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This study analyzes circulation statistics gathered from five elementary school libraries in the Raleigh, Durham, and Chapel Hill regions of North Carolina of five children's books recently made into Blockbuster movies. The gathered circulation statistics were analyzed and graphed in regards to the book-based Blockbuster movies theatrical release date and mean number of checkouts.

The findings of this study show a correlation between the theatrical release of the book-based Blockbuster movie and the number of times the book is checked-out. The mean number of checkouts illustrate that more children check the book out immediately following the release of the book-based Blockbuster movie than they do before the movie's theatrical release. As a result of data analysis, a trend illustrating the few months before the book-based Blockbuster movies theatrical release and immediately following the movie's theatrical release there is a surge in the number of times the book is checked-out.

Headings:

Children's literature

Book-based movies- Book adaptations

Children's reading interests

Library circulation

A STUDY OF THE IMPACT OF CHILDREN'S BOOK-BASED BLOCKBUSTER MOVIES ON LIBRARY CIRCULATION

by
Megan R. Hendershot

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Approved by:

Dr. Brian W. Sturm

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Introduction

Lately there's been a surge of films based on children's books. *Harry Potter, Holes, The Polar Express, The Chronicles of Narnia: The Lion, The Witch and The Wardrobe,* and *Curious George* are just a few of the Blockbuster hits. Not only have there been more children's book-based movies, but also these movies have been very successful according to ticket sales. In 2001, *Harry Potter and the Sorcerer's Stone* hit the big screen, and the movie's gross earnings were more than $300 million. In 2003, *Holes* earned almost $70 million. *The Polar Express* earned approximately $160 million in 2004; *Charlie and the Chocolate Factory* earned more than $200 million in 2005. The list of gross earning successful children's book-based movies could continue with *The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe* earning almost $300 million (Box).

The majority of children and adults who read and love a book will go see the movie adaptation. In 2001, NPD Funworld found that seventy-nine percent of children ages 6-17, and seventy-one percent of adults who have read *Harry Potter and the Sorcerer's Stone* planned on seeing the first Harry Potter movie (NPD). The majority of those that read the book will go see the movie, but can a children's book-based Blockbuster movie "even make readers out of some students who don't like to read?" (Barlow, 62).

According to the book-sales figures, children's book-based movies bring interest to the books upon which they are based. *The Polar Express* normally sells approximately 200,000 copies every winter holiday season, but the movie release in November 2004 led to three- million copies sold during the 2004 holiday season. Natalie Babbitt's *Tuck Everlasting* sold more than six times more the year it appeared on the big screen (READ, 45). At the time the book-based movies are hitting the screens, the books experience an "adrenaline boost" and an increase in book sales presumably due to the extensive marketing (Maughan, 22). If one were to look at just the book sales it would appear that book-based movies generate an interest in the books.

Children must first be interested in a book before they are motivated to read it. Every child has different reason for what motivates him or her to read (Israel, 58). A book-based movie can generate a child's interest in a book and be a motivator for the child to read. A child who reads a book is improving his/her literacy skills, aiding the child's spelling, grammar, punctuation, sentence structure, and improving the child's writing (Hart 30). There are many benefits from reading. Parents, teachers, and librarians are constantly looking for opportunities to get young people to read.

The Research Question

The increase in the number of children's book-based movies and their success on the big screen should cause librarians to ponder what this means for the books upon which these movies are based, their patrons, and their library. What impact do children's book-based Blockbuster movies have on the school library circulation rates of these

books? Teachers, librarians, and parents could be found asking the question, "Can book-based movies get children interested in those books, and vice versa?" (READ, 45).

Purpose of Research:

A closer look at the factors that motivate and interest a child to read, including the reading programs that attempt to motivate children, and reasons why children do not read will set the stage for this research. This study will provide parents, educators, and librarians with information on variables, such as the release of book-based Blockbuster movies, which influence library circulation among children. Children's book-based movies are very popular in the theaters. Book-based movies that can encourage and motivate children to read should be publicized in the schools and public libraries as well. Librarians, educators, and parents can use the popularity of the movie adaptations to encourage and promote reading, even to the reluctant readers.

Literature Review

The increase in the number of children's book-based movies and their success on the big screen should cause librarians to ponder what this means for the books upon which these movies are based, their patrons, and their library. The impact of children's book-based Blockbuster movies on school and public library circulation is a narrow topic focusing on one aspect of library circulation. There are many factors that influence library circulation including the library's collection and the individual patrons. For the purpose of this literature review it is necessary to broaden this narrow library circulation topic to include children's motivation to read, children's reading interests, why children do not read, and an analysis of reading programs that strive to encourage reading. A closer look at the broader topic will provide a deeper understanding of the impact that children's book-based Blockbuster movies have on the school and public libraries.

Children's Motivation to Read

There is not a scientific approach to motivating a child to read. Every child seems to have different reasons for what motivates them to read (Israel, 58). Israel felt that book-based movies are "unique tools" which can positively motivate a child to read and to read for the enjoyment of the experience. Book-based movies can encourage a child, who might not normally be interested in reading, to become intrigued enough to put forth the extra effort to read the book (58). In 1996, Beers found that children who enjoy reading but often do not make the time to read are motivated by book-based movies. The reader enjoys reading a book so that he or she may then compare the book to the movie (Beers, 112). Many of these readers will want to checkout a particular book from the

library due to the publicity and in anticipation of the soon to be released book-based Blockbuster movie.

For the struggling reader, book-based movies allow the reader to make the necessary connections and to comprehend what they normally wouldn't be able to understand due to lower reading comprehension skills (Israel, 59). For this reason, many struggling readers prefer to first see the book-based movie and then read the book (Beers, 112). A book-based movie can improve the reader's understanding of the setting, clear any cultural confusions, and aid in many other ways by filling in the missing pieces the reader otherwise is unable to find. This reinforcement the book-based movie provides for the struggling reader enhances the reading experience and can motivate the reader to have the desire to repeat this enjoyable experience with future books and book-based movies. The combination of the book and the book-based movie allows the reader to "intimately connect" with the words they read (Beers, 113).

A great deal of effort is needed for a reader to intimately connect with the words in a book. In a recent 2004 study, Wigfield recognized that no matter what your reading level is, reading takes effort and motivation is crucial for reading engagement (299). The motivation for reading is ideally intrinsic, or becomes intrinsic over time. A children's book-based movie that leads a reader to desire to read the book is motivating the child. Over time, this motivation to read has the potential to lead a child to become an avid reader, an intrinsically motivated reader (Wigfield, 301). An intrinsically motivated reader is motivated to read for the sake and the enjoyment of reading. Diaz-Rubin, in 1996, compiled research regarding motivation for reading at the high-school level; he states, "If we teach a child to read, yet develop not the taste for reading, all of our

teaching is for naught" (169). Intrinsic motivation is essential to produce the "taste" for reading.

Children's Reading Interests

A child that is intrinsically motivated will have individualized reading interests. There will be certain types of books to which the reader will gravitate at various points throughout his or her life. Younger children tend to gravitate towards literature about animals; however, the older the child becomes the less interested in animals the child is (Sturm, "Dogs and Dinosaurs" 43). Researchers often study children's reading interests to try and determine what type of books are best for children at various ages. Librarians use reader interest research to better understand factors that impact library circulation and to gain understanding on the collection they should have in their library to meet the needs of the patrons.

Reading interests research is very similar to research on reading motivation; it can be studied many different ways and interpreted even more ways. Sturm notes that there is no definite answer for what the reading interests for children are and when their reading interests develop ("Dogs and Dinosaurs" 40). Children's book-based movies are carefully chosen so that a large audience will want to see the movie. Therefore, the books these movies are based on must be able to address a variety of reading interests including the most popular children's reading interests such as animals, love, science, sports, adventure, and fantasy (Sturm, "Dogs and Dinosaurs" 43).

Students have a wide variety of interests; movies and/or entertainment are in the top ten reading interests for high school students (Diaz-Rubin, 169). The book-based

Blockbuster movies interest the high school students and the data suggests that this is similar for younger children as well. The increase in the book-sales of the book-based movies suggests that reading interests are tied with book-based movies.

The same reading materials readers find interesting can also be intrinsically motivating (Diaz-Rubin, 170). Readers that are "provided with motivating and interesting books have a much more lifelong desire to read and learn" (Diaz-Rubin, 170). Library circulation rates, of books adapted for the movies, will increase if book-based films motivate children to read. Diaz-Rubin's research of reading interests with high school students is closely related to research completed on reading motivation.

In 2006, Guthrie's research strongly notes the relationship between reading motivation, amount of time reading, and reading interests. To begin with reading motivation, the research notes that a child's reading motivation was the strongest evidence for reading comprehension. It is also noted that children's interest in book reading is influenced by their mothers, teachers, accessibility to books (book-based movies are advertised heavily and very accessible) and their own identity and preferences (Guthrie, 92).

The process for a reader to become intrinsically motivated is a slow process and does not occur through one grand experience but rather through several smaller situational interest experiences (Guthrie, 92). An example of a situational interest is a child going to a book-based movie and being interested enough to want to go and read the book. One situational interest experience is the beginning of intrinsic motivation. A book-based movie has the potential to catch the interest of the child to want to read the book upon which the movie is based. Other similar genre type books can then hold the

interest to continue to improve the child's intrinsic motivation (Guthrie, 93). An increase in situational experiences for a reader will lead the reader to an increase in intrinsic motivation for reading (Guthrie, 93). Guthrie notes that as a result of his research, the students either became more intrinsically motivated, or they became less extrinsically motivated throughout the study (108). This overall intrinsic motivation for reading is what leads to more time spent reading as well as an increase in reading achievement (Guthrie, 108). A variety of experiences, including a book-based Blockbuster movie that leads a child to read the book, can spark a situational interest experience. Many such experiences can lead the reader to become generally intrinsically motivated.

Why Children Don't Read

There seem to be many benefits for reading and becoming intrinsically motivated to read. There are also many programs that are developed in schools and public libraries to encourage and motivate reading. The question then is asked, why don't children read? What are the de-motivators or inhibitors to reading if there appear to be so many motivators to read? In 2002, the census showed that literacy was down 10.2%, or down 20 million readers, from the 1982 census (Krashen). The young adults who participate in literacy reading have also decreased almost 20% in the last twenty years (Krashen). In 2002, Walsh said kids don't read because they can't read, and kids can't read because they don't read (29). However, one of the main reasons kids don't read is because they average close to 40 hours per week in front of the television and therefore they do not have the time and cannot read (Walsh, 30). The time spent in front of the television, and

the Internet, is almost a fulltime job, and after that there is little time left for anything else.

Reading takes effort and provides the reader a delayed gratification. On the other hand, TV, video games, and even movies offer instant rewards and are the easiest paths to take requiring the smallest effort (Walsh, 30). Book-based movies, too, provide the readers with the instant gratification of a great story with the least amount of effort. The TV, video games, and movies are not the only reasons children do not read. Many children do not read because there is little access to books (Krashen). Children that do not attend the library, that are not motivated to attend the library, do not have access to books to read. Overall, there are many reasons and excuses for why a child would not read a book; there are also many reasons for why a child should read a book and ways to motivate the child.

Reading Programs

A variety of reading programs have been developed for teachers, school librarians, and public librarians to encourage reading, motivate readers, and improve reading skills. Reading programs are essential to improve a child's reading skills at a young age. The more a child reads the more the child's reading will improve (Bamberger, 12). A struggling reader will choose to not read because he or she doesn't want to put forth the effort to improve; as a result the struggling reader's reading skills/level will get worse or at least not improve (Quirk, 2). For a reading program to improve reading it needs to not only improve the reading skills but it must also improve the reader's motivation for reading. As discussed earlier, book-based movies can lead to

readers becoming intrinsically motivated; book-based movies can lead readers/students to want to spend the time to read. A struggling reader will need more instruction and encouragement to read outside of school; a struggling reader will need more encouragement to become intrinsically motivated to read (Quirk, 2). Reading programs are designed to help these types of struggling readers.

A child who is motivated to read will most likely spend more time reading and therefore, improve his or her reading skills (Quirk, 7). The reading programs such as DISTAR, PHAST, Early Steps, Reading Recovery, and Reading Apprenticeship have different characteristics that work well to accomplish their main goals (Quirk, 2). Each of the programs' most important goal is to improve the reading skills of the reader so that the reader is encouraged and can tell they are improving. The realization that the reader is becoming a better reader could begin a positive motivation cycle so the reader will want to read more (Quirk, 8). However, all of the reading programs do not include a motivational aspect to encourage readers to become intrinsically motivated. Quirk noted that all of the programs could be motivationally expanded and improved upon without compromising the basic program (14). Reading programs offer a lot to a school and to the reader; after a closer look at many reading programs, it is obvious there is not one program that provides everything a school or public library would want or need.

Many factors including book-based movies impact library circulation. Researchers, librarians, and educational professionals alike would agree that the reader's motivation and interest, reasons for why children are not reading, and reading programs all influence library circulation. Research studies, box office numbers, and book-sales illustrate that children are interested in the book-based movies and the books upon which

they are based. A book-based Blockbuster movie can be a motivating factor for a child to read; a child with similar motivating experiences can eventually lead a child to becoming an intrinsically motivated reader.

Method

The purpose of this study was to analyze existing library statistics to determine the impact that children's book-based Blockbuster movies have on library circulation. "To help ensure reliability" of the research, and because this method has previously been used, I used library circulation records to gather information and examine patterns (Babbie, 143; Sturm, "Preferences of North Carolina Children"). School and public libraries record data regarding the circulation statistics of their collections; however, school libraries are able to report more specific circulation statistics by reporting the number of times an item has been checked out each month rather than just in a year. The data gathered and analyzed from each of the schools included the book title and the number of times the title (in all its formats) was checked-out during the specific time period. It did not include any patron information.

The final data analyzed was aggregated from the data each school library provided. The analysis of the combined existing data supplied a more complete picture of the impact children's book-based movies have on school library circulation in the Raleigh, Durham, and Chapel Hill regions of North Carolina and helped the researcher reduce the bias in the quantitative data (Babbie, 327, 313). Closely examining and comparing the specific library circulation statistics before and after the book-based Blockbuster movie's release determined the impact these movies have on the circulation of that book in school libraries and provided insight into whether the previews and publicity for a book-based movie coming to the big screen encourage reading, or if seeing a movie is a motivator to then read the book.

Participants

Five school libraries were selected from the Raleigh, Durham, and Chapel Hill regions of North Carolina to provide the circulation statistics for this study. The school libraries, both public and private schools, were selected on the basis of availability, willingness to share library circulation records, and the library having copies of the selected books. Relying on the available schools and using judgmental sampling allowed the aggregated data to be sufficient for general comparative purposes of school libraries in the North Carolina Raleigh, Durham, Chapel Hill region (Babbie, 184).

Sample

There are many children's books that are adapted into movies each year. However, library circulation systems in the North Carolina Raleigh, Durham, and Chapel Hill regions are limited to providing detailed item reports for only the previous year. The book-based Blockbuster movies selected and the data collected were limited due to the nature of these library circulation systems and their available data. Erin Miller reported the "Top 7 Children's Books Made Into Movies" in 2006 were the following:

1. Aquamarine by Alice Hoffman
2. Charlotte's Web by E.B. White
3. Curious George by Margaret and H.A. Ray
4. Eragon by Christopher Paolini,
5. My Friend Flicka by Mary O'Hara
6. Hoot by Carl Hiaasen
7. How to Eat Fried Worms by Thomas Rockwell

For the purpose of this study, five of the seven children's book-based Blockbuster movies were selected through judgmental sampling on the basis of the following: the book is

widely available in school libraries, the book-based Blockbuster movie has been widely released into the theaters in the past year, the book-based Blockbuster movie's rating is appropriate for children, and the children's book the movie is based on is at the appropriate reading level (Babbie, 183). Initially, *My Friend Flicka* was also included in the sample; however, not enough data could be gathered due to such few schools carrying the book in their collection.

Table 1

Children's Books Movie and Reading Level Information

Movie/Book Title and Author	Theatrical Release Date	Movie Rating and Explanation	Reading Level
Aquamarine, By Alice Hoffman	March 3, 2006	PG- For mild language and sensuality.	Lexile- 940 Approximately 5th to 7th grade
Charlotte's Web, By E.B. White	December 20, 2006	G- Appropriate for general audience	Lexile 680 Approximately 3rd to 4th grade
Eragon, By Christopher Paolini	December 15, 2006	PG- Fantasy violence, frightening images, and intense battles.	Lexile- 710 Approximately 4th to 5th grade
Hoot, By Carl Hiaasen	May 5, 2006	PG- Mild bullying and brief language.	Lexile- 760 Approximately 4th to 5th grade
How to Eat Fried Worms, By Thomas Rockwell	August 25, 2006	PG- Mild bullying and crude humor.	Lexile- 650 Approximately 3rd to 4th grade

(Yahoo! Movies, Novelist K-8)

The children's books selected for this study will provide useful data to determine the impact children's book-based Blockbuster movies have on school library circulation in the projected area of North Carolina.

Procedure

The means for gathering the data began with each of the schools being contacted initially through email and followed by a personal visit to the school. An informative letter (Appendix A) was attached with the initial email, to each of the school librarians, including the purpose of the data collection, the specific data needed, as well as contact information for any questions or concerns that should arise.

A school library will usually have more than one copy and/or format (print, large-print, Braille, etc.) for a popular book; therefore, I made sure to receive complete, accurate, and detailed circulation reports of the title for each copy and in every format for the previous year to ensure that my analysis could be reliable and accurate. The data from each of the schools provided the number of times a title was checked-out each month, excluding June and July from the data due to the fact that school is not in session during these months, before and after the release of the book-based Blockbuster movie.

Limitations

1. Library circulation records are limited to only providing information on the number of times an item was checked-out during a set time period, not if the item is actually read or the number of different people who checked-out the book. Thus, one child could account for multiple circulations, thereby biasing the results.
2. As a result of analyzing existing data, I am "limited to what exists" already in the libraries database and my conclusions may not be totally valid (Babbie, 327).

Making conclusions about data that are not tailored to my research weakens its validity.

3. Due to the nature of library systems, the sample for choosing a book-based Blockbuster movie was limited to those that were released in 2006. Library systems do not allow items to report monthly checkouts beyond a year. More data would have strengthened the conclusions of this study.
4. Again, due to the nature of the library systems and limited time, the data gathered for each book did not have the same number of months before and after the movie's theatrical release. Therefore, a mean number of check- outs per month was determined for before and after the movie's theatrical release.
5. All of the data gathered relies completely on the data that the school library provides. My reliability is weakened as a result of having to rely on the quality of the data the library has kept (Babbie, 327). However, libraries are known for keeping accurate records of their collection, and therefore the library statistics should be reliable.
6. The data was gathered from only elementary schools in the Raleigh, Durham, and Chapel Hill regions of North Carolina. This data can only show patterns of the entire group the data was collected from (children at elementary schools in North Carolina), and this data does not necessarily determine patterns and/or behaviors of individuals (Babbie, 327).
7. Other reasons, besides a book-based Blockbuster movie release, can exist for the tendency of circulation statistics to fluctuate.

Analysis

An analysis of the gathered data proves there is a strong correlation between the number of times a book has been checked-out and the release of that particular book-based Blockbuster movie. There were two variables considered during the analysis: the circulation statistics, and the date (before and after the movie's release). The results of each book's mean number of circulations per month for before and after the movie's theatrical release are displayed in the following table.

Table 2

Mean Number of Circulations Before and After Movie Release

Mean # of Circulations per month		
Book	**Before**	**After**
Aquamarine	0.5	0.78
Charlotte's Web	7.5	13.5
Eragon	5.2	8.5
Hoot	4	4.25
How to Eat Fried Worms	1.4	4

The mean number of checkouts before and after the movie's theatrical release shows that there is an increase in the number of checkouts after the movie is widely released into theaters. The following graph, including errors bars, visually expresses this data.

Graph 1

Mean Number Checked-Out Before and After the Movie Release

The books *Charlotte's Web, Eragon*, and *How to Eat Fried Worms* report the largest difference between the mean number checked-out before and after the book-based Blockbuster movie's release date. Analyses of this data show that for each of the books, there was a larger number of books checked-out after the movie's release date than before. This data would indicate that more children are interested in and checked-out the book of the book-based Blockbuster movie after the release date, possibly after they have already seen the movie. This could lead to the conclusion that children are motivated to checkout the book, and possibly read the book, as a result of the book-based Blockbuster movie.

A closer analysis of the entire data base for each individual book shows patterns and trends that lead up to the release of the book-based Blockbuster movie. The following graphs show the aggregated data for the number of times *Charlotte's Web, Eragon,* and *Hoot* were checked-out each month.

Graph 2

The Number of Times *Charlotte's Web* was Checked-Out Each Month

The aggregated data from the five school libraries illustrates that leading up to the book-based Blockbuster's movie release, there is an increase in the number of times the book was checked out. In January 2006, *Charlotte's Web* was checked-out 2 times. There seems to be a steady increase in the number of times the book was checked-out leading up to the release of the movie. In November of 2006, *Charlotte's Web* was checked-out 14 times, and in December of 2006, right before the release of the movie on

December 20, 2006, the book was checked-out 10 times. In January 2007, after *Charlotte's Web*, the movie, was widely released into theaters, the book was checked out 24 times. In February 2007, the checkout number dropped significantly to only 3 checkouts. The book, *Eragon* illustrates a similar trend in the following graph.

Graph 3

The Number of Times *Eragon* was Checked-Out Each Month

The aggregated data for the book *Eragon* illustrates a similar pattern. January, February, and March of 2006, had respectively only 3,1, and 2 checkouts. However, leading up to the release of the movie *Eragon* on December 15, 2006, there were significantly higher number of checkouts each month: 9 checkouts in October 2006, 7 checkouts in November, and 9 checkouts in December 2006. In January 2007, immediately following the release of the movie, there were a total of 12 checkouts.

February 2007, showed a relatively average number, 5 checkouts, for the month. *Hoot,* illustrated in the following graph, likewise displayed an increase in circulation leading up to the release of the book-based Blockbuster movie.

Graph 4

The Number of Times *Hoot* was Checked-Out Each Month

In February 2006, *Hoot received* only 1 checkout. However, March 2006 jumps up to a total of 4 checkouts, and April 2006 reaches a climax of 10 checkouts for the month. The increase in the number of books checked-out leading up to the release of the movie is similar to the other two books. However, after *Hoot* was released into movie theaters May 5, 2006, the number of times the book was checked-out decreased for the following months. This differed from the previous two books, which displayed a

comparatively large checkout immediately following the release of the movie. However, this could be a result of the school library closing for the end of the school year.

The aggregated data broken down, depicting the number of times each book was checked-out month to month, illustrated that at the school library near the release of a book-based movie there is a surge in the number of times a book is checked-out. This correlation suggests that book-based Blockbuster movies interest children in the book they are based on and motivate the children to check-out the books from their school library.

Conclusion

The Association for Library Service to Children (ALSC) is "committed to improving and ensuring the future of the nation through exemplary library service to children, their families, and others who work with children" (ALSC). The ALSC has a Research and Development committee, also known as READ, which is dedicated to research focused on children. READ stated, "The effect of multiple versions [print, film] of works on children raises interesting and complex questions about which we still know little" (46). READ continues to admit that they know more about the sales figures than any other aspect of the effect these Blockbuster movies have, but they draw comfort from stating that because book sales increase as a result of the movies, the assumption is made that reading increases.

Chris Van Allsburg, author of *The Polar Express*, and many other books, has been quoted stating his general opinion of books being adapted to film. He stated, "The book functions as an inspiration for another artist. The book will always be around. A bad movie doesn't really damage [the book]" (Maughan, 23). However, does a good movie increase the interest in the book? Does a good movie encourage children to read the book? What impact do these book-based Blockbuster movies have on libraries? With such little information available on the impact of children's book-based Blockbuster movies, more research is needed.

There are many avenues of research still needed regarding children's book-based Blockbuster movies and their impact on children and libraries. Data could be gathered, if the system allowed it, from public libraries as well as middle school and high school libraries. Research that focused on the children's reactions/emotions to first reading a

book and then watching the movie compared to watching the movie first and then reading the book could be conducted. Many more areas and avenues of research could and should be completed on children's book-based Blockbuster movies.

A vast amount of research has been completed on children's reading interests and motivations to read. Children are motivated to read books and topics that interest them. Research has shown that movies are in the top ten reading interests for children (Diaz-Rubin, 169). This research could imply that movies influence children's reading motivation and interest. Therefore, book-based Blockbuster movies could be a means librarians and educators use to motivate children to read. One of the best ways for children to improve their reading skills and fluency is to read (Bamberger, 12). Many reading programs have been developed to encourage children to read. If book-based movies can encourage children to read by motivating and getting them interested, then reading programs can look at other ways to improve children's reading.

The results of this study suggest that there is a correlation between the release date of book-based Blockbuster movies and the number of times the book is checked-out. This study provides a small glimpse of research that expands past the book's sales, and extends to the circulation statistics of these books at the libraries. The success of these children's book-based movies and their success on the big screen should cause librarians to consider what this means for the books on which these movies are based and the services librarians provide to their patrons.

The correlation displayed between the release date of the book-based Blockbuster movies and the surge in the number of books checked- out can have practical implications for school libraries. The librarian and educators can use the popularity of

movie adaptations to promote reading to the “readers” and to the “non-readers” when the interest in the book-based film is high. Libraries can join in the celebration of promoting the book and movie through special displays, book talks, themed programs, bookmarks, and bibliographies of similar books. The librarians should also prepare for upcoming book-based movie releases by purchasing several additional copies of the associated books to better serve their populations.

Children’s book-based Blockbuster movies will continue to be big hits, earning millions of dollars, at the box office. These same children’s book-based Blockbuster movies will continue to impact and influence school library circulation records and cause a surge in the motivation and interest of children to check these books out. Librarians, educators, and parents can use this knowledge as a tool to encourage children and attempt to get children interested in reading.

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Appendix A

To: [Library]
From: Megan Hendershot, University of North Carolina at Chapel Hill

January 22, 2007

As a student of UNC at Chapel Hill, I am conducting research on the impact wide-released films have on reading and library circulation. I am interested in finding out if book-based movies encourage the reading of the book upon which the movie is based. To study this I am looking at the library circulation records, in correlation with the movies release date, of five children's books that have recently been adapted as movies.

I am asking you to provide circulation data, which will be used exclusively for this study, for the following children's books. I will be collecting and compiling data on all copies, editions, and compilations of these works, including all unabridged sound recordings in your collections. I am strictly asking for the circulation statistics, the number of times the book has been checked out, and I am not asking for any information involving your patrons. Listed with each of the books are the dates that we need circulation records for.

1- Aquamarine, by Alice Hoffman	January 2006- January 2007
2- Charlotte's Web, by E.B. White	January 2006 –February 2007
3- Eragon, by Christopher Paolini	January 2006- February 2007
4- Hoot, by Carl Hiaasen	January 2006- February 2007
5- How to Eat Fried Worms, by Thomas Rockwell	January 2006- February 2007

We will be able to accept this data in the form, electronically or hard copy, that is most convenient for you. We greatly appreciate your time, effort, and assistance in this study. Additional questions and concerns can be addressed to Megan Hendershot (meganruth@unc.edu, 719-648-8452), or Dr. Brian Sturm, Associate Professor of Library Science (sturm@ils.unc.edu 919-962-7622).

Sincerely,

Megan Hendershot