

FOCUS: What Boys Choose to Read

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'Primary Principals Sabbatical Scheme.'**

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This research looked at the reading choices made by ten year old boys.

Sincere thanks is extended to the Levin School Board of Trustees for allowing me the release time to carry out this research.

I also extend my thanks to those schools who participated in the research by allowing me access to their students.

I am grateful to all of the ten year old boys who shared their reading choices with me.

Research Project - What Boys Read

Purpose

- To determine what reading material particularly interests 10 year old boys.
- To determine what fictional reading genre most interest 10 year old boys.
- That schools may be able to use the results to inform their book buying policy and practice, to ensure boys are equitably catered for.

Background

In recent years there has been reported widespread local and international concern about the performance of boys in education. (Alton-Lee & Praat 1999)

New Zealand boys are failing academically. The only places they score highly are in statistics for remedial programmes, suspensions and suicides.

Harris-Tulett (2001)

This is a developing problem which started decades ago and will continue for decades to come, if we allow it to become entrenched as 'the way it is.' As a practitioner, this disparity has been evident for many years. Unfortunately is now accepted by many in the teaching profession, as the natural order of things, 'the way it is', because the problem is so board and complex that it is beyond the scope of individuals to overcome.

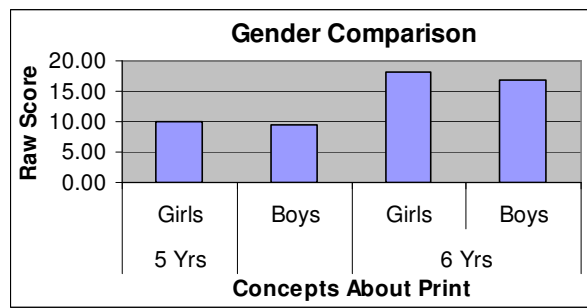
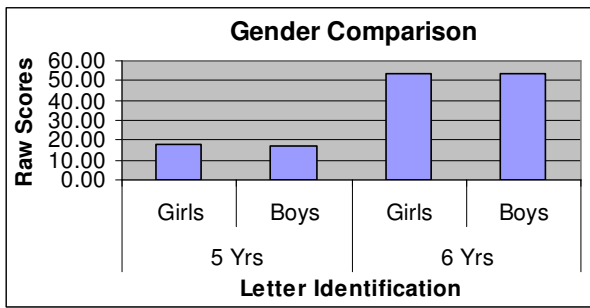
The problem is that once we accept something like this, it begins to live as fact. It becomes entrenched into our educational and social psyches. (Hansen 2002)

I believe that this is beginning to happened.

However, it is clear that boys don't start out less able than girls. Their slower progress starts when they begin school, according to Whilie, Thompson, & Kerslske Hendricks (1996).

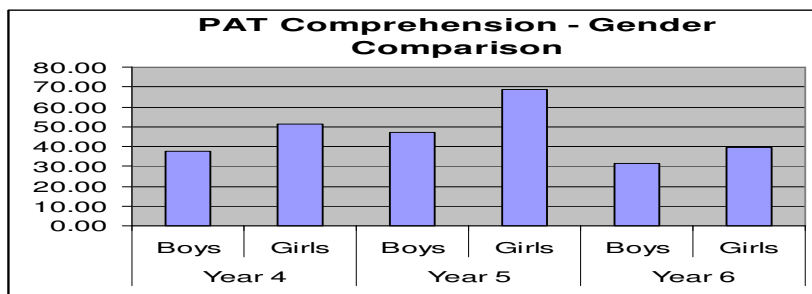
An important finding of the 'Competent Children at 5' study was that the researchers found no gender difference in reading scores of new entrants to school.

I was keen to see if this was the case at my own school so I examined the data obtained from our 'school entry assessment' and the 'six year observation survey'. As both assessments examine student knowledge through 'letter identification' and 'concepts about print' the data was used to obtain the following gender comparison.



‘Letter identification’ is a finite area of knowledge so it is pleasing to note that by age six both genders are achieving at the same level, despite the fact that girls are .7% ahead at age five.

Girls are .6% ahead in ‘concepts about print’ at age five and this achievement variance has doubled by the time they reach age six. These results do not support the findings of the ‘Competent Children at 5’ study because there is a slight gap to start with. This gap is less than one percent which is within a reasonable tolerance given the small size of the student sample. That the variance has grown to 1.2% at age six is evidence of a developing gender gap.



Our PAT reading comprehension test results indicates that the trend continues, though the gap is larger, averaging 15% over the three years. Again, the sample is small.

There is some rhetoric to suggest that boys catch up in their mid teens. Indeed Rutledge (1997) points out that;

the IEA results at the 14 year old level appear to support this view.

And Whilie, Thompson, & Kerslske Hendricks (1996) were clear that

The PAT and NEMP assessments show consistent gender differences favouring girls. These differences have been evident since 1968 in PAT scores. The size of the disparity decreased as students got older.

The question these findings pose is, if boys and girls start off at five years of age with the same performance level and a disparity develops in their early schooling, and research shows that the gap has started to close by age fourteen, what, in the intervening years is causing this phenomenon? Hansen (2002) points out that studies

Show that boys and girls like to read different types of books. Girls prefer romance and poetry, while boys prefer science fiction, technology, sport and adventure.

And,

The reported gender difference in reading and writing preferences, with girls tending to prefer narrative reading and boys preferring non-fiction is clearly a pattern which extends from primary to secondary level. ERO(1999)

Indeed, the Ministry of Education (2006) commissioned a review of the literature by Alton-Lee and Praat, which found that;

Boys and girls have gender specific preferences for their reading, girls preferring romances, mysteries and horror fiction and boys preferring to read about vehicles, sport and military matters.

These quotes certainly support my own observations as a classroom teacher. The MOE's 2006 report, claims that the gendered nature of the curriculum is a contributing factor in gender variance.

Boys achieve more highly in social studies, for example, while girls achieve more highly in literacy. Literacy and arts are positioned as feminine and science is positioned as masculine. The undervaluing of the feminine on our culture is evident in boys' resistance to feminine areas of curriculum, and in the heteronormative constraints that police boys' behaviour.

Alton-Lee and Praat(2006)

This is a very complex issue and I am sure that there are many contributing causative factors at play. An art advisor once explained to me that as a child she was ill and spent many months in hospital, where all she could do was read, write and draw. As a result of this extensive practice she became good at all three, hence her life interests and her occupation. The MOE report also points out that;

Girls read more books, own more books, get given more books and are more likely to belong to libraries. MOE (2006)

If girls read more than boys, it is understandable that they will become more proficient readers than boys. So, why don't boys have the same interest in reading as girls? It has been suggested that literacy is perceived as feminine and this diminishes boys' interest in it. American author Jon Scieszka (2006) says

Boys often have to read books they don't really like. They don't get to choose what they want to read. And what they do like to read, people sometimes tell them is not really reading.

Michael Sullivan (2004) suggests that for the most part educators dismiss the books that boys like.

We define ‘good’ books as those that conform to the way girls think. And when teachers assign students to ‘read a book,’ non-fiction books are often off limits – according to some educators, they’re appropriate for strictly utilitarian tasks.

But the main reason why librarians and teachers often have so little respect for what boys’ like, is that most of them are women – and guys’ tastes don’t appeal to them.

Could it be that a causative factor of the gender achievement imbalance in literacy is the gender imbalance in the teaching profession? Ministry of Education Statistics as at 1 March 2004, show;

TEACHERS	Male	Female
Primary and Intermediate	2,660	16,516
Secondary	5,001	7,914

In primary and intermediate schools the ratio of male to female teachers is 1 to 6.2, and anecdotal evidence suggests the imbalance is even greater in contributing primary schools, and less in intermediate schools. The ratio in secondary schools is 1 to 1.6. So it is plausible that the predominance of female teachers in the primary school is a causative factor, of the failure of boys in literacy, and that this is redressed to some extent in intermediate and secondary schools. I have considered my own school in light of the above. All mainstream classroom teachers are female and they purchase most reading resources for the classrooms and the library. Many reading resources are provided by the Ministry of Education.

I surveyed all of the yellow level (reading age 5.75) readers in my school’s junior department. Based upon my own perception, this revealed that 61% had a female gender bias, 30% male and 9% were non specific. There were 7 non-fiction books in the collection (10%), which was one third of the male bias books.

The school journals are provided free and cater for a broad gender appeal, but the classroom teacher selects the material to be read by the students. Does teacher gender bias come into play here? In hindsight, I now know that as a classroom teacher there was a male gender bias to my resource selection and teaching practice.

At my current school, all of the reading materials purchased for the library are also purchased by a female librarian. Her selections are influenced by withdrawal trends, as well as her own discretion as to what constitutes suitable reading materials. Our librarian is supported in this book buying, by the classroom teachers. And though some books are undoubtedly purchased based upon perceived likeability by male students, subtle gender bias may be influencing the purchases made.

It is expected that the reading preference trends of ten year old male students, will be revealed by this research. Differences in student preference patterns, based upon school decile, will also be revealed. This data will better inform library purchasing and may provide an insight for classroom teachers as they strive to bring gender balance to their classroom programmes.

Method

Primary schools in the Palmerston North and Levin (appendix 4) will be approached to see if they will permit the researcher to physically inspect the books selected by ten year old boys to read. (See letter, appendix 3) The selections will be recorded on the data collection form (appendix 5), and collated on a decile basis, for analysis and publication (appendix 7). The books selected by the ten year old boys will be categorised under the following genre;

Non Fiction	
Fiction	Action Adventure Crime Detective Fantasy Horror Mystery Romance Science Fiction Thriller Western Comic

(Definitions of these genres are detailed in appendix 6.)

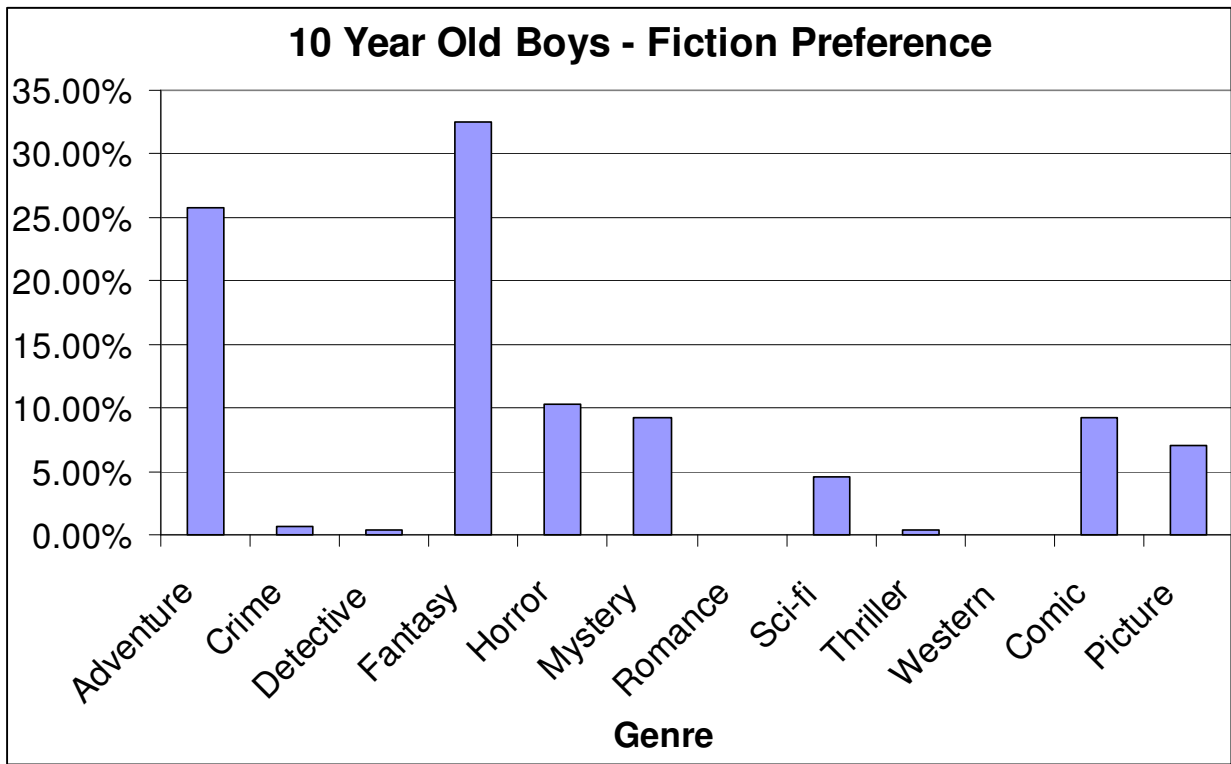
Findings

Five hundred and thirty three ten year your old boys in the region were surveyed. Their reading choices were; 53% was fiction,

47% was non fiction.

(See appendix 7 for collated data.)

It became necessary to add 'picture books' to the genre for analysis, because boys were choosing them for their leisure reading.



Decile Comparison

SCHOOL DECILE	1	2	3	4	5	6	7	8	9	10
GENRE	%	%	%	%	%	%	%	%	%	%
Non Fiction	44.44	48.33	44.32	32	54.48	46.92	60	29.41	46.67	23.53
Fiction	55.56	51.67	55.68	68	45.52	53.08	40	70.59	53.33	76.47
Action Adventure	18.52	11.67	15.19	16	13.43	12.31	5	23.53	0	23.53
Crime	0	0	0	0	0.75	0.77	0	0	0	0
Detective	0	0	0	0	0	0.77	0	0	0	0
Fantasy	7.41	13.33	17.05	8	19.4	16.15	15	35.29	13.33	41.18
Horror	18.52	1.67	2.27	20	3.73	6.92	0	5.88	6.67	0
Mystery	3.7	5	5.68	8	4.48	2.31	15	0	13.33	5.88
Romance	0	0	0	0	0	0	0	0	0	0
Science Fiction	0	5	3.41	0	0.75	2.31	5	5.88	0	5.88
Thriller	0	0	0	0	0.75	0	0	0	0	0
Western	0	0	0	0	0	0	0	0	0	0
Comic	2	8.33	1.14	4	1.49	10	0	0	13.33	0
Picture Book	0	6.67	10.23	12	0.75	1.54	0	0	6.67	0

There seems little pattern to the decile preference for fiction verses non-fiction.

Conclusions

Primary school teaching in New Zealand is a feminine occupation and is likely to remain so in the foreseeable future. If we are to rectify the relative failure rate of boys within the current education system, we must;

- Ensure teachers are aware of the problem and the need for them to be proactive in providing gender balance in terms of resource selection for reading tuition.
- Ensure that pre-teacher education includes the learning of gender specific teaching strategies.
- Ensure that school libraries adequately cater for the reading requirements of our male students. This includes the provision of comics.

Recommendations

- Non fiction material should be a priority when purchasing leisure reading material, for ten year old boys.
- Purchase fiction books in the most popular genres for boys fiction; 'Adventure / Action' and 'Fantasy', 'Horror' (particularly the Goose Bump series), 'Mystery', 'Comics' and 'Picture Books'.
- Have boys involved in the selection of new library books.
- Ensure library stocks include comic books.

Clearly, the Ministry of Education, through Learning Media, its publishing arm, has an obligation to ensure gender balance in its provision of resource material to schools.

Observation

An observation I make at this time, is that comics feature as the fourth most popular fiction genre, yet they are minimally represented in the fiction stocks of my school library, and I would venture to suggest, in most school libraries.

Following the lead of a school participating in the survey, I visited 'HEROES', a Palmerston North store which stocks an extensive range of comic books. I was surprised to find that many were in book format, and that in addition to Disney, The Simpson's, Superman and Batman, they have the classics such as 'Gulliver's Travels' and 'Treasure Island'. A selection of these were purchased for the library and are constantly out with students over the five weeks since their introduction. This may be due in some part to their novelty value? It is interesting to note that girls are also keen borrowers of comics.

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Appendix 1

Levin School
Gender Comparison

SEA / Six Year Net
1/07/04 - 30/6/06

MALE						
Student Initials	Letter Identification			Concepts about Print		
	5 y	6 y	Variation	5 y	6 y	Variation
ZA	5	54	49	11	12	1
DM	29	54	25	11	15	4
KW	6	54	48	9	9	0
PT	4	54	50	9	14	5
VV	9	52	43	6	14	8
CA	45	54	9	13	20	7
QW	45	53	8	14	15	1
TW	8	51	43	11	15	4
DT	0	52	52	10	19	9
BM	10	54	44	6	24	18
TS	10	54	44	6	20	14
NT	2	53	51	6	18	12
DS	47	54	7	10	24	14
AVERAGE	16.92	53.31	36.38	9.38	16.85	7.46

FEMALE						
Student Initials	Letter Identification			Concepts about Print		
	5 y	6 y	Variation	5 y	6 y	Variation
YW	8	53	45	7	15	8
LP	4	54	50	7	17	10
CG	14	54	40	14	18	4
AP	49	54	5	16	19	3
LY	36	54	18	10	18	8
VA	2	51	49	10	21	11
NV	5	52	47	7	16	9
MH	23	54	31	9	21	12
AVERAGE	17.63	53.25	35.63	10.00	18.13	8.13

Appendix 2
 Levin School
 Gender Comparison

(Age
PAT Reading Comprehension - 2006 Percentile)

Year 4			Year 5			Year 6	
Boys	Girls		Boys	Girls		Boys	Girls
42	69		6	72		3	3
43	72		28	86		1	1
8	50		45	48		2	5
35	56		66			11	53
63	56		82			36	60
43	63		73			31	60
28	19		28			31	94
	11		48			36	
	42					79	
	26					83	
	78						
	76						
37.43	51.50		47.00	68.67		31.30	39.43

Appendix 3

Letter written to schools advising them of the study.

30 January 2007

Dear Principal,

Like many in our profession, I am concerned about the failure of boys in the New Zealand education system. The research evidence is quite clear that boys and girls start school with the same attainment levels in reading, and that a gender gap develops. This has started to close by age fourteen. There are possibly, multiple causative factors, and many eminent educators are delving into the problem, looking for a solution.

I have been fortunate enough to be allocated a ten week sabbatical this year during which time I wish to investigate the types of reading materials ten year old boys choose to read. It is my hope that the findings, which will be analysed on a decile basis, will be useful to schools, informing and influencing their book buying policies.

To carry out my research I will be making telephone contact with you to seek permission to visit your school, and to arrange a suitable visit time. I would like to spend two or three minutes with each of your ten year old boys, looking at their latest withdrawal from the school library, recording the genre and why the book was selected.

I will not be recording student names, so there will be nothing to identify individual students. Whilst your school will be acknowledged in an appendix to the report, it will not be mentioned or alluded to in the body of the report.

I hope that you are able to accommodate me in this matter. The research is simple and must be completed in ten weeks, so there is some urgency. This is not part of any course of study. I simply want to make a difference.

Yours faithfully

Colin Offord
PRINCIPAL

Appendix 4

Participating Schools (Copy into paint, then copy into here.)

SCHOOL	STREET	TOWN	PHONE	PRINCIPAL
Central Normal School	201 Featherston Street	Palmerston North	359 3337	Alistair Smith
Cloverlea Primary School	55 Herbert Avenue	Palmerston North	357 3955	Kevin Payne
College Street Normal School	College Street	Palmerston North	359 1092	Ross Kennedy
Cornerstone Christian School	61 Roberts Line	Palmerston North	356 7326	Nigel Tongs
Milson School	Rutland Street	Palmerston North	358 5304	Barry Eccles
Newbury School	906 Rangitiki Line	Palmerston North	354 9359	Anne Lye
Parkland School	41 Parkland Crescent	Palmerston North	358 1469	Derek Marriot
Riverdale School	Slacks Road	Palmerston North	354 2416	Debra Peck
Roslyn School	Shelley Street	Palmerston North	357 9946	Joanne How
Russell Street School	Russell Street	Palmerston North	358 6671	David Reardon
Somerset Crescent School	45 Somerset Crescent	Palmerston North	354 3274	Ros Powell
Terrace End School	Ruahine Street	Palmerston North	357 9950	Graham Rolfe
Tiritea School	208 Old West Road	Palmerston North	354 8845	Glenis Edwards
Winchester School	552 Ruahine Street	Palmerston North	357 9414	Dan Murphy
Shannon Primary School	Grey Street	Shannon	362 7866	Heather Ayerst
Opiki School	Main Road	Opiki	329 1740	Nick Read
Tokomaru School	Makarua Road	Tokomaru	329 8780	Nick Beamsly
Fairfield School	89 Mac Arthur Street	Levin	368 5513	Graham MacDonald
Koputaroa School	Koputaroa Road	Levin	368 7938	Martyn Dowman
Levin East School	90 Bartholomew Road	Levin	368 7494	Pauline May
Levin North School	148 Wewaroa Road	Levin	368 4436	Julie Hepburn
Levin School	67 Tiro Tiro Road	Levin	368 6562	Colin Offord
Ohau School	Muhunua East Road	Levin	368 7949	Kathy Trevena-Brown
Poroutawhao School	State Highway 1	Levin	368 6015	Neil Hirini
St Josephs Catholic School	48 Weraroa Rd	Levin	368 8017	Stasia Kennedy
Taitoko School	Kinross Street	Levin	368 7658	Peter Garland
Foxton Beach School	10 Carthew Tce	Foxton	363 8331	Anne Brouwers
Foxton Primary School	Park Street	Foxton	363 8269	John Chapman
Coley Street School	Coley Street	Foxton	363 8817	Richard McMillan

Appendix 5

Data Collection Form (Copy into paint, then copy into here.)

10 year old boys.														
Reading Preference				SCHOOL:				DECILE:				Date:		
NON		Action						Science						
Student	FICT.	Topic	FICT.	Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Fiction	Thriller	Western	Comics
1														
2														
3														
4														
5														
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Appendix 6 (Copied from Wikipedia.org)

The genres of genre fiction

There are many different ways of labeling and defining fiction genres. Following are some of the main genres as they are used in contemporary publishing:

Action-adventure

These stories, appealing mainly to male readers, feature physical action and violence, often around a quest or military-style mission set in exotic or forbidding locales such as jungles, deserts, or mountains. The conflict typically involves commandos, mercenaries, terrorists, smugglers, pirates, and the like. Stories include elements of courage, male bonding, and betrayal, as well as lore on technology, weapons, and other hardware.

Crime

Crime fiction stories, centered on criminal enterprise, are told from the point of view of the perpetrators. They range in tone from lighthearted "caper" stories to darker plots involving organized crime or incarcerated convicts.

Detective

Detective fiction has become almost synonymous with *mystery*. These stories relate the solving of a crime, usually one or more murders, by a protagonist who may or may not be a professional investigator. This large, popular genre has many subgenres, reflecting differences in tone, character, and setting.

Fantasy

Fantasy fiction features stories set in fanciful, invented worlds or in a legendary, mythic past. The stories themselves are often epics or quests, frequently involving magic. The enormous popularity of J.R.R. Tolkien's *Lord of the Rings* trilogy and J.K. Rowling's *Harry Potter* novels demonstrates the wide appeal of this genre.

Horror

Horror fiction aims to evoke some combination of fear, fascination, and revulsion in its readers. This genre, like others, continues to evolve, recently moving away from stories with a religious or supernatural basis to ones making use of medical or psychological ideas.

Mystery

Mystery fiction, technically involving stories in which characters try to discover a vital piece of information which is kept hidden till the climax, is now considered by many people almost a synonym for detective fiction. The standard novel stocked in the mystery section of bookstores is a whodunit.

Romance

Romance is currently the largest and best-selling fiction genre in North America. It has produced a wide array of subgenres, the majority of which feature the mutual attraction and love of a man and a woman as the main plot, and have a happy ending.

Science fiction

Science fiction is defined more by setting than by other story elements. With a few exceptions, stories off of Earth or in the future qualify as science fiction. Within these settings, the conventions of almost any other genre may be used. A sub-genre of science fiction is alternate history where, for some specific reason, the history of the novel deviates from the history of our world. *Pavane* (1968) by Keith Roberts was an influential early alternate history, Harry Turtledove's *The Guns of the South* a popular example. Of late, alternate history has come in its own as distinct and having an independent existence from science fiction generally.

Thriller

A thriller is a story intended to evoke strong feelings of suspense and danger, usually involving a high-stakes hunt, chase, or a race against time. Thrillers often involve espionage, crime, medicine, or technology.

Western

Western fiction is defined primarily by being set in the American West in the second half of the 19th century, and secondarily by featuring heroes who are rugged, individualistic horsemen (cowboys). Other genres, such as romance, have subgenres that make use of the Western setting.

Comics (or, less commonly, **sequential art**)

A form of visual art consisting of images which are commonly combined with text, often in the form of speech balloons or image captions. Originally used to illustrate caricatures and to entertain through the use of amusing and trivial stories, it has by now evolved into a literary medium with many subgenres.

http://en.wikipedia.org/wiki/Genre_fiction

Appendix 7

Tabulated survey results.

10 year old boys.			Reading Preference										2007	
DECILE 1														
	NON	Action								Science				Picture
SCHOOL	FICTION	FICTION	Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Fiction	Thriller	Western	Comic	Book
1	4	11	3			2	5	1						
2	4	3	1										2	
3	4	1	1											
4														
5														
TOTAL	12	15	5	0	0	2	5	1	0	0	0	0	2	0
%	44.44%	55.56%	18.52%	0.00%	0.00%	7.41%	18.52%	3.70%	0.00%	0.00%	0.00%	0.00%	7.41%	0.00%
DECILE 2														
	NON	Action								Science				Picture
SCHOOL	FICTION	FICTION	Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Fiction	Thriller	Western	Comic	Book
1	5	6	1					1					3	1
2	2	2				1							1	
3	8	12	3			2	1	2		2			1	1
4	6	5	2			1								2
5	8	6	1			4				1				
TOTAL	29	31	7	0	0	8	1	3	0	3	0	0	5	4
%	48.33%	51.67%	11.67%	0.00%	0.00%	13.33%	1.67%	5.00%	0.00%	5.00%	0.00%	0.00%	8.33%	6.67%
DECILE 3														
	NON	Action								Science				Picture
SCHOOL	FICTION	FICTION	Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Fiction	Thriller	Western	Comic	Book
1	17	13	4			6	1							2
2	2	7				6	1							
3	20	29	10			3		5		3			1	7
4														
5														
TOTAL	39	49	14	0	0	15	2	5	0	3	0	0	1	9
%	44.32%	55.68%	15.91%	0.00%	0.00%	17.05%	2.27%	5.68%	0.00%	3.41%	0.00%	0.00%	1.14%	10.23%

														DECILE 4
	NON		Action							Science				Picture
SCHOOL	FICTION	FICTION	Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Fiction	Thriller	Western	Comic	Book
1	4	10	4			2	3	1						
2	4	7					2	1					1	3
3														
4														
5														
TOTAL	8	17	4	0	0	2	5	2	0	0	0	0	1	3
%	32.00%	68.00%	16.00%	0.00%	0.00%	8.00%	20.00%	8.00%	0.00%	0.00%	0.00%	0.00%	4.00%	12.00%
														DECILE 5
	NON		Action							Science				Picture
SCHOOL	FICTION	FICTION	Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Fiction	Thriller	Western	Comic	Book
1	24	10	2			3	2	1		1			1	
2	8	11	4			5					1			1
3	5	5	1			3		1						
4	12	19	3			11	1	3					1	
5	24	16	8	1		4	2	1						
TOTAL	73	61	18	1	0	26	5	6	0	1	1	0	2	1
%	54.48%	45.52%	13.43%	0.75%	0.00%	19.40%	3.73%	4.48%	0.00%	0.75%	0.75%	0.00%	1.49%	0.75%
														DECILE 6
	NON		Action							Science				Picture
SCHOOL	FICTION	FICTION	Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Fiction	Thriller	Western	Comic	Book
1	33	33	2			16	5	1					9	
2	12	16	4	1		4	3			2				2
3	5	8	4		1	1							2	
4	4	3					1	1					1	
5	7	9	6					1		1			1	
TOTAL	61	69	16	1	1	21	9	3	0	3	0	0	13	2
%	46.92%	53.08%	12.31%	0.77%	0.77%	16.15%	6.92%	2.31%	0.00%	2.31%	0.00%	0.00%	10.00%	1.54%

														DECILE 7
	NON		Action							Science				Picture
SCHOOL	FICTION	FICTION	Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Fiction	Thriller	Western	Comic	Book
1	12	8	1			3		3		1				
2														
3														
4														
5														
TOTAL	12	8	1	0	0	3	0	3	0	1	0	0	0	0
%	60.00%	40.00%	5.00%	0.00%	0.00%	15.00%	0.00%	15.00%	0.00%	5.00%	0.00%	0.00%	0.00%	0.00%
														DECILE 8
	NON		Action							Science				Picture
SCHOOL	FICTION	FICTION	Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Fiction	Thriller	Western	Comic	Book
1	5	12	4			6	1			1				
2														
3														
4														
5														
TOTAL	5	12	4	0	0	6	1	0	0	1	0	0	0	0
%	29.41%	70.59%	23.53%	0.00%	0.00%	35.29%	5.88%	0.00%	0.00%	5.88%	0.00%	0.00%	0.00%	0.00%
														DECILE 9
	NON		Action							Science				Picture
SCHOOL	FICTION	FICTION	Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Fiction	Thriller	Western	Comic	Book
1	7	8				2	1	2					2	1
2														
3														
4														
5														
TOTAL	7	8	0	0	0	2	1	2	0	0	0	0	2	1
%	46.67%	53.33%	0.00%	0.00%	0.00%	13.33%	6.67%	13.33%	0.00%	0.00%	0.00%	0.00%	13.33%	6.67%

														DECILE 10
SCHOOL	NON FICTION	FICTION	Action Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Science Fiction	Thriller	Western	Comic	Picture Book
1	0	5	2			3								
2	4	8	2			4		1		1				
3														
4														
5														
TOTAL	4	13	4	0	0	7	0	1	0	1	0	0	0	0
%	23.53%	76.47%	23.53%	0.00%	0.00%	41.18%	0.00%	5.88%	0.00%	5.88%	0.00%	0.00%	0.00%	0.00%
														SUMMARY BY DECILE
DECILE	NON FICTION	FICTION	Action Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Science Fiction	Thriller	Western	Comic	Picture Book
1	12	15	5	0	0	2	5	1	0	0	0	0	2	0
2	29	31	7	0	0	8	1	3	0	3	0	0	5	4
3	39	49	14	0	0	15	2	5	0	3	0	0	1	9
4	8	17	4	0	0	2	5	2	0	0	0	0	1	3
5	73	61	18	1	0	26	5	6	0	1	1	0	2	1
6	61	69	16	1	1	21	9	3	0	3	0	0	13	2
7	12	8	1	0	0	3	0	3	0	1	0	0	0	0
8	5	12	4	0	0	6	1	0	0	1	0	0	0	0
9	7	8	0	0	0	2	1	2	0	0	0	0	2	1
10	4	13	4	0	0	7	0	1	0	1	0	0	0	0
TOTAL	250	283	73	2	1	92	29	26	0	13	1	0	26	20
Total Books Surveyed		Fiction Books Surveyed												
533														
% Fiction	53.10%	Adventure	Crime	Detective	Fantasy	Horror	Mystery	Romance	Sci-fi	Thriller	Western	Comic	Picture	
% Non-fiction	46.90%	25.80%	0.71%	0.35%	32.51%	10.25%	9.19%	0.00%	4.59%	0.35%	0.00%	9.19%	7.07%	

