

SELECTED FACTORS ASSOCIATED WITH READING
INTERESTS OF SEVENTH- AND
EIGHTH-GRADE PUPILS

DISSERTATION

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

For the Degree of

DOCTOR OF PHILOSOPHY

By

Nancy Ann Newman, B.A., M.L.S.

Denton, Texas

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This study sought to determine if there were differences in the types of reading interests of seventh- and eighth-grade pupils associated with their racial origins, their socioeconomic status, or their school environments. It also sought to consider the strength of reading interest scores as related to other variables and to consider the relationship between these scores and the number of hours spent in reading and the change in amount of reading since the previous school year.

Reading interest was established by use of a questionnaire consisting of categories of reading interests and a questionnaire concerning reading habits and influences of reading materials. Social status was determined by applying the two-factor criterion of education and occupation of parents to an index of social status. A sample of 647 pupils representing three schools was selected for the study. The statistical procedures used were factor analysis, analysis of variance, Scheffé multiple comparison test, chi-square, and regression.

The study found that race appeared to be a related factor in five of the seven reading interest categories and in four

of the fourteen choices of influences of reading materials. No statistically significant differences between the levels of socioeconomic status were found in reading interest; however, socioeconomic status appeared to be a related factor in three of the seven reading interest clusters and in five of the choices of influences. The regression analysis of twelve variables found that four contributed significantly to the total reading interest scores of pupils.

These findings and conclusions should be useful for collection development and reading guidance purposes. The study supports the understanding that certain types of reading materials may have special appeal to different pupils. At the same time a common core of reading interests appears to exist which should be stressed by librarians and reading advisors.

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CHAPTER I

INTRODUCTION AND BACKGROUND TO THE STUDY

The determination of individual and group reading interests of children and young people is an important and significant contribution to their growth and education in school and recreational endeavors. Reading interests have been established by researchers to have had a contributing role in motivating pupils to read. In addition to these incentives, the technological and sociological changes presently taking place in our society make it even more imperative that librarians and school personnel explore all possible means to enable pupils to have appropriate materials available.

From 1883, when M. B. C. True (36) reported on what his pupils were reading, studies have been undertaken to determine factors affecting reading activities and the amount and nature of voluntary reading. An 1897 study by Bullock (5) was described as the first extended study of children's reading interests that used the questionnaire method of research. Both of these studies coincided with the beginnings of the scientific inquiry into the overall interests of children which originated at the end of the 19th Century.

By 1960, Gray (16, p. 1105) determined that almost 300 studies on reading interests had been published.

Getzels (15, p. 7) has defined an interest as a "characteristic disposition, organized through experience, which impells an individual to seek out particular objects, activities, understanding, skills or tools for attention or acquisition." Once established, interests motivate behavior. Witty (39, p. 134) believed that interests should be looked upon as acquired behavior, although they are based on the "constitutional nature" of the individual and the personality as affected by unique experiences in that person's particular environment. Kopel (23, p. 407) discussed interests as "reflecting the uniqueness of personality, with much diversity and range of differences."

Many researchers of children's and young adults' reading interests quote Dewey (9) and his description of the active, dynamic and personal nature of interest. They cite Dewey's works as a classic discussion of the nature of interest and the relationship of interest to effort in education. Dewey (10, pp. 127-128) also believed that the word interest suggests what is between or that which connects two things otherwise distant: "In learning, the present powers of the pupil are the initial stage; the aim of the teacher represents the remote limit." Between the two is a middle condition or a "means to connect." He further explains, "To be a means

for the achieving of present tendencies, to be between the agent and his end, to be of interest, are different names for the same thing." Dewey believed that making reading materials interesting by leading a pupil to realize the connection that exists was simply good sense.

More simply stated, Strang (32, pp. 170-176) wrote, in 1957, that psychologically, interest is a motivating force; it leads to action. "Interest stems from the needs and values of the person--from what is important to him. It is a product of many facets of his personality," she explained. Complexity of interests parallels complexity of personality and a person can be defined by interests. In summary, she stated, "Interest is selective; it determines which of the many things that lie within our field of perception we will pay attention to. Interest also regulates the degree of our attention and the span of our attention."

Leaders in education have emphasized over and over the importance of the interest factor in reading instruction. In 1925, Terman and Lima (34) concluded that "there are certain well-defined tendencies in reading interests that change as the child's experience grows and as his imagination and reasoning powers develop." They identified a number of factors inherent in the development of reading interests, such as age, health and physical development, school environment, home training, mental ability, and sex. Zeller's (40, p. 1) study in 1941 asserted that in order to encourage the

habit of reading, enjoyable reading materials must be identified.

As a proponent that the evaluation of the reading programs in schools should include an assessment of children's reading interests and habits, King (22, p. 64) maintained in 1967 that, "A commonly accepted assumption is that an individual's reading interest at any given time will be largely influenced by the kind of person he is, the kinds of activities he engages in, and the ideas about which he likes to think and talk." More recently, in 1978, Moray (25, p. 763) emphasized the value of studying reading interests by declaring, "There is definite value in learning the reading interests of children as more teachers need to capitalize upon these interests for reading instruction as well as to provide their students with a wider variety of reading materials." This statement would also apply to librarians, both school and public. According to Weintraub's (38, p. 655) writing in 1969, carefully executed studies of reading interests give teachers, librarians and other educators a starting point when selecting materials for the classroom and the library.

The importance of researching the reading interests of junior high school pupils was explained by Soares (31, p. 843) in 1963 when he was reporting his study on the recreational reading of this grade level. He said that junior high school students were chosen for his study because research indicated

that this was the age when the amount of reading begins to decline, and that "it seems imperative that some effort be made to discover what these students like to read so they may be exposed to interesting reading materials." He also believed that if the amount of reading accomplished is related to the last grade attended, as some researchers maintain, then the reading of students who leave school during, or on completion of, the junior high school years are affected more than that of those who attend school beyond these years. Whether junior high school is the termination of a student's education or the transitional stage between the elementary grades and high school, there can be no question as to the important function of reading during these years.

In 1967, Carlsen (6, p. 6), who has been studying the reading interests of teenagers for many years stated, "The peak of interest in reading often comes between twelve and fourteen years of age." He believed that this interest declines sharply in the middle adolescent years of high school. Norvell (26) found in 1950 during his investigation of young adult reading interests that the peak of book reading occurred at grades seven and eight.

Statement of the Problem

This study sought to determine if there was a difference in the types of reading interests of seventh- and eighth-grade

pupils associated with their racial origins, their socioeconomic status, or their school environment (or geographical location of their schools). It also sought to consider the strength of reading interest scores of seventh- and eighth-grade pupils as related to other variables and to consider the relationship between these scores and the number of hours spent per week in reading and in the changes in the amount of reading since the previous school year.

The following specific questions were explored.

1. Are there differences in the types of reading interests of seventh- and eighth-grade pupils associated with their racial origins?

2. Are there differences in the types of reading interests of seventh- and eighth-grade pupils associated with their socioeconomic status?

3. Are there differences in the types of reading interests of seventh- and eighth-grade pupils associated with the geographical location of their schools?

4. Can the strength of reading interest scores of seventh- and eighth-grade pupils be related to (a) such variables as race, socioeconomic status, school location, grade level, sex, number of books in school library, number of periodical subscriptions in school library, number of movies attended per month, number of hours spent watching television per week, and (b) to such influences on the selection of materials as the school librarian, the public

librarian, parents, teachers, friends, movies, television programs, browsing in libraries, and browsing in bookstores?

5. Can the number of hours spent per week in reading for pleasure and the change in the amount of reading from the previous school year be predicted by an individual pupil's reading interest score?

Significance and Need for the Study

A pupil's interest is considered one of the key factors in learning. Before a librarian or teacher can make any progress with a pupil, the pupil's interests must be known. Pupil interest furnishes one of the most important single guides to the selection of reading materials. It must be determined whether teachers and librarians have the same assumptions about the reading interests of pupils as the pupils have for themselves and these assumptions must be verified by research.

To reflect contemporary influences as they impact on today's pupils, studies of earlier periods need to be replicated. A study which recognizes the variables of racial origins, socioeconomic status and geographical location as factors in reading interests seems to be significant because increased efforts are being made to equalize educational opportunities. The importance of individualized instruction makes it imperative that educators know the reading interests of pupils. As mentioned previously,

"Those doing research on reading interests recognize that what the pupil brings to the book is as important as what the book brings to the pupil," observed Jewett (18, p. 33), in 1957. In 1971, Downen (11) believed that it was apparent that in order to have a knowledge of children's personal reading interests and to select materials relevant to these interests, an assessment and identification of reading interests would have significance for those with responsibility to select and provide materials. He also suggested that researchers investigate the differences in reading interests of children from various socioeconomic and ethnic groups as well as children from various geographic areas.

While working as director of library services at a publishing company in 1973, Heidbreder (17) observed that general publishers are concerned with independent study and leisure-time reading. She said that publishers want to know what motivates people to buy books and use libraries.

In an article on research in 1979, Furman (17, p. 45) listed many questions suggesting needed research. One question asks, "In the reading of fiction, is there a relationship between the social standing of the character and the socioeconomic level of the young adult reader?" Another question inquired as to whether or not there are actually regional differences in young adult reading habits and tastes.

research has shown a decline in the amount of time spent in reading activities by the pupils in the seventh and eighth grades. Therefore, this grade level should be subjected to research to assure that librarians and other school and public library personnel are informed of this group's reading interests.

Reading interests have been investigated from a multiplicity of approaches. There have been studies on the amount and kinds of reading such as fiction, non-fiction, poetry, newspapers or magazines as well as on the format of materials. Favorite books and authors have been tabulated and researchers have inquired as to how reading interests are influenced by television and motion pictures. Reading interests vary widely according to the age, grade level, and sex of the pupil. Numerous studies have proven the importance of one or more of these relevant factors and most research has concentrated on these variables. Comparative studies have been made on such topics as favorite books of young adults versus standard bibliographies or on the preference for paperback or hardback books. Most of the subjects of research on reading interests have been elementary age children. There have been a few studies on the reading interests of the disadvantaged or the inner-city youth, but the literature is sparse on comparing these groups with those from other cultural or socioeconomic backgrounds.

A 1979 work by Carter (8, p. 52), which summarized studies of interests as related to reading, stated that the categories of interests have remained very similar over almost eighty years of research. She suggested that studies of the period from 1930 to 1960 needed to be replicated to reflect contemporary influences as they impact on today's youth.

In 1960, Townsend (35, p. 301) remarked that the history of reading interest investigations has stressed both the establishment of generalizations about interests and the production of empirical listings of actual books and materials liked by defined groups. Because of this, she believed that "the study of reading interests is actually an activity which should be encouraged with all force."

Several authorities have commented specifically on the need for additional research into the matter of whether and how children's and young adults' preferences for certain types of reading content are affected by the factors of race, social class, or the type of community in which the pupil lives. Simmons (30, p. 31) suggested further study of the variables which she researched concerning race and social status in 1967. The 1973 study by Kirsch (21) emphasized the importance of continuing emphasis on these variables as well as geographical location of the school.

The studies by Baker (2) in 1972, and by Antley and Fluit (1) in 1966, suggested the importance of researching

the socioeconomic status of pupils as it relates to their reading interests and they stressed the need for more information on the needs of the disadvantaged. Johns (19), in 1975, and Emans (12), in 1968, recommended more research related to the effect of geographical location on pupils' interests, particularly as the definition of geographical location applies to inner-city subjects. A 1966 study by Zimet (41, p. 124), recommended needs for research which would take into account the reading interests of broader, more representative groups that cross socioeconomic and cultural levels and backgrounds.

Biagini (4, p. 187) believed that her study on measuring the reading orientation and reading interests of adolescents in 1980 illustrated to researchers in library science the need for continued theoretical research into reading attitudes and reading interests of adolescents. Her study also emphasized the need for inter-disciplinary cooperation with researchers in adolescent psychology and reading. In 1971, Barchas (3, p. 8) thought that with the emphasis of educators on being responsive to the needs of minority group children that studies to identify individual and group reading interests should be undertaken. The selection and evaluation of materials cannot be accomplished without this knowledge.

Simmons (30, p. 1) stressed in 1967 that impetus for continued research into the reading interests of children and young people is justified by the constant introduction of new media of communication and the rapid occurrence of

environmental and social change which influences trends in these pupils' interests. From Carlsen's (6, p. 24) observations, he came to believe that, in general, adolescents will choose or reject books on the actual subject matter content of the books. He said that they will read books of great language difficulty if the subject lies close to their interests, and they will reject even simple books about subjects that bore them.

As Schulte (29, p. 10) stated so appropriately in 1969,

Like the teacher, the librarian must know both children and books in order to select books for purchase that will meet the interests of the library patrons and in order to have a ready answer when a patron seeks assistance in pursuing an interest. The librarian and classroom teacher seek to achieve the same goal: children who are readers.

Objectives and Hypotheses

The objectives of the study were as follows:

1. To consider the relationship between the racial origins and the types of reading interests of selected seventh- and eighth-grade pupils;
2. To consider the relationship between socioeconomic status and the types of reading interests of selected seventh- and eighth-grade pupils;
3. To consider the relationship between three types of school locations and the types of reading interests of selected seventh- and eighth-grade pupils;

4. To consider the strength of the reading interest scores of seventh- and eighth-grade pupils (a) in relation to their race, socioeconomic status, school location, grade level, sex, number of books in school library, number of periodical subscriptions in school library, number of movies attended per month, number of hours spent watching television per week, and (b) in relation to such influences on reading interests and on the selection of reading materials as the school librarian, the public librarian, parents, teachers, friends, movies, television programs, browsing in libraries and in bookstores; and

5. To consider the relationship between the individual pupil's reading interest score, the number of hours spent per week in reading for pleasure, and the reported changes in the amount of reading for pleasure since the previous school year.

To carry out the objectives of the study, the following hypotheses were tested.

1. Seventh- and eighth-grade pupils of differing racial origins have similar types of reading interests.

2. Seventh- and eighth-grade pupils of differing socioeconomic status have similar types of reading interests.

3. Seventh- and eighth-grade pupils attending schools in urban, suburban, or small town settings have similar types of reading interests.

4. The strength of reading interest (or reading interest scores) of seventh- and eighth-grade pupils is associated with (a) their race, socioeconomic status, school location, grade level, sex, number of books in school library, number of periodical subscriptions in school library, number of movies attended per month, number of hours spent in watching television per week, and (b) with such influences on the selection of reading materials as the school librarian, the public librarian, parents, friends, browsing in libraries, and browsing in bookstores, movies, and television programs.

5. The number of hours spent per week in reading for pleasure and the reported change in the amount of reading for pleasure since the previous school year are associated with the individual pupil's strength of reading interest score.

Definitions

The following definitions are provided to explain certain terms used for this study.

Reading interests are those "topics and content fields about which a person not only shows a desire to read but does read" (28, p. 48). In the present study, the reading interests of each pupil were determined by the Olson Reading Interest Inventory.

Racial origin may be defined as a "population within a species that can be distinguished from other populations of the same species on the basis of genetically transmitted

physical differences" (33, p. 692). In the present study the racial origins of the pupils were identified by self-classification in the questionnaire response. Three categories of race were studied--black, white, and Hispanic. Hispanic was interpreted as an ethnic-racial group with common ties of culture and with a Spanish-speaking family background and frequently identified by Spanish surnames.

Socioeconomic status refers to the "different levels assigned to people according to their various social characteristics but with particular emphasis on occupation and wealth" (24, p. 363). In the present study, socioeconomic status was determined by the Hollingshead Two-Factor Index of Social Position.

Geographical location in this study refers to the urban school, the suburban school, and the small town school. An urban area is a "limited geographical area inhabited by a relatively dense population" (13, p. 15). A suburban area is the "peripheral portions of a city, usually economically dependent upon the city but composed of independent political units" (13, p. 311). Small town referred to an incorporated municipality in the metropolitan area which was not adjacent to the central city and had a population of 12,000. Data collected on each of the school locations determined the classification according to geographical location.

Assumptions

This study was guided by the following assumptions.

1. The techniques used could adequately measure the expressed reading interests of the pupils studied.
2. Seventh- and eighth-grade pupils can express and discriminate choices and indicate positive and negative responses.
3. The three schools had correctly placed pupils in regular classes and there were no pupils in the study who should have been placed in remedial classes.

Limitations

This study was limited by the following.

1. The study was limited to 647 seventh- and eighth-grade pupils in three public schools.
2. The study was limited to pupils of black, white, and Hispanic racial origins.
3. The study was limited to pupils who were matched for intelligence and reading level in order to minimize the effects of factors other than race, socioeconomic status, and location of school.
4. The study was limited and the schools were selected according to the cooperation and willingness of the school personnel concerning surveying pupils in their school district.

5. The study may have been limited by pupils giving answers that they think adults want pupils to give.

6. The study was limited by the difficulty of obtaining racially and socioeconomically balanced samples because of segregated housing patterns in the metropolitan area. Also, many minority students were in remedial classes.

7. This study is limited because it cannot be generalized to all pupils of the three particular racial groups or grade levels, as unaccounted-for variables may have affected the degree of representativeness of the particular pupils surveyed.

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CHAPTER II

REVIEW OF LITERATURE

A search of the related literature revealed no studies that specifically concentrated on the three variables of racial origin, socioeconomic status and geographical location in relation to the reading interests of seventh- and eighth-grade pupils. As there are limited studies available on these grade levels, studies are also cited which have been conducted with pupils on other grade levels when they involve any of the three variables. This review of related literature is divided into the following categories: general research studies and bibliographies on children's and young adults' reading interest; research on reading interests determined by racial origin; research on reading interests determined by socioeconomic status; research on reading interests determined by geographical location; research on reading interests determined by more than one of the three variables; recent studies concerning seventh- and eighth-grade pupils in general; and studies related to the relationship between reading interests and reading comprehension.

General Research and Bibliographies

Lukenbill's (19) bibliography of American doctoral dissertations in children's and adolescents' literature

covered the period from 1930 to 1971. The bibliography, which was published in 1972, includes a section on reading interests. Three dissertations mentioned in this section were at least partially concerned with socioeconomic comparisons and only one researched both race and socioeconomic status.

Two additional bibliographies were consulted. One was on the reading interests of elementary school pupils and was published by Crawley (10) in 1977. It presented a brief summary of reading interests and a list of forty-eight references. The other one was Dyer's (11) 1974 publication, which is a chronological bibliography of children's reading interests and covers the period from 1889 to 1974. Articles, dissertations, and books that relate to children's reading interests are listed.

Moray's (25) review of research about reading interests of children in the intermediate grades, which appeared in 1978, emphasized the significant role of interests in motivating pupils to read. Several studies that were concerned with the effects of racial origin, socioeconomic status or geographical location were included in her review.

A bibliography on research in children's literature, published by Monson and Peltola (24) in 1976, consisted of 332 entries including doctoral dissertations, master's theses, and published accounts of studies pertaining to literature for children and adolescents. Several studies

related to this literature search were located using this source.

Mott's (26) work of 1970 was a critical study of fifty years of research into the reading interests of adolescents and had as its main purpose to synthesize the results of studies related to the reading interests of adolescents recorded as theses or dissertations completed in American colleges and universities between 1919 and 1969. One of his motives was to discover the kinds of reading interest changes that take place in adolescents as a result of home and community environments, family levels of education, socio-economic background, personal and cultural values. He reported that relatively few unpublished studies treated in depth the impact of cultural or educational changes on the reading interests of adolescents and expressed an urgent need for more relevant studies of the actual reading interests of minority group adolescents and other culturally disadvantaged youth.

Many authors who write on the reading interests of young adults refer to two studies done by Norvell (27, 28). The first on the interests of young people, published in 1950, was the result of a twelve-year study based on statements of high school students concerning their interests in, and preferences for, certain reading materials. The second, which was published in 1959, had elementary school pupils as its

subject. Both of these studies were very extensive and included not only the reading of books, but also the reading of newspapers, periodicals and comic strips. With these reports of pupils' reading preferences, Norvell described the interests presumably reflected by the preferences. Other researchers have used Norvell's lists of titles for their research.

Racial Origins and Reading Interest

In a review of research on the reading interests of children and youth of different cultures, Cianciolo (8, p. 782) reported in 1971 that numerous research studies of the general interests and the reading interests of children revealed that children who are culturally different do not vary markedly from those children considered "average." Culturally different children do not necessarily need books that are special in regards to content, language, format and illustrations. Although there have been studies of the preferences of pupils from various racial origins, no study was located which compared black, white and Hispanic pupils and had no other variables.

A study comparing four racial groups was conducted in 1971 by Barchas (3). She investigated whether or not there were differences in expressed reading interests among Anglo, Negro, American Indian, and Mexican-American fifth-grade children from similar lower economic backgrounds. Sex

differences were also studied. No differences were found in most (two-thirds) of the collections of general interest categories, but in most general reading interests, the four ethnic groups were more alike than different. Another study of more than one racial group was done by Clarke (9) in 1973. The purpose of her study was to identify the differences in reading interests and preferences of Indian, black, and white high school pupils as related to the educational background of the parents, availability of reading materials, community size, and the extent to which these preferences were represented in the standard selection aids for secondary school reading materials. Comparison 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.

Black and Puerto Rican inner city high school students were the subjects of a 1973 study by Liebler (17) to determine the differences in reading interests by sex and by ethnic group. A questionnaire was submitted to eleventh- and twelfth-grade academic and college-bound students. Reading interests of male and female Puerto Rican high school students differed greatly, with humorous books the only category of material that interested a majority of both sexes. The reading interests of male and female blacks differed, with biography being the only area that interested both sexes. Generally,

Puerto Ricans seemed to base their interests on personal matters and blacks seemed to base their interests more on political and social matters. The books respondents mentioned as significant were most often books which had a setting in the United States, were recently published, had Puerto Rican or black characters, and were biographies. As in other studies, this study found that although the reading interests of individuals are unique, personal, and highly unpredictable, certain groups of individuals have similar interests. In agreement with other research, differences were attributed more to sex rather than ethnicity.

The Reading Is Fundamental project sponsored by the Smithsonian Institution (39) did a survey in 1972 of selected neighborhoods in eight cities to determine the relevance, availability and utilization of leisure-time reading materials in both English and Spanish for Hispanic-American children. Spanish-speaking children, parents, teachers, librarians, educators and community workers were interviewed in each of the eight cities. In addition, questionnaires were mailed to publishers and other professionals throughout the country. The trends that emerged from the survey indicated that children from Spanish-speaking backgrounds were as eager to read for fun as are their Anglo counterparts. Reading materials for enjoyment which present stories and people with whom these children can identify were virtually nonexistent,

reported this study which was done in 1972. Schon (34) expressed this same concern in 1981. She felt that many books about Hispanics are filled with misconceptions, insensibilities, and stereotypes and that librarians should exert themselves in selecting only those books that offer an authentic and sensitive portrayal of Hispanic peoples and cultures.

Using a sample of Mexican-American and non-Mexican-American seventh-grade pupils in 1982, Peterson (31) found little differences between ethnic groups concerning the settings in the stories and books they read. The results of this study supported Ortego's (30) 1973 study which asserted that the interests of Mexican-American children differ little from those of other American children. Peterson also felt that although the Mexican-American ethnic group had been studied extensively, there were few research efforts which attempted to determine if their preferences in reading are similar to those of other children.

McCloskey (20) used the interview technique in 1966 to study the free reading interests of sixth-grade black boys living in disadvantaged areas of New York City. These boys showed a strong interest in non-fiction particularly in the categories of sports, history, and biography. No attempt was made to compare them to other racial groups.

McNinch (22) explored the reading preferences of both black and white disadvantaged pupils in the third, fourth,

and fifth grades. Their preferences were measured by free choice picture selection. He found that the children in the sample did show common interests, but he felt that children's reading preferences have not been definitely established, nor have adequate reliable instruments been developed and that enough conflict still exists to warrant further investigation. This study was done in 1971.

In 1966 Olson and Rosen (29) investigated the similarities and differences, by race and sex, in specific reading interests and choices of types of reading materials. Ninth-grade pupils enrolled in two recently integrated high schools in the southeastern part of the United States were selected for the study. In general, differences in reading interests between the black and white pupils as well as sex differences were apparent in the findings of this investigation. They suggested further study in this area, especially in other geographic areas and in other socioeconomic groups.

Socioeconomic Status and Reading Interest

In 1972, Baker (2) focused specifically on the attitudes, interests and habits toward reading according to sex, age and socioeconomic status of fourth-grade children, but did not explore specific titles or subject categories. Fourth-grade students in six randomly selected schools from a large urban area made up the population and the sample. She found that the higher socioeconomic groups had a more positive attitude

toward reading than the lower groups. Baker (2, p. 1) recommended a need for research in the area of socioeconomic status if "we are to meet the interest, motivational, intellectual and psychological needs of all children in various socioeconomic groups." She felt that differing socioeconomic groups have not been studied widely.

An investigation published by Vandament (41) attempted to discover whether certain types of reading fantasy are preferred above others by children of different age groups, socioeconomic strata, and residential groups. The male and female students were in grades six and ten. A lack of significance was found when the reading preferences of the socioeconomic groups were analyzed according to fantasy content. This study was done in 1956.

A survey in 1965 by Antley and Fluitt (1) was conducted with black disadvantaged pupils in grades one through twelve in one school system. They reported on the differences in the grade levels and in the differences according to the sex of the pupil, but did not compare their results with other groups. Therefore, they believed that their data should be viewed as preliminary and should be subjected to further study and that further consideration might be given to the socioeconomic status of pupils in other parts of the country and its influence on reading interests. They emphasized a need for more personal information about the reading interests of the disadvantaged.

In 1982, Lowery (18) did a study designed to investigate the reading preferences of elementary school children and to assess the relationship between socioeconomic level and preferences. Elementary school library circulation records from two schools, one with children of high socioeconomic status and one with children of low socioeconomic status, were examined. Significant differences were found between the two groups in their preferences for content of books, imaginative literature, realistic fiction, and easy books. No differences were found for biographies and local history.

A 1964 study by Butler (6) was designed to establish the reading preferences of second-grade children and to ascertain the influence of sex, intellectual ability, socioeconomic environment, and reading competence upon these preferences. The variables of intellectual ability, socioeconomic environment, and reading competence were found not to be determiners of the top three category preferences, but sex was a differentiating factor.

To examine the reading interests and related activities of ninth-grade students from two different economic environments was the purpose of True's (40) study in 1974. She felt that little had been done to determine the effect of economic level on the interests of pupils. She found that significant differences did exist between economic levels for book titles, story themes, magazine titles, magazine

themes, movie titles, movie themes, television programs and television program themes. While not a factor in her study, she felt that race appeared to influence the findings on particular items of the questionnaire and suggested further research to determine the differences of interest between races across economic levels. She also suggested a repetition of the study in order that findings might be confirmed to exist in other geographic areas and in differing environments such as urban and rural areas.

School Location and Reading Interest

Johns (15) studied the preferences of fourth-, fifth-, and sixth-grade pupils for illustrations, settings, and characters similar to and different from their own environment. Although he had black, white, and Mexican-American pupils as his subjects, he did not study racial differences. This 1975 report found that inner city children expressed statistically significant reading preferences for stories or books which portray middle-class settings, and he believed that his findings questioned an assumption that had seldom been challenged. This assumption is the belief that there is a need for more educational materials concerning the experiences and problems of lower socioeconomic groups. He strongly suggested continued research efforts and hoped that his study would be a point of departure for other interested investigators.

A 1968 study by Emans (12) found that children in the inner city preferred stories with the "family-friends-pets" theme rather than "city stories." He used the method of reading the story aloud to the children and having them express a preference. Because of his small sample he suggested that more research was needed. The choices of the stories he read were selected from basal readers.

Rudman's (33) study in 1955 of the informational needs and reading interests of children in grades four through eight had two objectives: to determine the pupils' reading interests; and to determine whether parents, teachers and librarians have the same desires for the pupils with respect to their reading interests and information needs that the children have for themselves. He sent questionnaires to pupils, parents, teachers, and librarians and found that there appeared to be little difference in the choices of children from rural, urban, and metropolitan centers. However, parents' reading choices for their children showed many population-center differences.

In Schulte's (36) 1969 investigation into the independent reading interests of children in grades four, five and six from four major geographic areas of the United States, she emphasized the relationships of their interests by sex, availability and use of school and public library facilities, and the instructional reading approach used in the schools.

No difference in types of books preferred was found according to geographical location, but interest in reading was higher in rural than in suburban locations.

In a comparison between the content of preferred school library book selections made by inner-city and suburban first-grade students by Zimet and Camp (43), library records were kept on the frequency that each book was checked out and the fourteen most preferred books were selected for comparison. Although the title of the books differed, the content of the books chosen did not differ significantly between the two groups in this 1974 study.

The variable of school location was studied in 1982 by Foster (14) as she investigated the relationship of sex, grade level, and demographic characteristics on the individual reading interests of third- and fifth-grade students in rural, urban and metropolitan areas. She also had as her purpose to determine whether these interests were reflected in the basal readers used in the classrooms and whether or not the pupils were reading the Newbery Award books. The findings were that sex, followed by grade level, was the most influential factors in determining reading interests. It was concluded that the basal readers were meeting some of the interest needs of the pupils, and that the subjects of this study were not reading the Newbery Award books.

Other Multivariable Studies of Reading Interests

The Kirsch (16) study of 1973, had as its purpose to survey expressed reading interests of first- and second-grade children from different geographic areas of the United States who had differing racial, ethnic, and socioeconomic backgrounds. She also compared the reading interests of children by grade level in an attempt to determine if interests change, and probed the derivatives of children's reading interests. Her sample included black, white, Spanish-surnamed, and a small number of other races from urban and suburban areas. In collecting data, children were asked to draw what they would like to read or have read to them and then a structured interview followed. Differences were found between the two grades, but the role of racial-ethnic background in development of reading interests appeared to warrant further research, she felt. She also emphasized that the variable of geographical location and its relationship to black children had not been researched extensively, and that although socioeconomic status had long been considered a variable, specific studies dealing with this factor were few.

A study of the influence of social status and race on the reading interests of sixth-grade pupils in 1967 by Simmons (37) had as its purpose to investigate the differences among the reading interests of middle-class and lower-class white and black children. Reading interests were determined

with a questionnaire consisting of titles and brief annotations representing seven reading interest areas. Although she found differences related to race and social class, the groups were more alike than different.

Zimet's (42) study in 1966 was concerned with comparing both race and socioeconomic factors on the reading interests of first-grade students in the inner-city and in the suburbs. She found the content of the most frequently checked out books did not differ significantly in either location. In defining research needs for the seventies, she suggested a need for studies which would take into account the reading interests of broader, more representative groups--"groups that cross socioeconomic, cultural, achievement, and grade levels."

Porter (32) reported a study which was done in 1973 to determine interests of pupils in three social settings concerning the types of books preferred. There was a mixture of pupils from various socioeconomic backgrounds. Difference in responses to the questionnaire was greatest between grade levels sampled rather than the type of school sampled. Urban students showed greater preferences for many types of books such as biographies, books about families and books with humor than did either rural or suburban students. Urban students liked poetry best, but the researcher felt that this may have been a reflection of teachers reading poetry aloud in these schools.

The 1971 study of McKay (21) had as its purpose to survey intermediate-grade pupils from a diversified racial and socioeconomic background. He found this important because of a rapidly changing society. The results showed more differences because of reading achievement, sex, and intelligence than because of the variables of race, socioeconomic level, or geographic location of the school.

Feeley (13) sought to identify and describe the content interest patterns and media preferences of middle-grade children and to determine if these patterns and preferences were related to sex, race, or socioeconomic status. This 1974 study concluded that race was not an important factor in pupils' interests, but that social class did appear to influence children in the selection of fantasy. She stated that teachers concerned with the education of black children may have no need to provide special types of content since the interest patterns of blacks closely resemble those of the general population.

Recent Studies of Reading Interests of Seventh- and Eighth-Grade Pupils

To indicate the types of recent studies being conducted on the reading interests of seventh- and eighth-grade pupils, several are described in this section. In 1982, Blair and Turner (5) designed a study to ascertain the reading attitudes and interests of middle school students enrolled in a

developmental reading program. They wanted to know what percentage of the pupils found the materials presented to them as interesting reading matter. Forty percent liked the reading materials, 60 percent did not. Sports was the subject of greatest interest, followed by animals, mystery, comics and humorous stories, and science fiction.

Marston (23) did a study in 1982 on the time reported spent in reading books, magazines, and comic books, and the frequency of the use of school and public libraries by a group of eighth-grade pupils. Girls reported significantly more time reading books than did boys. Overall, reading achievement and socioeconomic level were more significant for girls than for boys.

In 1982, Carter (7) believed that little research had been directed toward reading habits of gifted pupils and that librarians needed to identify what these pupils read. This descriptive research project was designed to compare the quantity of library books and the subject matter of library books selected and borrowed by gifted and nongifted students in a suburban junior high school. It was found that the gifted students read more science fiction and fantasy than did the comparison group. There were several authors that the gifted pupils alone read. Twenty-five percent of the leisure-fiction circulations of the gifted young people consisted of realistic volumes as compared to 48 percent from the comparison group.

In 1982, Smith (38) explored the variables that affect reading interests and abilities of eighth-grade pupils. The author identified eight topics that have varying degrees of influence on a pupil's interest and ability in reading. She felt that the data could be useful to other researchers and the teacher in the classroom. The topics identified were: how much leisure time a pupil had each week; how many books were owned; how leisure time was spent and whether that leisure time was spent with friends or in sports; peer attitude towards reading; word understanding; and whether brothers or sisters read to younger children.

Relationship Between Reading Interests and Reading Comprehension

While this study did not include an analysis of the relationship between reading interests and reading comprehension, two important studies are included in this review to further emphasize the importance of studying the reading interests of children and young people. An early study by Bernstein (4) in 1955, supported the hypothesis that high interest is associated with superior reading comprehension. She rewrote two stories to make them equivalent in readability and submitted them to ninth-grade pupils in a large metropolitan junior high school. One story was full of action and suspense; it portrayed teenage characters in situations of interest to teenagers. The other selection, from a famous

novel, was a long, wordy description of adult characters. The pupils in the study comprehended the first more quickly and more accurately and they also rated it more interesting than the other.

A later study by Shnayer (35) in 1969, had as its central concern the relationship between reading interests and reading comprehension of sixth-grade pupils in a large metropolitan area. The subjects rated fifteen short stories on a four-point scale to determine degrees of interests. Then they answered questions of fact, sequence and questions requiring the reader to make inferences, draw conclusions, and recognize the author's point of view. Conclusions reached were that a high interest in stories read results in greater comprehension than that which results from low interest and that reader interest, as a factor of reading comprehension, may enable most students to read beyond their measured reading ability. The researcher particularly emphasized the importance of publishers and test-makers to give attention to the factor of interest. The need for tests to weigh reader interest along with reader performance would seem to be a reasonable recommendation. Shnayer (35, p. 701) believed that if children are capable of reading beyond their estimated ability and if interest is high, then perhaps the real need is to find better ways of measuring interest rather than readability, especially if low interest increases the

difficulty of comprehension. He stated, "The implication to provide children with the opportunity to explore their interests is very strong."

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CHAPTER III

METHODS AND PROCEDURES

Introduction

This study was designed to determine if statistically significant differences existed between categories of reading interests of seventh- and eighth-grade pupils from differing racial and socioeconomic backgrounds in three different public school settings in the Greater Dallas-Fort Worth Metropolitan Area. This study also sought to consider the relationship of the reading interest scores of pupils to certain background characteristics and to certain influences on their selection of reading materials. The study sought further to consider the relationship between reading interest scores of seventh- and eighth-grade pupils and the number of hours spent per week in reading for pleasure, and the relationship between these scores and reported changes in the amount of reading from the previous school year. This chapter describes the sample, setting, instruments, procedures, and statistical methods used in this investigation. A summary of methodologies used in other reading interest studies and a brief review of socioeconomic status scales are also included.

The first part of the three-part questionnaire was a specially constructed Student Data Form which was used to determine the race, grade, and sex of the pupils as well as to collect information on the occupation and education levels of the parents. The data on the occupation and education levels of the parents were used to determine socioeconomic status according to Hollinghead's Two-Factor Index of Social Position.

The Olson Reading Interest Inventory was used to identify the reading interests of the pupils. Based on these data, a total-global reading interest score was computed for each pupil by averaging their forty item scores. Additionally, the forty items pertaining to reading interests contained in this instrument were subjected to three steps of data analysis. A factor analysis procedure was used to reduce the items into a smaller number of variables and this analysis yielded seven clusters. These seven clusters were subjected to an analysis of variance technique using the General Linear Model (GLM) procedure of the Statistical Analysis System (SAS), a standard computer system for data analysis. Whenever significant differences between the means were found, the Scheffé multiple range test was applied to determine which pairs of means were significantly different and which were not.

A specially constructed Questionnaire for Reading Habits was used to collect data concerning possible influences

on the reading interests of pupils and on the selection of their reading materials. The fourteen items in this section were analyzed by chi-square tests of significance to determine the differences, if any, in responses of the various groups to the items on the inventory.

The total-global reading interest score, based on the Olson Reading Interest Inventory, was regressed as a dependent variable on the following independent variables using a SAS multiple regression procedure: race, socioeconomic status, school location, grade, sex, number of books in each school library, number of periodical subscriptions in each school library, number of hours spent per week in watching television, number of movies attended per month, and such influences of selection of reading materials as the school librarian, the public librarian, teachers, parents, friends, browsing in the library and in bookstores, movies, and television programs.

A second dependent variable, the number of hours spent in reading per week by each pupil, was then regressed on the total reading interest score using a SAS regression procedure.

A third dependent variable, the change in the amount of reading for pleasure since the previous school year, was then regressed on the total reading interest score using a SAS regression procedure.

Sample

Three schools were selected from the Greater Dallas-Fort Worth Metropolitan Area. One school had a demographic profile characterized as urban, one as suburban and one as small town (approximately 12,000 population). An attempt was made to include about 100 seventh-grade pupils and about 100 eighth-grade pupils in each school. The number of pupils did not exactly meet this goal because all pupils were surveyed in each class where the instrument was administered. The urban school had an enrollment of 244 seventh graders and 206 eighth graders; the suburban school had an enrollment of 293 seventh graders and 255 eighth graders; the small town school had 245 seventh graders and 243 eighth graders. Table I gives the distribution of the population by school and grade. Each school had approximately a 20 percent black enrollment, a 20 percent Hispanic enrollment, and a 60 percent white enrollment.

TABLE I

DISTRIBUTION OF THE POPULATION BY SCHOOL AND GRADE

Demographic Profile	Grade 7	Grade 8	Total
Small Town	245	243	488
Suburban	293	255	548
Urban	244	206	450
Total	782	704	1486

The small town school library had about 10,600 books and twenty-nine periodical subscriptions; the suburban school library had about 11,000 books and fifty periodical subscriptions; the urban school library had about 8,000 books and nineteen periodical subscriptions. These data for books and periodicals were collected to supplement the pupil responses to the instrument concerning items on the types of reading materials such as books, magazines, and newspapers. These data were also used in the multiple regression analysis of the reading interest score of each pupil to determine the predictive strength of the variables of number of books and periodical subscriptions.

Each school library had a full-time certified librarian. Data on the number of books and periodical subscriptions as well as the number of books per pupil in each school are contained in Table II.

TABLE II

LIBRARY BOOKS AND PERIODICAL SUBSCRIPTIONS BY SCHOOL

Demographic Profile	Books	Books Per Pupil	Periodical Subscriptions
Small Town	10,600	21.72	29
Suburban	11,000	20.07	50
Urban	8,000	17.77	19

Study participants were 647 seventh- and eighth-grade pupils selected on a non-random basis from three school districts. Only three responses could not be used because the pupils were members of races other than black, white or Hispanic. If pertinent data such as occupation and education of parents or race of pupil were omitted, there was time in each class period to request that pupils give this information. The distribution of the sample by race, socioeconomic status level, and school are presented in Table III.

TABLE III
DISTRIBUTION OF THE SAMPLE BY RACE,
SOCIOECONOMIC STATUS, AND SCHOOL

Sample Distribution	Count (N=647)	Percent
Race		
Black	87	13.4
White	465	72.5
Hispanic	91	14.1
Socioeconomic Status		
Level I	29	4.5
Level II	92	14.2
Level III	252	38.9
Level IV	217	33.5
Level V	57	8.8
School Location		
Small Town	250	38.6
Suburban	187	28.9
Urban	210	32.5

Methodologies and Instruments Used in Reading Interest Studies

Studies of reading interests, preferences, and habits have generally used one or more of the following research methods for data collection: interviews, observations, questionnaires, inventories, fictitious annotated titles, records of pupils, library withdrawals, and creative expressions. The terms are sometimes overlapping and what may be defined as "questionnaire" by one researcher may be termed an "inventory" by another. A brief review of each of these methods is included to support the choice and use of the Olson Reading Interest Inventory in the present study.

Interviews

The individual interview has been described as an oral questionnaire. Interviews may be structured or open, and much information can be obtained from them. Olson and Ames (24, p. 168) characterize the interview as the best method for understanding an individual's reading interests in relation to other facets of life. However, this technique is time-consuming, and because of time constraints, the number of subjects must be limited. Carter (6, p. 53) notes also the importance of the skill of the interviewer and cites limited training of the interviewer and possible interviewer bias as potential detrimental factors.

Observations

When studying reading habits and interests, observations may be used. Teachers and librarians can talk to pupils on an individual basis about their favorite games, television programs, and aspirations as a means of learning about their interests and can also observe their daily behavior and choices of activities. Observations of children and young adults browsing in book stores have similarly been utilized and reported. To be effective, careful records must be kept, and this procedure is also time consuming.

Questionnaires

Questionnaires are the most popular kind of data collection instrument and they may be used to gather data in widely differing settings. In a limited, or forced-choice technique, for example, subjects may be required to choose between two or more books although none of the choices may actually be appealing. King (19, pp. 322-323) notes that questionnaires are also apt to be biased toward pupils who are interested in books; pupils who read more are proud of that fact and are glad to report it, but pupils who read less are likely to conceal the fact or to exaggerate the number of books read. There is also some problem of what constitutes "reading a book." Some pupils may claim to have read a book when they have only browsed through the book, skimmed a few pages, or seen a film based on the book. Despite such problems,

questionnaires can be effectively used, and they have been the most frequently employed approach in studying reading interests.

Inventories

Inventories are a type of questionnaire in which the subjects evaluate a list of items such as book titles, fictitious annotated titles, or a list of reading topics. The items are either rated or ranked. Responses from large numbers of pupils may be analyzed through inventories and can provide some general information regarding the attitudes and the likes and dislikes of the subjects.

Fictitious Annotated Titles

Thorndike (34, p. 5) pioneered the use of fictitious annotated titles in the children's field and believed that his method was to explore topics of interest rather than interest in any specific books. An advantage of using fictitious annotated titles as a method of data collection is that practical limitations of time, materials, and reading ability make it difficult to have subjects actually read any considerable number of books for purposes of an interest survey. One disadvantage of using fictitious annotated titles is that the annotator may be biased toward certain subjects and may be unfamiliar with other subjects such as science or technology. Another disadvantage is that

fictitious annotated titles may not do justice to some forms of literature as style of writing and format could be a decisive factor in choices of reading materials.

Records of Pupils

The keeping of either formal or informal records is sometimes a recommended practice for use in research on reading interests. This process is limited by the fact that many pupils do not have access to materials of primary interest to them. Robinson (29, p. 81) concluded that studies using this technique may only be reporting the topics recorded by pupils that have sufficient interest that they report them.

Library Withdrawals

Using library withdrawal records as a determinant of reading interests have some of the same limitations of pupils' own records. Studies have found that the relationship between library book borrowing and library book reading was rather low. In a study mentioned by King (19, p. 323), only 56 percent of books checked out by children were read in their entirety. Therefore, caution is warranted in interpreting studies based on library circulation figures.

Creative Expressions

Literature selections often provide the ideas which a child will portray in dramatic play, creative drama, or creative art. This method of studying children's interests

has been used mainly by educators with young children who cannot read. Kirsch (20, p. 80) notes that few research studies have used this method for determining reading interests.

Description of the Instrument

A search of the literature failed to reveal any appropriate standardized tests to measure the reading interests of seventh- and eighth-grade pupils. Although there are several reliable instruments for measuring the general interests of pupils in all grades, the studies of Young (38), of Rudman (31), and of Shores (32) found that general interests of children do not agree with the interests represented by their reading selections.

The instrument used in this study consisted of three parts. The Student Data Form was the first part of the instrument, and the name, grade, sex, school, race, and the occupation and educational level of parents were obtained for each pupil. The second part, the Questionnaire for Reading Habits, collected information on the hours spent per week in reading for pleasure and in watching television, the number of movies attended per month and whether the pupil was reading more or less this school year than last school year. Factors influencing selections of reading materials were checked "yes" or "no."

The third part, the Olson Reading Interest Inventory, by Arthur Olson, Program Director of the Department of Communication and Social Foundations at the University of Victoria, British Columbia consisted of forty questionnaire items. Although not formally standardized, this instrument has been previously used. The forty items include format of materials such as newspapers, books, or magazines as well as topics of interest such as sports, world events, biography, humor, hobbies, family life, personal problems, jobs, religion, and adventure. Responses to each of the forty items were made by pupils based upon one choice out of six possible choices which they felt best described their feelings about the reading interest topics. The six choices were (6) Like very much, (5) Like quite a lot, (4) Like a little, (3) Dislike a little, (2) Dislike quite a lot, and (1) Dislike very much.

The Olson questionnaire has been used since 1966 when Olson and Rosen (25) used the inventory in a comparison of reading interest according to sex and race with ninth-grade pupils in a newly integrated school. Several reading interest studies have also used the same, or similar, six-point rating scale response as the Olson Reading Interest Inventory.

For example, Coleman and Jungeblut (8, p. 211) reported that, "School children eight to twelve years of age give substantial evidence that they can make discriminating judgments about what they like to read and what they dislike to read." Evidence of ability to make discriminating

judgments through a rating scale was obtained by Coleman and Jungeblut with 750 subjects. Eighty-one reading selections were presented to children in grades three through six and they were asked to rate the selections upon a six-point scale. The researchers believed that the distribution ratings obtained indicated that children could utilize the scale effectively.

Similarly, in studying the reliability and comparability of four instruments assessing children's reading interests with differing response formats, Joel (16) found that formats of paired comparison, multiple rank order, single rank order, and scale all appeared to be measuring much of the same factor. She also determined that there are several equally reliable response formats available. She believed that the choice of a response format should be based on research goals and theoretical and practical considerations.

In accessing the face validity and the content validity of the Olson Reading Interest Inventory, as well as the other parts of the instruments used in the present study, a professional panel was employed. The use of such a panel is recommended by Van Dalen (36, p. 136) who notes, "One asks qualified experts to rate test items as to their importance and to devise some method of pooling their judgments." When checking content validity, the test constructor alone, and with the aid of others, judges the extent to which the test

items constitute "a representative sample of the universe of the content that the test is designed to measure." Other researchers in the area of reading interests who have used this method of checking validity include Barchas (5), Feeley (9), Kirsch (20), and Clarke (7).

The survey instrument used in the present study was validated by a professional panel with special competencies in young adult reading interests and in survey instrument construction. The panel consisted of the following nine members:

(1) John Curry, a professor and assistant dean of research methodology in the College of Education, North Texas State University, and an expert in questionnaire construction;

(2) M. Jean Greenlaw, a professor of reading education in the College of Education, North Texas State University;

(3) Dale W. Brown, Supervisor of Libraries, Media and Textbooks, Alexandria City Public Schools, Alexandria, Virginia;

(4) Adelene L. James, Librarian, Meadowbrook Middle School, Dallas, Texas;

(5) Millie Wasson, Librarian, T. C. Marsh Middle School, Dallas, Texas;

(6) Linda Wilson, Librarian, St. John's School, Houston, Texas;

(7) Carrie L. Coy, Language Arts Department Chairman and teacher, T. C. Marsh Middle School, Dallas, Texas;

(8) Una Mahaley, English teacher, DeSoto Independent School District, DeSoto, Texas; and

(9) DeLois Stolusky, English teacher and former librarian, Kaufman Independent School District, Kaufman, Texas.

Two members of the panel are professors of education with specialities in instrument construction or in reading; one is a director of libraries and media of a school system with a cross-section of pupils from various racial and socioeconomic backgrounds; three are librarians; one is a language arts department chairman and teacher; one is an English teacher; and one is presently an English teacher and has formerly served as a librarian. All of the teachers and librarians have worked with seventh- or eighth-grade pupils. Two are members of a minority race.

In the Appendix there is a copy of the Answer Sheet for Jury of Experts to Evaluate Questionnaire and a copy of the letter that was sent to the jury members asking for their assistance in validating the instrument. An explanation of the changes that were made following receipt of these suggestions are discussed, along with examples of the panel's comments, in the Appendices.

Socioeconomic Status Scales

Demographic characteristics most commonly used as indicators of social status include occupation, education,

income, residence (location and dwelling type), and source of income. Many researchers combine several characteristics to produce a single socioeconomic measure. Miller (23, p. 211) writes that occupation has been shown to be the best single predictor of social status, and overall occupational prestige ratings have been found to be highly stable. Individual income and educational attainment are known to be correlated with occupational ranks. Barber (4, pp. 168-169) agrees with Miller that the single item most commonly used for social class indices is occupational position. It is relatively easy to ascertain a person's job, while a person's salary, religion or the cost of a house may be considered private.

While the relationship between occupation and social status is well established, there is one area in which the research evidence is not clear. This is the case of women. No scale was located which used the occupation and educational level of both parents. As Watson and Barth (37, pp. 13-16) point out, while the occupation of the head of household is used as the basis for rating, husbands and wives frequently belong to different economic status categories when their occupations are rated separately. If they were combined, still another ranking could occur. In the present study, the father's occupation and education were used if available in determining the socioeconomic status of the subjects. If the data were lacking for the father, the mother's occupation and education level were used.

Hall (11, p. 254) relates that the assumption is almost always made that women and other family members have the status of the husband, and he believes that additional research in this area is required. Haug (12, pp. 86-87) notes that a major shortcoming in the measurement of social class is neglect of the characteristics of women, particularly working wives, in the allocation of class position to individuals and families. Usually, only when women are heads of households are their occupation and education a determining factor.

The socioeconomic measurement devices most frequently mentioned in the social science literature are reviewed and compared in the following paragraphs. Justification for using the Hollingshead's Two-Factor Index of Social Position to establish the social and economic position of the subjects into a socioeconomic status level is made.

An early scale and one of the most commonly used was developed by Alba M. Edwards for the United States Bureau of the Census. Edwards' classification is an example of combining the social class and economic aspects of occupational positions into a single index-scale. The index has been widely used in economic, political, social-psychological, and sociological research and has also been the base for other improved social class indices. Miller (23, p. 212) suggests choosing Edwards' socioeconomic grouping if a relatively broad classification is satisfactory for the research problem.

This grouping makes it possible to use the United States Census for many kinds of comparative purposes. The most often cited criticisms of the Edwards' classification concern the lack of homogeneity of the categories and the weak scale properties of hierarchical groupings.

In contrast to the Census scores, the North-Hatt Occupational Ratings rely solely on subjective occupational ratings of representative samples of respondents to measure occupational status. The respondents are asked to rate their own personal opinion of the general standing that a job has on a five category scale: excellent, good, average, somewhat below average, and poor. The occupational ratings are rather limited by the fact that scores are available on only ninety occupations as compared to the over 500 occupation scores available in the Duncan scale which is discussed below. Robinson, Athanasiou, and Head (30, p. 336) note that the respondent's own social status and familiarity with various occupations have been found to affect scores. Lowered reliability has also been found for occupations in the middle of the status scale.

One of the most substantial efforts to develop a precise and rigorous measure of occupational status is represented by the work of Otis Dudley Duncan. Using data from the 1950 census, Duncan developed a socioeconomic index for nearly 500 occupations based upon the educational attainment and

income of persons in those occupations. Since its appearance in 1961, this scale has been one of the most widely used measures of occupational status. Robinson, Athanasiou, and Head (30, p. 336) found the standard Duncan Socio-Economic Status Scale to be superior for most survey and large sample situations and Miller (23, p. 211) agreed with this assessment.

In 1960, the Nam and Powers status scale was constructed for the same occupations that Duncan dealt with in 1950. Using a scoring scheme similar to that used by Duncan, education and income data from the 1960 census were used to assign status scores to each occupation. The same procedure was used with the 1950 census and changes were examined in the status of occupations from 1950 to 1960. Pavalko (26, p. 114) says that this Status Scale of Occupations had an over-all correlation of .97 between it and the Duncan scale.

Two scales that are modifications of the Edwards' scale are the Two-Factor Index of Social Position by Hollingshead and the Warner Index of Status Characteristics. In the Lawson and Boek (21, p. 149) study of the correlations of seven indexes of socioeconomic status, Warner's had the highest correlation with the other scales, next higher was the Hollingshead scale.

Barber (4, p. 179) stated that one virtue of the Warner's Index of Status Characteristics is that he demonstrated the

high correlation among the several different indicators of class position. Warner thought it seemed advisable to subdivide some of the occupational groups in the Edwards' classification and to combine certain of the categories. In making these changes the primary criteria were level of skill that a job required and prestige value attached to a job. The major departure from the Edwards' classification is in regard to professionals and proprietors. Using Dun and Bradstreet ratings, Warner found it meaningful to subdivide proprietors to avoid the dilemma of giving equal rating to the owner of the smallest neighborhood store and the owner of the largest factory.

Hollingshead's Two-Factor Index of Social Position is a widely used scale based on two factors: occupation and education of the head of the household. The occupation scale differentiates among kinds of professionals and the size and economic strength of business. Hollingshead believes that the use of education as a scale reflects not only knowledge but also cultural tastes. Index weights are assigned in a regression equation which yields, or predicts, an overall rating of class position.

In their study, as previously noted, Lawson and Boek (21, p. 152) compared seven scales of socioeconomic status using data on 1,805 families in fifteen communities. They concluded that Hollingshead's occupational classification "provides a practical and sufficiently reliable measure of

social class for most analyses." They also found this scale to be moderately correlated with the Duncan indices.

Miller (23, p. 212) noted further in 1977 that the Hollingshead and Duncan measures were the two most widely used indices in current research. The Hollingshead Two-Factor Index of Social Position was chosen for the present study largely for its greater convenience in use. In using the Hollingshead index, as previously indicated, only occupation and education are needed, and these data are relatively easy to obtain. The scale score can also be quickly computed, and the individual social position can be readily established.

The socioeconomic status levels are based upon ratings on a five-point scale. The process for computing the Hollingshead scale is indicated in the following description reported by Miller (23, pp. 230-238).

A further description of the Hollingshead index, the process for computing the scale, and information on the reliability and validity of the scale as reported by Miller (23, pp. 230-238) is presented on the following pages.

Hollingshead's Two-Factor Index of Social Position

Description

The two-factor index is composed of an occupational scale and an educational scale. Both are seven-point scales with occupation given a weight of seven and education given

a weight of four. Five social classes are determined as a result. Level I is the top level and Level V is the bottom level.

The first category of the occupational scale includes higher executives of large concerns, proprietors and major professionals; the second category includes business managers, proprietors of medium-sized businesses, and lesser professionals; the third category includes administrative personnel, owners of small businesses, and minor professionals; the fourth category includes clerical and sales workers, technicians, and owners of little businesses; the fifth category includes skilled manual employees; the sixth category includes machine operators and semi-skilled employees; the seventh category includes unskilled employees.

The educational scale is divided into seven positions. The first position is for persons with graduate professional training; the second for standard college or university graduation; the third for partial college training; the fourth for high school graduation; the fifth for partial high school attendance, the sixth for junior high school completion; the seventh for less than seven years of school.

Process for Computing the Scale

For example, to compute a score for the manager of a supermarket (scale score 3) who had completed high school and one year of business college (scale score of 3), the procedure would be as follows:

<u>Factor</u>	<u>Scale Score</u>	X	<u>Factor Weight</u>	= <u>Score</u>
Occupation	3		7	21
Education	3		4	<u>12</u>

Index of Social Position Score . . 33

The range of scores thus obtained are grouped in five levels to reflect five social classes as follows:

<u>Class</u>	<u>Range of Scores</u>
I	11-17
II	18-31
III	32-47
IV	48-63
V	64-77

Reliability and Validity of Index

Hollingshead reports a correlation between judged class with education and occupation as $R_{1(23)} = .906$. He and others have made extensive studies of the reliability of scoring, and validity of the index on over 100 variables.

The distribution of the sample according to socioeconomic status levels as determined by the Hollingshead Two-Factor Index of Social Position was reported in Table II on page 52. The complex index is included in the Appendix.

Administration of the Instrument

The instrument was informally pretested with fifteen pupils randomly selected from a school in the Greater Dallas-Fort Worth Metropolitan Area. The responses of these pupils

were reviewed to determine if directions and wording were clearly stated, and revisions were made as needed. The instrument was personally administered by the researcher. Oral instructions were given in each classroom in addition to the instructions which were printed on the questionnaire. The time taken by the pupils to complete the questionnaire ranged from ten to twenty minutes.

Permission was given by each school district to carry out the research after a summary of the proposal was sent to the administrator in charge of research for each district to be surveyed. One district had a research committee to approve the survey. Following this procedure, the researcher contacted the individual principal in each school to arrange a time to administer the survey. The principals contacted the teachers of the seventh- and eighth-grade pupils to be surveyed and arranged the schedule. Upon arrival in the school building, the researcher met with the teachers to further explain the purpose and importance of the research. They were given a copy of the instrument prior to going to the classroom. The teachers remained in the classrooms during the survey and, along with the researcher, assisted the pupils with any clarification.

Data Analysis

To assess the feasibility of using factor analysis in processing responses to the Olson Reading Interest Inventory

and in reducing the number of separate variables tabulated, a correlation matrix was prepared using a SAS procedure. This matrix indicated that the forty separate variables might be reduced and clustered into a smaller number which would render subsequent data analysis more manageable. In this regard the following observation was made by Kim in the Statistical Package for the Social Sciences (SPSS, 33, p. 469).

The single most distinctive characteristic of factor analysis is its data-reduction capability. Given an array of correlation coefficients for a set of variables, factor-analytic techniques enable the researcher to see whether some underlying pattern of relationships exists such that the data may be rearranged or reduced to a smaller set of factors or components that may be taken as source variables accounting for the observed interrelations in the data.

As Kim (17, p. 89) also notes elsewhere, factor analysis refers to a variety of statistical techniques whose "common objective is to represent a set of variables in terms of a smaller number of hypothetical variables." Factor analysis assumes that the observed variables are linear combinations of some underlying (hypothetical or unobservable) factors, and, in general, the variables should not be causes of one another. The factor model assumes that all the observed variables are produced by the underlying factors.

For the present study, several factor analytic methods were tried, and each subsequent rotated matrix was examined. Rotations of up to nine factors were obtained and inspected to determine which rotation seemed most reasonable and which

accounted for the most variables with loadings of .50 or above on at least one factor. The .50 criteria also prevented a variable from loading on two clusters. The principal-components method proved to be the most appropriate initial factoring procedure with the equamax rotation following. Several SAS clustering procedures were then used to confirm the results of these factor analyses. Seven categories, or composite clusters, were identified in this manner for use in the present study.

In the principal components matrix, the eigenvalues associated with each component represent the amount of total variance accounted for by the factor. The SAS procedure retains and prints only components with eigenvalues greater than or equal to 1.0. This criterion ensures that only components accounting for at least the amount of the total variance of a single variable will be treated as significant. Eigenvalues determine the number of factors. The solution, as described in SPSS (33, p. 479), of factoring with unities in the diagonals of the correlation matrix are called the principal-component solution. In initial factoring, the descending magnitude of the eigenvalues tells something about the relative importance of each factor. This is not true for the rotated solution. Kim (18, p. 77) notes that, once different dimensions are separated out through rotation, it is not crucial to know how much variance in the data as a whole each explains.

Principal-component analysis allows factor scores to be computed directly rather than requiring that they be estimated. If the objective of a factor analysis is some "simple summary" of information contained in the raw data, as Kim (18, p. 72) states, the use of component scores has a definite advantage over factor scaling. Principal-components are no more than exact mathematical transformations of the raw variables. Therefore, it is possible to represent the components exactly from the combinations of raw variables. They can be spoken of as component scores, instead of scales or estimates. The scores are obtained by combining the raw variables with weights that are proportional to their component (factor) loadings.

The final step in factor analysis involves finding simpler and more easily interpretable factors through rotations, while keeping the number of factors and communalities of each variable fixed. As Kim notes (33, p. 423), the unrotated factors extracted through various factoring methods may or may not give a meaningful patterning of variables. Rotation is desirable because it simplifies the factor structure.

The present study used the orthogonal rotation of equamax. Popham (27, p. 256) describes orthogonal rotation as those in which factors (or axes) can be rotated and positioned so that each factor vector has an angle of ninety degrees with every other factor (that is, with zero correlations between all factors).

Gorsuch (10, p. 195) observed that equamax rotation is used to spread the extracted variance evenly across the rotated factors. Varimax rotation spreads the variance more than quartimax rotation; and equamax spreads variance even more than varimax. Quartimax centers on simplifying the rows of a factor matrix, and varimax centers on simplifying the columns of a factor matrix. Equamax follows the general line of reasoning of the quartimax and varimax criteria. It can be thought of as a compromise solution of the preceding two. Instead of concentrating either on simplification of the rows or on simplification of the columns, it tries to accomplish some of each; hence the name equamax.

Following the determination of the seven clusters, or categories, an analysis of variance was performed using the General Linear Model (GLM) of the SAS statistical package program. GLM handles classification variables, which have discrete levels, as well as continuous variables. Thus, GLM can be used for many different analyses, including analysis of variance with unbalanced data (or different size groups). In the present study, the GLM procedures yielded the equivalent of a three-way analysis of variance which was deemed appropriate for the consideration of the three independent variables of race, socioeconomic status, and location of school. The analysis of variance yields an F statistic which is interpreted for statistical significance

using a probability table that indicates the probability of an observed mean difference being attributed to chance.

Analysis of variance was used to determine if any significant differences existed between the mean interest scores of the different subgroups (race, socioeconomic status, location of school). If the resulting F statistic indicated a significant difference between these mean scores, additional analyses were made using the Scheffé multiple comparison test to discover which group means differed significantly. As described by Huck (14, pp. 68-69), the Scheffé test has the advantages of simplicity, applicability to groups of unequal sizes, and suitability for any comparison. This method is also known to be relatively insensitive to departures from normality and homogeneity of variance. For the purposes of the present study, the required level of statistical significance was set at the .05 level.

The responses to the Questionnaire for Reading Habits revealed the influences of pupils' reading interests and reading materials. The number of hours spent per week in reading for pleasure and in watching television, as well as the number of movies attended per month, were recorded. Chi-square analysis of the responses to the listing of influences or choices of reading materials was employed to determine the significance of differences, if any, in choices of the subgroups of race, socioeconomic status, or location of school.

These tests indicated whether the samples were significantly different and could be considered to have been drawn from different populations.

The final stage in the data analysis employed regression techniques to analyze and describe the relationship between each pupil's total reading interest score and certain variables. The relationship between the total reading interest score and the hours spent in reading per week and the relationship between the total reading interest score and the reported change in the amount of reading since the previous school year were also reported.

The SAS stepwise procedure with the maximum R^2 improvement technique was used in regression analysis. This technique yields the best one-variable model, then the best two-variable, and so forth. Variables are added in single steps and in all different sequences rather than in a particular order determined by the researcher. At each step, the reduction in residual variance is noted; when enough predictors have been added so that further significant reduction is not achieved, the calculation stops. A SAS procedure for simple regression was used to predict the number of hours spent in reading per week, and to predict the reported change in reading from the previous school year.

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CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present the results of statistical analyses performed on the data relative to the hypotheses being tested in this study. The five hypotheses considered the differences between the reading interests and habits of black, white, and Hispanic seventh- and eighth-grade pupils of differing socioeconomic backgrounds in three schools in the Greater Dallas-Fort Worth Metropolitan Area. The data were analyzed using the statistical techniques of factor analysis, analysis of variance, a multiple comparison test, chi-square tests of significance, and regression analysis. The results are presented in the order in which the analyses were performed.

Results of Factor Analysis of the Olson Reading Interest Inventory

Before submitting the data to the factor analysis procedures an inter-item correlation matrix was prepared. The correlation matrix indicated that the forty variables in the Olson Reading Interest Inventory might be reduced and clustered into a smaller number which would make the additional steps in the data analysis more manageable. The

factor analysis was undertaken using the principal component method with the equamax rotation. Taking the eigenvalues as a criterion to determine the number of factors to extract with a cutoff point of .1, seven clusters were identified. Twenty-nine of the original forty items in the inventory were retained in the clusters. Variables that loaded below .50 were eliminated. The data were also submitted to several SAS clustering procedures to confirm the results of the factor analysis. The results of the SAS procedures supported the results of the factor analysis.

The seven factors, or clusters, obtained by the equamax rotation were termed Personal Relationships, Sports, Humor, Mystery and Adventure, Personal Development, Hobbies and Jobs, and News. The factors are further characterized below.

Personal relationships.--Items loading into this cluster concerned some aspect of relations to other people, such as books about family life, books with romantic themes, books about personal appearance, books about similar personal problems, books about teenage problems, magazines with romantic themes, and magazines about television and movie stars.

Sports.--All of the items relating to sports such as the sports page of the newspaper, reading about sports, and sports magazine, loaded into this cluster.

Humor.--Items loading highly on this factor included comic pages of the newspaper, books that are funny, comic books, and joke magazines. All of the items related to humor loaded into this cluster.

Mystery and adventure.--Mystery stories, detective magazines, adventure books, and reading books in general, were the items that loaded into this cluster.

Personal development.--Items loading highly into this cluster were books about health, books about religion, and books about other countries.

Hobbies and jobs.--High loaders included books about hobbies, books about jobs, and hobby magazines.

News.--Items such as reading the newspaper, world events in the newspaper, and local interest in the newspaper loaded into this cluster.

Table IV presents a summary listing of each cluster and of the variables within each cluster.

Results of Analysis of Variance

The raw score sums of the responses of all subjects on each item in each cluster were tabulated, and a mean interest score was then computed for each cluster. Ranking these mean interest scores revealed that Humor had the highest mean of the clusters for all pupils and that Personal Development had the lowest mean for all pupils. Table V gives the mean interest score for each of the clusters.

TABLE IV
VARIABLES IN EACH CLUSTER AS A
RESULT OF FACTOR ANALYSIS

Personal Relationships

- 15. Books about same problems you have
- 18. Books about family life
- 19. Books with some romance
- 21. Books about personal appearance
- 22. Books about teenage problems
- 33. Romance magazines
- 40. Magazines about TV and movie stars

Sports

- 4. Sports page of newspaper
- 20. Reading about sports
- 31. Sports magazines

Humor

- 3. Comic pages of newspaper
- 9. Books that are funny
- 34. Comic books
- 36. Joke magazines

Mystery and Adventure

- 7. Reading books
- 10. Books that have adventure
- 16. Mystery stories
- 39. Detective magazines

Personal Development

- 14. Books about health
- 25. Books about religion
- 28. Books about other countries

Hobbies and Jobs

- 11. Books about hobbies
- 23. Books about jobs
- 32. Hobby magazines

News

- 1. Reading the newspaper
- 5. World events in the newspaper
- 6. Local interest in the newspaper

TABLE V
 MEAN INTEREST SCORE FOR EACH CLUSTER
 IN RANK ORDER

<u>Cluster</u>	<u>Mean</u>
Humor	4.63446670
Mystery and Adventure	4.21561051
Personal Relationships	4.01162791
Hobbies and Jobs	3.73003606
Sports	3.69706337
News	3.45904173
Personal Development	3.07015504

The mean interest scores and standard deviations were next computed by race for each cluster as displayed in Table VI. Blacks were above the mean for all clusters except News and Personal Development. Whites were only above the mean for the two clusters of Humor and of Mystery and Adventure. Hispanics were above the mean for Hobbies and Jobs, Sports, and Personal Development.

The mean interest scores and standard deviations by school for each cluster are displayed in Table VII. The small town school was above the mean for all categories; whereas the suburban school was above only in the three clusters of Humor, Mystery and Adventure, and Personal Relationships. The urban school was below the mean in all seven clusters.

TABLE VI

MEAN INTEREST SCORES AND STANDARD DEVIATIONS
BY RACE FOR EACH CLUSTER

Cluster	Black		White		Hispanic	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Humor	4.98	1.05	4.62	1.21	4.32	1.35
Mystery and Adventure	4.41	1.16	4.23	1.26	3.92	1.21
Personal Relationships	4.66	1.13	3.90	1.31	3.93	1.26
Hobbies and Jobs	4.31	1.28	3.59	1.33	3.87	1.34
Sports	4.54	1.60	3.46	1.72	4.08	1.64
News	3.77	1.07	3.40	1.20	3.42	1.28
Personal Development	3.58	1.23	2.96	1.21	3.13	1.29

TABLE VII

MEAN INTEREST SCORES AND STANDARD DEVIATIONS
BY SCHOOL FOR EACH CLUSTER

Cluster	Small Town		Suburban		Urban	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Humor	4.71	1.16	4.84	1.04	4.35	1.38
Mystery and Adventure	4.24	1.20	4.32	1.15	4.08	1.37
Personal Relationships	4.04	1.26	4.10	1.31	3.88	1.30
Hobbies and Jobs	3.84	1.32	3.63	1.38	3.67	1.35
Sports	3.92	1.75	3.36	1.66	3.72	1.74
News	3.72	1.11	3.24	1.17	3.32	1.26
Personal Development	3.32	1.15	2.95	1.28	2.87	1.27

The mean interest scores and standard deviations by socioeconomic level for each cluster are displayed in Table VIII. Level I and Level V were above the mean in Humor. Levels I, II, and IV were above the mean in Mystery and Adventure. Levels I, IV, and V were above the mean in Personal Relationships. Levels IV and V were above the mean in Hobbies and Jobs. Levels III and V were above the mean in Sports. Levels I and II were above the mean in the News cluster. Levels I, II, and V were above the mean in the Personal Development cluster.

In summary, Level I (the highest level of socioeconomic status) was above the mean in five of the seven clusters; Level II was above the mean in three of the clusters; Level III was above the mean in only one cluster; Level IV was above the mean in three clusters; and Level V (the lowest level of socio-economic status) was above the mean in five of the seven clusters. Table VIII displays the mean interest scores by socioeconomic status for each cluster.

In using analysis of variance to compare the mean responses of the three racial groups to the seven clusters, or categories, of reading interests, differences were found at a significance level of .05 or less in five of the seven clusters. The five clusters were Personal Relationships, Sports, Humor, Personal Development, and Hobbies and Jobs. No significant difference was found between the three racial

TABLE VIII

MEAN INTEREST SCORES AND STANDARD DEVIATIONS
BY SOCIOECONOMIC LEVELS FOR EACH CLUSTER

Cluster	Level I		Level II		Level III		Level IV		Level V	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Humor	4.94	0.85	4.60	1.15	4.60	1.23	4.62	1.28	4.70	1.26
Mystery and Adventure	4.47	1.16	4.29	1.35	4.18	1.19	4.22	1.28	4.70	1.22
Personal Relationships	4.40	1.13	3.87	1.36	3.97	1.31	4.03	1.33	4.10	1.15
Hobbies and Jobs	3.67	1.23	3.64	1.27	3.72	1.37	3.77	1.38	3.76	1.36
Sports	3.58	1.56	3.67	1.61	3.71	1.77	3.65	1.78	3.88	1.70
News	3.73	1.34	3.64	1.12	3.47	1.21	3.33	1.21	3.40	1.09
Personal Development	3.42	1.02	3.26	1.18	2.98	1.28	3.01	1.27	3.21	1.12

groups in the two categories of Mystery and Adventure or News. The location of the school--whether in an urban, suburban, or small town setting--was found to reflect a significant difference in the three categories of Personal Development, Humor, and News. There were no significant differences in the means of the five levels of socioeconomic status in any of the seven clusters.

Table IX summarizes the results of the analysis of variance showing the F ratios and the probability of the source of difference for each cluster at the .05 level. The results are displayed by race, by socioeconomic status, and by school. In general, these results are supportive of the hypothesis that seventh- and eighth-grade pupils of differing socioeconomic status have similar reading interests. However, contrary to the initial hypothesis, reading interests of seventh- and eighth-grade pupils appear to differ according to their racial origins and their school locations.

Results of the Scheffé Tests

The results of the Scheffé tests to determine the source of the differences that were found in the analysis of variance are presented in Tables X through XVII. The difference between the means are also reported together with the simultaneous lower and upper confidence limits.

Table X presents the differences between the races in the Sports cluster. Blacks and Hispanics were significantly

TABLE IX

ANALYSIS OF VARIANCE RESULTS BY RACE
SOCIOECONOMIC STATUS AND SCHOOL

Clusters	Race		SES		School	
	F Ratios	Probability	F Ratios	Probability	F Ratios	Probability
Humor	8.13	0.0003*	1.10	0.3564	9.93	0.0001*
Mystery and Adventure	2.81	0.0609	0.28	0.8879	1.66	0.1912
Personal Relationships	18.73	0.0001*	0.50	0.7339	2.34	0.0971
Hobbies and Jobs	10.94	0.0001*	0.28	0.8881	0.85	0.4295
Sports	21.55	0.0001*	0.68	0.6087	1.61	0.2008
News	3.65	0.0265	2.15	0.0730	10.43	0.0001*
Personal Development	9.79	0.0001*	2.22	0.0653	7.34	0.0007*

*p < .05.

different from whites, but not from each other in their liking to read about sports.

TABLE X
SCHEFFÉ TEST FOR SPORTS CLUSTER BY RACE

Race* Comparison	Simultaneous Lower Confidence Limit	Difference Between Means	Simultaneous Upper Confidence Limit
1-3	-0.0637	0.4598	0.9833
1-2	0.6717	1.0792	1.4868**
3-1	-0.9833	-0.4598	0.0637
3-2	0.2195	0.5194	1.0194**
2-1	-1.4868	-1.0792	-0.6717**
2-3	1.0194	-0.6194	-0.2195**

*Race 1 = Black, 2 = White, 3 = Hispanic.

**Significant at .05 level.

Table XI indicates the source of the difference between races in the humor cluster. Blacks showed a significant difference from both whites and Hispanics in the Humor category, but whites and Hispanics were not significantly different.

The results of the Scheffé test for the Hobbies and Jobs cluster by race are shown in Table XII. The only significant difference in this cluster was between blacks and whites. Hispanic pupils did not differ from either black or white.

TABLE XI
SCHEFFÉ TEST FOR HUMOR CLUSTER BY RACE

Race* Comparison	Simultaneous Lower Confidence Limit	Difference Between Means	Simultaneous Upper Confidence Limit
1-2	0.0133	0.3572	0.7011**
1-3	0.2142	0.6560	1.0977**
2-1	-0.7011	-0.3572	-0.0133**
2-3	-0.0387	0.2988	0.6363
3-1	-1.0977	-0.6560	-0.2142**
3-2	-1.6363	-0.2988	0.0387

*Race 1 = Black, 2 = White, 3 = Hispanic.

**Significant at .05 level.

TABLE XII
SCHEFFÉ TEST FOR HOBBIES AND JOBS BY RACE

Race* Comparison	Simultaneous Lower Confidence Limit	Difference Between Means	Simultaneous Lower Confidence Limit
1-3	-0.0467	0.4424	0.9315
1-2	0.3393	0.7200	1.1008
3-1	-0.9315	-0.4424	0.0467
3-2	-0.0960	0.2776	0.6512
2-1	-1.1008	-0.7200	-0.3393**
2-3	-0.6512	-0.2776	0.0960

*Race 1 = Black, 2 = White, 3 = Hispanic.

**Significant at .05 level.

The differences between the races in the cluster of Personal Development are reported in Table XIII. Blacks were significantly different from whites and Hispanics, but whites and Hispanics were not significantly different from each other in this category.

TABLE XIII
SCHEFFÉ TEST FOR PERSONAL DEVELOPMENT CLUSTER BY RACE

Race* Comparison	Simultaneous Lower Confidence Limit	Difference Between Means	Simultaneous Upper Confidence Limit
1-3	0.0094	0.4543	0.8993**
1-2	0.2777	0.6242	0.9707**
3-1	-0.8993	-0.4543	-0.0094**
3-2	-0.1702	0.1699	0.5099
2-1	-0.9707	-0.6242	-0.2777**
2-3	-0.5099	-0.1699	0.1702

*Race 1 = Black, 2 = White, 3 = Hispanics.

**Significant at .05 level.

The differences between the races for the Personal Relationships cluster are presented in Table XIV. Blacks differed significantly from both whites and Hispanics; however, whites and Hispanics did not differ significantly from each other.

TABLE XIV
SCHEFFÉ TEST FOR PERSONAL RELATIONSHIPS CLUSTER BY RACE

Race* Comparison	Simultaneous Lower Confidence Limit	Difference Between Means	Simultaneous Upper Confidence Limit
1-3	0.3429	0.7339	1.1249**
1-2	0.4552	0.7597	1.0642**
3-1	-1.1249	-0.7339	-0.3429**
3-2	-0.2730	0.0258	0.3245
2-1	-1.0642	-0.7597	-0.4552**
2-3	-0.3246	-0.0258	0.2730

*Race 1 = Black, 2 = White, 3 = Hispanic.

**Significant at .05 level.

The pattern of differences with respect to race as presented in Tables X through XIV may be summarized as follows: Blacks showed a significant difference from whites and Hispanics in the three categories of Personal Relationships, Personal Development, and Humor. Blacks and Hispanics were significantly different in their responses from whites only in the Sports category. Blacks and whites showed a significant difference in the one category of Hobbies and Jobs. Both blacks and whites were not significantly different from Hispanics in any cluster.

The pattern of differences with respect to school location may be noted next. Table XV reports the differences

between the three schools in the Humor cluster. The small town school and the suburban school were significantly different from the urban school in this category.

TABLE XV
SCHEFFÉ TEST FOR HUMOR CLUSTER BY SCHOOL

School* Comparison	Simultaneous Lower Confidence Limit	Difference Between Means	Simultaneous Upper Confidence Limit
2-1	-0.1629	0.1219	0.4067
2-3	0.1947	0.4909	0.7871**
1-2	-0.4067	-0.1219	0.1629
1-3	0.0932	0.3690	0.6448**
3-2	-0.7871	-0.4909	-0.1947**
3-1	-0.6448	-0.3690	-0.0932**

*School 1 = Small Town, 2 = Suburban, 3 = Urban.

**Significant at .05 level.

In the News category, the small town school was significantly different from the suburban and the urban schools, but the urban and suburban schools were not significantly different from each other. These data are presented in Table XVI.

Table XVII gives the results of the Scheffé test for the Personal Development cluster by school. The small town was significantly different from both the urban and suburban in this category.

TABLE XVI
SCHEFFÉ TEST FOR NEWS CLUSTER BY SCHOOL

School* Comparison	Simultaneous Lower Confidence Limit	Difference Between Means	Simultaneous Upper Confidence Limit
1-3	0.1279	0.3981	0.6682**
1-2	0.1999	0.4789	0.7579**
3-1	-0.6682	-0.3981	-0.1279**
3-2	-0.2094	0.0808	0.3710
2-1	-0.7579	-0.4789	-0.1999**
2-3	-0.3710	-0.0808	0.2094

*School 1 = Small Town, 2 = Suburban, 3 = Urban.

**Significant at the .05 level.

TABLE XVII
SCHEFFÉ TEST FOR PERSONAL DEVELOPMENT CLUSTER BY SCHOOL

School* Comparison	Simultaneous Lower Confidence Limit	Difference Between Means	Simultaneous Upper Confidence Limit
1-2	0.0769	0.3641	0.6512**
1-3	0.1709	0.4493	0.7277**
2-1	-0.6512	-0.3641	-0.0769**
2-3	-0.2135	0.0852	0.3839
3-1	-0.7277	-0.4493	-0.1709**
3-2	-0.3839	-0.0852	0.2135

*School 1 = Small Town, 2 = Suburban, 3 = Urban.

**Significant at the .05 level.

In summary, the location of the school was associated with a significant difference in the mean interest scores in three clusters. The small town school differed from the urban and the suburban schools in the two categories of Personal Development and News. The urban school differed from the small town and the suburban in the Humor category. The suburban school did not differ from both the other two locations in any cluster.

Results of Chi-Square Analysis of the Influences on Reading Interests and Selections of Materials

Fourteen items concerning the influences on reading interests or the influences affecting the selection of reading materials were included in the questionnaire submitted to the pupils. These variables were analyzed by chi-square tests of significance to determine differences, if any, in choices of the various groups in responding to the items on the inventory concerning selection of reading materials. The chi-square test of significance tells whether the samples, or sub-groups, are significantly different and may be considered to have been drawn from different populations.

When analyzed by school location, significant differences were found regarding the following influences: the school librarian, teachers, parents, book length, and looking in bookstores. Socioeconomic status groups were significantly different with regard to the influences of author, pictures,

TABLE XVIII

CHI-SQUARE ANALYSIS OF INFLUENCES ON READING INTERESTS AND SELECTION OF MATERIALS BY RACE, SOCIOECONOMIC STATUS AND SCHOOL

Influences	Race		SES		School	
	χ^2	Probability	χ^2	Probability	χ^2	Probability
School Librarian	. . .	. . .	. . .	. . .	7.773	0.0205
Teachers	. . .	. . .	. . .	. . .	13.688	0.0011
Parents	. . .	. . .	. . .	. . .	9.475	0.0088
Authors	. . .	. . .	12.800	0.0123	. . .	. . .
Length	7.195	0.0274	. . .	. . .	19.153	0.0001
Pictures	13.914	0.0010	13.737	0.0082	. . .	. . .
Television	10.629	0.0049	. . .	. . .	. . .	. . .
Store	7.698	0.0213	10.053	0.0995	7.077	0.0291

Significant differences at the .05 level.

and looking in bookstores. The influences that were significantly different according to the race of the pupil were book length, pictures in books, television, and looking in bookstores. These results are summarized in Table XIII, which shows significant differences at the .05 level for the preceding influences. There were no significant differences in the remaining sources of influence which are not shown in the table.

Table XIX presents the complete chi-square analysis by race of all of the influences of reading interests and selection of materials. There were significant differences by race with regard to the four influences of book length, pictures in books, television, and browsing in bookstores.

TABLE XIX

CHI-SQUARE ANALYSIS OF INFLUENCES OF READING INTERESTS AND
SELECTION OF MATERIALS BY RACE

Influences	χ^2	Probability
School Librarian	5.544	0.0625
Public Librarian	0.900	0.6375
Teachers	0.617	0.7344
Parents	5.655	0.0592
Friends	1.080	0.5828
Browse in Library	2.526	0.2828
Author	5.620	0.0602
Cover	0.538	0.7643
Title	3.116	0.2106
Length	7.195	0.0274*
Pictures	13.914	0.0010*
Movies	2.128	0.3450
Television	10.629	0.0049*
Browse in Bookstores	7.698	0.0213*

*p < .05.

Table XX presents the chi-square analysis by socioeconomic status of reading interests and selection of materials. There were significant differences by socioeconomic status with regard to three areas. The three influences were author, pictures in books, and browsing in bookstores.

TABLE XX

CHI-SQUARE ANALYSIS OF INFLUENCES OF READING INTERESTS AND SELECTION OF MATERIALS BY SOCIOECONOMIC STATUS

Influences	χ^2	Probability
School Librarian	3.609	0.4615
Public Librarian	3.310	0.5074
Teachers	3.3037	0.5516
Parents	1.224	0.8741
Friends	8.209	0.0842
Browse in Library	6.985	0.1367
Author	12.800	0.0123*
Cover	5.322	0.2558
Title	3.048	0.5498
Length	6.406	0.1708
Pictures	13.737	0.0082*
Movies	6.336	0.1755
Television	4.150	0.3860
Browse in Bookstores	10.053	0.0395*

*p < .05.

Table XXI presents the complete chi-square analysis by school location of all the influences of reading interests and selection of materials. There were significant differences by school with regard to the five influences of school librarian, teachers, parents, book length, and browsing in bookstores.

TABLE XXI

CHI-SQUARE ANALYSIS OF INFLUENCES OF READING INTERESTS AND
SELECTION OF MATERIALS BY SCHOOL

Influences	χ^2	Probability
School Librarian	7.773	0.0205*
Public Librarian	5.037	0.0805
Teachers	13.688	0.0011*
Parents	9.475	0.0088*
Friends	0.077	0.9621
Browse in Library	5.480	0.646
Author	1.809	0.4048
Cover	2.013	0.3655
Title	2.747	0.2532
Length	19.153	0.0001*
Pictures	3.250	0.1969
Movies	0.456	0.7960
Television	0.066	0.9674
Browse in Bookstores	0.077	0.0291*

*p < .05.

To summarize the preceding results, the following general observations may be made. School location made a significant difference in five of the fourteen influences of selection of materials. Socioeconomic status made a significant difference in three of the choices of the influences on selection of materials. Race made a significant difference in four of the influences of selection of materials. Browsing in bookstores was the only influence that a significant difference was noted for each subgroup. Length of book and pictures in books made a significant difference in two of the subgroups. The influences that showed a significant difference by only

one subgroup were school librarian, teachers, parents, author of book, and television.

Amount of Time Spent in Reading, in Attending
Movies, and in Watching Television

In addition to the preceding influences on reading interests and selection of materials, data were also collected concerning the following variables: amount of time spent in reading, in attending movies, and in watching television. The latter variables, together with the preceding influences (excluding author, cover, title, and length of book), are utilized subsequently in a multiple regression analysis.

Table XXII presents a summary of the data reported by pupils concerning the number of hours spent each week in reading for pleasure and the number of hours spent each week in watching television. The mean number of hours spent in reading was 4.47, and the mean number of hours spent in watching television was 13.42.

TABLE XXII
NUMBER OF HOURS SPENT PER WEEK BY PUPILS
IN WATCHING TELEVISION AND IN READING

Number of Hours Per Week	Pupils Watching Television (Percent)	Pupils Reading for Pleasure (Percent)
0-5	16.4	72.0
6-10	21.5	17.2
11-15	16.4	6.7
16-19	12.1	1.7
More	33.7	2.4
Total	. . .	100.0

N = 647. Mean: Television 13.42 hrs., Reading 4.47 hrs.

The number of movies attended per month by pupils is presented in Table XXIII. The mean number of movies attended per month was 4.15.

TABLE XXIII
NUMBER OF MOVIES ATTENDED
PER MONTH BY PUPILS

<u>Number of Movies</u> <u>Per Month</u>	<u>Pupils Attending</u> <u>(Percent)</u>	<u>Movies</u>
0-3	48.1	
4-7	36.0	
8-11	15.7	
More	0.2	
Total	100.0	

N = 647. Mean: 4.15.

Table XXIV shows the change in the amount of reading by pupils from the previous school year. A larger number of pupils reported that they were reading more this year than last year. A total of 343 (56.3 percent) said they were reading more this year than last year. A total of 266 (43.7 percent) said they were reading less.

TABLE XXIV
CHANGES IN AMOUNT OF READING BY PUPILS
FROM PREVIOUS YEAR

<u>Amount of Reading</u>	<u>Pupils (Percent)</u>
Reading More than Previous Year	56.3 (343)
Reading Less than Previous Year	43.7 (266)
Total	100.0

N = 609.

Results of Regression Analysis

As a final stage in the data analysis, a linear regression model was constructed. In this model, the dependent, or criterion, variable was taken as the total reading interest score computed for each pupil, and other variables were added to, or excluded from, the model using stepwise multiple regression procedures.

A total, or global, reading interest score (maximum 240 points) was computed for each pupil by simply averaging the pupil's individual score, or responses, on the forty items in the Olson Reading Interest Inventory. In identifying suitable predictor variables, nine of the previously considered influences on reading interests and on selection of reading materials were first subjected to a factor analysis. Three underlying factors or variables were thus identified: Impulse (parents, friends, browsing in libraries, browsing in bookstores); Media (movies and television); and Academic (school librarian, public librarian, teachers). These three factors or variables, along with race, sex, grade, location of school, number of books and periodicals in school library, number of movies attended per month, socioeconomic status, and number of hours spent in watching television per week were then entered into a stepwise multiple regression analysis. This analysis identified four of these twelve variables as contributing significantly to the total reading interest score.

In the equation finally obtained in this manner from the sample data, the variable entered on the first step, Impulse (parents, friends, browsing in libraries, browsing in bookstores), accounts for 13.04 percent of the variance in the criterion variable. When Race is entered as the second variable, the explained variability increases to 17.38 percent. When Media (movies and television) is entered as a third variable, the percent of explained variance increases to 19.92. When Academic (school librarian, public librarian, teachers), is entered as a fourth variable, the explained variability increases to 21.68 percent. The contribution of the remaining independent variables was not identified as statistically significant in this procedure.

The following multiple regression equation was thus obtained for the sample data:

$$\hat{y} = 185.21 - 14.69X_1 - 19.80X_2 - 37.94X_3 - 10.14X_4$$

In this equation, \hat{y} represents the predicted total reading interest score.

The Multiple R for this equation using all four significant variables is .465, and squaring this value (R^2) yields 21.68 percent as the estimate of the explained variance in the criterion variable, total reading interest score. Table XXV summarizes the results of the analysis. Significance was at the .05 level.

TABLE XXV
SUMMARY OF MULTIPLE LINEAR REGRESSION ANALYSIS

Dependent* Variable	Independent** Variable	Regression Coefficient	Probability
Y	X ₁	-14.69	0.0043
	X ₂	-19.08	0.0011
	X ₃	-37.94	0.0001
	X ₄	-10.14	0.0001

*Y = Total Reading Interest Score.

**X₁ = Academic, X₂ = Media, X₃ = Impulse, X₄ = Race.

The four regression coefficients shown in the table and in the equation have negative values. However, considering only their relative size, it may be noted that Impulse is associated most strongly with the criterion variable (reading interest score), followed in order by Media, Academic, and Race. As previously indicated, these four factors account for about 22 percent ($R^2 = .2168$) of the variation, leaving a residual of some 78 percent to be explained by other factors.

In a separate analysis, a prediction equation for number of hours spent in reading per week using simple least squares procedures with total reading interest score of pupils as the predictor variable, was determined. The following

equation was thus obtained, in which \hat{w} represents reading hours and Y represents total reading interest score.

$$\hat{w} = 1.37 + 0.03Y$$

While the regression coefficient in this equation is statistically significant at a probability level of 0.0001, the substantive significance is limited and the variability accounted for is only 7 percent.

Similarly, in another separate analysis, a prediction equation was determined for the reported change in amount of pleasure reading from the previous school year, using again the total reading interest scores of pupils as the predictor variable. The following prediction equation thus obtained, in which \hat{z} represents change in amount of pleasure reading and Y represents total reading interest score.

$$\hat{z} = 1.76 + 0.02Y$$

While the regression coefficient in this equation is statistically significant at a probability level of 0.0006, the substantive significance is limited and the variability accounted for is only 2 percent.

In general, whereas, a relatively large number of variables were initially hypothesized as being associated with the reading interest scores of pupils, only one original variable (Race) and three derived variables (Academic, Media, Impulse--as identified by factor analysis) were found to be statistically significant, and their

coefficients were negative. Considering the reading interests scores of pupils, in turn, as an independent or predictor variable, only relatively small amounts of variation were found to be determined for the two dependent variables of number of hours spent per week in reading for pleasure and of the reported change in amount of pleasure reading from the previous school year.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Purpose and Procedures

Previous studies have established that the reading interests of pupils are influenced by, or associated with, their age, grade, and sex. However, inconsistent results have been reported concerning the relationship between reading interests and the intelligence or achievement levels of pupils. Research has also been ambivalent concerning the influences of such sociological factors as racial origins, socioeconomic status, and school setting (urban, suburban, or small town communities). The present study sought to explore these latter variables and to determine if statistically significant differences existed between categories of reading interests of seventh- and eighth-grade pupils in these subgroups. This study also sought to consider the relationship of the reading interest scores of pupils to certain background characteristics and to certain influences on their selection of reading materials. The study sought further to consider the relationship between reading interest scores of seventh- and eighth-grade pupils and the number of hours spent per week in reading for pleasure, and the

relationship between these scores and reported changes in the amount of reading from the previous school year.

Six-hundred and forty-seven pupils in the seventh and eighth grades in three public schools in the Greater Dallas-Fort Worth Metropolitan Area constituted the sample for the study. The total school population of the urban, suburban, and small town schools was 1486. The pupils were of black, white and Hispanic racial origins and were placed into one of five socioeconomic levels.

A three-part instrument (see Appendix) was used to collect data for the present study. This instrument was submitted to a professional panel for validation. Minor changes were made in the instrument, based upon recommendations by the panel.

Information obtained from the first part of the instrument ("headed" Student Data Form) called for information on the race, sex, grade, and school location of each pupil, together with information on the occupation and education level of the pupils' parents or guardians. The latter information was used to obtain a socioeconomic status score for each pupil as computed with Hollingshead's Two-Factor Index of Social Position.

The third part of the instrument consisted of the Olson Reading Interest Inventory. To facilitate analysis, the forty items on this inventory were reduced by factor analysis

procedures to seven categories of reading interest. An analysis of variance procedure was then used to determine if any significant differences existed between the mean interest scores of pupil subgroups by race, socioeconomic status, and school location in any or all of the categories or clusters. For the significant differences found between the means, the Scheffé multiple comparison test was applied to identify significant differences between means with particular pupil subgroups.

The second, or remaining, part of the instrument ("headed" Questionnaire for Reading Habits) consisted of eighteen items concerning the pupils' reading habits or behavior. Chi-square tests of significance and regression procedures were used to analyze the data from this part of the instrument. The chi-square tests considered the distribution of influences on the selection of reading materials across groupings of pupils by race, socioeconomic status and school location. The regression procedures sought to relate the strength of reading interests of pupils (as measured by an overall reading interest score computed from the Olson Reading Interest Inventory) to reported pupil characteristics and behaviors.

Findings and Conclusions

The present study addressed five principal hypotheses. The findings and conclusions of the study are summarized below with regard to each hypothesis.

Hypothesis I

Seventh- and eighth-grade pupils of differing racial origins have similar types of reading interests.

With regard to this hypothesis, the study found that blacks were significantly different from whites and Hispanics in the clusters of Personal Relationships, Personal Development, and Humor. Whites were significantly different in their responses from black and Hispanics in the Sports cluster. Blacks and whites were significantly different from each other, but not from Hispanics in the cluster of Hobbies-and-Jobs (in no cluster were Hispanics significantly different from blacks and whites). There were no significant differences between the races in the News cluster or in the Mystery-and-Adventure cluster. Overall, since race appeared to make a difference in five out of the seven clusters, the findings of the study are judged not to be supportive of the hypothesis as formulated. An alternate formulation of the hypothesis could of course be stated: Types of reading interest are related to racial origins among seventh- and eighth-grade pupils.

Useful implications of the findings may also be noted under either formulation. Within the limitations of this study and with regard to the subjects considered and the data collected, it can be noted that blacks were above the mean in all clusters of reading interest except News and Personal Development, that whites were above the mean in only two clusters, Humor and Mystery-and-Adventure, and that

Hispanics were above the mean in the three clusters: Hobbies-and-Jobs, Sports, and Personal Development. At the same time, it was observed that no race consistently differed from the other two races. (Hence, no minority pattern is evidenced as such.)

These findings are useful for collection development purposes since they indicate that certain types of reading materials may have special appeal to different pupils. It may also be noted that the Humor cluster had the highest mean interest for all subgroups, followed by Mystery-and-Adventure and then by Personal Relationships. Previous studies have similarly found the latter subject areas to be of high interest among pupils in the seventh and eighth grades.

Hypothesis II

Seventh- and eighth-grade pupils of differing socio-economic status have similar types of reading interests.

With regard to this hypothesis, no statistically significant differences between the levels of socioeconomic status were found in any of the seven clusters. These data are judged accordingly to be supportive of the hypothesis, and to be in agreement with the findings of some previous studies. An implication of this hypothesis is that, for collection development purposes, specialized materials may

not be required for pupils from differing socioeconomic levels, since no statistically significant differences were found.

At the same time, it may be noted that pupils in Level I of the socioeconomic status scale were above the mean in the following clusters: Humor, Mystery-and-Adventure, Personal Relationships, News, and Personal Development. Pupils in Level II of the socioeconomic status scale were above the mean in the following clusters: Mystery-and-Adventure, News, and Personal Development. Pupils in Level III of the socioeconomic status scale were above the mean only in the Sports cluster. Pupils in Level IV of the socioeconomic status scale were above the mean in the following clusters: Mystery-and-Adventure, Personal Relationships, and Hobbies-and-Jobs. Pupils in Level V of the socioeconomic status scale were above the mean in the following clusters: Humor, Personal Relationships, Hobbies-and-Jobs, Sports, and Personal Development.

It may be further noted that four of the clusters (Humor, Mystery-and-Adventure, Personal Relationships, Personal Development) were popular with pupils from at least three of the five socioeconomic status levels. All of these clusters except Personal Development have been found to be popular with seventh- and eighth-grade pupils in other studies.

Hypothesis III

Seventh- and eighth-grade pupils attending school in urban, suburban, or small town settings have similar types of reading interests.

With regard to this hypothesis, statistically significant differences were found in three of the seven clusters. The small town school differed significantly from both the urban and the suburban schools in the Personal Development cluster. The small town school and the suburban school were significantly different from the urban school in the Humor cluster. In the News cluster, the small town school was significantly different from the suburban and the urban schools. Overall, since school location appeared to make a difference in three out of the seven clusters, the findings of the study are judged to be supportive of the hypothesis as formulated.

These findings are useful for collection development purposes since they indicate that certain types of reading materials may have special appeal to different pupils. It may be noted that the small town school was above the mean for all clusters. The suburban school was above the mean in the three clusters of Humor, Mystery-and-Adventure, and Personal Relationships, the same clusters that were above the mean for all subgroups. The urban school was below the mean in all seven clusters.

Hypothesis IV

The strength of reading interest scores of seventh- and eighth-grade pupils are associated with (a) their race, socioeconomic status, school location, grade level, sex, number of books in school library, number of periodical subscriptions in school library, number of movies attended per month, and (b) with such influences on the selection of reading materials as the school librarian, the public librarian, parents, friends, browsing in libraries, and browsing in bookstores, movies, and television programs.

In testing this hypothesis, those variables relating to influences on the selection of reading materials were first subjected to a factor analysis which identified three underlying factors: Impulse (parents, friends, browsing in libraries, browsing in bookstores), Academic (teachers, school librarian, public librarian), and Media (movies and television). These three factors, along with race, sex, grade, location of school, number of books and periodicals in school library, number of movies attended per month, socioeconomic status, and number of hours spent in watching television per week were then entered into a stepwise multiple regression analysis. This analysis only found four of the twelve variable-factors as contributing significantly to the total reading scores of pupils (computed as a summary measure from the Olson Reading Interest Inventory). These

four, which included Race and the three factors previously noted, accounted for only some 22 percent of the observed variability in the reading interest scores, and the analytic procedure used yielded negative regression coefficients. Considering only the relative size of the latter, it may be noted that the factor Impulse (parents, friends, browsing in libraries, browsing in bookstores) was associated most strongly with the criterion variable (reading interest scores), followed in order by Media (movies and television), Academic (school librarian, public librarian, teachers), and Race.

When the influences on selection of materials were analyzed by race, socioeconomic status, and school location using chi-square tests of significance, these observations are made. The race of the pupil made a significant difference regarding the following influences: book length, pictures in books, television, and looking in bookstores. The socioeconomic status of the pupil made a significant difference regarding the following influences: author of book, pictures in books, and looking in bookstores. The school location of the pupil made a significant difference regarding the following influences: school librarian, teachers, parents, length of book, and looking in bookstores. An implication of these findings for collection development purposes is that format of the book (length of book and

pictures in books) may be considered because at least one of these influences made a significant difference in each of the subgroups.

Hypothesis V

The number of hours spent per week in reading for pleasure and the reported change in the amount of reading for pleasure since the previous school year are associated with the individual pupil's strength of reading interest score.

With regard to this hypothesis, it was found that while a simple regression could be formulated with statistically significant coefficients, the size of the coefficients was relatively quite small in each case and accounted for less than 7 percent and 2 percent, respectively, of the observed variability.

Implications

In view of the findings and conclusions of this investigation, there are several implications for school and public librarians who work with seventh- and eighth-grade pupils and for school personnel who also have contact with this grade level.

1. These findings are useful for collection development purposes since they indicate that certain types of reading materials may have special appeal to different pupils.

2. For collection development purposes, specialized materials may not be required for pupils from differing socioeconomic levels, since no statistically significant differences were found between these levels.

3. For collection development purposes, format of the book (length of book and pictures in book) may be considered because at least one of these influences made a significant difference in each of the subgroups.

4. Factors affected by reading interests which librarians and teachers can influence are the motivation to read, selection of reading materials, reading instruction effectiveness, and time spent in reading. Every effort should be made to take advantage of these opportunities.

5. Although librarians' attention should be drawn to the differences according to race and school location found in the study, a common core of reading interest clusters was found and this should also be stressed.

6. Inservice and conference programs should highlight ways to provide for differences between pupils for collection development purposes.

Recommendations for Further Research

Several recommendations for further research may be made as a result of this study. They are as follows:

1. A replication of this study should be performed using a larger sample of minority pupils.

2. Geographic areas outside of a large metropolitan area, or in other metropolitan areas should be studied. Perhaps a rural school and a school in a small city not associated with a large metropolitan area could be included.

3. The library collections in schools need to be analyzed to determine if they have any effect on reading interests.

4. Additional research should be done on the seventh- and eighth-grade levels because of findings in other research studies that amount of reading begins to decline at this grade level.

5. Other variables should be explored so that reading interests can be more accurately predicted.

6. A study using causal analysis to determine reading interests should be undertaken.

In 1982, during a presentation at the convention of the American Association of School Librarians, Wilkens (2) emphasized that librarians are "natural reading teachers and that they have a special mission to guide readers of all abilities and reading tastes to reading matter that best suits each reader's need." She believed that in the library, "the heart of the school," pupils are initiated into the real world of reading and that librarians should take an active part in designing the reading program.

This researcher agrees with Robinson's assertion
that

The real test of children's reading interests comes when books or magazines, at their appropriate levels, are made available to them. If accurate information concerning interest has been secured, and good books located, the child and the book should immediately become inseparable (1, p. 175).

CHAPTER BIBLIOGRAPHY

1. Robinson, Helen M., "What Research Says to the Teacher of Reading," Reading Teacher, VIII (February, 1955), 173-177, 191.
2. Wilkens, Lea-Ruth C., "The Librarian as Reading Teacher," School Library Media Quarterly, XI (Winter, 1983), 122-126.

APPENDICES

Appendix A

Letter to Panel to Validate Instrument

April 4, 1983

This letter is to ask if you will act as a member of a panel of professional experts in evaluating the attached instrument that I would like to use for my dissertation research in the School of Library and Information Sciences, North Texas State University.

I am studying the reading interest of seventh- and eighth-grade pupils as related to racial origins, socio-economic status, and geographical location of the school.

If it is possible for you to serve in this capacity, would you please mark in the appropriate column on the attached Answer Sheet for Jury of Experts indicating your agreement or disagreement with the statements? Any additional comments or suggestions will be appreciated. As I plan to personally administer the questionnaire to each class, further and more detailed oral instructions will be given to the pupils.

Your time and efforts will be greatly appreciated. A stamped envelope is enclosed for your reply.

Sincerely,

Nancy A. Newman

Appendix B

Answer Sheet for Jury of Experts to
Evaluate Questionnaire

Agree	Disagree	
_____	_____	1. The length of the questionnaire is appropriate for 7th and 8th grade pupils. Comments:
_____	_____	2. The reading level seems suitable for 7th and 8th grade pupils. Comments:
_____	_____	3. The format is easy to read. Comments:
_____	_____	4. The directions are clearly stated. Comments:
_____	_____	5. The categories included in the <u>Reading Interest Inventory</u> are inclusive. Comments:
_____	_____	6. The categories in the <u>Reading Interest Inventory</u> are appropriate for the 7th and 8th grades. Comments:

PLEASE MAKE ADDITIONAL COMMENTS OR SUGGESTIONS.

Name _____

Title or Position _____

Appendix C

Comments from the Answer Sheet for Jury
of Experts to Evaluate the Instrument

The following comments and suggestions were made by the panel of experts which validated the instrument.

Student Data Form

1. Changes in spacing were suggested.
2. Omitted address of pupil as it was not necessary.
3. The instrument was printed on both sides of the paper to reduce the number of pages.

Questionnaire for Reading Habits

1. Added "seeing books in bookstores."

Olson Reading Interest Inventory

1. In item 14, sex was eliminated and health was substituted.
2. As "love" and "romance" are similar, "science fiction" was substituted for love.
3. One teacher tested some of the terminology with pupils and most of them did not understand the term, "social problems" which was originally item 28. As "other countries" had been suggested as an added item, it became number 28.
4. The item, "reading the front page of the newspaper" was changed to "reading the TV section of the paper." "Reading the front page" was too similar to other items on the newspaper, such as world and local events.
5. Magazines about men and magazines about women were eliminated because there were items on reading books about men and women and the topics of "magazines about science" and "magazines about TV and movie stars," had been suggested.
6. Ratings were changed from 1 (highest) to 6 (highest) as this seemed to be the scale used in most studies.
7. "Like very, very much" was changed to "like very much" to be parallel with "dislike very much."

Appendix D

March, 1983

Dear Principal or Superintendent:

Presently, I am studying toward a Ph.D. in the School of Library and Information Sciences at North Texas State University and the topic of my dissertation is: "The Expressed Reading Interests of Seventh- and Eighth-Grade Pupils Determined by Racial Origins, Socioeconomic Status, or Geographical Location." I would like to survey about fifty pupils in the seventh grade and about fifty pupils in the eighth grade at your school.

It would probably be most appropriate to give the questionnaire during the language arts class periods. The questionnaire should take about thirty minutes and I will be present to give instructions to the pupils; therefore, the teachers will not have to have this responsibility. If possible, the pupils should be in racially mixed classes although the number in each race does not have to be equal. Special education and remedial reading classes would not be appropriate for this study as reading achievement and ability are not factors. Because of this, average or above-average classes would be most suitable.

The study will not reveal the names of the school district, the school, the teachers or the pupils. The purpose is only to determine reading interests; it is not to evaluate the reading program or the school library in any way.

A copy of the questionnaire is attached for your review. Your permission to conduct my study in your school will be greatly appreciated. I will be prepared to give the questionnaire to the classes anytime from April 25 until the end of the school year.

Sincerely,

Nancy A. Newman

Appendix E
School Information Form

Name of School _____

School District _____

Number of Pupils:

Black _____ White _____ Hispanic _____

Number of 7th grade English (or Language Arts) classes _____

Number of 8th grade English (or Language Arts) classes _____

General socioeconomic level of school: _____

Information on School Library

Number of librarians _____

Number of clerical positions _____

Number of books in library _____

Number of periodical subscriptions _____

Appendix F
Student Data Form

Name _____ School _____ Pupil No. _ _ _

Teacher _____ Grade: 7 8

Sex: Boy Girl Race: Black White Hispanic Other

1. Where does your father, or guardian, work or what kind of work does he do?
2. What is his title at work, or what is he called?
3. Where does your mother, or guardian, work or what kind of work does she do?
4. What is her title at work, or what is she called?
5. Check the following which best describes the number of years your parents attended school. Make one check mark for your mother and one for your father.

	<u>Mother</u>	<u>Father</u>
Less than 7th grade	_____	_____
Finished 7th, 8th, or 9th grade	_____	_____
Finished 10th or 11th grade	_____	_____
Graduated from high school	_____	_____
Attended college	_____	_____
Graduated from college	_____	_____
Schooling after college	_____	_____

Information for Questionnaire

The purpose of this questionnaire is for teachers and librarians to know the reading interests of students in the seventh and eighth grades. This is not a test. There are

no right or wrong answers. The more that teachers and librarians know about what you like to read, the better they will be able to have those materials available. Your name will not be used when the answers are counted. Your teachers will not see your answers.

There is no time limit for you to answer the questionnaire, but most of you will finish in about 30 minutes. Please answer the way you want to, not the way a teacher or librarian might want you to answer. Thank you for your help with this study.

* * * * *

Questionnaire for Reading Habits

1. How many hours per week do you spend in reading for pleasure? Circle the answer. 0 1 2 3 4 5 6 7 8
9 10 11 12 13 14 15 16 17 18 19 More
2. How many hours per week do you spend watching television? Circle the answer. 0 1 2 3 4 5 6 7 8 9 10 11
12 13 14 15 16 17 18 19 More
3. How many movies do you attend per month? Circle the answer. 0 1 2 3 4 5 6 7 8 9 10 More
4. Are you doing more reading for pleasure or less reading for pleasure this year than you did last school year? Circle the correct answer. More Less
5. Do the following suggest reading materials for you? Circle the number that means "yes" or "no."

	Yes	No
School librarian	1	2
Public librarian	1	2
Teachers	1	2
Parents	1	2

	<u>Yes</u>	<u>No</u>
Friends	1	2
Looking in the library	1	2
Author of book	1	2
Cover of book	1	2
Title of book	1	2
Length of book	1	2
Pictures in book	1	2
Movies	1	2
Television	1	2
Looking in bookstores	1	2

* * * * *

Olson Reading Interest Inventory

Circle the number of the answer that best describes your feeling about reading the following kinds of materials.

- 6 = Like very much
- 5 = Like quite a lot
- 4 = Like a little
- 3 = Dislike a little
- 2 = Dislike quite a lot
- 1 = Dislike very much

1. Reading the newspaper 6 5 4 3 2 1
2. Reading the TV page of the newspaper 6 5 4 3 2 1
3. Reading the comics in the newspaper 6 5 4 3 2 1
4. Reading the sports page in the newspaper 6 5 4 3 2 1
5. Reading about world events in the newspaper 6 5 4 3 2 1

6.	Reading about things of local interest in the newspaper	6	5	4	3	2	1
7.	Reading books	6	5	4	3	2	1
8.	Reading books that are about real people	6	5	4	3	2	1
9.	Reading books that are funny	6	5	4	3	2	1
10.	Reading books that have a lot of adventure in them	6	5	4	3	2	1
11.	Reading books about my hobbies	6	5	4	3	2	1
12.	Reading books about women	6	5	4	3	2	1
13.	Reading books about men	6	5	4	3	2	1
14.	Reading books about health	6	5	4	3	2	1
15.	Reading books that tell about the same problems you have	6	5	4	3	2	1
16.	Reading mystery stories	6	5	4	3	2	1
17.	Reading poetry	6	5	4	3	2	1
18.	Reading books about family life	6	5	4	3	2	1
19.	Reading books with some romance in them	6	5	4	3	2	1
20.	Reading about sports	6	5	4	3	2	1
21.	Reading books about personal appearance	6	5	4	3	2	1
22.	Reading books about teenage problems	6	5	4	3	2	1
23.	Reading books about jobs	6	5	4	3	2	1
24.	Reading science fiction books	6	5	4	3	2	1
25.	Reading books about religion	6	5	4	3	2	1
26.	Reading animal stories	6	5	4	3	2	1
27.	Reading books that have violence in them	6	5	4	3	2	1

28.	Reading books about other countries	6	5	4	3	2	1
29.	Reading books with many pictures	6	5	4	3	2	1
30.	Reading magazines	6	5	4	3	2	1
31.	Reading sports magazines	6	5	4	3	2	1
32.	Reading hobby magazines	6	5	4	3	2	1
33.	Reading romance magazines	6	5	4	3	2	1
34.	Reading comic books	6	5	4	3	2	1
35.	Reading magazines about clothing and styles	6	5	4	3	2	1
36.	Reading joke magazines	6	5	4	3	2	1
37.	Reading magazines about science	6	5	4	3	2	1
38.	Reading magazines about music	6	5	4	3	2	1
39.	Reading detective magazines	6	5	4	3	2	1
40.	Reading magazines about television and movie stars	6	5	4	3	2	1

Symphony Conductor
 Teachers, University, College
 Veterinarians (Veterinary Surgeons)

2. Business Managers, Proprietors of Medium-Sized Businesses, and Lesser Professionals
 - A. Business Managers in Large Concerns (Value \$500,000)
 - Advertising Directors
 - Branch Managers
 - Brokerage Salesmen
 - Directors of Purchasing
 - District Managers
 - Executive Assistants
 - Manufacturer's Representatives
 - Office Managers
 - Personnel Managers
 - Police Chief; Sheriff
 - Postmaster
 - Production Managers
 - Export Managers, International Concerns
 - Farm Managers
 - Government Officials, Minor, e.g., Internal Revenue Agents
 - Sales Engineers
 - Sales Managers, National Concerns
 - Store Managers
 - B. Proprietors of Medium Businesses (Value \$35,000-\$100,000)
 - Advertising
 - Clothing Store
 - Contractors
 - Express Company
 - Farm Owners
 - Fruits, Wholesale
 - Furniture Business
 - Jewelers
 - Poultry Business
 - Real Estate Brokers
 - Rug Business
 - Store
 - Theater
 - C. Lesser Professionals
 - Accountants (not CPA)
 - Chiropodists
 - Chiropractors
 - Correction Officers
 - Director of Community House

Engineers (not college graduate)
 Finance Writers
 Health Educators
 Labor Relations Consultants
 Librarians
 Military: Commissioned Officers, Lieutenant,
 Captain
 Musicians (symphony orchestra)
 Nurses
 Opticians
 Optometrists, D.O.
 Pharmacists
 Public Health Officers (MPH)
 Research Assistants, University (full-time)
 Social Workers

3. Administrative Personnel, Owners of Small Businesses,
and Minor Professionals

A. Administrative Personnel

Advertising Agents
 Chief Clerks
 Credit Managers
 Insurance Agents
 Managers, Departments
 Passenger Agents, Railroad
 Private Secretaries
 Purchasing Agents
 Sales Representatives
 Section Heads, Federal, State and Local Govern-
 mental Offices
 Section Heads, Large Businesses and Industries
 Service Managers
 Shop Managers
 Store Managers (chain)
 Traffic Managers

B. Small Business Owners (\$6,000-\$35,000)

Art Gallery	Contracting Businesses
Auto Accessories	Convalescent Homes
Awnings	Decorating
Bakery	Dog Supplies
Beauty Shop	Dry Goods
Boatyard	Engraving Business
Brokerage, Insurance	Feed
Car Dealers	Finance Companies, Local
Cattle Dealers	Fire Extinguishers
Cigarette Machines	Five and Dime
Cleaning Shops	Florist
Clothing	Food Equipment
Coal Businesses	Food Products

Foundry	Poultry
Funeral Directors	Real Estate
Furniture	Records and Radios
Garage	Restaurant
Gas Station	Roofing Contractor
Glassware	Shoe
Grocery, General	Signs
Hotel Proprietors	Tavern
Jewelry	Taxi Company
Machinery Brokers	Tire Shop
Manufacturing	Trucking
Monuments	Trucks and Tractors
Music	Upholstery
Package Stores (liquor)	Wholesale Outlets
Paint Contracting	Window Shades

C. Semiprofessionals

- Actors and Showmen
- Army, Master Sergeant
- Artist, Commercial
- Appraisers (estimators)
- Clergyman (not professionally trained)
- Concern Managers
- Deputy Sheriffs
- Dispatchers, Railroad
- Interior Decorators
- Interpreters, Courts
- Laboratory Assistants
- Landscape Planners
- Morticians
- Navy, Chief Petty Officer
- Oral Hygienists
- Physiotherapists
- Piano Teachers
- Publicity and Public Relations
- Radio, TV Announcers
- Reporters, Court
- Reporters, Newspapers
- Surveyors
- Title Searchers
- Tool Designers
- Travel Agents
- Yard Masters, Railroad

D. Farmers

- Farm Owners (\$20,000-\$35,000)

4. Clerical and Sales Workers, Technicians, and Owners of Little Businesses (Value under \$6,000)

- A. Clerical and Sales Workers
 - Bank Clerks and Tellers
 - Bill Collectors
 - Bookkeepers
 - Business Machine Operators, Offices
 - Claims Examiners
 - Clerical or Stenographic
 - Conductors, Railroad
 - Factory Storekeepers
 - Factory Supervisors
 - Post Office Clerks
 - Routine Managers
 - Sales Clerks
 - Sergeants and Petty Officers, Military Services
 - Shipping Clerks
 - Supervisors, Utilities, Factories
 - Supervisors, Toll Stations

- B. Technicians
 - Dental Technicians
 - Draftsmen
 - Driving Teachers
 - Expeditor, Factory
 - Experimental Tester
 - Instructors, Telephone Company, Factory
 - Inspectors, Weights, Sanitary, Railroad, Factory
 - Investigators
 - Laboratory Technicians
 - Locomotive Engineers
 - Operators, PBX
 - Proofreaders
 - Safety Supervisors
 - Supervisors of Maintenance
 - Technical Assistants
 - Telephone Company Supervisors
 - Timekeepers
 - Tower Operators, Railroad
 - Truck Dispatchers
 - Window Trimmers (stores)

- C. Owners of Little Businesses (\$3,000-\$6,000)
 - Flower Shop
 - Grocery
 - Newsstand
 - Tailor Shop

- D. Farmers
 - Owners (Value \$10,000-\$20,000)

5. Skilled Manual Employees

Auto Body Repairers
Bakers
Barbers
Blacksmiths
Bookbinders
Boilermakers
Brakemen, Railroad
Brewers
Bulldozer Operators
Butchers
Cabinet Makers
Cable Splicers
Carpenters
Casters (Founders)
Cement Finishers
Cheese Makers
Chefs
Compositors
Diemakers
Diesel Engine Repair and Maintenance (trained)
Diesel Shovel Operators
Electricians
Engravers
Exterminators
Firemen, City
Firemen, Railroad
Fitters, Gas, Steam
Foremen, Construction, Dairy
Gardeners, Landscape (trained)
Glass Blowers
Glaziers
Gunsmiths
Gauge Makers
Hair Stylists
Heat Treaters
Horticulturists
Linemen, Utility
Linotype Operators
Lithographers
Small Farmers, Owners (Value under \$10,000)
Locksmiths
Loom Fixers
Machinists (trained)
Maintenance Foremen
Linoleum Layers (trained)
Masons
Masseurs
Mechanics (trained)
Millwrights

Moulders (trained)
 Painters
 Paperhangers
 Patrolmen, Railroad
 Pattern and Model Makers
 Piano Builders
 Piano Tuners
 Plumbers
 Policemen, City
 Postmen
 Printers
 Radio, Television Maintenance
 Repairmen, Home Appliances
 Rope Splicers
 Sheetmetal Workers (trained)
 Shipsmiths
 Shoe Repairmen (trained)
 Stationary Engineers (licensed)
 Stewards, Club
 Switchmen, Railroad
 Tailors (trained)
 Teletype Operators
 Tool Makers
 Track Supervisors, Railroad
 Tractor-Trailer Trans.
 Typographers
 Upholsters (trained)
 Watchmakers
 Weavers
 Welders
 Yard Supervisors, railroad
 Tenants who own farm equipment

6. Machine Operators and Semiskilled Employees

Aides, Hospital
 Apprentices, Electricians, Printers, Steam Fitters,
 Toolmakers
 Assembly Line Workers
 Bartenders
 Bingo Tenders
 Bridge Tenders
 Building Superintendents (construction)
 Bus Drivers
 Checkers
 Coin Machine Fillers
 Cooks, Short Order
 Deliverymen
 Dressmakers, Machine
 Elevator Operators
 Enlisted Men, Military Services

Filers, Sanders, Buffers
 Foundry Workers
 Garage and Gas Station Attendants
 Greenhouse Workers
 Guards, Doorkeepers, Watchmen
 Hairdressers
 Housekeepers
 Meat Cutters and Packers
 Meter Readers
 Operators, Factory Machines
 Oilers, Railroad
 Practical Nurses
 Pressers, Clothing
 Pump Operators
 Receivers and Checkers
 Roofers
 Setup Men, Factories
 Shapers
 Signalmen, Railroad
 Solderers, Factor
 Sprayers, Paint
 Steelworkers (not skilled)
 Standers, Wire Machines
 Strippers, Rubber Factory
 Taxi Drivers
 Testers
 Timers
 Tire Moulders
 Trainmen, Railroad
 Truck Drivers, General
 Waiters-Waitresses ("better places")
 Weighers
 Welders, Spot
 Winders, Machine
 Wiredrawers, Machine
 Wine Bottlers
 Wood Workers, Machine
 Wrappers, Stores and Factories
 Farmers
 Smaller tenants who own little equipment

7. Unskilled Employees

Amusement Park Workers (bowling alleys, pool rooms)
 Ash Removers
 Attendants, Parking Lots
 Cafeteria Workers
 Car Cleaners, Railroad
 Carriers, Coal
 Countermen
 Dairy Workers

Deck Hands
 Domestics
 Farm Helpers
 Fishermen (clam diggers)
 Freight Handlers
 Garbage Collectors
 Gravediggers
 Hod Carriers
 Hog Killers
 Hospital Workers, Unspecified
 Hostlers, Railroad
 Janitors (sweepers)
 Laborers, Construction
 Laborers, Unspecified
 Laundry Workers
 Messengers
 Platform Men, Railroad
 Peddlers
 Porters
 Relief, Public, Private
 Roofer's Helpers
 Shirt Folders
 Shoe Shiners
 Sorters, Rag and Salvage
 Stage Hands
 Stevedores
 Stock Handlers
 Street Cleaners
 Struckmen, Railroad
 Unemployed (no occupation)
 Unskilled Factory Workers
 Waitresses ("Hash Houses")
 Washers, Cars
 Window Cleaners
 Woodchoppers
 Farmers
 Sharecroppers

The Educational Scale

The educational scale is premised upon the assumption that men and women who possess similar educations will tend to have similar tastes and similar attitudes, and they will also tend to exhibit similar behavior patterns.

The educational scale is divided into seven positions:

1. Graduate professional training: Persons who completed a recognized professional course that led to the receipt of a graduate degree were given scores of 1.
2. Standard college or university graduation: All individuals who had completed a four-year college or university course leading to a recognized college degree were assigned the same scores. No differentiation was made between state universities or private colleges.
3. Partial college training: Individuals who had completed at least one year but not a full college course were assigned this position.
4. High school graduation: All secondary school graduates whether from a private preparatory school, public high school, trade school, or parochial school were given this score.
5. Partial high school: Individuals who had completed the tenth or eleventh grades, but had not completed high school were given this score.
6. Junior high school: Individuals who had completed the seventh grade through the ninth grade were given this position.
7. Less than seven years of school: Individuals who had not completed the seventh grade were given the same scores irrespective of the amount of education they had received.

*This scale and The Educational Scale reprinted with permission from Hollingshead and Redlich, Social Class and Mental Illness (New York: Wiley, 1958).

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