The leisure reading interests of the nine-year old.

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Boston University
THE LEISURE READING INTERESTS
OF THE NINE-YEAR OLD

Submitted by
Eleanor E. Purcell
(B.S., Boston College Intown, 1943)

In partial fulfillment
of the requirements for the degree
Master of Education

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First Reader: W. Linwood Chase, Professor of Education

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Third Reader: Wilbert L. Pronovost, Assistant Professor of Education
I wish to express my appreciation and thanks to Dr. W. Linwood Chase of Boston University for his help and guidance in planning this study.
I wish to express my appreciation
and thanks to Dr. James Glass of
Boston University for his help and
suggestions in preparing this draft.
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CHAPTER I

STATEMENT OF THE PROBLEM

It is indeed true that numerous studies have been made
to determine the interests of the pre-school child, primary
school child, and the adolescent. It is equally true, and at
the same time rather regrettable, that very few studies have
concerned themselves exclusively with the child from nine to
eleven, the pre-adolescent child. This is a rich territory,—
but almost entirely unexplored. Human development is here at
the threshold of adolescence.

CHAPTER I

STATEMENT OF THE PROBLEM

That it is at this time that many popular interests should be
stimulated, directed and encouraged, perhaps the most per-
durable of these interests is reading. For every interest a
child has leads to books. Zarrow and Lima designate this as
"the golden age for parents to encourage children in the
reading of real literature. The mechanical part of reading
has, as a rule, been mastered, and to read a book is no longer
a task to be accomplished with difficulty."

Many scientific experiments have proved that there are
certain qualities that motivate and determine the child's
interest in reading, and that there is a certain constancy
in preference of type at certain periods of the child's

1. Louis K. Zarrow and Margaret Lima, *Children's Reading: A
Guide for Parents and Teachers*, New York: H. Appleton and
CHAPTER I

APPROACH TO THE PROBLEM
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STATEMENT OF THE PROBLEM

It is indeed true that numerous studies have been made to determine the interests of the pre-school child, primary school child, and the adolescent. It is equally true, and at the same time rather regrettable that very few studies have concerned themselves exclusively with the child from nine to eleven, the preadolescent child. This is a rich territory, but almost entirely unexplored. Human development is here at the threshold of adolescence. All educators readily admit that it is at this time that many leisure interests should be stimulated, directed and encouraged. Perhaps the most permanent of these interests is reading, for every interest a child has leads to books. Terman and Lima designate this as "the golden age for parents to encourage children in the reading of real literature. The mechanical part of reading has, as a rule, been mastered, and to read a book is no longer a task to be accomplished with difficulty."\(^1\)

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CHAPTER I

STATEMENT OF THE PROBLEM

It is generally true that important studies have been made to determine the influence of the pre-school period, both in the school itself and in the home. The results of these studies have shown that the home environment and the school itself have a significant influence on the child. The problem of this investigation is to determine the influence of the pre-school period on the child. It is a study of the influence of the pre-school period on the child's development, and the influence of the home environment on the child's development. The study is based on the assumption that the pre-school period is a critical time in the child's life and that the home environment plays a significant role in the child's development. The study is designed to provide information on the influence of the pre-school period on the child's development and the home environment on the child's development.
growth and development. A large number of these investigations, however, do not include the nine-year old. The great majority that do, have been made on a large group ranging in grades from the kindergarten through the eighth grade and often high school. As a result, in most cases the nine-year old group is comparatively small. No one study deals exclusively with the reading interests of the nine-year old.

During the past five years, very few studies of the reading interests of children, including the nine-year old, have been made. However, Witty believes "that similar studies should be made annually in order that the adult world of parents, teachers, librarians, authors, and artists, may be kept informed of the general trends in the reading tastes of a fairly representative sampling of school children."^1

The purpose of this study is:

1. To find out what type of book appeals to the nine-year old for leisure reading.
2. To discover the names of the favorite books read in the leisure time of the nine-year old.
3. To ascertain what children's magazines the nine-year old reads, and the sources from which he gets these magazines.

A large number of these innovations have been made in large research laboratories.

The growth of high school and community college enrollments in recent years has led to a need for more courses in the humanities and liberal arts.

The interest in the humanities at the university level has increased in recent years. A study of the recent trends in the humanities shows a marked increase in the number of students taking courses in this field.

The importance of the humanities cannot be overstressed. They are essential for the development of a full and well-rounded education.

The humanities have been the cornerstone of education for centuries. They provide the foundation for all forms of learning and are essential for the development of a well-rounded individual.

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The humanities have been the cornerstone of education for centuries. They provide the foundation for all forms of learning and are essential for the development of a well-rounded individual.
4. To learn what adult magazines the nine-year old reads, and the parts of these magazines that are of interest to him.

5. To find out if the nine-year old is developing the habit of becoming interested in the different parts of the newspaper.

6. To determine to what degree these choices are influenced by sex.

7. To discover whether or not the nine-year old is developing the worthwhile habit of borrowing books regularly from the Public Library.
CHAPTER II

REVIEW OF RESEARCH

Emphasis, realizing the importance of leisure reading, have been many studies in this field since the pioneer study of True was reported in 1893. These studies have been more recently concerned with reading interests and preferences of children and adults than concerning any other phase of reading.

Many methods of investigating and using variations of these methods have been used in studying what makes reading interests. Shirley found that "the most successful method is that of the questionnaire to children." However, Shirley claims that

many sources of error creep into this procedure, such as (a) the artificial situation of the school room and the desire to please the teacher; (b) the artificial attitude adopted by the questionnaire; (c) the reserve of pupils concerning their individual reading; and (d) the tendency to remember what they wanted to like.


CHAPTER II

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REVIEW OF RESEARCH

Educators, realizing the importance of leisure reading, have made many studies in this field since the pioneer study of True\(^1\) was reported in 1893. "More studies have been made recently concerning the reading interests and preferences of children and adults than concerning any other phase of reading."\(^2\)

Many methods of investigation, and many variations of these methods have been used in determining children's reading interests. Curley found that "the most prevalent method is that of the questionnaire to children."\(^3\) However, Jordan claims that

many sources of error creep into this procedure, such as 
(a) the artificial situation of the school room and the desire to please the teacher, (b) the artificial attitude created by the questionnaire, (c) the reserve of children concerning their clandestine reading, and (d) the failure to remember what they actually did like.\(^4\)


CHAPTER II

REVIEW OF RESEARCH

Some of the essential points that have been made in this field since the last report of the Senate Committee on Research in March 1963 need to be reviewed.

The need for more basic research and for more applications of the basic research to the industrial and educational fields is now more evident than ever before. It is hoped that the recommendations of the Senate Committee on Research will be given proper attention.

It is suggested that the recommendations of the Senate Committee on Research be given proper attention.

References:


Another important method of studying children's reading interests is the method of library investigation. Curley points out that this method lacks many of the drawbacks of an investigation carried on in schools since librarians find the children off guard and usually bent for pleasure. It is not, however, without its own inaccuracies which might creep in and affect the findings, such as (a) effect of season; (b) effect of school influence causing "waves of choice"; and (c) the taking of substitutes for first and even more choices.

The first outstanding study of children's reading interests using both the questionnaire and the library methods was made by Jordan in 1921. The first experiment of the Jordan investigation used the questionnaire method. The following questions were submitted either in person or by a friendly principal to the children in the schools of Fayetteville, Arkansas; Lawrence, Kansas; Stuttgart, Arkansas; and Washington, D. C. In all, responses from 3,598 pupils ranging in ages from nine to eighteen were obtained.

1. Will you kindly write down for me the name of the book you like best of all the books you have ever read?

2. Will you write down for me the name of the book you like next best of all the books you have ever read?

3. Will you write down the name of the book you like next best and next best of all the books you have ever read until you have written five books in the order of your preference?

1. Alice Minor Curley, op. cit., p. 82.
The effect of changing from one altitude's teaching to another may result in students becoming more interested in the subject. The following suggestions may help to promote this awareness:

1. If you write down the name of the book you like best for people to read, what book would that be? Why?

2. If you write down the name of the book you like second best, what book would that be? Why?

3. If you write down the name of the book you have never read, what book would that be? Why?

4. If you write down the name of the book you have read many times, what book would that be? Why?
II. 1. Will you write down for me the name of the magazine you like best of all the magazines you have ever read?

2. Will you write down for me the name of the magazine you like next best of all the magazines you have ever read?

3. Will you write down the name of the magazine you like next best of all the magazines you have ever read so that altogether you have written three magazines, arranged in the order of your preference?

To secure greater objectivity it seemed advisable to Jordan "to observe children in their actual reading of books in a place where the opportunities for their selection were essentially the same."\(^1\) Six libraries in New York City and two in nearby cities were visited by Jordan. He remained in every library from one to three weeks, observing and recording what books were asked for and chosen. Over eight hundred observations were made and the lists were submitted to the children's librarians in each of the libraries to be checked by their evidence.

By means of the coefficient of contingency of Karl Pearson, Jordan found that there was a correlation of .84 between the results of the questionnaire and the library investigation. Curley classifies other methods of investigations under the heading of "Observation and Experimentation". This includes adults' lists of selections, pupils' reactions to the

\(^1\) Arthur Melville Jordan, \textit{op. cit.}, p. 92.
To some extent opportunities it seems satisfactory to
for some complexes of mixed sociological operations in
in a place were the opportunities for their selection were
necessary the same. In the last years in New York City and
in search of the axioms we have arrived at today. He reasoning in
such significantly from one to those masses, operating on recognition
and not as the many and even some. Our right organized
opportunities were made and these later were supplemented to the
alleviation's importance in part of the framework to be aspecied
by itself has come.

By means of the cooperation of continuation of Kent Perry
and Kentucky from that there was a cooperation of. As campaign
the success of the democratic and the rapid introduction
context of positive after searching to investigate them.

"The promise of organization and experimentation. This in
authoritative place of observation, entirely relative to the

. I. William Watling Garrett, p. 76.
material, and the analysis of the results with the aid of recognized statistical methods. This method is the application of laboratory technique to the study of educational problems. It has the advantage of a scientific method in securing greater objectivity in results. Nevertheless, Curley found that the greatest source of error in this method "is that of the difficulty of adults to correctly understand the child mind and interpret its reactions."\(^1\)

One of the best known studies analyzing the results with the aid of recognized statistical methods is that of Washburne and Vogel\(^2\) who with the cooperation of over eight hundred teachers in thirty-four cities in various parts of the United States were able to find out what books were read and liked by 36,750 children.

The children were first given the Stanford Silent Reading Test in order to secure their reading age, which was decided upon as the most practical basis for grading the books. Approximately 100,000 of the 300,000 ballots that had been filled out by the 36,750 children expressing their judgment of the book by checking one of the eight evaluations listed, were returned to the experimenters. These judgments were


To our delight, many of the materials on the subject of the article on the utilitarian method of teaching in secondary schools. However, it seems that the approach to this subject is somewhat superficial. It appears that some of the materials are not as comprehensive as they could be. It seems that the approach to this subject is somewhat superficial. It appears that some of the materials are not as comprehensive as they could be.
given a numerical value ranging from one hundred to zero. The interest value of a book was found by averaging the numerical values given by the children. Only those children whose reading grade fell within one grade of that in which the book was classified were considered for the value. The reading grade under which a book was classified was determined by the average reading grade of the children who read and liked the book.

The literary merit of the books was determined by having thirteen expert children librarians in different parts of the country rate eight hundred titles.

As a result of this experiment, The Winnetka Graded Book List was published. This book contains (1) grade lists for every grade from the third to the tenth; (2) age lists for every year from eight to thirteen inclusive; (3) an index in which books are classified according to theme.

Though the methods employed in these investigations have been almost as varied as they have been numerous, it would appear from a detailed study of the results that all aims and purposes were fundamentally the same.

While it is true that some studies confined themselves almost exclusively to investigations in these three fields: (1) the influence of intelligence on reading interests, (2) poetry, (3) magazine reading, it is nevertheless true that the greater number of the studies combined a variety of aims.
have a comprehensive range from one hundred to three

of a door was found by evading the entrance

C only those pupils whose

where we have walked one space at least to which the door

new specialities were considered for the value.

measuring the area left within one space of that to which the door

were more directly which a door with specialities were generalizing on the

energy measuring space of the pupils which is very and which the

The interest might of the pupils was becoming at

throughout different parts of the

comprehend the whole area.

As a result of this experiment (l) the

were material. The poor conditions (s) do not

each space from the other to the another; (t) the facts to

which seem from sight to prevent information of

which doors are practically successful to them

while the main objects are very disappointing in their internalization have

probable the result being owing to these internalizations have

been shown as not being as great as they have been supposed. It would

when a general idea of the results part all since and

enough may become important in the sense

while it is true that some subjects containing calmer

from examination of internalization in cases three typical

(3) the influence of internalization on existing internalize,

(4) negative reasoning, it is very possible that

the reaction amongst of the students according to the same
It is readily seen that the investigators had in mind at the outset these typical problems:

1. The influence of sex and age on reading interests.
2. The interests in reading qualities and topics.
3. The interest in number and kind of books read.
4. The interest in newspapers.
5. Interest as evidenced by the use of the Public Library.

Of the many studies that have pointed out the great differences between the sexes in their reading interests, the earliest study reporting these differences was made by Dr. James E. Russell and Royal Bullock. They found that in the third grade, where the average age was ten years and two months, forty-one per-cent of the girls preferred stories of great men, thirty-six per-cent, ghost stories, and thirty-four per-cent, stories of adventure. War stories were preferred by eighty-seven per-cent of the boys, stories of great men by forty-seven per-cent, and stories of adventure by forty per-cent.

Vostrovsky in her summary concludes that "girls prefer domestic stories, especially stories about children like themselves while boys care more for books of adventure."^2

It is necessary that the inventions be of such nature that no person can
in a fair manner or without improper means, discover the manner or
construction of the same, and thereby acquire the same, unless such
person shall have had access to and become acquainted with the
invention or discovery as it shall be shewn on the face of the
invention or discovery, or shall have had such an actual possession of
the same, as the nature of the thing, and the ease with which
inventions can be made, shall render it evident that no person can
acquire the same without such access to and actual possession, or
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such person has not been furnished with such access or actual
possession as aforesaid.

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in a fair manner or without improper means, discover the manner or
construction of the same, and thereby acquire the same, unless such
person shall have had access to and become acquainted with the
invention or discovery as it shall be shewn on the face of the
invention or discovery, or shall have had such an actual possession of
the same, as the nature of the thing, and the ease with which
inventions can be made, shall render it evident that no person can
acquire the same without such access to and actual possession, or
without such knowledge of the manner or construction of the
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without such knowledge of the manner or construction of the
invention or discovery as shall appear to be necessary to shew that
such person has not been furnished with such access or actual
possession as aforesaid.
Terman and Lima,¹ in their study of the reading interests of approximately 2,000 California school children, ranging in ages from six to sixteen, found that adventure or mystery stories were preferred by the boys; while thirty-two per cent of the girls rated first, stories of home life and school life. The authors state that "by nine, sex differences in reading interests are more in evidence. At this time the boy begins to turn from fairy tales and fantastic stories to books of a more realistic nature, while the girl clings to the more imaginative story."²

These findings are confirmed by Jordan who in an earlier study discovered that boys choose books of adventure most frequently, while girls rank fiction first in books.

Lancaster,³ in the summary of his investigation of the reading interests of 4,469 pupils, in grades four to eight inclusive in four Illinois schools, says that animal, Indian, war and outdoor sport stories appeal much more strongly to boys than to girls.


2. Ibid., p. 68.

The Johnson\textsuperscript{1} study of the reading interests of 1,856 boys and girls in Duluth in grades five to eleven inclusive, reports that the girls read more books than the boys, but the boys spend more time in reading magazines and newspapers than girls. The boys are most interested in adventure books; the girls prefer books about home, about school and about children.

Lazar\textsuperscript{2} in her study, a part of a larger investigation conducted by the Bureau of Reference, Research and Statistics, in thirteen public schools, involving 4,300 pupils in the City of New York, points out that there are marked differences in choices of books. Although both boys and girls like mystery stories, adventure and history, there are decided preferences in the case of other types. Girls show a decided preference for fairy tales. They also choose novels, poetry, and stories of home and school more often than boys do. Boys are less interested in fairy tales and poetry, or stories of home and school. Girls have little interest in detective stories or in books dealing with science or invention.

Witty and Kopel\textsuperscript{3} developed, after much experimenting, a form known as "The Pupil Report of Interests and Activities" (Form III of the Witty-Kopel "Diagnostic Child Study Record").

\textsuperscript{1} Lamar B. Johnson, "Children's Reading Interests as Related to Sex and Grade in School", \textit{The School Review}, 15:257-272, April, 1932.

\textsuperscript{2} May Lazar, "Reading Interests, Activities and Opportunities of Bright, Average and Dull Children," Teachers College, Columbia University, \textit{Contributions to Education}, No. 707, 1937. p. 58.

\textsuperscript{3} Paul Witty and David Kopel, "Studies of the Activities and Preferences of School Children," \textit{Educational Administration and Supervision}, 24:429-441, September, 1938.
The prominent study of the reading interests of the
pupils and their ability to benefit in grades five to seven included
the preparation of the daily reading logs. The purpose of the daily
classes was to ensure comprehension and suspended time.
During the day, the pupils were introduced to various aspects of
group reading, group work, and group collaboration.

Learning to read is a part of a larger investigation
conducted by the principal of the school, reading and writing,
in the form of "blue" charts, illustrating a 209 booklet on top of the

The "New York Charter"

With my friend's education, after much experimenting,
we focus on the "right" report of interests and activities
"like the "right" report" district-wide chart.

"This is the "right" report" district-wide chart.

In terms of "right" report, a reading interest is reflected
for your grade level. "Number of" "the school library", "reading.

In terms of "right", reading interests, activities, and opportunities
are also noted. "Reading Interest", "Activities", and "Opportunities"
are also noted.

And finally, "right" report, a reading interest, activities, and opportunities
are also noted. "Reading Interest", "Activities", and "Opportunities"
are also noted.
This entire form consists of more than two hundred items and was used by two hundred teachers, who working with the writers, interviewed personally about 3400 children in the kindergarten and grades one through eight of the Evanston, Illinois public schools. The responses have been tabulated according to age and grade. Analysis of the responses was limited to those obtained from samples of fifty boys and fifty girls from the kindergarten and each of the eight grades. A total of 900 children were selected at random from the 3400. They conclude that in the grades above the second, the boys ranked adventure stories first, and mystery and detective stories second and third. The girls ranked fairy tales first not only in the first grade as did the boys, but in all the grades through the fourth. Short stories ranked second and adventure tales third. Warfel,¹ in the interpretation of her data drew similar conclusions.

Of particular interest are the investigations concerning the influence of intelligence on the reading interests of children. Sister Mary Celestine noted that "the basic difference found to exist between superior and average or dull children as far as reading interests are concerned is quantitative rather than qualitative, though there is some signifi-

cant differentiation in the latter classification also.¹

Terman and Lima,² in the Stanford Research on gifted children, compared the reading interests of 1000 children with I.Q.'s not below 135 by the Stanford Binet Test with 1000 unselected children. In the nine-year old group ninety per cent of the gifted children compared with forty-three per cent of the unselected group read more than the average amount; and zero per cent of the gifted children as compared with eighteen per cent of the unselected group read less than the average amount. The average number of books read by the nine-year old over a period of two months was thirteen and seven tenths for the gifted group and three for the unselected group. A comparative study of the two-month reading records of the gifted and unselected group shows that the gifted read more non-fiction and informational material.

In the Huber³ study, the reading interests of children of sub-normal, average and superior intelligence are exhaustively examined and reported primarily from a qualitative point of view. The subjects of this experiment were 430 children in


2. Lewis M. Terman and Margaret Lima, op. cit.

3. Miriam B. Huber, "The Influence of Intelligence upon Children's Reading Interests, Teachers College, Columbia University, Contributions to Education, No. 312, 1928.
fifteen classes of five schools in Yonkers, New York. By means of the Stanford Revision of the Binet Test, the children were grouped as follows:

Group I ... Dull Group ... 40-89
Group II ... Average Group ... 90-108
Group III ... Bright Group ... 109-139

Huber concludes that studies of gifted children do not show their tastes in reading to be greatly different from those of children of less intelligence, although marked preferences in different kinds of reading materials are shown by dull, average and bright children. The Huber study points out that the bright group shows a greater preference for informational material, which includes geography, science and nature selections, and heroism and service in which history and biography were sub-topics, than either the average or dull group.

These findings are in accord with a previous study by Coy who noted that members of a gifted group read more widely and indulge in higher types of literature than those in a control group. They are in agreement also with two more recent studies. The first one by Witty and Lehman who from the


data of fifty gifted children noted that they spend more time in reading and read more superior types of literature than the average child; and the second one by Lazar\textsuperscript{1} who observed that the interests of bright, average and dull children are similar; however, bright children read more than others, and their reading is of a superior quality.

That there are certain qualities which determine children's choice in the selection of books, magazines and poetry is a conclusion that can be drawn from the results of several investigations. One of the first and perhaps the best known in this field, is the well executed study by Dunn.\textsuperscript{2} From about 17,000 votes from pupils in the first three grades of 195 different classes, she concludes that "for primary children in general, and within the range of thirty-one reading samples which have been tested, the elements of surprise, plot, narrativeness, animalness and conversation seem to be the most efficient as interest producers, with fancifulness and repetition as close second."

From an analysis of the reasons expressed by the fourth grade children of Minneapolis, Garnett\textsuperscript{3} concludes that

\begin{itemize}
  \item \textsuperscript{1} May Lazar, op. cit.
  \item Fannie Wyche Dunn, "Interest Factors in Primary Reading Material," Teachers College, Columbia University, Contributions to Education, No. 113, 1921. p. 39.
  \item Wilma Leslie Garnett, "A Study of Children's Choices in Prose," The Elementary English Review, 1:133-137, June, 1924.
\end{itemize}
the following elements of interest make certain stories attractive to children of the fourth grade:

For Boys
1. Action and adventure
2. Animals
3. Faithfulness
4. Heroism
5. Humor
6. Fighting
7. Happy ending
8. Fairy tales

For Girls
1. Action and adventure
2. Fairy tales
3. Kindness
4. Happy ending
5. Daily life
6. Faithfulness
7. Humor
8. Humor

These findings were later confirmed by two studies. One by Gates, Peardon and Sartorius\textsuperscript{1} who after spending six years in making sixteen separate investigations of the interests in reading material of children in the first three grades, state that "surprise is the most potent interest-producing quality that a child's selection may have; liveliness is next; and animalness, humor and plot are found among the influential characters."

The other by Hockett and Forry\textsuperscript{2} who reveal that in their study of some 800 pupils in grades three to seven, action, exciting adventure, surprise and humor are strong interest factors. Stories of animals appeal strongly to the third grade pupils. Nevertheless, older boys and girls were also interested in animals "but chiefly when they were involved in


the stories with human beings, as pets or as participants in
adventure."

In the field of poetry, very few intensive investigations
have been made, although several have considered it briefly in
the study of other reading interests. Sister Mary Celestine
believes "that perhaps the explanation for the lack of scien-
tific interest in the subject of poetry may be found in a pre-
judice created by several of the earlier studies in reading
interests which rate poetry as intrinsically of little in-
terest to the child."¹ Dunn states that "the elements of
verse form and poeticalness are practically indifferent ele-
ments to the child, neither making or marring interest."²
Wissler says that in the fourth grade there was a "decided
preference for prose over poetry, sixty-seven per cent of the
girls and seventy-three per cent of the boys naming a prose
selection as one liked best of all."³ Vostrovsky⁴ found
poetry of too small an interest to give it a special classifi-
cation. Jordan agrees with these findings for he states that
"there is a small interest in poetry in the case of boys and
girls. It constitutes eight tenths of one per cent in the

1. Sister Mary Celestine, O.S.U., op. cit., p. 68.
2. Fannie Wyche Dunn, op. cit., p. 43.
3. Clark Wissler, "Interests of Children in the Reading Work
   of the Elementary Schools," Pedagogical Seminary, 5:523-540,
   April, 1898.
the course with important policies as part of our participatory in

society.

In the field of housing, the issue of tenure is important.

have been made to improve the housing situation, especially in

areas of rapid population growth. Strategies have been developed

policies that provide long-term solutions for the issue of housing

They were interested in the adoption of a policy that would come to a

increase awareness of several of the issues related to housing to

interests which were seen as important and urgent for the

families that were affected by the problem. In my opinion, the

areas and segments that are most affected are

sensitive as one single part of the

In the opinion of Mr. Smith, the problem of housing is one of the

sections. Implied by these findings is the need for an overall

framework for future planning and a need for a comprehensive

policy. In a similar manner, it is necessary to focus on the case of the

government. If continued efforts and cooperation of one can contribute to

3. Charter Amendments: Including the adoption of the

charge, N.E. 3-51-40

of the Democratic Society

Quill, 1988

4. Charter Amendments: 3-48
case of the boys and three per cent in the total points among girls.\textsuperscript{1} Grant and White\textsuperscript{2} in a comparison of children's choices of reading material and the actual content of fifteen school readers, noted that the supply of poetry was thirty-six per cent while the demand was only ten and eight tenths per cent.

Regardless of this concensus of opinion that poetry holds a negative place among children's interests, Huber, Bruner and Curry\textsuperscript{3} with the cooperation of 1500 teachers and 50,000 children spent two years making an intensive experiment to determine the poetry most suitable for children of grades one to nine inclusive. About one hundred poems for each grade from one through nine were selected by means of two criteria:

1. The subjective opinions of expert teachers of poetry.

2. A thorough analysis of thirty courses of study and thirty textbooks in each of the grades from one to nine, selected after an examination of nine hundred courses of study and practically all of the most used textbooks.

The results of this study were printed in two lists:

1. A complete list showing the grade placements of poems, arranged in order of rank.

2. A composite author index including the grades in which the poem was used in the experiment, and the grade it was placed as a result of the experiment.

\textsuperscript{1} Arthur Melville Jordan, \textit{op. cit.}, p. 76.

\textsuperscript{2} Emma E. Grant and Margaret S. White, "Study of Children's Choices of Reading Material," \textit{Teachers College Record}, 26:671-678, April, 1925.

This experiment proved that the judgment of experts and the traditional placement of poems was only thirty-nine percent correct.

Gates, Peardon and Sartorius found in their study that "children like poetic composition as much as narrative; but whether they like a given selection of either form, and how much, are determined primarily by the degree to which other qualities are incorporated in it."

All studies reviewed on the interests of the child in prose content agree upon certain predominating elements in children's choices. The story element ranks first with children of all ages from six to fourteen. Mackintosh in her study of children's choices in poetry discovered that ninety-five per cent of the 144 fifth grade children in Duluth, Minnesota, and Detroit, Michigan ranked the story element first in their reasons for liking the fifty poems that were presented to them.

Animalness, childhood and fairies, play and outdoor activities, nature themes of the fantastic type are favorite motives in children's reading interests. King, in her

attempt to find the favorite poems of 4800 elementary school children, revealed that these themes are equally pleasing in poetic form for in grade four the majority of boys and girls gave as their reason for liking poetry the fact that they liked nature.

Eckert¹ in a small study of primary children's interests in poetry, found out that children in the primary grades do not enjoy reading and hearing poems found in school readers. The results proved that the most popular poems were not taken from a textbook despite the fact that the textbooks poems outnumbered the others four to one.

In a survey made in the first five grades of the Elementary School at the State University of Iowa, Coast² observed that in some grades the poetry preference of teachers does influence children's tastes in poetry. However, in the fourth grade there was no overlapping of the children's favorite poems and the poems the teacher most enjoyed teaching.

The recent study of Witty, Coomer and McBean³ contains the following quote:

Early in a small study of preferred opinion, it was noted that the majority favored the television program. However, in the course of the study, new evidence emerged suggesting that the television program may not be popular among all age groups. Furthermore, the study found that the majority preferred the local talent over the imported program.

The following options were considered for inclusion in the study:

1. Traditional radio program
2. Local talent
3. Imported television program
4. Educational program

The study concluded that the majority preferred local talent and educational programs over imported television programs.
To many of us it is a matter of regret that poetry find so little favor with the children of this survey. Only one book of poetry, Little Brown Baby, received enough votes to appear in the composite lists of favorites. The bulk of votes for this book came from a large Negro school in Chicago.

With the market flooded with magazines, it is impossible to confine children's reading to an aristocracy of books alone. The big question that arises is: What magazines do they read? According to Jordan's study, the content of popular magazines chosen by boys and girls has the same appeal that is found in the content of books. Adventure is the dominating influence in the boys' first choice and fiction with the combined interest of women's arts for the girls. This conclusion was based on the facts that The American Boy was rated first by the boys in both age groups,--nine to eleven and twelve to thirteen; and Ladies' Home Journal, first by the girls in both groups.

These findings were later confirmed by Norris who compared children's magazine interests of pupils in grades four to seven in a platoon school and a non-platoon school and found that Boys Life stood first with the boys in both systems, and Child Life, first with the girls.

In two later investigations, one by Witty and Kopel,
and the other by Bowden pointed out that Child Life is the favorite magazine of both boys and girls.

These results are not in accord with Huber and Chappelear who discovered that in grades four to eight in Public School 43, Manhattan, New York City that True Story was listed first by both boys and girls. The explanation for this might be the facts that most of the pupils in this section have a low socio-economic status, and foreign born parents.

Lazar points out that the boys read magazines to a greater extent than girls. This fact is in agreement with the findings of the Huber and Chappelear study, and Johnson's study.

Lazar also states that bright pupils read better types of magazines than the average or dull pupils and average pupils read better types than the dull. That the better types of magazines were read by children with superior intelligence was also reported by Coy, Huber and Chappelear, and Witty and Lehman.

Hardly a home today is without at least one daily newspaper. Therfore it is to be expected that boys and girls will be interested in reading at least certain sections of news-


and the other in performing one of their full-time duties.

There are also two full-time employees of the company that handle these tasks.

These employees work at the company's main office, located in New York City.

The company's main office is located in New York City, New York. The office is situated in the heart of the city, providing easy access to public transportation and local amenities.

The office hours are from 8:00 AM to 5:00 PM, Monday through Friday.

Economic data and forecasts from reputable economic publications indicate that the company's performance will be stable in the near future.

Pass thisalong and refer to your own economic forecasts to assess the current economic climate and make informed decisions.

In addition to the main office and the main building, the company also maintains a satellite office in another city.

These satellite offices are equipped with modern technology and provide a comfortable and efficient work environment.

The satellite offices are located in various cities across the country, allowing the company to expand its reach and provide better service to its clients.

The company has a diverse client base, ranging from small businesses to large corporations.

The company's main focus is to provide high-quality services to its clients, ensuring that they are satisfied with the company's performance.

The company's success is due to its strong work ethic, dedication to excellence, and commitment to customer satisfaction.

The company's future looks bright, with plans to expand its operations and increase its revenue in the coming years.

For more information, please contact the company's main office at the following address:

123 Main Street
New York City, NY 10001

Telephone: 555-1234

Fax: 555-5678

E-mail: info@mycompany.com
papers. Lazar, Witty and Kopel, and Johnson found that in the lower grades the chief interest is in the comic section. Lazar and Johnson report that boys read newspapers more frequently than girls, but girls show a greater variety of interests.

Lazar also states that the more serious and intellectual parts of the newspapers were preferred by bright pupils.

The use of the public library is a certain proof of an interest in recreational reading. Therefore a few studies have been interested in finding out just how many children do take advantage of this opportunity. Cutright and Brueckner found that seventy-six per cent of all the classes in grades three to six inclusive in the Minneapolis schools possessed library cards, and that "there is a direct relation in all grades between the extent to which pupils have library cards and the distance between the school and a library station."

Johnson discovered that eighty per cent of the boys and girls taking part in her study used the public library. Witty and Kopel state that in the grades starting with the second, from ninety to one hundred per cent of the children possessed library cards.

Lazar pointed out that the higher the intelligence level,

the larger the percentage of pupils having library cards.

Are elementary school children developing that worthwhile habit of leisure reading? Lehman questioned the children at three different times during the school—November, February and April, to determine whether or not the season of the year had any effect on leisure reading. Among the nine and one half year old boys, seventy eight per cent in November indicated that they had been reading books which they were not required to read; seventy-eight per cent, in February; and seventy-six per cent, in April. Among the nine and one half year old girls, eighty-four per cent in November reported that they were reading books which they were not required to read; eighty-two per cent, in February; and seventy-four per cent, in April. He pointed out that the results are similar from season to season, and that sex differences are not especially pronounced.

Witty and Kopel state that in grades one through nine of their study, ninety-five per cent claimed that they liked to read. However, last year Volberding observed the "Out-of-School Behavior of Eleven-Year-Olds" in a typical western community and reports that "in contrast to the popularity of the pastimes of movie-going, roller skating, and radio listening we find the eleven-year-old of Farm City spending but little time in recreational reading."

A Summary of the Findings of These Various Investigations

1. The results obtained by the various methods of investigation: the questionnaire, library investigation and observation and experimentation, reveal the same general trends of interest in reading.

2. There are definite basic qualities in the content of reading material which stimulate the interest of children. This interest varies with the individual according to age, sex and mental ability.

3. Sex differences in reading interests are very marked, and these differences begin to manifest themselves about the age of nine. It is expressed principally by the boys' great interest in adventure and the girls' preference for fiction.

4. The differences in reading interests of dull, average and bright children are quantitative and qualitative. At every age the children of superior intelligence read more than the children of average or dull intelligence. The more intelligent the child, the wider is the range of material selected and greater is his preference for informational material. Regardless of intelligence, children show a great similarity of choice in types of reading with a varying degree of preference.

5. Although little appreciation of poetry is manifested, girls do have a greater interest in it than boys.
A summary of the findings of these various investigations:

- The damage occurring to the various systems of the...

- Significant damage to the nervous system was observed...

- The same general trend of...

- Of interest in the study of...

- The nervous system also demonstrated the importance of...

- The interaction with the individual's capabilities...

- Sex and genetic factors...

- Sex differences in motor functions are very marked...

- Differences between the sexes in motor performance were pronounced...

- The mean score of the males is significantly higher...

- The difference is significant in favor of the...

- The significance of these findings with a number of...

- Of relevance...

- Attention little investigation of depth is presented.
6. Magazines are widely read by boys and girls. However, boys read magazines to a greater extent than girls.

7. Newspapers are not read to any great extent by primary school children. Their chief interest is in the comic section. Boys read newspapers more frequently than girls but girls show a greater variety of interests. Children of superior intelligence read the more serious and intellectual articles in the newspapers.

8. A large percentage of children borrow books from the public library. The higher the intelligence level, the larger the percentage of pupils having library cards.

9. Most boys and girls enjoy reading in their leisure time.
CHAPTER III

PROCEDURE

When a teacher makes a record of the outstanding studies that were done with a child's interests in mind, a procedure must be planned to obtain the information necessary for a correct comprehension of the leisure reading interests of the youth under study.

On the form below, please indicate the following:

1. What are some of the different kinds of books you like to read? Make a list very carefully. If any of the above, especially that you very much enjoy reading, be sure to place the name of the kind in the blanks below. Read the list again and place the figures 1 through the kind of books that you like to read. Most of all, place the figures 1 through the kinds that you like among these: 

   (Your responses)
CHAPTER III

PROCEDURE

After a careful analysis of the outstanding studies that have been made on children's interests in reading, a questionnaire was drawn up to obtain the information necessary for a proper understanding of the leisure reading interests of the nine-year old.

Questionnaire

Name ________________________________ Boy ______ Girl ______

How old are you? ______ When is your birthday? __________

Here are the questions that we are going to answer together. Be as careful and correct as you can. The answers will in no way affect your mark or my opinion of you. Listen very carefully while I read each one with you. Make sure that you know what you should do each time. If in doubt, ask me to help you.

1. Here is a list of the different kinds of books boys and girls enjoy reading. Read the list very carefully. If any of the kinds of books that you very much enjoy reading are not in this list, write the name of the kind in the blanks below. Read the list again and place the figure 1 before the kind of books that you like to read most of all. Place the figure 2 before the kind that you like second best. Place the figure 3 before the third best kind.
2. (a) Do you borrow books from the Public Library?
   (b) If so, how often?

3. How many books have you read during the past month?

4. (a) Write down the name of the book that you like best of all the books you have ever read.

   (b) Write down the name of the second best book that you have ever read.

   (c) Write down the name of the third best book that you have ever read.
Do you enjoy poetry from the modern period?
If so, which poet?
How many books have you read containing the best writing?
Write the name of the book that you like best of all.
If you have read any, write the name of the second best book that you have ever read.
Write down the name of the third best book that you have ever read.
5. (a) Here is a list of magazines written for boys and girls. Place a check in front of the ones that you have read during the past 2 months.

- Jack and Jill
- Calling All Girls
- Children's Activities
- Story Parade
- True Comics
- My Weekly Reader
- JR.
- Polly Pigtails
- Child Life
- Children's Playmate
- American Girl
- Wee Wisdom
- Our Dumb Animals
- American Junior
- Red Cross News
- Playmates

(b) If you read any of the above magazines, where did you get them to read?

6. Under the word magazines, write down the names of the adult magazines that you have read during the past 2 months. Beside the name write down what you read in each magazine.

<table>
<thead>
<tr>
<th>Magazines</th>
<th>What you read</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here is a list of the different kinds of books that boys and girls enjoy reading. Place a check in front of the parts that you read.

<table>
<thead>
<tr>
<th>News</th>
<th>Sport section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather report</td>
<td>Comics</td>
</tr>
<tr>
<td>Theater section</td>
<td>Radio program</td>
</tr>
<tr>
<td>Television program</td>
<td></td>
</tr>
</tbody>
</table>

Here are some of the parts of the newspaper boys and girls enjoy reading. Place a check in front of the parts that you read.

<table>
<thead>
<tr>
<th>News stories</th>
<th>Sport stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cowboy stories</td>
<td>Pioneer stories</td>
</tr>
<tr>
<td>Science books</td>
<td>Books about how to make things</td>
</tr>
<tr>
<td>Stories about children in other lands</td>
<td></td>
</tr>
</tbody>
</table>
In order to classify in the language of the nine-year old the different kinds of books in Question 1, over one hundred fourth graders were asked to write the names of all the different types of books that they enjoy reading. The results of this sampling were carefully checked by an expert children's librarian who added other types that she had found to be of interest to the nine-year old.

1. Here is a list of the different kinds of books boys and girls enjoy reading. Read the list very carefully. If any of the kinds of books that you very much enjoy reading are not in this list, write the name of the kind in the blanks below. Read the list again and place the figure 1 before the kind of books that you like to read most of all. Place the figure 2 before the kind that you like second best. Place the figure 3 before the third best kind.

- Stories about famous women
- Stories about famous men
- Fairy tales
- Mystery stories
- Animal stories
- War stories
- Cowboy stories
- Science books
- Stories about children in other lands
- Funny stories
- Poetry books
- Comics
- Indian stories
- Family stories
- Adventure stories
- Sport stories
- Pioneer stories
- Books about how to make things
In order to possibly determine the importance of the information on the labels of the products, one might consider the different types of products that are being sold. Various categories of products are labeled with different types of information. The nature of these labels is carefully selected to draw the consumer's attention to specific aspects of the product.

Information on labels often includes details about the product's ingredients, nutritional content, and usage instructions. For instance, labels may indicate whether a product is gluten-free, organic, or suitable for vegetarian diets. The labels may also provide information about the manufacturer, the net weight of the product, and any legal disclaimers or warnings.

Labels on products can be divided into several categories:

- Packaging
- Safes
- Factories
- Manufacturer
- Ingredients
- Nutrition Facts
- Usage Instructions
-警告
- In other languages

These labels serve to inform and guide consumers about the product's characteristics and potential benefits or risks.
2. (a) Do you borrow books from the Public Library?
   (b) If so, how often?

   At a glance it will be clear that the purpose of Question 2 is to determine whether or not the nine-year-old is developing the worthwhile habit of borrowing books regularly from the Public Library.

3. How many books have you read during the past month?

   Though children readily subscribe to the enjoyment of leisure reading, it is important to know how many books they actually read in their leisure time over a given period. It is with this in mind that Question 3 was designed.

4. (a) Write down the name of the book that you like best of all the books you have ever read.

       __________________________________________

   (b) Write down the name of the second best book that you have ever read.

       __________________________________________

   (c) Write down the name of the third best book that you have ever read.

       __________________________________________

   Question 4 was drawn up with a double purpose in mind (a) to find out the names of the favorite books of the nine-year-old, (b) as a check on the results of question one so that any inconsistency might at once be apparent.
5. (a) Here is a list of magazines written for boys and girls. Place a check in front of the ones that you have read during the past 2 months.

[ ] Jack and Jill [ ] Child Life
[ ] Calling All Girls [ ] Children's Playmate
[ ] Children's Activities [ ] American Girl
[ ] Story Parade [ ] Wee Wisdom
[ ] True Comics [ ] Our Dumb Animals
[ ] My Weekly Reader [ ] American Junior Red Cross News
[ ] JR. [ ] Playmates
[ ] Polly Pigtails

The following children's magazines listed in Question 5 appear in Magazines for School Libraries, by Laura Katherine Morton, published by the H. W. Wilson Company in 1946:

<table>
<thead>
<tr>
<th>Title</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack and Jill</td>
<td>Under 10</td>
</tr>
<tr>
<td>Calling All Girls</td>
<td>9 - 15</td>
</tr>
<tr>
<td>Children's Activities</td>
<td>2 - 10</td>
</tr>
<tr>
<td>Story Parade</td>
<td>8 - 12</td>
</tr>
<tr>
<td>Child Life</td>
<td>2 - 12</td>
</tr>
<tr>
<td>Children's Playmates</td>
<td>5 - 14</td>
</tr>
<tr>
<td>American Girl</td>
<td>6 - 12</td>
</tr>
<tr>
<td>Wee Wisdom</td>
<td>6 - 12</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>[No date]</td>
<td>[No event]</td>
</tr>
</tbody>
</table>

The following information is excerpted from a report submitted to the [Name of School Authority] for future reference:

These categories include the following:

- [Category 1]
- [Category 2]
- [Category 3]
- [Category 4]
My Weekly Reader, True Comics and Junior Red Cross News were listed but the age of the readers was not specified. Since through the efforts of the Society for the Prevention of Cruelty to Animals, a copy of Our Dumb Animals is found in almost every library and school, it seems natural to include this magazine also. JR., a fairly recent publication, was included because of its appeal to this age group.

(b) If you read any of the above magazines, where did you get them to read?

While all these magazines are very worthwhile and appeal to boys and girls, there is one factor that will prevent many from having access to them, and that is the price. Many are as expensive as fifty cents per copy for five dollars per year. Part b of Question 5 should discover where the children who do read these magazines obtain them.

6. Under the word magazines, write down the names of the adult magazines that you have read during the past 2 months. Beside the name write down what you read in each magazine.

<table>
<thead>
<tr>
<th>Magazines</th>
<th>What you read</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If you have any questions or concerns, please feel free to contact us at any time.

We are here to assist you with any inquiries you may have about our services. Please do not hesitate to reach out to us if you require further information.

Name: __________________________
Address: ________________________
Phone: __________________________
Email: __________________________
Many homes are without children's magazines but subscribe monthly to several adult magazines. The purpose of Question 6 is to find the answer to the question: Do the nine-year olds read these magazines and if they do just what parts do they read?

7. Here are some of the parts of the newspaper boys and girls enjoy reading. Place a check in front of the parts that you read.

- News
- Weather report
- Theater section
- Television program
- Sport section
- Comics
- Radio program

It is an acknowledged fact that many adults do not read all the newspaper intelligently. Question 7 was prepared with a view to finding out from the nine-year olds how many are becoming interested in the different parts of the newspaper.
Many forms are without options, a feature not supported. The purpose of creating a monthly or seasonal chart represents a way to find the answer to the question: Do the income-earner other than those appearing in the newspaper and other sources.

A check list of the items of the newspaper pay any price.

Report section

Panel

Article report

Help program

General report

Television program

If it is not acknowledged that just many sources to not exist.

If the government does not know, I was reporting with a view of finding out how the income-earner group may save per annum. coming information of the different charts of the newspaper.
The questionnaire in this study was given to all fourth graders in the following cities and towns:

(1) Concord, New Hampshire
(2) Needham, Massachusetts
(3) West Bridgewater, Massachusetts
(4) Framingham, Massachusetts

It is one of six studies in a group project concerned with the nine-year old. All six studies defined the nine-year old as one between his ninth birthday and tenth birthday. Thus, the questionnaires from fourth graders who were younger or older were discarded. Table I shows the population used.

**TABLE I**

**AGE AND SEX OF 502 NINE-YEAR OLDS (239 Boys and 263 Girls)**

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys</th>
<th>PerCent</th>
<th>Girls</th>
<th>PerCent</th>
<th>Total</th>
<th>PerCent</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - 11</td>
<td>28</td>
<td>11.71</td>
<td>32</td>
<td>12.16</td>
<td>60</td>
<td>11.95</td>
</tr>
<tr>
<td>9 - 10</td>
<td>21</td>
<td>8.78</td>
<td>22</td>
<td>8.35</td>
<td>43</td>
<td>8.56</td>
</tr>
<tr>
<td>9 - 9</td>
<td>23</td>
<td>9.62</td>
<td>28</td>
<td>10.64</td>
<td>51</td>
<td>10.15</td>
</tr>
<tr>
<td>9 - 8</td>
<td>20</td>
<td>8.36</td>
<td>26</td>
<td>9.88</td>
<td>46</td>
<td>9.16</td>
</tr>
<tr>
<td>9 - 7</td>
<td>31</td>
<td>12.97</td>
<td>28</td>
<td>10.64</td>
<td>59</td>
<td>11.75</td>
</tr>
<tr>
<td>9 - 6</td>
<td>14</td>
<td>5.85</td>
<td>22</td>
<td>8.36</td>
<td>36</td>
<td>7.17</td>
</tr>
<tr>
<td>9 - 5</td>
<td>24</td>
<td>10.04</td>
<td>25</td>
<td>9.50</td>
<td>49</td>
<td>9.76</td>
</tr>
<tr>
<td>9 - 4</td>
<td>14</td>
<td>5.85</td>
<td>21</td>
<td>7.98</td>
<td>35</td>
<td>6.97</td>
</tr>
<tr>
<td>9 - 3</td>
<td>15</td>
<td>6.27</td>
<td>14</td>
<td>5.32</td>
<td>29</td>
<td>5.77</td>
</tr>
<tr>
<td>9 - 2</td>
<td>22</td>
<td>9.20</td>
<td>18</td>
<td>6.84</td>
<td>40</td>
<td>7.96</td>
</tr>
<tr>
<td>9 - 1</td>
<td>18</td>
<td>7.53</td>
<td>20</td>
<td>7.60</td>
<td>38</td>
<td>7.56</td>
</tr>
<tr>
<td>9 - 0</td>
<td>9</td>
<td>1.06</td>
<td>7</td>
<td>2.66</td>
<td>16</td>
<td>3.18</td>
</tr>
</tbody>
</table>
The following directions were given to each teacher administering the questionnaire:

Directions to the Teacher

This questionnaire is an attempt to reveal the leisure-time reading interests of the "nine-year old".

1. Give them all the help that they need in understanding what they are to do.

2. Tell them to spell the words the best they can and we will understand what they mean. If they are allowed to ask how to spell words they might influence the choices of others.

3. Follow the directions exactly in order that your results will be comparable to the other fourth grades.

* * * * * * * * * * * * * * * * * * * * * *

Directions for Administration: Before the questionnaires are distributed say:

"Ever since you started school you have been learning how to read. As you read the various books here at school, at home or in the library you have found without a doubt that there are some books that you like very much better than others and certain kinds of books have grown to be your favorites. Let us find out just what you boys and girls like to read."

Pass out the questionnaires. First fill in the blanks at the top of the first page. (Hold up one of the papers and indicate the blanks.) Say, "Write your name plainly. Put a cross after the word boy, if you are a boy, or girl if you are a girl. Be sure that you give your correct age just in years. If you are nine years old, write the figure 9, but if you are ten years old be sure to write 10. Write the month and the day of your birthday. If your birthday is June 6, write down June 6. Note: It is very important that they give their correct age and birthday.

"Listen very carefully while I read the first paragraph on page 1."
Here are the questions that we are going to answer together. Be as careful and correct as you can. The answers will in no way affect your marks or my opinion of you. Listen very carefully while I read each one with you. Make sure that you know what should be done each time. If in doubt ask me to help you.

"Let us look at the first question. Listen carefully while I read it to you. Are there any words whose meaning you do not know? Do you know exactly what to do?

Go through each question in the same way.
I don't know if you've thought much about what you would like to do in the future. If you have, it's important to consider how your current goals and interests align with your future plans. This can help you make decisions that are more likely to lead to success. If you haven't given it much thought, now is a good time to start thinking about what you want to accomplish in the next five years.
CHAPTER IV

ANALYSIS OF DATA

All of the results are organized according to the order of the questions in the questionnaire.

Table II shows the order of preferences, arranged according to the total for both boys and girls, of their first choice in types of books liked by 504 nine-year olds.

### Table II

<table>
<thead>
<tr>
<th>Type of Book</th>
<th>Boys</th>
<th>Total</th>
<th>Boys Percent</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cowboy Stories</td>
<td>47</td>
<td>125.52</td>
<td>24</td>
<td>6.12</td>
</tr>
<tr>
<td>Comicos</td>
<td>30</td>
<td>12.45</td>
<td>10</td>
<td>4.00</td>
</tr>
<tr>
<td>Fairy Tales</td>
<td>1</td>
<td>1.41</td>
<td>18</td>
<td>1.88</td>
</tr>
<tr>
<td>Mystery Stories</td>
<td>10</td>
<td>4.14</td>
<td>34</td>
<td>4.90</td>
</tr>
<tr>
<td>Animal Stories</td>
<td>30</td>
<td>5.76</td>
<td>34</td>
<td>3.76</td>
</tr>
<tr>
<td>Penny Stories</td>
<td>20</td>
<td>4.36</td>
<td>40</td>
<td>4.90</td>
</tr>
<tr>
<td>Adventure Stories</td>
<td>20</td>
<td>5.16</td>
<td>40</td>
<td>5.20</td>
</tr>
<tr>
<td>Indian Stories</td>
<td>20</td>
<td>5.16</td>
<td>40</td>
<td>5.20</td>
</tr>
<tr>
<td>Sport Stories</td>
<td>20</td>
<td>5.16</td>
<td>40</td>
<td>5.20</td>
</tr>
<tr>
<td>War Stories</td>
<td>20</td>
<td>5.16</td>
<td>40</td>
<td>5.20</td>
</tr>
<tr>
<td>Stories About Children</td>
<td>20</td>
<td>5.16</td>
<td>40</td>
<td>5.20</td>
</tr>
<tr>
<td>Men in Other Lands</td>
<td>20</td>
<td>5.16</td>
<td>40</td>
<td>5.20</td>
</tr>
<tr>
<td>Stories About Famous Women</td>
<td>20</td>
<td>5.16</td>
<td>40</td>
<td>5.20</td>
</tr>
<tr>
<td>Stories About Famous Men</td>
<td>20</td>
<td>5.16</td>
<td>40</td>
<td>5.20</td>
</tr>
<tr>
<td>Pioneer Stories</td>
<td>20</td>
<td>5.16</td>
<td>40</td>
<td>5.20</td>
</tr>
<tr>
<td>Books About How to Make Things</td>
<td>3</td>
<td>2.22</td>
<td>6</td>
<td>3.28</td>
</tr>
<tr>
<td>Science Books</td>
<td>9</td>
<td>2.98</td>
<td>4</td>
<td>2.98</td>
</tr>
<tr>
<td>Fantasy Books</td>
<td>5</td>
<td>1.61</td>
<td>6</td>
<td>5.32</td>
</tr>
<tr>
<td>Family Stories</td>
<td>4</td>
<td>1.61</td>
<td>4</td>
<td>2.98</td>
</tr>
<tr>
<td>Bible Stories</td>
<td>1</td>
<td>1.61</td>
<td>4</td>
<td>2.98</td>
</tr>
</tbody>
</table>
CHAPTER VI

ANALYSIS OF DATA
CHAPTER IV

ANALYSIS OF DATA

All of the results are organized according to the order of the questions in the questionnaire.

Table II shows the order of preference, arranged according to the total for both boys and girls, of their first choice in types of books liked by 502 nine-year olds.

TABLE II

TYPES OF BOOKS LIKED BY 502 NINE-YEAR OLDS ACCORDING TO FIRST CHOICE

<table>
<thead>
<tr>
<th>Type of Book</th>
<th>Boys PerCent</th>
<th>Girls PerCent</th>
<th>Total PerCent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cowboy Stories</td>
<td>47</td>
<td>24</td>
<td>71</td>
</tr>
<tr>
<td>Comics</td>
<td>30</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>Fairy Tales</td>
<td>1</td>
<td>48</td>
<td>49</td>
</tr>
<tr>
<td>Mystery Stories</td>
<td>20</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>Animal Stories</td>
<td>19</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>Funny Stories</td>
<td>9</td>
<td>25</td>
<td>34</td>
</tr>
<tr>
<td>Adventure Stories</td>
<td>17</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>Indian Stories</td>
<td>21</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Sport Stories</td>
<td>22</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>War Stories</td>
<td>20</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Stories About Children in Other Lands</td>
<td>0</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Stories About Famous Women</td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Stories About Famous Men</td>
<td>9</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Pioneer Stories</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Books About How to Make Things</td>
<td>7</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Science Books</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Poetry Books</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Family Stories</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Bible Stories</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
## CHAPTER VI

### ANALYSIS OF DATA

All of the results are organized sequentially to the object of the analysis in the discussion.

Table II shows the number of participants, beginning on the next page and ending on the following.

---

### TABLE II

**Types of Books Read by Each Time-Frame Group**

<table>
<thead>
<tr>
<th>Time-Frame</th>
<th>Type of Book</th>
<th>Books Read</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12 months</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>1-2 years</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>2-3 years</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>3-4 years</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>4-5 years</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>5-6 years</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>6-7 years</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>7-8 years</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>8-9 years</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>9-10 years</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>10-11 years</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>11-12 years</td>
<td>1</td>
<td>80.0</td>
<td>0</td>
<td>80.0</td>
</tr>
</tbody>
</table>

**Note:** Other refers to books read by other family members or adults.
According to this table, cowboy stories are the most popular type. However, the boys and girls may have had comic books and moving pictures in mind because later when asked to name the titles of their favorite books, cowboy stories did not rank among the first five types with the girls, and only fifth with the boys.

Bible stories was the only type added by the boys and girls to the original list. This boy was consistent in his choices for he later listed Bible stories as his favorite book.

There is a decided difference between the choices of the boys and the girls. The girls rate fairy tales first, while only one boy gave them first choice. The Terman and Lima study pointed out the same fact. On the other hand, cowboy stories are almost twice as popular with the boys as with the girls. Again this may not be accurate because of the influence of comics and the moving pictures.
TABLE III

TYPES OF BOOKS LIKED BY 502 NINE-YEAR OLDS
ACCORDING TO SECOND CHOICE

<table>
<thead>
<tr>
<th>Type of Book</th>
<th>Boys PerCent</th>
<th>Girls PerCent</th>
<th>Total PerCent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comics</td>
<td>36</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>Funny Stories</td>
<td>14</td>
<td>37</td>
<td>51</td>
</tr>
<tr>
<td>Cowboy Stories</td>
<td>33</td>
<td>16</td>
<td>49</td>
</tr>
<tr>
<td>Indian Stories</td>
<td>32</td>
<td>12</td>
<td>44</td>
</tr>
<tr>
<td>Fairy Tales</td>
<td>3</td>
<td>35</td>
<td>38</td>
</tr>
<tr>
<td>Mystery Stories</td>
<td>18</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>Adventure Stories</td>
<td>15</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>War Stories</td>
<td>26</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Animal Stories</td>
<td>4</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Pioneer Stories</td>
<td>15</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>Books About How to Make Things</td>
<td>11</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Stories About Children in Other Lands</td>
<td>1</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Sport Stories</td>
<td>15</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Science Books</td>
<td>9</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Stories About Famous Men</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Poetry Books</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Family Stories</td>
<td>0</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Stories About Famous Women</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Bible Stories</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

In their second choice in types, there is again a marked difference between the choices of the boys and of the girls. Again fairy tales are first with the girls and almost last with the boys. Cowboy stories rate very high with the boys, over twice as many boys choosing them as girls.

Comics are very popular with both the boys and the girls. Whether or not comics is a type of book is a question. Since comics are in the hands of children more often than are the
### Table III

Texture of Bores Issued by the Mine-Wireman Offis according to Second Choice

<table>
<thead>
<tr>
<th>Type of Drill</th>
<th>Text of Hole</th>
<th>Word Percent</th>
<th>Other Percent</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.0</td>
<td>30.0</td>
<td>5</td>
<td>60.0</td>
<td>35.0</td>
</tr>
<tr>
<td>55.0</td>
<td>35.0</td>
<td>15</td>
<td>50.0</td>
<td>35.0</td>
</tr>
<tr>
<td>35.0</td>
<td>55.0</td>
<td>5</td>
<td>60.0</td>
<td>35.0</td>
</tr>
<tr>
<td>20.0</td>
<td>20.0</td>
<td>20</td>
<td>60.0</td>
<td>20.0</td>
</tr>
<tr>
<td>40.0</td>
<td>40.0</td>
<td>40</td>
<td>60.0</td>
<td>40.0</td>
</tr>
<tr>
<td>50.0</td>
<td>50.0</td>
<td>50</td>
<td>60.0</td>
<td>50.0</td>
</tr>
<tr>
<td>60.0</td>
<td>60.0</td>
<td>60</td>
<td>60.0</td>
<td>60.0</td>
</tr>
</tbody>
</table>

Note: The table shows the texture of bores issued by the mine-wireman office according to the second choice. The columns represent the type of drill, text of hole, word percent, other percent, and total percent. The data is presented in a tabular format with clear headers.
books they should read it would seem they are reading matter of a sort. They are included in this study under types because many of the recent studies have given them this classification.

### TABLE IV

**TYPES OF BOOKS LIKED BY 502 NINE-YEAR OLDS ACCORDING TO THIRD CHOICE**

<table>
<thead>
<tr>
<th>Type of Book</th>
<th>Boys PerCent</th>
<th>Girls PerCent</th>
<th>Total PerCent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comics</td>
<td>21</td>
<td>34</td>
<td>55</td>
</tr>
<tr>
<td>Indian Stories</td>
<td>35</td>
<td>19</td>
<td>54</td>
</tr>
<tr>
<td>Cowboy Stories</td>
<td>27</td>
<td>24</td>
<td>51</td>
</tr>
<tr>
<td>Pioneer Stories</td>
<td>31</td>
<td>17</td>
<td>48</td>
</tr>
<tr>
<td>Funny Stories</td>
<td>15</td>
<td>32</td>
<td>47</td>
</tr>
<tr>
<td>Adventure Stories</td>
<td>15</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>Animal Stories</td>
<td>18</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>Sport Stories</td>
<td>22</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>Fairy Tales</td>
<td>2</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Stories About Children in Other Lands</td>
<td>4</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Mystery Stories</td>
<td>6</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>Books About How to Make Things</td>
<td>2</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>War Stories</td>
<td>17</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Stories About Famous Men</td>
<td>12</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Science Books</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Family Stories</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Poetry Books</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Stories About Famous Women</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Bible Stories</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The types of books liked as evidenced by their third choice are very similar to the first and second choices. The three favorite types for the boys are Indian, pioneer and
### TABLE VI

**TYPE OF EIGHT LETTERS BASED ON THIRD CHOICE ACCORDING TO THIRD CHOICE**

<table>
<thead>
<tr>
<th>Type of Book</th>
<th>Got's Percent</th>
<th>First Percent</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30.1</td>
<td>30.2</td>
<td>60.3</td>
</tr>
<tr>
<td>2</td>
<td>29.7</td>
<td>30.8</td>
<td>60.5</td>
</tr>
<tr>
<td>3</td>
<td>30.5</td>
<td>30.6</td>
<td>61.1</td>
</tr>
<tr>
<td>4</td>
<td>31.1</td>
<td>30.8</td>
<td>61.9</td>
</tr>
<tr>
<td>5</td>
<td>31.2</td>
<td>30.4</td>
<td>61.6</td>
</tr>
<tr>
<td>6</td>
<td>32.2</td>
<td>29.8</td>
<td>62.0</td>
</tr>
<tr>
<td>7</td>
<td>32.1</td>
<td>30.9</td>
<td>63.0</td>
</tr>
<tr>
<td>8</td>
<td>31.1</td>
<td>32.0</td>
<td>63.1</td>
</tr>
</tbody>
</table>

- **Compo 60**
- **Compo 60**
- **Compo 60**
- **Compo 60**
- **Compo 60**
- **Compo 60**
- **Compo 60**
- **Compo 60**
- **Compo 60**
- **Compo 60**

The type of books listed above are balanced so that the second column and the third column are equal and the fourth column is balanced.
cowboy stories, while comics, funny stories and fairy tales appeal more to the girls.

Though stories about famous women are not too popular with either the girls or the boys in any three choices, not one girl gave it third choice. Stories about children in other lands appeal a great deal more to the girls than to the boys as shown in all choices.

TABLE V

TYPES OF BOOKS LIKED BY 502 NINE-YEAR OLDS
ACCORDING TO COMBINED FIRST, SECOND AND THIRD CHOICES

<table>
<thead>
<tr>
<th>Type of Book</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comics</td>
<td>87</td>
<td>110</td>
<td>197</td>
</tr>
<tr>
<td>Cowboy Stories</td>
<td>107</td>
<td>64</td>
<td>171</td>
</tr>
<tr>
<td>Funny Stories</td>
<td>38</td>
<td>94</td>
<td>132</td>
</tr>
<tr>
<td>Indian Tales</td>
<td>88</td>
<td>36</td>
<td>124</td>
</tr>
<tr>
<td>Fairy Tales</td>
<td>6</td>
<td>109</td>
<td>115</td>
</tr>
<tr>
<td>Mystery Stories</td>
<td>44</td>
<td>54</td>
<td>98</td>
</tr>
<tr>
<td>Animal Stories</td>
<td>41</td>
<td>56</td>
<td>97</td>
</tr>
<tr>
<td>Pioneer Stories</td>
<td>54</td>
<td>30</td>
<td>84</td>
</tr>
<tr>
<td>Adventure Stories</td>
<td>37</td>
<td>46</td>
<td>83</td>
</tr>
<tr>
<td>Sport Stories</td>
<td>59</td>
<td>14</td>
<td>73</td>
</tr>
<tr>
<td>War Stories</td>
<td>63</td>
<td>0</td>
<td>63</td>
</tr>
<tr>
<td>Stories About Children in Other Lands</td>
<td>5</td>
<td>57</td>
<td>62</td>
</tr>
<tr>
<td>Books About How to Make Things</td>
<td>20</td>
<td>32</td>
<td>52</td>
</tr>
<tr>
<td>Science Books</td>
<td>24</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Stories About Famous Men</td>
<td>26</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>Stories About Famous Women</td>
<td>3</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Family Stories</td>
<td>4</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>Poetry Books</td>
<td>0</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Bible Stories</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Name</td>
<td>Code</td>
<td>Total</td>
<td>Color</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Item 1</td>
<td>123</td>
<td>55.2</td>
<td>Red</td>
</tr>
<tr>
<td>Item 2</td>
<td>234</td>
<td>78.9</td>
<td>Green</td>
</tr>
<tr>
<td>Item 3</td>
<td>345</td>
<td>23.1</td>
<td>Blue</td>
</tr>
<tr>
<td>Item 4</td>
<td>456</td>
<td>12.3</td>
<td>Yellow</td>
</tr>
<tr>
<td>Item 5</td>
<td>567</td>
<td>98.7</td>
<td>Pink</td>
</tr>
</tbody>
</table>

Note: The above table represents a summary of various data points related to different items, their codes, total percentages, grades, and types. Each item is categorized based on its color and type, providing a detailed overview for analysis.
In the combined choices in types of books liked by both the boys and girls, comics received the highest ranking. Since millions of copies are sold on the newstand every month this preference is not surprising. William Moulton Marston writing in the American Scholar in the winter of 1943 - 1944 states that "18 million copies are sold on the newstand every month." Without a doubt today that figure is even higher.

Although war stories are fairly popular with the boys not one girl gave them first, second or third choice.

Poetry books were not selected by a single boy and only one and thirty-nine hundredths per cent of the girls gave them either first, second or third choice. This finding is in keeping with many of the previous studies reported in the chapter on Review of Research. Many educators claim that this lack of interest in poetry is due to the fact that the schools are not doing their part in building up an appreciation of poetry. Others claim that the reason is that a appreciation of poetry comes through hearing it and not just through reading it.

If cowboy, Indian and pioneer stories were combined under the heading of adventure, then adventure stories would be the favorite type especially of the boys, as reported by Jordan.

1. William Moulton Marston, "Why 100,000,000 Americans Read Comics," American Scholar, 13, Winter of 1943-1944, p.35.
In the coming seasons in Texas of crops likely to be grown.

The reservoir of coffee is sold on the Mercantile Market.

The market of 1914 - 1915 is not important. At the time of the market of 1914 - 1915

states that the" million coffee was sold on the Mercantile every

monday. In December a survey taken from the data sold with the price

Altogether we gather the Finley company with the price

not one of which have their own, seeing a striking change.

Texas coffee have not been sold in a single year any one

one and only.

The U.S. have never been in the position to the credit of the credit having

This table shows the.

Western market is on the basis of the survey and the table depends on the

apart from a report of the Commissioner. Only observations are such that the

year of importance in January 1 to the rate that the" coffee

that the coffee have been sold in a single day.

I believe it.

The company's, Livingston, was known to the price of the

the present of the situation. From the situation, the market was

factors the more especially of the price as reported by the

.83.00 per 100,000 weight.
Table VI indicates that many of the nine-year olds do borrow books from the Public Library. However, the total percent is not as high as the results obtained in other studies. Johnson reports that eighty per cent of the boys and girls as compared with sixty-nine per cent of the boys and girls in this study use the Public Library. Witty and Kopel's findings were even higher for they state that beginning with the second grade, ninety to one hundred per cent of the children possessed library cards.

Distance from the Public Library may be the reason why some boys and girls do not borrow books. This is known to be in the case of one school over a mile from the nearest branch library. Out of a class of thirty-six fourth graders only one pupil claimed to have ever borrowed books from the Public Library. In another school where there is a branch library in the building, every boy and girl in the fourth grade indicated
<table>
<thead>
<tr>
<th>No. of subjects</th>
<th>Total Percent</th>
<th>Grade Percent</th>
<th>Response</th>
<th>Grade Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>95.6</td>
<td>95</td>
<td>Yes</td>
<td>96.6</td>
</tr>
<tr>
<td>95</td>
<td>92.1</td>
<td>93.8</td>
<td>No</td>
<td>93.6</td>
</tr>
<tr>
<td>85</td>
<td>82.8</td>
<td>82.1</td>
<td>No</td>
<td>82.1</td>
</tr>
<tr>
<td>75</td>
<td>72.6</td>
<td>71.7</td>
<td>No</td>
<td>71.7</td>
</tr>
<tr>
<td>65</td>
<td>62.6</td>
<td>61.7</td>
<td>No</td>
<td>61.7</td>
</tr>
<tr>
<td>55</td>
<td>52.6</td>
<td>51.7</td>
<td>No</td>
<td>51.7</td>
</tr>
<tr>
<td>45</td>
<td>42.6</td>
<td>41.7</td>
<td>No</td>
<td>41.7</td>
</tr>
<tr>
<td>35</td>
<td>32.6</td>
<td>31.7</td>
<td>No</td>
<td>31.7</td>
</tr>
<tr>
<td>25</td>
<td>22.6</td>
<td>21.7</td>
<td>No</td>
<td>21.7</td>
</tr>
</tbody>
</table>

Table IV indicates that much of the nine-year old patron does not read the library bulletin. However, this trend does not appear as marked as the decrease observed in other studies. Concerning the question of whether the older age group is interested in reading and library activities, the results show a significant decrease in interest as the age increases. The interest in reading and library activities is highest among the younger age groups.

These results are significant in that they indicate a need for increased library services and programs designed to attract and engage older patrons. It is important to understand the reasons for the decrease in interest in reading and library activities among older patrons. Further research is needed to explore the factors contributing to this trend and to develop strategies to address them.

It is clear that the library's primary role is to provide services and materials that meet the needs of all age groups. The library should continue to adapt and evolve to meet the changing needs of its patrons. The results of this study highlight the importance of tailoring library services to meet the specific interests and needs of different age groups.
that they borrow books weekly from the Public Library.

TABLE VII
THE FREQUENCY OF WHICH 348 NINE-YEAR OLDS BORROW BOOKS FROM THE PUBLIC LIBRARY

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice a week</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Once a week</td>
<td>54</td>
<td>70</td>
<td>124</td>
</tr>
<tr>
<td>Every two weeks</td>
<td>39</td>
<td>60</td>
<td>99</td>
</tr>
<tr>
<td>Once a month</td>
<td>42</td>
<td>33</td>
<td>75</td>
</tr>
<tr>
<td>Regularly</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>During vacation</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Few times a year</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
</tbody>
</table>

The fact that the larger number of pupils are in the group that use the library once a week may be due to the plan of many teachers and librarians who encourage children to have a certain day on which to visit the library. This insures an active interest in leisure reading and prevents children from keeping books over time.

Evidently one teacher overlooked the directions and wrote the word "regularly" on the board for her class to copy because every boy and girl in this group wrote "regularly" and spelled it correctly.

Under a "few times a year" all frequencies greater than
<table>
<thead>
<tr>
<th>Sequence</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

once a month were grouped. They range from twice a year to six times a year. These frequencies may not be accurate but they do prove that these boys and girls do not go regularly to the library.

On the whole these nine-year olds are building up the worthwhile habit of visiting the Public Library for sixty-six per cent of those who do borrow books report that they borrow them at least once every two weeks.
### TABLE VIII

NUMBER OF BOOKS READ BY 376 NINE-YEAR OLDS DURING A PERIOD OF ONE MONTH

<table>
<thead>
<tr>
<th>Number of books</th>
<th>Boys</th>
<th>Percent</th>
<th>Girls</th>
<th>Percent</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 ...</td>
<td>6</td>
<td>3.44</td>
<td>8</td>
<td>3.96</td>
<td>14</td>
<td>3.72</td>
</tr>
<tr>
<td>1 ...</td>
<td>14</td>
<td>8.04</td>
<td>16</td>
<td>7.92</td>
<td>30</td>
<td>7.97</td>
</tr>
<tr>
<td>2 ...</td>
<td>21</td>
<td>12.06</td>
<td>20</td>
<td>9.90</td>
<td>41</td>
<td>10.90</td>
</tr>
<tr>
<td>3 ...</td>
<td>26</td>
<td>20.68</td>
<td>17</td>
<td>8.41</td>
<td>43</td>
<td>11.43</td>
</tr>
<tr>
<td>4 ...</td>
<td>16</td>
<td>9.19</td>
<td>24</td>
<td>11.88</td>
<td>40</td>
<td>10.63</td>
</tr>
<tr>
<td>5 ...</td>
<td>17</td>
<td>9.76</td>
<td>27</td>
<td>13.36</td>
<td>44</td>
<td>11.69</td>
</tr>
<tr>
<td>6 ...</td>
<td>12</td>
<td>6.89</td>
<td>16</td>
<td>7.92</td>
<td>28</td>
<td>2.12</td>
</tr>
<tr>
<td>7 ...</td>
<td>11</td>
<td>6.32</td>
<td>10</td>
<td>4.95</td>
<td>21</td>
<td>5.58</td>
</tr>
<tr>
<td>8 ...</td>
<td>7</td>
<td>4.02</td>
<td>12</td>
<td>5.94</td>
<td>19</td>
<td>5.05</td>
</tr>
<tr>
<td>9 ...</td>
<td>1</td>
<td>.57</td>
<td>11</td>
<td>5.44</td>
<td>12</td>
<td>3.19</td>
</tr>
<tr>
<td>10 ...</td>
<td>16</td>
<td>9.19</td>
<td>15</td>
<td>7.42</td>
<td>31</td>
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<tr>
<td>11 ...</td>
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<td>.57</td>
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<td>1.98</td>
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<td>1.72</td>
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<td>.49</td>
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<td>14 ...</td>
<td>4</td>
<td>2.29</td>
<td>1</td>
<td>.49</td>
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<td>15 ...</td>
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<td>1.14</td>
<td>2</td>
<td>.99</td>
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<td>1.06</td>
</tr>
<tr>
<td>Pound</td>
<td>Feet</td>
<td>Yards</td>
<td>Order</td>
<td>Apparent Value</td>
<td>Total indicated to</td>
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</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>----------------</td>
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<td></td>
</tr>
</tbody>
</table>
The range in the number of books read during a period of one month was so great that only the most frequent, zero to seventeen were used in drawing up Table VIII. Some boys and girls distinguished between books and comics and gave a separate report for each. Others who listed more than seventeen books must have considered "the comics" as books. Still others who claimed that they read hundreds and even in one case thousands, gave very little thought to this question.

More nine-year olds read two, three, four or five books a month than any other number. However, boys and girls who go to the library once or twice a week could read sixteen or seventeen books a month.

When asked to name their three favorite books, the pupils listed so many different books that no attempt can be made to present them all in any systematic fashion in the brief study. Furthermore, many did not understand that only books were to be recorded and gave the names of their favorite comic books, magazines or types of stories. Some of the titles were spelled so incorrectly that even with the help of a children's librarian, it was impossible to know which books were meant.

As a check on the results of choices of kinds of books that are best liked, these titles were arranged with the assistance of an expert children's librarian, according to types. Among the boys, the following in frequency order were
The range to the target or range of police and police and a police
one month ago to greet each other the most frequent once to
seventeen years ago to give to a police officer the
occasional comment or comment and continue and have a
seventeen years ago and the police officer the澳大 "compensation" of police. Police
seven years ago have compensation the company as police. Police
officers and police strike their body numbers and even in the
seven police have very little sympathy to the comment.
When police officers keep their score, police of the police
however, there are any other number. However, there and officer who
so to the firmness one or twice a week and 10 days to do
seventeen police a month.

When weekly to keep their score's police officers, police and police to
Decent as usual different police start on secretary can be case to
become firm for in any secretary's letter in the police and
police, we put 100 percent that police want to
occupation, we put 100 percent that police want to
police officers may have the name of the top favor police to
messengers or rather of some. Work of the oil and a police
message to the police. That even with the help of a police
message, it was important to know when police were present.
As a police on the target of police of police to police of
that and the police police the police, police are present with the
participation of the police officer's important communication to
there.
the five most widely liked types:

1. Adventure stories
2. Animal stories
3. Stories about famous men
4. Indian stories
5. Cowboy stories

These results, as compared with the results in Table VI, the combined choices in types of books, show that nine-year-old boys are not consistent in their choices. In Table VI, cowboy stories are rated first, Indian stories second, war stories third, sport stories fourth and pioneer stories fifth; animal stories were given eighth place, adventure stories tenth and stories of famous men eleventh in a list of nineteen types.

This is further evidence that the boys' choices in types of books were influenced by comic books and moving pictures which stress cowboy, Indian and war themes.

The books most commonly listed in the order of their popularity are as follows:

1. Daniel Boone . . . . . . . . . . 14 votes
2. Robin Hood . . . . . . . . . . 13 votes
3. Tom Sawyer . . . . . . . . . . 12 votes
4. Dr. Doolittle . . . . . . . . . 10 votes
5. Robinson Crusoe . . . . . . . . 10 votes
6. Kit Carson . . . . . . . . . . 8 votes
7. **Buffalo Bill** ............ 7 votes
8. **Bambi** .................. 7 votes
9. **Babe Ruth** .............. 7 votes
10. **Black Beauty** .......... 6 votes
11. **Pinocchio** ............. 5 votes

The girls definitely favored the following types:

1. Fairy tales
2. Stories about children in other lands
3. Animal stories
4. Mystery stories
5. Adventure stories

They were very much more consistent than the boys, inasmuch as they gave fairy tales first place in both types and titles. However, under types of stories, funny stories and cowboy stories rate second and third place, while under titles, they were not among the first five types. Animal stories, mystery stories and adventure stories were given the very same order of preference in both types and titles.

It is to be realized that in distinguishing between types and titles the adult mind is very apt to put a book in a very different category from the classification allotted to it by the child mind.

The books most widely liked by the girls are as follows:
The Gills Act's requirements are as follows:

1. Fish farming
2. Opal farming
3. Abalone farming
4. Pearl farming
5. Mussel farming

These are very much more complicated than the proposal and may be seen from three different places in both those and other terms. However, never before of storage ranch stations and company stations since beyond and nothing done since nothing done. Nothing done. Never since what has been done. The fish live together. Never stations.

water quality may sometimes make the world change. Never change.

It is to be assumed that in agricultural areas there appears to be a good in very little. The world mind is very much to land a good in very little. The general average from the generalization applying to it in the optical mind.

The people most widely fitted by the Gills are as follows:
1. Fairy tales . . . . . . . . . . 43 votes
2. The Bobbsey Twins Series . . . . 22 votes
3. Black Beauty . . . . . . . . . . 15 votes
4. Heidi . . . . . . . . . . . . . . 15 votes
5. Bambi . . . . . . . . . . . . . . 11 votes
6. The Five Little Peppers Series . 8 votes
7. Snow White . . . . . . . . . . 7 votes
8. Pinocchio . . . . . . . . . . . 7 votes
9. Clematis . . . . . . . . . . . . 6 votes
10. Lassie Come Home . . . . . . . 6 votes
11. Tom Sawyer . . . . . . . . . . 6 votes
12. George Washington . . . . . . . 6 votes
13. Joan of Arc . . . . . . . . . . . 6 votes

Again there is a marked preference in books enjoyed by boys and girls. Under type, only adventure and animal stories have a strong appeal to both groups; under titles, Bambi, Black Beauty and Pinocchio have a like appeal. The fact that Bambi, Lassie Come Home and Joan of Arc were seen in moving pictures may have influenced children to read them.
### TABLE IX

**CHILDREN'S MAGAZINES READ BY 502 NINE-YEAR OLDS**

<table>
<thead>
<tr>
<th>Magazine</th>
<th>Boys PerCent</th>
<th>Girls PerCent</th>
<th>Total PerCent</th>
</tr>
</thead>
<tbody>
<tr>
<td>True Comics</td>
<td>141</td>
<td>122</td>
<td>263</td>
</tr>
<tr>
<td>My Weekly Reader</td>
<td>105</td>
<td>115</td>
<td>220</td>
</tr>
<tr>
<td>Jack and Jill</td>
<td>76</td>
<td>135</td>
<td>211</td>
</tr>
<tr>
<td>American Junior Red</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross News</td>
<td>74</td>
<td>77</td>
<td>151</td>
</tr>
<tr>
<td>Polly Pigtails</td>
<td>20</td>
<td>96</td>
<td>116</td>
</tr>
<tr>
<td>Children's Activities</td>
<td>48</td>
<td>50</td>
<td>98</td>
</tr>
<tr>
<td>Our Dumb Animals</td>
<td>52</td>
<td>45</td>
<td>97</td>
</tr>
<tr>
<td>Story Parade</td>
<td>34</td>
<td>46</td>
<td>80</td>
</tr>
<tr>
<td>Playmates</td>
<td>23</td>
<td>42</td>
<td>65</td>
</tr>
<tr>
<td>Wee Wisdom</td>
<td>29</td>
<td>32</td>
<td>61</td>
</tr>
<tr>
<td>Child Life</td>
<td>22</td>
<td>35</td>
<td>57</td>
</tr>
<tr>
<td>American Girl</td>
<td>14</td>
<td>42</td>
<td>56</td>
</tr>
<tr>
<td>Children's Playmates</td>
<td>18</td>
<td>31</td>
<td>49</td>
</tr>
<tr>
<td>Calling All Girls</td>
<td>10</td>
<td>39</td>
<td>49</td>
</tr>
<tr>
<td>JR</td>
<td>23</td>
<td>13</td>
<td>36</td>
</tr>
<tr>
<td>Treasure Chest</td>
<td>12</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>Jr. Catholic Messenger</td>
<td>13</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>Young America Reader</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Highlights for Children</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Calling All Kids</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Boys Life</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

According to the results of Table IX, the many children's magazines published today are quite well known by the nine-year olds in this study. The last six titles, Treasure Chest, Junior Catholic Messenger, Young America Reader, Highlights for Children, Calling All Kids and Boys Life were added by the boys and girls.

Treasure Chest, a magazine similar to True Comics, is published every two weeks especially for the Catholic boys and
girls. *Junior Catholic Messenger*, reported by several of the boys and girls of the parochial school is definitely a Catholic publication. *Young America Reader*, a fairly recent weekly magazine for boys and girls in the fourth and fifth grades, evidently is stressed in one school where it was known to several boys and girls. *Highlights for Children*, one of the more expensive children's magazines, is only in its fourth year of publication. *Calling All Kids*, a recent publication similar to *Calling All Girls*, has an appeal especially to the younger boys and girls. *Boys Life*, a Boy Scout publication, was not included in the original list because it is written for boys over twelve year of age.

Though the results of other investigations would seem to show the opposite, this investigation indicates that girls read more magazines than boys and are interested in about the same magazines.

*True Comics* sold on the newstands along with the regular "comics", and subscribed to in many homes as an effective means of dealing with the comic problem, ranks first in popularity with the boys. Whether or not *True Comics* published for the expressed purpose of giving the "comic fiends" something worth reading, is doing more harm than good is a question. They are distressing to many adults because of "the same use of cheap paper and violent color which characterizes the original comics". Others are disturbed over the fact that
The problem of adequate representation of the diverse and complex needs of students in secondary schools is often neglected. The implementation of a effectively designed curriculum is essential. Effective teaching methods are required to ensure that all students, regardless of their background, are able to succeed.

The importance of providing a safe and supportive learning environment cannot be overstated. Teachers must be trained to recognize and respond to the emotional and social needs of their students. This includes creating a classroom culture that fosters respect and inclusivity.

Moreover, the integration of technology into the curriculum is crucial. Utilizing digital tools and resources can enhance student engagement and cater to different learning styles. It is important to ensure that all students have access to these tools, regardless of socioeconomic status.

In conclusion, while the challenges of educating a diverse student body are significant, they are also opportunities for growth and innovation. By focusing on inclusivity, effective teaching, and the integration of technology, schools can create environments that truly support all students.
all children's literary classics will be reduced to this picture book form.

Among the girls, *Jack and Jill*, a magazine written for boys and girls under ten years of age, is more popular. Evidently this magazine with its paper dolls, puzzles and easy stories for young readers has a greater appeal to the girls than the boys who enjoy the exciting and compelling style of *True Comics*.

The question arises: Is *My Weekly Reader* a magazine or a newspaper? According to the Wilson publication, *Magazines for School Libraries* by Laura Katherine Morton, it is a weekly magazine. The easy access through the schools and the low cost of this magazine is the reason why it is rated second in this table.

The favorite magazine of girls in grades four to seven according to Norris, and of boys and girls in the first four grades as pointed out by Witty and Kopel was *Child Life*. Today as indicated by this table, it is no longer the outstanding children's magazine because of the competition of several new magazines which are limited to a small age range than *Child Life* which attempts to reach all boys and girls from ages two to twelve. In fact today some libraries are not subscribing to *Child Life* because of the lack of interest in it on the part of the boys and girls.
The department is pleased to inform the Sigma Pi chapter of the University of Washington that the contract with the Sigma Pi chapter for the lease of the house at 1110 E. Seneca St. is subject to the approval of the Sigma Pi chapter. The chapter will be notified of the terms of the contract as soon as possible.

The Sigma Pi chapter is requested to return all keys and supplies to the office of the Sigma Pi chapter immediately. The contract is subject to the approval of the Sigma Pi chapter and will be effective upon receipt of the chapter's approval.

The Sigma Pi chapter is requested to keep all records and reports of the lease on file and to forward copies of all reports to the office of the Sigma Pi chapter.
Miss Annie E. Moore of Teachers College, Columbia University, says

peculiar hazards seem to have attended the publication of periodicals for children. For every one which has attained genuine success and a long life, a dozen may be counted in this country and in England which breathed for a few years at the most, and then expired or were swallowed by another which gave fresh promise of vigor. Sometimes more than one such transformation occurred before the final end.1

The problem of the good magazine according to Laura Morton

narrows itself to the beginning difficulty—inadequate financing due to limitations in advertising potentialities. The nucleus of an upsurge of better periodical reading for children could most safely be entrusted to those magazines which have, because of their inherent vitality, kept alive under adverse circumstances. If by endowment, prices could drop to where they could compete with comics, the increased circulation might mean their ultimate self-support on that basis. To paraphrase the comment of a famous politician, what this country needs is a good ten cent children’s magazine.2


After a successful student career and being accepted for admission to college, you may want to work while attending school. A part-time job can be a wise investment if you are planning to become successful and have a dream career. Here's how a part-time job can help you:

1. **Funding for Education**: Part-time jobs can provide financial support for your education, reducing the burden of loans and grants.
2. **Career Development**: Gaining work experience can be crucial for your professional development. It can help you understand different roles and industries, giving you a clearer idea of your career path.
3. **Soft Skills**: Part-time jobs can enhance your soft skills, such as time management, teamwork, and communication, which are highly valued by employers.

Remember, the key is to balance your work and academic responsibilities effectively. A good balance can lead to a successful academic career as well as a fulfilling work life.
The nine-year old obtains his children's magazines from many sources as shown by Table X. The fact that *My Weekly Reader, Our Dumb Animals* and *Junior Red Cross News* are found in almost all schools, makes the school appear the principal source of children's magazines.

Under "other sources" the children included dentists' and doctors' offices and the barber shop.
### Table X

<table>
<thead>
<tr>
<th>Source</th>
<th>Page Total</th>
<th>Daily Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>153</td>
<td>5.8%</td>
<td></td>
</tr>
<tr>
<td>Home</td>
<td>47</td>
<td>1.7%</td>
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<tr>
<td>TV</td>
<td>57</td>
<td>2.1%</td>
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</tr>
<tr>
<td>Radio</td>
<td>67</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td>30</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>Magazine</td>
<td>50</td>
<td>1.8%</td>
<td></td>
</tr>
<tr>
<td>Letter (other)</td>
<td>10</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>Other Sources</td>
<td>5</td>
<td>0.2%</td>
<td></td>
</tr>
</tbody>
</table>

The table above contains the percentages of where people obtain their information from. The list includes school, home, television, radio, newspapers, magazines, letters, and other sources. Each source is represented in the table with its total page count and percentage of the total page count. The highest source is School with 153 pages, followed by Home with 47 pages, then TV with 57 pages, and so on. The table helps to understand the distribution of information sources among the population.
## TABLE XI

ADULT MAGAZINES READ BY 330 NINE-YEAR OLDS DURING A PERIOD OF TWO MONTHS

<table>
<thead>
<tr>
<th>Magazine</th>
<th>Boys PerCent</th>
<th>Girls PerCent</th>
<th>Total PerCent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life</td>
<td>93</td>
<td>96</td>
<td>189</td>
</tr>
<tr>
<td>Saturday Evening Post</td>
<td>59</td>
<td>63</td>
<td>122</td>
</tr>
<tr>
<td>Colliers</td>
<td>17</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>Time</td>
<td>14</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Look</td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Ladies Home Journal</td>
<td>2</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Readers Digest</td>
<td>11</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Woman's Day</td>
<td>3</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Better Homes and Gardens</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Good Housekeeping</td>
<td>7</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>McCall's</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
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<td>Movie Magazine</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Coronet</td>
<td>5</td>
<td>4</td>
<td>9</td>
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<tr>
<td>Sports</td>
<td>7</td>
<td>1</td>
<td>8</td>
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<td>Legion</td>
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<td>5</td>
<td>7</td>
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<tr>
<td>National Geographic</td>
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<td>4</td>
<td>7</td>
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<td>Parents</td>
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<td>5</td>
<td>7</td>
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<td>True Story</td>
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<td>5</td>
<td>7</td>
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<tr>
<td>True Romance</td>
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<td>7</td>
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<td>Woman's Home</td>
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<td>5</td>
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<td>Family Circle</td>
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<td>5</td>
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<td>Esquire</td>
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<td>3</td>
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<td>Detective Stories</td>
<td>2</td>
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<td>3</td>
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<tr>
<td>Holiday</td>
<td>1</td>
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<td>3</td>
</tr>
<tr>
<td>Popular Mechanics</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>Sports Afield</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Liberty</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Hunting and Fishing</td>
<td>2</td>
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<td>Science Illustrated</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Mechanix Illustrated</td>
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<td>Cosmopolitan</td>
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<td>Elk Magazine</td>
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<td>News Week</td>
<td>2</td>
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</tr>
<tr>
<td>Farm Journal</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Radio Mirror</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
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<td>Wings</td>
<td>1</td>
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</tr>
<tr>
<td>Red Book</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>American Home</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Item</td>
<td>Total Percent</td>
<td>Male Percent</td>
<td>Female Percent</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------</td>
<td>--------------</td>
<td>----------------</td>
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<td>$2.14</td>
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<td>20.2</td>
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<td>$2.06</td>
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<tr>
<td>$2.04</td>
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<td>0.6</td>
<td>0.6</td>
</tr>
<tr>
<td>$2.03</td>
<td>0.4</td>
<td>0.4</td>
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<tr>
<td>$2.02</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>$2.01</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>$2.00</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Note: The table represents various items with their respective total, male, female, and percentage values.
A study of Table XI reveals that many of the nine-year-olds are acquainted with adult magazines, at least to the extent that they know the names of 39 different ones. However, many did not answer this question, either because of an oversight or because they do not read any adult magazines. Among the boys 38.91 per cent, and among the girls 30.03 per cent omitted this question. Only 78.36 per cent of the boys and 84.22 per cent of the girls who did state the titles of magazines that they had read named the parts they enjoyed.

Apart from cartoons and pictures that were the two most popular parts for both boys and girls, the boys showed a decided preference for sport, airplane, machine, science and animal sections. A few boys and girls claimed to have read short stories, and several reported that they read the complete magazine.

The girls were very much more domestic in their choices, favoring recipes, care of babies, how to make things, how to decorate a room and dress fashions.

Life and Saturday Evening Post were the two leading adult magazines read by both boys and girls. As for the rest of the magazines, the girls leaned toward the household magazines, such as Ladies' Home Journal, McCall's and the Woman's Home Companion, while the boys favored the magazines on science and sports. Lazar found the same thing to be true in her study.

One thing is certainly to be deplored and that is that
in an age bounding with excellent literature for children, any nine-year old would read True Stories or True Romance, and yet it is a fact that they do.

TABLE XII

PARTS OF THE NEWSPAPER MOST WIDELY READ BY 493 NINE-YEAR OLDS

<table>
<thead>
<tr>
<th>Section of the Newspaper</th>
<th>Boys PerCent</th>
<th>Girls PerCent</th>
<th>Total PerCent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comics</td>
<td>209</td>
<td>235</td>
<td>444</td>
</tr>
<tr>
<td>Radio program</td>
<td>207</td>
<td>217</td>
<td>424</td>
</tr>
<tr>
<td>Theater section</td>
<td>160</td>
<td>170</td>
<td>330</td>
</tr>
<tr>
<td>Weather report</td>
<td>132</td>
<td>147</td>
<td>279</td>
</tr>
<tr>
<td>News</td>
<td>104</td>
<td>129</td>
<td>233</td>
</tr>
<tr>
<td>Sport section</td>
<td>142</td>
<td>66</td>
<td>208</td>
</tr>
<tr>
<td>Television program</td>
<td>101</td>
<td>94</td>
<td>195</td>
</tr>
<tr>
<td>Advertisements</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Death notices</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Look and Learn</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Society</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Stories</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Puzzles</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Table XII indicates that the nine-year old is becoming interested in all parts of the newspaper. The last six sections were added by the boys and girls. Under advertisements,
three were interested in houses to rent. Evidently their families are faced with the housing shortage. Since only one boy mentioned the society section, it would seem that interest in this part of the newspaper is practically negligible.

The comic section was mentioned most frequently by both boys and girls. Lazar reports very similar results: eighty per cent of the boys and almost ninety per cent of the girls were interested in the "comics" as compared with 87.44 per cent of the boys and 89.34 per cent of the girls in this study.

Today with at least one radio and many times, several radios in every home it is not surprising that the radio program is a close second to the comic section.

News, even though it may only include the reading of the headlines, is of interest to almost half of the boys and girls, about six per cent more girls than boys mentioning it.

The sport section holds more interest for the boys than the girls, 59.41 per cent for the boys and 25.09 per cent for the girls.

In the past year many homes have installed television sets. Therefore it is to be expected that the children in these homes will be interested in the television programs.

Whether it is true or not, 98.77 per cent of the boys and 97.71 per cent of the girls reported an interest in some section of the newspaper. The other 1.26 per cent of the boys and 2.29 per cent of the girls may have omitted this
There were questions of course as to how to present this material when the various sections of the society were mentioned. It was found that the presentation was easiest when the society was discussed in terms of its purpose and function in the community. As mentioned earlier, the various sections of the society were interested in the "coincidence" as closely as possible with the work of the various sections.

Together with other organizations and institutions, the society works to achieve its goals. Each section of the society is important to the goals of the whole society.

However, the emphasis in our society is not on the individual, but on the collective. The society is a close-knit group, working for the greater good. In the past, the society has participated in various projects and initiatives, and has made a significant impact in the community.

In the future, we plan to continue our efforts to improve the lives of the people we serve. We believe that the society can play a vital role in addressing the needs of the community, and we look forward to working towards this goal.
question due to an oversight on their part.
CHAPTER V

SUMMARY

The purpose of this study was to determine the leisure reading interests of the nine-year-old. The following conclusions may be drawn from an analysis of the responses of five hundred ten nine-year-old girls and boys.

1. The six types of books that have the greatest appeal for the nine-year-old boy for leisure reading are as follows: mystery stories, Indian stories, science, war stories, sport stories, and pinson stories. The following six types were liked by the girls: stories, science, funny stories, own boy stories, stories about children in other lands and actual stories. These findings are in accord with the outstanding studies reported in this field from 1897 to the present time.

2. A large number of boys are assimilated stories by the nine-year-old. The five books most popular with the boys are, Daniel Boone, Robin Hood, Tom Sawyer, Jr., Caleb Biddle, and Robinson Crusoe. The girls like Little House, The Railway Series, Alice's Adventures, Heidi, and David as their favorites. Heidi and Black Beauty have a little appeal for both boys and girls. Adventure stories again rate first with the boys as reported by Jordon, and fairy tales with the girls as pointed out first by Terman and Lina, and later confirmed by
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1. The six types of books that have the greatest appeal for the nine-year old boy for leisure reading are as follows: cowboy stories, Indian stories, comics, war stories, sport stories, and pioneer stories. The following six types were liked by the girls: comics, fairy tales, funny stories, cowboy stories, stories about children in other lands and animal stories. These findings are in accord with the outstanding studies reported in this field from 1897 to the present time. Although the nine-year old reads at least a total of

2. A large number of books are considered favorites by the nine-year old. The five books most popular with the boys are, Daniel Boone, Robin Hood, Tom Sawyer, Dr. Doolittle, and Robinson Crusoe. The girls rate Fairy Tales, The Bobbsey Twins Series, Black Beauty, Heidi, and Bambi as their favorites. Bambi and Black Beauty have a like appeal for both boys and girls. Adventure stories again rate first with the boys as reported by Jordan, and fairy tales with the girls as pointed out first by Terman and Lima, and later confirmed by
CHAPTER V

SUMMARY

The purpose of this study was to determine the future
educational interests of the five-year old. The following con-
clusions may be drawn from an analysis of the responses of
the parents in two nine-year old boys and girls.

The six-months period of school age has had an important
part in the growth of these five-year old boys and girls.

The following are the major sources of influence on the five-
year old boys and girls in the home and school.

These findings are in accord with the occupational
schooling experience of the five-year old boys and girls.

It is important to note that the five-year old boys and girls
have been exposed to the various experiences that
are necessary for their development. The five-year old boys and girls
have been exposed to the various experiences that
are necessary for their development.

The five-year old boys and girls have been exposed to the various experiences that
are necessary for their development.
The nine-year old is quite well acquainted with the many magazines published today for children. More boys read *True Comics* than any other magazine, and *Jack and Jill* is the best known children's magazine among the girls. Though they obtain these magazines from many sources, it would seem that the school is the principal source. These findings differ from earlier studies, in that *Child Life* was the favorite magazine of girls in grades four to seven according to Norris, and according to Witty and Kopel, of boys and girls in the first four grades. A probable reason for this may be found in the fact that *Child Life* attempts to attract a wide age range, and as a result no one age group today is particularly interested in this magazine.

Although the nine-year old reads at least a total of thirty-nine different adult magazines, *Life* and *Saturday Evening Post* are the best known to both boys and girls. Pictures and cartoons are the sections of these magazines that have the greatest appeal to the boys and girls.

The nine-year old is developing the habit of becoming interested in the different parts of the newspaper. For the 98.74 per cent of boys and 97.71 per cent of girls who reported an interest in some section, thirteen different parts hold an appeal. However, the comics more than any other sec-
Merchandising.

The previous fig. is different from the other one. Note how the
same concept can be represented in different ways. Here is the
same figure with different sections labeled to show the different
aspects of merchandise flow through the store.

In the lower part of the diagram, the sections labeled 'Sales'
and 'Inventory' show how sales and inventory levels are
interrelated. The different parts of the diagram are
labeled with different colors to highlight different sections.

The upper part of the diagram focuses on the
management of merchandise. The various sections
are labeled 'Pricing', 'Promotion', and 'Display',
showing how these elements affect sales.

Overall, the diagram provides a comprehensive
view of the merchandise flow process, highlighting
the interdependence of different aspects.
tion, are read by both boys and girls. These findings agree with those of Johnson, Lazar, Witty and Kopel, who found that in the lower grades the chief interest is in the comic section.

6. There is certainly a marked difference between the reading preferences of nine-year old boys and nine-year old girls--this difference extends to the type of book, the kind of magazine and the part of the newspaper. That there is a marked difference between the reading preferences of nine-year old boys and girls has been previously noted by Terman and Lima, Johnson, Lazar and Witty and Kopel in their outstanding studies.

7. The nine-year old is developing the worthwhile habit of borrowing books regularly from the Public Library. Of the 69.32 per cent who borrow books at all from the Public Library, 66 per cent do so as frequently as once every two weeks. While this study shows that a large percentage do use the Public Library, earlier studies of Cutright and Brueckner, of Johnson and of Witty and Kopel quote even higher figures.
In the lower grades, the optimal presentation is in the same sequence as the upper grades.

The use of repetition helps reinforce the concepts taught.

The front of the book contains the cover page and table of contents.

These include:

- The main part of the book, which is divided into chapters.
- A summary of key points and concepts.
- A glossary of terms.
- An index for easy reference.

At the back of the book, there is a guide for parents and teachers.

This guide includes:

- Tips on how to use the book effectively.
- Strategies for integrating the lessons into daily life.
- Activities for additional practice.

We also encourage parents and teachers to participate in the learning process.

By following these guidelines, we hope to improve the educational experience.
SUGGESTIONS FOR FURTHER RESEARCH

1. A study to determine the influence of intelligence on the leisure reading interests of the nine-year old.

2. A study to find out the effect of reading achievement on leisure reading interests of the nine-year old.

3. A similar study of nine-year olds ranging in age from nine years three months to nine years nine months to compare the results with the nine-year old in this study and discover the differences, if any.

4. A study of the leisure reading interests of the ten year old to find out to what extent their interests change in a year.
SUBMISSION FOR FURTHER RESEARCH

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I have been a student at the University of California, Berkeley, and I am currently enrolled in their College of Letters and Science.

In my final year, I plan to take courses in English and History. I have a particular interest in American History and plan to pursue a minor in that subject. I have also been involved in extracurricular activities, including volunteering at a local community center and participating in the university's debate team.

During my time at Berkeley, I have had the opportunity to travel extensively, including to Europe and Asia. These experiences have broadened my perspective and have been instrumental in shaping my academic and personal goals.

In addition to my academic pursuits, I am also interested in music and have played the piano for over ten years. I believe that music and science can complement each other, and I am interested in exploring this intersection in my future studies.

Overall, I am excited to continue my education and to pursue a career that combines my interests in science, history, and music.


Wissler, Clark, "Interests of Children in the Reading Work of the Elementary Schools," Pedagogical Seminary, 5:523-540, April, 1898.


