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Berkowitz, H. P. et al
1962

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

A Survey Thesis of the Personal Reading Preferences of Children in the Intermediate Grades

Submitted by

H. Philip Berkowitz
(A.B. Boston University, 1960)

Sandra A. Mills
(A.B. Bryn Mawr, 1961)

Donna S. Reinsch
(A.B. Pembroke, 1960)

Ann R. Rosenthal
(A.B. Boston University, 1961)

In Partial Fulfillment of Requirements for

the Degree of Master of Education

1962

First Reader

B. Alice Crossley
Professor of Education

Second Reader

Frederic L. Callahan
Assistant Professor of Education

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CHAPTER I

INTRODUCTION AND JUSTIFICATION OF THE PROBLEM

Statement of the Problem.-- The purpose of this study is to determine the voluntary and personal reading preferences of children in grades four through six.

Justification of the Problem.-- The need to evaluate children's interests and preferences in the field of literature is of paramount importance today. In our rapidly transforming, technology-oriented culture, books are no longer the sole means by which great literature is made available. Children are now exposed to literature through such audio-visual means as the theater, movies, television and records. Because television and other media have tended to change the pattern of a child's life, there is a definite need for a study in the area of children's interests and preferences in the field of literature.

Educators are realizing they must be concerned with more than the teaching of reading skills in a well-balanced reading program. As the real purpose for reading has become obscured in many reading programs, a greater emphasis is presently being placed on teaching what to read and what to read for, rather than solely focusing on how to read. An awareness of the values inherent in good literature has convinced educators of the necessity for bringing books and children together, and instilling the desire and appreciation for good literature experiences.

Most educators today recognize the vital importance of interesting children in good literature. Good literature should

be viewed as a means of enriching personal living by developing insight into human character and experiences, and by further aiding in the formation of intelligent, free choice. Psychologists have demonstrated that through the process of identification, reading can be a valuable aid in the solution of perplexing problems that confront children. Good literature satisfies deep emotional, spiritual, and imaginative needs of children and serves as an emotional release from feelings of rejection and fear. Literature is thus regarded as a medium of exploration. By reading various types of books, the child may explore his own nature, acquire a clearer perspective and greater sensitivity toward others, and develop a sense of purpose and direction in life. Literary experiences become a potent force in the educational process of developing critically-minded individuals who possess the ability to create a happier way of life for themselves and others.

Habits formed in early elementary grades in the reading program greatly effect later literary tastes. Therefore, a good reading program will stimulate and encourage the reading of good literature, develop literary standards of judgement and taste, and acquaint readers with the emotional and aesthetic values inherent in all art forms.

Interest studies and interest inventories, as well as psychological data obtained from investigations of child developmental patterns, provide the teacher with a basis for constructing an effective, stimulating, and enjoyable reading program. In this way, pupils' potentials can be discovered and developed

and tastes can be improved and expanded as the young reader is led to realize that the more he reads, the more he is exposed to the values of life and art.

While former interest studies and surveys in the field of literature have been concerned with reading preferences on the elementary and secondary levels, this study will be confined to the personal reading preferences of girls and boys in grades four through six. Some previous studies have dealt with reading preferences in relation to books, magazines, and newspapers. Others have utilized informally constructed inventories based on basal reader titles and stories--as a means of determining pupils' preferences. This study is aimed at determining the nature and extent of the independent and voluntary reading of intermediate grade children.

CHAPTER TWO

REVIEW OF THE LITERATURE

It was the purpose of this study to determine and analyze the current reading interests of children in grade four, five, and six. Although there have been many books written about children's literature and reading interests, research on classroom methods and techniques is insufficient and vague.

The following review of literature of this area will be divided into three sections:

1) The Teaching of Literature
2) Children's Interests in Literature
3) Children's Book Lists

1. The Teaching of Literature

Benefits derived from reading and appreciation of literature.-- As a result of reserach in the field of the teaching of literature, educators are more fully aware of the benefits that the child derives from the reading and appreciation of good literature.

Strickland[1] emphasizes these benefits:

"Children, like adults, read for experience, for

1/ Ruth Strickland, The Language Arts in the Elementary School, D. C. Heath and Company, Boston, 1954, p. 311.

expansion, and for enjoyment. When they reach the stage at which reading skill makes it possible for them to read independently to further their interests, one finds that their purposes do not differ in kind from those of adults. They read for experience which they can enjoy and appreciate through the words of others. They read for personal expansion and growth, to add to their knowledge, answer their questions, and solve their problems. Such reading helps to provide the depth and fullness of life, the emotional, social and spiritual security which all people, young and old, are constantly seeking."

Holman, 1/ in his discussion of the development of appreciation in literature, states:

"Children learn gradually that some creations hold greater amounts of enjoyment for them than do others; also children learn, after repeated attempts, that they too can create beauty...To cultivate the best within the child, he needs to be surrounded by beauty, to have beauty interpreted to him, and to be allowed to express himself aesthetically. Appreciation will then become a truly integrating force in his developing personality."

This concern with the benefits derived from the reading of good literature is discussed by Bates:2/

"In the broadest sense the teaching of literature is inspirational... enabling the child to gain from books a wide knowledge of life and human nature."

Again he states:3/

"To the inspirational is added the absorption of certain ideas concerning life. The educational treatment of literature..involves the development of those general truths concerning human nature and human feeling which form intangible thoughts of a play or poem."

1/ Alfred Holman, "Development of Personal Taste and Appreciation Through Literature," Discussion Guide for Teachers of English, Chicago, 1952, p. 56.
2/ Arlo Bates, Talks on the Teaching of Literature, Houghton Mifflin Company, 1906, p. 109.
3/ Ibid., p. 111.

Rosenblatt, [1] in her concern with literature as exploration and self-development makes the following statement:

> "Literature is thus for him a medium of exploration. Through books the reader may explore his own nature, become aware of potentialities for thought and feeling within himself, acquire a clearer perspective, develop aims and a sense of direction. He may explore the outer world, other personalities, other ways of life."

In addition, Rosenblatt [2] lists the following benefits derived from the reading and appreciation of literature:

1) "The experience of literature helps to develop the kind of imagination most needed in a democracy--the ability to understand the personality and needs of others and to envisage the possible effects of our own actions upon the lives of others.

2) Literature acts also as one of the social agencies through which the culturally accepted images of behavior, the constellations of emotional attitudes clustering about different relationships, and the culturally accepted social and moral standards, are transmitted.

3) In our heterogenous democratic society, literature can enlighten the adolescent concerning the wide diversity of possible social and moral philosophies, from which he is free to choose.

4) Literature may thus also offer him eliminations of patterns of behavior necessary for a sound choice.

5) Literary experiences may help the reader to see his own personality and problems objectively, and thus to understand and manage them better.

6) Through contact with the diversity of personalities and the varied experience of his fellow-men expressed in literature, the adolescent reader may also be freed from his neurotic fears and the obsessions of guilt that often accompany the feeling that somehow he is unique and queer.

7) Literature may also suggest socially accepted

1/ Louise M. Rosenblatt, Literature as Exploration, Appleton-Century Crofts, Incorporated, New York, 1938, p. VI.

2/ Ibid., pp. 263-264.

channels of expression for emotional drives that might otherwise take an anti-social form."

Literature not being taught with these benefits in mind.--Although it is known that literature has these benefits, literature is still not being taught with these benefits in mind. In support of this, The Encyclopedia of Educational Research[1] states:

> "But literature instruction is still determined almost entirely by opinion and tradition--frequently on the basis of expert opinion, it is true, but just as frequently on the basis of tradition, prejudice and whim. The teaching of literature, therefore, ranges from excellent to extremely poor, with a very small body of accurately determined data to guide its improvement."

Betzner[2] further states:

> "It is strange but nevertheless true, that in the rank and file of American Elementary schools literature has not been accorded a place of major importance. Very often the home has made greater use of this resource. In too many schools a very limited selection of materials in textbook form is all that is available, and these books are often treated as material to be studied, not read for enjoyment. In contrast, better elementary schools utilize all types of literature very extensively. Theteachers in such schools are well acquainted with the varied materials available; they know how to share the children's joy in a book; they can tell a story effectively; and they see literature as an essential instrument of education."

The importance and values in the teaching of literature.--In order to teach literature effectively, one must be aware of its value.

1/ Walter Monroe, ed, The Encylcopedia of Educational Research, MacMillan Company, 1941, p. 465.
2/ Jean Betzner, Exploring Literature with Children in the Elementary Schools, Bureau of Publications, Teachers College, Columbia University, New York, 1943, p. V.

Betzner[1] expresses this opinion on the problem:

"A new emphasis in the elementary school is on the value of literature or the education of the child. All those who wish to insure permanence of its new position are seeking to discover where the obstacles lie that keep the children away from literature. Barriers are frequently within the school and as frequently without--associated with the narrow concepts maintained by many adults who believe literature can only be controlled through the process ofreading and consequently place too great and too early an emphasis on learning to read. ...All too many become discouraged when unable to meet requirements in learning techniques that offered little but adult approval in return for the effort expended."

Betzner[2] further states the value of literature:

1) "Literature should provide a readily accessible means for examining through eye and ear the experiences of human beings.
2) The literary arts should make possible countless opportunities for evaluating one'sown experience and the experiences of his associates.
3) The use of literature should build common bonds between individuals and between groups within the school, and between the school and the community.
4) The literary arts should so function in a school that they are necessarily relate themselves to the other arts."

Sterling's[3] opinions on the value of literature are as follows:

"The whole question of the value and importance of literature depends simply on what happens inside when one reads it, or afterwards. It is solely a matter of its effect on him. John Dewey says of experience--it is 'doing something to things and having them do something to us in return'."

1/ Jean Betzner, Breaking Down Barriers to Literature, Bulletin of the Association for Childhood Education, Washington, D. C., 1946, p. 3.
2/ Jean Betzner, Op. Cit., p. 21.
3/ Leonard Sterling, Essential Principles of Teaching Reading and Literature, J. B. Lippincott Co., Philadelphia, 1922, p. 22.

Adams[1] also emphasizes the effects of good literature upon the individual:

> "Good literature for children is the same that is enjoyed by adults; for the same criteria is applied to all literature. The age of the reader is incidental and unimportant. Good literature bears the mark of integrity, carries the reader into a genuine experience, stirs emotions, arouses curiosity, stimulates his mind, gives him a measuring stick for life, recalls the past, reflects the present, prognosticates the future."

In addition, Husbands[2] states:

> "Good literature...must stimulate the children, must add to his knowledge and give him a better understanding of his own experiences...Subject matter rather than grade level, is the basis for choosing books to be read."

Bates[3] says the following:

> "The business of the young is to learn about life. What human nature and life are like is learned most quickly and most surely from the best literature. Through imaginative literature, abstract truths are made to have for the child a reality which is given to them by the experiences of daily life only by the slowest degrees."

Much can be done to improve the literature program.--In teaching literature, many things should be considered. Betzner[4] feels that much can be done to improve the teaching of literature in elementary schools. The schools must take into consideration

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1/ Bess Adams, About Books and Children, Henry Holt and Co., New York, 1953, p. 573.
2/ Kenneth Husbands, Teaching Elementary School Subjects, The Ronald Press Company, New York, 1961, p. 135.
3/ Arlo Bates, Op. Cit., p. 23.
4/ Jean Betzner, Exploring Literature with Children in the Elementary School
Op. Cit., p. 5.

the fact that the familiar patterns of living are changing. Children are left more by themselves. Secondly, the schools should realize the possibilities of extending a child's experience through reading.

Betzner[1] further feels that there has been a neglect of literature in many of the elementary schools. "Reading, meaning the process of reading, and literature have been treated as though they were synonymous."

The development of the appreciation of good literature has not been given enough attention over the past decades. McKee[2] declares:

> "For many years children's literature was taught in most elementary schools for the apparent purpose of beginning to develop in children an appreciation of English literature. Unfortunately, as judged by the methods and instructional materials used, such appreciation was interpreted to consist of (1) an acquaintance with certain choice literary seldctions and with certain authors, and (2) some understanding of the structure of literature. As a result of this point of view, the selections used were so-called classics which contained the elements of literary merit to be appreciated by pupils. Eventually, surveys of the voluntary reading of people who had been exposed to such instruction showed that the teaching of children's literature had not been successful, and that a more careful and more realistic choice of selections according to the needs and interests of pupils was imperative."

1/ Ibid., p. 10.
2/ Paul McKee, Reading and Literature in Elementary Schools, Houghton Mifflin Company, Boston, 1934, p. 557.

McKee[1] further states:

> "About 1920 someone suggested that theteaching of children's literature or recreatory reading could be improved by the use only of selections of high quality which (1) satisfy the particular and worthy interests of the pupils with whom they are apt to be used, (2) are in themselves fun for those pupils to read or hear, and (3) can be understood by the pupils with relative ease."

The role of the teacher in the development of appreciation and taste in literature.-- Research has shown that the teacher has an important effect on children in the development of taste and appreciation of good reading material. Harris[2] states, "The reading tastes of tomorrow's adults depend to a great extent on the influence of today's teachers."

> MacClintock[3] declares, "Finally the whole matter is conditioned and colored by the fact that in any case the literature is transmitted to the children through the personality of the teacher."

> Huber[4] supports this statement: "There are two things needed in the equipment of one who wished to teach literature to children--an understanding of children and a genuine appreciation of literature."

Husbands[5] states that books should be selected according to the child's specific needs. Theteacher must recognize that these needs are apt to be intensified in children, so that she

1/ Ibid., p. 537
2/ Albert Harris, How to Increase Reading Ability, Longmans, Green and Company, New York, 1940, p. 407.
3/ Porter MacClintock, Literature in the Elementary School, University of Chicago Press, Chicago, 1930, p. 240.
4/ Miriam Huber, Story and Verse for Children, The MacMillan Company, New York, 1955, p. 4. (Revised Edition)
5/ Kenneth Husbands, Op. Cit., p. 135.

must be able to find the right book at the right time in order to satisfy these needs. Some of these needs are the need for love, the need forknowledge, and the need of belonging to some group--in order to gain emotional, intellectual and spiritual security.

Appy[1] also considers children's needs in her discussion on effective teaching of literature.

> "If literature is to liberate intelligence, it must first of all be chosen for its power to meet a need, a desire, a problem of youth. A book may bring together two kindred people--the reader and the character in the story. Each may have a common problem and together they may work it out. From this experience a web of action may be woven with which the reader may solve his own problem better. Interaction has taken place. A purpose has been served. A need has been met...Any book has meaning only as it serves the purposes of a particular child at a particular time. The child and his problem are the important things--not the book."

A teacher, in order to teach children effectively, must be able to recognize good literature. She must be sensitive to beauty and to the needs of the children. Holman[2] states:

> "Children learn gradually that some creations hold greater amounts of enjoyment for them than do others; also, children learn, after repeated attempts, that they too can create beauty...To cultivate the best within the child, he needs to be surrounded by beauty, to have beauty interpreted to him, and to be allowed to express himself aesthetically. Appreciation will then become a truly integrating force in his developing personality."

1/ Nellie Appy, Pupils are People, National Council of Teachers of English, 1941, p. 20. (As cited in Alfred Holman, Ibid., p. 63.

2/ Alfred Holman, Op. Cit., p. 56.

Stauffer[1] further comments on the role of the teacher:

> "Enthusiasm is contagious. Enjoyment of books will spread through a group of children like a grass on fire on a windy day. It may be as uncontrolled as such a fire would be without the guidance of an adult who is able to make appropriate suggestions. With a wealth of attractive, worthwhile books at our elbows how can we fail to bubble over with the desire to share them with children...? Teachers can do so much to encourage children to find real satisfaction in a well-told story..."

In teaching the value and importance of literature, the teacher should know how to introduce books. Dawson and Zollinger[2] write:

> "The teacher may introduce new books in these ways:
> a) by reading brief excerpts of special interests
> b) by displaying pictures
> c) by relating exciting and stimulating facts about the author
> d) by letting the children guess the story that might well go with such a title as "The Lonesome Island."

The Qualities of a good teacher.--The personality of the teacher is important in the teaching of literature. DeSola Pinta[3] recognizes the effect of the teacher's personality:

> "The teaching of literature requires special qualifications of personality, voice and expression... A successful teacher of literature must himself achieve the 'emancipation from fact' of which Bertrand Russell writes in Education and the Social Order, and must

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1/ R. Nance Stauffer, "The ABC's of Enjoyment of Reading," Elementary English Review, Vol. 23, January, 1946, p. 38. (As cited in Alfred Holman, "Development of Personal Taste and Appreciation through Literature, "Discussion Guide for Teachers of English", National Council of Teachers of English, Chicago, 1952, p. 59.

2/ Mildred Dawson and Marion Zollinger, Guiding Language Learning, World Book Company, Yonkers-on-Hudson, New York, 1957, p. 102.

3/ Vivian DeSola Pinta, The Teaching of English in Schools, MacMillan Company, London, 1948, p. 154-155.

acquire the power of transmitting it. She must have a good voice and know how to read aloud effectively. A poem or prose passage read well to children may have a permanent effect in liberating their imaginations; the same words read badly may close the door for ever on the great heritage of literature. The teacher also needs power to penetrate sympathetically into the minds of pupils and an understanding of their environment in order to choose properly the studies to which they can respond."

In discussing the qualities of a good teacher, MacClintock[1] feels that:

> "Every teacher should have in reserve a store of stories and poems, and beautiful passages from great masterpieces which he produces from time to time as a surprise to his class. This is many times the most effective lesson possible - adding to the children's pleasure the delight of surprise, creating in them the impression of the inexhaustible supply of beautiful things, and testifying to their teacher's own joy in the things he wants them to love."

In addition, MacClintock[2] states that a good teacher will try to do three things for her pupils. She will:

1) "Allow and meet appropriately the child's native and instinctive interests and tastes;
2) cultivate and direct them; and
3) awaken in him new and missing interests and tastes."

Huber[3] affirms this: "There are two things needed in the equipment of one who wishes to teach literature to children--an understanding of children and a genuine appreciation of literature."

1/ Porter MacClintock, op. cit., p. 240.
2/ Ibid., p. 17.
3/ Miriam Huber, op. cit., p. 4.

Standards of a good book as discussed by various authorities.--According to Colby,[1] a good book is one that has the following characteristics:

> a) A good central idea...Then when he plans his work, this central theme holds from the first paragraph to the last with everything else subordinate to it...
> b) definite appeal for the audience at which it is directed...
> c) originality of idea or individuality of presentation...
> d) good writing...
> e) even, sure plot development, if it is a story. Careful, effective handling of material, if it is nonfiction...
> f) adequate characterization...The lack of this is especially evident in books for younger children...
> g) motivation by the central characters. In children's books, this means that the children not only do the majority of action, but they carry it through... The triumph of the young characters must be of their own doing, or the self-identification of the reader and his final satisfaction on the book will be destroyed...
> h) an effective and appealing sense of humor..."

McKee[2] further discusses the standards of a good book:

> 1) "Each selection must possess literary merit and content that is worth reading...
> 2) Each selection must appeal to the child's immediate interests...
> 3) Each selection must be interesting in its own right...
> 4) The selections to be used must cover a wide range...
> 5) Different forms of reading materials are necessary to permit the carrying on of important types of lessons or activities in literature...
> 6) The array of books offered must be kept up to date..."

1/ Jean P. Colby, The Children's Book Field, Pellegrini and Cudahy, New York, 1952, pp. 7-10.
2/ Paul McKee, The Teaching of Reading in the Elementary School, Houghton Mifflin Company, Cambridge, Massachusetts, 1948, p. 565-567.

The authors of "Children's Books"[1] state:

> "We asked ourselves first, which of the old books, the so-called children's classics, should each new generation of children be exposed to, and approximately what age? Second, which of the recent books show signs of possessing not only literary distinction but permanent child appeal? Rereading books for children over a period of several years we weighed them for certain qualities.
>
> First, we asked, is the book good literature? That is, does the text stand up of itself, regardless of illustrations?
>
> Has it distinction of theme and style?
>
> Second, we asked, does the book make a significant contribution to child's wisdom, or merriment, or appreciation of beauty? The book should broaden the child's horizons, give him new sympathies and understanding, deepen his insight into human relationships. Most good stories provide him with clear standards of right and wrong, show him the conflicts and the ethics of human behavior.
>
> Finally, we asked, does the book have child appeal?
>
> This appeal may be obvious and instantaneous, upon first readings or hearing, or its hold on the children may develop slowly, only after several hearings."

Classroom provisions for the development of taste for good literature.--

In the teaching of literature, McKee[2] cites three provisions necessary for developing a taste for good reading material.

> 1) "No teacher can hope to achieve the basic purpose in teaching children's literature unless the needed reading matter is available for the use of her pupils.
>
> 2) It is imperative that children's literature be

1/ May Arbuthnot, Margaret Clark, Edna Horrocks, Harriet Long, Children's Books, The Press of Western Reserve University, 1948, p. 64.

2/ Paul McKee, The Teaching of Reading in the Elementary School, op. cit., pp. 555-556.

taught in such a way that the child experiences whatever a given study or poem has to tell. This means that the teaching or use of a selection must center upon helping the pupils to live the incidents, see the sights, hear the sounds, and to feel the feelings presented in the selections. Only when teachers realize that a given selection was written to be experienced by the reader and that instruction must move continually toward that experiencing can there be hope that children will learn to like to read excellent writing and will simultaneously develop prejudice against cheap and shoddy writing.

3) Methods of instruction which prevent or keep the pupil from experiencing what a story or poem has to say must be eliminated. Procedures which require the class to memorize unliked or unexperienced poems, authors names, and the names of their writings, and to study such matters as style, and the development of plot, the mechanical construction of poetry and the lives of authors are of questionable value...Study and analysis of literature materials should be permitted only if they add to the child's appreciation and enjoyment. The point of view that children's literature is reading matter to be read and enjoyed, not subject matter to be studied, or information retained, is essential to effective teaching."

Further, in the effective teaching of literature, Husbands[1] stresses the following important consideration:

a) "How can children's literature be used to create a life-long interest in reading?
b) Which books best promote this end?
c) How can these books be found and used?"

In their lengthy treatise on language learning, Dawson and Zollinger[2] stress the following considerations necessary for developing an abiding interest in excellent reading material:

"To awaken new interests, to enhance the desirable old one, and to influence children's choices in reading

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1/ Kenneth Husbands, Teaching Elementary School Subjects, op. cit., p. 132.
2/ Mildred Dawson and Marion Zollinger, op. cit., p. 102.

materials, certain considerations must be kept in mind:

1) The reading proficiency and general maturity of the individual children to be served should govern the reading program. For any one class, there will be a considerable spread in maturity, which will necessitate a wide variety of materials.

2) The number, kind and quality of the books that are made available will largely determine the tastes and interests of young readers.

3) The conditions under which reading takes place should be favorable. The children should be comfortably seated; the lighting should be good; the general atmosphere should be happy and informal.

4) Materials in books should be partially familiar; that is, the child should already have a background of experiences, actual and vicarious, that will enable him to interpret and enjoy the books made available to him.

5) Books characterized by dramatic, swiftly moving action and suspense are likely to attract real interest."

McKee[1/] discusses various general principles related to classroom procedure in the teaching of literature.

> 1) "In all classroom activities in literature the fundamental purpose of the realization of experience must be used as the basis for selecting appropriate procedures. Those techniques, methods, and materials which help the child to feel the experience of the poem or story must be utilized...
>
> 2) Consequently, the approach to literature must never be analytical or critical...Of course this means that literature is to be approached in a recreational attitude, and not as a matter of study or work...
>
> 3) Literature likewise must not be approached as information to be remembered...
>
> 4) The teacher...should keep a record of difficulties occurring in literature and take steps toward their eradication through the program in the work types of silent or oral reading...
>
> 5) Clearly there is no place in the elementary school for the study of such matters as style, structure, and the development of plot...
>
> 6) In connection with the teaching of poetry or prose in the elementary school, there is no reason to insist upon the inculcation of facts as to dates and sources...

1/ Paul McKee, Reading and Literature in the Elementary School, op. cit., pp. 516-526.

7) This does not mean, however, that background should not be constructed preliminary to the reading or hearing of a literary selection. Such a background must necessarily be concrete and possess vivid reality.

8) There should be no questioning or quizzing of the children by the teacher concerning what has been read...

9) The idea that the child must catch a "moral" from exposure to a given poem or prose selection needs to be discouraged.

10) Linked closely to the matter of a "moral" in literature is the teacher's use of a story or poem as a vehicle for expounding personal themes, doctrines...

11) It should be clear, too, that the elementary school is no place for emphasis upon such factors as character of theme study...

12) In the writer's opinion, every attempt should be made to secure considerable memorization of poetry, even among kindergarten and first-grade children, but at the same time such memorization must never be forced or assigned...The teacher must make a poem so real and pleasant to the child that he wants to memorize it...

13) ...The teacher may frequently encourage attention to by-paths making certain that these allusions represent concrete perceptions in the child's experience, and are related directly to re-experiencing the material read...

14) It is very important that everything be done to expose the child to a wide variety of good literature...

15) Book reports represent one of the most important activities for the literature program...

16) No program in literature can be complete without provision for creative production of verse and prose by children who possess the necessary equipment with which to do such work.

17) A considerable amount of poetry to be taught should be sung to music whenever such is available.

18) Likewise some of the literature taught should be dramatized.

19) ...Tests in literature should be concerned not at all with the discovery of how much the child knows about a poem, a story, or an author and his books...It should seek rather to stimulate the realization of experience in the selection...being considered...

20) ...Whatever discussion should center around only the main points, and all questions asked ought to be thought-provoking...

21) Any reasonably complete program in literature must acquaint children with the various sources to which they can turn to come in in contact with good things to read..."

Children's Interests In Literature

Factors influencing children's reading interests.-- There are many factors which influence children's reading interests. Norvell[1] states:

"Factors influencing literary selections are:

1. Sex
2. Age or maturity
3. Intelligence
4. Special interest factors (adventure, humor, etc.)
5. The classroom situation
6. The teaching methods used
7. Community influence"

Dawson[2] adds other factors to this list. He claims that the number, kind, and quality of books available to the child exerts an influence on his interest. The child should have favorable conditions for reading. Dawson states that the atmosphere should be informal and comfortable. The child is more likely to be attracted by books which are dramatic and have swift moving action.

The sex of the child ranks high in the list of factors which determine his chouces of books. Norvell[3] maintains that there are frequent crucial differences between boys' and girls' tastes in literature.

1/ George Norvell, The Reading Interests of Young People, D. C. Heath and Company, Boston, 1950, p. 14.
2/ Mildred A. Dawson, Teaching Language in the Grades, World Book, New York, 1951, p. 74.
3/ George Norvell, What Boys and Girls Like to Read, Silver Burdett Company, Morristown, N. J., 1959, p. 179.

> "Even where there is considerable correspondence in both interests, the divergencies are important. Girls are as enthusiastic as boys about animal stories, but they reject most atories of savage wild animals or grim adventure. Both are receptive to tales of the supernatural but boys are more so.
>
> Concerning sentiments, there are varied reactions ...boys approve of courage, heroism, but are unfavorably disposed to self-sacrifice. Girls favor romantic love, boys disapprove. Sex is a significant factor in children's choices in reading as early as the third grade."

The books selected by children are also influenced by by their socio-economic background. This cultural factor is discussed in a study made by the California Elementary School Principal's Association[1/].

> "Boys and girls from a high socio-economic background reveal more discrimination in their expressed reading interests, and evince a greater enthusiasm for exciting adventure than pupils from a neighborhood of poor economic and cultural status. The latter boys and girls show stronger interests in informative selections and stories of familiar and everyday experiences than the former group. The pupils of the poorer environment reveal a pattern of development of reading tastes that lags behind that found among the more fortunately situated children. Interests in stories of hobbies and recreation is specialized not only between the sexes but also to a considerable extent between the pupils of different schools. These and other differences are much less pronounced among pupils in the third grade than among older children."

Husbands[2/] adds another factor to those already mentioned, "In the sixth grade, the child tends to read the books that are being passed around by the children...comic books, "Nancy Drew" mysteries and the like."

1/ The California Elementary School Principal's Association, Children's Interests: Elementary School Level, Twelfth Yearbook, 1940. News Publishing Co., Sacramento, California, p. 100.

2/ Kenneth L. Husbands, Op. Cit., p. 134.

Rankin[1] emphasizes still another facet:

> "In the theater the play's the thing and in fiction for young adolescents the story's the thing. The format of the book is important only so far as it gives clues to the character of the story. A book may be drab in color, long, and comparatively difficult to read, but if it is a story about nursing for girls, a story about adventures in flying for boys, or one of the several other popular themes, it is apt to attract the attention of many adolescents. One simple, black and white line drawing that supports the title and theme in the nature of its content may be sufficient illustration."

What children read -- The California Elementary School Principal's Association[2] study resulted in this list of the types of stories read by the children in their order of preference.

1) Made up stories of exciting things
2) Stories about games
3) Stories that ell how we should act and what we should do and
4) True stories of things people have done
5) Stories of things which happen every day
6) Stories about the lives of people
7) Stories of things people do in their spare time
8) Make believe stories
9) Stories about animals
10) Stories of other lands
11) Stories that elll about things
12) Styles and kind of story writing
13) Stories that tell you how things look"

Jordan[3] conducted a survey on the outside reading done

1/ Marie Rankin, Children's Interests in Library Books of Fiction, Bureau of Publications, Teacher's College, Columbia University, New York, 1944, p. 139.
2/ The California Elementary School Principal's Association, Op. Cit. p. 31.
3/ Arthur M. Jordan, Children's Interest in Reading, Bureau of Publications, Teachers College, Columbia University, New York, 1921, p. 88-89.

by children and found the following to be true of the selections made by boys:

> "1) Boys choose books and magazines of adventure most frequently of all, (i.e. such books as the Call of the Wild, The Boy Scout Series, and Treasure Island.)
> 2) Boys are interested in the popular presentation of scientific subjects.
> 3) Second only to this enormous interest in edventure is that in fiction.
> 4) Humor receives 3 per cent of the total choices.
> 5) Interest in books of biography, history, poetry, and information is small...less than four percent of the total number of choices.
> 6) The number of points in travel and science is less than one percent.
> 7) Magazines concerned with current events receive nine percent of the total choices of boys for magazines; woman's arts, six percent; nature, four percent; humor, four percent; and pictures, two percent."

Jordan[1] came to the following conclusions regarding the outside reading done by girls:

> "1) Girls choose magazines and books of fiction far more frequently than they do any other type.
> 2) Again Little Women leads the list of popular books for girls in the two cities. Polyanna leads the corresponding list of another while The Girl of the Limberlost occurs in all four of the five most popular books for girls."

Types of literature which are popular in one generation may well be liken in the generation to follow. Huber[2] states:

> "In the last thirty years, a number of carefully controlled, experimental studies of children's interests have been made and basically there has been a striking similarity in the results of these studies. Particular titles rated high in preference have varied, but the kinds of literature best liked by children have reamined constant.

1/ Ibid., p. 89.
2/ Miriam B. Huber, Op.Cit., p. 13.

> Indeed, many of the same titles appear again and again in the experiments conducted a good many years apart; for example The Adventures of Tom Sawyer and Little Women rank high in controlled experiments carried out with two different generations of children."

Children's interests often disregarded -- Parents and teachers often disregard a child's interest in reading. Rankin[1] maintains:

> "A child's potential interest in book reading may be blocked or destroyed by the insistence of adults that he read books which he does not find interesting. Of Newbery Medal books, highly evaluated by publishers, book reviewers, and librarians are overlooked, ignored, and neglected by children, little actual contribution is made to children's literature. A good book well loved by older children, acclaimed by their elders and awarded the Newbery Medal might do much to preserve the older child's interest in reading."

Need for guidance -- Children need guidance to aid them in their selection of books. Witty[2] states:

> "It will readily be granted that children need guidance, encouragement, and experience in choosing from a variety of materials in order to grow increasingly competent in making independent selections of individually appropriate books. When such conditions are provided, children's choices in books may be found to be superior to or different from those found by compiling the titles of books checked out of the public library."

Gray[3] declares:

> "During recent decades there has been an increasing

1/ Marie L. Rankin, Op.Cit., p. 4.
2/ Paul Witty, Reading in Modern Education, D. C. Heath and Co., Boston, 1949, p. 107.
3/ William S. Gray, "Challenge Faced in Promoting Desirable Reading Interests," Teaching in the Elementary School, Lester Crow, Alice Crow, and Walter Murray, Editors, Longmans, Green and Company, New York, 1961, p. 105.

> effort by teachers to promote wide reading interests and to cultivate preference for reading materials of superior quality....That much remains to be achieved is evidenced by both surveys of reading interest and by the deep concern of parents concerning the small amount and the unsatisfactory quality of personal reading in which their children engage.

Children often reject guidance -- Various authors feel that children have strong likes and dislikes in reading and often rebel against guidance. Hazard[1/] is one of the authors who supports this point of view.

> "Children defend themselves, I tell you. They manifest at first a degree of inertia that resists the liveliest attacks; finally they take the offensive and expel their false friends from the domain in which they wish to remain the rulers.
>
> Nothing is done to create a common opinion among them, and yet that opinion exists. They would be wholly incapable of defending the faults that displease them; but they cannot be made to believe that a book which displeases them should please them. Whatever their differences may be as to age, sex, or social position, they detest with common accord disguised sermons, hypocritical lessons, irreproachable little boys and girls who behave with more docility than their dolls. It's as though....they brought into the world with a spontaneous hatred of the insincere and the false. The adults insist, and the children pretend to yield. We overpower them; they rise up again. Thus does the struggle continue, in which the weaker will triumph."

1/ Paul Hazard, Books Children and Men, The Horn Book, Inc. Boston, 1947, p. 49.

Children's Book Lists

This discussion concerning children's book lists included listings of the various types of books that have been written to meet the many and varied interests of children. Since these listings are very often similar, this study will mention each type of book but once.

The American Library Association[1] suggests that children's books may be classified in the following ways:

First Songs
Rhymes
Picture Books
Picture Story Books
Folk and Fairy Tales
Tall Tales
Myths
Legends
Fantasy
Funny Books
Story about Animals
Mystery
Adventure
Indians
Historical Fiction
Other Lands and People
Growing Up Interests
Great Tales
Important People
Great Events
Special Days
Hobbies
Science
The Arts
Rhymes and Poetry
Ways We Worship

The American Library Association[2] further suggests:

Verse Books

1/ The American Library Association, Let's Read Together: Book for Family Enjoyment, Chicago, 1960, pp. 1-96.
2/ American Library Association, The Right Book for the Right Child, John Day Company, New York, 1933, pp. 1-389.

From Arbuthnot[1] the following types of books are noted:

Hero Tales
Fables
Realism
Nonsense
Information Books
Ballads
Story-Poems
Epics
Biography

Eaton[2] suggests the following categories:

Prehistoric Times
Ancient Civilization
The Middle Ages
Plays
Sports
Marionettes and Puppets
Architecture

Colburn[3] feels that books can be classified in the following manner:

History
Geography
Travel
Invention

Field[4] adds other ways to classify books, such as:

Morals and Manners
Culture
Patriotism
Economics
Industries
Occupations
Amusements
Handicrafts
Essays

1/ May Hill Arbuthnot, Children and Books, Scott, Foresman and Company, New York, 1947, pp. 1-626.
2/ Anne Thaxter Eaton, Treasure and Taking, Vicking Press, New York, 1957 (revised edition), pp. 1-322.
3/ Evangeline Colburn, The Library for Intermediate Grades, University of Chicago, Chicago, 1930, pp. 1-150.
4/ Walter Taylor Field, A Guide to Literature for Children, Ginn and Company, Boston, 1928, pp. 1-287.

Harrington[1] takes a different approach and classifies books according to areas and the things that they are noted for, such as follows:

Areas

Arizona
Arkansas
Louisiana
New Mexico
Oklahoma
Texas

Subject Headings

Cotton
Floods
Mountain Life
Indian Crafts

Huber[2] presents a somewhat similar list as the others, but she subdivides folk tales in the following way:

Folk Tales

English
American
Arabian
East Indian
French
German
Greek
Norse

Strang[3] adds several other types of books that may be added to the various types of books such as:

Aviation
Family Life
Humor
Short Stories

1/ P. Mildred Harrington, The Southwest in Children's Books, Louisiana State University Press, Baton Rouge, Louisiana, 1952, pp. 1-124.
2/ Miriam Huber, Op.Cit., pp. 1-812.
3/ Ruth Strand, et al. Gateways to Readable Books, The H. W. Wilson Company, New York, 1952, pp. 1-140.

Adams[1] suggests the following ways to classify children's books:

Alphabet Books and Mother Goose Rhymes
Children's Magazines
American Life
Around the World
Fantasy and Fun
Special Interest
Folk Lore
Early American
Nature
Religious Books

Arbuthnot[2] suggests typical Bible Stories that children might read.

Penner[3] feels that children read books which may be classified as books about the Universe and Classics.

Frank[4] feels that reference books are another type that should be included in the classification of children's literature.

Foreign language books are considered an essential part of children's literature by the American Library Association[5].

1/ Bess Porter Adams, Op.Cit. pp. 1-573.
2/ May Hill Arbuthnot, et. al, Children's Books: Too Good to Miss: The Press of Western Reserve University, 1956 edition, pp. 1-64.
3/ Phyllis Fenner, The Proof of the Pudding: What Children Read, The Joyn Day Company, New York, 1957, pp. 1-246.
4/ Josette Frank, Your Child's Reading Today, Doubleday, Doran and Company, Inc. Garden City, New York, 1954, pp. 1-328.
5/ American Library Association, Graded Lists of Books for Children, Chicago, 1947, pp. 1-142.

The Joint Committee of American Library Association[1] includes books about romance in its classification.

Books about games are included in the list of classifications of the National Council of Teachers of English[2].

Realistic Sotries are included in the list prepared by Hollowell[3] .

Rue[4] lists many books according to a subject index.

From all the sources the following alphabetical classification emerges:

Adventure
Alphabet Books and Mother Goose Rhymes
American Life
Amusements
Ancient Civilization
Architecture
Around the World
Aviation

Ballads
Bible Stories
Biography

Children's Magazines
Classics
Cotton
Culture

Early American
Economics
Epics
Essay

Fables
Family Life

1/ Joint Committee of the American Library Association, By Way of Introduction, Chicago, 1947, pp. 1-142.
2/ National Council of Teachers of English, Adventuring With Books, Chicago, 1950, pp. 1-115.
3/ Lillian Hollowell, Children's Literature, Rinehart and Co., Inc., New York, 1950, pp. 1-697.
4/ Eloise Rue, Subject Index to Books for Intermediate Grades, American Library Association, Chicago, 1950, pp. 1-493.

Fantasy
Fantasy and Fun
First Songs
Floods
Folk and Fairy Tales
Folklore
Folk Tales
    American
    Arabian
    East Indian
    English
    German
    Greek
    Norse
Foreign Language
Funny Books

Games
Geography
Geographical Areas
Great Events
Great Tales
Growing Up Interests

Handicrafts
Hero Tales
History
Historical Fiction
Hobbies
Humor

Important People
Indians
Indian Crafts
Industries
Information Books
Invention

Legends

Marionettes and Puppets
Morals and Manners
Mountain Life
Mystery
Myths

Nature
Nonsense

Occupations
Other Lands and People

Patriotism
Picture Books
Picture Story Books
Plays
Prehistoric Times

Realism
Realistic Stories
Reference Books
Rhymes
Rhymes and Poetry
Romance

Science
Short Stories
Special Days
Special Interest
Sports
Stories about Animals
Story-Poems

Tall Tales
Travel
The Arts
The Middle Ages

Universe

Verse

Ways We Worship

The remainder of the book lists present similar classifications. Therefore, these books will be listed only in the bibliography.

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CHAPTER III

PROCEDURE

The purpose of this study is to ascertain the independent reading selections of pupils at the intermediate grade level.

Construction of forms -- In order to conduct this survey of reading preferences, a questionnaire was constructed consisting of an envelope containing seven index cards. The envelope measured six inches by nine inches. The seven index cards contained in each envelope--one index card for each week of the survey--measured seven inches by five inches, and were nonstructured as far as stimulus is concerned, thus providing the subject with a greater measure of freedom in his response. Following this page is a sample of the envelope and the index card used in this study.

Teacher and pupil participation in the study -- One evvelope containing seven index cards was dis tributed to each pupil. On the envelope, the pupil was asked to fill in the following personal data: name, age, sex, father's occupation, mother's occupation, school, city, state, and grade. The teacher was requested to indicate on the envelope the reading level and intelligence quotient, if available.

Each week of this survey the pupil was requested to indicate, on the index card, the number of the week along with the title of the book, author, publisher, number of pages, and

Week Number ———

We are trying to find out what books you are reading outside of school — library books, books borrowed from friends, in fact, any books which were not assigned by your teacher.

Fill out the form below and check (√) whether you liked or disliked the book.

Title:

Author:

Publisher:

Number of Pages:

Liked ( ) Disliked ( ) Neither ( )

Title:

Author:

Publisher:

Number of Pages:

Liked ( ) Disliked ( ) Neither ( )

Title:

Author:

Publisher:

Number of Pages:

Liked ( ) Disliked ( ) Neither ( )

Title:

Author:

Publisher:

Number of Pages:

Liked ( ) Disliked ( ) Neither ( )

Title:

Author:

Publisher:

Number of Pages:

Liked ( ) Disliked ( ) Neither ( )

Title:

Author:

Publisher:

Number of Pages:

Liked ( ) Disliked ( ) Neither ( )

whether he liked or disliked the book. Each index card included directions for filling in the required information and six spaces for books selected during the week.

Selection of population -- The questionnaires were distributed to six fourth, fifth, and sixth grade classrooms in the metropolitan Boston area. These classrooms were randomly selected and represent five communities which encompass the total socio-economic range. The total population involved in this study numbered 68 boys and 89 girls; and one thousand ninety-nine index cards and one hundred and fifty-seven envelopes were utilized.

Selection of literary categories -- On the basis of the research conducted in the field of children's interests in literature, the following literary categories were selected.

1. Adventure
2. American History
3. Ancient Civilization
4. Animal Stories
5. Fables
6. Family Life
7. Famous People
8. Fantasy and Fairy Stories
9. Folk Tales
10. History
11. Hobbies
12. Indians and Cowboys
13. Mystery
14. Myths
15. Nature
16. Nonsense
17. Occupations
18. Other people and other lands
19. Pre-historic Times
20. Romances
21. Science
22. Space-Universe
23. Sports

24. The Arts
25. The Middle Ages
26. United States
27. Transportation
28. Verse

Use of intelligence quotients -- The intelligence quotients in this interest study were obtained from the teachers of the classes participating in the study.

The total population was divided into three groups according to intelligence quotients--high, average, and low. It is hoped that a correlation between intelligence and the nature and breadth of interests--as indicated by the child's reading selections,--might be revealed and measured. The intelligence quotient, as related to the quality and quantity of the reading selections of each pupil, provided information relevant to the building and functioning of a well-balanced reading program in the individual classroom.

Use of reading level -- It was hoped that this interest study may reveal a definite correlation, positive or negative, between the reading level of the individual child and the nature of his experiences in independent reading.

CHAPTER IV

Analysis of Data

It was the purpose of this study to determine personal reading preferences of children in the intermediate grades.

In examining the total number of books read it was found that the highest chosen category was Adventure with 414 books read. This constituted 37.8% of the total books. The second highest category was Animal Stories with 133 books read, thus constituting 12.2% of all books read. The third highest category was Mystery with 100 books read. This constituted 9.1%.

The three lowest categories were Fables, Myths and Middle Ages with only one book read in each category. This constituted 0.1% of the total books read.

For a more complete analysis the children were divided into quarters on the basis of intelligence quotients.

The books read by the girls in the highest group were compared with the books read by girls in the lowest group in order to determine whether the factor of intelligence effects the type of literature chosen. Each literary category was analyzed separately.

Table 1. A Tabulation of the Number of Books and Percentages Falling in Each Literary Category

Category	Boys Number	Boys %	Girls Number	Girls %	Total Number	Total %
Adventure	109	30.1	305	41.6	414	37.8
Ancient Civilization	5	1.4	5	.7	10	.9
Animal Stories	34	9.4	99	13.6	133	12.2
American History	29	8.0	3	.4	32	2.9
Cowboys and Indians	6	1.7	12	1.6	18	1.6
Fables	0	0.0	1	.1	1	.1
Family Life	1	.3	5	.7	6	.5
Famous People	33	9.1	52	7.1	85	7.8
Fantasy and Fairy Tales	9	2.4	36	4.9	45	4.1
Folk Tales	0	0.0	5	.7	5	.5
History	12	3.3	3	.4	15	1.4
Hobbies	4	1.1	6	.8	10	.9
Middle Ages	0	0.0	1	.1	1	.1
Mystery	15	4.1	85	11.6	100	9.1
Myths	1	.3	0	0.0	1	.1
Nature	5	1.4	9	1.2	14	1.3
Nonsense	2	.6	10	1.4	12	1.1
Occupations	2	.6	4	.5	6	.5
Other People & Other Lands	11	3.0	29	4.0	40	3.7
Prehistoric Times	4	1.2	2	.3	6	.5
Romance	0	0.0	4	.5	4	.4
Science	21	5.8	16	2.2	37	3.4
Space and Universe	21	5.8	4	.5	25	2.3
Sports	13	3.6	2	.3	15	1.4
The Arts	1	.3	2	.3	3	.3
Transportation	6	1.7	1	.1	7	.6
United States	12	3.3	11	1.5	23	2.1
Verse	2	.6	2	.3	4	.4
Miscellaneous	3	.9	19	2.6	22	2.0
Totals	361	100%	733	100%	1094	100%

No books were read by girls in the upper and lower quarters in the following categories: Folk Tales, History, Myths, and Sports. Therefore, it was impossible to derive a critical ratio for these classifications.

Tables were not presented for the following categories as there was no difference in percentage of books read between the upper and lower quarters: Ancient Civilization, Hobbies, and Nonsense.

The tables for Fables and the Middle Ages were not included, as only one book was read in both categories throughout this study, and the critical ratio derived would not represent a true statistically significant difference.

Table 2 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Adventure

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Adventure	96	60
Percentage of total number of books read in Adventure	.31	.20
S. E.^{2}	.008464	.006400
Diff.		.11
S. E. Diff.		.122
C. R.		.902

The difference in percentage of books read in the category of Adventure is 11% in favor of the Girls in the Upper Quarter. The critical ratio of .902 is not statistically significant.

Table 3 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Animal Stories

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Animal Stories	22	23
Percentages of total number of books read in Animal Stories	.22	.23
S. B.^{2}	.006889	.007056
Diff.		.01
S. E. Diff.		.118
C. R.		.084

The difference in percentage of books read in the category of Animal Stories is 1% in favor of the Girls in the Lower Quarter. The critical ratio of .084 is not statistically significant.

Table 4 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of American History

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in American History	1	0
Percentage of total number of books read in American History	.33	.00
S. E.^{2}	.008836	.000000
Diff.		.33
S. E. Diff.		.004
C. R.		3.510

The difference in percentage of books in the category of American History is 33% in favor of the Girls in the Upper Quarter. The critical ratio of 3.510 is statistically significant in favor of the upper quarter of girls.

Table 5 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Cowboys and Indians

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Cowboys and Indians	2	6
Percentage of total number of books read in Cowboys and Indians	.17	.50
S. E.^{2}	.005625	.010000
Diff.		.33
S. E. Diff.		.125
C. R.		2.640

The difference in percentage of books read in the category of Cowboys and Indians is 33% in favor of the Girls in the Lower Quarter. The critical ratio of 2.640 is statistically significant in favor of the lower quarter of girls.

Table 6 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Family Life

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Family Life	4	1
Percentage of total number of books read in Family Life	.80	.20
S. E.^{2}	.006400	.006400
Diff.		.60
S. E. Diff.		.113
C. R.		5.310

The difference in percentage of books read in the category of Family Life is 60% in favor of the Girls in the Upper Quarter. The critical ratio of 5.310 is statistically significant in favor of the upper quarter of girls.

Table 7 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Famous People

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Famous People	20	12
Percentage of total number of books read in Famous People	.38	.24
$S. E.^2$	.009409	.007225
Diff.		.14
S. E. Diff.		.129
C. R.		1.085

The difference in percentage of books read in the category of Famous People is 14% in favor of the Girls in the Upper Quarter. The critical ratio of 1.085 is not statistically significant.

Table 8 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Fantasy and Fairy Tales

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Fantasy and Fairy Tales	10	11
Percentage of total number of books read in Fantasy and Fairy Tales	.28	.31
S. E.^{2}	.008100	.008464
Diff.		.03
S. E. Diff.		.129
C. R.		.232

The difference in percentage of books read in the category of Fantasy and Fairy Tales is 3% in favor of the girls in the Lower Quarter. The critical ratio of .232 is not statistically significant.

Table 9 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Mystery

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Mystery	28	13
Percentage of total number of books read in Mystery	.33	.15
S. E.^{2}	.008836	.005041
Diff.		.18
S. E. Diff.		.118
C. R.		1.525

The difference in percentage of books read in the category of Mystery is 18% in favor of the Girls in the Upper Quarter. The critical ratio of 1.525 is not statistically significant.

Table 10 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Nature

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Nature	5	3
Percentage of total number of books read in Nature	.56	.33
S. E.^{2}	.009801	.008836
Diff.		.23
S. E. Diff.		.136
C. R.		1.691

The difference in percentage of books read in the category of Nature is 23% in favor in the Girls in the Upper Quarter. The critical ratio of 1.691 is not statistically significant.

Table 11 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Occupations

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Occupations	1	0
Percentage of total number of books read in Occupations	.25	.00
S. E.^{2}	.007569	.000000
Diff.		.25
S. E. Diff.		.087
C. R.		2.873

The difference in percentage of books read in the category of Occupations is 25% in favor of the girls in the Upper Quarter. The critical ratio of 2.873 is statistically significant in favor of the lower quarter of girls.

Table 12 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter
In the category of Other People and Other Lands

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Other People and Other Lands	6	10
Percentage of total number of books read in Other People and Other Lands	.21	.34
S. E.^{2}	.006561	.009025
Diff.		.13
S.E. Diff.		.125
C. R.		1.040

The difference in percentage of books read in the category of Other People and Other Lands is 13% in favor of the Girls in the Lower Quarter. The critical ratio of 1.040 is not statistically significant.

Table 13 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Prehistoric Times

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Prehistoric Times	0	1
Percentage of total number of books read in Prehistoric Times	.0	.50
$S.E.^2$	.000000	.010000
Diff.		.50
S. E. Diff.		.100
C. R.		5.000

The difference in percentage of books read in the category of Prehistoric Times is 50% in favor of the Girls in the Lower Quarter. The critical ratio of 5.000 is statistically significant in favor of the lower quarter of girls.

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Table 14 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Romance

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Romance	1	0
Percentage of total number of books read in Romance	.25	.00
S. E.^{2}	.007569	.000000
Diff.		.25
S. E. Diff.		.087
C. R.		2.873

The difference in percentage of books read in the category of Romance is 25% in favor of the Girls in the Upper Quarter. The critical ratio of 2.873 is statistically significant in favor of the upper quarter of the girls.

Table 15 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Science

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Science	7	2
Percentage of total number of books read in Science	.44	.13
S. E.^{2}	.009801	.004489
Diff.		.31
S. E. Diff.		.120
C. R.		2.583

The difference in percentage of books in the category of Science is 31% in favor of the Girls in the Upper Quarter. The critical ratio is statistically significant in favor of the upper quarter of girls.

Table 16 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Space and Universe

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Space and Universe	1	0
Percentage of total number of books read in Space and Universe	.25	.00
S. E.^{2}	.007569	.000000
Diff.		.25
S. E. Diff.		.087
C. R.		2.873

The difference in percentage of books read in the category of Space is 25% in favor of the Girls in the Upper Quarter. The critical ratio of 2.873 is statistically signivicant in favor of the girls in the upper quarter.

Table 17 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of The Arts

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in The Arts	0	2
Percentage of total number of books read in the Arts	.00	1.00
$S. E.^2$	.000000	.000400
Diff.		1.00
S. E. Diff.		.02
C. R.		50.00

The difference in percentage of books read in the category of The Arts in 100% in favor of the Girls in the Lower Quarter. The critical ratio of 50.00 is statistically significant in favor of the lower quarter of girls.

Table 18 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In category of Transportation

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Transportation	1	0
Percentage of total number of books read in Transportation	1.00	.00
$S. E.^2$	.000400	.000000
Diff.		1.00
S. E. Diff.		.020
C. R.		50.00

The difference in percentage of books read in the category of Transportation is 100% in favor of the Upper Quarter of Girls. The critical ratio of 50.00 is statistically significant in favor of the the upper quarter of girls..

Table 19 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of United States

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in United States	0	8
Percentage of total number of books read in United States	.00	.73
S. E.^{2}	.000000	.007921
Diff.		.73
S. E. Diff.		.089
C. R.		8.202

The difference in percentage of books read in the category of the United States is 73% in favor of the Girls in the Lower Quarter. The critical ratio of 8.202 is statistically significant in favor of the lower quarter of girls.

Table 20 Comparison of percentages of books read by Girls in the Upper Quarter with Girls in the Lower Quarter In the category of Verse

Statistic	Girls in Upper Quarter	Girls in Lower Quarter
Number of girls	22	22
Number of books read in Verse	0	2
Percentage of total number of books read in Verse	.00	1.00
S. E.^{2}	.000000	.000400
Diff.		1.00
S. E. Diff.		.020
C. R.		50.00

The difference in percentages of books read in the category of Verse is 100% in favor of the Girls in the Lower Quarter. The critical ratio of 50.00 is statistically significant in favor of the lower quarter of girls.

The books read by the boys in the highest group were compared with the books read by boys in the lowest group in order to determine whether the factor of intelligence effects the type of literature chosen. Each literary category was analyzed separately.

No books were read by boys in the upper and lower quarters in the following categories--Ancient Civilization, Fables, Family Life, Folk Tales, Middle Ages, Romance, and The Arts. Therefore, it was impossible to derive a critical ratio for these classifications.

Tables were not presented for the following categories--History, and Occupations--as there was no difference in percentage between the upper and lower quarters.

A table for myths was not included, since only one book in the category was read throughout this study, and the critical ratio derived would not represent a true statistically significant difference.

Table 21 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Adventure

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Adventure	28	23
Percentage of total number of books read in Adventure	.26	.21
S. E.^{2}	.007744	.006561
Diff.		.05
S. E. Diff.		.120
C. R.		.416

The difference in percentage of books read in the category of Adventure is 5% in favor of the Boys in the Upper Quarter. The critical ratio of .416 is not statistically significant.

Table 22 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Animal Stories

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Animal Stories	10	8
Percentage of total number of books read in Animal Stories	.29	.24
S. E.^{2}	.008281	.007225
Diff.		.05
S. E. Diff.		.120
C. R.		.418

The difference in percentage of books read in the category of Animal Stories is 5% in favor of the Boys in the Upper Quarter. The critical ratio of .418 is not statistically significant.

Table 23 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of American History

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in American History	16	1
Percentage of total number of books read in American History	.55	.03
S. E.^{2}	.010000	.001156
Diff.		.52
S. E. Diff.		.105
C. R.		4.952

The difference in percentage of books read in the category of American History is 52% in favor of the Boys in the Upper Quarter. The critical ratio of 4.952 is statistically significant in favor of the upper quarter of boys.

Table 24 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Cowboys and Indians

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Cowboys and Indians	0	1
Percentage of total number of books read in Cowboys and Indians	.00	.17
S. $E.^2$	.000000	.005625
Diff.		.17
S. E. Diff.		.075
C. R.		2.266

The difference in percentage in the category of Cowboys and Indians is 17% in favor of the Boys in the Lower Quarter. The critical ratio of 2.266 is not statistically significant.

Table 25 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Famous People

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Famous People	9	4
Percentage of total number of books read in Famous People	.27	.12
S. E.^{2}	.007921	.004225
Diff.		.15
S. E. Diff.		.110
C. R.		1.363

The difference in percentage of books read in the category of Famous People is 15% in favor of the Boys in the Upper Quarter. The critical ratio of 1.363 is not statistically significant.

Table 26 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Fantasy and Fairy Tales

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Fantasy and Fairy Tales	7	0
Percentage of total number of books read in Fantasy and Fairy Tales	.78	.00
S. E.^{2}	.006889	.000000
Diff.		.78
S. E. Diff.		.083
C. R.		9.397

Difference in percentage of books read in the category of Fantasy and Fairy Tales is 78% in favor of the Boys in the Upper Quarter. The critical ratio of 9.397 is statistically significant in favor of the upper quarter of boys.

Table 27 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Hobbies

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Hobbies	2	0
Percentage of total number of books read in Hobbies	.50	.00
S. E.^{2}	.010000	.000000
Diff.		.50
S. E. Diff.		.100
C. R.		5.000

The difference in percentage of books read in the category of Hobbies is 50% in favor of the Boys in the Upper Quarter. The critical ratio of 5.000 is statistically significant in their favor.

Table 28 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Mystery

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Mystery	3	5
Percentage of total number of books read in Mystery	.20	.33
S. E.^{2}	.006400	.008836
Diff.		.13
S. E. Diff.		.125
C. R.		1.040

The difference in percentage of books read in the category of Mystery is 13% in favor of the Boys in the Lower Quarter. The critical ratio of 1.040 is not statistically significant.

Table 29 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Nature

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Nature	1	2
Percentage of total number of books read in Nature	.20	.40
S. E.^{2}	.006400	.009604
Diff.		.20
S. E. Diff.		.126
C. R.		1.587

The difference in percentage of books read in the category Nature is 20% in favor of the Boys in the Lower Quarter. The critical ratio of 1.587 is not statistically significant.

Table 30 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Nonsense

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Nonsense	0	2
Percentage of total number of books read in Nonsense	.00	1.00
S. E.^{2}	.000000	.000400
Diff.		1.00
S. E. Diff.		.020
C. R.		50.00

The difference in percentage of books read in the category of Nonsense is 100% in favor of the Boys in the Lower Quarter. The critical ratio of 50.00 is statistically significant in favor of the lower quarter of boys.

Table 31 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter
In the category of Other People and Other Lands

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Other People and Other Lands	5	3
Percentage of total number of books read in Other People and Other Lands	.45	.27
$S. E.^2$	.009801	.007921
Diff.		.18
S. E. Diff.		.113
C. R.		1.525

The difference in percentage of books read in the cateogry of Other People and Other Lands is 18% in favor of the Boys in the Upper Quarter. The critical ratio of 1.525 is not statistically significant.

Table 32 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Prehistoric Times

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Prehistoric Times	0	2
Percentage of total number of books read in Prehistoric Times	.00	.50
$S. E.^2$	.000000	.010000
Diff.		.50
S. E. Diff.		.100
C. R.		5.000

The difference in percentage of books read in the category of Prehistoric Times is 50% in favor of the Boys in the Lower Quarter. The critical ratio of 5.000 is statistically significant in favor of the lower quarter of boys.

Table 33 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Science

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Science	7	1
Percentage of total number of books read in Science	.33	.05
S. E.^{2}	.008836	.001936
Diff.		.28
S. E. Diff.		.104
C. R.		2.692

The difference in percentage of books read in the category of Science is 28% in favor of the Boys in the Upper Quarter. The critical ratio of 2.692 is statistically significant in favor of the upper quarter of boys.

Table 34 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Space and Universe

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Space and Universe	11	3
Percentage of total number of books read in Space and Universe	.52	.14
S. E.^{2}	.010000	.004761
Diff.		.38
S. E. Diff.		.121
C. R.		3.140

The difference in percentage of books read in the category of Space and Universe is 38% in favor of the Boys in the Upper Quarter. The critical ratio of 3.140 is statistically significant in favor of the upper quarter of boys.

Table 35 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Sports

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Sports	4	1
Percentage of total number of books read in Sports	.31	.08
S. $E.^2$	.008464	.002916
Diff.		.23
S. E. Diff.		.106
C. R.		2.169

The difference in percentage of books read in the category of Sports is 23% in favor of the Boys in the Upper Quarter. The critical ratio of 2.169 is not statistically significant.

Table 36 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Transportation

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Transportation	2	1
Percentage of total number of books read in Transportation	.33	.17
S. E.^{2}	.008836	.005625
Diff.		.16
S. E. Diff		.120
C. R.		1.333

The difference in percentage of books read in the category of Transportation is 16% in favor of the Boys in the Upper Quarter. The critical ratio is not statistically significant.

Table 37 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of United States

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in United States	3	5
Percentage of total number of books read in United States	.25	.42
S. E.^{2}	.007569	.009801
Diff.		.17
S. E. Diff.		.132
C. R.		1.287

The difference in percentage of books read in the category of the United States is 17% in favor of the Boys in the Lower Quarter. The critical ratio of 1.287 is not statistically significant.

Table 38 Comparison of percentages of books read by Boys in the Upper Quarter with Boys in the Lower Quarter In the category of Verse

Statistic	Boys in Upper Quarter	Boys in Lower Quarter
Number of boys	17	17
Number of books read in Verse	1	0
Percentage of total number of books read in Verse	.50	.00
S. E.^{2}	.010000	.000000
Diff.		.50
S. E. Diff.		.100
C. R.		5.000

The difference in percentage of books read in the category of Verse is 50% in favor of the Boys in the Upper Quarter. The critical ratio of 5.000 is statistically significant in favor of the upper quarter of boys.

The books read by the total number of boys and girls in the upper quarter were compared with the total number of boys and girls in the lower quarter in order to determine whether the factor of intelligence effects the type of literature chosen. Each literary category was analyzed separately.

No books were read by the upper and lower quarters in the following categories--Fables and Folk Tales.

Throughout this study, only one book was read in the category Myths, and the category Middle Ages. The critical ratio derived would not represent a true statistically significant difference.

Table 39 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Adventure

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Adventure	124	83
Percentage of total number of books read in Adventure	.30	.20
S. E.^{2}	.005329	.004096
Diff.		.10
S. E. Diff.		.097
C. R.		1.030

The difference in percentage of books read in the category of Adventure is 10% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 1.030 is not statistically significant.

Table 40 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Animal Stories

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Animal Stories	32	31
Percentage of total number of books read in Animal Stories	.24	.23
S. E.^{2}	.004624	.004489
Diff.		.01
S. E. Diff.		.095
C. R.		.105

The difference in percentage of books read in the category of Animal Stories is 1% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of .105 is not statistically significant.

Table 41 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of American History

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in American History	17	1
Percentage of total number of books read in American History	.53	.03
S. $E.^2$	.005041	.000784
Diff.		.50
S. E. Diff.		.076
C. R.		6.578

The difference in percentage of books read in the category of American History is 50% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 6.578 is statistically significant in favor of the upper quarter of boys and girls.

Table 42 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Cowboys and Indians.

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Cowboys and Indians	2	7
Percentage of total number of books read in Cowboys and Indians	.11	.39
S. E.^{2}	.002500	.006084
Diff.		.28
S. E. Diff.		.093
C. R.		3.010

The difference in percentage of books read in the category of Cowboys and Indians is 28% in favor of the Boys and Girls in the Lower Quarter. The critical ratio is 3.010 and is statistically significant in favor of the lower quarter of boys and girls.

Table 43 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Family Life

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Family Life	5	1
Percentage of total number of books read in Family Life	.83	.16
S. E.^{2}	.003600	.003481
Diff.		.67
S. E. Diff.		.084
C. R.		7.976

The difference in percentage of books read in the category of Family Life is 67% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 7.976 is statistically significant in favor of the upper quarter of boys and girls.

Table 44 Comparison of percentages of books read by Boys and Girlsin the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Famous People

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Famous People	29	16
Percentage of total number of books read in Famous People	.34	.19
S. E.^{2}	.005776	.003969
Diff.		.15
S. E. Diff.		.099
C. R.		1.515

The difference in percentage of books read in the category of Famous People is 15% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 1.515 is not statistically significant.

Table 45 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Fantasy and Fairy Tales

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Fantasy and Fairy Tales	17	11
Percentage of total number of books read in Fantasy and Fairy Tales	.38	.24
S. E.^{2}	.006084	.004624
Diff.		.14
S. E. Diff.		.108
C. R.		1.296

The difference in percentage of books read in the category of Fantasy and Fairy Tales is 14% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 1.296 is not statistically significant.

Table 46 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Hobbies

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Hobbies	4	2
Percentage of total number of books read in Hobbies	.40	.20
S. E.^{2}	.006084	.004096
Diff.		.20
S. E. Diff.		.101
C. R.		1.980

The difference in percentage of books read in the category of Hobbies is 20% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 1.980 is not statistically significant.

Table 47 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Mystery

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Mystery	31	18
Percentage of total number of books read in Mystery	.31	.18
S. E.^{2}	.005476	.003844
Diff.		.13
S. E. Diff.		.096
C. R.		1.354

The difference in percentage of books read in the category of Mystery is 13% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 1.354 is not statistically significant.

Table 48 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Nature

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Nature	6	5
Percentage of total number of books read in Nature	.42	.36
S. E.^{2}	.006241	.005929
Diff.		.06
S. E. Diff.		.110
C. R.		.545

The difference in percentage of books read in the category of Nature is 6% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of .545 is not statistically significant.

Table 49 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Nonsense

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Nonsense	3	5
Percentage of total number of books read in Nonsense	.25	.42
S. E.^{2}	.004761	.006241
Diff.		.17
S. E. Diff.		.105
C. R.		1.619

The difference in percentage of books in the category of Nonsense is 17% in favor of the Boys and Girls in the Lower Quarter. The critical ratio of 1.619 is not statistically significant.

Table 50 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Occupations

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Occupations	1	0
Percentage of total number of books read in Occupations	.17	.00
S. E.^{2}	.003600	.000000
Diff.		.17
S. E. Diff.		.060
C. R.		2.833

The difference in percentage of books read in the category of Occupations is 17% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 2.833 is statistically significant in favor of the upper quarter of boys and girls.

Table 51 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Other People and Other Lands.

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Other People & Other Lands	11	13
Percentage of total number of books read in Other People and Other Lands	.28	.32
$S. E.^2$	.005184	.005625
Diff.		.04
S. E. Diff.		.104
C. R.		.384

The difference in per centage of books read in the category of Other People and Other Lands is 4% in favor of the Boys and Girls in the Lower Quarter. The critical ratio of .384 is not statistically significant.

Table 52 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Prehistoric Times

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Prehistoric Times	0	3
Percentage of total number of books read in Prehistoric Times	.00	.50
S. E.^{2}	.000000	.006400
Diff.		.50
S. E. Diff.		.080
C. R.		6.250

The difference in percentage of books read in the category of Prehistoric Times is 50% in favor of the Boys and Girls in the Lower Quarter. The critical ratio of 6.250 is statistically significant. It is in favor of the Boys and Girls in the Lower Quarter.

Table 53 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Romance

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Romance	1	0
Percentage of total number of books read in Romance	.25	.00
$S. E.^2$	.004761	.000000
Diff.		.25
S. E. Diff.		.069
C. R.		3.623

The difference in percentage is 25% in the category of Romance in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 3.623 is statistically significant in favor of the upper quarter of the boys and girls.

Table 54 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Science

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Science	14	3
Percentage of total number of books read in Science	.38	.08
S. E.^{2}	.006084	.001849
Diff.		.30
S. E. Diff.		.089
C. R.		3.370

The difference in percentage of books read in the category of Science is 30% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 3.370 is statistically significant in favor of the upper quarter of boys and girls.

Table 55 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Space and Universe

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Space and Universe	12	3
Percentage of total number of books read in Space and Universe	.48	.12
S. E.^{2}	.006400	.002704
Diff.		.36
S. E. Diff.		.095
C. R.		3.789

The difference in percentage of books read in the category of Space and Universe is 36% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 3.789 is statistically significant in favor of the upper quarter of boys and girls.

Table 56 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Sports

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Sports	4	1
Percentage of total number of books read in Sports	.27	.07
$S. E.^2$	.005041	.001681
Diff.		.20
S. E. Diff.		.082
C. R.		2.439

The difference in percentage of books read in the category of Sports is 20% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 2.439 is not statistically significant.

Table 57 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the Category of The Arts

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in The Arts	0	2
Percentage of total number of books read in The Arts	.00	.67
S. E.^{2}	.000000	.005625
Diff.		.67
S. E. Diff.		.075
C. R.		8.933

The difference in percentage of books read in the catgory of The Arts is 67% in favor of the Boys and Girls in the Lower Quarter. The critical ratio of 8.933 is statistically significant in favor of the lower quarter of boys and girls.

Table 58 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Transportation

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Transportation	3	1
Percentage of total number of books read in Transportation	.43	.14
S. E.^{2}	.006241	.003136
Diff.		.29
S. E. Diff.		.097
C. R.		2.989

The difference in percentage of books read in the category of Transportation is 29% in favor of the Boys and Girls in the Upper Quarter. The critical ratio of 2.989 is statistically significant in favor of the boys and girls in the upper quarter.

Table 59 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In thecategory of United States

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in United States	3	13
Percentage of total number of books read in United States	.13	.56
S. E.^{2}	.002916	.006241
Diff.		.43
S. E. Diff.		.096
C. R.		4.895

The difference in percentage of books read in the category of United States is 43% in favor of the Boys and Girls in the Lower Quarter. The critical ratio of 4.895 is statistically significant in favor of the lower quarter of boys and girls.

Table 60 Comparison of percentages of books read by Boys and Girls in the Upper Quarter with Boys and Girls in the Lower Quarter In the category of Verse

Statistic	Boys and Girls in Upper Quarter	Boys and Girls in Lower Quarter
Number of boys and girls	39	39
Number of books read in Verse	1	2
Percentage of total number of books read in Verse	.25	.50
S. E.^{2}	.004761	.008400
Diff.		.25
S. E. Diff.		.107
C. R.		2.336

The difference in percentage of books read in the category of Verse is 25% in favor of the Boys and Girls in the Lower Quarter. The critical ratio of 2.336 is not statistically significant.

The books read by the Girls in the Upper Quarter were compared with the books read by the Boys in the Upper Quarter in order to determine whether the factor of intelligence effects the type of literature chosen. Each literary category was analyzed separately.

No books were read by Girls and Boys in the Upper Quarter in the following categories--Fables, Folk Tales, Middle Ages, Myths, Prehistoric Times, and The Arts.

Tables are not presented for the following categories--Ancient Civilization, Hobbies, and Science--as there was no difference in percentage of books read between the Boys and the Girls in the Upper Quarter.

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Table 61 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Adventure

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Adventure	28	96
Percentage of total number of books read in Adventure	.07	.28
S. E.^{2}	.002601	.007056
Diff.		.16
S. E. Diff.		.098
C. R.		1.632

The difference in percentage of books read in the category of Adventure is 16% in favor of the Girls in the Upper Quarter. The critical ratio of 1.632 is not statistically significant.

Table 62 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Animal Stories

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Animal Stories	10	22
Percentage of total number of books read in Animal Stories	.08	.17
$S. E.^2$	.002916	.005625
Diff.		.09
S. E. Diff.		.092
C. R.		.978

The difference in percentage of books read in the category of Animal Stories is 9% in favor of the Girls in the Upper Quarter. The critical ratio of .978 is not statistically significant.

Table 63 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter
In the category of American History

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in American History	16	1
Percentage of total number of books read in American History	.50	.03
$S. E.^2$	.010000	.001156
Diff.		.47
S.E. Diff.		.106
C. R.		4.433

The difference in percentage of books read in the category of American History is 47% in favor of the Boys in the Upper Quarter. The critical ratio is statistically significant in favor of the Boys in the Upper Quarter. This ratio is 4.433.

Table 64 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Cowboys and Indians

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Cowboys and Indians	0	2
Percentage of total number of books read in Cowboys and Indians	.00	.11
$S. E.^2$	.000000	.003969
Diff.		.11
S. E. Diff.		.063
C. R.		1.746

The difference in percentage of books read in the category of Cowboys and Indians is 11% in favor of the Girls in the Upper Quarter. The critical ratio of 1.746 is not statistically significant.

Table 65 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Family Life

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Family Life	0	4
Percentage of total number of books read in Family Life	.00	.67
S. E.^{2}	.000000	.008836
Diff.		.67
S. E. Diff.		.094
C. R.		3.510

The difference in percentage of books read in the category of Family Life is 67% in favor of the Girls in the Upper Quarter. The critical ratio of 3.510 is statistically significant. It favors the upper quarter of the girls.

Table 66 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Famous People

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Famous People	9	20
Percentage of total number of books read in Famous People	.11	.24
S. E.^{2}	.003969	.007225
Diff.		.13
S. E. Diff.		.106
C. R.		1.226

The difference in percentage of books read in the category of Famous People is 13% in favor of the Girls in the Upper Quarter. The critical ratio of 1.226 is not statistically significant.

Table 67 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter
In the category of Fairy Tales and Fantasy

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Fantasy and Fairy Tales	7	10
Percentage of total number of books read in Fantasy and Fairy Tales	.16	.22
S. E.^{2}	.005329	.006889
Diff.		.06
S. E. Diff.		.110
C. R.		.545

The difference of books read in the category of Fantasy and Fairy Tales is 6% in favor of the Girls in the Upper Quarter. The critical ratio of .545 is not statistically significant.

Table 68 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter
In the category of History

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in History	2	0
Percentage of total number of books read in History	.13	.00
$S. E.^2$	.004489	.000000
Diff.		.13
S. E. Diff.		.067
C. R.		1.940

The difference in percentage of books read in the category of History is 13% in favor of the Boys in the Upper Quarter. The critical ratio of 1.940 is not statistically significant.

Table 69 Comparison of percentage of books read by Boys in the Upper Quarter with Girls in the Upper Quarter
In the category of Mystery

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Mystery	3	28
Percentage of total number of books read in Mystery	.03	.28
S. E.^{2}	.001156	.008100
Diff.		.25
S. E. Diff.		.096
C. R.		2.604

The difference in percentage of books read in the category of Mystery is 25% in favor of the Girls in the Upper Quarter. The critical ratio of 2.604 is statistically significant in favor of the Girls in the Upper Quarter.

Table 70 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Nature

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Nature	1	5
Percentage of total number of books read in Nature	.07	.04
S. E.^{2}	.002601	.001521
Diff.		.03
S. E. Diff.		.064
C. R.		.468

The difference in percentage of books read in the category of Nature is 3% in favor of the Boys in the Upper Quarter. The critical ratio of .468 is not statistically significant.

Table 71 Comparison of percentages of books read by Boys in the Upper in the Upper Quarter with Girls in the Upper Quarter In the category of Nonsense

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Nonsense	0	3
Percentage of total number of books read in Nonsense	.00	.25
S. E.^{2}	.000000	.007569
Diff.		.25
S. E. Diff.		.087
C. R.		2.873

The difference in percentage of books read in the category of Nonsense is 25% in favor of the Girls in the Upper Quarter. The critical ratio of 2.873 is statistically significant in favor of the Girls in the Upper Quarter.

Table 72 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Occupations

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Occupations	0	1
Percentage of total number of books read in Occupations	.00	.17
S. E.^{2}	.000000	.005625
Diff.		.17
S. E. Diff.		.075
C. R.		2.266

The difference in percentage of books read in the category of Occupations is 17% in favor of the Girls in the Upper Quarter. The critical ratio is not statistically significant.

Table 73 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Other People and Other Lands

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Other People and Other Lands	5	6
Percentage of total number of books read in Other People and Other Lands	.13	.15
S. E.^{2}	.004489	.005041
Diff.		.02
S. E. Diff.		.098
C. R.		.204

The difference in percentage of books read in the category of Other People and Other Lands is 2% in favor of the Girls in the Upper Quarter. The critical ratio of .204 is not statistically significant.

Table 74 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Romance

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Romance	0	1
Percentage of total number of books read in Romance	.00	.25
S. $E.^2$	.000000	.007569
Diff.		.25
S. E. Diff.		.087
C. R.		2.873

The difference in percentage of books read in the category of Romance is 25% in favor of the Girls in the Upper Quarter. The critical ratio of 2.873 is statistically significant in favor of the upper quarter of girls.

Table 75 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Space and Universe

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Space and Universe	11	1
Percentage of total number of books read in Space and Universe	.44	.04
S. E.^{2}	.009801	.001521
Diff.		.40
S. E. Diff.		.106
C. R.		3.773

The difference in percentage of books read in the category of Space and Universe is 40% in favor of the Boys in the Upper Quarter. The critical ratio of 3.773 is statistically significant in favor of the upper quarter of boys.

Table 76 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Sports

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Sports	4	0
Percentage of total number of books read in Sports	.27	.00
$S. E.^2$	.007921	.000000
Diff.		.27
S. E. Diff.		.089
C. R.		3.033

The difference in percentage of books read in the category of Sports is 27% in favor of the Boys in the Upper Quarter. The critical ratio of 3.033 is statistically significant in favor of the upper quarter of boys.

Table 77 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Transportation

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Transportation	2	1
Percentage of total number of books read in Transportation	.29	.14
S. E.^{2}	.008281	.004761
Diff.		.15
S. E. Diff.		.114
C. R.		1.315

The difference in percentage of books read in the category of Transportation is 15% in favor of the Boys in the Upper Quarter. The critical ratio of 1.315 is not statistically significant.

Table 78 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of the United States

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in United States	3	0
Percentage of total number of books read in United States	.13	.00
S. E.^{2}	.004489	.000000
Diff.		.13
S. E. Diff.		.067
C. R.		1.940

The difference in percentage of books read in the category of United States is 13% in favor of the Boys in the Upper Quarter. The critical ratio of 1.940 is not statistically significant.

Table 79 Comparison of percentages of books read by Boys in the Upper Quarter with Girls in the Upper Quarter In the category of Verse

Statistic	Boys in Upper Quarter	Girls in Upper Quarter
Number of boys and girls	17	22
Number of books read in Verse	1	0
Percentage of total number of books read in Verse	.25	,00
S. E.^{2}	.007569	.000000
Diff.		.25
S. E. Diff.		.087
C. R.		2.873

The difference in percentage of books read in the category of Verse is 25% in favor of the Boys in the Upper Quarter. The critical ratio of 2.873 is statistically significant in favor of the upper quarter of boys.

The books read by the boys in the lower quarter were compared with books read by girls in the lower quarter in order to determine whether the factor of intelligence effects the type of literature chosen. Each literary category was analyzed separately.

No books were read by the boys and girls in the lower quarter in the following categories--Fold Tales, Occupations, and Romance. Therefore, it was impossible to derive a critical ratio for these classifications.

Tables were not presented for the category of Ancient Civilization as there was no difference in percentage of books read between the boys and girls in the lower quarter.

The tables for the categories of Fables, The Middle Ages, and Myths were not included, as only one book was read in each category throughout this study, and the critical ratio derived would not represent a true statistically significant difference.

Table 80 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Adventure

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Adventure	23	60
Percentage of total number of books read in Adventure	.06	.14
S. $E.^2$	.002209	.004761
Diff.		.08
S. E. Diff.		.083
C. R.		.963

The difference in percentage of books read in the category of Adventure is 8% in favor of the Girls in the Lower Quarter. The critical ratio of .963 is not statistically significant.

Table 81 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Animal Stories

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Animal Stories	8	23
Percentage of total number of books read in Animal Stories	.06	.17
$S. E.^2$	.002209	.005625
Diff.		.11
S. E. Diff.		.088
C. R.		1.250

The difference in percentage of books read in the category of Animal Stories is 11% in favor of the Girls in the Lower Quarter. The critical ratio of 1.250 is not statistically significant.

Table 82 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of American History

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in American History	1	0
Percentage of total number of books read in American History	.03	.00
S. E.^{2}	.001156	.000000
Diff.		.03
S. E. Diff.		.034
C. R.		.882

The difference in percentage of books read in the category of American History is 3% in favor of the Boys in the Lower Quarter. The critical ratio of .882 is not statistically significant.

Table 83 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Cowboys and Indians

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Cowboys and Indians	1	6
Percentage of total number of books read in Cowboys and Indians	.06	.33
S. E.^{2}	.002209	.008836
Diff.		.27
S. E. Diff.		.105
C. R.		2.5714

The difference in percentage of books read in the category of Cowboys and Indians is 27% in favor of the Girls in the Lower Quarter. The critical ratio of 2.5714 is not statistically significant.

Table 84 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Family Life

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Family Life	0	1
Percentage of total number of books read in Family Life	.00	.67
S. E.^{2}	.000000	.008836
Diff.		.67
S. E. Diff.		.094
C. R.		3.510

The difference in percentage of books read in the category of Family Life is .67% in favor of the Girls in the Lower Quarter. The critical ratio of 3.510 is statistically significant in favor of the lower quarter of girls.

Table 85 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Famous People

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Famous People	4	12
Percentage of total number of books read in Famous People	.05	.14
S. E.^{2}	.001936	.004761
Diff.		.09
S. E. Diff.		.082
C. R.		1.097

The difference in percentage of books read in the cateogory of Famous People is 9% in favor of the Girls in the Lower Quarter. The critical ratio of 1.097 is not statistically significant.

Table 86 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Fantasy and Fairy Tales

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Fantasy and Fairy Tales	0	11
Percentage of total number of books read in Fantasy and Fairy Tales	.00	.24
S. E.^{2}	.000000	.007225
Diff.		.24
S. E. Diff.		.085
C. R.		2.823

The difference in percentage of books read in the category of Fantasy and Fairy Tales is 24% in favor of the Girls in the Lower Quarter. The critical ratio of 2.823 is statistically significant in favor of the lower quarter of girls.

Table 87 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of History

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in History	2	0
Percentage of total number of books read in History	.13	.00
$S. E.^2$	.004489	.000000
Diff.		.13
S. E. Diff.		.067
C. R.		1.940

The difference in percentage of books read in the category of History is 13% in favor of the Boys in the Lower Quarter. The critical ratio of 1.940 is not statistically significant.

Table 88 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Hobbies

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Hobbies	0	2
Percentage of total number of books read in Hobbies	.00	.20
$S. E.^2$	.000000	.006400
Diff.		.20
S. E. Diff.		.080
C. R.		2.500

The difference in percentage of books read in the category of Hobbies is 20% in favor of the Girls in the Lower Quarter. The critical ratio of 2.500 is not statistically significant.

Table 89 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Mystery

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Mystery	5	13
Percentage of total number of books read in Mystery	.05	.13
S. E.^{2}	.001936	.004489
Diff.		.08
S. E. Diff.		.080
C. R.		1.000

The difference in percentage of books read in the category of Mystery is 8% in favor of the Girls in the Lower Quarter. The critical ratio of 1.000 is not statistically significant.

Table 90 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Nature

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books in Nature	2	3
Percentage of total number of books read in Nature	.14	.21
S. E.^{2}	.004761	.006561
Diff.		.07
S. E. Diff.		.106
C. R.		.669

The difference in percentage of books read in the category of Nature is 7% in favor of the Girls in the Lower Quarter. The critical ratio of .669 is not statistically significant.

Table 91 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Nonsense

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Nonsense	2	3
Percentage of total number of books read in Nonsense	.17	.25
S. E.^{2}	.005625	.007569
Diff.		.08
S. E. Diff.		.115
C. R.		.695

The difference in percentage of books read in the category of Nonsense is 8% in favor of the Girls in the Lower Quarter. The critical ratio of .695 is not statistically significant.

Table 92 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter
In the category of Other People and Other Lands

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Other People and Other Lands	3	10
Percentage of total number of books read in Other People and Other Lands	.08	.25
$S. E.^2$	.002916	.007569
Diff.		.17
S. E. Diff.		.102
C. R.		1.666

The difference in percentage of books read in the category of Other People and Other Lands is 17% in favor of the Girls in the Lower Quarter. The critical ratio of 1.666 is not statistically significant.

Table 93 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Prehistoric Times

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Prehistoric Times	2	1
Percentage of total number of books read in Prehistoric Times	.33	.17
S. E.^{2}	.008836	.005625
Diff.		.16
S. E. Diff.		.120
C. R.		1.333

The difference in percentage of books read in the category of Prehistoric Times is 16% in favor of the Boys in the Lower Quarter. The critical ratio of 1.333 is not statistically significant.

Table 94 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Science

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Science	1	2
Percentage of total number of books read in Science	.03	.05
S. E.^{2}	.001156	.001936
Diff.		.02
S. E. Diff.		.056
C. R.		.357

The difference in percentage of books read in the category of Science is 2% in favor of the Girls in the Lower Quarter. The critical ratio of .357 is not statistically significant.

Table 95 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Space and Universe

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Space and Universe	3	0
Percentage of total number of books read in Space and Universe	.01	.00
S. E.^{2}	.000400	.000000
Diff.		.01
S. E. Diff.		.020
C. R.		.500

The difference in percentage of books read in the category of Space and Universe is 1% in favor of the Boys in the Lower Quarter. The critical ratio of .500 is not statistically significant.

Table 96 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Sports

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Sports	1	0
Percentage of total number of books read in Sports	.07	.00
S. E.^{2}	.002601	.000000
Diff.		.07
S. E. Diff.		.051
C. R.		1.372

The difference in percentage of books read in the category of Sports is 7% in favor of the Boys in the Lower Quarter. The critical ratio of 1.372 is not statistically significant.

Table 97 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of The Arts.

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in the Arts	0	2
Percentage of total number of books read in The Arts	.67	.00
S. $E.^2$	.008836	.000000
Diff.		.67
S. E. Diff.		.094
C. R.		3.510

The difference in percentage of books read in the category of The Arts is 67% in favor of the Boys in the Lower Quarter. The critical ratio of 3.510 is statistically significant in favor of the lower quarter of boys.

Table 98 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of Transportation

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Transportation	1	0
Percentage of total number of books read in Transportation	.14	.00
$S. E.^2$	.004761	.000000
Diff.		.14
S. E. Diff.		.069
C. R.		2.028

The difference in percentage of books read in the category of Transportation is 14% in favor of the Boys in the Lower Quarter. The critical ratio of 2.028 is not statistically significant.

Table 99 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In the category of United States

Statistic	Boys in Lower Quarter	Girls in LowerQuarter
Number of boys and girls	17	22
Number of books read in United States	5	8
Percentage of total number of books read in United States	.22	.30
S. E.^{2}	.006889	.008464
Diff.		.08
S. E. Diff.		.124
C. R.		.645

The difference in percentage of books read in the category of United States is 8% in favor of the Girls in the Lower Quarter. The critical ratio of .645 is not statistically significant.

Table 100 Comparison of percentages of books read by Boys in the Lower Quarter with Girls in the Lower Quarter In thecategory of Verse

Statistic	Boys in Lower Quarter	Girls in Lower Quarter
Number of boys and girls	17	22
Number of books read in Verse	0	2
Percentage of total number of books read in Verse	.00	.50
S. E.^{2}	.000000	.010000
Diff.		.50
S. E. Diff.		.100
C. R.		5.000

The difference in percentage of books read in the category of Verse is 50% in favor of the Girls in the Lower Quarter. The critical ratio of 5.000 is statistically significant in favor of the lower quarter of girls.

CHAPTER V

Summary and Conclusions

It was the purpose of this study to check the amount and kind of reading done by fourth, fifth, and eighth grade children outside of school.

A secondary purpose of this study was to analyze the books reported by the children and place them in literary categories.

The data were analyzed to determine the following:

1. The number and percentage of books appearing in each of the twenty-eight literary categories.
2. A comparison of the difference in the number and percentage of books read by boys and girls in each literary category.
3. A comparison of the number and percentage of books appearing in each category for girls in the highest quarter of intelligence with girls in the lowest quarter of intelligence.
4. A comparison of the number and percentage of books read by the boys in the upper quarter of intelligence with those of boys in the lower quarter of intelligence according to categories.
5. A comparison of the number and percentage of books read by girls and boys in the upper quarter according to intelligence.
6. A comparison of the number and percentage of books read by girls in the lowest quarter according to percent.
7. A comparison of the number and percentage of the books read by the top quarter of the total population according to

intelligence with the lower quarter of the total population according to intelligence.

Conclusions.--The following are the conclusions drawn from the data:

1. In examining a tabulation of the number of books read by 157 fourth, fifth, and sixth grade children, it was found that they had read a total of 1094 books in the seven weeks covered by the study.

2. The highest chosen category was that of Adventure with 37.8 percent. The second highest was Animal Stories, which included 12.2 percent. The third highest category was Mystery with 9.1 percent of the total books read.

3. The least chosen categories were Myths with 0.1 percent; Middle Ages, 0.1 percent; and Fables, with 0.1 percent.

4. Girls read more than twice as many books as boys.

5. Both boys and girls read the largest number of books in the Adventure category.

6. For the girls, the second highest category was Animal Stories which contained 13.5 percent, and the third category was Mystery with 11.6 percent.

7. The second chosen category for boys was Animal Stories with 9.4 percent, and the third, Famous People with 9.1 percent.

The following is an analysis of the comparison between girls in the upper quarter of intelligence and girls in the lower quarter:

1. The following categories showed statistically significant differences in the number of books read in favor of the girls in

the upper quarter:

a. American History
b. Family Life
c. Occupations
d. Romance
e. Science
f. Space and Universe
g. Transportation

2. The following categories showed statistically significant differences in the number of books read in favor of the girls in the lower quarter:

a. Cowboys and Indians
b. Prehistoric Times
c. The Arts
d. The United States
e. Verse

The following is an analysis of the comparison between the boys in the upper quarter of intelligence and the boys in the lower quarter of intelligence.

1. The following categories showed statistically significant differences in the number of books read in favor of the boys in the upper quarter of intelligence:

a. American History
b. Fantasy and Fairy Tales
c. Hobbies
d. Science
e. Space and Universe
f. Verse

2. The following categories showed statistically significant differences in the number of books read in favor of the boys in the lower quarter of intelligence:

a. Nonsense
b. Prehistoric Times

The following is an analysis of the comparison between the boys in the upper quarter of intelligence and the girls in the upper quarter of intelligence.

1. The following categories showed statistically significant differences in the number of books read in favor of the boys in the upper quarter of intelligence over the girls in the top quarter of intelligence.

a. American History
b. Space and Universe
c. Sports
d. Verse

2. The following categories showed statistically significant differences in the number of books read in favor of the girls in the upper quarter of intelligence over the boys in the upper quarter of intelligence.

a. Family Life
b. Mystery
c. Nonsense
d. Romance

The followins is an analysis of the comparison between the boys and girls in the lower quarter of intelligence.

1. The following category showed a statistically significant difference in the number of books read in favor of the boys in the lower quarter over the girls in the lower quarter:

a. Verse

2. The following categories showed statistically significant differences in the number of books read in favor of the girls in the lower quarter over the boys inthe lower quarter.

a. Family Life
b. Fantasy and Fairy Tales
c. The Arts

The following is an analysis of the comparison of the total boys and girls in the upper quarter with the boys and girls in the lower quarter of intelligence:

1. The following categories showed statistically significant differences in the number of books read in favor of the upper quarter of the boys and girls over the lower quarter of boys and girls in intelligence:

a. American History
b. Family Life
c. Occupations
d. Romance
e. Science
f. Space and Universe
g. Transportation

2. The following categories showed statistically significant differences in the number of books read in favor of the lower quarter of boys and girls over the upper quarter according to intelligence:

a. Cowboys and Indians
b. Prehistoric Times
c. The Arts
d. The United States

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