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READING INTERESTS AND PREFERENCES OF INDIAN,
BLACK, AND WHITE HIGH SCHOOL STUDENTS

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

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The problem of this study is the identification of differences in reading interests and preferences of Indian, Black, and white adolescents of both sexes and from different high school grade levels as they are related to (a) educational background of the parents, (b) availability of reading materials, (c) community size, and (d) the extent to which these preferences are represented in the standard selection aids for secondary school reading materials.

A reading interest inventory was administered in the fall term, 1972, through English classes in twenty integrated schools in Oklahoma, representing three levels of population concentration. Community resources in reading materials available through school libraries, public libraries, and bookstores were evaluated. The reading inventories of 3,581 students were chosen to be evaluated to determine if there were significant differences at the .05 level.

Earlier studies have indicated that sex and age are major factors in determining what teenagers read about and that adolescents' reading interests tended to be unique, personal, and very unpredictable. Few studies have been

reported that involved ethnic origin or family levels of education.

Information compiled from the reading inventories is reported as percentages in tabular form. Findings indicate that reading interests of adolescents used in this study are significantly different in five areas that are related to sex and in six areas that are related to grade level. Comparisons between ethnic groups revealed fifteen areas of significant difference in reading interests with more differences found between Black and white students than between Black and Indian or between Indian and white.

Six areas of significant difference were found in reading interests related to the education level of the parents of boys, with most differences found between low and high education levels. Girls do not appear to be affected by the education level of either parent.

Eighty-one percent of the books preferred by boys and seventy-four percent of the books preferred by girls are listed in one or more of the selection aids. Fifty-eight percent of the magazines preferred by boys and fifty-three percent of the magazines preferred by girls are listed in one or more of the selection aids as recommended for teenagers.

This study concludes that reading interests of adolescents appear to be changing and current lists of adolescent reading interests should include Black experiences, sports, cars and motors, nonfiction, personal values, romance, and

mysteries. Reading tastes in books and magazines appear to be very individual, with little agreement on what is preferred. Community size has some affect on reading interests, but the quantity of reading materials available has no affect. Boys are affected by the education level of their parents, but girls are not. Ethnic origin does affect reading interests.

It is further concluded that the standard selection aids used in this study do not adequately reflect reading preferences of adolescents. The areas of personal values and cars and motors are the most inadequately represented in the selection aids. Older Black girls' interests appear to be the least adequately represented in the selection aids of the groups included in this study.

TABLE OF CONTENTS

	Page
LIST OF TABLES.	iv
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Elements of the Problem	
Definition of Terms	
Limitations	
Procedure for Collection of Data	
Procedure for Treatment of Data	
II. REVIEW OF THE LITERATURE	14
III. REPORTING OF DATA.	29
Comparison of Reading Interests by Sex, Grade Level, and Ethnic Origin	
Comparison of Reading Interests by Sex, Grade Level, and Community Size	
Comparison of Reading Interests by Sex, Grade Level, and Availability of Reading Materials	
Comparison of Reading Interests by Sex and by Educational Level of Parents	
Comparison of Reading Preferences by Sex, Grade Level, and Ethnic Origin	
Comparison of Reading Preferences by Sex, Grade Level, and Community Size	
IV. SUMMARY, CONCLUSIONS, AND IMPLICATIONS	67
APPENDIX.	87
BIBLIOGRAPHY.	246

LIST OF TABLES

Table	Page
I. Usable Inventories Returned.	89
II. Inventories Selected for Study	90
III. Distribution of Reading Interest Categories Receiving Less Than 10 Percent of Choices of Ninth-Tenth and Eleventh-Twelfth Grade Boys Representing Three Ethnic Groups. . .	91
IV. Distribution of Reading Interest Categories Receiving Less than 10 Percent of Choices of Ninth-Tenth and Eleventh-Twelfth Grade Girls Representing Three Ethnic Groups . .	92
V. Comparison of Reading Interests of Ninth- Tenth Grade Black and Indian Boys Reported in Terms of Percent of Choices	93
VI. Comparison of Reading Interests of Ninth- Tenth Grade Indian and White Boys Reported in Terms of Percent of Choices	94
VII. Comparison of Reading Interests of Ninth- Tenth Grade Black and White Boys Reported in Terms of Percent of Choices	95
VIII. Comparison of Reading Interests of Eleventh- Twelfth Grade Black and Indian Boys Reported in Terms of Percent of Choices. .	96
IX. Comparison of Reading Interests of Eleventh- Twelfth Grade Indian and White Boys Reported in Terms of Percent of Choices. .	97
X. Comparison of Reading Interests of Eleventh- Twelfth Grade Black and White Boys Reported in Terms of Percent of Choices. .	98
XI. Distribution of Reading Interests of Ninth- Tenth and Eleventh-Twelfth Grade Black Boys Reported in Terms of Percent of Choices.	99

Table	Page
XII. Distribution of Reading Interests of Ninth-Tenth and Eleventh-Twelfth Grade Indian Boys Reported in Terms of Percent of Choices.	100
XIII. Distribution of Reading Interests of Ninth-Tenth and Eleventh-Twelfth Grade White Boys Reported in Terms of Percent of Choices.	101
XIV. Comparison of Reading Interests of All Black and Indian Boys Reported in Terms of Percent of Choices.	102
XV. Comparison of Reading Interests of All Indian and White Boys Reported in Terms of Percent of Choices.	103
XVI. Comparison of Reading Interests of All Black and White Boys Reported in Terms of Percent of Choices.	104
XVII. Distribution of Reading Interests of All Ninth-Tenth and Eleventh-Twelfth Grade Boys Reported in Terms of Percent of Choices.	105
XVIII. Comparison of Reading Interests of Ninth-Tenth Grade Black and Indian Girls Reported in Terms of Percent of Choices.	106
XIX. Comparison of Reading Interests of Ninth-Tenth Grade Indian and White Girls Reported in Terms of Percent of Choices.	107
XX. Comparison of Reading Interests of Ninth-Tenth Grade Black and White Girls Reported in Terms of Percent of Choices.	108
XXI. Comparison of Reading Interests of Eleventh-Twelfth Grade Black and Indian Girls Reported in Terms of Percent of Choices.	109
XXII. Comparison of Reading Interests of Eleventh-Twelfth Grade Indian and White Girls Reported in Terms of Percent of Choices.	110

Table	Page
XXIII. Comparison of Reading Interests of Eleventh-Twelfth Grade Black and White Girls Reported in Terms of Percent of Choices.	111
XXIV. Distribution of Reading Interests of Ninth-Tenth and Eleventh-Twelfth Grade Black Girls Reported in Terms of Percent of Choices.	112
XXV. Distribution of Reading Interests of Ninth-Tenth and Eleventh-Twelfth Grade Indian Girls Reported in Terms of Percent of Choices.	113
XXVI. Distribution of Reading Interests of Ninth-Tenth and Eleventh-Twelfth Grade White Girls Reported in Terms of Percent of Choices.	114
XXVII. Comparison of Reading Interests of All Black and Indian Girls Reported in Terms of Percent of Choices.	115
XXVIII. Comparison of Reading Interests of All Indian and White Girls Reported in Terms of Percent of Choices.	116
XXIX. Comparison of Reading Interests of All Black and White Girls Reported in Terms of Percent of Choices.	117
XXX. Comparison of Reading Interests of All Black Boys and Black Girls Reported in Terms of Percent of Choices.	118
XXXI. Comparison of Reading Interests of All Indian Boys and Indian Girls Reported in Terms of Percent of Choices.	119
XXXII. Comparison of Reading Interests of All White Boys and White Girls Reported in Terms of Percent of Choices.	120
XXXIII. Distribution of Reading Interests of All Ninth-Tenth and Eleventh-Twelfth Grade Girls Reported in Terms of Percent of Choices.	121

Table	Page
XXXIV. Comparison of Reading Interests of Ninth-Tenth Grade Boys in Small and Medium Towns Reported in Terms of Percent of Choices.	122
XXXV. Comparison of Reading Interests of Ninth-Tenth Grade Boys in Medium and Large Towns Reported in Terms of Percent of Choices.	123
XXXVI. Comparison of Reading Interests of Ninth-Tenth Grade Boys in Small and Large Towns Reported in Terms of Percent of Choices.	124
XXXVII. Comparisons of Reading Interests of Eleventh-Twelfth Grade Boys from Small and Medium Towns Reported in Terms of Percent of Choices.	125
XXXVIII. Comparisons of Reading Interests of Eleventh-Twelfth Grade Boys from Medium and Large Towns Reported in Terms of Percent of Choices.	126
XXXIX. Comparison of Reading Interests of Eleventh-Twelfth Grade Boys from Small and Large Towns Reported in Terms of Percent of Choices.	127
XL. Comparison of Reading Interests of All Boys from Small and Medium Towns Reported in Terms of Percent of Choices	128
XLI. Comparison of Reading Interests of All Boys from Medium and Large Towns Reported in Terms of Percent of Choices	129
XLII. Comparison of Reading Interests of All Boys from Small and Large Towns Reported in Terms of Percent of Choices	130
XLIII. Comparison of Reading Interests of Ninth-Tenth Grade Girls from Small and Medium Towns Reported in Terms of Percent of Choices.	131

Table	Page
XLIV. Comparison of Reading Interests of Ninth-Tenth Grade Girls from Medium and Large Towns Reported in Terms of Percent of Choices.	132
XLV. Comparison of Reading Interests of Ninth-Tenth Grade Girls from Small and Large Towns Reported in Terms of Percent of Choices.	133
XLVI. Comparison of Reading Interests of Eleventh-Twelfth Grade Girls from Small and Medium Towns Reported in Terms of Percent of Choices.	134
XLVII. Comparison of Reading Interests of Eleventh-Twelfth Grade Girls from Medium and Large Towns Reported in Terms of Percent of Choices.	135
XLVIII. Comparison of Reading Interests of Eleventh-Twelfth Grade Girls from Small and Large Towns Reported in Terms of Percent of Choices.	136
XLIX. Comparison of Reading Interests of All Girls from Small and Medium Towns Reported in Terms of Percent of Choices.	137
L. Comparison of Reading Interests of All Girls from Medium and Large Towns Reported in Terms of Percent of Choices.	138
LI. Comparison of Reading Interests of All Girls from Small and Large Towns Reported in Terms of Percent of Choices.	139
LII. List of Towns and Evaluations of Availability of Reading Materials	140
LIII. Comparison of Reported Sources of Books of Boys from Communities with Adequate and Inadequate Availability of Reading Materials Reported in Terms of Percent of Choices.	141

Table	Page
LIV. Comparison of Reported Sources of Magazines of Boys from Communities with Adequate and Inadequate Availability of Reading Materials Reported in Terms of Percent of Choices.	142
LV. Comparison of Reported Sources of Books of Girls from Communities with Adequate and Inadequate Availability of Reading Materials Reported in Terms of Percent of Choices	143
LVI. Comparison of Reported Sources of Magazines of Girls from Communities with Adequate and Inadequate Availability of Reading Materials Reported in Terms of Percent of Choices.	144
LVII. Comparison of Reading Interests of Ninth-Tenth Grade Boys from Communities with Adequate and Inadequate Reading Materials Reported in Terms of Percent of Choices. .	145
LVIII. Comparison of Reading Interests of Eleventh-Twelfth Grade Boys from Communities with Adequate and Inadequate Reading Materials Reported in Terms of Percent of Choices. .	146
LIX. Comparison of Reading Interests of All Boys from Communities with Adequate and Inadequate Reading Materials Reported in Terms of Percent of Choices	147
LX. Comparison of Reading Interests of Ninth-Tenth Grade Girls from Communities with Adequate and Inadequate Reading Materials Reported in Terms of Percent of Choices. .	148
LXI. Comparison of Reading Interests of Eleventh-Twelfth Grade Girls from Communities with Adequate and Inadequate Reading Materials Reported in Terms of Percent of Choices. .	149
LXII. Comparison of Reading Interests of All Girls from Communities with Adequate and Inadequate Reading Materials Reported in Terms of Percent of Choices	150

Table	Page
LXII. Comparison of Reading Interests of All Girls from Communities with Adequate and Inadequate Reading Materials Reported in Terms of Percent of Choices. .	150
LXIII. Comparison of Reading Interests of Boys Whose Fathers Completed 6th Grade and of Boys Whose Fathers Completed 9th Grade Reported in Terms of Choices	151
LXIV. Comparison of Reading Interests of Boys Whose Fathers Completed 6th Grade and of Boys Whose Fathers Completed High School Reported in Terms of Choices. . . .	152
LXV. Comparison of Reading Interests of Boys Whose Fathers Completed 6th Grade and of Boys Whose Fathers Completed Two Years of College Reported in Terms of Choices	153
LXVI. Comparison of Reading Interests of Boys Whose Fathers Completed 6th Grade and of Boys Whose Fathers Completed College Reported in Terms of Choices	154
LXVII. Comparison of Reading Interests of Boys Whose Fathers Completed 9th Grade and of Boys Whose Fathers Completed High School Reported in Terms of Choices	155
LXVIII. Comparison of Reading Interests of Boys Whose Fathers Completed 9th Grade and of Boys Whose Fathers Completed Two Years of College Reported in Terms of Choices. .	156
LXIX. Comparison of Reading Interests of Boys Whose Fathers Completed 9th Grade and of Boys Whose Fathers Completed College Reported in Terms of Choices	157
LXX. Comparison of Reading Interests of Boys Whose Fathers Completed High School and of Boys Whose Fathers Completed Two Years of College Reported in Terms of Choices. .	158

Table	Page
LXII. Comparison of Reading Interests of All Girls from Communities with Adequate and Inadequate Reading Materials Reported in Terms of Percent of Choices.	150
LXIII. Comparison of Reading Interests of Boys Whose Fathers Completed 6th Grade and of Boys Whose Fathers Completed 9th Grade Reported in Terms of Percent of Choices.	151
LXIV. Comparison of Reading Interests of Boys Whose Fathers Completed 6th Grade and of Boys Whose Fathers Completed High School reported in Terms of Percent of Choices.	152
LXV. Comparison of Reading Interests of Boys Whose Fathers Completed 6th Grade and of Boys Whose Fathers Completed Two Years of College Reported in Terms of Percent of Choices	153
LXVI. Comparison of Reading Interests of Boys Whose Fathers Completed 6th Grade and of Boys Whose Fathers Completed College Reported in Terms of Percent of Choices.	154
LXVII. Comparison of Reading Interests of Boys Whose Fathers Completed 9th Grade and of Boys Whose Fathers Completed High School Reported in Terms of Percent of Choices.	155
LXVIII. Comparison of Reading Interests of Boys Whose Fathers Completed 9th Grade and of Boys Whose Fathers Completed Two Years of College Reported in Terms of Percent of Choices	156
LXIX. Comparison of Reading Interests of Boys Whose Fathers Completed 9th Grade and of Boys Whose Fathers Completed College Reported in Terms of Percent of Choices.	157
LXX. Comparison of Reading Interests of Boys Whose Fathers Completed High School and of Boys Whose Fathers Completed Two Years of College Reported in Terms of Percent of Choices	158

Table	Page
LXXI. Comparison of Reading Interests of Boys Whose Fathers Completed High School and of Boys Whose Fathers Completed College Reported in Terms of Percent of Choices	159
LXXII. Comparison of Reading Interests of Boys Whose Fathers Completed Two Years of College and of Boys Whose Fathers Com- pleted College Reported in Terms of Percent of Choices	160
LXXIII. Distribution of Education Level of Fathers by Size of Town Reported in Terms of Percent	161
LXXIV. Distribution of Education Level of Fathers by Ethnic Origin Reported in Terms of Percent.	161
LXXV. Comparison of Reading Interests of Boys Whose Mothers Completed 6th Grade and of Boys Whose Mothers Completed 9th Grade Reported in Terms of Percent of Choices.	162
LXXVI. Comparison of Reading Interests of Boys Whose Mothers Completed 6th Grade and of Boys Whose Fathers Completed High School Reported in Terms of Percent of Choices.	163
LXXVII. Comparison of Reading Interests of Boys Whose Mothers Completed Two Years of College Reported in Terms of Percent of Choices	164
LXXVIII. Comparison of Reading Interests of Boys Whose Mothers Completed 6th Grade and of Boys Whose Mothers Completed College Reported in Terms of Percent of Choices. .	165
LXXIX. Comparison of Reading Interests of Boys Whose Mothers Completed 9th Grade and of Boys Whose Mothers Completed High School Reported in Terms of Percent of Choices.	166

Table	Page	
LXXX.	Comparison of Reading Interests of Boys Whose Mothers Completed 9th Grade and of Boys Whose Mothers Completed Two Years of College Reported in Terms of Percent of Choices	167
LXXXI.	Comparison of Reading Interests of Boys Whose Mothers Completed 9th Grade and of Boys Whose Mothers Completed College Reported in Terms of Percent of Choices.	168
LXXXII.	Comparison of Reading Interests of Boys Whose Mothers Completed High School and of Boys Whose Mothers Completed Two Years of College Reported in Terms of Percent of Choices	169
LXXXIII.	Comparison of Reading Interests of Boys Whose Mothers Completed High School and of Boys Whose Mothers Completed College Reported in Terms of Percent of Choices.	170
LXXXIV.	Comparison of Reading Interests of Boys Whose Mothers Completed Two Years of College and of Boys Whose Mothers Completed College Reported in Terms of Percent of Choices	171
LXXXV.	Comparison of Reading Interests of Boys with Fathers and Mothers with a Sixth Grade Education Reported in Terms of Percent of Choices	172
LXXXVI.	Comparison of Reading Interests of Boys with Fathers and Mothers with a Ninth Grade Education Reported in Terms of Percent of Choices	173
LXXXVII.	Comparison of Reading Interests of Boys with Fathers and Mothers with a High School Education Reported in Terms of Percent of Choices	174
LXXXVIII.	Comparison of Reading Interests of Boys with Fathers and Mothers with Two Years of College Education Reported in Terms of Percent of Choices.	175

Table	Page
LXXXIX. Comparison of Reading Interests of Boys with Fathers and Mothers with College Degrees Reported in Terms of Percent of Choices	176
XC. Distribution of Education Level of Mothers by Size of Town Reported in Terms of Percent.	177
XCI. Distribution of Education Level of Mothers by Ethnic Origin Reported in Terms of Percent.	177
XCIII. Comparison of Reading Interests of Girls Whose Fathers Completed 6th Grade and of Girls Whose Fathers Completed 9th Grade Reported in Terms of Percent of Choices.	178
XCIII. Comparison of Reading Interests of Girls Whose Fathers Completed 6th Grade and of Girls Whose Fathers Completed High School Reported in Terms of Percent of Choices.	179
XCIV. Comparison of Reading Interests of Girls Whose Fathers Completed 6th Grade and of Girls Whose Fathers Completed Two Years of College Reported in Terms of Percent of Choices	180
XCV. Comparison of Reading Interests of Girls Whose Fathers Completed 6th Grade and of Girls Whose Fathers Completed College Reported in Terms of Percent of Choices.	181
XCVI. Comparison of Reading Interests of Girls Whose Fathers Completed 9th Grade and of Girls Whose Fathers Completed High School Reported in Terms of Percent of Choices.	182
XCVII. Comparison of Reading Interests of Girls Whose Fathers Completed 9th Grade and of Girls Whose Fathers Completed Two Years of College Reported in Terms of Percent of Choices	183

Table	Page
XCVIII. Comparison of Reading Interests of Girls Whose Fathers Completed 9th Grade and of Girls Whose Fathers Completed College Reported in Terms of Percent of Choices. .	184
XCIX. Comparison of Reading Interests of Girls Whose Fathers Completed High School and of Girls Whose Fathers Completed Two Years of College Reported in Terms of Percent of Choices	185
C. Comparison of Reading Interests of Girls Whose Fathers Completed High School and of Girls Whose Fathers Completed College Reported in Terms of Percent of Choices. .	186
CI. Comparison of Reading Interests of Girls Whose Fathers Completed Two Years of College and of Girls Whose Fathers Com- pleted College Reported in Terms of Percent of Choices	187
CII. Comparison of Reading Interests of Girls Whose Mothers Completed 6th Grade and of Girls Whose Mothers Completed 9th Grade Reported in Terms of Percent of Choices.	188
CIII. Comparison of Reading Interests of Girls Whose Mothers Completed 6th Grade and of Girls Whose Mothers Completed High School Reported in Terms of Percent of Choices.	189
CIV. Comparison of Reading Interests of Girls Whose Mothers Completed 6th Grade and of Girls Whose Mothers Completed Two Years of College Reported in Terms of Percent of Choices	190
CV. Comparison of Reading Interests of Girls Whose Mothers Completed 6th Grade and of Girls Whose Mothers Completed College Reported in Terms of Percent of Choices. .	191

Table	Page
CVI. Comparison of Reading Interests of Girls Whose Mothers Completed 9th Grade and of Girls Whose Mothers Completed High School Reported in Terms of Percent of Choices.	192
CVII. Comparison of Reading Interests of Girls Whose Mothers Completed 9th Grade and of Girls Whose Mothers Completed Two Years of College Reported in Terms of Percent of Choices	193
CVIII. Comparison of Reading Interests of Girls Whose Mothers Completed 9th Grade and of Girls Whose Mothers Completed College Reported in Terms of Percent of Choices. .	194
CIX. Comparison of Reading Interests of Girls Whose Mothers Completed High School and of Girls Whose Mothers Completed Two Years of College Reported in Terms of Percent of Choices	195
CX. Comparison of Reading Interests of Girls Whose Mothers Completed High School and of Girls Whose Mothers Completed College Reported in Terms of Percent of Choices. .	196
CXI. Comparison of Reading Interests of Girls Whose Mothers Completed Two Years of College and of Girls Whose Mothers Com- pleted College Reported in Terms of Percent of Choices	197
CXII. Comparison of Reading Interests of Girls with Fathers and Mothers with a Sixth Grade Education Reported in Terms of Percent of Choices	198
CXIII. Comparison of Reading Interests of Girls with Fathers and Mothers with a Ninth Grade Education Reported in Terms of Percent of Choices	199
CXIV. Comparison of Reading Interests of Girls with Fathers and Mothers with a High School Education Reported in Terms of Percent of Choices	200

Table	Page
CXV. Comparison of Reading Interests of Girls with Fathers and Mothers with Two Years of College Education Reported in Terms of Percent of Choices.	201
CXVI. Comparison of Reading Interests of Girls with Fathers and Mothers with College Degrees Reported in Terms of Percent of Choices	202
CXVII. Comparison of Ninth-Tenth Grade Boys' Preferences in Books by Ethnic Origin Reported in Terms of Percent of Choices.	203
CXVIII. Comparison of Eleventh-Twelfth Grade Boys' Preferences in Books by Ethnic Origin Reported in Terms of Percent of Choices.	204
CXIX. Comparison by Ethnic Origin of All Boys' Preferences in Books Reported in Terms of Percent of Choices.	205
CXX. Comparison of Ninth-Tenth Grade Girls' Preferences in Books by Ethnic Origin Reported in Terms of Percent of Choices.	206
CXXI. Comparison of Eleventh-Twelfth Grade Girls' Preferences in Books by Ethnic Origin Reported in Terms of Percent of Choices.	208
CXXII. Comparison by Ethnic Origin of All Girls' Preferences in Books Reported in Terms of Percent of Choices.	210
CXXIII. Comparison by Ethnic Origin of Reading Preferences in Magazines of Ninth-Tenth Grade Boys Reported in Terms of Percent of Choices	212
CXXIV. Comparison by Ethnic Origin of Reading Preferences in Magazines of Eleventh-Twelfth Grade Boys Reported in Terms of Percent of Choices	214
CXXV. Comparison by Ethnic Origin of Reading Preferences in Magazines of All Boys Reported in Terms of Percent of Choices	216

Table	Page
CXXVI. Comparison by Ethnic Origin of Reading Preferences in Magazines of Ninth-Tenth Grade Girls Reported in Terms of Percent of Choices.	218
CXXVII. Comparison by Ethnic Origin of Reading Preferences in Magazines of Eleventh-Twelfth Grade Girls Reported in Terms of Percent of Choices.	220
CXXVIII. Comparison by Ethnic Origin of Reading Preferences in Magazines of All Girls Reported in Terms of Percent of Choices.	222
CXXIX. Comparison of Ninth-Tenth Grade Boys' Reading Preferences in Books by Community Size Reported in Terms of Percent of Choices	224
CXXX. Comparison of Eleventh-Twelfth Grade Boys' Reading Preferences in Books by Community Size Reported in Terms of Percent of Choices	225
CXXXI. Comparison of All Boys' Reading Preferences in Books by Community Size Reported in Terms of Percent of Choices.	226
CXXXII. Comparison of Ninth-Tenth Grade Girls' Reading Preferences in Books by Community Size Reported in Terms of Percent of Choices	227
CXXXIII. Comparison of Eleventh-Twelfth Grade Girls' Reading Preferences in Books by Community Size Reported in Terms of Percent of Choices.	229
CXXXIV. Comparison of All Girls' Reading Preferences in Books by Community Size Reported in Terms of Percent of Choices.	231
CXXXV. Comparison of Ninth-Tenth Grade Boys' Reading Preferences in Magazines by Community Size Reported in Terms of Percent of Choices	233

Table	Page
CXXXVI. Comparison of Eleventh-Twelfth Grade Boys' Reading Preferences in Magazines by Community Size Reported in Terms of Percent of Choices	235
CXXXVII. Comparison of All Boys' Reading Preferences in Magazines by Community Size Reported in Terms of Percent of Choices	237
CXXXVIII. Comparison of Ninth-Tenth Grade Girls' Reading Preferences in Books by Community Size Reported in Terms of Percent of Choices	239
CXXXIX. Comparison of Eleventh-Twelfth Grade Girls' Reading Preferences in Magazines by Community Size in Terms of Percent of Choices	241
CXL. Comparison of All Girls' Reading Preferences in Magazines by Community Size Reported in Terms of Percent of Choices.	243

CHAPTER I

INTRODUCTION

The reading interests of adolescents are frequently not considered when reading materials are assigned or suggested for secondary school classes. Many authorities indicate that most materials are chosen by adults for adolescents, with frequent discrepancy between adult tastes and what teenagers say they like.¹ The standard selection aids prepared to assist schools in the selection of reading materials appear to follow the same pattern, with very few new titles included in each new edition of these aids.² The question of what is relevant to adolescents is a major problem for most librarians.

This study has been designed to investigate the reading interests and preferences of American Indian, Black, and white

¹Bruce C. Appleby and John W. Conner, "Well, What Did You Think of It?" English Journal, LIV (October, 1965), 608; John Igo, "Books for the New Breed," Library Journal, XCII (April 15, 1967), 1704; Mary Kingsbury, "Ostriches and Adolescents," Journal of Education for Librarianship, XI (Spring, 1971), 326; Linda Lapidés, "Question of Relevance," Top of the News, XXIV (November, 1967), 55-61; Stephen Meisel and G. G. Glass, "Voluntary Reading Interests and Interest Content of Basal Readers," The Reading Teacher, XXIII (April 1970), 655-59; George W. Norvell, "Revolution in the English Curriculum," Elementary English, XLIX (May, 1972), 764; Andrew Stibbs, "Talking About Reading," Times Educational Supplement, 2981 (July 7, 1972), 40.

²Mary Kingsbury, "Ostriches and Adolescents," Journal of Education for Librarianship, XI (Spring, 1971), 326.

students who are presently enrolled in selected public secondary schools in Oklahoma. A study investigating the reading preferences of Indians and Blacks as compared with white adolescents should provide information that would assist librarians, teachers, and parents in selecting materials that all of these groups would like to read. Certain aspects of the home, school, and community will be examined as to their apparent effects on the reading interests and preferences of adolescents in the geographic area.

Some schools in Oklahoma have a high percent of Black enrollment, so a fair sampling of this ethnic group was available for the study. Oklahoma appears to be a logical state for a study of the American Indian, since 14.7 percent of the students in its public schools are Indian, giving it the largest percentage of Indian students of any state.³ The federal government, through the Bureau of Indian Affairs, is vitally interested in relating education to Indian students, since a significant number of them do not finish high school.⁴ Many efforts have been made to determine relationships between reading interests and such variables as age,

³U. S. Department of Health, Education and Welfare, Office of Civil Rights, Directory of Public Elementary and Secondary Schools in Selected Districts, Enrollment and Staff by Racial-Ethnic Groups, Fall, 1970, (Washington, D.C., 1972), p. ix.

⁴Albert L. Wahrhaftig, Social and Economic Characteristics of the Cherokee Population of Eastern Oklahoma, (Chicago, 1965), p. 45.

sex, community size, and availability of materials. However, no extensive studies have investigated the possible relationship between adolescent reading interests and ethnic origin or the education level of the parents.

Statement of the Problem

The problem of this study is the identification of differences in reading interests and preferences of adolescents of both sexes and from different grade levels of three ethnic groups as they are related to (a) educational background of the parents, (b) availability of reading materials, (c) community size, and (d) the extent to which these preferences are represented in the standard selection aids for secondary school reading materials.

Elements of the Problem

This study has been directed at the investigation of the following specific questions:

1. What are the differences in reading interests and preferences among Indian, Black, and white adolescents of both sexes and from different grade levels?
2. Are the reading preferences and interests of adolescents of the three ethnic groups related to the sizes of their respective communities?
3. Are reading interests of adolescents related to their parents' educational levels?

4. Do adolescents of the three ethnic groups from communities with adequate libraries and bookstores have different reading interests from those adolescents from communities with limited access to such facilities?

5. Do the selection aids designed to assist librarians in choosing the best and most appropriate reading materials for adolescents reflect the reading preferences of adolescents from the three ethnic groups?

Definition of Terms

For the purposes of this study an American Indian, or Indian, is any student who reports that he is one-fourth or more American Indian ancestry, as recognized by the Office of Civil Rights of the U. S. Department of Health, Education and Welfare, and by the Bureau of Indian Affairs of the U.S. Department of the Interior.

A Negro or Black is defined as one who reports himself as a member of that ethnic or racial group, as reported in the Directory of Public Elementary and Secondary Schools in Selected Districts.⁵

Reading preferences are defined, as is customary in the literature, as actual titles of books or magazines that the adolescent reports as preferred reading.⁶

⁵U.S. Department of HEW, op. cit., p. iii.

⁶Donald R. Gallo, "Free Reading and Book Reports--and Informal Survey of Grade Eleven," Journal of Reading, XI (April, 1968), 533.

Reading interests are defined as the subjects the adolescent is interested in reading about, without reference to specific titles.⁷

The terms teenagers and adolescents are used to refer to students enrolled in grades nine through twelve.

Reading material is defined as meaning books and magazines.

Metropolitan refers to a city of over 50,000 population, Urban to a city of between 2,500 and 50,000 population, and Rural to a town of under 2,500 population, as used by the Bureau of the Census.⁸

Standard selection aids to be used for the study are the sections on the adolescent in Top of the News, Booklist, and School Library Journal, in addition to Periodicals for School Libraries, Junior High School Catalog, and Senior High School Library Catalog. These catalogs and periodicals are the recognized aids for the selection of reading materials for adolescents. Other catalogs and lists are considered to be less selective in their recommendations.

⁷Robert J. Skapura, "Lawsuits, Duels, and Burma-Shave: Nonfiction Works--If You Let It," English Journal, LXI (September, 1972), 835.

⁸U.S. Department of Commerce, Bureau of the Census, General Population Characteristics, Oklahoma, (Washington, D.C., 1971), Table 16.

Limitations

The adolescents used in the study were enrolled in selected Oklahoma public schools that reported large percentages of Indian and/or Black students, but where at least two ethnic groups were represented and reported in the Directory of Public Elementary and Secondary Schools in Selected Districts.⁹ The schools were selected from urban and from rural areas of less than 50,000, as reported in General Population Characteristics, Oklahoma.¹⁰

The study does not include students enrolled in Indian schools operated by the Bureau of Indian Affairs, because these schools are not racially integrated.

Procedure for Collection of Data

A reading inventory intended to collect data on reading interests and preferences was prepared with the help of a panel of three individuals representing the three ethnic groups. The panel included the librarian at Sequoya Training School, Tahlequah, Oklahoma, and consultant to the Hope Indian Reservation for the Library Services to the Disadvantaged Committee of the American Library Association; the librarian at Rogers Middle School, Oklahoma City, who had formerly worked in the Oklahoma State Department of Education; and the librarian of Tahlequah, Oklahoma, High School.

⁹U.S. Department of HEW, op. cit., pp. 1150-1176.

¹⁰U.S. Department of Commerce, op. cit., Table 16.

These were chosen because they had had extensive experience with the problems of selecting appropriate reading materials for the three ethnic groups used in this study.

The inventory was administered to 110 students in a pilot study. Their responses were studied and one question was revised.

The revised inventory was administered in the fall term, 1972, through English classes in twenty schools in Oklahoma, representing three of the levels of population concentration as recognized by the Bureau of the Census in the 1970 report: (1) urban with a population of 10,000 to 50,000; (2) urban with a population of 2,500 to 10,000; and (3) rural with a population of less than 2,500.¹¹ The schools involved in the study were (1) Miami, Muskogee, Okmulgee, Sand Springs, and Sapulpa, representing urban with 10,000 to 50,000 population; (2) Bristow, Checotah, Guthrie, Jay, Tahlequah, Vinita, Wagoner, and Wewoka, representing urban with populations of 2,500 to 10,000; and (3) Beggs, Boley, Haskell, Kansas, Locust Grove, Taft, and Stilwell, representing rural areas with populations of under 2,500. Each school chosen represented adequate samples of at least two of the three ethnic groups included in the study. Approximately eleven thousand students in grades nine through twelve were included from the twenty schools that were chosen for the study.

¹¹U.S. Department of Commerce, op. cit., Table 16.

The initial step in gathering data in each town was to obtain permission from the school superintendent to include the school in the study. After permission was received, the principal was contacted, the purpose of the study explained, and a sufficient number of reading inventories were left with him to be distributed to the English teachers. The English teachers administered the inventory when time permitted. In most instances, the inventories were collected one week later, but some schools required two weeks due to previously scheduled school activities. The school librarian was interviewed concerning the library holdings.

School library facilities were examined and divided into two categories. The libraries which had at least the minimum collection as recommended in the nationally accepted Standards for School Media Programs¹² were included in the first category, and those that did not meet the minimum standards were included in the second category.

The public library serving each community was visited on one of the trips to each town. Information was obtained concerning the hours the library was open each week and on the number of volumes in the collection. The public libraries were placed in two categories that are recognized by the

¹²American Library Association, American Association of School Librarians, and the Department of Audiovisual Instruction of the National Education Association, Standards for School Media Programs, (Chicago, 1969), p. 30.

Oklahoma Department of Libraries.¹³ The first category includes all libraries that are open forty hours or less each week, with holdings of less than 10,000 volumes. The second category includes all libraries that are open more than forty hours and contain 10,000 volumes or more. Communities with bookmobile service only were placed in the first category.

If the community contained bookstores, these were visited. Bookstore facilities were considered to be adequate if there was a minimum of 6,000 titles in the current inventory¹⁴, and such communities were placed in the first category. Communities without access to bookstores of at least 6,000 titles were placed in the second category. Reading materials were considered to be adequate in communities that met or exceeded minimum standards in at least two of the three areas surveyed.

The collected reading inventories were divided into the three population density areas, then further divided into the three ethnic groups, making nine groups in all. Approximately two-hundred inventories that were not usable, due to lack of information concerning the race or sex of the

¹³Oklahoma Department of Libraries, Advisory Committee on Public Library Standards, Oklahoma Public Libraries Goals for '75, (Oklahoma City, 1969), p. 2.

¹⁴American Booksellers Association, ABA Sidelines Directory, (New York, 1971), p. iii.

respondents, were deleted. There were approximately eleven thousand usable inventories remaining.

Procedure for Treatment of Data

The nine groups representing size of community and ethnic origin were divided by sex and then further divided into two groups with grades nine and ten in one, eleven and twelve in another, making thirty-six groups in all. The sizes of the groups were very unequal at this point. Data in Table I show the distribution of the thirty-six groups of returned inventories. A die was used to choose students from each group so that the final thirty-six groups would have approximately one-hundred students each, with a total of 3,581 students to be used in the study. Data in Table II show the distribution of the thirty-six groups after the die was used. (These Tables and all subsequent Tables are included in the Appendix.)

The boys' inventories were placed in groups arranged by ethnic origin and grade level, making six groups of about three-hundred students each. Reading interests were compiled, using eighteen interest areas that are commonly recognized as representing the interests of adolescents.¹⁵ Percentages were computed and comparisons were made between ethnic groups in grades nine and ten, and between ethnic groups in grades

¹⁵Robert G. Carlsen, Books and the Teen-Age Reader; a Guide for Teachers, Librarians and Parents, revised edition, (New York, 1971), pp. 21-30. Interest areas are identified in Chapter III.

eleven and twelve. The Gallup table for recommended allowance for sampling error of the difference in percentages¹⁶ was used to determine if there was a significant difference at the .05 level.

Using the same technique, comparisons were made within ethnic groups to determine if grade level was a significant factor in what boys say they like to read. The figures on reading interests were compiled within ethnic groups, resulting in three groups of approximately six hundred each, and the same technique was used to determine if there was a significant difference at the .05 level.

The same procedure was used with the inventories completed by girls.

The boys' inventories were divided into the two-grade-level groups again, and then divided into three more groups, representing community size, making six groups of about three hundred each. The same procedure was used to determine if there was a significant difference at the .05 level in reading interests from the lower-grade-level boys that may be related to community size. Upper-grade-level boys were compared, then grade level was eliminated, and three groups of approximately six hundred each were compared.

The girls' inventories were compared in the same fashion.

¹⁶George Gallup, "The Third Annual Survey of the Public's Attitudes Toward the Public Schools, 1971," Phi Delta Kappan, LIII (September, 1971), 48.

The next question concerning the influence of the availability of reading materials involved dividing inventories by sex, grade level, and then into the two categories representing the availability of materials in each community. The reading interests of the resulting eight groups were compiled, and percentages were computed. Comparisons were made within each sex group, first between the same grade level, then with grade levels combined in each sex group. The Gallup table¹⁷ was used to determine if there was a significant difference at the .05 level.

The inventories next were divided by sex, then into the five groups representing the educational levels of the fathers. Reading interests were compiled for each of the ten groups, and comparisons were made within each sex group, using the same technique. The same procedure was used to compare the next ten groups divided by sex and the mothers' education level.

Reading preferences in books and magazine titles were compiled within each of the original thirty-six groups. These were then arranged by sex, ethnic origin, and grade level for comparisons within sex groups, using the same procedure. Books and magazines receiving fewer than ten choices within a sex group were eliminated from the study.

¹⁷Ibid.

Reading preferences were compiled by sex, grade level, and size of community for comparisons within sex groups. The same procedure was used for the determination of the significance of difference resulting from these comparisons.

Reading preferences in books and magazines of the three ethnic groups were compiled, and the titles listed at least ten times were checked in the selection aids to determine what percent of the students' choices were listed.

Data resulting from these comparisons and analyses will be discussed and interpreted in Chapter III, in order that a systematic examination of similarities and differences may be made.

CHAPTER II

REVIEW OF THE LITERATURE

The reading interests and favorite books of adolescents have been the subject of interest for many years. The professional literature contains adult interpretations of what the adolescent likes to read and of studies that report the results of surveys of student preferences. Some of the early studies were conducted with checklists in which the student indicated his favorite book among those on the list. A notable example of this approach was a study by Paul Witty.¹

Witty found that, when choices were made from listed titles, books such as The Yearling, Kon Tiki, Around the World in Eighty Days, Tom Sawyer, The Old Man and the Sea, Tale of Two Cities, Huckleberry Finn, and Twenty Thousand Leagues Under the Sea were the favorite titles reported by boys. Girls preferred Gone With the Wind, Little Women, the Sue Barton books, Kon Tiki, Tale of Two Cities, Jane Eyre, and The Robe. The same study ranked preferences for kinds of stories liked according to sex and grade level. For boys in the ninth and tenth grades, first preference was found to be adventure stories, with mystery, science fiction, humor,

¹Paul Witty, "A Study of Pupils' Interests, Grade 9, 10, 11, 12," Education, LXXXII (October, 1961), 100-110.

and westerns as the next favorites. Girls in the ninth and tenth grades preferred romance, mystery, humor, adventure, and animal stories, in that order. Stories preferred by eleventh and twelfth grade students showed boys' preferences as adventure, mystery, humor, science fiction, and westerns. Girls in the eleventh and twelfth grades preferred romance, humor, mystery, adventure, and career stories. Although Witty's study was made several years ago, later studies have found the same preferences in about the same order. Non-fiction preferred by boys in Witty's study included biography, travel, space travel, and careers. Girls preferred famous people, careers, people of other lands, travel, and space travel.

Gallo found in his study of free reading and book reports for eleventh grade students that preferences in titles change rapidly.² Larrick found in 1967 that, for junior high school students, favorite titles included Lord of the Flies, To Kill a Mockingbird, and Catcher in the Rye. These books were widely read but were not recommended through selection aids for junior high schools. Junior high school students found out about these books from peers and from senior high school students.³ Squire found that high school seniors' favorite

²Donald R. Gallo, "Free Reading and Book Reports--an Informal Survey of Grade Eleven," Journal of Reading, XI (April, 1968), 533.

³Nancy Larrick, "Baby Dolls Are Gone," Library Journal, XCII (October 15, 1967), 3816.

books were Lord of the Flies, Nineteen Eighty-Four, the Bible, Black Like Me, To Kill a Mockingbird, and Cry, the Beloved Country, and that these books are recommended in the selection aids for senior high school students.⁴ These studies appear to support a conclusion that there has been a shifting down to younger ages of some interests formerly held by older children.⁵

Johnson and Shores conducted a study of junior high school students in which they found that the favorite subjects included fiction, such as mysteries, stories about young people, adventure, and romance. Science accounted for eighteen percent of the responses with the larger percent in the biological sciences, especially involving horses and dogs. In applied science, most preferences were for automobile repair. The social sciences accounted for eleven percent of the responses, with history, famous people, war, and culture as preferred subjects. Science and science fiction combined accounted for twenty-one percent of the responses.⁶ Luna's study of approximately three-hundred students in the ninth grade reported that thirty-four percent of the students preferred teen-age stories, eighteen percent preferred mysteries,

⁵Robert Karlin, "What Does Research in Reading Reveal-- About Reading and the High School Students?" English Journal, LVIII (March, 1969), 394; Ann Kalkhoff, "Innocent Children or Innocent Librarians," School Library Journal, XIX (October, 1972), 88-92.

⁶Charles E. Johnson and J. Harlan Shores, "Reading and Reference Interests of Junior-High Students," Illinois Education, LI (May, 1962), 157-163.

fifteen percent preferred adventure, and twelve percent preferred sports stories. Both boys and girls read more fiction than nonfiction.⁷

A study of junior high school students in North Carolina was conducted by McDonald. In this, she found that the majority of junior high school students get leisure reading materials from school libraries. The magazines girls preferred in this study included Seventeen, Life, Look, and Saturday Evening Post.⁸ Boys' favorite magazines were reported as Life, Look, Boy's Life, and Sport. Favorite interests for ninth grade girls included teen-age romance, ghost stories, mysteries, adventure, and family stories. Ninth grade boys' reading preferences included sports, adventure, animals, war, and science fiction. McDonald concluded that junior high school is a transition period, and that the principal factors affecting reading interests are age and sex.⁹ Montemurro's study included one hundred and six New Jersey junior high school students. The ninth grade boys' interests, in order of preference, were sports, war, science fiction, science,

⁷Mary Hill Cope Luna, "A Study of the Reading Interests and Habits of the Ninth Grade Students, Cookeville, Tennessee, 1967-68," (Cookeville, 1968), pp. 28-43.

⁸Margaret Lane McDonald, "A Study of the Reading Interests of Main Street Junior High School, Thomasville, North Carolina," (Chapel Hill, 1965), pp. 29-31.

⁹Ibid., p. 50.

and humor. Ninth grade girls' preferences included romance, mystery, humor, science, and careers and occupations.¹⁰

Recreational reading interests, and interest content of basal readers and literature courses, have been the subject of a number of studies. In one of these studies, it was found that only one of the boys' ten first choices appeared in the reader.¹¹ Girls' first three choices were found in the reader. The conclusion was that the types of stories in readers are not the principal types chosen by children who are using the books. Peatee found, in her study of the reading interests of sophomore and senior high school students in four secondary schools, that at least half of the students did not find the literature in the current courses to be interesting. Very few classical authors appeal to secondary school students.¹² Smith and Johnson found that a book's popularity rises as the average sentence length increases, yet there is a decrease in popularity with the rise of the

¹⁰Mary Ann Montemurro, "A Study of the Reading Interests of Junior High School Students," (Glassboro, 1966), p. 61.

¹¹Stephen Meisel and G. G. Glass, "Voluntary Reading Interests and Interest Content of Basal Readers," The Reading Teacher, XXIII (April, 1970), 655-59.

¹²Diana Jean Peatee, "A Study of the Reading Interests of Secondary Senior and Sophomore Students in Four Secondary Schools, 1967-68," (Toledo, 1968), p. 28. Similar opinions are expressed by Lurene C. Brown and Helen Wachs, ". . . Free to Wander," English Journal, LXI (September, 1972), 836-38, and by Sheila Egoft, "If That Don't Do No Good, That Won't Do No Harm: The Uses and Dangers of Mediocrity in Children's Reading," School Library Journal, XXI (October, 1972), 93-97.

average number of syllables per hundred words.¹³ The influence of adults on the reading interests and materials available to teenagers has had varying effects. Kingsbury says that

The Standard Catalog for High School Libraries is a safeguard for librarians afraid to rock the boat of adult complacency. It is not an adequate guide for librarians attempting to select books that will appeal to today's teenagers. More than anything today, young people seek relevancy. However, in the realm of literature for adolescents, candor commands little clout. High schools teem with more sex than any one of Hugh Hefner's bunny clubs or a south beach topless a go-go.¹⁴

Authors and publishers, librarians, and library schools participate in determining what is available to young people through school libraries. One study compared the most popular books with seven annual lists of Adult Books Significant to Young People, compiled by the American Library Association. Of the fiction, none of the ten most popular books was on the list. Of nonfiction, three appear on an annual list.¹⁵ To find out what teenagers like, adults should read publications of reviews written by teenagers that spell out what teenagers like.

¹³J. R. Smith and F. N. Johnson, "The Popularity of Children's Fiction as a Function of Reading Ease and Related Factors," Journal of Educational Research (May-June, 1972), 400.

¹⁴Mary Kingsbury, "Ostriches and Adolescents," Journal of Education for Librarianship, XI (Spring, 1971), 326-27.

¹⁵Linda Lapidés, "Question of Relevance," Top of the News, XXIV (November, 1967), 55-61.

In Soares' study, sixty stories were analyzed. The subject pupils were grouped by intelligence, grade, and sex. All preferred a narrative story with a theme of bravery and cowardice. They wanted realism and, most often, stories about animals, sports, and teenage problems. They liked a high level of physical action with one main character.¹⁶ Davis' article on recent trends in fiction reported that most junior novels reflect the mores and living standards of the upper-middle class, although most students do not come from this class.¹⁷

The influences of home, peer group, environmental, and economic conditions are somewhat controversial as to their influences on reading interests of young people. Osborn found that students tend to achieve and have attitudes and aspirations consistent with the educational level of their same sex parent. The popular assumption of the more powerful influence of the mother in the development of her children is

¹⁶Anthony T. Soares, "Salient Elements of Recreational Reading of Junior High School Students," Elementary English, XL (December, 1963), 169. Similar findings were reported by James Daniel Kimbrough, "A Study of the Recreational Reading of Fourth, Fifth and Sixth Grade Children," Dissertation Abstracts International, XXXIII (March, 1973), 4799-A; Ruth Ann Brooks, "An Investigation of the Relationship Between Reading Interests and Comprehension," Dissertation Abstracts International, XXXII (June, 1972), 6674-A; and by Annelle Powell, "A Study of the Georgia Children's Book Award Program as a Factor in Influencing Attitudes Toward Reading, Reading Achievement, and the Amount of Reading of Fourth, Fifth, and Sixth Grade Students," Dissertation Abstracts International, XXXIII (April, 1973), 5587-A.

¹⁷James E. Davis, "Recent Trends in Fiction for Adolescents," English Journal, LVI (May, 1967), 722.

not supported in this situation.¹⁸ Dorothy Sterling suggested that few books used in English classes promote a good self-image for Black boys. She suggests more use of books such as Native Son, The Invisible Man, Go Tell It on the Mountain, and Youngblood.¹⁹ A study conducted at Stephen Decatur School reported that The Learning Tree, Soul Sister, Black Like Me, and Five Smooth Stones are useful with Black boys and girls.²⁰

Smith-Campbell found in her study of motivational factors that few students from the black high school she surveyed in Florida used the library and that there was more fiction in the home than any other type of book.²¹ In the same study, she found that sixty-five percent of the parents had less than a ninth-grade education, and that seventy-eight percent of the parents did not read books. Her conclusion was that the economic and environmental conditions are major influences on reading interests.²²

¹⁸Michael E. Osborn, "The Impact of Differing Parental Educational Level on the Educational Achievement, Attitude, Aspiration, and Expectation of the Child," Journal of Educational Research, LXV (December, 1971), 163-67.

¹⁹Dorothy Sterling, "What's Black and White and Read All Over?" English Journal, LVIII (September, 1969), 820.

²⁰"Reading Makes the School World Go Round," School Management, XV (July, 1971), 25.

²¹Mariam W. Smith-Campbell, "Reading Interests and Tastes of Sophomore High School Students Related to Certain Motivational Factors," (Atlanta, 1967), p. 29.

²²Ibid., p. 38.

Appleby's study dealt with individualized reading courses. In this, he suggested that teenagers read books recommended by peers. They begin with popular novels and move to the more controversial ones.²³ Some of the neglected aspects of reading in England were studied in secondary schools, and it was found that, of British children thirteen and fourteen-years old, seventy-nine percent read comics, seventy-four percent read magazines, and ninety-four percent read newspapers. It was found that from five to twenty-two percent had read from one to five books in the previous year. These books had been obtained from the public library, or from a friend.²⁴

London and Wenker's study suggested that the less educated adults tend to depend on mass media and activities around the house, and that ninety-eight percent of the college graduate equivalents tend to read more than the high school graduate.²⁵ Crocker found that the size of the school did not appear to affect the amount of reading of books, magazines, and newspapers, although there was a strong relationship between the occupation of the parent and the amount of student reading. Crocker concluded that the home atmosphere has more influence

²³Bruce C. Appleby and John C. Conner, "Well, What Did You Think of It?" English Journal, LIV (October, 1965) 606-12.

²⁴A. K. Pugh, "Some Neglected Aspects of Reading in the Secondary School," Reading, III (June, 1969), 3-10.

²⁵J. London and R. Wenkert, "Leisure Styles and Adult Education," Adult Education Journal, XX (January, 1969), 21.

on reading than the school does.²⁶ Artley reported that extensive readers are affected by family background and that they have parents who read extensively and are scholastically ambitious for their children.²⁷

Ellison reported that social class and preference of type of material were not significantly related.²⁸ The author concluded that the story line, title, characterization, and plot are perhaps more important in determining appeal than class-related factors. Karlin reported that students read more and had more interests if their parents read widely, and that successful readers had parents who showed greater interest in reading, books, and schoolwork.²⁹ Poor readers seemed to be apt to come from less stable, lower-socioeconomic homes.

Lourie reported in his study of the socioeconomic and historical factors in secondary reading that the lower ranking socioeconomic communities were found to offer comparatively fewer opportunities for reading improvement than the upper-ranking-suburban communities. He found that racial

²⁶Oswald Kitchner Crocker, "The Leisure Reading of High School Students in Newfoundland Library Facilities in the Schools, and Home Background as Related to Reading," Dissertation Abstracts, XXVIII, (April, 1968), 3880-A

²⁷A. S. Artley, Trends and Practices in Secondary School Reading; A Report of Recent Research, (Newark, 1968), p. 95.

²⁸Tom Ellison and Gerald Williams, "Social Class and Children's Reading Preferences," Reading, V (June, 1971), 3-9.

²⁹Robert Karlin, "What Does Research in Reading Reveal-- About Reading and the High School Student?" English Journal, LVIII (March, 1969), 389.

attitudes were significant. College-bound white students usually received more help than poor readers, including Negro students.³⁰

Squire reported that there was broad agreement on the effects of sex differences on reading interests, and that age was second in importance, although intelligence was not remarkably significant. The socioeconomic background of students seemed to affect reading preferences.³¹

A study made of seventh-grade students from three ethnic groups--culturally disadvantaged Mexican Americans, Negroes, and middle-class Caucasians--found that Caucasians chose Caucasian books, that Negroes chose non-Negro books, and that each ethnic group did favor some certain ethnic books.³² Of ethnic books, Negro books were most often selected by Negroes. Mexican-Americans read less than either of the other two groups, and some subjects chose only books that were related

³⁰Samuel Lourie, "The Socio-Economic and Historical Factors in Secondary Reading," Dissertation Abstracts, XXVIII (April, 1968), 4052-A.

³¹James R. Squire, "What Does Research in Reading Reveal--About Attitudes Toward Reading," English Journal, LVIII (April, 1969), 524. The same conclusion was reached by Robert Stanley Zais, "The Sophistication of Reading Interests as Related to Selected Personality Factors and Certain Other Characteristics of High School Students," Dissertation Abstracts, XXIX (March, 1969), 3014-A.

³²Virginia Jane Berretini, "Reading Patterns of Three Seventh Grade Ethnic Groups: Culturally Disadvantaged Mexican-Americans and Negroes, and Middle Class Caucasians," (Los Angeles, 1969), p. 70.

to their ethnic group. However, forty percent of the Mexican-Americans and fifty-one percent of the Negroes preferred to read Caucasian books. Second choice consisted of books related to their ethnic background. This study was conducted using seventy-five biographies in a classroom situation.³³ No significant difference in reading interests of Black, white, and Spanish-American subjects was found in another study by Bouchard, nor were reading interests found to be related to socioeconomic backgrounds or grade levels.³⁴

Wahrhaftig reported, in his study of the Cherokee Indians of eastern Oklahoma, that few Cherokees subscribe to a daily newspaper. Some buy weekly newspapers in town. They receive few magazines other than farm magazines. Romance and true-confession-type magazines are very popular and are usually found in the home. Hardbound books are seldom found in the home except for the Bible. Some girls bring library books home and enjoy them. There may be a potential interest in reading, but there is a great lack of books that are of interest to teenagers.³⁵ This was the only study found that dealt with Indians.

³³Ibid., p. 66.

³⁴Louisa-May Decker Bouchard, "A Comparative Analysis of Children's Independent Reading Interests and the Content of Stories in Selected Basal Reading Texts, Grades 4-6," Dissertation Abstracts, XXXIII (July, 1972), 67-A.

³⁵Albert L. Wahrhaftig, Social and Economic Characteristics of the Cherokee Population of Eastern Oklahoma, (Chicago, 1965), pp. 52-53.

Hannigan concluded in her study of academically talented students that free reading consisted primarily of newspapers and magazines rather than books at the senior high school level. The existence of paperbacks affected reading patterns and habits. These students were mainly interested in and enthusiastic about contemporary literature, though the majority of the materials used were not obtained from the school library.³⁶

Artley reported that twenty-seven percent of the students found the school library adequate for personal reading. He also found a decline in the reading of books traditionally found on required reading lists for English classes.³⁷

Igo reported that most school and public libraries do not supply the books and magazines that youth want to read.³⁸ Squire reported that Blacks show a stronger preference than white students for current materials, such as magazines and newspapers, and for personal problems and social conditions.

³⁶Jane Anne Therese Hannigan, "Reading, Viewing, and Listening Characteristics of Academically Talented Students," Dissertation Abstracts International, XXXIII (July, 1972), 333-A.

³⁷A. S. Artley, Trends and Practices in Secondary School Reading; A Report of Recent Research, (Newark, 1968), p. 91. This is supported by George W. Norvell, "Revolution in the English Curriculum," Elementary English, XLIX (May, 1972), 764.

³⁸John Igo, "Books for the New Breed," Library Journal, XCII (April 15, 1967), 1704-5.

The same study reported that the public library was preferred to the school library as a source of materials.³⁹

In a summary of the scientific research and professional literature on reading interests of secondary school students, grades seven-twelve, 1889-1965, McKay concluded that as determinates of reading interests, sex, age, and intelligence are the most important. This study indicated, second, that the imposition of adults' tastes and dislikes in reading upon students has an effect. Third, there is a steady decline in the book reading done by high school students. Fourth, there is a need for a change in the rationale of literature courses. Fifth, there is a need for appropriate material for teenage readers. Sixth, the relationship of student interests to reading should be recognized.⁴⁰

In conclusion, Mott reported in his study of the literature dealing with the reading interests of adolescents that

³⁹James R. Squire, "What Does Research in Reading Reveal-- About Attitudes Toward Reading," English Journal, LVIII (April, 1969), 524.

⁴⁰James William McKay, "A Summary of Scientific Research and Professional Literature on Reading Interests of Secondary School Students, Grades 7-12, 1889-1965," (Ann Arbor, 1971), p. 259. These findings are supported by Betty Lou Elliot, "All the Children Will Be Rarin' to Read When You Fill Your Classroom with Books and More Books," Teacher, XC (September, 1972), 69-74; Robert J. Skapura, "Lawsuits, Duels, and Burma-Shave: Nonfiction Works--If You Let It," English Journal, LXI (September, 1972), 831; and Andrew Stibbs, "Talking About Reading," Times Educational Supplement, 2981 (July 7, 1972), 40.

research almost universally suggested that adolescents' interests and tastes tended to be unique, personal, and very unpredictable. Interest in books at the eighth-grade level usually changed to interest in magazines by grade twelve.⁴¹ Girls showed more homogeneity in their reading tastes than did boys.⁴² Most findings indicate that students with high reading ability scores had reading interests similar to lower scoring students, but read more, and read more mature materials.⁴³ Although few studies included analyses of family levels of education, a strong example is set by parents who are extensive readers and are scholastically ambitious for their children. Adolescents with relatively high family educational backgrounds tended to have high reading interests; low reading interests seemed to be related to weak family education backgrounds. Many investigators have provided evidence of a high correlation between influence on reading interests of economic background factors and of community environment and family levels of education. Low socioeconomic parents may even block efforts of teachers to increase interests in reading.⁴⁴

⁴¹John Homer Mott, "Reading Interests of Adolescents: A Critical Study of Fifty Years of Research," (Ann Arbor, 1972), p. 280.

⁴²Ibid., p. 284.

⁴³Ibid., p. 286.

⁴⁴Ibid., p. 288.

CHAPTER III

REPORTING OF DATA

The collected reading inventories were divided by sex, ethnic origin, and then into the three population density areas, making thirty-six groups in all. A total of 11,970 inventories were collected. Two hundred and twenty-seven inventories that were not usable due to lack of information concerning ethnic origin or sex of the respondents were deleted. A total of 11,743 reading inventories contained sufficient information for use in the study. Data in Table I report the number of usable inventories in each group.

For the purpose of this study, the ethnic groups needed to be as nearly equal as possible, with approximately twelve hundred students in each of the three ethnic categories used. The twelve groups within each ethnic category were divided as evenly as possible by use of a die. For example, the group representing eleventh- and twelfth-grade white girls from large towns contained 1,108 inventories. The die was cast with the number four resulting. Beginning with the fourth inventory, every eleventh sheet was pulled until one hundred inventories were collected to be used in the study. If the group contained fewer than one hundred inventories, none was removed. As an example, the four groups representing

small town Blacks contained a total of 398 inventories, so none was removed. Table II lists the number of selected inventories for each of the thirty-six groups, with a total of 3,581 inventories to be analyzed for the study.

The information on the selected inventories was punched into eighty-column cards, with one card representing each inventory. Information concerning the availability of reading materials was compiled and was punched into the cards as either adequate or inadequate according to the standards used. This information will be described at length elsewhere in this chapter. Titles of preferred books and magazines were not entered on the cards. These were tabulated and are presented in the Appendix. Reading interest categories were established, using recognized headings that are generally accepted as representative of what teenagers like to read.¹ The headings used were stories of adolescent life, which includes fiction about modern teenagers of any country; adventure stories; stories about animals; biography; books about cars and motors; fine arts; poetry and drama; historical fiction; stories of home and family life; humor; mystery; history; science; science fiction; books about the supernatural; books about problems of social significance; romance and romantic love; sports; and books about personal values, such as sex, religion, and drugs. Since the study was

¹G. Robert Carlsen, Books and the Teen-Age Reader, (New York, 1971), pp. 21-30.

concerned with ethnic groups, another heading for ethnic books about Blacks and Indians was included. A white ethnic heading was not used because of the lack of literature dealing specifically with the distinction of being white, and because no students involved in the study said they wanted to read about whites. There appear to be no books that are specifically directed toward promoting white ethnic pride. Comparisons that were made for the ethnic interest category compare Blacks' interest in Blacks, Indians' interest in Indians, and whites' interest in Indians and Blacks. Three columns were used on the card, with a possibility of three choices for each student.

A card sorter was used to sort the cards into sex groups, then by ethnic origin, and grade level, making twelve groups. The cards were then sorted within each group for the twenty interest categories. Choices were tabulated in each interest category for each of the twelve groups. The number of choices within each group was obtained, and percentages for each interest category were calculated. Thirteen of the interest categories had received fewer than 10 percent of the choices for each category. These were considered not to have enough importance to the surveyed group to be included individually in the study. Percentages for these interest categories are reported in Table III for boys and Table IV for girls. The votes in these thirteen categories were included in the study by combining adolescent life, adventure,

historical fiction, home and family life, humor, and science fiction into a category designated as miscellaneous fiction. History, poetry and drama, science, supernatural, fine arts, and biography were combined into a nonfiction category, and the category for social significance was combined with books about personal values.

The resulting nine interest categories were used in this study to determine if there is a significant difference in what teenagers report they like to read that may be related to ethnic origin, sex, grade level, size of community, or education level of the parents.

Comparison of Reading Interests by Sex, Grade Level, and Ethnic Origin

The number of choices within each of the nine interest categories were tabulated for each of the twelve groups representing sex, race, and grade level. The number of votes cast by each group was divided into the number of votes counted in each interest category. The resulting percentages are reported in the tables. Data in Table V compare the percent of choices for ninth- and tenth-grade Black and Indian boys. In the ethnic category, Blacks' interest in reading about Blacks is compared to Indians' interest in reading about Indians. The Black boys' interest in reading about Indians is reported alone, with the difference in percentage points shown as it is, because no Indian boys in this group chose to read about Blacks.

The Gallup Table 2A for Recommended Allowance for Sampling Error of the Difference In Percentage Points was used to determine the number shown in the recommended allowance column in all tables.² Hereinafter, in the discussions of the tests of significance of difference found in compared percentages, the maximum spread of percentage points permitted for a given number of cases, and for a given magnitude of percentage, will be indicated in terms of the .05 level of significance.

Choices of the Black boys in this group, as shown in Table V, totaled 513, with 651 choices of Indian boys. With both near 600, the maximum allowance for sampling error is six percentage points. The last column represents the difference between percentages at the .05 level. No significant difference was found.

Data in Table VI compare the percent of choices of Indian and white ninth and tenth grade boys in each interest category. White boys cast 595 votes, making both totals near 600 with the recommended allowance of six percentage points. There appears to be a slight difference at the .05 level in the amount of miscellaneous fiction read by Indian and white ninth- and tenth-grade boys with whites reading significantly more than Indians.

²George Gallup, "The Third Annual Survey of the Public's Attitudes Toward the Public Schools, 1971," Phi Delta Kappan, LIII (September, 1971), 48. (See Appendix, p. 88.)

Data in Table VII show a comparison of the percent of choices of Black and white ninth- and tenth-grade boys. A significant difference at the .05 level was found in interest expressed in ethnic books. Blacks appear to be slightly more interested in reading about personal values and problems of growing up than did white boys. Blacks also report that they read slightly more about sports than do white boys. The greatest difference in reading interests was found in the choices of nonfiction. White boys appear to read 7.92 percent more nonfiction than Black boys read.

Data in Tables VIII, IX, and X show the comparison of percent of choices of Indian, Black, and white eleventh- and twelfth-grade boys. The Black boys cast 477 votes and Indian boys cast 390. The Gallup Table 2A permits a maximum allowance of seven percentage points. The white boys cast 587 votes with a maximum allowance of six percentage points for Tables IX and X. A significant difference was found in the number of votes cast by Black and Indian boys for books about ethnic backgrounds. At the .05 level, Blacks expressed a preference for 6.28 percent more books about Blacks than Indians wanted to read about Indians. No difference was found between reported reading interests of Indian and white boys in eleventh and twelfth grades. There was a significant difference in the amount of interest shown in ethnic materials and in miscellaneous fiction with whites preferring more fiction and Blacks preferring significantly more about Blacks.

Data in Table XI show the comparison of Black boys from the two grade-level categories used in this study. Data in Table XII show the comparison of all Indian boys, and data in Table XIII show the comparison of all white boys. From each of the three comparisons, the maximum allowance in percentage points is six. In comparing Black boys by grade-level categories, it was found that eleventh- and twelfth-grade boys preferred significantly more ethnic materials than ninth- and tenth-grade boys. No other difference was found. No difference was found that could be attributed to grade level when Indian boys were compared or when white boys were compared.

The grade-level grouping was eliminated and the number of choices for each interest category was counted. All Black boys cast 991 votes, Indian boys cast 1041 votes, and white boys cast 1182 votes. Percentages were calculated for the interest categories in each of the three groups. The Gallup table permits a maximum allowance of five percentage points for groups of this size. Information is reported in Tables XIV, XV, and XVI. A significant difference was found in the number of choices reported for ethnic materials, with Blacks preferring more in this interest category than Indians or whites. Indians expressed a significant interest in more about cars and motors than Blacks, and whites expressed preferences for more miscellaneous fiction than Indians or Blacks. Whites expressed interest in more nonfiction and

mystery stories than Blacks, but Blacks expressed preferences for more on personal values and ethnic background than whites.

Ethnic grouping was eliminated and all boys were divided by grade level to determine if there was a significant difference between boys that may be related to grade level. The number of choices for each interest category within each grade group was tabulated and percentages were calculated. Data in Table XVII show the comparison between the two groups with the difference between the two groups shown in the third column. Gallup Table 2A permits a maximum sampling allowance of five percentage points for groups of this size. Boys in the ninth- and tenth-grade category expressed interest in significantly more nonfiction and animals stories, and boys in the eleventh and twelfth-grades expressed interest in significantly more about personal values.

The reading inventories for girls were divided into the two grade categories, then into the three ethnic groups. The number of votes cast for each interest category was counted for each group and percentages were calculated. Data in Tables XVIII, XIX, and XX show the comparisons of ninth- and tenth-grade Indian, Black, and white girls. The Indians cast 789 votes, the Blacks 517 votes, and the whites 704 votes. The Gallup Table 2A permits a maximum sampling error of five points for this size sample.

A significant difference, at the .05 level, was found in three interest categories when Black and Indian girls were

compared. Indian girls expressed interest in more animal stories and mysteries, but Black girls indicated a preference for more books about their ethnic group than did Indian girls. A comparison of Indian and white girls reveals only one area of significant difference in reading interests. White girls cast more votes for the miscellaneous fiction category than did Indian girls. A comparison of Black and white girls in Table XX shows a significant difference in five interest categories. White girls preferred significantly more animal stories, mysteries, and miscellaneous fiction, while Blacks preferred more books about personal values and their ethnic group.

Data in Tables XXI, XXII, and XXIII show comparisons of Black, Indian, and white eleventh- and twelfth-grade girls. Blacks cast 575 votes, Indians 461, and whites 609. The Gallup table permits a maximum sampling error of six points. Three areas of significant difference were found. Indians preferred more miscellaneous fiction than did Blacks. Black girls indicated a greater preference for information about their ethnic group and about personal values than did Indian girls. No significant differences were found when Indian and white girls were compared. When Blacks and whites were compared, it was found that Blacks preferred significantly more about their ethnic group than white girls read about Blacks.

Data in Tables XXIV, XXV, and XXVI show comparisons between girls in the two grade categories within each ethnic

group. There appears to be no significant difference in what Black girls said they preferred to read about when grade level is the primary factor. Both Indian and white ninth- and tenth-grade girls preferred more mysteries than did girls in the upper grades.

The grade-level grouping was eliminated and girls were arranged by ethnic origin. Votes were counted for each interest category and percentages were calculated. The Black girls cast 1092 votes, Indians cast 1250 votes, and whites cast 1313 votes. A maximum sampling error of five points is allowed.

When Black and Indian girls were compared, a significant difference was found in three interest categories. Indians indicated a preference for more animal stories, while Blacks preferred significantly more about their ethnic group and about personal values.

Data in Table XXVIII reveal only one significant difference between Indian and white girls. Whites cast more votes for miscellaneous fiction than did Indians.

Data in Table XXIX show a comparison of Black and white girls with five significant differences. Blacks expressed a preference for significantly more about their ethnic group and about personal values than did white girls. The white girls cast significantly more votes for animal stories, mysteries and miscellaneous fiction than did Black girls.

Data in Tables XXX, XXXI, and XXXII show comparisons between boys and girls within ethnic groups. Black boys and girls are compared in Table XXX, with five significant differences found between the sexes. Black boys expressed a preference for significantly more car stories and sports stories than the girls. Black girls preferred more mysteries, romance, and books about personal values than did boys. Data in Table XXXI indicate that Indian boys preferred significantly more about cars and sports than did Indian girls. Indian girls preferred significantly more mysteries and romances than did boys. In data reported in Table XXXII, five significant differences are found in the reading interests of white boys and girls. White boys expressed significantly more interest in car stories and sports stories than did girls. White girls preferred significantly more romance, mysteries, and books about personal values than did white boys.

Data reported in Table XXXIII show a comparison of all girls without regard to ethnic origin. Eleventh- and twelfth-grade girls preferred significantly more books about personal values than did ninth- and tenth-grade girls. Ninth- and tenth-grade girls preferred significantly more materials about romance.

Comparison of Reading Interests by Sex, Grade Level, and Community Size

All inventories were regrouped according to sex and grade-level categories, and then by the population density areas. For convenience in reporting information, "small" refers to areas of less than 2,500, "medium" refers to areas between 2,500 and 10,000 population, and "large" refers to areas of between 10,000 and 40,000 population. The votes were compiled for each of the interest categories within each group, and percentages were calculated. All of the twelve groups were of the size that have an allowable maximum sampling error of six points on the Gallup Table 2A.

Data reported in Table XXXIV show the comparison of ninth- and tenth-grade boys in small and medium size towns. No significant difference was found.

Data in Table XXXV show the comparison of ninth- and tenth-grade boys in medium and large towns. No significant difference was found.

Data in Table XXXVI show the comparison of ninth- and tenth-grade boys from small and large towns. Two significant differences were found. Boys from small towns preferred significantly more animal stories, and boys from large towns preferred significantly more nonfiction.

Data in Table XXXVII report the comparison of eleventh- and twelfth-grade boys from small and medium size towns. It

was found that boys from medium towns preferred significantly more nonfiction than did boys from small towns.

Data in Table XXXVIII show the comparison of eleventh- and twelfth-grade boys in small and large towns. No significant difference was found.

Data in Table XXXIX show the comparison of eleventh- and twelfth-grade boys in small and large towns. Two significant differences were found. Boys from small towns showed a slightly greater preference for miscellaneous fiction, and boys from large towns showed a slightly greater preference for nonfiction.

The grade-level distinction was eliminated, and all boys were compared according to size of community. The size of the sample was referred to Gallup Table 2A, and a sampling error of five percentage points was permitted.

Data in Table XL show the comparison of all boys from small and medium size towns. It was found that boys from medium size towns preferred significantly more nonfiction than did boys from small towns.

No significant difference in reading interests was found in data reported in Table XLI when all boys from medium and large towns were compared. Data in Table XLII show a comparison of all boys from small and large towns. Three significant differences were found. Boys from small town indicated a significantly greater preference for stories about animals and miscellaneous fiction than did boys from large towns.

Boys from large towns indicated a significantly greater preference for nonfiction than did boys from small towns.

Data in Table XLIII show a comparison of ninth- and tenth-grade girls from small and medium size towns. Girls in medium size towns indicated a significantly greater preference for nonfiction than did girls from small towns.

Data in Table XLIV show a comparison of ninth- and tenth-grade girls from medium and large towns. Girls in medium size towns indicated a significantly greater preference for romance than did girls from large towns.

Ninth- and tenth-grade girls from small and large towns are compared in Table XLV. It was found that girls from large towns showed a significantly greater preference for nonfiction than did girls from small towns.

A comparison of eleventh- and twelfth-grade girls from small and medium size towns is shown in Table XLVI. No significant difference was found in their reading interests.

Data in Table XLVII show a comparison of eleventh- and twelfth-grade girls in medium and large towns. It was found that girls in medium size towns indicated a significantly greater preference for books about personal values than did girls from large towns.

In Table XLVIII comparisons are shown for eleventh- and twelfth-grade girls from small and large towns. Girls from small towns indicated a significantly greater preference for books about personal values than did girls from large towns.

Girls from large towns indicated a significantly greater preference for nonfiction than did girls from small towns.

Data reported in Tables XLIX, L, and LI show comparisons of all girls from small, medium, and large towns without regard to grade level. It was found that girls from medium size towns indicated a significantly greater preference for nonfiction than did girls from small towns. The greatest difference was found in preferences of girls from small and large towns, with girls from large towns showing a significantly greater preference for nonfiction than did girls from small towns.

Comparison of Reading Interests by Sex, Grade Level,
and Availability of Reading Materials

A coded list of towns included in the study is given in Table LII. The availability of reading materials was evaluated in each town. School libraries were considered to be adequate if the book collection contained a minimum of 6,000 titles, or twenty volumes per student, whichever was greater.³ School libraries were considered to be inadequate if the collection fell below this level. Public libraries were considered to be adequate if the book collection contained at

³American Library Association, American Association of School Librarians, and the Department of Audiovisual Instruction of the National Education Association, Standards for School Media Programs, (Chicago, 1969), p. 30.

least 10,000 volumes and were open more than forty hours a week.⁴ Public libraries open fewer hours or with fewer books were considered to be inadequate. If the community had bookstores, these were evaluated. Communities are listed as having adequate access to bookstores if there was at least one bookstore with a minimum of 6,000 titles in the current inventory.⁵ Communities were considered to be inadequate if there were no bookstores with the minimum number of titles.

Reading inventories were sorted by sex and into the categories relating to the availability of reading materials. Reading materials were considered to be adequate in communities that met or exceeded minimum standards in at least two of the three areas surveyed.

Data in Table LIII report where boys indicated that they got books to read. Percentages are given for boys from communities with adequate facilities and for boys from communities with inadequate facilities. Gallup Table 2B permits a maximum sampling error allowance of six percentage points for groups of this size, with percentages near fifty. Gallup Table 2A recommends a sampling error allowance of five percentage points for groups of this size with percentages near

⁴Oklahoma Department of Libraries, Advisory Committee on Public Library Standards, Oklahoma Public Libraries Goals for '75, (Oklahoma City, 1969), p. 2.

⁵American Booksellers Association, ABA Sidelines Directory, (New York, 1971), p. iii.

twenty. It was found that boys from communities with adequate facilities get significantly more books from the public library than boys from communities with inadequate facilities.

Data in Table LIV show percentages for where boys reported they got magazines to read. Percentages are given for boys from communities with adequate facilities and for boys from communities with inadequate facilities. Gallup Table 2B permits a maximum sampling error allowance of six percentage points for groups of this size with percentage points near fifty. Gallup Table 2A permits a maximum sampling error allowance of five percentage points for groups of this size with percentages near twenty. It was found that boys from communities with adequate facilities reported getting significantly fewer magazines to read from the home and from school libraries than did boys from communities with inadequate facilities, and that they reported getting significantly more magazines from stores and public libraries than did boys from communities with inadequate facilities.

Data reported in Table LV show percentages for where girls reported they got books to read. Percentages are given for girls from communities with adequate facilities and for girls from communities with inadequate facilities. Gallup Table 2B permits a maximum sampling error allowance of seven percentage points for groups of this size with percentages near fifty. Gallup Table 2A recommends a sampling error allowance of five percentage points for groups of this size

with percentages near twenty and eighty. It was found that girls from communities with adequate facilities get significantly fewer books from the school library and significantly more books from the public library than did girls from communities with inadequate facilities.

Data in Table LVI show comparisons of percentages for where girls reported they got magazines to read. Percentages are given for girls from communities with adequate facilities and for girls from communities with inadequate facilities. Gallup Table 2B suggests a maximum sampling error allowance of seven percentage points for groups of this size with percentages near fifty. Gallup Table 2A permits a maximum sampling error allowance of five percentage points for groups of this size with percentages near twenty. It was found that girls from communities with adequate facilities got significantly fewer magazines from other sources than did girls from communities with inadequate facilities, and that they got significantly more magazines to read from the home, school library, and public library than did girls from communities with inadequate facilities.

The reading inventories were further divided into the two grade-level categories, making eight groups in all. Votes were counted for the reading categories within each group and percentages were calculated. Data in Table LVII compare reading interests of ninth- and tenth-grade boys from communities with adequate and inadequate reading materials. No

significant difference was found. Data in Table LVIII show a comparison of eleventh- and twelfth-grade boys, with no significant differences. In Table LIX, all boys are compared, with no significant difference found in what boys say they like to read about which can be related to the availability of reading materials.

Data in Tables LX, LXI, and LXII show comparisons of girls in the two grade-level categories and combined. Gallup Table 2A permits a maximum sampling error of five percentage points for groups of this size. One significant difference was found. Eleventh- and twelfth-grade girls from communities with adequate reading materials indicated a preference for more books about romance than did girls from communities with inadequate resources.

Comparison of Reading Interests by Sex and By Educational Level of Parents

Inventories were divided by sex into five categories representing the reported education level attained by the father. Reading interest votes were counted within each sex-group by the education level of the father. The inventories were reported for the five education levels of mothers, and reading interest votes were counted. The numbers of fathers and mothers in each category were counted, and percentages were calculated. The maximum permitted sampling error varies in the tables described below because of the

wide range in size of groups found when the educational levels of parents were considered.

Data in Table LXIII compare the reading interests of boys whose fathers had completed six grades or less of school and of boys whose fathers had completed between seven and nine grades. A small difference was found in the amount of nonfiction preferred. Boys with fathers in the lower group appear to prefer slightly more.

Data in Tables LXIV through LXXII report comparisons of all education levels of the boys' fathers. Significant differences were found in five instances. As reported in Table LXIV, more animal stories were preferred by boys whose fathers had completed the sixth grade or less than by boys whose fathers had completed high school. Data in Table LXVI show that boys whose fathers had completed the sixth grade or less preferred significantly more animal stories than did boys whose fathers were college graduates. Data in Tables LXVII and LXIX show that boys whose fathers had completed grades seven through nine expressed a preference for significantly less nonfiction than did boys whose fathers had completed high school or college. Data in Table LXXII show that significantly more sports stories were preferred by boys whose fathers had completed two years of college than by boys whose fathers were college graduates.

Three thousand one hundred and fifty-seven students responded to the question concerning the education level of the

father. Data in Table LXXIII give percentages for each education level by size of town for the fathers of all students involved in this study. Data in Table LXXIV give percentages for each education level within ethnic groups for the fathers of all students involved in this study.

Data in Tables LXXV through LXXXIV show comparisons of the influence of the mothers' education level on reading interests of boys. Seven significant differences were found. Data in Table LXXVIII show that boys whose mothers were college graduates preferred more nonfiction than did boys whose mothers had finished the sixth grade or less. Data in Tables LXXIX and LXXX show that boys whose mothers had completed from grades seven through nine preferred less nonfiction than did boys whose mothers were high school graduates or had completed two years of college. Data in Table LXXXI show that boys whose mothers were college graduates preferred more nonfiction, but fewer animal and car books, than did boys whose mothers had completed grades seven through nine.

In Table LXXXIII, it is reported that the boys whose mothers were high school graduates indicated a greater preference for sports stories than did boys whose mothers were college graduates.

Data in Tables LXXXV through LXXXIX show comparisons between fathers' and mothers' influence within education-level categories. There appears to be no significant

difference in what boys indicated they preferred to read about when fathers and mothers of equivalent education level are compared.

Three thousand four hundred and sixteen students responded to the question concerning the education level of the mother. Data in Table XC give mothers' education levels by size of town for all students involved in the study. Data in Table XCI give mothers' education level by ethnic origin for all students.

Reading inventories for girls were sorted according to the reported education level of the father. Data in Table XCII report a comparison of the reading interests of all girls whose fathers' education levels were sixth grade or less and of girls whose fathers had completed grades seven through nine. No significant difference was found. The permitted maximum allowance for sampling error is six percentage points.

Data in Table XCIII show the comparison of percentage points of the reading interests of girls whose fathers had completed sixth grade or less and of girls whose fathers were high school graduates. No significant difference was found.

Data in Table XCIV show a comparison between interests of girls whose fathers had completed sixth grade or less and girls whose fathers had completed only two years of college. The permitted maximum allowance for sampling error

is eight percentage points. No significant difference was found.

Data in Table XCV show a comparison between reading interests of girls whose fathers had completed sixth grade or less and girls whose fathers were college graduates. A maximum sampling error of seven percentage points is permitted. No significant difference was found.

Data in Table XCVI show a comparison of the percentage points for reading interests for girls whose fathers had completed grades seven through nine and of girls whose fathers were high school graduates. A maximum sampling error of five percentage points is permitted. No significant difference was found.

Data in Table XCVII show a comparison of the percentage points for reading interests of girls whose fathers had completed grade nine and of girls whose fathers had completed two years of college. A maximum sampling error of eight percentage points is permitted for groups of this size. No significant difference was found.

Data in Table CXVIII show a comparison of the percentage points for reading interests of girls whose fathers had completed grades seven through nine and of girls whose fathers were college graduates. The permitted sampling error is six percentage points. No significant difference was found.

Data in Table XCIX show a comparison of the percentage points for reading interests of girls whose fathers were high

school graduates and of girls whose fathers had completed two years of college. The permitted maximum allowance for sampling error is eight percentage points for groups of this size. No significant difference was found.

Data in Table C show a comparison of the percentage points for reading interests of girls whose fathers had completed two years of college and of girls whose fathers were college graduates. The permitted allowance for sampling error is six percentage points. No significant difference was found.

Data in Table CI show a comparison of the percentage points for reading interests of girls whose fathers had completed two years of college and of girls whose fathers were college graduates. A maximum sampling error of eight percentage points is permitted for groups of this size. No significant difference was found.

Reading inventories of girls were sorted according to the education level of the mother. Percentages were calculated.

Data reported in Table CII show a comparison of the percentage points of the reading interests of girls whose mothers had completed the sixth grade or less and of girls whose mothers had completed the ninth grade or less. The permitted allowance for sampling error for groups of this size is eight percentage points. No significant difference was found.

Data reported in Table CIII show a comparison of the percentage points for reading interests of girls whose mothers had completed sixth grade or less and of girls whose mothers were high school graduates. A maximum sampling error of eight percentage points is permitted. No significant difference was found.

Data in Table CIV show a comparison of the percentage points for reading interests of girls whose mothers had completed sixth grade or less and of girls whose mothers had completed two years of college. The permitted allowance for sampling error for groups of this size is eight points. No significant difference was found.

Data in Table CV show a comparison of the percentage points for reading interests of girls whose mothers had completed the sixth grade or less and those of girls whose mothers were college graduates. The permitted sampling error for groups of this size is ten percentage points. No significant difference was found.

Data in Table CVI show a comparison of the percentage points for reading interests of girls whose mothers had completed the ninth grade and of girls whose mothers were high school graduates. The maximum allowance for sampling error for groups of this size is five percentage points. No significant difference was found.

Data in Table CVII show a comparison of the percentage points for reading interests of girls whose mothers had

completed the ninth grade and of girls whose mothers had completed two years of college. The permitted allowance for sampling error for groups of this size is six percentage points. No significant difference was found.

Data in Table CVIII show a comparison of the percentage points for reading interests of girls whose mothers had completed the ninth grade and of girls whose mothers were college graduates. The permitted allowance for sampling error is eight percentage points for groups of this size. No significant difference was found.

Data in Table CIX show a comparison of the percentage points for reading interests of girls whose mothers were high school graduates and of girls whose mothers had completed two years of college. The permitted allowance for sampling error for groups of this size is six percentage points. No significant difference was found.

Data in Table CX show a comparison of the percentage points for reading interests of girls whose mothers were high school graduates and of girls whose mothers were college graduates. The permitted allowance for sampling error for groups of this size is eight percentage points. No significant difference was found.

Data in Table CXI show a comparison of the percentage points for reading interests of girls whose mothers had completed two years of college and of girls whose mothers were college graduates. The permitted allowance for sampling

error for groups of this size is eight percentage points. No significant difference was found.

Data in Tables CXII through CXVI show comparisons between fathers' and mothers' influence within education level categories. There appears to be no significant difference in what girls preferred to read about when fathers and mothers of equivalent education level were compared, or that may be related to the education level of either parent.

Comparison of Reading Preferences by Sex, Grade Level, and Ethnic Origin

Reading inventories for boys were divided by ethnic origin, then into the two grade-level groups. Reading preferences in books were tabulated. Eleven hundred and seventeen titles were listed as favorite books. Of these, only twenty-one titles received ten votes or more.

Data in Table CXVII show the comparison between Indian, Black, and white ninth- and tenth-grade boys. The number of votes cast for each of these titles by each of the ethnic groups was less than the smallest size of sample given in the Gallup Table 2A, so a sampling error of ten percentage points was used, with the understanding that the sizes of the groups are too small to give reliable results. No significant difference was found in the comparisons reported in Table CXVII. Titles receiving 9 percent or more of the votes of at least one ethnic group of ninth- and tenth-

grade boys were The Black Stallion, Brian's Song, Call of the Wild, Old Yeller, The Outsiders, and Treasure Island.

Data in Table CXVIII compare eleventh- and twelfth-grade boys by ethnic origin. The same procedure was used because the numbers of votes cast were smaller than recommended by Gallup. It was found that Black boys cast more votes for Black Like Me and Soul On Ice than either Indian or white boys, and more votes for Love Story were cast by Blacks than by Indian boys. Titles receiving 9 percent or more of the votes of at least one ethnic group of eleventh- and twelfth-grade boys were Black Like Me, The Godfather, Hot Rod, Love Story, Old Yeller, The Outsiders, Savage Sam, Soul On Ice, and Where the Red Fern Grows. White boys cast more votes for The Godfather than either Blacks or Indians. Indian boys cast more votes for Old Yeller than either Blacks or whites.

Grade-level grouping was eliminated, and data in Table CXIX show comparisons between all boys by ethnic origin. The Gallup Table 2A permits an allowance of ten percentage points. Only one significant difference was found: Indian boys cast significantly more votes for Old Yeller than Black boys.

The reading inventories for girls were divided by ethnic origin, then into the two grade-level groups. Reading preferences in books were tabulated. Twelve hundred and twelve titles were listed as favorite books. Of these, only forty-six titles received ten votes or more.

Data in Table CXX show the comparison between Indian, Black, and white ninth- and tenth-grade girls. The number of votes cast for these titles by each of the ethnic groups was near two hundred. The Gallup Table 2A permits a maximum sampling error of ten percentage points. One significant difference was found. No Black girls voted for Gone With the Wind as preferred, but 10.09 percent of the white girls listed it as a favorite book. No other significant differences were found. Titles receiving 9 percent or more of the votes of at least one ethnic group of ninth- and tenth-grade girls were Gone With the Wind, which received no votes from Black girls in this category, Love Story, and Mr. and Mrs. Bo Jo Jones.

Data in Table CXXI show comparisons between ethnic groups of eleventh- and twelfth-grade girls. Again there was a significant difference between Black and white girls in the number of votes cast for Gone With the Wind. Titles receiving 9 percent or more of the votes of at least one ethnic group of eleventh- and twelfth-grade girls were Black Like Me, Gone With the Wind, and Love Story.

Data in Table CXXII show a comparison of all girls by ethnic origin. The Gallup Table 2A permits a maximum sampling error of six points for groups of this size. There was a significant difference in the number of votes cast for Black Like Me. Both Indian and white girls cast significantly fewer votes for this title than Black girls. Blacks cast significantly fewer votes for Gone With the Wind than either

Indians or whites. Love Story received more votes from all ethnic groups than any other book, but Blacks cast significantly fewer votes for it than either Indians or white girls.

Boys' inventories were sorted by ethnic origin, then by grade level. Magazine preferences were compiled, and votes were tabulated. Two hundred and twenty-eight titles were listed. Forty-five titles receiving ten or more votes were compared in this study.

Data in Table CXXIII show a comparison between ethnic groups of ninth- and tenth-grade boys. The permitted allowance for sampling error is six percentage points for groups of this size. The only significant difference that was found was that Black boys show more preference for Ebony and Jet than either Indian or white boys. Titles receiving 9 percent or more of the votes from one ethnic group were Ebony, Hot Rod, Jet, Life, Playboy, and Sports Illustrated.

Data in Table CXXIV show a comparison between ethnic groups of eleventh- and twelfth-grade boys. The permitted allowance for sampling error is six percentage points for groups of this size. Four significant differences were found. Black boys indicated more preference for Ebony and Jet than either Indian or white boys. Both Indian and white boys cast significantly more votes for Field and Stream than Black boys, and white boys cast significantly more votes for Playboy than Black boys. Titles receiving 9 percent or

more of the votes from one ethnic group were Ebony, Jet, Life, Playboy, and Sports Illustrated.

The grade-level category was eliminated, and data in Table CXXV show comparisons by ethnic origin of the preferences in magazines of all boys. The recommended allowance for sampling error for groups of this size is five percentage points. Significant differences were found with respect to three titles. Blacks cast significantly more votes for Ebony and Jet than did either Indian or white boys. White boys cast significantly more votes for Field and Stream than did Black boys.

Girls' inventories were sorted by ethnic origin, then by grade level. Magazine preferences were compiled, and votes were tabulated. One hundred fifty-two titles were listed. Forty-five titles receiving ten or more votes were used for this study.

Data in Table CXXVI show a comparison between ethnic groups of ninth- and tenth-grade girls. The permitted allowance for sampling error for groups of this size is five percentage points. A significant difference was found in preferences for four of the titles. Blacks cast significantly more votes for Ebony and Jet than did either Indians or whites. Both Indians and whites cast significantly more votes for Seventeen and Teen than did Blacks. Titles receiving 9 percent or more of the votes from one ethnic group with Jet, Life, Seventeen, Ebony, and Teen.

Data in Table CXXVII show a comparison between ethnic groups of eleventh- and twelfth-grade girls. The permitted allowance for sampling error for groups of this size is five percentage points. A significant difference was found in preferences for four of the titles. Blacks cast significantly more votes for Ebony and Jet than did either Indians or whites. Whites and Indians cast significantly more votes for Coed and Seventeen than did Blacks. Whites indicated a greater preference for Ingenue than Blacks did. Titles receiving 9 percent or more of the votes from at least one ethnic group were Ebony, Jet, Life, and Seventeen.

Data in Table CXXVIII show a comparison of all girls by ethnic origin without regard to grade level. The permitted allowance for sampling error for groups of this size is five percentage points. A significant difference was found in preferences for five of the titles. Black girls cast significantly more votes for Ebony and Jet than did either Indians or whites. Both Indians and whites cast significantly more votes for Coed, Seventeen, and Teen than Black girls did. Titles receiving 9 percent or more of the votes from at least one ethnic group were Ebony, Jet, Life, and Seventeen.

Comparison of Reading Preferences by Sex,
Grade Level, and Community Size

Boys' inventories were sorted by community size, then into the two grade-level categories. Reading preferences in books and magazines were compiled and percentages calculated

for titles that received ten votes or more. The numbers of votes cast for individual book titles were so small that the largest recommended sampling error in the Gallup table was used. The sampling of book preferences is too small for reliable results.

Data in Table CXXIX show comparisons of ninth- and tenth-grade boys' preferences in books by community size. No significant difference was found.

Data in Table CXXX show comparisons of eleventh- and twelfth-grade boys' preferences in books. Five differences were found, although they may not be valid because of sample size. Boys in large towns indicated a greater preference for The Godfather and The Outsiders than did boys from small towns. Boys from small towns indicated a greater preference for Old Yeller than did boys from large towns and a greater preference for Where the Red Fern Grows than did boys in medium and large towns. It would appear that large-town boys prefer a setting in cities, and small-town boys prefer a country setting.

Data in Table CXXXI show a comparison of all boys' preferences in books when grade level is eliminated. No significant difference was found. Titles receiving 9 percent or more of the votes were The Black Stallion, Call of the Wild, The Godfather, Old Yeller, The Outsiders, and Where the Red Fern Grows.

Girls' inventories were divided by community size and then into the two grade-level categories. Reading preferences in book and magazine titles were compiled and percentages were calculated for titles that received ten or more votes.

Data in Table CXXXII show comparisons of reading preferences in books of ninth- and tenth-grade girls. The Gallup Table 2A permits a sampling error allowance of ten percentage points for groups of this size. No significant differences were found.

Data in Table CXXXIII show comparisons of reading preferences in books of eleventh- and twelfth-grade girls. The Gallup Table 2A permits a maximum sampling error allowance of ten percentage points for groups of this size. No significant differences were found that may be related to size of community.

Data in Table CXXIV show comparisons of all girls' reading preferences in books when grade level is eliminated. Gallup Table 2A permits a sampling error allowance of seven percentage points for groups of this size. No significant differences were found. Titles receiving 9 percent or more of the votes tabulated in any group were Gone With the Wind and Love Story.

Data in Table CXXXV show comparisons of ninth- and tenth-grade boys' preferences in magazines by community size. Gallup Table 2A permits a sampling error allowance of six

percentage points for groups of this size. It was found that boys from small towns indicated a significantly greater preference for Hot Rod magazine than did boys from either medium or large towns.

Data in Table CXXXVI show comparisons of eleventh- and twelfth-grade boys' preferences in magazines by community size. Gallup Table 2A permits a sampling error allowance of six percentage points for groups of this size. It was found that boys from small towns indicated a greater preference for Hot Rod magazine than did boys from medium size towns.

Data in Table CXXXVII show comparisons of all boys' preferences in magazines when grade level is eliminated. Gallup Table 2A permits a sampling error allowance of five percentage points for groups of this size. It was found that boys from small towns indicated a significantly greater preference for Hot Rod magazine than did boys from either medium or large towns. Titles receiving 9 percent or more of the votes in any group were Hot Rod, Life, Playboy, and Sports Illustrated.

Data in Table CXXXVIII show comparisons of ninth- and tenth-grade girls' preferences in magazines by community size. Gallup Table 2A permits a sampling error allowance of six percentage points for groups of this size. It was found that girls from small towns indicated a significantly greater preference for Coed magazine than did girls from either medium or large towns, and that girls from medium and large towns

indicated a significantly greater preference for Seventeen magazine than did girls from small towns.

Data in Table CXXXIX show comparisons of eleventh- and twelfth-grade girls' preferences in magazines by community size. Gallup Table 2A permits a sampling error allowance of six percentage points for groups of this size. It was found that girls from small towns indicated a significantly greater preference for Coed magazine than did girls from large towns, and that girls from large towns indicated a significantly greater preference for Seventeen magazine than did girls from small towns.

Data in Table CXL show comparisons of all girls' preferences in magazines by community size when grade level is eliminated. Gallup Table 2A permits a sampling error allowance of five percentage points for groups of this size. It was found that girls from small towns indicated a significantly greater preference for Coed magazine than did girls from either medium or large towns and that girls from medium and large towns indicated a significantly greater preference for Seventeen magazine than did girls from small towns. Magazine titles receiving 9 percent or more of the votes from any one category were Coed, Ebony, Life, and Seventeen.

Titles of books that received at least ten votes from either boys or girls were checked in the selection aids to determine what percent of the books preferred by teenagers are recommended for junior or senior high school students.

Selection aids used in the study were the adolescent sections of Top of the News, Booklist, and School Library Journal, in addition to Junior High School Catalog and Senior High School Library Catalog.

Twenty-one books received ten or more votes of boys. Of these, four titles are not recommended for teenagers. The titles not located in selection aids were Brian's Song, The Cross and the Switchblade, The Godfather, and Patton. Seventeen titles, or 80.95 percent, of the titles preferred by boys are recommended for teenagers, and 19.04 percent are not recommended.

Forty-six books received ten or more votes of girls. Of these, twelve titles are not recommended for teenagers. The titles not located in selection aids were Brian's Song, Christy, The Cross and the Switchblade, Deep Summer, The Godfather, Love Is Never Enough, Run, Baby, Run, Shaft, Sixteen, That Was Then, This Is Now, Too Bad About the Haines Girl, and Tuned-Out. Thirty-four titles, or 73.91 percent, of the titles preferred by girls are recommended for teenagers, and 26.08 percent are not recommended.

Titles of magazines that received ten or more votes from either boys or girls were checked in Top of the News, Booklist, and Periodicals for School Libraries to determine what percent of the magazines preferred by teenagers are recommended for junior or senior high school students.

Forty-five magazines received ten or more votes of boys. Of these, nineteen are not recommended for teenagers. Titles not located in the selection aids were Argosy, Chopper, Circus, Cycle, Cycle Guide, Cycle World, Dirt Bike, Guns and Ammo, National Lampoon, Outdoor Oklahoma, Outdoor Sportsman, Penthouse, Playboy, Popular Science, Progressive Farmer, Popular Mechanics, Rodeo Sport News, Stag, and Wildlife and Countryside. Twenty-six titles, or 57.77 percent of the magazines preferred by boys, are recommended for teenagers, and 42.23 percent are not recommended.

Forty-five magazines received ten or more votes of girls. Of these, twenty-one are not recommended for teenagers. Titles not included in the selection aids were Black Stars, Cosmopolitan, Essence, Family Circle, Flip, Modern Screen, Movie Mirror, Playboy, Right On, Redbook, Secret Romances, Sepia, Sixteen, Spec, Star, Tiger Beat, True Confessions, True Love, True Romance, True Story, and Women's Day. Twenty-four titles, or 53.33 percent of the magazines preferred by girls, are recommended for teenagers, and 46.66 percent are not recommended.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The purpose of this study was to identify any significant differences in reading interests and preferences of adolescents of both sexes and from different grade levels of three ethnic groups that may be related to (a) ethnic origin, (b) community size, (c) availability of reading materials, and (d) educational level of the parents, and to determine the extent to which these preferences in books and magazines are related to ethnic origin and community size. An additional purpose was to determine the extent to which reading preferences are represented in the standard selection aids for secondary school reading materials. These questions are answered below from findings reported in Chapter III.

A. What are the differences in reading interests and preferences among Indian, Black, and white adolescents of both sexes and from different grade levels?

1. It was found that Black boys in the ninth and tenth grades expressed a preference for significantly more materials on Black experiences, sports, and personal values than white boys at this level expressed preference for ethnically oriented experiences, sports, or personal

values. White boys in the ninth and tenth grades preferred significantly more nonfiction than Black boys expressed interest in, and they preferred significantly more miscellaneous fiction than Indian boys of the same grade levels.

2. In the eleventh and twelfth grades, Black boys preferred significantly more material about Black experiences than Indians expressed interest in Indians and significantly more than ninth- and tenth-grade Black boys requested about Blacks. White boys in the eleventh and twelfth grades preferred significantly more miscellaneous fiction than Black boys and indicated no interest in reading about Blacks.

3. When all boys were compared by ethnic origin, it was found that Blacks preferred significantly more about Blacks than Indians preferred about Indians, and that Indians preferred significantly more about cars and motors than Black boys did. The greatest difference appeared to be between Black and white boys, with Blacks indicating a significant preference for books of ethnic experiences and personal values, while white boys indicated a significant preference for mysteries, miscellaneous fiction and nonfiction and no interest in reading about Blacks.

4. Three significant differences were found when the reading interests of all boys were compared by grade

level. Ninth- and tenth-grade boys preferred significantly more about animals and books of nonfiction than eleventh- and twelfth-grade boys, who indicated a significantly greater preference for books about personal values.

5. Indian ninth- and tenth-grade girls indicated significantly more preference for mysteries and books about animals than did Black girls, while Black girls preferred significantly more about Black experiences than Indians preferred about Indians. Black girls preferred significantly more about personal values and ethnically oriented experiences than did white girls, while white girls preferred significantly more animal stories, mysteries, and miscellaneous fiction than did Black girls, and significantly more miscellaneous fiction than did Indian girls.

6. Black eleventh- and twelfth-grade girls preferred significantly more about experiences of their own ethnic group than Indian girls did and significantly more about personal values than Indian girls. Indian girls preferred significantly more miscellaneous fiction than did Black girls.

7. When girls were compared within ethnic groups by grade level, it was found that Indian and white ninth- and tenth-grade girls preferred significantly more mysteries than eleventh- and twelfth-grade Indian and

white girls. No other significant differences were found.

8. Comparisons among all girls by ethnic origin indicated that Black girls preferred significantly more about personal values and ethnic experiences than Indian and white girls; Indians preferred significantly more animal stories than Blacks; and white girls preferred significantly more animal stories, mysteries, and miscellaneous fiction than Black girls. White girls also preferred significantly more miscellaneous fiction than did Indian girls.

9. Comparisons between boys and girls within ethnic groups revealed five areas of significant difference. Boys expressed preference for significantly more about sports and cars and motors than girls, and girls preferred significantly more romances and mysteries than boys. In addition, Black and white girls preferred significantly more about personal values than did Black and white boys.

10. Two significant differences were found between the reading interest of ninth- and tenth-grade girls and eleventh- and twelfth-grade girls. The younger girls indicated a significantly greater preference for romance than older girls, and older girls preferred significantly more materials on personal values.

11. Reading preferences in books of ninth- and tenth-grade boys were not significantly different when they were compared by ethnic origin. Favorite titles were The Black Stallion, Brian's Song, Call of the Wild, Old Yeller, The Outsiders, and Treasure Island. The favorite magazines were Ebony, Jet, Hot Rod, Life, Playboy, and Sports Illustrated. Black boys of this grade level indicated a significantly greater preference for Ebony and Jet than Indian and white boys.

12. Comparisons of reading preferences in books of eleventh- and twelfth-grade boys revealed five significant differences. Blacks indicated a significantly greater preference for Black Like Me, Love Story, and Soul On Ice, while significantly more Indians preferred Old Yeller and significantly more whites preferred The Godfather. In magazines, significantly more Blacks preferred Ebony and Jet, significantly more whites preferred Playboy, and significantly more Indians and whites preferred Field and Stream. Favorite books of boys were Black Like Me, The Godfather, Hot Rod, Love Story, Old Yeller, The Outsiders, Savage Sam, Soul On Ice, and Where the Red Fern Grows. Favorite magazines included Ebony, Jet, Life, Playboy, and Sports Illustrated.

13. Three significant differences were found when girls' preferences in books were compared. Significantly more Blacks preferred Black Like Me, and Indian and

and white girls indicated a significantly great preference for Gone With the Wind and Love Story than Black girls. Favorite book titles of ninth- and tenth-grade girls were Gone With the Wind, Love Story, and Mr. and Mrs. Bo Jo Jones. Favorite book titles of eleventh- and twelfth-grade girls were Black Like Me, Gone With the Wind, and Love Story.

14. Four significant differences were found when ninth- and tenth-grade girls' preferences in magazines were compared. Blacks indicated a significantly greater preference for Ebony and Jet, and significantly more Indian and white girls preferred Seventeen and Teen. Eleventh- and twelfth-grade Black girls indicated a significantly greater preference for Ebony and Jet, while Indian and white girls indicated a significantly greater preference for Coed, Ingenua, and Seventeen. Favorite magazines of girls were Ebony, Jet, Life, and Seventeen.

B. Are the reading preferences and interests of adolescents of the three ethnic groups related to the sizes of their respective communities?

1. Boys from small towns preferred significantly more material about animals and about miscellaneous fiction and less nonfiction than boys from large towns.

2. Girls from small towns preferred significantly less nonfiction than girls from medium and large towns, and eleventh- and twelfth-grade girls from medium and

small towns preferred significantly more about personal values than girls from large towns. Ninth- and tenth-grade girls from medium size towns preferred significantly more romance than girls from large towns.

3. Community size appeared to have little effect on reading preferences in books of ninth- and tenth-grade boys, but in magazines, small town boys indicated a significantly greater preference for Hot Rod.

4. Eleventhth and twelfth-grade boys from small towns indicated a significantly greater preference for books about animals with a rural setting, such as Old Yeller and Where the Red Fern Grows, while boys from large towns preferred The Godfather and The Outsiders, which have city settings. Significantly more boys from small towns preferred Hot Rod magazine, and boys from medium-size towns indicated a significantly greater preference for Playboy.

5. Community size did not appear to affect the reading preferences in books of girls in the study. In magazines, however, significantly greater numbers of girls from small towns preferred Coed, and girls from medium and large towns preferred Seventeen magazine.

C. Are the educational levels of the parents associated with the reading interests of adolescents?

1. It was found that boys whose fathers had completed six years or less of school preferred significantly

more material about animals than boys whose fathers had completed high school or college, and that boys whose fathers had completed grades seven through nine preferred significantly less nonfiction than boys whose fathers had completed high school or college. Boys whose fathers had completed only two years of college preferred significantly more about sports than boys whose fathers were college graduates.

2. Boys whose mothers had completed school only through grade nine preferred significantly less nonfiction than boys whose mothers had attained a higher educational level. Boys whose mothers were college graduates preferred significantly less about animals and cars and motors than boys whose mothers had completed only the ninth grade and less about sports than boys whose mothers had graduated from high school.

3. No significant differences were found in comparisons of girls' reading interests as related to the educational levels of the parents.

D. Do adolescents of the three ethnic groups from communities with adequate libraries and bookstores have different reading interests from adolescents from communities with limited access to such facilities?

1. Reading interests of boys were not significantly related to the availability of reading materials, but eleventh- and twelfth-grade girls from communities with

adequate reading materials preferred significantly more about romance than girls from communities with inadequate reading materials.

2. Both boys and girls from communities with adequate reading materials reported that they got significantly more books and magazines from the public library than adolescents from communities with inadequate materials, but they tended to depend on the public library for books more than for magazines. Boys tended to get most of their books from home and the school library regardless of whether community resources were adequate. Girls reported that their major sources of books were the home, school library, stores, friends, and, for those from communities with adequate resources, the public library. Major sources of magazines for all adolescents were the home and the store, with friends and the school library as the next sources.

E. Do the selection aids designed to assist librarians in choosing the best and most appropriate reading materials for adolescents reflect the reading preferences of adolescents from the three ethnic groups?

1. It was found that 81 percent of the titles of books preferred by boys and 74 percent of the book titles preferred by girls are listed in one or more of the selection aids as recommended for teenagers.

2. Fifty-eight percent of the magazine titles preferred by boys and 53 percent of the magazine titles preferred by girls are listed in one or more of the selected aids as recommended for teenagers.

Conclusions and Implications

These findings indicate that, for this sampling of adolescents, the following conclusions and implications may be made.

1. Reading interests of adolescents are changing. The traditional reading-interest areas of adolescents have been variously ranked over the years to include adventure, romance, mystery, historical fiction, humor, and everyday life.¹ Some researchers have included science fiction and westerns,² or sports, war, and careers.³ Several of these interest areas received so few votes from the students used in this study that it may be concluded that reading interests have changed with the times. The interest areas of adventure, historical fiction, humor, everyday life, science fiction,

¹John Homer Mott, "Reading Interests of Adolescents: A Critical Study of Fifty Years of Research," (Ann Arbor, 1972), p. 279.

²Mary Ann Montemurro, "A Study of the Reading Interests of Junior High School Students," (Glassboro, New Jersey, 1966), p. 61.

³Paul Witty, "A Study of Pupils' Interests, Grades 9, 10, 11, 12," Education, LXXXII (October, 1961), 105.

westerns, war, and careers received fewer than 10 percent of the votes for each area and therefore are considered to be of less interest to modern teenagers than they were to teenagers in the past.

A more current listing of adolescent reading interests should include Black experiences, sports, cars and motors, nonfiction, personal values, romance, and mysteries. Librarians, teachers, and parents who work with adolescents should be aware of the strong preferences expressed by this group where reading interests are concerned. In spite of the current emphasis on Black problems, white and Indian students involved in this study were not interested in reading about Blacks.

2. There are significant differences in reading interests that are related to sex. Boys prefer significantly more about cars, motors, and sports, while girls prefer significantly more about romance and mystery. In some instances, girls also express a preference about personal values. These differences should be considered when books are recommended to teenagers.

3. There are significant differences that are related to grade level. Boys in the ninth and tenth grades prefer more animal stories, nonfiction, and mysteries than boys in the upper grades, and girls in the ninth and tenth grades prefer more about romance and mystery than girls in the upper grades. Both boys and girls in

the upper grades are more interested in reading about personal values than are boys and girls in the lower grades, although personal values are popular with students in the lower grades. The traditional interest areas, such as animal stories and mysteries, appear to have less appeal as teenagers become more involved in problems of the adult world.

4. There are significant differences that are related to ethnic origin.

a. Books about the Black experience are favorites with Black students in all of the grades included in this study, with Black boys becoming more interested in reading about their ethnic background as they progress from the ninth to the twelfth grade.

b. Indian boys and girls express a preference for materials about the Indian heritage, but are far less interested in reading about their ethnic background than the Black students are about theirs.

c. White students are not very interested in reading about Blacks or Indians, and it apparently never occurs to them to express an interest in their own ethnic group since no student used in this study requested books about whites. This may be attributed to the fact that the majority of the books available to them are about whites, and to

the fact that being white is taken for granted and has not been subject to the same interest and public attention as has been true of being a Black.

d. Sports is a favorite subject of all boys, but Black boys prefer significantly more in this area than do white boys.

e. Nonfiction is a popular subject with all boys and is second only to sports, but white boys in the ninth and tenth grades prefer significantly more nonfiction than Black boys in the same grades.

f. Books about personal values in areas such as sex and drugs are among the favorite reading interests of all students with a greater interest expressed among Black ninth- and tenth-grade boys and girls than among white ninth- and tenth-grade boys and girls. In the eleventh and twelfth grades, Black girls are more interested in reading about personal values than are Indian girls in the same grades. Black girls even state that they prefer books about personal values to books about romance.

g. Books about cars and motors are of greater interest to Indian boys than to Black boys and are ranked as fourth choice in the reading interests of Indian and white boys. Interests in this area tend to be for anything on motorcycles and car repair and modification.

h. Romance is the favorite subject of white and Indian girls and is ranked as the third favorite subject of Black girls.

i. Mystery stories are of most interest to Indian and white girls in the ninth and tenth grades and to white boys in the ninth and tenth grades. Blacks express little interest in this area.

j. Animal stories are of some interest to all of these groups. Indian and white girls in the ninth and tenth grades are more interested in animal stories, however, than are Black girls in the same grades.

School and public libraries that wish to attract adolescents and encourage them to read should be aware of the favorite subjects of Indian, Black, and white teenagers used in this study. Sports, nonfiction, and personal values are the favorites of all boys except for the younger Indian boys, who prefer animal stories to personal values, and the younger white boys, who prefer mystery stories to personal values. Books about cars and motors are favorites of all Indian and white boys. Books about Blacks are the fourth choice of Black boys. Romance, personal values, and nonfiction are among the first four choices of Indian, Black, and white girls in this study. The Indian and white girls

prefer mysteries as one of the first four choices, and Black girls prefer books about Blacks. Library collections that may be used for recreational reading should reflect these interests expressed by the ethnic groups represented in the community being served.

5. There is little agreement on which books and magazines are the most favored from nearly three thousand titles that were listed as favorites. Teenagers appear to have very individual reading tastes. The differences found seem to reinforce the findings that Blacks prefer materials about Blacks and that sex does affect reading interests. It was interesting to find that Black boys are as interested in Love Story as Black girls are, although Black boys express little interest in romance. It is noteworthy, also, that older Indian boys prefer Old Yeller and Field and Stream that have outdoor settings, while older white boys express a preference for sophisticated Playboy and The Godfather. Although adolescents may agree on subjects they wish to read about, it appears that the community must be able to supply a wide variety of titles in each subject if individual reading tastes are to be satisfied.

6. Community size has some effect on reading interests and preferences. Librarians and teachers should recognize the need for more nonfiction and for more sophisticated stories with urban settings, which

adolescents in large towns seem to prefer. Libraries in small towns should be able to supply the need of boys for animal stories, and should work toward building collections that will satisfy the need for materials on personal values expressed by girls.

7. Previous studies which have evaluated the impact of differing levels of parental education have tended to refute the popular assumption that the mother is more influential than the father in all aspects of child development, and have indicated that children tend to be more influenced by their same-sex parent.⁴ The latter does not appear to be true with this sampling of adolescents. In this study, girls' reading interests were not affected by the educational level of either parent. Boys' interests appear to be affected by the educational level of both parents. Boys from homes with high educational levels preferred significantly less material about animals than boys from homes with lower educational levels. This may be related to the higher percent of low educational levels found in small towns, which are more rural in nature, and permit more involvement with animals. The high interest in nonfiction expressed by boys from high education level homes may be related to size of

⁴Michael E. Osborn, "The Impact of Differing Parental Educational Levels on the Educational Achievement, Attitude, Aspiration, and Expectation of the Child," Journal of Educational Research, LXV (December, 1971), 167.

town and possibly to the tendency of parents to encourage their children to aspire to an equivalent or higher educational level than that of the parents. Additional studies should be conducted to examine other factors that may be related before the significance of the lack of interest in cars and motors of boys whose mothers have attained higher education levels is determined.

Implications are that communities with high education levels may have more demands placed on their libraries for nonfiction than libraries in communities where the education level is low. Communities with low education levels may have more need for stories about animals, sports, cars, and motors than communities with high education levels.

8. Reading interests of adolescents are not affected by the availability of reading materials in the community except in the case of older girls, who indicate a greater preference for more romance in communities that have adequate resources. Reported sources of reading materials do indicate that the public library is used significantly more if it is adequate. Use of bookstores appears not to be affected by degree of adequacy.

9. The school and the public library do not appear to be important as sources of magazines for teenagers for reasons that are not clear. Perhaps these libraries

do not have the magazines they wish to read, or students don't have time to read magazines except at home. Competition of other interests for the limited time available during school may explain this finding.

10. The majority of the books that teenagers read are supplied by the home and the school library. The availability of adequate bookstores seems to have little effect, however, on where they get books to read.

11. The selection aids used in this study do not adequately reflect the reading preferences of adolescents. It appears that the librarians, teachers, and parents who assist in preparing the selection aids and who choose books for libraries believe in the "Peter Pan Principle,"⁵ which is described as a reluctance to expose children to real life in books. At least 25 percent of the books and 47 percent of the magazines that girls list as preferred reading are not included in the selection aids. Boys' interests are met only slightly more often, with 19 percent of the books and 42 percent of the magazines they prefer not included.

The areas of personal values and cars and motors are the most inadequately represented of the most favored reading interests. The selection aids list many books

⁵Ann Kalkhoff, "Innocent Children or Innocent Librarians," School Library Journal, XIX (October, 1972), 89.

in the areas of adventure, historical fiction, and science fiction, although these subjects tend to be of less interest to modern adolescents. There are not enough books and magazines listed in the selection aids that have the drug problem as the theme to satisfy current reading interests. Older Black girls seem to be the most poorly represented, since books about drugs and sex are their favorite subjects. Many students were quite verbal in expressing their need and desire for information about sex and the fact that no one in the schools could or would help them in this. There are not enough books and magazines listed in the selection aids that are about motorcycles and car repair and modification to satisfy the current reading interests of Indian and white boys.

The selection aids used in this study are designed to provide suggestions in books and magazines that are considered to be well written and appropriate for adolescents. Most of the books and magazines that are favorites with adolescents and are not included in the selection aids are generally considered to be poorly written and, in some instances, inappropriate for teenagers. These materials may be more available in homes that have low education levels.

Inclusion in the selection aids does not guarantee that students will have access to all books and magazines

that are recommended in the aids. Some of the most popular recommended books are not available in all of the schools used in this study because some school libraries are not allowed to have any books or magazines that mention drugs or sex. Community opinion is, in the final analysis, the determining factor in what is available through the school libraries.

_____ Black

Male _____

_____ Indian

Female _____

_____ White

Name _____ Grade _____ Town _____
 Last First

1. How many years have you lived in this school district? _____

2. Do you like to read? yes no

3. Which of the following do you prefer to read?
 Paperbacks ____ Hardbacks ____ Magazines ____ No preference ____

4. What are the names of some books that you like best?

5. What are the names of some magazines that you like best?

6. Where do you get books to read? Check all that apply.
 Home School library Public library Store From a Friend Other

7. Where do you get magazines to read? Check all that apply.
 Home School library Public library Store From a Friend Other

8. If you could find a book about anything you are interested in, what would you want to read about?
 1. _____
 2. _____
 3. _____

9. Do your parents read regularly any of the following? Check all that apply.

	Father	Mother
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>
Magazines	<input type="checkbox"/>	<input type="checkbox"/>
Books	<input type="checkbox"/>	<input type="checkbox"/>

10. Check the following which best describes the number of years your parents attended school.

	Father	Mother
6th grade or less	<input type="checkbox"/>	<input type="checkbox"/>
Completed 7th - 9th grade	<input type="checkbox"/>	<input type="checkbox"/>
High School Graduate	<input type="checkbox"/>	<input type="checkbox"/>
Two years College	<input type="checkbox"/>	<input type="checkbox"/>
College Graduate	<input type="checkbox"/>	<input type="checkbox"/>

TABLE 2A-2B*

Recommended Allowance for Sampling Error of the Difference
 In Percentage Points
 (at 95 in 100 confidence level)**

Table A		Percentages near 20 or percentages near 80			
Size of Sample	750	600	400	200	
750	5				
600	5	6			
400	6	6	7		
200	8	8		10	

Table B		Percentages near 50			
Size of Sample	750	600	400	200	
750	6				
600	7	7			
400	7	8	8		
200	10	10	10	12	

*George Gallup, "The Third Annual Survey of the Public's Attitudes Toward the Public Schools, 1971" Phi Delta Kappan, LIII (September, 1971), 48.

**The chances are 95 in 100 that the sampling error is not larger than the figures shown.

TABLE I

USABLE INVENTORIES RETURNED

Population Density	Black Boys			Black Girls			Indian Boys			Indian Girls			White Boys			White Girls			Total
	Grades			Grades			Grades			Grades			Grades			Grades			
	9-10	11-12	9-10 11-12	9-10	11-12	9-10 11-12	9-10	11-12	9-10 11-12	9-10	11-12	9-10 11-12	9-10	11-12	9-10 11-12	9-10	11-12	9-10 11-12	
Small Towns 2,500	112	98	89 99	210	68	185 74	272	218	255 208	574	384	529	381						
Medium Towns 2,500-10,000	95	107	88 106	127	80	142 101	847	749	777 672	1,069	936	1,007	879						
Large Towns 10,000-40,000	208	207	203 213	121	78	120 66	1289	1072	1279 1108	1,618	1,357	1,602	1,387						
Total	415	412	380 418	458	226	447 241	2408	2039	2311 1988	11,743									

TABLE II
INVENTORIES SELECTED FOR STUDY

Population Density	Black		Indian		White		Total	
	Boys	Girls	Boys	Girls	Boys	Girls		
	Grades		Grades		Grades			
	9-10	11-12	9-10	11-12	9-10	11-12	9-10	11-12
Small Towns 2,500	112	98	128	68	100	100	100	100
		89		132				74
								100
Medium Towns 2,500- 10,000	95	107	120	80	100	100	100	100
		88		100				100
								100
Large Towns 10,000- 40,000	100	100	121	78	100	100	100	100
		100		120				66
								100
Total	307	305	369	226	300	300	300	300
		277		352				240
		305						3,581

TABLE III

DISTRIBUTION OF READING INTEREST CATEGORIES RECEIVING LESS THAN 10 PERCENT OF CHOICES OF NINTH-TENTH AND ELEVENTH-TWELFTH GRADE BOYS REPRESENTING THREE ETHNIC GROUPS

Interest Categories	Black Boys Grades 9-10	Indian Boys Grades 9-10	White Boys Grades 9-10	Black Boys Grades 11-12	Indian Boys Grades 11-12	White Boys Grades 11-12
Adolescent Life	1.35	1.37	1.17	1.45	.50	1.02
Adventure	6.03	4.76	7.73	2.30	4.61	8.00
Historical Fiction	3.11	3.07	3.86	3.14	6.65	5.79
History	2.33	7.06	6.72	1.88	4.10	6.30
Home and Family Life	-----	.15	.33	.20	-----	-----
Humor	2.14	1.53	1.51	.83	1.28	1.53
Poetry and Drama	-----	.15	.33	.62	.85	.85
Science	1.55	3.84	5.37	4.61	3.58	5.28
Social Significance	2.91	2.76	1.67	7.96	4.87	3.06
Supernatural	3.50	2.45	2.50	1.88	2.82	2.89
Fine Arts	.77	1.07	.67	2.93	2.05	1.19
Biography	5.44	3.68	2.69	5.03	4.61	3.23
Science Fiction	.97	1.99	4.26	1.88	3.07	4.42

TABLE IV

DISTRIBUTION OF READING INTEREST CATEGORIES RECEIVING LESS
THAN 10 PERCENT OF CHOICES OF NINTH-TENTH AND
ELEVENTH-TWELFTH GRADE GIRLS REPRESENTING
THREE ETHNIC GROUPS

Interest Categories	Black Girls Grades 9-10	Indian Girls Grades 9-10	White Girls Grades 9-10	Black Girls Grades 11-12	Indian Girls Grades 11-12	White Girls Grades 11-12
Adolescent Life	5.79	5.56	6.81	3.47	5.19	5.57
Adventure	3.09	4.05	4.68	1.91	3.03	2.95
Historical Fiction	1.54	2.15	4.26	1.21	5.20	3.61
History	.58	2.15	1.70	1.04	2.81	2.13
Home and Family Life	3.09	1.64	2.13	3.47	2.38	3.28
Humor	.96	2.66	3.83	2.08	2.81	2.13
Poetry and Drama	.96	1.39	.71	1.56	.43	1.14
Science	.38	1.14	1.13	1.21	1.95	1.97
Social Significance	5.80	2.91	1.27	7.13	5.85	5.74
Supernatural	3.67	3.80	2.69	2.08	3.25	2.29
Fine Arts	1.54	1.01	.99	1.91	1.30	1.31
Biography	8.51	3.42	5.68	8.52	5.20	6.07
Science Fiction	.38	.63	1.13	1.39	1.08	1.64

TABLE V
 COMPARISON OF READING INTERESTS OF NINTH-TENTH GRADE
 BLACK AND INDIAN BOYS REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Black Boys	Percent of Choices of Indian Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centages at .05 Level
Animals	6.61	10.44	3.83	6	. . .
Cars and Motors	7.78	13.51	5.73	6	. . .
Ethnic, Black	8.56	. . .	2.73	6	. . .
Indian	.97	5.83	.97	6	. . .
Mystery	5.44	6.45	1.01	6	. . .
Personal Values	12.44	8.9	3.54	6	. . .
Romance	3.3	1.38	1.92	6	. . .
Sports	26.26	20.89	5.37	6	. . .
Miscellaneous Fiction	13.6	12.87	.73	6	. . .
Nonfiction	14.97	19.65	4.68	6	. . .

TABLE VI
 COMPARISON OF READING INTERESTS OF NINTH-TENTH GRADE
 INDIAN AND WHITE BOYS REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Indian Boys	Percent of Choices of White Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centages at .05 level
Animals	10.44	9.07	1.37	6	. . .
Cars and Motors	13.51	10.39	3.12	6	. . .
Ethnic, Black	. . .	.16	.16	6	. . .
Indian	5.83	.67	5.16	6	. . .
Mystery	6.45	9.91	3.46	6	. . .
Personal Values	8.9	6.39	2.51	6	. . .
Romance	1.38	1.17	.21	6	. . .
Sports	20.89	19.66	1.23	6	. . .
Miscellaneous Fiction	12.87	18.96	6.09	6	.09
Nonfiction	19.65	23.53	3.88	6	. . .

TABLE VII
 COMPARISON OF READING INTERESTS OF NINTH-TENTH GRADE
 BLACK AND WHITE BOYS REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Black Boys	Percent of Choices of White Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centages at .05 level
Animals	6.61	9.07	2.46	6	. . .
Cars and Motors	7.78	12.26	4.48	6	. . .
Ethnic, Black	8.56	.16	8.40	6	2.40
Indian	.97	.67	.30	6	. . .
Mystery	5.44	9.91	4.47	6	. . .
Personal Values	12.44	6.39	6.06	6	.06
Romance	3.38	1.17	2.13	6	. . .
Sports	26.26	19.66	6.6	6	.6
Miscellaneous Fiction	13.60	18.96	5.36	6	. . .
Nonfiction	14.97	23.53	13.92	6	7.92

TABLE VIII

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
GRADE BLACK AND INDIAN BOYS REPORTED IN
TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Black Boys	Percent of Choices of Indian Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centages at .05 level
Animals	2.93	6.41	3.48	7	. . .
Cars and Motors	7.54	12.05	4.51	7	. . .
Ethnic, Black	16.35				
Indian		3.07	13.28	7	6.28
Mystery	2.51	5.38	2.87	7	. . .
Personal Values	17.18	12.3	4.88	7	. . .
Romance	5.03	.17	4.86	7	. . .
Sports	20.54	24.10	3.56	7	. . .
Miscellaneous Fiction	9.8	16.11	6.31	7	. . .
Nonfiction	18.01	19.81	1.8	7	. . .

TABLE IX

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
GRADE INDIAN AND WHITE BOYS REPORTED IN
TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Indian Boys	Percent of Choices of White Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centages at .05 level
Animals	6.41	7.15	.74	6	. . .
Cars and Motors	12.05	10.39	1.66	6	. . .
Ethnic, Black	. . .	. . .	
Indian	3.07	.51	2.56	6	. . .
Mystery	5.38	8.34	2.96	6	. . .
Personal Values	12.30	11.57	.73	6	. . .
Romance	.17	.17	. . .	6	. . .
Sports	24.10	18.56	5.54	6	. . .
Miscellaneous Fiction	16.11	20.76	4.65	6	. . .
Nonfiction	19.81	22.47	2.66	6	. . .

TABLE X

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
GRADE BLACK AND WHITE BOYS REPORTED IN
TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Black Boys	Percent of Choices of White Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	2.93	7.15	4.22	6	. . .
Cars and Motors	7.54	10.39	2.85	6	. . .
Ethnic, Black	16.35	. . .	16.35	6	10.35
Indian		.51	.51	6	. . .
Mystery	2.51	8.34	5.83	6	. . .
Personal Values	17.18	11.57	5.61	6	. . .
Romance	5.03	.17	4.86	6	. . .
Sports	20.54	18.56	1.99	6	. . .
Miscellaneous Fiction	9.8	20.76	10.96	6	4.96
Nonfiction	18.01	22.47	4.46	6	. . .

TABLE XI

DISTRIBUTION OF READING INTERESTS OF NINTH-TENTH AND
ELEVENTH-TWELFTH GRADE BLACK BOYS REPORTED IN
TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Ninth-Tenth Grade Black Boys	Percent of Choices of Eleventh-Twelfth Grade Black Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.61	2.93	3.68	6	. . .
Cars and Motors	7.78	7.54	.24	6	. . .
Ethnic, Black	8.56	16.35	7.79	6	1.79
Indian	.97	. . .	.97	6	. . .
Mystery	5.44	2.51	2.93	6	. . .
Personal Values	12.44	17.18	4.74	6	. . .
Romance	3.30	5.03	1.73	6	. . .
Sports	26.60	20.54	5.72	6	. . .
Miscellaneous Fiction	13.60	9.80	3.80	6	. . .
Nonfiction	14.97	18.04	3.07	6	. . .

TABLE XII

DISTRIBUTION OF READING INTERESTS OF NINTH-TENTH AND
ELEVENTH-TWELFTH GRADE INDIAN BOYS REPORTED IN
TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Ninth-Tenth Grade Indian Boys	Percent of Choices of Eleventh-Twelfth Grade Indian Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	10.44	6.41	4.03	6	. . .
Cars and Motors	13.51	12.05	1.46	6	. . .
Ethnic, Black	. . .	. . .	. . .	6	. . .
Indian	5.83	3.07	2.76	6	. . .
Mystery	6.45	5.38	1.07	6	. . .
Personal Values	8.90	12.30	3.4	6	. . .
Romance	1.38	.17	.21	6	. . .
Sports	20.89	24.10	3.21	6	. . .
Miscellaneous Fiction	12.87	16.11	3.24	6	. . .
Nonfiction	19.65	19.81	.16	6	. . .

TABLE XIII

DISTRIBUTION OF READING INTERESTS OF NINTH-TENTH AND
ELEVENTH-TWELFTH GRADE WHITE BOYS REPORTED IN
TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Ninth-Tenth Grade White Boys	Percent of Choices of Eleventh-Twelfth Grade White Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	9.07	7.15	1.92	6	. . .
Cars and Motors	12.26	10.39	1.87	6	. . .
Ethnic, Black	.16	. . .	.16	6	. . .
Indian	.67	.51	.16	6	. . .
Mystery	9.91	8.34	1.57	6	. . .
Personal Values	6.39	11.57	5.18	6	. . .
Romance	1.17	.17	1.0	6	. . .
Sports	19.66	18.56	1.1	6	. . .
Miscellaneous Fiction	18.96	20.76	1.8	6	. . .
Nonfiction	21.63	22.47	.84	6	. . .

TABLE XIV
 COMPARISON OF READING INTERESTS OF ALL BLACK AND
 INDIAN BOYS REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Black Boys	Percent of Choices of Indian Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 Level
Animals	4.84	8.93	4.09	5	. . .
Cars and Motors	7.66	12.96	5.03	5	.03
Ethnic, Black	12.31	. . .	7.51	5	2.51
Indian	.50	4.80	.50	5	. . .
Mystery	4.03	6.05	2.02	5	. . .
Personal Values	14.72	10.17	4.55	5	. . .
Romance	4.13	1.15	2.98	5	. . .
Sports	23.51	22.09	1.42	5	. . .
Miscellaneous Fiction	11.77	14.08	2.31	5	. . .
Nonfiction	16.44	19.68	3.24	5	. . .

TABLE XV
 COMPARISON OF READING INTERESTS OF ALL INDIAN AND
 WHITE BOYS REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Indian Boys	Percent of Choices of White Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.93	8.17	.76	5	. . .
Cars and Motors	12.96	11.33	1.63	5	. . .
Ethnic, Black	. . .	.08	.08	5	. . .
Indian	4.80	.59	4.21	5	. . .
Mystery	6.05	9.19	3.14	5	. . .
Personal Values	10.17	9.01	1.16	5	. . .
Romance	1.15	.68	.47	5	. . .
Sports	22.09	19.23	2.86	5	. . .
Miscellaneous Fiction	14.08	19.98	5.9	5	.9
Nonfiction	19.68	22.26	2.58	5	. . .

TABLE XVI
 COMPARISON OF READING INTERESTS OF ALL BLACK AND
 WHITE BOYS REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Black Boys	Percent of Choices of White Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	4.84	8.17	3.33	5	. . .
Cars and Motors	7.66	11.33	3.67	5	. . .
Ethnic, Black	12.31	.08	12.23	5	7.23
Indian	.50	.59	.09	5	. . .
Mystery	4.03	9.19	5.16	5	.16
Personal Values	14.74	9.01	5.71	5	.71
Romance	4.13	.68	3.45	5	. . .
Sports	23.51	19.23	4.28	5	. . .
Miscellaneous Fiction	11.77	19.98	8.21	5	3.21
Nonfiction	16.44	22.26	5.82	5	.82

TABLE XVII

DISTRIBUTION OF READING INTERESTS OF ALL NINTH-TENTH
AND ELEVENTH-TWELFTH GRADE BOYS REPORTED IN
TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Ninth-Tenth Grade Boys	Percent of Choices of Eleventh-Twelfth Grade Boys	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	12.88	7.69	5.19	5	.19
Cars and Motors	9.90	11.42	1.52	5	. . .
Ethnic, Black	3.71	7.40	3.69	5	. . .
Indian	3.88	1.42	2.46	5	. . .
Mystery	10.66	7.78	2.88	5	. . .
Personal Values	13.21	18.80	5.59	5	.59
Romance	2.72	2.65	.07	5	. . .
Sports	32.03	28.58	3.45	5	. . .
Miscellaneous Fiction	20.53	22.00	1.47	5	. . .
Nonfiction	31.44	20.76	10.68	5	5.68

TABLE XVIII

COMPARISON OF READING INTERESTS OF NINTH-TENTH GRADE
BLACK AND INDIAN GIRLS REPORTED IN TERMS
OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Ninth-Tenth Grade Black Girls	Percent of Choices of Ninth-Tenth Grade Indian Girls	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	2.51	10.39	7.88	5	2.88
Cars	. . .	.63	.63	5	. . .
Ethnic, Black	15.8	. . .	. . .	. . .	. . .
Indian	. . .	2.78	13.02	5	8.02
Mystery	11.41	17.36	5.95	5	.95
Personal Values	19.14	14.44	4.7	5	. . .
Romance	17.02	18.75	1.73	5	. . .
Sports	1.93	4.56	2.63	5	. . .
Miscellaneous Fiction	14.85	16.69	1.84	5	. . .
Nonfiction	17.20	14.31	2.89	5	. . .

TABLE XIX

COMPARISON OF READING INTERESTS OF NINTH-TENTH GRADE
INDIAN AND WHITE GIRLS REPORTED IN TERMS
OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Ninth-Tenth Grade Indian Girls	Percent of Choices of Ninth-Tenth Grade White Girls	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	10.39	7.67	2.72	5	. . .
Cars	.63	.42	.21	5	. . .
Ethnic, Black	. . .	. . .	. . .	. . .	. . .
Indian	2.78	.28	.50	5	. . .
Mystery	17.36	20.59	3.23	5	. . .
Personal Values	14.41	9.5	4.94	5	. . .
Romance	18.75	21.30	2.55	5	. . .
Sports	4.56	2.69	1.87	5	. . .
Miscellaneous Fiction	16.69	22.84	6.15	5	1.15
Nonfiction	14.31	14.62	.31	5	. . .

TABLE XX

COMPARISON OF READING INTERESTS OF NINTH-TENTH GRADE
BLACK AND WHITE GIRLS REPORTED IN TERMS
OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Ninth-Tenth Grade Black Girls	Percent of Choices of Ninth-Tenth Grade White Girls	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	2.51	7.67	5.16	5	.16
Cars	. . .	.42	.42	5	. . .
Ethnic, Black	15.8	. . .	15.8	5	10.8
Indian	. . .	.28	.28	5	. . .
Mystery	11.41	20.59	9.18	5	4.18
Personal Values	19.14	9.5	9.64	5	4.64
Romance	17.02	21.30	4.68	5	. . .
Sports	1.93	2.69	.73	5	. . .
Miscellaneous Fiction	14.85	22.84	7.99	5	2.99
Nonfiction	17.20	14.62	2.58	5	. . .

TABLE XXI

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
GRADE BLACK AND INDIAN GIRLS REPORTED IN
TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Eleventh-Twelfth Grade Black Girls	Percent of Choices of Eleventh-Twelfth Grade Indian Girls	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	.69	6.29	5.6	6	. . .
Cars	. . .	.86	.86	6	. . .
Ethnic, Black	17.91	.86	.86	6	. . .
Indian	. . .	4.55	13.36	6	7.36
Mystery	9.91	10.62	.71	6	. . .
Personal Values	23.82	16.04	7.78	6	1.78
Romance	16.0	19.30	3.30	6	. . .
Sports	1.21	5.42	4.21	6	. . .
Miscellaneous Fiction	13.53	19.69	6.16	6	.16
Nonfiction	16.85	16.26	.59	6	. . .

TABLE XXII

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
GRADE INDIAN AND WHITE GIRLS REPORTED IN
TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Eleventh-Twelfth Grade Indian Girls	Percent of Choices of Eleventh-Twelfth Grade White Girls	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.29	5.41	.88	6	. . .
Cars	.86	.49	.37	6	. . .
Ethnic, Black	.86	.49	.37	6	. . .
Indian	4.55	. . .	4.55	6	. . .
Mystery	10.62	14.28	3.66	6	. . .
Personal Values	16.04	19.2	3.16	6	. . .
Romance	19.30	20.19	.89	6	. . .
Sports	5.42	3.44	1.98	6	. . .
Miscellaneous Fiction	19.69	19.18	.51	6	. . .
Nonfiction	16.26	17.22	.96	6	. . .

TABLE XXIII
 COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
 GRADE BLACK AND WHITE GIRLS REPORTED IN
 TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Eleventh-Twelfth Grade Black Girls	Percent of Choices of Eleventh-Twelfth Grade White Girls	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	.69	5.41	4.72	6	. . .
Cars	. . .	.49	.49	6	. . .
Ethnic, Black	17.91	.49	17.42	6	11.42
Indian	. . .	. . .	
Mystery	9.91	14.28	4.37	6	. . .
Personal Values	23.82	19.2	4.62	6	. . .
Romance	16.0	20.19	4.19	6	. . .
Sports	1.21	3.44	2.23	6	. . .
Miscellaneous Fiction	13.53	19.18	5.65	6	. . .
Nonfiction	16.85	17.22	.37	6	. . .

TABLE XXIV

DISTRIBUTION OF READING INTERESTS OF NINTH-TENTH
AND ELEVENTH-TWELFTH GRADE BLACK GIRLS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Ninth-Tenth Grade Black Girls	Percent of Choices of Eleventh-Twelfth Grade Black Girls	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	2.51	.69	1.82	5	. . .
Cars	. . .	. . .	. . .		. . .
Ethnic, Black	15.8	17.91	2.11	5	. . .
Indian	. . .	. . .	. . .		. . .
Mystery	11.41	9.91	1.5	5	. . .
Personal Values	19.14	23.82	4.68	5	. . .
Romance	17.02	16.0	1.02	5	. . .
Sports	1.93	1.21	.72	5	. . .
Miscellaneous Fiction	14.85	13.53	1.32	5	. . .
Nonfiction	17.2	16.85	.35	5	. . .

TABLE XXV

DISTRIBUTION OF READING INTERESTS OF NINTH-TENTH
AND ELEVENTH-TWELFTH GRADE INDIAN GIRLS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Ninth-Tenth Grade Indian Girls	Percent of Choices of Eleventh-Twelfth Grade Indian Girls	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	10.39	6.29	4.1	5	. . .
Cars	.63	.86	.23	5	. . .
Ethnic, Black	. . .	.86	.86	5	. . .
Indian	2.78	4.55	1.77	5	. . .
Mystery	17.36	10.62	6.74	5	1.74
Personal Values	14.44	16.04	1.61	5	. . .
Romance	18.75	19.30	.55	5	. . .
Sports	4.56	5.40	.86	5	. . .
Miscellaneous Fiction	16.69	19.69	3.0	5	. . .
Nonfiction	14.31	16.26	1.95	5	. . .

TABLE XXVI

DISTRIBUTION OF READING INTERESTS OF NINTH-TENTH
AND ELEVENTH-TWELFTH GRADE WHITE GIRLS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Ninth-Tenth Grade White Girls	Percent of Choices of Eleventh-Twelfth Grade White Girls	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	7.67	5.41	2.26	5	. . .
Cars	.42	.49	.07	5	. . .
Ethnic, Black	. . .	.49	.49	5	. . .
Indian	.28	. . .	.28	5	. . .
Mystery	20.59	14.28	6.31	5	1.31
Personal Values	19.14	19.2	.06	5	. . .
Romance	21.0	20.19	.81	5	. . .
Sports	2.69	3.44	.75	5	. . .
Miscellaneous Fiction	14.85	19.18	4.33	5	. . .
Nonfiction	13.95	17.22	3.27	5	. . .

TABLE XXVII
 COMPARISON OF READING INTERESTS OF ALL BLACK AND
 INDIAN GIRLS REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of all Black Girls	Percent of Choices of all Indian Girls	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	1.55	8.88	7.33	5	2.33
Cars	. . .	.72	.72	5	. . .
Ethnic, Black	16.94	.32	.32	5	. . .
Indian	. . .	3.44	13.5	5	8.5
Mystery	10.62	14.88	4.26	5	. . .
Personal Values	21.6	15.04	6.56	5	1.56
Romance	16.48	18.96	2.48	5	. . .
Sports	1.55	4.88	3.33	5	. . .
Miscellaneous Fiction	14.16	17.84	3.68	5	. . .
Nonfiction	17.01	15.04	1.97	5	. . .

TABLE XXVIII
 COMPARISON OF READING INTERESTS OF ALL INDIAN
 AND WHITE GIRLS REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of all Indian Girls	Percent of Choices of all White Girls	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	8.88	7.15	1.73	5	. . .
Cars	.72	.45	.27	5	. . .
Ethnic, Black	.32	.24	.09	5	. . .
Indian	3.44	.16	3.29	5	. . .
Mystery	14.88	19.30	4.40	5	. . .
Personal Values	15.04	14.47	.57	5	. . .
Romance	18.96	14.39	4.57	5	. . .
Sports	4.88	3.32	1.56	5	. . .
Miscellaneous Fiction	17.84	23.09	5.25	5	.25
Nonfiction	15.04	17.33	2.29	5	. . .

TABLE XXIX
 COMPARISON OF READING INTERESTS OF ALL BLACK
 AND WHITE GIRLS REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of All Black Girls	Percent of Choices of All White Girls	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	1.55	7.15	5.6	5	.6
Cars	. . .	.45	.45	5	. . .
Ethnic, Black	16.94	.24	16.70	5	11.70
Indian	. . .	.16	.16	5	. . .
Mystery	10.62	19.30	8.68	5	3.68
Personal Values	21.6	14.47	7.13	5	2.13
Romance	16.48	14.39	2.09	5	. . .
Sports	1.55	3.32	1.77	5	. . .
Miscellaneous Fiction	14.16	23.09	8.93	5	3.93
Nonfiction	17.01	17.33	.32	5	. . .

TABLE XXX
 COMPARISON OF READING INTERESTS OF ALL BLACK BOYS
 AND BLACK GIRLS REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of All Black Boys	Percent of Choices of All Black Girls	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	4.82	1.55	3.27	5	. . .
Cars	7.66	. . .	7.66	5	2.66
Ethnic, Black	12.31	16.94	4.63	5	. . .
Indian	.50	. . .	.50	5	. . .
Mystery	4.03	10.62	6.59	5	1.59
Personal Values	14.74	21.6	6.86	5	1.86
Romance	4.13	16.48	12.35	5	7.35
Sports	23.51	1.55	21.95	5	16.95
Miscellaneous Fiction	11.77	14.16	2.39	5	. . .
Nonfiction	16.44	17.01	.57	5	. . .

TABLE XXXI

COMPARISON OF READING INTERESTS OF ALL INDIAN BOYS
AND INDIAN GIRLS REPORTED IN TERMS
OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of All Indian Boys	Percent of Choices of All Indian Girls	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	8.93	8.88	.05	5	. . .
Cars, Motors	12.96	.72	12.24	5	7.24
Ethnic, Black	. . .	.32	.32	5	. . .
Indian	4.80	3.44	1.36	5	. . .
Mystery	6.05	14.88	8.83	5	3.83
Personal Values	10.17	15.04	4.87	5	. . .
Romance	1.15	18.96	17.81	5	12.81
Sports	22.09	4.88	17.21	5	12.21
Miscellaneous Fiction	14.08	17.84	3.76	5	. . .
Nonfiction	19.68	15.04	4.64	5	. . .

TABLE XXXII

COMPARISON OF READING INTERESTS OF ALL WHITE BOYS
AND WHITE GIRLS REPORTED IN TERMS
OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of All White Boys	Percent of Choices of All White Girls	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.17	7.15	1.02	5	. . .
Cars, Motors	11.33	.45	10.88	5	5.88
Ethnic, Black	.08	.24	.16	5	. . .
Indian	.59	.16	.43	5	. . .
Mystery	9.19	19.30	10.11	5	5.11
Personal	9.01	14.47	5.46	5	.46
Romance	.68	14.39	13.71	5	8.71
Sports	19.23	3.32	15.91	5	10.91
Miscellaneous Fiction	19.98	23.09	3.11	5	. . .
Nonfiction	22.26	17.30	4.96	5	. . .

TABLE XXXIII

DISTRIBUTION OF READING INTERESTS OF ALL NINTH-TENTH
AND ELEVENTH-TWELFTH GRADE GIRLS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of All Ninth-Tenth Grade Girls	Percent of Choices of All Eleventh- Twelfth Grade Girls	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	7.80	4.29	3.51	5	. . .
Cars, Motors	.41	.46	.05	5	. . .
Ethnic, Black	4.29	7.26	2.97	5	. . .
Indian	1.25	1.58	.33	5	. . .
Mystery	12.63	12.74	.11	5	. . .
Personal Values	14.66	19.67	5.01	5	.01
Romance	20.23	13.47	6.76	5	1.76
Sports	3.40	3.50	.10	5	. . .
Miscellaneous Fiction	19.25	18.85	.4	5	. . .
Nonfiction	15.81	18.01	2.2	5	. . .

TABLE XXXIV

COMPARISON OF READING INTERESTS OF NINTH-TENTH
GRADE BOYS IN SMALL AND MEDIUM TOWNS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of Boys from Small Towns	Percent of Choices of Boys from Medium Towns	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 Level
Animals	12.65	8.49	4.16	6	. . .
Cars, Motors	12.81	11.5	1.31	6	. . .
Ethnic, Black	2.85	2.26	.59	6	. . .
Indian	2.85	1.88	.97	6	. . .
Mystery	6.64	6.60	.04	6	. . .
Personal Values	9.32	8.48	.84	6	. . .
Romance	1.74	1.69	.05	6	. . .
Sports	19.93	23.20	3.25	6	. . .
Miscellaneous Fiction	15.96	17.14	1.18	6	. . .
Nonfiction	15.19	18.67	3.48	6	. . .

TABLE XXXV

COMPARISON OF READING INTERESTS OF NINTH-TENTH
GRADE BOYS IN MEDIUM AND LARGE TOWNS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of 9-10 Grade Boys from Medium Towns	Percent of Choices of 9-10 Grade Boys from Large Towns	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.49	5.18	3.31	6	. . .
Cars, Motors	11.5	9.86	1.64	6	. . .
Ethnic, Black	2.26	2.5	.24	6	. . .
Indian	1.88	3.15	1.27	6	. . .
Mystery	6.60	8.69	2.09	6	. . .
Personal Values	8.48	9.36	.88	6	. . .
Romance	1.69	2.17	.48	6	. . .
Sports	23.20	23.24	.04	6	. . .
Miscellaneous Fiction	17.14	12.52	4.62	6	. . .
Nonfiction	18.67	23.23	4.55	6	. . .

TABLE XXXVI

COMPARISON OF READING INTERESTS OF NINTH-TENTH
GRADE BOYS IN SMALL AND LARGE TOWNS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of 9-10 Grade Boys in Small Towns	Percent of Choices of 9-10 Grade Boys in Large Towns	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	12.65	5.18	7.47	6	1.47
Cars, Motors	12.81	9.86	2.95	6	. . .
Ethnic, Black	2.85	2.5	.35	6	. . .
Indian	2.85	3.17	.32	6	. . .
Mystery	6.64	8.69	2.05	6	. . .
Personal Values	9.32	9.36	.04	6	. . .
Romance	1.74	2.17	.43	6	. . .
Sports	19.93	23.24	3.31	6	. . .
Miscellaneous Fiction	15.96	12.52	3.44	6	. . .
Nonfiction	15.19	23.23	8.04	6	2.04

TABLE XXXVII

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
GRADE BOYS FROM SMALL AND MEDIUM TOWNS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of 11-12 Grade Boys from Small Towns	Percent of Choices of 11-12 Grade Boys from Medium Towns	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.12	6.26	1.86	6	. . .
Cars, Motors	10.83	9.39	1.44	6	. . .
Ethnic, Black	4.96	4.89	.07	6	. . .
Indian	1.12	1.17	.05	6	. . .
Mystery	3.38	6.45	3.07	6	. . .
Personal Values	13.08	10.17	2.91	6	. . .
Romance	2.93	1.17	1.76	6	. . .
Sports	21.67	19.76	1.91	6	. . .
Miscellaneous Fiction	18.71	17.39	1.32	6	. . .
Nonfiction	15.11	23.27	8.16	6	2.16

TABLE XXXVIII

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
GRADE BOYS FROM MEDIUM AND LARGE TOWNS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of 11-12 Grade Boys from Medium Towns	Percent of Choices of 11-12 Grade Boys from Large Towns	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	6.26	2.63	3.63	6	. . .
Cars, Motors	9.39	9.73	.34	6	. . .
Ethnic, Black	4.89	6.28	1.39	6	. . .
Indian	1.17	.81	.36	6	. . .
Mystery	6.45	4.86	1.59	6	. . .
Personal Values	6.26	10.95	4.69	6	. . .
Romance	1.17	1.82	.65	6	. . .
Sports	19.76	21.09	1.33	6	. . .
Miscellaneous Fiction	17.39	12.13	5.26	6	. . .
Nonfiction	23.27	21.9	1.37	6	. . .

TABLE XXXIX

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
GRADE BOYS FROM SMALL AND LARGE TOWNS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of 11-12 Grade Boys from Small Towns	Percent of Choices of 11-12 Grade Boys from Large Towns	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.12	2.63	5.49	6	. . .
Cars, Motors	10.83	9.73	.85	6	. . .
Ethnic, Black	4.96	6.28	1.32	6	. . .
Indian	1.12	.81	.31	6	. . .
Mystery	3.38	4.86	1.48	6	. . .
Personal Values	13.08	18.65	5.57	6	. . .
Romance	2.93	1.82	1.11	6	. . .
Sports	21.67	21.09	.58	6	. . .
Miscellaneous Fiction	18.71	12.13	6.58	6	.58
Nonfiction	15.11	21.9	6.79	6	.79

TABLE XL
 COMPARISON OF READING INTERESTS OF ALL BOYS
 FROM SMALL AND MEDIUM TOWNS REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of All Boys from Small Towns	Percent of Choices of All Boys from Medium Towns	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	10.80	7.38	3.42	5	. . .
Cars, Motors	12.0	10.47	1.53	5	. . .
Ethnic, Black	3.72	3.55	.17	5	. . .
Indian	2.14	1.53	.61	5	. . .
Mystery	5.30	6.52	1.22	5	. . .
Personal Values	10.89	9.3	1.59	5	. . .
Romance	2.14	1.43	.71	5	. . .
Sports	20.67	23.41	2.74	5	. . .
Miscellaneous Fiction	17.11	15.51	1.6	5	. . .
Nonfiction	15.17	20.89	5.72	5	.72

TABLE XLI

COMPARISON OF READING INTERESTS OF ALL BOYS
FROM MEDIUM AND LARGE TOWNS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of All Boys from Medium Towns	Percent of Choices of All Boys from Large Towns	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	7.38	4.05	3.33	5	. . .
Cars, Motors	10.47	9.80	.67	5	. . .
Ethnic, Black	3.55	4.23	2.7	5	. . .
Indian	1.53	2.11	.58	5	. . .
Mystery	6.53	7.0	.48	5	. . .
Personal Values	9.3	13.6	4.3	5	. . .
Romance	1.43	2.02	.59	5	. . .
Sports	23.41	22.39	1.02	5	. . .
Miscellaneous Fiction	15.51	11.95	3.56	5	. . .
Nonfiction	20.89	22.8	1.91	5	. . .

TABLE XLII
 COMPARISON OF READING INTERESTS OF ALL BOYS
 FROM SMALL AND LARGE TOWNS REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of All Boys from Small Towns	Percent of Choices of All Boys from Large Towns	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	10.80	4.05	6.75	5	1.75
Cars, Motors	12.0	9.80	2.2	5	. . .
Ethnic, Black	3.72	4.23	.51	5	. . .
Indian	2.14	2.11	.03	5	. . .
Mystery	5.30	7.0	1.7	5	. . .
Personal Values	10.89	13.6	2.71	5	. . .
Romance	2.14	2.02	.12	5	. . .
Sports	20.67	22.39	1.72	5	. . .
Miscellaneous Fiction	17.11	11.95	5.16	5	.16
Nonfiction	15.17	22.8	7.63	5	2.63

TABLE XLIII

COMPARISON OF READING INTERESTS OF NINTH-TENTH
GRADE GIRLS FROM SMALL AND MEDIUM TOWNS
REPORTED IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of 9-10 Grade Girls from Small Towns	Percent of Choices of 9-10 Grade Girls from Medium Towns	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.04	6.70	1.34	6	. . .
Cars, Motors	.44	.51	.07	6	. . .
Ethnic, Black	2.83	4.63	1.8	6	. . .
Indian	.74	1.37	.63	6	. . .
Mystery	18.92	20.10	1.18	6	. . .
Personal Values	14.5	15.97	1.47	6	. . .
Romance	19.07	24.05	4.98	6	. . .
Sports	3.12	4.12	1.0	6	. . .
Miscellaneous Fiction	21.29	17.18	4.11	6	. . .
Nonfiction	10.87	18.21	7.34	6	1.34

TABLE XLIV

COMPARISON OF READING INTERESTS OF NINTH-TENTH
GRADE GIRLS FROM MEDIUM AND LARGE TOWNS
REPORTED IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of 9-10 Grade Girls from Medium Towns	Percent of Choices of 9-10 Grade Girls from Large Towns	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.70	8.35	1.65	6	. . .
Cars, Motors	.51	.45	.07	6	. . .
Ethnic, Black	4.63	5.47	.84	6	. . .
Indian	1.37	1.67	.30	6	. . .
Mystery	20.10	14.89	5.21	6	. . .
Personal Values	15.97	15.04	.93	6	. . .
Romance	24.05	17.93	6.12	6	.12
Sports	4.12	3.03	1.09	6	. . .
Miscellaneous Fiction	17.18	17.74	.56	6	. . .
Nonfiction	18.21	21.26	3.05	6	. . .

TABLE XLV

COMPARISON OF READING INTERESTS OF NINTH-TENTH GRADE
GIRLS FROM SMALL AND LARGE TOWNS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of 9-10 Grade Girls from Small Towns	Percent of Choices of 9-10 Grade Girls from Large Towns	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.04	8.35	.31	6	. . .
Cars, Motors	.44	.45	.01	6	. . .
Ethnic, Black	2.83	5.47	2.64	6	. . .
Indian	.74	1.67	.93	6	. . .
Mystery	18.92	14.89	4.03	6	. . .
Personal Values	14.5	15.04	.54	6	. . .
Romance	19.07	17.93	1.14	6	. . .
Sports	3.12	3.03	.09	6	. . .
Miscellaneous Fiction	21.29	17.74	3.55	6	. . .
Nonfiction	10.87	21.26	10.39	6	4.39

TABLE XLVI

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
GRADE GIRLS FROM SMALL AND MEDIUM TOWNS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of 11-12 Grade Girls from Small Towns	Percent of Choices of 11-12 Grade Girls from Medium Towns	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	3.32	3.66	.34	6	. . .
Cars, Motors	.19	.79	.60	6	. . .
Ethnic, Black	6.88	7.73	.85	6	. . .
Indian	1.56	1.43	.12	6	. . .
Mystery	14.84	11.78	3.06	6	. . .
Personal Values	20.7	18.46	2.24	6	. . .
Romance	18.94	17.03	1.9	6	. . .
Sports	.39	2.70	2.31	6	. . .
Miscellaneous Fiction	16.03	20.82	4.79	6	. . .
Nonfiction	12.29	17.18	4.89	6	. . .

TABLE XLVII

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
GRADE GIRLS FROM MEDIUM AND LARGE TOWNS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of 11-12 Grade Girls from Medium Towns	Percent of Choices of 11-12 Grade Girls from Large Towns	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage of .05 level
Animals	3.66	5.03	1.37	6	. . .
Cars, Motors	.79	.80	.01	6	. . .
Ethnic, Black	7.73	7.84	.11	6	. . .
Indian	1.43	.80	.63	6	. . .
Mystery	11.78	12.67	.89	6	. . .
Personal Values	18.46	11.86	6.6	6	.6
Romance	17.03	20.12	3.09	6	. . .
Sports	2.70	1.81	.89	6	. . .
Miscellaneous Fiction	20.82	18.07	2.75	6	. . .
Nonfiction	17.18	20.92	3.74	6	. . .

TABLE XLVIII

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH
GRADE GIRLS FROM SMALL AND LARGE TOWNS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of 11-12 Grade Girls from Small Towns	Percent of Choices of 11-12 Grade Girls from Large Towns	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage of .05 level
Animals	3.32	5.03	1.71	6	. . . .
Cars, Motors	.19	.80	.61	6	. . . .
Ethnic, Black	6.88	7.84	.96	6	. . . .
Indian	1.56	.80	.76	6	. . . .
Mystery	14.84	12.67	2.17	6	. . . .
Personal Values	20.7	11.86	8.84	6	2.84
Romance	18.94	20.12	1.18	6	. . . .
Sports	.39	1.81	1.42	6	. . . .
Miscellaneous Fiction	16.03	18.07	2.04	6	. . . .
Nonfiction	12.29	20.92	8.63	6	2.63

TABLE XLIX
 COMPARISON OF READING INTERESTS OF ALL GIRLS
 FROM SMALL AND MEDIUM TOWNS REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of All Girls from Small Towns	Percent of Choices of All Girls from Medium Towns	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	6.03	4.83	1.2	5	. . .
Cars, Motors	.33	.66	.33	5	. . .
Ethnic, Black	4.58	4.91	.33	5	. . .
Indian	1.10	1.32	.21	5	. . .
Mystery	17.24	14.89	2.35	5	. . .
Personal Values	18.25	17.23	1.02	5	. . .
Romance	19.11	19.26	.15	5	. . .
Sports	4.07	3.19	.88	5	. . .
Miscellaneous Fiction	17.63	16.98	.65	5	. . .
Nonfiction	11.55	16.64	5.09	5	.09

TABLE L
 COMPARISON OF READING INTERESTS OF ALL GIRLS
 FROM MEDIUM AND LARGE TOWNS REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of All Girls from Medium Towns	Percent of Choices of All Girls from Large Towns	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	4.83	6.76	1.93	5	. . .
Cars, Motors	.66	.60	.06	5	. . .
Ethnic, Black	4.91	6.34	1.43	5	. . .
Indian	1.32	1.26	.06	5	. . .
Mystery	14.89	13.62	1.27	5	. . .
Personal Values	17.23	14.54	2.69	5	. . .
Romance	19.26	18.44	.82	5	. . .
Sports	3.19	2.45	.74	5	. . .
Miscellaneous Fiction	16.98	15.44	1.54	5	. . .
Nonfiction	16.64	20.12	3.48	5	. . .

TABLE LI
 COMPARISON OF READING INTERESTS OF ALL GIRLS
 FROM SMALL AND LARGE TOWNS REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Percent of Choices of All Girls from Small Towns	Percent of Choices of All Girls from Large Towns	Difference	Recommended Allowance for Sampling Error	Difference in percentage at .05 level
Animals	6.03	6.76	.73	5	. . .
Cars, Motors	.33	.60	.27	5	. . .
Ethnic, Black	4.58	6.34	1.76	5	. . .
Indian	1.10	1.26	.16	5	. . .
Mystery	17.24	13.62	3.62	5	. . .
Personal Values	18.25	14.54	3.71	5	. . .
Romance	19.11	18.44	.67	5	. . .
Sports	4.07	2.45	1.62	5	. . .
Miscellaneous Fiction	17.63	15.44	2.19	5	. . .
Nonfiction	11.55	20.12	8.57	5	3.57

TABLE LII
LIST OF TOWNS AND EVALUATIONS OF AVAILABILITY
OF READING MATERIALS

Town	School Library	Public Library	Bookstores
Less than 2500			
A	Adequate	Inadequate	Inadequate
B	Inadequate	Inadequate	Inadequate
C	Adequate	Inadequate	Inadequate
D	Inadequate	Inadequate	Inadequate
E	Inadequate	Inadequate	Inadequate
F	Adequate	Inadequate	Inadequate
Junior high	Inadequate		
G	Inadequate	Inadequate	Inadequate
2,500-10,000			
H	Adequate	Adequate	Inadequate
I	Adequate	Inadequate	Inadequate
J	Adequate	Adequate	Inadequate
K	Adequate	Inadequate	Inadequate
L	Adequate	Inadequate	Adequate
Junior high	Inadequate		
M	Inadequate	Adequate	Inadequate
N	Inadequate	Adequate	Inadequate
O	Inadequate	Inadequate	Inadequate
10,000-40,000			
P	Adequate	Adequate	Inadequate
Junior high	Adequate		
Q	Adequate	Adequate	Adequate
Junior high	Adequate		
R	Adequate	Adequate	Adequate
S	Inadequate	Adequate	Inadequate
Junior high	Inadequate		
T	Inadequate	Adequate	Inadequate
Junior high	Inadequate		

TABLE LIII

COMPARISON OF REPORTED SOURCES OF BOOKS OF BOYS FROM
COMMUNITIES WITH ADEQUATE AND INADEQUATE
AVAILABILITY OF READING MATERIALS
REPORTED IN TERMS OF PERCENT OF
CHOICES

Source	Adequate Facilities	Inadequate Facilities	Recommended Allowance	Significant Difference at .05 level
Home	54.6	55.75	6	. . .
School Library	64.67	70.06	6	. . .
Public Library	40.10	26.28	6	7.82
Store	48.64	44.71	6	. . .
From a Friend	37.36	38.07	6	. . .
Other	17.07	15.8	5	. . .

TABLE LIV

COMPARISON OF REPORTED SOURCES OF MAGAZINES OF BOYS FROM
COMMUNITIES WITH ADEQUATE AND INADEQUATE AVAILABILITY
OF READING MATERIALS REPORTED IN TERMS OF PERCENT
OF CHOICES

Source	Adequate Facilities	Inadequate Facilities	Recommended Allowance	Significant Difference at .05 level
Home	58.4	65.29	6	.89
School Library	36.85	45.65	6	2.8
Public Library	16.66	9.07	5	2.59
Store	65.44	58.27	6	1.17
From a Friend	40.10	38.44	6	. . .
Other	12.05	15.15	5	. . .

TABLE LV

COMPARISON OF REPORTED SOURCES OF BOOKS OF GIRLS FROM
COMMUNITIES WITH ADEQUATE AND INADEQUATE
AVAILABILITY OF READING MATERIALS
REPORTED IN TERMS OF PERCENT
OF CHOICES

Source	Adequate Facilities	Inadequate Facilities	Recommended Allowance	Significant Difference at .05 level
Home	62.63	60.69	7	. . .
School Library	65.65	77.11	5	6.46
Public Library	51.82	36.15	7	8.67
Store	58.18	53.88	7	. . .
From a Friend	64.7	64.89	7	. . .
Other	16.37	17.46	5	. . .

TABLE LVI

COMPARISON OF REPORTED SOURCES OF MAGAZINES OF GIRLS FROM
COMMUNITIES WITH ADEQUATE AND INADEQUATE AVAILABILITY
OF READING MATERIALS REPORTED IN TERMS OF PERCENT
OF CHOICES

Source	Adequate Facilities	Inadequate Facilities	Recommended Allowance	Significant Difference at .05 level
Home	66.13	58.6	7	.53
School Library	44.03	29.69	7	7.34
Public Library	16.85	10.65	5	1.2
Store	68.04	63.49	7	. . .
From a Friend	44.83	51.52	7	. . .
Other	12.24	20.17	5	2.93

TABLE LVII

COMPARISON OF READING INTERESTS OF NINTH-TENTH GRADE
BOYS FROM COMMUNITIES WITH ADEQUATE AND
INADEQUATE READING MATERIALS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Adequate Facilities	Inadequate Facilities	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.62	9.99	3.37	5	. . .
Cars, Motors	10.01	12.12	2.11	5	. . .
Ethnic, Black	4.07	1.79	2.28	5	. . .
Indian	2.2	2.9	.7	5	. . .
Mystery	7.8	7.08	.72	5	. . .
Personal Values	11.71	7.77	3.94	5	. . .
Romance	1.86	1.87	.01	5	. . .
Sports	24.78	20.66	4.12	5	. . .
Misc. Fiction	15.11	15.20	.09	5	. . .
Nonfiction	15.78	20.58	4.8	5	. . .

TABLE LVIII

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH GRADE
BOYS FROM COMMUNITIES WITH ADEQUATE AND INADEQUATE
READING MATERIALS REPORTED IN TERMS OF
PERCENT OF CHOICES

Interest Categories	Adequate Facilities	Inadequate Facilities	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	4.69	6.22	1.53	5	. . .
Cars, Motors	9.38	10.16	.78	5	. . .
Ethnic, Black	7.28	3.94	3.34	5	. . .
Indian	1.29	.83	.46	5	. . .
Mystery	5.33	5.86	.53	5	. . .
Personal Values	14.56	12.91	1.65	5	. . .
Romance	1.61	2.15	.54	5	. . .
Sports	22.33	19.49	2.84	5	. . .
Misc. Fiction	15.04	16.62	1.58	5	. . .
Nonfiction	18.44	21.77	3.33	5	. . .

TABLE LIX

COMPARISON OF READING INTERESTS OF ALL BOYS FROM
COMMUNITIES WITH ADEQUATE AND INADEQUATE
READING MATERIALS REPORTED IN TERMS
OF PERCENT OF CHOICES

Interest Categories	Adequate Facilities	Inadequate Facilities	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.63	8.42	2.79	5	. . .
Cars, Motors	9.69	11.31	1.62	5	. . .
Ethnic, Black	5.71	2.69	3.02	5	. . .
Indian	1.73	2.02	.29	5	. . .
Mystery	6.54	6.57	.03	5	. . .
Personal Values	13.17	9.91	3.26	5	. . .
Romance	1.73	1.99	.26	5	. . .
Sports	23.52	20.17	3.35	5	. . .
Misc. Fiction	15.07	15.79	.72	5	. . .
Nonfiction	17.14	21.07	3.93	5	. . .

TABLE LX

COMPARISON OF READING INTERESTS OF NINTH-TENTH GRADE
GIRLS FROM COMMUNITIES WITH ADEQUATE AND
INADEQUATE READING MATERIALS REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Adequate Facilities	Inadequate Facilities	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 Level
Animals	7.9	7.75	.15	5	. . .
Cars, Motors	. . .	.41	.41	5	. . .
Ethnic, Black	7.44	2.63	4.81	5	. . .
Indian	1.36	1.19	.17	5	. . .
Mystery	14.13	11.83	2.3	5	. . .
Personal Values	13.52	15.26	1.74	5	. . .
Romance	17.93	21.5	3.57	5	. . .
Sports	3.19	3.51	.32	5	. . .
Misc. Fiction	17.62	20.14	2.52	5	. . .
Nonfiction	16.86	16.14	.72	5	. . .

TABLE LXI

COMPARISON OF READING INTERESTS OF ELEVENTH-TWELFTH GRADE
GIRLS FROM COMMUNITIES WITH ADEQUATE AND INADEQUATE
READING MATERIALS REPORTED IN TERMS OF
PERCENT OF CHOICES

Interest Categories	Adequate Facilities	Inadequate Facilities	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	3.61	4.91	1.3	5	. . .
Cars, Motors	.69	.25	.44	5	. . .
Ethnic, Black	8.19	6.43	1.76	5	. . .
Indian	.97	1.73	.33	5	. . .
Mystery	12.5	12.98	.48	5	. . .
Personal Values	17.91	21.31	3.4	5	. . .
Romance	19.30	8.19	11.11	5	6.11
Sports	2.77	4.16	1.39	5	. . .
Misc. Fiction	16.80	20.68	3.88	5	. . .
Nonfiction	17.22	19.29	2.07	5	. . .

TABLE LXII

COMPARISON OF READING INTERESTS OF ALL GIRLS FROM
COMMUNITIES WITH ADEQUATE AND INADEQUATE
READING MATERIALS REPORTED IN TERMS
OF PERCENT OF CHOICES

Interest Categories	Adequate Facilities	Inadequate Facilities	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.66	6.65	.99	5	. . .
Cars, Motors	.36	.48	.12	5	. . .
Ethnic, Black	7.84	4.10	3.74	5	. . .
Indian	1.16	1.41	.25	5	. . .
Mystery	13.28	12.27	1.01	5	. . .
Personal Values	15.83	17.61	1.78	5	. . .
Romance	18.66	16.34	2.32	5	. . .
Sports	2.97	3.76	.79	5	. . .
Misc. Fiction	17.21	20.35	3.14	5	. . .
Nonfiction	17.06	16.97	.09	5	. . .

TABLE LXIII

COMPARISON OF READING INTERESTS OF BOYS WHOSE FATHERS
 COMPLETED 6TH GRADE AND OF BOYS WHOSE FATHERS
 COMPLETED 9TH GRADE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Sixth Grade	Fathers' Education Ninth Grade	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	14.02	8.90	5.12	6	. . .
Cars, Motors	11.64	14.30	2.66	6	. . .
Ethnic, Black	2.98	3.01	.03	6	. . .
Indian-	1.19	2.00	.81	6	. . .
Mystery	5.37	6.14	.77	6	. . .
Personal Values	8.95	12.04	3.09	6	. . .
Romance	.89	1.88	.99	6	. . .
Sports	20.59	21.45	.86	6	. . .
Misc. Fiction	14.62	16.56	1.94	6	. . .
Nonfiction	19.70	13.67	6.03	6	.03

TABLE LXIV

COMPARISON OF READING INTERESTS OF BOYS WHOSE FATHERS
 COMPLETED 6TH GRADE AND OF BOYS WHOSE FATHERS
 COMPLETED HIGH SCHOOL REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Sixth Grade	Fathers' Education High School	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	14.02	6.35	7.67	6	1.67
Cars, Motors	11.64	10.33	1.31	6	. . .
Ethnic, Black	2.98	4.73	1.75	6	. . .
Indian	1.19	2.27	1.08	6	. . .
Mystery	5.37	6.44	1.07	6	. . .
Personal Values	8.95	9.28	.33	6	. . .
Romance	.89	2.27	1.38	6	. . .
Sports	20.59	23.69	3.1	6	. . .
Misc. Fiction	14.62	15.54	.92	6	. . .
Nonfiction	19.70	19.05	.65	6	. . .

TABLE LXV

COMPARISON OF READING INTERESTS OF BOYS WHOSE FATHERS
 COMPLETED 6TH GRADE AND OF BOYS WHOSE FATHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Sixth Grade	Fathers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	14.02	6.04	7.98	8	. . .
Cars, Motors	11.64	6.85	4.79	8	. . .
Ethnic, Black	2.98	2.82	.16	8	. . .
Indian	1.19	1.61	.42	8	. . .
Mystery	5.37	6.04	.67	8	. . .
Personal Values	8.95	11.29	2.34	8	. . .
Romance	.89	1.20	.31	8	. . .
Sports	20.59	27.82	7.23	8	. . .
Misc. Fiction	14.62	17.74	3.12	8	. . .
Nonfiction	19.70	18.54	1.16	8	. . .

TABLE LXVI

COMPARISON OF READING INTERESTS OF BOYS WHOSE FATHERS
 COMPLETED 6TH GRADE AND OF BOYS WHOSE FATHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Sixth Grade	Fathers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	14.02	3.19	10.83	7	3.83
Cars, Motors	11.64	8.77	2.87	7	. . .
Ethnic, Black	2.98	5.05	2.07	7	. . .
Indian	1.19	1.59	.40	7	. . .
Mystery	5.37	8.51	3.14	7	. . .
Personal Values	8.95	11.17	2.22	7	. . .
Romance	.89	1.32	.43	7	. . .
Sports	20.59	18.35	2.24	7	. . .
Misc. Fiction	14.62	19.14	4.52	7	. . .
Nonfiction	19.70	22.87	3.17	7	. . .

TABLE LXVII

COMPARISON OF READING INTERESTS OF BOYS WHOSE FATHERS
 COMPLETED 9TH GRADE AND OF BOYS WHOSE FATHERS
 COMPLETED HIGH SCHOOL REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Ninth Grade	Fathers' Education High School	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.90	6.35	2.55	5	. . .
Cars, Motors	14.30	10.33	3.97	5	. . .
Ethnic, Black	3.01	4.73	1.72	5	. . .
Indian	2.00	2.27	.27	5	. . .
Mystery	6.14	6.44	.30	5	. . .
Personal Values	12.04	9.28	2.76	5	. . .
Romance	1.88	2.27	.39	5	. . .
Sports	21.45	23.69	2.24	5	. . .
Misc. Fiction	16.56	15.54	1.02	5	. . .
Nonfiction	13.67	19.05	5.37	5	.37

TABLE LXVIII

COMPARISON OF READING INTERESTS OF BOYS WHOSE FATHERS
 COMPLETED 9TH GRADE AND OF BOYS WHOSE FATHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Ninth Grade	Fathers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.90	6.04	2.86	8	. . .
Cars, Motors	14.30	6.85	7.45	8	. . .
Ethnic, Black	3.01	2.82	.19	8	. . .
Indian	2.00	1.61	.39	8	. . .
Mystery	6.14	6.04	.10	8	. . .
Personal Values	12.14	11.29	.85	8	. . .
Romance	1.88	1.20	.68	8	. . .
Sports	21.45	27.82	6.37	8	. . .
Misc. Fiction	16.56	17.74	1.18	8	. . .
Nonfiction	13.67	18.54	4.87	8	. . .

TABLE LXIX

COMPARISON OF READING INTERESTS OF BOYS WHOSE FATHERS
 COMPLETED 9TH GRADE AND OF BOYS WHOSE FATHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Ninth Grade	Fathers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.90	3.19	5.71	6	. . .
Cars, Motors	14.30	8.77	5.53	6	. . .
Ethnic, Black	3.01	5.05	2.04	6	. . .
Indian	2.00	1.59	.41	6	. . .
Mystery	6.14	8.51	2.37	6	. . .
Personal Values	12.04	11.17	.87	6	. . .
Romance	1.88	1.32	.56	6	. . .
Sports	21.45	18.35	3.1	6	. . .
Misc. Fiction	16.56	19.14	2.58	6	. . .
Nonfiction	13.67	22.87	9.2	6	3.2

TABLE LXX

COMPARISON OF READING INTERESTS OF BOYS WHOSE FATHERS
 COMPLETED HIGH SCHOOL AND OF BOYS WHOSE FATHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education High School	Fathers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.35	6.04	.31	8	. . .
Cars, Motors	10.33	6.85	3.48	8	. . .
Ethnic, Black	4.73	2.82	1.91	8	. . .
Indian	2.27	1.61	.66	8	. . .
Mystery	6.44	6.04	.40	8	. . .
Personal Values	9.28	11.29	2.01	8	. . .
Romance	2.27	1.20	1.07	8	. . .
Sports	23.69	27.82	4.13	8	. . .
Misc. Fiction	15.54	17.74	2.2	8	. . .
Nonfiction	19.05	18.54	.51	8	. . .

TABLE LXXI

COMPARISON OF READING INTERESTS OF BOYS WHOSE FATHERS
 COMPLETED HIGH SCHOOL AND OF BOYS WHOSE FATHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education High School	Fathers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.35	3.19	3.16	6	. . .
Cars, Motors	10.33	8.77	1.56	6	. . .
Ethnic, Black	4.73	5.05	.32	6	. . .
Indian	2.27	1.59	.68	6	. . .
Mystery	6.44	8.51	2.07	6	. . .
Personal Values	9.28	11.17	1.89	6	. . .
Romance	2.27	1.32	.95	6	. . .
Sports	23.69	18.35	5.34	6	. . .
Misc. Fiction	15.54	19.14	3.6	6	. . .
Nonfiction	19.05	22.87	3.82	6	. . .

TABLE LXXII

COMPARISON OF READING INTERESTS OF BOYS WHOSE FATHERS
 COMPLETED TWO YEARS OF COLLEGE AND OF BOYS WHOSE
 FATHERS COMPLETED COLLEGE REPORTED IN
 TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Two-Years College	Fathers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.04	3.19	2.85	8	. . .
Cars, Motors	6.85	8.77	1.92	8	. . .
Ethnic, Black	2.82	5.05	2.23	8	. . .
Indian	1.61	1.59	.02	8	. . .
Mystery	6.04	8.51	2.47	8	. . .
Personal Values	11.29	11.17	.12	8	. . .
Romance	1.20	1.32	.12	8	. . .
Sports	27.82	18.35	9.47	8	1.47
Misc. Fiction	17.74	19.14	1.4	8	. . .
Nonfiction	18.54	22.87	4.33	8	. . .

TABLE LXXIII

DISTRIBUTION OF EDUCATION LEVEL OF FATHERS BY
SIZE OF TOWN REPORTED IN TERMS OF PERCENT

Education Level	Percent from Small Town	Percent from Medium Town	Percent from Large Town
To 6th Grade	16.92	10.59	6.45
7th-9th Grade	34.41	29.7	22.96
High School Graduate	36.13	39.73	44.59
Two Years of College	5.92	7.56	10.63
College Graduate	6.59	12.39	15.73

TABLE LXXIV

DISTRIBUTION OF EDUCATION LEVEL OF FATHERS BY
ETHNIC ORIGIN REPORTED IN TERMS OF PERCENT

Education Level	Percent of Black	Percent of Indian	Percent of White
To 6th Grade	11.25	14.12	8.59
7th-9th Grade	30.62	29.21	27.77
High School Graduate	42.45	40.08	38.62
Two Years of College	5.91	8.07	9.54
College Graduate	9.74	8.50	15.71

TABLE LXXV

COMPARISON OF READING INTERESTS OF BOYS WHOSE MOTHERS
 COMPLETED 6TH GRADE AND OF BOYS WHOSE MOTHERS
 COMPLETED 9TH GRADE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Sixth Grade	Mothers' Education Ninth Grade	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	9.30	10.23	.93	8	. . .
Cars, Motors	11.62	14.04	2.42	8	. . .
Ethnic, Black	3.87	3.01	.86	8	. . .
Indian	3.10	1.57	1.53	8	. . .
Mystery	10.07	7.48	2.59	8	. . .
Personal Values	8.54	9.84	1.30	8	. . .
Romance	.77	1.83	1.06	8	. . .
Sports	21.70	20.73	.97	8	. . .
Misc. Fiction	16.27	17.71	1.44	8	. . .
Nonfiction	14.72	13.51	1.21	8	. . .

TABLE LXXVI

COMPARISON OF READING INTERESTS OF BOYS WHOSE MOTHERS
 COMPLETED 6TH GRADE AND OF BOYS WHOSE FATHERS
 COMPLETED HIGH SCHOOL REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Sixth Grade	Mothers' Education High School	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	9.30	6.53	2.77	8	. . .
Cars, Motors	11.62	10.79	.83	8	. . .
Ethnic, Black	3.87	4.06	.19	8	. . .
Indian	3.10	2.03	1.07	8	. . .
Mystery	10.07	5.65	4.42	8	. . .
Personal Values	8.54	10.73	2.19	8	. . .
Romance	.77	1.90	1.13	8	. . .
Sports	21.70	23.61	1.91	8	. . .
Misc. Fiction	16.27	14.34	1.93	8	. . .
Nonfiction	14.72	20.31	5.59	8	. . .

TABLE LXXVII

COMPARISON OF READING INTERESTS OF BOYS WHOSE MOTHERS
 COMPLETED 6TH GRADE AND OF BOYS WHOSE MOTHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Sixth Grade	Mothers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	9.30	6.8	3.5	10	. . .
Cars, Motors	11.62	8.8	2.82	10	. . .
Ethnic, Black	3.87	2.4	1.47	10	. . .
Indian	3.10	2.8	.3	10	. . .
Mystery	10.07	4.4	5.67	10	. . .
Personal Values	8.52	11.6	3.08	10	. . .
Romance	.77	1.2	.43	10	. . .
Sports	21.70	20.8	.9	10	. . .
Misc. Fiction	16.27	19.6	3.33	10	. . .
Nonfiction	14.72	21.6	6.88	10	. . .

TABLE LXXVIII

COMPARISON OF READING INTERESTS OF BOYS WHOSE MOTHERS
 COMPLETED 6TH GRADE AND OF BOYS WHOSE MOTHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Sixth Grade	Mothers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in Per- centage at .05 level
Animals	9.30	2.5	6.8	8	. . .
Cars, Motors	11.62	6.60	5.0	8	. . .
Ethnic, Black	3.87	4.71	.87	8	. . .
Indian	3.10	1.25	1.85	8	. . .
Mystery	10.07	7.23	2.84	8	. . .
Personal Values	8.52	16.35	7.83	8	. . .
Romance	.77	2.51	1.74	8	. . .
Sports	21.70	16.98	4.72	8	. . .
Misc. Fiction	16.27	17.61	1.34	8	. . .
Nonfiction	14.72	24.21	9.49	8	1.49

TABLE LXXIX

COMPARISON OF READING INTERESTS OF BOYS WHOSE MOTHERS
 COMPLETED 9TH GRADE AND OF BOYS WHOSE MOTHERS
 COMPLETED HIGH SCHOOL REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Ninth Grade	Mothers' Education High School	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	10.23	6.53	3.7	5	. . .
Cars, Motors	14.04	10.79	3.25	5	. . .
Ethnic, Black	3.01	4.06	1.05	5	. . .
Indian	1.57	2.03	.46	5	. . .
Mystery	7.48	5.65	1.83	5	. . .
Personal Values	9.84	10.73	.89	5	. . .
Romance	1.83	1.90	.07	5	. . .
Sports	20.73	23.61	2.88	5	. . .
Misc. Fiction	17.71	14.34	3.37	5	. . .
Nonfiction	13.51	20.31	6.8	5	1.8

TABLE LXXX

COMPARISON OF READING INTERESTS OF BOYS WHOSE MOTHERS
 COMPLETED 9TH GRADE AND OF BOYS WHOSE MOTHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Ninth Grade	Mothers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	10.23	6.8	3.43	8	. . .
Cars, Motors	14.04	8.8	5.24	8	. . .
Ethnic, Black	3.01	2.4	.61	8	. . .
Indian	1.57	2.8	1.23	8	. . .
Mystery	7.48	4.4	3.08	8	. . .
Personal Values	9.84	11.6	1.76	8	. . .
Romance	1.83	1.2	.63	8	. . .
Sports	20.73	20.8	.07	8	. . .
Misc. Fiction	17.71	19.6	1.89	8	. . .
Nonfiction	13.51	21.6	8.09	8	.09

TABLE LXXXI

COMPARISON OF READING INTERESTS OF BOYS WHOSE MOTHERS
 COMPLETED 9TH GRADE AND OF BOYS WHOSE MOTHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Ninth Grade	Mothers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	10.23	2.5	7.73	6	1.73
Cars, Motors	14.04	6.60	7.44	6	1.44
Ethnic, Black	3.01	4.71	1.7	6	. . .
Indian	1.57	1.25	.32	6	. . .
Mystery	7.48	7.23	.25	6	. . .
Personal Values	9.84	16.35	6.51	6	. . .
Romance	1.83	2.51	.68	6	. . .
Sports	20.73	16.98	3.75	6	. . .
Misc. Fiction	17.71	17.61	.10	6	. . .
Nonfiction	13.51	24.21	10.7	6	4.7

TABLE LXXXII

COMPARISON OF READING INTERESTS OF BOYS WHOSE MOTHERS
 COMPLETED HIGH SCHOOL AND OF BOYS WHOSE MOTHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Mothers' Education High School	Mothers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.53	6.8	.27	8	. . .
Cars, Motors	10.79	8.8	1.99	8	. . .
Ethnic, Black	4.06	2.4	1.66	8	. . .
Indian	2.03	2.8	.77	8	. . .
Mystery	5.65	4.4	1.25	8	. . .
Personal Values	10.73	11.6	.87	8	. . .
Romance	1.90	1.2	.70	8	. . .
Sports	23.61	20.8	2.81	8	. . .
Misc. Fiction	14.34	19.6	5.26	8	. . .
Nonfiction	20.31	21.6	1.29	8	. . .

TABLE LXXXIII

COMPARISON OF READING INTERESTS OF BOYS WHOSE MOTHERS
 COMPLETED HIGH SCHOOL AND OF BOYS WHOSE MOTHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education High School	Mothers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.53	2.5	4.03	6	. . .
Cars, Motors	10.79	6.60	4.19	6	. . .
Ethnic, Black	4.06	4.71	.65	6	. . .
Indian	2.03	1.25	.78	6	. . .
Mystery	5.65	7.23	1.58	6	. . .
Personal Values	10.73	16.35	5.62	6	. . .
Romance	1.90	2.51	.61	6	. . .
Sports	23.61	16.98	6.63	6	.63
Misc. Fiction	14.34	17.61	3.27	6	. . .
Nonfiction	20.31	24.21	3.9	6	. . .

TABLE LXXXIV

COMPARISON OF READING INTERESTS OF BOYS WHOSE MOTHERS
 COMPLETED TWO YEARS OF COLLEGE AND OF BOYS WHOSE
 MOTHERS COMPLETED COLLEGE REPORTED IN
 TERMS OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Two-Years College	Mothers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.8	2.5	4.3	8	. . .
Cars, Motors	8.8	6.60	2.2	8	. . .
Ethnic, Black	2.4	4.71	2.31	8	. . .
Indian	2.8	1.25	1.55	8	. . .
Mystery	4.4	7.23	2.83	8	. . .
Personal Values	11.6	16.35	4.75	8	. . .
Romance	1.2	2.51	1.31	8	. . .
Sports	20.8	16.98	3.82	8	. . .
Misc. Fiction	19.6	17.61	1.99	8	. . .
Nonfiction	21.6	24.21	2.61	8	. . .

TABLE LXXXV

COMPARISON OF READING INTERESTS OF BOYS WITH FATHERS
AND MOTHERS WITH A SIXTH GRADE EDUCATION
REPORTED IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Sixth Grade	Mothers' Education Sixth Grade	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	14.02	9.30	4.72	8	. . .
Cars, Motors	11.64	11.62	.02	8	. . .
Ethnic, Black	2.98	3.87	.89	8	. . .
Indian	1.19	3.10	1.91	8	. . .
Mystery	5.37	10.07	4.7	8	. . .
Personal Values	8.95	8.52	.42	8	. . .
Romance	.89	.77	.12	8	. . .
Sports	20.59	21.70	1.11	8	. . .
Misc. Fiction	14.62	16.27	1.65	8	. . .
Nonfiction	19.70	14.72	4.98	8	. . .

TABLE LXXXVI

COMPARISON OF READING INTERESTS OF BOYS WITH FATHERS
AND MOTHERS WITH A NINTH GRADE EDUCATION
REPORTED IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Ninth Grade	Mothers' Education Ninth Grade	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.90	10.23	1.33	5	. . .
Cars, Motors	14.30	14.04	.26	5	. . .
Ethnic, Black	3.01	3.01	. . .	5	. . .
Indian	2.0	1.57	.43	5	. . .
Mystery	6.14	7.48	1.34	5	. . .
Personal Values	12.04	9.84	2.2	5	. . .
Romance	1.88	1.83	.05	5	. . .
Sports	21.45	20.73	.72	5	. . .
Misc. Fiction	16.56	17.71	1.15	5	. . .
Nonfiction	13.67	13.51	.16	5	. . .

TABLE LXXXVII

COMPARISON OF READING INTERESTS OF BOYS WITH FATHERS
AND MOTHERS WITH A HIGH SCHOOL EDUCATION
REPORTED IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education High School	Mothers' Education High School	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.35	6.53	.18	5	. . .
Cars, Motors	10.33	10.79	.46	5	. . .
Ethnic, Black	4.73	4.06	.67	5	. . .
Indian	2.27	2.03	.24	5	. . .
Mystery	6.44	5.65	.79	5	. . .
Personal Values	9.28	10.73	1.45	5	. . .
Romance	2.27	1.90	.37	5	. . .
Sports	23.69	23.61	.08	5	. . .
Misc. Fiction	15.54	14.34	1.2	5	. . .
Nonfiction	19.05	20.31	1.26	5	. . .

TABLE LXXXVIII

COMPARISON OF READING INTERESTS OF BOYS WITH FATHERS
AND MOTHERS WITH TWO YEARS OF COLLEGE EDUCATION
REPORTED IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Two-Years College	Mothers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.04	6.8	.76	10	. . .
Cars, Motors	6.85	8.8	1.95	10	. . .
Ethnic, Black	2.82	2.4	.42	10	. . .
Indian	1.61	2.8	1.19	10	. . .
Mystery	6.04	4.4	1.64	10	. . .
Personal Values	11.29	11.6	.31	10	. . .
Romance	1.20	1.20	. . .	10	. . .
Sports	27.82	20.8	7.02	10	. . .
Misc. Fiction	17.74	19.6	1.86	10	. . .
Nonfiction	18.54	21.6	3.06	10	. . .

TABLE LXXXIX

COMPARISON OF READING INTERESTS OF BOYS WITH FATHERS
AND MOTHERS WITH COLLEGE DEGREES REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education College Degree	Mothers' Education College Degree	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	3.19	2.5	.69	7	. . .
Cars, Motors	8.77	6.60	2.17	7	. . .
Ethnic, Black	5.05	4.71	.34	7	. . .
Indian	1.59	1.25	.34	7	. . .
Mystery	8.51	7.23	1.28	7	. . .
Personal Values	11.17	16.35	5.18	7	. . .
Romance	1.32	2.51	1.19	7	. . .
Sports	18.35	16.98	1.37	7	. . .
Misc. Fiction	19.14	17.61	1.53	7	. . .
Nonfiction	22.87	24.21	1.34	7	. . .

TABLE XC

DISTRIBUTION OF EDUCATION LEVEL OF MOTHERS BY
SIZE OF TOWN REPORTED IN TERMS OF PERCENT

Education Level	Percent from Small Towns	Percent from Medium Towns	Percent from Large Towns
To 6th Grade	6.10	4.79	3.29
7th-9th Grade	34.91	30.77	21.12
High School Graduate	47.57	45.85	55.75
Two Years of College	6.01	8.19	9.52
College Graduate	5.38	10.37	10.30

TABLE XCI

DISTRIBUTION OF EDUCATION LEVEL OF MOTHERS BY
ETHNIC ORIGIN REPORTED IN TERMS OF PERCENT

Education Level	Percent of Black	Percent of Indian	Percent of White
To 6th Grade	3.94	7.05	3.22
7th-9th Grade	26.16	33.42	27.14
High School Graduate	55.91	46.29	47.32
Two Years of College	5.82	6.52	11.28
College Graduate	8.33	6.70	11.02

TABLE XCII

COMPARISON OF READING INTERESTS OF GIRLS WHOSE FATHERS
 COMPLETED 6TH GRADE AND OF GIRLS WHOSE FATHERS
 COMPLETED 9TH GRADE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Sixth Grade	Fathers' Education Ninth Grade	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.48	5.53	.95	6	. . .
Cars, Motors	.92	.62	.30	6	. . .
Ethnic, Black	3.70	3.86	.16	6	. . .
Indian	.92	1.67	.75	6	. . .
Mystery	16.35	16.38	.03	6	. . .
Personal Values	15.12	15.55	.43	6	. . .
Romance	20.37	20.35	.02	6	. . .
Sports	5.24	3.02	2.22	6	. . .
Misc. Fiction	18.82	17.11	1.71	6	. . .
Nonfiction	12.03	15.86	3.83	6	. . .

TABLE XCIII

COMPARISON OF READING INTERESTS OF GIRLS WHOSE FATHERS
 COMPLETED 6TH GRADE AND OF GIRLS WHOSE FATHERS
 COMPLETED HIGH SCHOOL REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Sixth Grade	Fathers' Education High School	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.48	5.99	.49	6	. . .
Cars, Motors	.92	.44	.48	6	. . .
Ethnic, Black	3.70	6.51	2.81	6	. . .
Indian	.92	1.18	.26	6	. . .
Mystery	16.35	15.02	1.33	6	. . .
Personal Values	15.12	16.65	1.53	6	. . .
Romance	20.37	18.13	2.24	6	. . .
Sports	5.24	2.29	2.95	6	. . .
Misc. Fiction	18.82	18.28	.54	6	. . .
Nonfiction	12.03	15.47	3.44	6	. . .

TABLE XCIV

COMPARISON OF READING INTERESTS OF GIRLS WHOSE FATHERS
 COMPLETED 6TH GRADE AND OF GIRLS WHOSE FATHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Sixth Grade	Fathers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.48	7.57	1.09	8	. . .
Cars, Motors	.92	.37	.55	8	. . .
Ethnic, Black	3.70	3.03	.67	8	. . .
Indian	.92	.75	.17	8	. . .
Mystery	16.35	15.53	.82	8	. . .
Personal Values	15.12	18.93	3.81	8	. . .
Romance	20.37	14.01	6.36	8	. . .
Sports	5.24	3.03	2.21	8	. . .
Misc. Fiction	18.82	18.18	.64	8	. . .
Nonfiction	12.03	18.56	6.53	8	. . .

TABLE XCV

COMPARISON OF READING INTERESTS OF GIRLS WHOSE FATHERS
 COMPLETED 6TH GRADE AND OF GIRLS WHOSE FATHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Sixth Grade	Fathers' Education College Graduate	Difference	Recommended Allow- and for Sampling Error	Difference in per- centage at .05 level
Animals	6.48	5.58	.9	7	. . .
Cars, Motors	.92	.26	.66	7	. . .
Ethnic, Black	3.70	3.72	.02	7	. . .
Indian	.92	2.12	1.2	7	. . .
Mystery	16.35	13.56	2.79	7	. . .
Personal Values	15.12	18.08	2.96	7	. . .
Romance	20.37	15.42	4.95	7	. . .
Sports	5.24	4.25	.99	7	. . .
Misc. Fiction	18.82	18.61	.21	7	. . .
Nonfiction	12.03	18.88	6.85	7	. . .

TABLE XCVI

COMPARISON OF READING INTERESTS OF GIRLS WHOSE FATHERS
 COMPLETED 9TH GRADE AND OF GIRLS WHOSE FATHERS
 COMPLETED HIGH SCHOOL REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Ninth Grade	Fathers' Education High School	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.53	5.99	.46	5	. . .
Cars, Motors	.62	.44	.18	5	. . .
Ethnic, Black	3.82	6.51	2.69	5	. . .
Indian	1.67	1.18	.49	5	. . .
Mystery	16.38	15.02	1.36	5	. . .
Personal Values	15.56	16.65	1.09	5	. . .
Romance	20.35	18.13	2.22	5	. . .
Sports	3.02	2.29	.73	5	. . .
Misc. Fiction	17.11	18.28	1.17	5	. . .
Nonfiction	15.86	15.47	.39	5	. . .

TABLE XCVII

COMPARISON OF READING INTERESTS OF GIRLS WHOSE FATHERS
 COMPLETED 9TH GRADE AND OF GIRLS WHOSE FATHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Ninth Grade	Fathers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.53	7.57	2.04	8	. . .
Cars, Motors	.62	.37	.25	8	. . .
Ethnic, Black	3.82	3.03	.79	8	. . .
Indian	1.67	.75	.92	8	. . .
Mystery	16.38	15.53	.85	8	. . .
Personal Values	15.56	18.93	3.37	8	. . .
Romance	20.35	14.01	6.34	8	. . .
Sports	3.02	3.03	.01	8	. . .
Misc. Fiction	17.11	18.18	1.07	8	. . .
Nonfiction	15.86	18.56	2.7	8	. . .

TABLE XCVIII

COMPARISON OF READING INTERESTS OF GIRLS WHOSE FATHERS
 COMPLETED 9TH GRADE AND OF GIRLS WHOSE FATHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Ninth Grade	Fathers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.53	5.58	.05	6	. . .
Cars, Motors	.62	.26	.36	6	. . .
Ethnic, Black	3.82	3.72	.10	6	. . .
Indian	1.67	2.12	.45	6	. . .
Mystery	16.38	13.56	2.82	6	. . .
Personal Values	15.56	18.08	2.52	6	. . .
Romance	20.35	15.42	4.93	6	. . .
Sports	3.02	4.25	1.23	6	. . .
Misc. Fiction	17.11	18.61	1.5	6	. . .
Nonfiction	15.86	18.88	3.02	6	. . .

TABLE XCIX

COMPARISON OF READING INTERESTS OF GIRLS WHOSE FATHERS
 COMPLETED HIGH SCHOOL AND OF GIRLS WHOSE FATHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education High School	Fathers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.99	7.57	1.58	8	. . .
Cars, Motors	.44	.37	.07	8	. . .
Ethnic, Black	6.51	3.03	3.48	8	. . .
Indian	1.18	.75	.43	8	. . .
Mystery	15.02	15.53	.51	8	. . .
Personal Values	16.65	18.93	2.28	8	. . .
Romance	18.13	14.01	4.12	8	. . .
Sports	2.29	3.03	.74	8	. . .
Misc. Fiction	18.28	18.18	.10	8	. . .
Nonfiction	15.47	18.56	3.09	8	. . .

TABLE C

COMPARISON OF READING INTERESTS OF GIRLS WHOSE FATHERS
 COMPLETED HIGH SCHOOL AND OF GIRLS WHOSE FATHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Fathers' Education High School	Fathers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.99	5.58	.41	6	. . .
Cars, Motors	.44	.26	.18	6	. . .
Ethnic, Black	6.51	3.72	2.79	6	. . .
Indian	1.18	2.12	.94	6	. . .
Mystery	15.02	13.56	1.46	6	. . .
Personal Values	16.65	18.08	1.43	6	. . .
Romance	18.13	15.42	2.71	6	. . .
Sports	2.29	4.25	1.96	6	. . .
Misc. Fiction	18.28	18.61	.33	6	. . .
Nonfiction	15.47	18.88	3.41	6	. . .

TABLE CI

COMPARISON OF READING INTERESTS OF GIRLS WHOSE FATHERS
 COMPLETED TWO YEARS OF COLLEGE AND OF GIRLS WHOSE
 FATHERS COMPLETED COLLEGE REPORTED IN
 TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Two Years College	Fathers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	7.57	5.58	1.99	8	. . .
Cars, Motors	.37	.26	.11	8	. . .
Ethnic, Black	3.03	3.72	.69	8	. . .
Indian	.75	2.12	1.37	8	. . .
Mystery	15.53	13.56	1.97	8	. . .
Personal Values	18.93	18.08	.84	8	. . .
Romance	14.01	15.42	1.41	8	. . .
Sports	3.03	4.25	1.22	8	. . .
Misc. Fiction	18.18	18.61	.43	8	. . .
Nonfiction	18.56	18.88	.32	8	. . .

TABLE CII

COMPARISON OF READING INTERESTS OF GIRLS WHOSE MOTHERS
 COMPLETED 6TH GRADE AND OF GIRLS WHOSE MOTHERS
 COMPLETED 9TH GRADE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Sixth Grade	Mothers' Education Ninth Grade	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	7.80	6.35	1.45	8	. . .
Cars, Motors	. . .	.54	.54	8	. . .
Ethnic, Black	2.12	5.17	3.05	8	. . .
Indian	1.41	1.36	.05	8	. . .
Mystery	16.31	15.6	.71	8	. . .
Personal Values	19.85	17.51	2.34	8	. . .
Romance	18.43	19.6	1.17	8	. . .
Sports	4.25	2.9	1.35	8	. . .
Misc. Fiction	11.34	17.87	7.44	8	. . .
Nonfiction	18.43	13.06	4.83	8	. . .

TABLE CIII

COMPARISON OF READING INTERESTS OF GIRLS WHOSE MOTHERS
 COMPLETED 6TH GRADE AND OF GIRLS WHOSE MOTHERS
 COMPLETED HIGH SCHOOL REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Sixth Grade	Mothers' Education High School	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	7.80	5.51	2.29	8	. . .
Cars, Motors	. . .	.47	.47	8	. . .
Ethnic, Black	2.12	5.51	3.39	8	. . .
Indian	1.41	.94	.47	8	. . .
Mystery	16.31	16.07	.24	8	. . .
Personal Values	19.85	16.25	3.6	8	. . .
Romance	18.43	18.68	.25	8	. . .
Sports	4.25	2.96	1.29	8	. . .
Misc. Fiction	11.34	17.31	5.97	8	. . .
Nonfiction	18.43	16.25	2.18	8	. . .

TABLE CIV

COMPARISON OF READING INTERESTS OF GIRLS WHOSE MOTHERS
 COMPLETED 6TH GRADE AND OF GIRLS WHOSE MOTHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF CHOICES

Interest Categories	Mothers' Education Sixth Grade	Mothers' Education Two Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	7.80	8.25	.45	8	. . .
Cars, Motors	. . .	.61	.61	8	. . .
Ethnic, Black	2.12	6.11	3.99	8	. . .
Indian	1.41	2.14	.73	8	. . .
Mystery	16.31	12.53	3.78	8	. . .
Personal Values	19.85	18.96	.89	8	. . .
Romance	18.43	14.37	4.06	8	. . .
Sports	4.25	3.66	.59	8	. . .
Misc. Fiction	11.34	18.96	7.62	8	. . .
Nonfiction	18.43	14.37	4.06	8	. . .

TABLE CV

COMPARISON OF READING INTERESTS OF GIRLS WHOSE MOTHERS
 COMPLETED 6TH GRADE AND OF GIRLS WHOSE MOTHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Sixth Grade	Mothers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	7.80	4.21	3.59	10	. . .
Cars, Motors	. . .	.35	.35	10	. . .
Ethnic, Black	2.12	3.85	1.73	10	. . .
Indian	1.41	1.40	.01	10	. . .
Mystery	16.31	16.14	.17	10	. . .
Personal Values	19.85	14.73	5.12	10	. . .
Romance	18.43	17.19	1.24	10	. . .
Sports	4.25	4.21	.04	10	. . .
Misc. Fiction	11.34	20.35	9.01	10	. . .
Nonfiction	18.43	17.54	.89	10	. . .

TABLE CVI

COMPARISON OF READING INTERESTS OF GIRLS WHOSE MOTHERS
 COMPLETED 9TH GRADE AND OF GIRLS WHOSE MOTHERS
 COMPLETED HIGH SCHOOL REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Ninth Grade	Mothers' Education High School	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.35	5.51	.84	5	. . .
Cars, Motors	.54	.47	.07	5	. . .
Ethnic, Black	5.17	5.51	.34	5	. . .
Indian	1.36	.94	.42	5	. . .
Mystery	15.6	16.07	.47	5	. . .
Personal Values	17.51	16.25	1.26	5	. . .
Romance	19.6	18.68	.92	5	. . .
Sports	2.9	2.96	.06	5	. . .
Misc. Fiction	17.87	17.31	.56	5	. . .
Nonfiction	13.06	16.25	3.19	5	. . .

TABLE CVII

COMPARISON OF READING INTERESTS OF GIRLS WHOSE MOTHERS
 COMPLETED 9TH GRADE AND OF GIRLS WHOSE MOTHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Ninth Grade	Mothers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.35	8.25	1.9	6	. . .
Cars, Motors	.54	.61	.07	6	. . .
Ethnic, Black	5.17	6.11	.94	6	. . .
Indian	1.36	2.14	.78	6	. . .
Mystery	15.6	12.53	3.07	6	. . .
Personal Values	17.51	18.96	1.45	6	. . .
Romance	19.6	14.37	5.23	6	. . .
Sports	2.9	3.66	.76	6	. . .
Misc. Fiction	17.87	18.96	1.09	6	. . .
Nonfiction	13.06	14.37	1.31	6	. . .

TABLE CVIII

COMPARISON OF READING INTERESTS OF GIRLS WHOSE MOTHERS
 COMPLETED 9TH GRADE AND OF GIRLS WHOSE MOTHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Ninth Grade	Mothers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.35	4.21	2.14	8	. . .
Cars, Motors	.54	.35	.19	8	. . .
Ethnic, Black	5.17	3.85	1.32	8	. . .
Indian	1.36	1.40	.04	8	. . .
Mystery	15.6	16.4	.8	8	. . .
Personal Values	17.51	14.73	2.78	8	. . .
Romance	19.6	17.19	2.41	8	. . .
Sports	2.9	4.21	1.31	8	. . .
Misc. Fiction	17.87	20.35	2.48	8	. . .
Nonfiction	13.06	17.54	4.48	8	. . .

TABLE CIX

COMPARISON OF READING INTERESTS OF GIRLS WHOSE MOTHERS
 COMPLETED HIGH SCHOOL AND OF GIRLS WHOSE MOTHERS
 COMPLETED TWO YEARS OF COLLEGE REPORTED
 IN TERMS OF PERCENT OF CHOICES

Interest Categories	Mothers' Education High School	Mothers' Education Two-Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.51	8.25	2.74	6	. . .
Cars, Motors	.47	.61	.14	6	. . .
Ethnic, Black	5.51	6.11	.6	6	. . .
Indian	.94	2.14	1.2	6	. . .
Mystery	16.07	12.53	3.54	6	. . .
Personal Values	16.25	18.96	2.71	6	. . .
Romance	18.68	14.37	4.31	6	. . .
Sports	2.96	3.66	.7	6	. . .
Misc. Fiction	17.31	18.96	1.65	6	. . .
Nonfiction	16.25	14.37	1.88	6	. . .

TABLE CX

COMPARISON OF READING INTERESTS OF GIRLS WHOSE MOTHERS
 COMPLETED HIGH SCHOOL AND OF GIRLS WHOSE MOTHERS
 COMPLETED COLLEGE REPORTED IN TERMS
 OF PERCENT OF CHOICES

Interest Categories	Mothers' Education High School	Mothers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.51	4.21	1.3	8	. . .
Cars, Motors	.47	.35	.12	8	. . .
Ethnic, Black	5.51	3.85	1.66	8	. . .
Indian	.94	1.40	.46	8	. . .
Mystery	16.07	16.4	.33	8	. . .
Personal Values	16.25	14.73	1.52	8	. . .
Romance	18.68	17.19	1.49	8	. . .
Sports	2.96	4.21	1.25	8	. . .
Misc. Fiction	17.31	20.35	3.04	8	. . .
Nonfiction	16.25	17.54	1.29	8	. . .

TABLE CXI

COMPARISON OF READING INTERESTS OF GIRLS WHOSE MOTHERS
 COMPLETED TWO YEARS OF COLLEGE AND OF GIRLS WHOSE
 MOTHERS COMPLETED COLLEGE REPORTED IN
 TERMS OF PERCENT OF CHOICES

Interest Categories	Mothers' Education Two-Years College	Mothers' Education College Graduate	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	8.25	4.21	4.04	8	. . .
Cars, Motors	.61	.35	.26	8	. . .
Ethnic, Black	6.11	3.85	2.25	8	. . .
Indian	2.14	1.40	.74	8	. . .
Mystery	12.53	16.4	4.61	8	. . .
Personal Values	18.96	14.73	4.23	8	. . .
Romance	14.37	17.19	2.82	8	. . .
Sports	3.66	4.21	.55	8	. . .
Misc. Fiction	18.96	20.35	1.39	8	. . .
Nonfiction	14.37	17.54	3.17	8	. . .

TABLE CXII

COMPARISON OF READING INTERESTS OF GIRLS WITH FATHERS
AND MOTHERS WITH A SIXTH GRADE EDUCATION
REPORTED IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Sixth Grade	Mothers' Education Sixth Grade	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	6.48	7.80	1.32	8	. . .
Cars, Motors	.92	. . .	.92	8	. . .
Ethnic, Black	3.70	2.12	1.58	8	. . .
Indian	.92	1.41	.49	8	. . .
Mystery	16.35	16.31	.04	8	. . .
Personal Values	15.12	19.85	4.73	8	. . .
Romance	20.37	18.43	1.94	8	. . .
Sports	5.24	4.25	.99	8	. . .
Misc. Fiction	18.82	11.34	7.48	8	. . .
Nonfiction	12.03	18.43	6.4	8	. . .

TABLE CXIII

COMPARISON OF READING INTERESTS OF GIRLS WITH FATHERS
AND MOTHERS WITH A NINTH GRADE EDUCATION
REPORTED IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Ninth Grade	Mothers' Education Ninth Grade	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.53	6.35	.82	5	. . .
Cars, Motors	.62	.54	.08	5	. . .
Ethnic, Black	3.86	5.17	1.31	5	. . .
Indian	1.67	1.36	.31	5	. . .
Mystery	16.38	15.6	.78	5	. . .
Personal Values	15.55	17.51	1.96	5	. . .
Romance	20.35	19.6	.75	5	. . .
Sports	3.02	2.9	.12	5	. . .
Misc. Fiction	17.11	17.87	.76	5	. . .
Nonfiction	15.86	13.06	2.8	5	. . .

TABLE CXIV

COMPARISON OF READING INTERESTS OF GIRLS WITH FATHERS
AND MOTHERS WITH A HIGH SCHOOL EDUCATION
REPORTED IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education High School	Mothers' Education High School	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.99	5.51	.48	5	. . .
Cars, Motors	.44	.47	.03	5	. . .
Ethnic, Black	6.51	5.51	1.0	5	. . .
Indian	1.18	.94	.24	5	. . .
Mystery	15.02	16.07	1.05	5	. . .
Personal Values	16.65	16.25	.4	5	. . .
Romance	18.13	18.68	.55	5	. . .
Sports	2.29	2.96	.67	5	. . .
Misc. Fiction	18.28	17.31	.97	5	. . .
Nonfiction	15.47	16.25	.78	5	. . .

TABLE CXV

COMPARISON OF READING INTERESTS OF GIRLS WITH FATHERS
AND MOTHERS WITH TWO YEARS OF COLLEGE EDUCATION
REPORTED IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education Two Years College	Mothers' Education Two Years College	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	7.57	8.25	.68	8	. . .
Cars, Motors	.37	.61	.24	8	. . .
Ethnic, Black	3.03	6.11	3.08	8	. . .
Indian	.75	2.14	1.39	8	. . .
Mystery	15.53	12.53	3.0	8	. . .
Personal Values	18.93	18.96	.03	8	. . .
Romance	14.01	14.37	.36	8	. . .
Sports	3.03	3.66	.63	8	. . .
Misc. Fiction	18.18	18.96	.78	8	. . .
Nonfiction	18.56	14.37	4.19	8	. . .

TABLE CXVI

COMPARISON OF READING INTERESTS OF GIRLS WITH FATHERS
AND MOTHERS WITH COLLEGE DEGREES REPORTED
IN TERMS OF PERCENT OF CHOICES

Interest Categories	Fathers' Education College Degree	Mothers' Education College Degree	Difference	Recommended Allow- ance for Sampling Error	Difference in per- centage at .05 level
Animals	5.58	4.21	1.37	8	. . .
Cars, Motors	.26	.35	.09	8	. . .
Ethnic, Black	3.72	3.85	.13	8	. . .
Indian	2.12	1.4	.72	8	. . .
Mystery	13.56	16.14	2.58	8	. . .
Personal Values	18.08	14.73	3.35	8	. . .
Romance	15.42	17.19	1.77	8	. . .
Sports	4.25	4.21	.04	8	. . .
Misc. Fiction	18.61	20.35	1.74	8	. . .
Nonfiction	18.88	17.54	1.34	8	. . .

TABLE CXVII

COMPARISON OF NINTH-TENTH GRADE BOYS' PREFERENCES IN BOOKS
BY ETHNIC ORIGIN REPORTED IN TERMS OF PERCENT OF CHOICES

Books	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Bible	3.57	.93	5.05	10	. . .
Black Like Me	7.14	.93	2.02	10	. . .
Black Stallion	5.35	9.34	4.04	10	. . .
Brian's Song	10.71	2.8	4.04	10	. . .
Call of the Wild	7.14	12.14	8.08	10	. . .
Cross and the Switchblade	. . .	1.86	4.04	10	. . .
Godfather	5.35	7.47	8.08	10	. . .
Hot Rod	7.14	.93	5.05	10	. . .
Huckleberry Finn	7.14	3.73	2.02	10	. . .
Jim Thorpe	. . .	4.67	3.03	10	. . .
Love Story	7.14	1.86	4.04	10	. . .
Old Yeller	7.14	15.88	16.16	10	. . .
Outsiders	7.14	10.28	4.04	10	. . .
Patton	1.78	2.8	5.05	10	. . .
Savage Sam	1.78	5.6	5.05	10	. . .
Soul on Ice	1.78	. . .	. . .	10	. . .
Tom Sawyer	7.14	6.54	5.05	10	. . .
Treasure Island	8.92	1.86	5.05	10	. . .
True Grit	1.78	3.73	2.02	10	. . .
2001: A Space Odyssey	. . .	2.8	2.02	10	. . .
Where the Red Fern Grows	1.78	3.75	6.06	10	. . .

TABLE CXVIII

COMPARISON OF ELEVENTH-TWELFTH GRADE BOYS' PREFERENCES
IN BOOKS BY ETHNIC ORIGIN REPORTED IN TERMS
OF PERCENT OF CHOICES

Books	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Bible	3.92	1.66	3.09	10	. . .
Black Like Me	11.76	. . .	1.03	10	1.76/.73
Black Stallion	. . .	3.33	6.18	10	. . .
Brian's Song	3.92	3.33	1.03	10	. . .
Call of the Wild	3.92	8.33	6.18	10	. . .
Cross and the Switchblade	. . .	5.0	3.09	10	. . .
Godfather	7.84	8.33	20.61	10	2.77/2.28
Hot Rod	9.8	. . .	3.09	10	. . .
Huckleberry Finn	. . .	1.66	4.12	10	. . .
Jim Thorpe	. . .	3.33	. . .	10	. . .
Love Story	15.68	5.0	6.18	10	.68
Old Yeller	1.96	16.66	10.3	10	4.7
Outsiders	9.8	8.33	5.15	10	. . .
Patton	. . .	6.66	8.24	10	. . .
Savage Sam	1.96	5.0	3.09	10	. . .
Soul on Ice	17.64	1.66	1.03	10	5.98/6.61
Tom Sawyer	5.88	1.66	1.03	10	. . .
Treasure Island	. . .	. . .	. . .	10	. . .
True Grit	1.96	3.33	1.03	10	. . .
2001: A Space Odyssey	3.92	1.66	4.12	10	. . .
Where the Red Fern Grows	. . .	10.0	9.27	10	. . .

TABLE CXIX

COMPARISON BY ETHNIC ORIGIN OF ALL BOYS' PREFERENCES
IN BOOKS REPORTED IN TERMS OF PERCENT OF CHOICES

Books	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Bible	3.73	1.19	4.12	10	. . .
Black Like Me	9.34	.59	1.54	10	. . .
Black Stallion	2.8	7.18	5.15	10	. . .
Brian's Song	7.47	2.99	2.57	10	. . .
Call of the Wild	5.6	10.77	7.21	10	. . .
Cross and the Switchblade	. . .	2.99	3.6	10	. . .
Godfather	6.54	7.78	14.43	10	. . .
Hot Rod	8.41	.59	4.12	10	. . .
Huckleberry Finn	3.73	2.99	3.09	10	. . .
Jim Thorpe	. . .	4.19	1.54	10	. . .
Love Story	11.21	2.99	5.15	10	. . .
Old Yeller	4.67	16.16	13.4	10	1.49
Outsiders	8.41	9.58	4.63	10	. . .
Patton	.93	4.19	6.18	10	. . .
Savage Sam	1.86	7.18	4.12	10	. . .
Soul on Ice	9.34	.59	. . .	10	. . .
Tom Sawyer	6.54	4.79	4.63	10	. . .
Treasure Island	4.67	1.19	2.57	10	. . .
True Grit	1.86	3.59	1.54	10	. . .
2001: A Space Odyssey	1.86	2.39	2.57	10	. . .
Where the Red Fern Grows	.93	5.98	7.73	10	. . .

TABLE CXX

COMPARISON OF NINTH-TENTH GRADE GIRLS' PREFERENCES IN BOOKS
BY ETHNIC ORIGIN REPORTED IN TERMS OF PERCENT OF CHOICES

Books	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Bible	2.59	. . .	1.95	10	. . .
Black Beauty	.64	2.55	.65	10	. . .
Black Boy	7.14	. . .	.32	10	. . .
Black Like Me	6.49	.36	.32	10	. . .
Black Stallion	.64	1.09	1.62	10	. . .
Boy Next Door	1.94	.36	.65	10	. . .
Brian's Song	3.24	2.18	2.60	10	. . .
Christy	. . .	.72	2.60	10	. . .
Cross and the Switchblade	. . .	1.82	3.25	10	. . .
Deep Summer	. . .	. . .	1.30	10	. . .
Drop-Out	1.29	2.55	.97	10	. . .
Fifteen	.64	2.55	3.25	10	. . .
Girl Like Me	1.94	2.18	1.30	10	. . .
Godfather	5.84	4.37	3.25	10	. . .
Gone With the Wind	. . .	7.29	10.09	10	.09
Helen Keller	1.94	1.09	.65	10	. . .
In Cold Blood	. . .	.72	1.62	10	. . .
Jane Eyre	.64	.36	.97	10	. . .
Joy in the Morning	1.94	2.18	.97	10	. . .
Karen	. . .	1.82	1.30	10	. . .
Learning Tree	3.24	. . .	. . .	10	. . .
Little Women	.64	3.28	2.60	10	. . .

TABLE CXX--Continued

Books	Black	Indian	White	Rec. All.	Sign Diff. at .05 level
Love Is Never Enough	.64	1.09	1.95	10	. . .
Love Story	16.23	26.27	23.12	10	.04
Martin Luther King, Jr.	.64	. . .	. . .	10	. . .
Mr. and Mrs. Bo Jo Jones	6.49	11.67	6.18	10	. . .
Mrs. Mike	. . .	.72	.32	10	. . .
Nigger	1.94	.36	. . .	10	. . .
Old Yeller	1.29	.72	1.30	10	. . .
Outsiders	5.84	8.02	7.49	10	. . .
Pride and Prejudice	. . .	1.45	.32	10	. . .
Rebecca	.64	1.09	.32	10	. . .
Run, Baby, Run	. . .	1.09	1.30	10	. . .
Scarlet Letter	.64	. . .	. . .	10	. . .
Shaft	3.89	. . .	.32	10	. . .
Sixteen	.64	1.09	.97	10	. . .
Soul Brothers and Sister Lou	6.49	. . .	. . .	10	. . .
Summer of '42	. . .	1.82	1.95	10	. . .
Tale of Two Cities	2.59	.36	. . .	10	. . .
That Was Then, This Is Now	1.94	3.28	5.21	10	. . .
To Kill a Mockingbird	.64	.72	.97	10	. . .
To Sir, With Love	3.24	. . .	.97	10	. . .
Tom Sawyer	1.94	.72	.97	10	. . .
Too Bad About the Haines Girl	3.24	. . .	.97	10	. . .
Tuned Out	. . .	.72	1.30	10	. . .
Where the Red Fern Grows	. . .	1.09	1.62	10	. . .

TABLE CXXI

COMPARISON OF ELEVENTH-TWELFTH GRADE GIRLS' PREFERENCES
IN BOOKS BY ETHNIC ORIGIN REPORTED IN TERMS
OF PERCENT OF CHOICES

Books	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Bible	.5	2.34	.64	10	. . .
Black Beauty	.5	1.40	.32	10	. . .
Black Boy	3.0	.46	. . .	10	. . .
Black Like Me	12.5	.46	. . .	10	. . .
Black Stallion	. . .	. . .	.97	10	. . .
Boy Next Door	1.5	.46	.97	10	. . .
Brian's Song	3.0	.46	.97	10	. . .
Christy	. . .	1.40	1.94	10	. . .
Cross and the Switchblade	. . .	.93	2.91	10	. . .
Deep Summer	. . .	2.34	.64	10	. . .
Drop-Out	.5	1.87	1.61	10	. . .
Fifteen	.5	1.87	.97	10	. . .
Girl Like Me	. . .	. . .	.97	10	. . .
Godfather	9.0	4.22	6.47	10	. . .
Gone With the Wind	3.5	15.02	10.35	10	1.52
Helen Keller	2.0	.46	. . .	10	. . .
In Cold Blood	.5	.93	2.26	10	. . .
Jane Eyre	.5	1.40	1.94	10	. . .
Joy in the Morning	1.5	4.22	4.85	10	. . .
Karen	. . .	. . .	.64	10	. . .
Learning Tree	2.5	. . .	. . .	10	. . .
Little Women	.5	1.87	.32	10	. . .
Love Is Never Enough	.5	. . .	.64	10	. . .

TABLE CXXI--Continued

Books	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Love Story	18.00	22.06	23.94	10	. . .
Martin Luther King, Jr.	5.5	. . .	. . .	10	. . .
Mr. and Mrs. Bo Jo Jones	3.5	7.98	8.73	10	. . .
Mrs. Mike	. . .	2.34	1.29	10	. . .
Nigger	4.0	. . .	.32	10	. . .
Old Yeller	. . .	2.31	1.61	10	. . .
Outsiders	3.5	8.92	6.14	10	. . .
Pride and Prejudice	.5	.46	1.29	10	. . .
Rebecca	. . .	.93	2.26	10	. . .
Run, Baby, Run	. . .	.46	1.94	10	. . .
Scarlet Letter	2.0	.46	1.94	10	. . .
Shaft	.5	.46	. . .	10	. . .
Sixteen	.5	.46	.32	10	. . .
Soul Brothers and Sister Lou	4.5	. . .	. . .	10	. . .
Summer of '42	.5	1.87	3.23	10	. . .
Tale of Two Cities	2.0	. . .	.32	10	. . .
That Was Then, This Is Now	1.0	1.87	.97	10	. . .
To Kill a Mockingbird	3.0	1.40	2.58	10	. . .
To Sir, With Love	8.0	.93	.32	10	. . .
Tom Sawyer	. . .	.46	.32	10	. . .
Too Bad About the Haines Girl	. . .	.93	.97	10	. . .
Tuned Out	. . .	1.40	.32	10	. . .
Where the Red Fern Grows	.5	1.87	.64	10	. . .

TABLE CXXII

COMPARISON BY ETHNIC ORIGIN OF ALL GIRLS' PREFERENCES
IN BOOKS REPORTED IN TERMS OF PERCENT OF CHOICES

Books	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Bible	1.12	1.02	1.29	6	. . .
Black Beauty	.56	2.05	.48	6	. . .
Black Boy	4.8	.20	.16	6	. . .
Black Like Me	9.88	.41	.16	6	3.47/3.72
Black Stallion	.28	.61	1.29	6	. . .
Boy Next Door	1.69	.46	.81	6	. . .
Brian's Song	3.1	1.43	1.78	6	. . .
Christy	. . .	1.02	2.27	6	. . .
Cross and the Switchblade	. . .	1.43	3.08	6	. . .
Deep Summer	. . .	1.02	.97	6	. . .
Drop-Out	.84	2.25	1.29	6	. . .
Fifteen	.56	2.25	2.11	6	. . .
Girl Like Me	.84	1.23	1.13	6	. . .
Godfather	7.62	4.31	4.87	6	. . .
Gone With the Wind	1.97	10.67	10.22	6	2.7/2.25
Helen Keller	1.97	.82	.32	6	. . .
In Cold Blood	.28	.82	1.94	6	. . .
Jane Eyre	.56	.82	1.46	6	. . .
Joy in the Morning	1.69	3.08	2.92	6	. . .
Karen	. . .	1.02	. . .	6	. . .
Learning Tree	2.82	. . .	. . .	6	. . .
Little Women	.56	2.66	1.46	6	. . .

TABLE CXXII--Continued

Books	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Love Is Never Enough	.56	.61	1.29	6	. . .
Love Story	17.23	24.43	23.53	6	1.2/.3
Martin Luther King, Jr.	3.38	. . .	. . .	6	. . .
Mr. and Mrs. Bo Jo Jones	4.8	10.06	7.46	6	. . .
Mrs. Mike	. . .	1.43	.81	6	. . .
Nigger	3.10	.20	.16	6	. . .
Old Yeller	.56	1.43	1.46	6	. . .
Outsiders	4.51	8.41	6.81	6	. . .
Pride and Prejudice	.28	1.02	.81	6	. . .
Rebecca	.28	1.02	1.29	6	. . .
Run, Baby, Run	. . .	.82	1.62	6	. . .
Scarlet Letter	1.41	.20	.97	6	. . .
Shaft	4.51	.20	.16	6	. . .
Sixteen	.56	.82	.64	6	. . .
Soul Brothers and Sister Lou	5.36	. . .	. . .	6	. . .
Summer of '42	.28	1.84	2.59	6	. . .
Tale of Two Cities	2.25	.20	.16	6	. . .
That Was Then, This Is Now	1.41	2.66	3.08	6	. . .
To Kill a Mockingbird	1.97	1.02	1.78	6	. . .
To Sir, With Love	5.93	.41	.64	6	. . .
Tom Sawyer	.84	.82	.64	6	. . .
Too Bad About the Haines Girl	1.41	.41	.97	6	. . .
Tuned Out	. . .	1.02	.81	6	. . .
Where the Red Fern Grows	.28	1.43	1.13	6	. . .

TABLE CXXIII

COMPARISON BY ETHNIC ORIGIN OF READING PREFERENCES IN
MAGAZINES OF NINTH-TENTH GRADE BOYS REPORTED
IN TERMS OF PERCENT OF CHOICES

Magazines	Black	Indian	White	Rec. All.	Sign. Diff. at .05 level
Argosy	. . .	.50	.66	6	. . .
Boy's Life	3.0	2.35	2.31	6	. . .
Car and Driver	.46	.16	.99	6	. . .
Car Craft	.69	.67	1.65	6	. . .
Chopper	.23	.50	.82	6	. . .
Circus	. . .	. . .	.16	6	. . .
Cycle	.23	1.0	3.13	6	. . .
Cycle Guide	.46	1.0	.66	6	. . .
Cycle World	. . .	1.34	1.48	6	. . .
Dirt Bike	.23	.67	.82	6	. . .
Ebony	20.32	.33	.16	6	13.99/14.16
Esquire	. . .	.16	.16	6	. . .
Field and Stream	1.15	5.71	6.27	6	. . .
Guns and Ammo	. . .	.5	.33	6	. . .
Hot Rod	5.08	10.42	10.06	6	. . .
Jet	9.93	. . .	. . .		9.93/9.93
Life	12.93	8.73	9.73	6	. . .
Look	6.23	3.36	3.79	6	. . .
Mad	.23	3.19	2.8	6	. . .
Mechanix Illustrated	. . .	.16	.49	6	. . .
Motorcyclist	.92	.33	.33	6	. . .

TABLE CXXIII--Continued

Magazines	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Motor Trend	. . .	.33	.16	6	. . .
National Geographic	.23	. . .	2.14	6	. . .
National Lampoon	. . .	.67	.16	6	. . .
Newsweek	.23	1.51	1.81	6	. . .
Outdoor Life	1.61	7.56	5.77	6	. . .
Outdoor Oklahoma	.69	.84	1.15	6	. . .
Outdoor Sportsman	.23	.5	.33	6	. . .
Penthouse	.92	3.03	1.48	6	. . .
Playboy	6.32	9.24	6.93	6	. . .
Popular Science	. . .	.50	.66	6	. . .
Popular Science Monthly	.23	.16	.66	6	. . .
Progressive Farmer	.23	.50	.82	6	. . .
Popular Mechanics	.69	2.01	2.8	6	. . .
Reader's Digest	1.15	2.35	1.65	6	. . .
Rodeo Sport News	. . .	.50	.58	6	. . .
Rolling Stone	. . .	.16	.16	6	. . .
Sport	7.15	6.55	1.65	6	. . .
Sports Afield	.69	2.18	3.13	6	. . .
Sports Illustrated	12.47	15.29	13.53	6	. . .
Stag	. . .	.33	.66	6	. . .
Time	4.15	2.52	3.3	6	. . .
True	. . .	.33	.58	6	. . .
Western Horseman	.23	1.0	1.48	6	. . .
Wildlife and Countryside	.69	.67	.99	6	. . .

TABLE CXXIV

COMPARISON BY ETHNIC ORIGIN OF READING PREFERENCES IN
MAGAZINES OF ELEVENTH-TWELFTH GRADE BOYS REPORTED
IN TERMS OF PERCENT OF CHOICES

Magazines	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Argosy	.18	.69	.15	6	. . .
Boy's Life	.91	.46	.15	6	. . .
Car and Driver	.18	1.15	1.20	6	. . .
Car Craft	.36	2.31	1.05	6	. . .
Chopper	.18	.46	.30	6	. . .
Circus	. . .	.92	.75	6	. . .
Cycle	.18	.92	2.41	6	. . .
Cycle Guide	.18	.46	.75	6	. . .
Cycle World	. . .	.23	.30	6	. . .
Dirt Bike	. . .	. . .	.60	6	. . .
Ebony	28.46	.23	.30	6	22.23/22.16
Esquire	.54	.46	.45	6	. . .
Field and Stream	.18	6.25	7.85	6	.07/1.67
Guns and Ammo	. . .	.23	.60	6	. . .
Hot Rod	3.83	7.17	7.70	6	. . .
Jet	15.51	.46	. . .	6	9.05/9.51
Life	10.21	9.02	9.06	6	. . .
Look	5.29	3.24	3.92	6	. . .
Mad	.36	1.38	2.26	6	. . .
Mechanix Illustrated	. . .	.46	1.2	6	. . .
Motorcyclist	. . .	.46	.75	6	. . .

TABLE CXXIV--Continued

Magazines	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Motor Trend	.18	.46	.75	6	. . .
National Geographic	. . .	.23	1.66	6	. . .
National Lampoon	.36	1.85	1.20	6	. . .
Newsweek	1.09	2.77	2.56	6	. . .
Outdoor Life	.54	2.54	4.68	6	. . .
Outdoor Oklahoma	. . .	1.15	1.66	6	. . .
Outdoor Sportsman	.54	.23	.3	6	. . .
Penthouse	1.45	1.85	2.71	6	. . .
Playboy	4.37	9.98	10.57	6	.2
Popular Science	.18	1.38	.45	6	. . .
Popular Science Monthly	.18	. . .	.60	6	. . .
Progressive Farmer	. . .	.92	.3	6	. . .
Popular Mechanics	1.09	1.85	2.11	6	. . .
Reader's Digest	2.0	1.62	3.17	6	. . .
Rodeo Sport News	. . .	. . .	.45	6	. . .
Rolling Stone	.18	1.15	.45	6	. . .
Sport	2.37	6.25	3.02	6	. . .
Sports Afield	. . .	4.16	2.87	6	. . .
Sports Illustrated	14.59	17.36	12.23	6	. . .
Stag	.36	1.38	.3	6	. . .
Time	3.28	3.7	3.62	6	. . .
True	.36	1.15	.90	6	. . .
Western Horseman	. . .	.69	1.35	6	. . .
Wildlife and Countryside	.18	.23	.15	6	. . .

TABLE CXXV

COMPARISON BY ETHNIC ORIGIN OF READING PREFERENCES
IN MAGAZINES OF ALL BOYS REPORTED IN
TERMS OF PERCENT OF CHOICES

Magazines	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Argosy	.10	.58	.39	5	. . .
Boy's Life	1.83	1.55	1.18	5	. . .
Car and Driver	.30	.58	1.1	5	. . .
Car Craft	.5	1.36	1.34	5	. . .
Chopper	.2	.48	.55	5	. . .
Circus	. . .	.38	.47	5	. . .
Cycle	.2	.97	2.76	5	. . .
Cycle Guide	.3	.77	.7	5	. . .
Cycle World	. . .	.87	.86	5	. . .
Dirt Bike	.10	.38	.7	5	. . .
Ebony	24.87	.29	.23	5	19.58/19.64
Esquire	.30	.38	.31	5	. . .
Field and Stream	.61	5.93	7.09	5	1.48
Guns and Ammo	. . .	.38	.47	5	. . .
Hot Rod	4.38	9.05	8.83	5	. . .
Jet	13.04	.19	. . .	5	7.85/8.04
Life	11.41	8.86	9.38	5	. . .
Look	5.7	3.31	3.86	5	. . .
Mad	.3	2.43	2.52	5	. . .
Mechanixs Illustrated	. . .	.29	.86	5	. . .
Motorcyclist	.40	.38	.55	5	. . .

TABLE CXXV--Continued

Magazines	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Motor Trend	.1	.38	.47	5	. . .
National Geographic	.1	.09	1.89	5	. . .
National Lampoon	.2	1.16	.7	5	. . .
Newsweek	.71	2.04	2.2	5	. . .
Outdoor Life	1.01	5.45	5.2	5	. . .
Outdoor Oklahoma	.30	.97	1.41	5	. . .
Outdoor Sportsman	.4	.38	3.15	5	. . .
Penthouse	1.22	2.53	2.12	5	. . .
Playboy	5.19	9.54	8.83	5	. . .
Popular Science	.1	.87	.55	5	. . .
Popular Science Monthly	.2	.09	.63	5	. . .
Progressive Farmer	.1	.68	.55	5	. . .
Popular Mechanics	.91	1.94	2.44	5	. . .
Reader's Digest	1.63	2.04	2.44	5	. . .
Rodeo Sport News	. . .	.29	.63	5	. . .
Rolling Stone	.1	.58	.31	5	. . .
Sport	4.48	6.42	2.36	5	. . .
Sports Afield	.3	3.01	2.99	5	. . .
Sports Illustrated	13.65	16.16	12.85	5	. . .
Stag	.2	.77	.47	5	. . .
Time	3.66	3.01	3.47	5	. . .
True	.2	.68	.86	5	. . .
Western Horseman	.1	.87	1.41	5	. . .
Wildlife and Countryside	.4	.48	.55	5	. . .

TABLE CXXVI

COMPARISON BY ETHNIC ORIGIN OF READING PREFERENCES IN
MAGAZINES OF NINTH-TENTH GRADE GIRLS REPORTED
IN TERMS OF PERCENT OF CHOICES

Magazines	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
American Girl	.66	1.35	3.47	5	. . .
Better Homes and Gardens	2.0	2.57	2.26	5	. . .
Black Stars	.33	. . .	. . .	5	. . .
Bride	. . .	.13	.15	5	. . .
Coed	4.33	8.25	9.21	5	. . .
Cosmopolitan	.83	.81	.90	5	. . .
Ebony	22.83	.40	. . .	5	17.43/17.83
Essence	.16	. . .	. . .	5	. . .
Family Circle	.16	.40	.75	5	. . .
Flip	. . .	1.08	.75	5	. . .
Glamour	.66	1.21	2.11	5	. . .
Good Housekeeping	2.5	3.92	1.66	5	. . .
Ingenué	1.0	2.43	4.22	5	. . .
Jet	11.16	.27	. . .	5	5.89/6.16
Ladies' Home Journal	.66	.94	1.81	5	. . .
Life	9.6	8.11	7.70	5	. . .
Look	4.5	6.08	2.71	5	. . .
McCall's	5.5	3.24	4.68	5	. . .
Mad	.33	1.48	.60	5	. . .
Mademoiselle	.16	.40	1.05	5	. . .
Modern Screen	. . .	.81	.15	5	. . .

TABLE CXXVI--Continued

Magazines	Black	Indian	White	Rec. All.	Sign. Diff. at .05 level
Movie Mirror	.16	1.08	.45	5	. . .
National Geographic	. . .	.40	1.96	5	. . .
Newsweek	.5	1.21	.75	5	. . .
Playboy	.83	.13	.30	5	. . .
Reader's Digest	1.33	1.48	3.62	5	. . .
Right On	3.83	.27	. . .	5	. . .
Redbook	.66	1.35	2.41	5	. . .
Secret Romances	. . .	.94	.15	5	. . .
Sepia	.16	. . .	. . .	5	. . .
Seventeen	6.66	13.66	17.82	5	2.0/6.15
Sixteen	4.66	5.41	6.04	5	. . .
Spec	2.16	2.57	1.81	5	. . .
Sports Illustrated	.16	1.21	.90	5	. . .
Star	.66	.94	.30	5	. . .
Teen	2.83	8.38	10.27	5	.55/2.44
Tiger Beat	.16	3.24	1.81	5	. . .
Time	2.0	2.16	1.51	5	. . .
True Confessions	1.0	1.21	.30	5	. . .
True Love	.33	.94	.45	5	. . .
True Romance	.33	1.08	.45	5	. . .
True Story	3.66	6.90	2.41	5	. . .
Vogue	.66	.13	.45	5	. . .
Western Horseman	. . .	.94	1.05	5	. . .
Woman's Day	.33	.27	.45	5	. . .

TABLE CXXVII

COMPARISON BY ETHNIC ORIGIN OF READING PREFERENCES IN
MAGAZINES OF ELEVENTH-TWELFTH GRADE GIRLS REPORTED
IN TERMS OF PERCENT OF CHOICES

Magazines	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
American Girl	1.11	1.53	1.22	5	. . .
Better Homes and Gardens	1.97	1.91	2.86	5	. . .
Black Stars	.98	. . .	. . .	5	. . .
Bride	.61	1.14	2.04	5	. . .
Coed	2.71	8.81	8.44	5	1.1/.73
Cosmopolitan	.24	.57	.95	5	. . .
Ebony	26.32	.57	.40	5	20.75/20.52
Essence	3.83	. . .	. . .	5	. . .
Family Circle	.24	.76	.40	5	. . .
Flip	. . .	. . .	. . .	5	. . .
Glamour	1.85	3.63	3.40	5	. . .
Good Housekeeping	1.35	3.06	3.67	5	. . .
Ingenué	.61	4.02	7.08	5	1.47
Jet	13.47	.19	. . .	5	8.28/8.47
Ladies' Home Journal	1.48	1.14	2.72	5	. . .
Life	11.0	10.53	8.58	5	. . .
Look	3.54	5.55	3.26	5	. . .
McCall's	2.59	3.44	4.63	5	. . .
Mad	.24	1.34	1.08	5	. . .
Mademoiselle	.37	.76	2.45	5	. . .
Modern Screen	.49	.19	.13	5	. . .

TABLE CXXVII--Continued

Magazines	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Movie Mirror	.24	.19	.54	5	. . .
National Geographic	. . .	.57	1.08	5	. . .
Newsweek	.49	2.10	1.63	5	. . .
Playboy	.49	.19	.40	5	. . .
Reader's Digest	2.10	4.40	4.22	5	. . .
Right On	2.10	. . .	. . .	5	. . .
Redbook	1.23	3.63	4.76	5	. . .
Secret Romances	.12	. . .	.13	5	. . .
Sepia	1.60	. . .	. . .	5	. . .
Seventeen	6.55	19.54	18.25	5	7.99/6.7
Sixteen	1.23	1.91	1.08	5	. . .
Spec	.74	.57	.40	5	. . .
Sports Illustrated	.12	2.10	1.22	5	. . .
Star	. . .	.19	.13	5	. . .
Teen	1.35	5.36	5.58	5	. . .
Tiger Beat	.24	.95	.40	5	. . .
Time	1.35	1.91	2.31	5	. . .
True Confessions	.49	1.14	.54	5	. . .
True Love	.24	.38	.13	5	. . .
True Romance	.37	.95	.27	5	. . .
True Story	3.46	3.83	1.08	5	. . .
Vogue	. . .	. . .	.68	5	. . .
Western Horseman	. . .	.19	.81	5	. . .
Woman's Day	.24	.57	.81	5	. . .

TABLE CXXVIII

COMPARISON BY ETHNIC ORIGIN OF READING PREFERENCES IN
MAGAZINES OF ALL GIRLS REPORTED IN
TERMS OF PERCENT OF CHOICES

Magazines	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
American Girl	.92	1.42	2.29	5	. . .
Better Homes and Gardens	1.98	2.29	2.57	5	. . .
Black Stars	.70	. . .	. . .	5	. . .
Bride	.35	.55	1.14	5	. . .
Coed	3.4	8.48	8.81	5	.08/.41
Cosmopolitan	.49	.71	.93	5	. . .
Ebony	24.84	.47	.21	5	19.37/19.73
Essence	2.27	. . .	. . .	5	. . .
Family Circle	.21	.55	.57	5	. . .
Flip	. . .	.63	.35	5	. . .
Glamour	1.34	2.22	2.79	5	. . .
Good Housekeeping	1.84	3.56	2.72	5	. . .
Ingenue	.78	3.09	5.73	5	. . .
Jet	12.49	.23	. . .	5	7.26/7.49
Ladies' Home Journal	1.13	1.03	2.29	5	. . .
Life	10.36	9.11	8.16	5	. . .
Look	3.97	5.86	3.0	5	. . .
McCall's	3.83	3.33	4.65	5	. . .
Mad	.28	1.42	.85	5	. . .
Mademoiselle	.28	.55	1.79	5	. . .
Modern Screen	.28	.55	.14	5	. . .

TABLE CXXVIII--Continued

Magazines	Black	Indian	White	Rec. All.	Sign.Diff. at .05 level
Movie Mirror	.21	.23	.5	5	. . .
National Geographic	. . .	. . .	1.5	5	. . .
Newsweek	.49	.55	1.21	5	. . .
Playboy	.63	.71	.35	5	. . .
Reader's Digest	1.77	1.98	4.01	5	. . .
Right On	2.83	.15	. . .	5	. . .
Redbook	.99	2.29	3.65	5	. . .
Secret Romances	.07	.55	.14	5	. . .
Sepia	.99	. . .	. . .	5	. . .
Seventeen	6.66	16.09	18.05	5	4.49/6.45
Sixteen	2.69	3.96	3.43	5	. . .
Spec	1.34	1.74	1.07	5	. . .
Sports Illustrated	.14	1.58	1.07	5	. . .
Star	.28	.63	.21	5	. . .
Teen	1.77	7.13	7.8	5	.36/1.03
Tiger Beat	.21	2.29	1.07	5	. . .
Time	1.63	2.06	1.93	5	. . .
True Confessions	.70	1.18	.42	5	. . .
True Love	.28	.71	.28	5	. . .
True Romance	.35	1.03	.35	5	. . .
True Story	3.54	5.63	1.71	5	. . .
Vogue	.28	.07	.57	5	. . .
Western Horseman	. . .	. . .	.93	5	. . .
Woman's Day	.28	.07	.64	5	. . .

TABLE CXXIX

COMPARISON OF NINTH-TENTH GRADE BOYS' READING PREFERENCES
IN BOOKS BY COMMUNITY SIZE REPORTED IN
TERMS OF PERCENT OF CHOICES

Books	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
Bible	3.88	5.08	. . .	10	. . .
Black Like Me	1.94	1.69	4.12	10	. . .
Black Stallion	9.7	3.38	5.15	10	. . .
Brian's Song	. . .	8.47	8.24	10	. . .
Call of the Wild	11.65	10.16	7.21	10	. . .
Cross and the Switchblade	.97	. . .	5.15	10	. . .
Godfather	6.79	3.38	10.03	10	. . .
Hot Rod	4.85	3.38	3.09	10	. . .
Huckleberry Finn	.97	8.47	4.12	10	. . .
Jim Thorpe	5.82	1.69	1.03	10	. . .
Love Story	2.91	3.38	5.15	10	. . .
Old Yeller	15.53	13.55	11.34	10	. . .
Outsiders	6.79	5.08	9.27	10	. . .
Patton	. . .	3.38	7.21	10	. . .
Savage Sam	4.85	5.08	4.12	10	. . .
Soul on Ice	. . .	. . .	1.03	10	. . .
Tom Sawyer	7.76	8.47	3.09	10	. . .
Treasure Island	6.79	3.38	3.09	10	. . .
True Grit	1.94	5.08	2.06	10	. . .
2001: A Space Odyssey	.97	1.69	3.09	10	. . .
Where the Red Fern Grows	5.82	5.08	2.06	10	. . .

TABLE CXXX

COMPARISON OF ELEVENTH-TWELFTH GRADE BOYS' READING
PREFERENCES IN BOOKS BY COMMUNITY SIZE REPORTED
IN TERMS OF PERCENT OF CHOICES

Books	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
Bible	4.28	3.65	. . . .	10	. . . .
Black Like Me	1.42	1.21	7.81	10	. . . .
Black Stallion	8.57	2.43	. . . .	10	. . . .
Brian's Song	. . . .	2.43	3.12	10	. . . .
Call of the Wild	5.71	6.09	6.25	10	. . . .
Cross and the Switchblade	4.28	3.65	. . . .	10	. . . .
Godfather	5.71	14.63	20.31	10	4.6
Hot Rod	7.41	3.65	. . . .	10	. . . .
Huckleberry Finn	1.41	2.43	3.12	10	. . . .
Jim Thorpe	. . . .	1.21	1.56	10	. . . .
Love Story	5.71	7.31	9.37	10	. . . .
Old Yeller	17.14	9.75	1.56	10	5.58
Outsiders	1.42	7.31	14.06	10	2.64
Patton	. . . .	8.53	7.81	10	. . . .
Savage Sam	4.28	8.53	. . . .	10	. . . .
Soul on Ice	. . . .	4.87	9.37	10	. . . .
Tom Sawyer	8.57	4.87	9.37	10	. . . .
Treasure Island	. . . .	. . . .	. . . .	10	. . . .
True Grit	4.28	2.43	. . . .	10	. . . .
2001: A Space Odyssey	2.85	2.43	4.68	10	. . . .
Where the Red Fern Grows	17.14	2.43	1.56	10	4.71/5.58

TABLE CXXXI

COMPARISON OF ALL BOYS' READING PREFERENCES IN BOOKS BY
COMMUNITY SIZE REPORTED IN TERMS OF PERCENT OF CHOICES

Books	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
Bible	4.04	4.25	. . .	10	. . .
Black Like Me	1.73	1.41	5.55	10	. . .
Black Stallion	9.24	2.83	3.1	10	. . .
Brian's Song	. . .	4.96	6.21	10	. . .
Call of the Wild	9.24	7.8	6.83	10	. . .
Cross and the Switchblade	2.31	2.12	3.1	10	. . .
Godfather	6.35	9.92	14.28	10	. . .
Hot Rod	5.78	3.54	1.86	10	. . .
Huckleberry Finn	1.15	4.96	3.72	10	. . .
Jim Thorpe	3.46	1.41	1.24	10	. . .
Love Story	4.04	5.67	6.83	10	. . .
Old Yeller	16.18	11.34	7.45	10	. . .
Outsiders	4.62	6.38	11.18	10	. . .
Patton	. . .	6.38	7.45	10	. . .
Savage Sam	4.62	7.09	2.48	10	. . .
Soul on Ice	. . .	2.83	4.34	10	. . .
Tom Sawyer	8.09	6.38	5.59	10	. . .
Treasure Island	4.04	1.41	1.86	10	. . .
True Grit	2.89	3.54	1.24	10	. . .
2001: A Space Odyssey	1.73	2.12	3.72	10	. . .
Where the Red Fern Grows	10.4	3.54	1.86	10	. . .

TABLE CXXXII

COMPARISON OF NINTH-TENTH GRADE GIRLS' READING PREFERENCES
IN BOOKS BY COMMUNITY SIZE REPORTED IN TERMS OF
PERCENT OF CHOICES

Books	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
Bible	2.58	.8	.77	10	. . .
Black Beauty	3.01	.4	.77	10	. . .
Black Boy	.86	.8	3.11	10	. . .
Black Like Me	.86	2.01	1.94	10	. . .
Black Stallion	2.15	.8	.77	10	. . .
Boy Next Door	1.29	.8	.77	10	. . .
Brian's Song	. . .	3.62	3.89	10	. . .
Christy	3.01	1.2	. . .	10	. . .
Cross and the Switchblade	2.15	.8	3.11	10	. . .
Deep Summer	1.29	.4	. . .	10	. . .
Drop-Out	2.58	.8	1.55	10	. . .
Fifteen	3.44	1.61	2.33	10	. . .
Girl Like Me	2.15	. . .	3.11	10	. . .
Godfather	3.44	3.62	5.44	10	. . .
Gone With the Wind	9.05	7.25	4.66	10	. . .
Helen Keller	.86	.8	1.55	10	. . .
In Cold Blood	.86	.4	1.55	10	. . .
Jane Eyre	. . .	. . .	1.94	10	. . .
Joy in the Morning	.43	3.22	1.16	10	. . .
Karen	2.15	.8	.77	10	. . .
Learning Tree	. . .	.8	1.16	10	. . .

TABLE CXXXII--Continued

Books	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
Little Women	2.58	1.61	3.11	10	. . .
Love Is Never Enough	. . .	4.03	. . .	10	. . .
Love Story	21.55	23.38	23.73	10	. . .
Martin Luther King, Jr.	. . .	.4	. . .	10	. . .
Mr. and Mrs. Bo Jo Jones	4.74	10.48	9.33	10	. . .
Mrs. Mike	. . .	1.2	. . .	10	. . .
Nigger	.86	.4	.38	10	. . .
Old Yeller	2.58	.4	.38	10	. . .
Outsiders	6.89	6.45	8.56	10	. . .
Pride and Prejudice	1.29	.4	.38	10	. . .
Rebecca	.43	.8	.77	10	. . .
Run, Baby, Run	3.01	. . .	. . .	10	. . .
Scarlet Letter	.43	. . .	. . .	10	. . .
Shaft	.43	1.2	1.16	10	. . .
Sixteen	2.15	.8	. . .	10	. . .
Soul Brothers and Sister Lou	1.29	1.61	1.16	10	. . .
Summer of '42	.86	2.01	1.55	10	. . .
Tale of Two Cities	.43	1.2	.38	10	. . .
That Was Then, This Is Now	2.15	5.24	3.89	10	. . .
To Kill a Mockingbird	1.29	.4	.77	10	. . .
To Sir, With Love	. . .	.8	2.33	10	. . .
Tom Sawyer	1.72	1.2	.38	10	. . .
Too Bad About the Haines Girl	1.29	2.01	. . .	10	. . .
Tuned Out	1.29	.8	.38	10	. . .
Where the Red Fern Grows	.43	2.01	.77	10	. . .

TABLE CXXXIII

COMPARISON OF ELEVENTH-TWELFTH GRADE GIRLS' READING
PREFERENCES IN BOOKS BY COMMUNITY SIZE REPORTED
IN TERMS OF PERCENT OF CHOICES

Books	Small	Medium	Large	Rec. All.	Sign. Diff. at .05 level
Bible	.43	1.06	1.66	10	. . .
Black Beauty	. . .	1.06	.41	10	. . .
Black Boy	. . .	.7	2.08	10	. . .
Black Like Me	2.19	3.53	4.58	10	. . .
Black Stallion	1.31	. . .	. . .	10	. . .
Boy Next Door	1.75	.35	.83	10	. . .
Brian's Song	.43	1.76	1.66	10	. . .
Christy	.43	1.41	1.66	10	. . .
Cross and the Switchblade	1.31	1.06	2.08	10	. . .
Deep Summer	1.75	.7	.41	10	. . .
Drop-Out	3.07	1.06	. . .	10	. . .
Fifteen	1.75	1.41	. . .	10	. . .
Girl Like Me	. . .	. . .	1.25	10	. . .
Godfather	3.5	4.24	11.25	10	. . .
Gone With the Wind	14.47	15.19	6.25	10	. . .
Helen Keller	1.75	. . .	.41	10	. . .
In Cold Blood	.87	1.41	1.66	10	. . .
Jane Eyre	.43	2.12	1.25	10	. . .
Joy in the Morning	4.82	3.53	2.5	10	. . .
Karen	. . .	.7	. . .	10	. . .
Learning Tree	.43	.7	.83	10	. . .
Little Women	1.31	.35	.83	10	. . .

TABLE CXXXIII--Continued

Books	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
Love Is Never Enough	.87	.35	. . .	10	. . .
Love Story	20.17	20.84	21.66	10	. . .
Martin Luther King, Jr.	3.5	.7	.41	10	. . .
Mr. and Mrs. Bo Jo Jones	6.57	6.0	7.91	10	. . .
Mrs. Mike	1.75	1.06	.83	10	. . .
Nigger	.87	.7	2.08	10	. . .
Old Yeller	1.75	1.76	.41	10	. . .
Outsiders	5.7	6.71	5.41	10	. . .
Pride and Prejudice	.43	.7	1.25	10	. . .
Rebecca	.43	1.76	1.25	10	. . .
Run, Baby, Run	1.31	.7	.83	10	. . .
Scarlet Letter	1.31	1.41	1.66	10	. . .
Shaft	.43	2.12	1.66	10	. . .
Sixteen	.43	.7	. . .	10	. . .
Soul Brothers and Sister Lou	2.19	.35	1.25	10	. . .
Summer of '42	1.31	1.76	2.91	10	. . .
Tale of Two Cities	.43	1.06	.41	10	. . .
That Was Then, This Is Now	1.31	.35	2.08	10	. . .
To Kill a Mockingbird	1.31	2.47	2.91	10	. . .
To Sir, With Love	1.31	3.88	2.08	10	. . .
Tom Sawyer	.43	.35	. . .	10	. . .
Too Bad About the Haines Girl	1.31	.7	. . .	10	. . .
Tuned Out	1.31	.35	.41	10	. . .
Where the Red Fern Grows	1.31	.7	.83	10	. . .

TABLE CXXXIV

COMPARISON OF ALL GIRLS' READING PREFERENCES IN BOOKS BY
COMMUNITY SIZE REPORTED IN TERMS OF PERCENT OF CHOICES

Books	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
Bible	1.52	.94	1.2	7	. . .
Black Beauty	1.52	.75	.6	7	. . .
Black Boy	.43	.75	2.61	7	. . .
Black Like Me	1.52	2.82	3.42	7	. . .
Black Stallion	1.73	.37	.4	7	. . .
Boy Next Door	1.52	.56	.8	7	. . .
Brian's Song	.21	2.63	2.81	7	. . .
Christy	1.73	1.31	.8	7	. . .
Cross and the Switchblade	1.73	.94	2.61	7	. . .
Deep Summer	1.52	.56	.2	7	. . .
Drop-Out	2.82	.94	.8	7	. . .
Fifteen	2.6	1.5	1.2	7	. . .
Girl Like Me	1.08	. . .	2.21	7	. . .
Godfather	3.47	3.95	8.24	7	. . .
Gone With the Wind	11.73	11.48	5.43	7	. . .
Helen Keller	1.3	.37	1.0	7	. . .
In Cold Blood	.86	.94	1.6	7	. . .
Jane Eyre	.21	1.12	1.6	7	. . .
Joy in the Morning	2.6	3.38	1.81	7	. . .
Karen	1.08	.75	.4	7	. . .
Learning Tree	.21	.75	1.0	7	. . .
Little Women	1.95	.94	2.01	7	. . .

TABLE CXXXIV--Continued

Books	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
Love Is Never Enough	.43	2.07	. . .	7	. . .
Love Story	20.86	22.03	22.73	7	. . .
Martin Luther King, Jr.	1.73	.56	.2	7	. . .
Mr. and Mrs. Bo Jo Jones	5.65	8.09	8.65	7	. . .
Mrs. Mike	.86	1.12	.4	7	. . .
Nigger	.86	.56	1.2	7	. . .
Old Yeller	2.17	1.12	.4	7	. . .
Outsiders	6.3	6.59	7.04	7	. . .
Pride and Prejudice	.86	.56	.8	7	. . .
Rebecca	.43	1.31	1.0	7	. . .
Run, Baby, Run	2.17	.37	.4	7	. . .
Scarlet Letter	.86	.75	.8	7	. . .
Shaft	.43	1.69	1.4	7	. . .
Sixteen	1.30	.37	. . .	7	. . .
Soul Brothers and Sister Lou	1.73	.94	1.2	7	. . .
Summer of '42	1.08	1.88	2.21	7	. . .
Tale of Two Cities	.43	1.12	.4	7	. . .
That Was Then, This Is Now	1.73	2.63	3.01	7	. . .
To Kill a Mockingbird	1.30	1.5	1.81	7	. . .
To Sir, With Love	.65	2.44	2.21	7	. . .
Tom Sawyer	1.08	.75	.2	7	. . .
Too Bad About the Haines Girl	1.3	1.31	. . .	7	. . .
Tuned Out	1.3	.56	.4	7	. . .
Where the Red Fern Grows	.86	1.31	.8	7	. . .

TABLE CXXXV

COMPARISON OF NINTH-TENTH GRADE BOYS' READING PREFERENCES
IN MAGAZINES BY COMMUNITY SIZE REPORTED IN TERMS
OF PERCENT OF CHOICES

Magazines	Small	Medium	Large	Rec. All.	Sign, Diff. at .05 level
Argosy	.19	.57	.51	6	. . .
Boy's Life	2.14	4.21	1.36	6	. . .
Car and Driver	.39	.57	.68	6	. . .
Car Craft	1.17	.76	1.19	6	. . .
Chopper	.78	.57	.34	6	. . .
Circus	. . .	.19	. . .	6	. . .
Cycle	2.14	.95	1.7	6	. . .
Cycle Guide	.19	.95	1.02	6	. . .
Cycle World	.78	1.34	1.02	6	. . .
Dirt Bike	.58	.76	.51	6	. . .
Ebony	6.44	5.36	5.11	6	. . .
Esquire	. . .	.19	.17	6	. . .
Field and Stream	3.51	5.74	4.94	6	. . .
Guns and Ammo	. . .	.19	.68	6	. . .
Hot Rod	13.67	6.89	6.64	6	.78/1.03
Jet	2.73	1.53	3.57	6	. . .
Life	10.74	10.34	9.88	6	. . .
Look	6.25	3.25	3.57	6	. . .
Mad	1.17	2.68	2.89	6	. . .
Mechanix Illustrated	.39	.38	. . .	6	. . .
Motorcyclist	.19	.19	.85	6	. . .
Motor Trend	.39	.19	. . .	6	. . .

TABLE CXXXV--Continued

Magazines	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
National Geographic	1.36	.57	.68	6	. . .
National Lampoon	. . .	.38	.51	6	. . .
Newsweek	.58	2.1	1.19	6	. . .
Outdoor Life	5.27	3.63	5.28	6	. . .
Outdoor Oklahoma	.78	.95	.85	6	. . .
Outdoor Sportsman	.39	.57	.17	6	. . .
Penthouse	1.17	1.72	2.72	6	. . .
Playboy	7.61	7.66	7.66	6	. . .
Popular Science	. . .	.57	.68	6	. . .
Popular Science Monthly	.97	.19	. . .	6	. . .
Progressive Farmer	1.56	. . .	.17	6	. . .
Popular Mechanics	1.17	1.34	3.23	6	. . .
Reader's Digest	1.95	2.1	1.36	6	. . .
Rodeo Sport News	.58	.38	.17	6	. . .
Rolling Stone	. . .	.38	. . .	6	. . .
Sport	3.9	4.4	6.3	6	. . .
Sports Afield	1.17	1.72	3.4	6	. . .
Sports Illustrated	13.08	15.32	13.62	6	. . .
Stag	.58	.38	.17	6	. . .
Time	1.95	3.44	4.25	6	. . .
True	.39	.57	.51	6	. . .
Western Horseman	.78	1.91	.34	6	. . .
Wildlife and Countryside	.78	1.72	. . .	6	. . .

TABLE CXXXVI

COMPARISON OF ELEVENTH-TWELFTH GRADE BOYS' READING
PREFERENCES IN MAGAZINES BY COMMUNITY SIZE
REPORTED IN TERMS OF PERCENT OF CHOICES

Magazines	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
Argosy	.2	.16	.5	6	. . .
Boy's Life	1.2	.33	.16	6	. . .
Car and Driver	1.23	.33	1.0	6	. . .
Car Craft	.82	.67	1.84	6	. . .
Chopper	.61	. . .	.33	6	. . .
Circus	.61	.5	.5	6	. . .
Cycle	.61	.33	2.68	6	. . .
Cycle Guide	.41	.16	.67	6	. . .
Cycle World	.2	.16	.16	6	. . .
Dirt Bike	. . .	.16	.5	6	. . .
Ebony	9.87	9.39	9.21	6	. . .
Esquire	.41	.83	.16	6	. . .
Field and Stream	6.17	4.53	3.85	6	. . .
Guns and Ammo	.82	. . .	.16	6	. . .
Hot Rod	10.28	4.02	4.85	6	.26
Jet	4.55	4.53	6.36	6	. . .
Life	8.23	9.22	10.05	6	. . .
Look	4.93	4.19	3.35	6	. . .
Mad	.61	1.34	2.01	6	. . .
Mechanix Illustrated	.2	.83	.67	6	. . .
Motorcyclist	.2	. . .	1.0	6	. . .
Motor Trend	.61	.33	.5	6	. . .

TABLE CXXXVI--Continued

Magazines	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
National Geographic	.2	.67	1.17	6	. . .
National Lampoon	.41	1.51	1.17	6	. . .
Newsweek	2.05	3.02	1.17	6	. . .
Outdoor Life	3.9	2.85	1.5	6	. . .
Outdoor Oklahoma	1.85	.5	.67	6	. . .
Outdoor Sportsman	.61	.16	.33	6	. . .
Penthouse	1.85	2.01	2.68	6	. . .
Playboy	6.99	13.59	9.38	6	. . .
Popular Science	. . .	.33	1.34	6	. . .
Popular Science Monthly	.61	.33	. . .	6	. . .
Progressive Farmer	1.23	. . .	. . .	6	. . .
Popular Mechanics	1.64	1.34	2.01	6	. . .
Reader's Digest	1.2	3.69	2.01	6	. . .
Rodeo Sport News	.2	.16	.16	6	. . .
Rolling Stone	.61	.16	.83	6	. . .
Sport	2.05	3.85	4.52	6	. . .
Sports Afield	3.08	1.34	2.34	6	. . .
Sports Illustrated	12.13	15.77	14.07	6	. . .
Stag	.61	.83	.33	6	. . .
Time	3.7	4.02	2.68	6	. . .
True	1.23	.5	.67	6	. . .
Western Horseman	1.23	.67	.33	6	. . .
Wildlife and Countryside	. . .	.5	. . .	6	. . .

TABLE CXXXVII

COMPARISON OF ALL BOYS' READING PREFERENCES IN
MAGAZINES BY COMMUNITY SIZE REPORTED IN
TERMS OF PERCENT OF CHOICES

Magazines	Small	Medium	Large	Rec. All.	Sign. Diff. at .05 level
Argosy	.2	.35	.5	5	. . .
Boy's Life	1.6	2.14	.76	5	. . .
Car and Driver	.8	.44	.84	5	. . .
Car Craft	1.0	.71	1.52	5	. . .
Chopper	.7	.26	.33	5	. . .
Circus	.3	.35	.25	5	. . .
Cycle	1.4	.62	2.19	5	. . .
Cycle Guide	.3	.53	.84	5	. . .
Cycle World	.5	.71	.59	5	. . .
Dirt Bike	.3	.44	.5	5	. . .
Ebony	8.11	7.51	7.09	5	. . .
Esquire	.2	5.36	.16	5	. . .
Field and Stream	4.8	5.09	4.81	5	. . .
Guns and Ammo	.4	.08	.42	5	. . .
Hot Rod	12.02	5.36	5.74	5	1.66/1.28
Jet	3.6	3.13	4.98	5	. . .
Life	9.51	9.74	9.96	5	. . .
Look	5.61	3.75	3.46	5	. . .
Mad	.9	1.96	2.44	5	. . .
Mechanix Illustrated	.3	.62	.33	5	. . .
Motorcyclist	.2	.08	.92	5	. . .
Motor Trend	.5	.26	.25	5	. . .

TABLE CXXXVII--Continued

Magazines	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
National Geographic	.8	.62	.92	5	. . .
National Lampoon	.2	.98	.84	5	. . .
Newsweek	.8	2.59	1.18	5	. . .
Outdoor Life	4.6	3.22	3.37	5	. . .
Outdoor Oklahoma	1.3	.71	.76	5	. . .
Outdoor Sportsman	.5	.35	.25	5	. . .
Penthouse	1.5	1.87	2.7	5	. . .
Playboy	7.31	10.82	8.53	5	. . .
Popular Science	. . .	.44	1.01	5	. . .
Popular Science Monthly	.8	.26	. . .	5	. . .
Progressive Farmer	1.4	. . .	.08	5	. . .
Popular Mechanics	1.4	1.34	2.61	5	. . .
Reader's Digest	1.5	2.95	1.68	5	. . .
Rodeo Sport News	.4	.26	.16	5	. . .
Rolling Stone	.3	.26	.42	5	. . .
Sport	3.0	4.11	5.4	5	. . .
Sports Afield	2.1	1.52	2.87	5	. . .
Sports Illustrated	12.62	15.56	13.85	5	. . .
Stag	.6	.62	.25	5	. . .
Time	2.8	3.75	3.46	5	. . .
True	.8	.53	.59	5	. . .
Western Horseman	1.0	1.25	.33	5	. . .
Wildlife and Countryside	.4	1.07	. . .	5	. . .

TABLE CXXXVIII

COMPARISON OF NINTH-TENTH GRADE GIRLS' READING PREFERENCES
IN BOOKS BY COMMUNITY SIZE REPORTED IN
TERMS OF PERCENT OF CHOICES

Magazines	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
American Girl	1.19	2.02	2.39	6	. . .
Better Homes and Gardens	2.84	1.68	2.39	6	. . .
Black Stars	.14	. . .	.14	6	. . .
Bride	.14	.16	. . .	6	. . .
Coed	12.87	4.04	5.34	6	2.83/1.53
Cosmopolitan	.14	1.17	1.26	5	. . .
Ebony	7.03	5.89	8.15	6	. . .
Essence	. . .	.16	. . .	6	. . .
Family Circle	.59	.5	.28	6	. . .
Flip	.74	1.34	. . .	6	. . .
Glamour	1.19	1.34	1.54	6	. . .
Good Housekeeping	2.69	3.03	2.67	6	. . .
Ingenuue	1.79	4.04	2.25	6	. . .
Jet	3.59	3.19	3.65	6	. . .
Ladies' Home Journal	.89	1.51	1.12	6	. . .
Life	8.68	8.75	8.15	6	. . .
Look	5.08	5.05	3.65	6	. . .
McCall's	3.14	6.22	4.21	6	. . .
Mad	.59	.84	1.12	6	. . .
Mademoiselle	.59	.84	.28	6	. . .
Modern Screen	.14	.5	.42	6	. . .
Movie Mirror	1.04	.16	.56	6	. . .

TABLE CXXXVIII--Continued

Magazines	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
National Geographic	.89	.84	.7	6	. . .
Newsweek	.59	.5	1.4	6	. . .
Playboy	.74	.5	.14	6	. . .
Reader's Digest	3.14	1.85	1.54	6	. . .
Right On	.74	1.01	1.96	6	. . .
Redbook	1.49	2.02	1.12	6	. . .
Secret Romances	.29	.67	.28	6	. . .
Sepia	. . .	.16	. . .	6	. . .
Seventeen	8.08	15.82	15.61	6	1.74/1.53
Sixteen	5.68	4.37	6.18	6	. . .
Spec	3.14	1.51	1.96	6	. . .
Sports Illustrated	.44	.67	1.26	6	. . .
Star	1.04	. . .	.84	6	. . .
Teen	5.83	9.25	7.03	6	. . .
Tiger Beat	2.09	2.02	1.54	6	. . .
Time	1.34	1.68	2.67	6	. . .
True Confessions	1.19	.16	1.12	6	. . .
True Love	.29	.5	.98	6	. . .
True Romance	1.19	.33	.42	6	. . .
True Story	4.79	3.7	1.82	6	. . .
Vogue	.44	.33	.42	6	. . .
Western Horseman	.74	.5	.84	6	. . .
Woman's Day	.44	.5	.42	6	. . .

TABLE CXXXIX

COMPARISON OF ELEVENTH-TWELFTH GRADE GIRLS' READING
PREFERENCES IN MAGAZINES BY COMMUNITY SIZE
REPORTED IN TERMS OF PERCENT OF CHOICES

Magazines	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
American Girl	1.35	1.39	1.01	6	. . .
Better Homes and Gardens	2.41	2.92	1.44	6	. . .
Black Stars	.45	.13	.57	6	. . .
Bride	1.35	1.11	1.3	6	. . .
Coed	10.7	4.72	3.61	6	1.09
Cosmopolitan	.45	.83	.43	6	. . .
Ebony	9.65	10.15	11.84	6	. . .
Essence	1.2	2.5	.72	6	. . .
Family Circle	.15	.55	.57	6	. . .
Flip	. . .	. . .	. . .	6	. . .
Glamour	2.56	2.78	3.46	6	. . .
Good Housekeeping	2.41	3.33	2.02	6	. . .
Ingenué	4.37	4.17	2.74	6	. . .
Jet	6.03	4.17	5.78	6	. . .
Ladies' Home Journal	1.35	1.25	2.89	6	. . .
Life	10.1	10.7	10.54	6	. . .
Look	3.61	3.19	5.05	6	. . .
McCall's	3.01	3.89	3.61	6	. . .
Mad	.45	.97	1.01	6	. . .
Mademoiselle	.9	1.52	1.15	6	. . .
Modern Screen	.75	.13	. . .	6	. . .
Movie Mirror	. . .	.27	.72	6	. . .

TABLE CXXXIX--Continued

Magazines	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
National Geographic	.45	.41	.72	6	. . .
Newsweek	1.65	1.39	8.67	6	1.02/1.28
Playboy	.45	.55	.14	6	. . .
Reader's Digest	2.86	3.75	3.17	6	. . .
Right On	.6	.41	1.44	6	. . .
Redbook	3.92	3.05	2.31	6	. . .
Secret Romances	. . .	.13	.14	6	. . .
Sepia	.6	.55	.72	6	. . .
Seventeen	8.74	14.6	18.2	6	3.46
Sixteen	1.35	1.25	1.44	6	. . .
Spec	.45	.27	1.01	6	. . .
Sports Illustrated	1.65	.69	.72	6	. . .
Star	.15	. . .	.14	6	. . .
Teen	4.97	3.61	3.03	6	. . .
Tiger Beat	.75	.55	.14	6	. . .
Time	1.35	2.08	2.02	6	. . .
True Confessions	1.5	.55	. . .	6	. . .
True Love	.15	.27	.28	6	. . .
True Romance	.6	.27	.57	6	. . .
True Story	3.92	2.64	1.58	6	. . .
Vogue	.15	.41	.14	6	. . .
Western Horseman	.3	.69	. . .	6	. . .
Woman's Day	. . .	.97	.57	6	. . .

TABLE CXL

COMPARISON OF ALL GIRLS' READING PREFERENCES IN
MAGAZINES BY COMMUNITY SIZE REPORTED IN
TERMS OF PERCENT OF CHOICES

Magazines	Small	Medium	Large	Rec. All.	Sign. Diff. at .05 level
American Girl	1.27	1.67	1.71	5	. . .
Better Homes and Gardens	2.62	2.36	1.92	5	. . .
Black Stars	.3	.07	.35	5	. . .
Bride	.75	.68	.64	5	. . .
Coed	11.79	4.41	4.49	5	2.38/2.3
Cosmopolitan	.3	.99	.85	5	. . .
Ebony	8.33	8.98	9.97	5	. . .
Essence	.6	1.44	.35	5	. . .
Family Circle	.37	.53	.42	5	. . .
Flip	.37	.6	. . .	5	. . .
Glamour	1.87	2.13	2.49	5	. . .
Good Housekeeping	2.55	3.19	2.35	5	. . .
Ingenué	3.08	4.11	2.49	5	. . .
Jet	4.8	3.73	4.7	5	. . .
Ladies' Home Journal	1.12	1.37	1.99	5	. . .
Life	9.39	9.82	9.33	5	. . .
Look	4.35	4.03	4.34	5	. . .
McCall's	3.08	4.95	3.92	5	. . .
Mad	.52	.91	1.06	5	. . .
Mademoiselle	.75	1.21	.71	5	. . .
Modern Screen	.45	.3	.21	5	. . .
Movie Mirror	.52	.22	.64	5	. . .

TABLE CXL--Continued

Magazines	Small	Medium	Large	Rec. All.	Sign.Diff. at .05 level
National Geographic	.67	.6	.71	5	. . .
Newsweek	1.12	.99	1.14	5	. . .
Playboy	.6	.53	.14	5	. . .
Reader's Digest	3.0	2.89	2.35	5	. . .
Right On	.67	.68	1.71	5	. . .
Redbook	2.7	2.58	1.71	5	. . .
Secret Romances	.15	.38	.21	5	. . .
Sepia	.3	.38	.35	5	. . .
Seventeen	8.41	15.15	16.89	5	1.74/3.48
Sixteen	3.53	2.66	3.84	5	. . .
Spec	1.8	.83	1.49	5	. . .
Sports Illustrated	1.05	.68	.99	5	. . .
Star	.6	. . .	.49	5	. . .
Teen	5.4	6.16	5.06	5	. . .
Tiger Beat	1.42	1.21	.85	5	. . .
Time	1.35	1.9	2.35	5	. . .
True Confessions	1.35	.38	.57	5	. . .
True Love	.22	.38	.64	5	. . .
True Romance	.9	.3	.49	5	. . .
True Story	4.35	3.12	1.71	5	. . .
Vogue	.3	.38	.28	5	. . .
Western Horseman	.52	.6	.42	5	. . .
Woman's Day	.22	.76	.49	5	. . .

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