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Harry Who?
An Investigation of Students' Reading of the Harry Potter Series

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Abstract

This study is an investigation into the reading habits of students in grades 5-8 from selected communities in two southern states, focusing on the Harry Potter series. Harry Potter, a student at Hogwarts School of Witchcraft and Wizardry, is the main character in a series (four thus far) of books that range in length from 352 to 752 pages. This series has been praised by some and banned by others. Many educators have refused to permit students to discuss the books during school while others are reading them aloud in class, connecting them to the existing curriculum.

Students were asked to complete a 24-question reading interest inventory regarding the Harry Potter series and other questions about reading. Approximately 350 students from private and public schools participated in the study. There were four objectives to the study: (a) identify students who read (or don't read) the Harry Potter books and why; (b) investigate types of reading materials students are interested in reading; (c) have students rate themselves as readers; and, (d) determine how educators can assist students to read more frequently. Data were analyzed through both quantitative and qualitative measures. Findings are presented in three categories: (a) students attitudes about reading, (b) students' feelings about the Harry Potter Series, and (c) students' recommendations for teachers to encourage literacy development.

What's the big deal about a scrawny kid who wears glasses, has a scarred face, was orphaned at an early age, was raised by a family who doesn't want him, and is, in general, a misfit? Well, if the name is Harry Potter, then it's a really big deal. In fact, a multibillion dollar deal thus far, and counting. It was estimated that author Rowling would make more than \$10 million just on the first-edition hardback sales of the latest book in this series. Not only has Harry Potter pumped dollars into the worldwide economy, he has amassed a following of avid supporters. Upon release of each book, bookstores are overwhelmed by the masses of people lined up to obtain a copy, and department stores have stocked their shelves with Harry Potter paraphernalia. So who is this Harry guy, anyway?

Harry Potter is the main character in a series of books. He is a student at Hogwarts School of Witchcraft and Wizardry. At this school he learns how to make potions, cast spells and get along with common folks, referred to as "muggles." He becomes an avid and valuable team member of Quidditch, a sport which is played while riding a broom.

The Harry Potter books, written by J. K. Rowling, have taken the nation and the world by storm. *The Washington Post* devoted three pages to this phenomenon during the week prior to the release of the latest book, *Harry Potter and the Goblet of Fire*, and referred to this popularity as "Pottermania." Although children appear to make up the majority of readers, adults of all ages are also reading the series vigorously to discover Harry's next adventure. With the anticipation of a total of seven books planned to complete the series and a newly released movie, there appears to be no end in sight to the fame of Harry.

In summary, author J. K. Rowling has accomplished what educators, legislation, and federal funds have often failed to do—entice students to read! It is with this as a backdrop that we, the authors of this paper and study, begin to ask why students are willing to give up hours of their free time to read a combined total of 1,819 pages, and what we, as educators, can do to foster this newly found desire to read.

Background

Educators in the United States have been concerned with literacy for many years. Historically, students in the United States fall below average in literacy and other academic areas when compared to students in other nations. The level of comprehension usually begins to drop around fourth grade. It is at this level that content area instruction becomes more pronounced. Students are expected to read the assigned textbook, yet may be actually reading below grade level. Since comprehension scores decrease, the middle school level is an extremely important level for strategic reading instruction. According to Bintz (1997), many students at this age "can't read, won't read, or will read but fail to comprehend most important information from text" (p. 20). At this level, children typically avoid reading textbooks, but when given the opportunity, they will read books that appeal to their interests.

The debate over the Harry Potter series centers on its literary value (or lack of) and its content. Some believe the books are a positive approach to promote reading, while others believe they should be banned from schools and libraries.

Literary Value of Harry

Rowling has enticed children to read, which at times has been difficult for educators and parents to accomplish both in and out of the classroom. *The Washington Post* has called the series "legendary." Each Harry Potter book has progressively become longer, from the first book, *Harry Potter and the Sorcerer's Stone* with 309 pages, to the fourth book, *Harry Potter and the Goblet of Fire* with 734 pages, an astounding number of pages for anyone to attempt, especially children whose attention span can be short when it comes to reading.

Students are fascinated with the plot and have infused vocabulary from the book into their own language. Readers of the Harry Potter books experience invented words; many of the words found in the books did not exist before the author coined them. Teachers are using curriculum guides and Internet sources featuring Harry to teach literary elements. Some of the websites can be found at the end of this article. The value of the series seems to be in the content that draws the reader into the story and in many cases, allows the reader to become an active participant in the plot.

Several well-known authors are supporting the Harry Potter series. Judy Blume, the author of several children's books, claims, "With Harry Potter, the perceived danger is fantasy" (Blume 1999). There are other books that have this literary element yet controversy is non-existent. Blume asserts that because Harry and his friends attend the Hogwarts School of Witchcraft and Wizardry there is the assumption by some adults that the series instructs children to support supernatural existence and beliefs. Tucker (1999) also mentions fantasy

but as a positive influence. He believes the series is "more concerned with pleasing fantasies" (p. 221) and focuses on age-old problems such as bullying and mean-spirited teachers.

Adults may continue to discuss and dispute the significance the Harry Potter series has on children's lives, but the fact remains that "the Potter stories come through with flying colors, since they undeniably provide young readers with flattering, highly acceptable fantasies of heroism, exclusivity, melodrama, and wish fulfillment" (Tucker, 1999, p. 229).

Controversy with the Harry Potter Series

Despite all the positive effects the Harry Potter series has had on children and reading in general, the books are not without controversy. Controversy has been reported in the media from many states—including Minnesota, Michigan, New York, California, and South Carolina—questioning the content of the books and suitability for children. The American Library Association's (ALA) Office for Intellectual Freedom reported the Harry Potter series topped the list for the most challenged books (2001). According to the ALA,

A challenge is an attempt to remove or restrict materials, based upon the objections of a person or group. Challenges do not simply involve a person expressing a point of view; rather, they are an attempt to remove material from the curriculum or library, thereby restricting the access of others. (www.ala.org/bbooks/challeng.html/#wdbc).

In 1999 the ALA Office for Intellectual Freedom received 472 challenges against the Harry Potter series, which rose to 646 challenges in 2000. Topping the challenged list with Harry Potter are books by other award-winning authors such as Judy Blume, Robert Cormier, Phyllis Reynolds Naylor, and Lois Duncan.

However, the Harry Potter series also tops another list, the *New York Times* Bestseller List. Each book has been on the list; as of March 2001 *Harry Potter and the Sorcerer's Stone* was number 3, spending a total of 117 weeks on the list (www.nytimes.com/pages/books).

The controversy over the series will continue. This piece of research will not stop the debate, but will add to the body of knowledge concerning the reading habits and interests of students and offer ways teachers can support their literacy development.

Methods and Procedures

A mixed methods approach was used in this research study. A reading inventory was developed consisting of forced answer and open-ended questions. The forced answer questions included true and false, marking responses from a pre-made list of possible responses, and a Likert-like scale. Open-ended questions were designed to allow students flexibility in expressing their opinions.

Participants and Settings

Three hundred forty-three students, grades 5-8, from one private and five public schools in two southern states participated in the study. Three of the five public schools are located in rural areas and all schools, with the exception of the private school, qualify for the free and reduced lunch program through the federal government. Participants were selected through teachers either enrolled in a nearby university or volunteered after hearing about the study. Student participation was voluntary, anonymous, and dependent upon parent/guardian consent. Table 1 shows the participants by school, grade level, gender, and ethnicity.

TABLE 1. Participants in the study by school, grade, ethnicity, and gender.

School	Grade	Ethnicity					Total	Gender		Total
		Caucasian	Black	Hispanic	Asian	Other		Male	Female	
Haywood Elementary School	5th	20	3	2			25	15	10	25
Valley Private School	5th	20				1	21	8	13	21
Valley Private School	6th	17	1	1		1	20	12	8	20
Valley Private School	7th	16			2	3	21	11	10	21
Valley Private School	8th	9	1		1	3	14	6	8	14
Lincoln High School	7th	16	2	1		4	23	9	14	23
Lincoln High School	8th	26	3		1		30	11	19	30
Chad Spokes Elementary School	6th	53	9	1		1	64	23	41	64
Englewood Middle School	7th	24	13	2	1	2	42	21	21	42
Central High School	7th	47	25	1	1	9	83	24	59	83
TOTALS		248	57	8	6	24	343	140	203	343

Procedures

Students were asked to complete a 24-question reading interest inventory regarding the Harry Potter series and other questions about reading. Students were encouraged to respond to those questions that applied to them. Therefore, all students did not answer some questions. The reading interest inventory included questions that addressed the following topics: (1) Harry Potter—Why do you read (or not read) the books? (2) types of literature students enjoy reading (3) ways educators can assist students in reading and, (4) a Likert-like scale to measure student's self evaluations of their reading abilities. Data were analyzed through both quantitative and qualitative measures.

Limitations of the Study

As with most research, there are limitations to this study. First, the selection of participants was limited to teachers and administrators who were agreeable to participating in the study. Second, the results are totally dependent upon the truthfulness of the participants. Lastly, the study was conducted in a section of the southern part of the United States, which is limited in the number of minority students enrolled in the schools that participated. Due to these limitations, the results may not be generalized to another population or section of the United States.

Findings

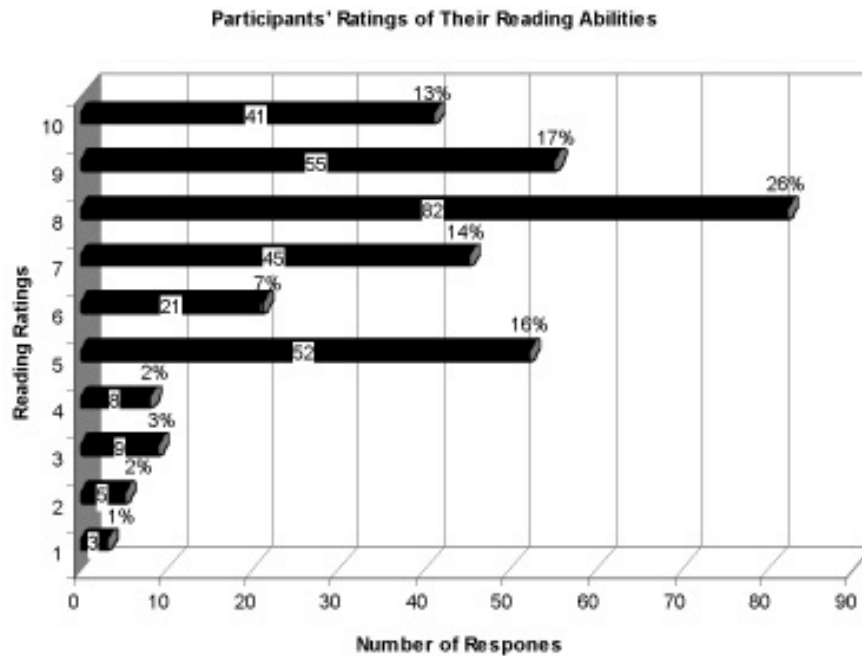
From the information gathered during this study, there is much to be optimistic about concerning the reading habits and abilities of middle school students. Students were responsive in sharing their attitudes toward the content in the Harry Potter books and expressing ways educators can assist them in their literacy development.

Data from this study can be grouped into three major categories: students' attitudes about reading, students' feelings about the Harry Potter series, and students' recommendations for educators. From the first category, students' attitudes about reading, two themes emerged. First, students who participated in the study like to read and consider themselves good readers. Second, students in the study want interesting books and time in class to read them.

Students' Attitudes About Reading

Students like to read and consider themselves good readers. Students were asked to rate their reading ability on a Likert-like scale ranging from 1 to 10, with 10 being the highest possible score. The majority of students, 69.4%, rated themselves between 8 and 10. Chart 1 shows the participants' rating of their reading abilities.

CHART 1



Students were also asked two true or false questions that said, "I consider myself to be a good reader" and "I like to read", each followed by an open-ended "Why." Most of the students made a connection between good readers and reading fast. In other words, many of the students felt they were good readers because they could read fast or they read often. Those who did not rate themselves as good readers said it was because they could not read fast, did not remember what they read and did not enjoy reading. Participants also reported they read for pleasure and use reading as avenues of escape, adventure, and knowledge. Below are examples of students' responses to these questions.

Darby: Reading takes you on a magical journey, to any time, place or thing.

Brad: I like to read because it extends your imagination and vocabulary.

Allison: I like to read because I find it interesting to see an author's imagination and thought he or she puts into a story.

Nick: Reading is like a movie inside my head.

Diamond: When you read, then you can expand your vocabulary and also learn new words to use in everyday life.

Ted: I like to read because it is an escape from the work of middle school.

Channing: Reading enables me to get away from the real world and go deep into my imagination.

Mary Beth: I like to read for total enjoyment and pleasure.

Jim: I like to read because it kind of puts you there and you get to see everything.

Jessica: I like to read to escape from reality.

Nick: Because it takes my mind off things that are bothering me.

Haylee: I like reading because you can get lost in the book. You can "go places" that are different.

Nathan: It, reading, expands the limits of my imagination.

Mitchell: I read because it takes me out of this world into something else better.

Bridget: It is interesting and can make you smarter.

Whitney: It is fun. It increases my imagination. It helps me with vocabulary and it helps me to calm down.

Students who do not like to read said they don't have time, it is boring, or they don't consider themselves to be good readers.

Kelly: Because I have better things to do. I only read when I get bored.

Will: I can't find enough time to read. I like sports.

Steve: It takes up time that I don't have. I play sports all the time.

Carley: Sometimes reading is boring, and I'm just seeing letters; the words aren't going in my brain.

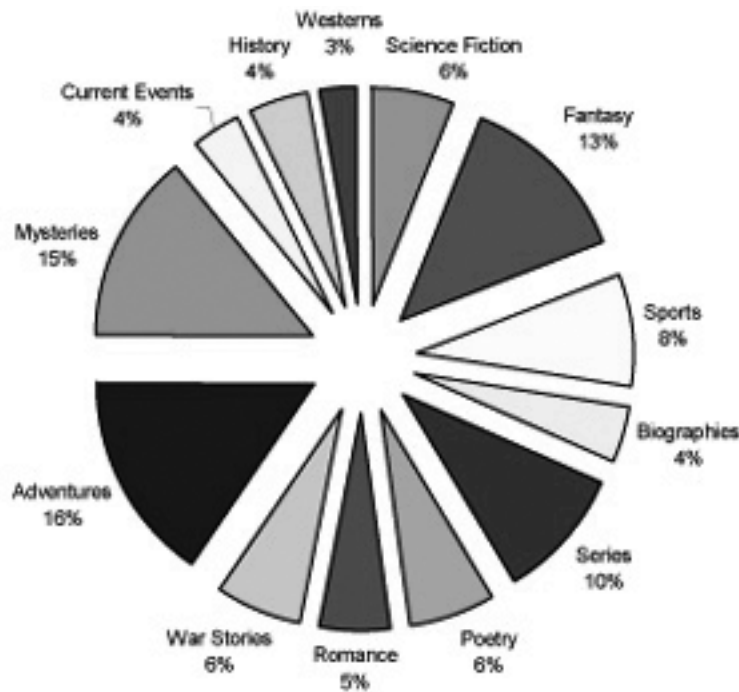
Daniel M: Because I can't read good.

Sean: Because I'm a bad reader and I don't like it.

Daniel S: I only read sometimes and I'm a slow reader.

Students have definite literature preferences. Students were given a list of reading materials and told to rate them from 1 to 3, with 1 being the most preferred. Chart 2 shows the types of reading materials provided on the inventory and the results of the students' selections.

CHART 2. Participants' Favorite Genres.



The top three types of reading materials preferred by students are adventures (16%), mysteries (15%), and fantasy (13%). The characteristics of these reading materials include fantasy, magic, adventure, and excitement. These materials also demand engaged readers. Engaged readers actively think about what they are reading, identify with the characters and are "absorbed" with the book. They continue to think about the book even when they are finished reading it. They like the excitement of not knowing what will happen next and trying to solve the problem before the characters in the book do.

Series books, books written by the same author, rated fourth (10%) on the students' list of favorite genres. Among the series most mentioned by the students were Goosebumps, Nancy Drew Mysteries, and Harry Potter.

Students want interesting books and time to read them. This was one of the strongest themes running throughout the study. Students feel their daily schedules do not allow free time for them to read. Many of the students suggested a "reading period" in school would afford them the opportunity to read self-selected books. They also felt there wasn't enough time to visit the library, citing examples where they were permitted only 10 minutes per week to visit the library. One could sense the frustrations of the students as they made comments like those below. The students responded to the open-ended question, "I would read more if_____."

- Lauren:** They would have more books in the library. Or if I could have more time to read
Courtney: I had less homework, and could find the books I'm interested in
Justin: I didn't go to school
Fleming: I wasn't bombarded with homework
Wes: There were better books
Sean: Books were more exciting and funny
Megan: There were more books I liked and easier to get
Deborah: I had more time at night or in the daytime in school
Justin P: I had time and good books
Alison: The books in the library weren't so old and were more interesting
Corley: I could find more good books
Krystal: I had more time!

Students' Feelings About the Harry Potter Series

As with all the other questions in this study, students had very definite opinions about the Harry Potter series. A series of adjectives were given to the participants for them to select the ones that best described the Harry Potter books. Table 2 shows the results of that question.

TABLE 2. Participants' description of the Harry Potter books.

Descriptive Words for Harry Potter Books	Number of Responses	Percentage
Interesting	138	24%
Boring	29	5%
Good	80	13%
Scary	25	4%
Sad	20	3%
Funny	81	13%
Evil	26	4%
Imaginative	144	23%
Unrealistic	70	11%

In addition to selecting the adjectives that best describe the Harry Potter books, the participants were also asked a true or false question, "I like the Harry Potter series", followed by an open-ended, "Why." There are no lackadaisical attitudes from these students about the Harry Potter books. Students either really like the books or have absolutely no interest in them. The exception is those students who reported they had never heard of the series. When asked why they like the Harry Potter series, they replied with the following statements.

- Latoya:** Because they are interesting mysteries.
Katie: I like the Harry Potter stories because of the foreshadowing, the humor, and because it is the kind of thing that interest me.
Kristin: It has a good storyline and keeps me interested and wanting to read more.
Daniel: Because it is exciting and keeps me interested.
Bryce: It is really adventurous and I like wizards and witches.
Andy: I think that the Harry Potter series intrigues you from the beginning and you have to keep reading.
Whitney: Harry Potter leaves you hanging on every book and chapter you read, that's why I like it.
Suzanne: They are a series of magic mystery and surprise around every corner.

Nick: Because they're suspenseful, and you want to keep reading them.

Justin: I think that Harry Potter should be added to literature but I think some parents will be upset, so their children shouldn't have to participate and should read something else.

Students who do not like the Harry Potter series most often say they disagree with the content of the books.

Logan: They have a lot to do with witchcraft.

Harley: I don't like those kinds of books.

Teena: It's all about the dark evil magic to it has recipes for magic.

Courtney: I am not at all interested in sorcery or witchcraft.

Zack: I don't agree with what he writes in his books.

Thomasina: I don't like it because it is of the devil, and God wouldn't like it with me being a Christian.

Adam: I don't like it because in the book it talks about black magic.

There were students who reported they had not heard of the Harry Potter series. Students who reported this are the ones who live in communities where there are no bookstores and the school libraries don't have the series in circulation.

Students' Recommendations for Educators

Students in the study were eager to share ideas they have about ways educators can contribute to their reading. Most of the ideas centered on providing more interesting books and giving time to read during the school day. One student suggested that school should be canceled so he could read more! It is very evident from the study that the issue with these students is not motivating them to read, but giving them what they perceive to be quality books and time to read. Many of the students expressed a concern with the limited amount of time they have after school, especially if they were in after school activities or had chores to do at home. Several students felt there should be a class devoted to reading. Their comments are as follows:

Megan: Have more books that I like to read.

Brian: For less work; let us go to the library more.

Courtney: Give time in class to read.

Haylee: Is to have more interest books & to take us to the library to check out books more often.

Candice: Have more series of books.

Lauren: Ask me what I would like to read. Give me an example of some books that you like.

Sarah: Have a reading time in class.

Bryce: Make the children read more by saying that you can read your favorite books for 1 week

Penn: Set up specific reading times and trips to the library.

Katy: We don't have a designated time to go to the library. It might help if we had one or maybe a little bit of time out of every school day to read.

Wes: Get better books and I will read more.

Courtney: Maybe have a better place to read and get more books that we like and are on our level.

Megan: I think that there should be a reading class here that all you do is read the books you want to read.

Shannon: I love to read, but barely can find the time to read. I love to read all types of books.

Teachers would really help me if they would just maybe tell me what types of books they like

Stephen: Reading should be fun, not a chore; you should be able to read what you like; Reading (books not textbooks) should be a bigger part of school.

Perhaps the most ingenious suggestion came from a seventh grader. Andy said, "I think if books were advertised on T.V. kids would go out, buy the books, and read it." Who knows, maybe it would work. After all, billions of dollars are spent each year due to advertising. And what better way to promote reading than to see it on T.V.!

Conclusions and Discussion

The findings in this study support those of other researchers in the field of literacy (i.e., Bintz, 1997; Harvey & Goudvis, 2000; Kirk, 2001; Tunnell & Jacobs, 2000). Students' attitudes do affect their reading. If students perceive themselves to be good readers, they usually enjoy reading. Those students who do not think of themselves as readers are the ones who consider reading "boring" and a "chore." Rasinski and Padak (2000) believe this attitude is the result of students who had difficulty learning to read. "They have experienced pain and frustration in their reading instruction and associate reading with unpleasant experiences" (p. 10).

The power of print cannot be overstated and its affect on people underestimated. Literature is referred to by Hefflin and Barksdale-Ladd (2001) as a "powerful medium." Yopp and Yopp (2001) are very emphatic about the influences of print. "Literature can be a powerful force in the lives of human beings. It can make us feel, think, wonder, and understand. It can provide us with exciting, interesting information. It can change who we are forever" (p. v). Dixey & D'Angelo (2000), view quality children's literature as a bridge to foster understanding of oneself and others and provide solutions to one's personal situations; Templeton (1991) says it serves as a way for children to make sense of their lives. It is clear that literature can be a positive force in the lives of children if they enjoy reading and can comprehend what they read. But reading is often not easily acquired.

Reading is neither a simple skill to learn nor a quick process to teach. According to Hoffman and Pearson (2000), "It [reading] is a complex and often ill-structured domain" (p. 36). Kirk (2001) states, "...educators must come to fully understand that literacy development, especially reading, is a very difficult and complex task" (p. 430). Therefore, teachers must devote more time to learning about ways students respond to literature, and gaining knowledge about the teaching of reading to continue to promote literacy development at the middle school level.

As with so much in education, the responsibility of teaching children the love of reading often falls to the classroom teacher. The most influential person in the classroom is the teacher. It is the teacher that can make a difference, be it positive or negative, in the reading development of children. Rasinski and Padak (2000) express it in an extremely effective and passionate way. "Authentic and engaging teachers are coaches, encouragers, and explicit models of what it means to be a literate person" (p. 7). In other words, teachers need to exhibit a passion for reading. When teachers demonstrate their love of reading and their favorite books, students become more engaged readers. The students in this study like to read and prefer literature that is adventurous, mysterious, and full of fantasy. Educators must seize the opportunity to encourage students to use literature as a way to satisfy their thirst for excitement and adventure.

The Harry Potter series is extremely popular with students who have read them. This should not come as a surprise. For centuries, children have been intrigued with stories saturated with fantasy. Reading fantasy is a method for children to remain safe, yet explore new worlds with both desirable and undesirable characters. These themes are common to all fantasy—narratives along with emotional conflicts, and the value of friendship and love—are present in the Harry Potter series.

According to Norton (1991), "Children love exaggeration, ridiculous situations and tongue-twisting language" (p. 316). In fact, fantasies furnish readers with solutions to predicaments that could not be misconstrued with reality. Again, the Harry Potter series is rich with all three factors, especially the tongue-twisting language. Names like Salazar Slytherin, places such as platform nine and three-quarters, and sports such as Quidditch entice children to continue reading the series to discover the imaginative adventures Harry and his friends experience together. Knowing the language of Harry can also allow students to feel special and speak in code around students who have not read any of the books. Fantasies furnish readers with solutions to predicaments that could not be misconstrued with reality. For instance, where in reality can one obtain an "Invisibility Cloak" or "Floo Powder" as a means to travel inconspicuously?

Harvey and Goudvis (2000) maintain, "Well written text allows us to taste, touch, hear, and smell images as well as see them when we read" (p. 105). The participants in this study believe the Harry Potter series is good literature and seem to support Harvey and Goudvis' description of well-written text.

Middle school students want time to read. "The time" referred to is mostly time in school. They want specific time set aside for reading. This theme supports the findings of Ivey & Broaddus (2000) as well as those of other researchers (i.e., Stewart, Paradis, Ross, & Lewis, 1996; Worthy & McKool, 1996).

At the middle school level, reading instruction is very limited at best. Allington (1994) reports that, "American students spend less than 10 percent of the school day engaged in actual text reading." This cannot continue if students are expected to read for pleasure or to obtain information. Often reading instruction does not occur because teachers feel inadequate to teach it or they believe it is not their responsibility (Bintz, 1997; Gee & Forrester, 1988). The inadequacy of the teacher in the teaching of reading much also be addressed if all students are ever going to participate in the process of reading that so many already experience. Teachers must strive to create what Goodman (1986) refers to as a "literate environment" and build positive attitudes and perceptions about reading.

Educators are making progress in the area of reading education. In 1991 a literacy study conducted under the direction of the International Association for the Evaluation of Educational Achievement (IEA) and sponsored by the National Center for Education Statistics (NCES) provided interesting results (Binkley & Williams, 1996). Literacy levels of children in the United States when compared to children from 32 participating countries revealed students in the United States performed better than all other nations with the exception of Finland. While these results were unexpected, it may indicate children in the United States are not deficient in reading and perhaps are reading more frequently than in the past. However, we cannot stop the effort to transmit the love of reading to students.

Tunnell and Jacobs (2000) believe people who read for experience do not read simply to get to the end of the book. "We want to make that journey to the final page ourselves. When we participate in the experience of a good book, our lives are never quite the same again" (p. 7). The Harry Potter series enables students to do this; they identify with the characters and, in some cases, feel they are with the characters, participating in the adventures. As Will, a seventh grader said, "I think the Harry Potter series is an example of a creative author whose imagination has inspired myself and hundreds of other kids, that reading is a new fulfilled adventure just waiting for them." And that is the success of Harry Potter.

Harry Potter Internet Resources

<http://www.scholastic.com/harrypotter/home.asp>

Provides pronunciation guide, teachers' guide, information about J. K. Rowling, and a free screensaver.

<http://www.harrypotter.com/>

An interactive site for children to become part of the world of Harry Potter.

<http://www.surfnetkids.com/harrypotter.htm>

One may obtain puzzles, games, and postcards in addition to learning about J. K. Rowling. Links are available to e-mail the page to a friend and information about a fan club.

<http://www.HarryPotterRealm.com/>

General information tailored for children including editorials, message boards, and top 10 Harry Potter sites.

<http://www.connectingstudents.com/lessonplans/potter/>

Five activities are provided for teachers to utilize in the classroom along with resources.

<http://members.tripod.co.uk/~gennak/potter.html>

Resources for teachers and Harry Potter links are available as well as purchasing the books in different languages.

<http://www.mikids.com/harrypotter/>

This Website has a variety of information available to teachers, parents, and children. Activities, recipes, religious viewpoints, and gifts are just some of the page links offered at this site.

<http://www.topsitelists.com/start/eson8/topsites.html>

The top 100 Harry Potter Websites are listed on this site. Many sites are interactive and provide information for adults and children.

<http://www.harrypotterville.com/>

Various Harry Potter items are available to purchase, and articles concerning the Harry Potter controversy.

<http://www.beachampublishing.com/>

Source books for the Harry Potter series are available through Beacham. Free downloads regarding Harry Potter legends, myths, discussion questions, activities, and research.

<http://www.harrypotterfans.com/>

Harry Potter merchandise offered on this site. Links provided for articles, reviews, news, and miscellaneous information.

http://www.salon.com/directory/topics/j_k_rowling/index.html

Several articles are contained on this site regarding Rowling and the Harry Potter series.

****NOTE**** *The subject matter included in the above Internet sites does not necessarily reflect the opinions of the authors. It is suggested that parents and teachers review the information on each site before recommending to children.*

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