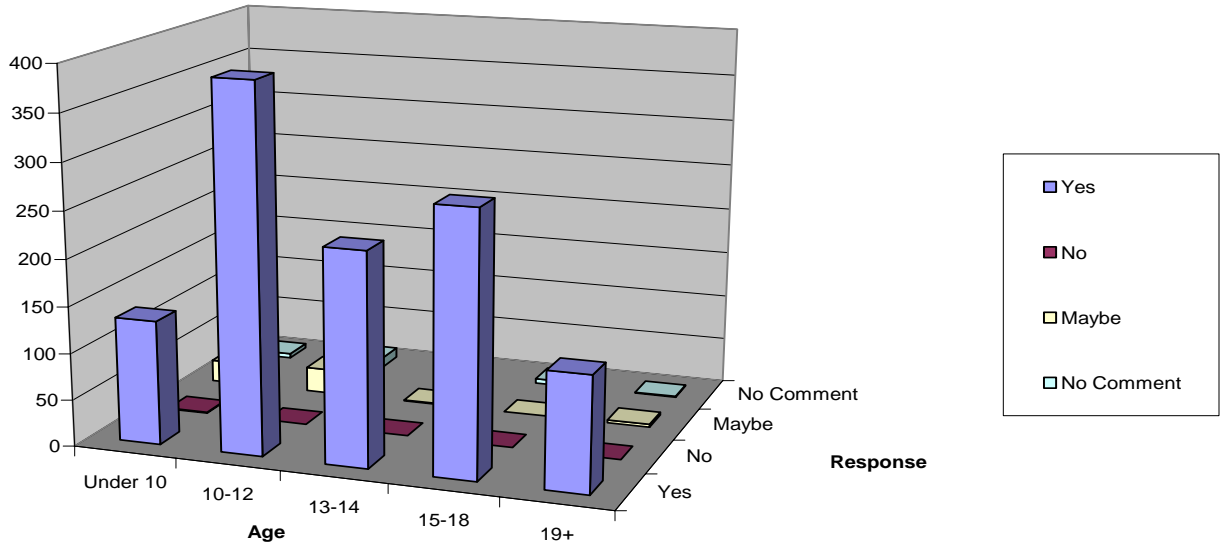
	Under 10	10-12	13-14	15-18	19+
Yes	120	384	298	15	200
No	2	2	1	0	0
Maybe	13	17	7	1	2
No Comment	4	9	4	0	1

**It's a Graphically Novel Summer  
Our Male Youth Respond to "Do You Want to Read Other Types of Books?"**



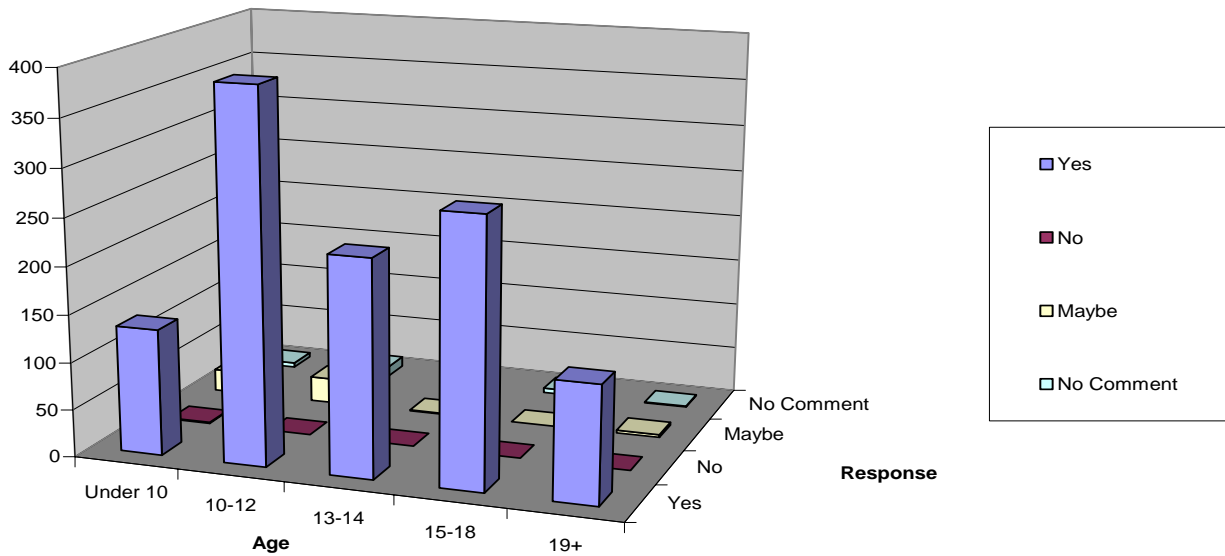
	Under 10	10-12	13-14	15-18	19+
Yes	120	384	298	15	200
No	2	2	1	0	0
Maybe	13	17	7	1	2
No Comment	4	9	4	0	1

**It's a Graphically Novel Summer  
Out Female Youth Respond to "Do You Want to Read Other Graphic Novels?"**



	Under 10	10-12	13-14	15-18	19+
Yes	133	389	227	279	123
No	1	0	0	0	0
Maybe	24	27	1	0	3
No Comment	5	11	1	5	1

**It's a Graphically Novels Summer  
Our Female Youth Respond to "Do you want to Read other Types of Books?"**



	Under 10	10-12	13-14	15-18	19+
Yes	133	389	227	279	123
No	1	0	0	0	0
Maybe	24	27	1	0	3
No Comment	5	11	1	5	1

### What they thought of the book

#### breakdown by age and Sex

	Male					
	Under 10	10-12	13-14	15-18	19+	
<b>Awesome</b>	64	265	207	9	140	<b>Awesome</b>
<b>Blah</b>	3	26	13	1	6	<b>Blah</b>
<b>Okay</b>	51	111	85	3	61	<b>Okay</b>
<b>No Comment</b>	0	13	12	1	2	<b>No Comment</b>
<b>Total</b>	118	415	317	14	209	<b>Total</b>

### What they thought of the book

	Female				
	Under 10	10-12	13-14	15-18	19+
	108	221	112	257	107
	1	15	3	1	2
	51	187	35	13	17
	6	6	2	4	1
<b>Total</b>	166	429	152	275	127

### Would like to read other graphic novels

	Male					
	Under 10	10-12	13-14	15-18	19+	
<b>Yes</b>	120	384	298	15	200	<b>Yes</b>
<b>No</b>	2	2	1	0	0	<b>No</b>
<b>Maybe</b>	13	17	7	1	2	<b>Maybe</b>
<b>No Comment</b>	4	9	4	0	1	<b>No Comment</b>
	139	412	310	16	203	

### Would like to read other graphic novels

	Female				
	Under 10	10-12	13-14	15-18	19+
	133	389	227	279	123
	1	0	0	0	0
	24	27	1	0	3
	5	11	1	5	1
<b>Total</b>	163	427	229	284	127

### DO you want to read other books?

	Male					
	Under 10	10-12	13-14	15-18	19+	
<b>Yes</b>	120	384	298	15	200	<b>Yes</b>
<b>No</b>	2	2	1	0	0	<b>No</b>
<b>Maybe</b>	13	17	7	1	2	<b>Maybe</b>
<b>No Comment</b>	4	9	4	0	1	<b>No Comment</b>
	139	412	310	16	203	

### DO you want to read other books?

	Female				
	Under 10	10-12	13-14	15-18	19+
	133	389	227	279	123
	1	0	0	0	0
	24	27	1	0	3
	5	11	1	5	1
<b>Total</b>	163	427	229	284	127