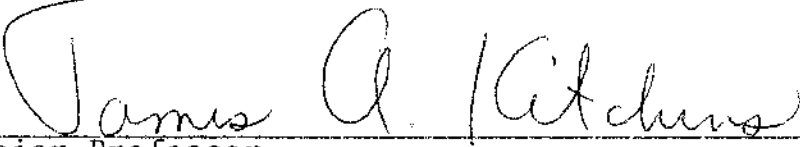
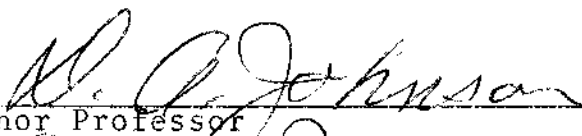
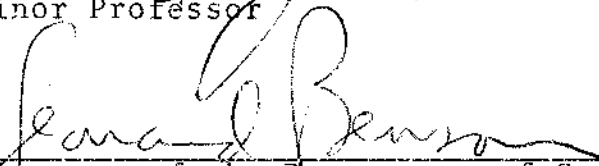


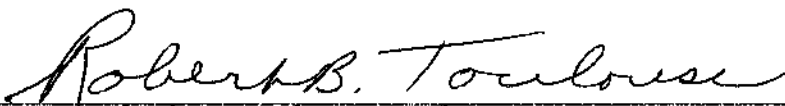
SOCIAL CLASS AND SELECTED CHARACTERISTICS  
OF INTELLECTUAL PURSUIT

APPROVED: \_\_\_\_\_

  
Major Professor

  
Minor Professor

  
Director of the Department of Sociology

  
Dean of the Graduate School

Ja K

Hanvey, Edna, Social Class and Selected Characteristics of Intellectual Pursuit. Master of Arts (Sociology), May, 1973, 97 pp., 16 tables, bibliography, 29 titles.

The problem with which this investigation is concerned is the relationship of social class to intellectual attitudes and behavior. The sample consists of 217 randomly selected residents of Olney, Texas, who responded to an 85-item questionnaire designed to gather demographic data and ascertain attitudes toward and use of the public library.

Following an introduction to the problem (Chapter I) and a review of the relevant literature (Chapter II), six hypotheses were proposed (Chapter III). Chapter IV presents the results of the study, obtained through cross-tabulation of both social class identification and educational level with each of these variables: likelihood of association with each of eight categories of persons, frequency of reading, frequency of library use, frequency of reading each of twenty categories of books, positiveness of attitude toward libraries, and importance placed on libraries for oneself and for the community. The relationships were tested for significance using chi square and gamma.

Significant statistical support was found for hypothesis 1, that there is a relationship between one's social class and that individual's voluntary association

with persons of similar social class. White collar class respondents are more likely to spend leisure time with other white collar class persons such as physicians, ministers, teachers, college graduates, persons interested in reading and learning, and owners of businesses, farms, and ranches than are working class respondents. Working class respondents are more likely to spend leisure time with other working class persons such as unemployed laborers, manual laborers, and factory workers than are white collar class respondents.

Hypothesis 2, that there is a positive relationship between social class and amount of reading activity, was also substantiated. This result is assumed to be a partial function of the higher educational level of the white collar class.

Statistical testing supported hypothesis 3, that there is a difference in the frequency with which different types of literature are read by the several social classes. The working class reads most frequently from the categories of current fiction, mysteries, biography, social problems, family life and health, and hobbies. While the white collar class reads frequently from all of these categories with the exception of mysteries and family life and health, they also read frequently from the categories of fiction classics, humorous fiction, and history.

Hypothesis 4, that there is a positive relationship between social class and frequency of library usage, is supported as well. The more educated and the white collar class use the library to a significantly higher degree.

Hypothesis 5, that there is a positive relationship between social class and positive attitude toward libraries, is not substantiated. Attitudes toward libraries are uniformly positive, regardless of social class. However, importance placed on libraries for oneself and for the community as a whole are both positively related to social class.

Hypothesis 6, that there is a positive relationship between positive attitude toward libraries and frequency of library usage, is also rejected. Attitude and behavior appear to be inconsistent in this case, regardless of social class or educational level.

SOCIAL CLASS AND SELECTED CHARACTERISTICS  
OF INTELLECTUAL PURSUIT

THESIS

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

For the Degree of

MASTER OF ARTS

By

Edna Lee Hanvey, B.A.

Denton, Texas

May, 1973

## TABLE OF CONTENTS

	Page
LIST OF TABLES. . . . .	iv
Chapter	
I. INTRODUCTION . . . . .	1
Statement of the Problem	
Significance of the Problem	
II. REVIEW OF THE LITERATURE . . . . .	10
Community and Social Class	
Social Class Subcultures	
Social Class, Library Attitudes and	
Library Use	
III. RESEARCH HYPOTHESES AND METHODOLOGY. . . . .	22
Hypotheses	
Concepts	
Methodology	
Summary	
IV. RESULTS. . . . .	38
Description of the Sample	
Testing of Research Hypotheses	
Summary	
V. SUMMARY AND CONCLUSIONS. . . . .	76
Summary	
Conclusions	
APPENDIX. . . . .	82
BIBLIOGRAPHY. . . . .	95

## LIST OF TABLES

Table	Page
I. Education, Occupation and Income of Respondents by Social Class Identification. . . . .	39
II. Likelihood of Association with Different Social Classes by Social Class Identification. . . . .	43
III. Likelihood of Association with Different Social Classes by Educational Level . . . . .	48
IV. Reading Activity by Social Class Identification. . . . .	53
V. Reading Activity by Educational Level. . . . .	53
VI. Frequency of Reading Different Categories of Books by Social Class Identification. . . . .	56
VII. Frequency of Reading Different Categories of Books by Educational Level . . . . .	58
VIII. Frequency of Library Use by Social Class Identification. . . . .	62
IX. Frequency of Library Use by Educational Level . . . . .	62
X. Attitude Toward Libraries by Social Class Identification. . . . .	64
XI. Attitude Toward Libraries by Educational Level . . . . .	64
XII. Importance Placed on Libraries by Social Class Identification. . . . .	66
XIII. Importance Placed on Libraries by Educational Level . . . . .	67

Table	Page
XIV. Library Use by Attitude Toward Libraries. . . . .	69
XV. Attitude Toward Libraries and Library Use by Social Class Identification . .	71
XVI. Attitude Toward Libraries and Library Use by Educational Level . . . . .	72



## CHAPTER I

### INTRODUCTION

Social class in America involves a differentiation of the population on the basis of occupation, education, wealth, and life style. This differentiation is reinforced by associational ties among persons of the same social class and socialization of the young into the way of life of their parents' social class. A social class hierarchy in a nation which harbors a myth of social equality is a paradox which has long disturbed observers of the American social scene. However, this myth is not exactly a myth of classlessness, but one of social mobility as expressed in the "rags to riches" theme. Therefore, the existence of social classes is not altogether incongruous with this element of the American culture. Almost everyone recognizes, however tacitly, his own social class as well as the social class of those around him. This realization is what Gordon calls "generalized class awareness" and describes it thus:

. . . generalized, diffuse, and often obliquely phrased feelings of the existence of status differentials by groups, and one's own participation in one of these status levels (8, p. 18).

Social class is also recognized as both a local and national phenomenon. Stein expresses it this way:

The whole issue of social stratification in America, which is so central to theory, can be interpreted in

terms of community stratification as well as in terms of strata cut across the whole national structure (13, p. 109).

The social class network in the United States is based upon relative social worth as judged by the standards of the culture. These standards are generally universal. However, locally, social class is a matter of relative standing in that particular community. The upper class in one community may be the most wealthy and prestigious there, but if they were judged by members of another community, they might be considered part of a lower class.

Gordon describes the term "social class" as referring to the "horizontal stratification of a population by means of factors related in some way to the economic life of society" (8, p. 3). Logically, income, occupation, and education are the most frequently used criteria of social class by society. Occupation is both a means to income and a function of educational level. "Clean" jobs are more highly respected than "dirty" jobs; and, in general, the more highly trained the occupational group, the better paid and more respected the membership. Many sociologists have held occupation to be the "best single index" of social class (8, p. 155; 11, p. 321). However, since education is "very highly related" to occupation (10, p. 97), it could be expected that these two variables would be considered at least equally efficient in the measurement of social class. Gans, in his study of Levittown, used occupation and education alone to determine social class (7, p. 131). Warner goes so far as to say that he believes

that "education is now competing with economic mobility as the principal route to success" (15, p. 24). These works would indicate that occupation and especially education are becoming principal indices of social class.

However, these objective indices of social class do not account for all differences between social classes. Davis has summarized the remaining differences thus: "Each social class has developed its own differentiated and adaptive form of the basic American culture" (5, p. 10).

For this reason, social classes may be referred to as subcultures. These subcultures differ in such characteristics as life style, beliefs and values, and behavior. Warren describes these variations in these terms:

On the average, people of different social classes vary in esthetic tastes, in the type of books and magazines they read, the way they vote, the size of their families, the way they spend their leisure time, and even in their sex morality (16, p. 351).

In addition to the differences described by Warren, other researchers have found social class differences in child-rearing practices (4, 6, 9), consumption patterns (10), religious affiliation (14), radical/conservative political and economic orientations (3), and attitudes toward education (5).

To belong to a social class it is necessary that one conform to the subcultural pattern of that class. Gordon includes in his discussion of a definition of social class that the classes are

. . . social systems within which the respective members carry on most of their intimate social contacts,

limiting these systems to the person's own or adjacent class levels (8, p. 98).

One must be accepted as an equal by the membership of a social class in order to participate as a part of it. Warner explains the process of social class membership this way:

. . . while significant and necessary, the economic factors are not sufficient to predict where a particular family or individual will be or to explain completely the phenomena of social class. Something more than a large income is necessary for a high social position. Money must be translated into socially approved behavior and possessions, and they in turn must be translated into intimate participation with, and acceptance by, members of a superior class (15, p. 21).

Therefore, it is recognized that "social intimacy is expressive of social equality" (1, p. 122) and that intimate friendships are restricted to one's own class range (8, p. 140).

The influence of social class on the life of the average American is very pervasive. Biesanz and Biesanz remark that,

Whether we call class a subculture, or class status a "subcultural influence" is not as important as recognizing that the people of different social classes do have different habits, attitudes, and values; and that members of any society take account of such differences in "hanging people on the peg they belong on" . . . (2, p. 212).

Not only are people judged and placed in their proper social positions by observers, but they are also likely to remain in that social position throughout their lives. Family units give children their initial status and then socialize them into the subculture of their particular social class. In Warner's Jonesville study, he found that,

The young people of each class tend to marry at their own level. Their children acquire the status of their parents, learn their way of life, and thus help maintain

their part of the class system and insure its permanence (14, p. 28).

Therefore, it is conceivable that there exists a "culture of middle class" and a "culture of the elite," just as there is a "culture of poverty" as described by Oscar Lewis in Children of Sanchez (12). The effect of this system is described by Warner:

Class is vitally significant in marriage and training children as well as in most social activities in the community. Status plays a decisive role in the formation of personality at the various stages of development, for if young people are to learn to live adaptively as mature people in our society, they must be trained by the informal controls of our society to fit into their places (15, p. 24).

Thus, social classes may be described as subcultures of no small consequence in American culture. They are characterized by differing life styles, values, tastes, and behavior which are related to income, education, and occupation. They are a determining factor in human development, and they are self-perpetuating.

#### Statement of the Problem

A great deal is known about variations in the life styles of the different social classes. The many studies in this area have pointed out the diversity of consumption patterns, socialization patterns, and beliefs and attitudes. Sociology has been made well aware that different social classes participate in different leisure activities, raise their children differently, have different political orientations, belong to different churches, and conduct themselves in dissimilar manners. It is also known exactly what these

differences are and what can be expected of the members of each social class with respect to these characteristics.

However, there is one important area that has been conspicuously neglected; and that is the area of intellectual pursuit.

This area has been overlooked in many cases because it is easily confused with educational level. On the other hand, intellectual pursuit itself, although logically it may be closely related to educational level, cannot be measured in terms of the number of years one has spent in the classroom. It involves orientations and attitudes toward learning and toward facilities and materials related to learning. It also involves behavior--participation in reading and learning activities and use of the facilities and materials related to that purpose. Educational level does not imply these things. At best, education is only a descriptive index of the ability of one to use reading material and learning facilities and not in any way indicative of whether they are used or how they are used.

The major question involved in this study is this relationship between social class and intellectual attitudes and behavior. In looking at this relationship, these questions will be examined:

- (1) What are the social class differences in behavior related to learning and the use of available learning facilities and materials in the pursuit of knowledge or intellectual stimulation?

(2) What are the social class differences in attitude toward intellectual pursuit and toward the symbols of things intellectual?

(3) What is the relationship between attitudes and behavior in this area? Does this relationship vary with social class?

### Significance of the Problem

It is paradoxical that with such a tremendous emphasis on education and learning as there has been in the last 20-30 years, there has been no study completed which focuses upon this relationship between social class and characteristics of intellectual pursuit. This being the case, this study will make two contributions:

(1) a theoretical contribution to the field of social stratification by providing new knowledge about the characteristic life styles of the social classes and to the field of library science by providing information on the library's potential market and

(2) a pragmatic contribution to the policy makers at all administrative levels by providing information helpful in the improvement of the programs and services of and related to public libraries.

With this objective in mind, this research was designed and carried out.

## CHAPTER BIBLIOGRAPHY

1. Barber, Bernard, Social Stratification, New York, Harcourt, Brace and World, Inc., 1957.
2. Biesanz, John and Mavis Biesanz, Introduction to Sociology, Englewood Cliffs, Prentice-Hall, Inc., 1969.
3. Centers, Richard, The Psychology of Social Classes, Princeton, Princeton University Press, 1949.
4. Davis, Allison, "Child Training and Social Class," Chapter 34, Barker, Robert G., Jacob S. Kounin, and Herbert F. Wright, Child Behavior and Development, New York, McGraw-Hill Book Company, Inc., 1943.
5. \_\_\_\_\_, Social Class Influences Upon Learning, Cambridge, Harvard University Press, 1949.
6. Ericson, Martha C., "Child-Rearing and Social Status," American Journal of Sociology, LII (1946), 190-92.
7. Gans, Herbert J., The Levittowners, New York, Pantheon Books, 1967.
8. Gordon, Milton M., Social Class in American Sociology, Durham, Duke University Press, 1958.
9. Havighurst, Robert J. and Allison Davis, "A Comparison of the Chicago and Harvard Studies of Social Class Differences in Child Rearing," American Sociological Review, XX (1955), 438-42.
10. Kahl, Joseph A., The American Class Structure, New York, Rinehart and Company, Inc., 1959.
11. \_\_\_\_\_ and James A. Davis, "A Comparison of Indexes of Socioeconomic Status," American Sociological Review, XX (1955), 317-25.
12. Lewis, Oscar, Children of Sanchez, New York, Random House, 1961.
13. Stein, Maurice R., The Eclipse of Community, Princeton, Princeton University Press, 1960.
14. Warner, W. Lloyd, Democracy in Jonesville, New York, Harper and Brothers, 1949.



15. \_\_\_\_\_, Social Class in America, New York, Harper and Row, Publishers, 1960.
16. Warren, Roland L., Studying Your Community, New York, The Free Press, 1955.

## CHAPTER II

### REVIEW OF THE LITERATURE

The purpose of this chapter is to provide the reader with a synopsis of the literature relevant to this problem. In looking at this literature, there are three types of works which can be found on social class: definitive works, community studies, and summary works. Definitive works are those which deal with the phenomenon of social class theoretically, defining it and placing it in the network of other theoretical concepts. Community studies are reports on in-depth anthropological research done in one particular community. These studies give the reader a complete account of every aspect of community life as it affects the day-to-day interaction of the population. Summary works refer to those comprehensive reviews of the studies to date written in a theoretical framework.

These types of literature can be discussed under these three headings: community and social class, social class subcultures, and attitudes and utilization of libraries by social classes.

#### Community and Social Class

Most of the community studies were done in the 1930's and 1940's, and the findings of this research have filled

the pages of innumerable sociology texts since that time. For the most part, research in this field has been conducted in the form of community studies made in cities and towns across the nation. The results of all of these studies have been generally comparable and have indicated that social class systems and networks of community organization are similar in all areas of the United States. Therefore, the findings in one community can, generally, be considered to be somewhat representative of situations that exist in communities of similar size and composition all over America.

Maurice Stein, in The Eclipse of Community (16), has summarized the findings of these studies in an effort to develop an overall theoretical scheme of community in American society. Underscoring the elements which have contributed to community and social change, he synthesizes the ecological studies out of the University of Chicago in the 1920's, the work of Robert and Helen Lynd in Middletown (13) and Middletown in Transition (14), and the research of Lloyd Warner and his associates in the Yankee City series (17). In dealing with the problems of research in this field, Stein concluded that, with regard to the significance of community studies, his writing had

. . . demonstrated that sociological reports on communities contain vital information about broad American social changes and establish a framework for initiating further studies of this kind (16, p. 304).

Roland Warren has written a definitive work, The Community in America, in which he describes the characteristics of communities in this country and discusses their changing appearance. He, like Stein, feels that most communities are representative of the entire spectrum. He holds that, despite what differences may exist between them, all communities must have some common characteristics if the concept of community is to be considered valid (18, p. vii).

Warren makes it clear that the increasing division of labor characteristic of an industrialized urban society has been responsible for the decline in the existence of a common bond uniting all the members of the community (18, p. 58). In this process of "differentiation of interests and association," Warren also notes that "the principal basis for social participation shifts from locality to interest" (18, p. 59). People are becoming more closely tied to those with whom they share common interests than to their neighbors. Proximity is no longer a basis for association.

Milton Gordon, in his work, Social Class in American Sociology (8), has shown most clearly the contribution of these community studies to the sociological understanding of stratification in American society. In this summary work, Gordon reviews, consolidates, and comments on all of the writings on social class prior to the late 1950's.

Concerning the division of communities into social classes, Gordon warns that,

To put together variables such as income, education, occupation, and status into a conceptual whole and apply the term "class" to this construct should mean that the construct has social reality in the life of the community. If it does, then it will reveal itself empirically in the actual divisions of the community (8, p. 17).

A class, then, is an "effective social system" that involves social intimacy among its members; and the class structure consists of the horizontal stratification of these systems (8, pp. 18-19).

#### Social Class Subcultures

Joseph Kahl has written a comprehensive work similar to that of Gordon entitled The American Class Structure, however this work deals more specifically with social classes as subcultural groups. His review of previous community studies is concentrated on the variations in subcultural traits among the classes. From this study, he concludes that consumption patterns are the most obvious characteristics of social classes and the most frequently used criterion of social class membership by the community (11, p. 47). He also noted that consumption patterns and associational patterns were highly related as people tended to interact most with those who shared their tastes and recreational preferences (11, p. 108). This would indicate that studies of consumption styles and cliques are to be considered complementary (11, p. 129).

Kahl also consolidates all the information concerning subcultural traits in social classes found in community studies into five social class ideal types on the basis of values (11, pp. 184-217).

Bernard Barber has included a complete description of the variations in subcultural characteristics between the social classes in his book, Social Stratification, which is another summary work. Among these, he has enumerated variations in manners, dress, language, occupations, residence, recreation, and religious affiliation (1, pp. 135-67).

Additional evidence of the subcultural nature of social classes can be found in the literature of education, child development, and psychology. Krech, Crutchfield, and Ballachey explain in Individual in Society:

. . . each social class carries and maintains a more or less distinct culture. The share of an individual in the American culture will be determined partly, then, by the social-class group to which he belongs. If he belongs to the upper social class, he will receive one cultural curriculum; if he belongs to the lower class, he will receive a different curriculum. The two curricula will have in common only the universals in the American culture (12, p. 373).

Ericson (6), Davis (4, 5), and Havighurst and Davis (9) have done studies on social class differences in child-rearing practices. Davis (5) goes to great length to explain how these differences in socialization arise and how they affect the child, especially in his educational performance. It is evident that these variations are both cause and product of the subcultural nature of classes and

are the basic factor in perpetuation of these sub-cultures.

Richard Centers has written a definitive work, The Psychology of Social Class, in which, among other things, he introduces the concept of class identification and illustrates its use. He uses four social class categories: upper class, middle class, working class, and lower class, and contends that, presented with these choices, the American people will identify themselves with deadly accuracy (3, pp. 76-77). Gordon remarks that Centers emphasizes the "inclusion of the term 'working class' as a technique for gaining valid self-identification, in view of the invidious associations of the term 'lower class'" (8, p. 196).

Centers' rationale is based on the interest group theory of social class which

. . . implies that a person's status and role with respect to the economic processes of society imposed upon him certain attitudes, values and interests relating to his role and status in the political and economic sphere. It holds, further, that the status of an individual in relation to the means of production and exchange of goods and services gives rise in him to a consciousness of membership in some social class which shares those attitudes, values and interests (3, pp. 206-7).

Centers found in his research using class identification that occupational stratification was most connected to class affiliation (3, p. 209). He also found that, regardless of what index of socioeconomic class is employed, the

relationships to social class identification are essentially the same (3, pp. 109-114).

#### Social Class, Library Attitudes and Library Use

Several community studies have looked at the reading habits and library use of the various social classes. Warner and Lunt (17) found in their study of Yankee City that reading habits were class related in that the different social classes preferred different types of literature. The Yankee City study was made in Newburyport, Massachusetts, a town of 17,000, during the early 1930's. In this study, the community was found to consist of six social classes. The upper-upper class was found to be interested mostly in science, biography and history, detective stories, farces and humorous fiction. The lower-upper class primarily read books dealing with man's struggle with fate, warfare, and biography and history. The upper-middle class showed a preference for books on social techniques, courtship and family, and warfare. The lower-middle class read predominantly books on courtship and family. Children's books, farces and humorous fiction were the choices of the upper-lower class. The lower-lower class read from all these categories: children's books, adventure and detective stories, farces and humorous fiction, and stories of man's struggle against fate (17, pp. 379-80).

With regard to library usage, Warner and Lunt also found in Yankee City that the upper-upper class used the



library the least, as they purchased most of the books they read, and that the upper-middle class was the only class which used the library at a significantly high rate (17, p. 382).

The Lynds' studies of Middletown (13) also revealed that the amount and type of literature read varied with social class (8, p. 78). Middletown was an industrial city in the Midwest of about 38,000 which was studied over a period of about ten years in the late 1920's and early 1930's. Like the Yankee City study, the Middletown research found book purchasing to be confined to the business (upper) class (13, p. 230).

Lastly, Hollingshead reported in his community study, Elmtown's Youth (10), that borrowing books from the public library was significantly related to social class for adolescent boys, but not for girls. Girls used the library frequently, regardless of class (10, p. 308). This study took place in 1940 in a Midwestern town of about 6,200 inhabitants. The major emphasis was on the high school population.

In addition to these studies, similar research has been done in the field of library science. Berelson has written a comprehensive review of such studies in the United States prior to 1949. This literature revealed that library usage was positively correlated to education (2, p. 24), occupation (2, p. 30), and socio-economic

classification (2, p. 37). Porcella (15) has also written a review of library studies, and he concentrated on educational level and reading habits. Likewise, he found education to be positively related to reading activity (15, p. 5). He also found that "college graduates read much more than those with less education and their level of reading is higher" (15, p. 32).

Evans has recently published Middle Class Attitudes and Library Use (7), the first work dealing with this specific problem. His data came from a town of 25,000 in Southern California where he used a mailed questionnaire. Of the 4,000 mailed out, 534 were returned. Like other studies, he found education to be related to library usage (7, p. 84). He also found, contrary to a study reported by Berelson (7, p. 25), that "users are more likely than nonusers to have a favorable attitude toward . . . the library" (7, p. 103).

#### Summary

Suffice it to say that the available literature in the area of social stratification

- (1) establishes and defines the concept of social class,
- (2) describes the existence of subcultural variations between the social classes, and
- (3) presents evidence that reading activity, literary preferences, and library usage are related to social class.

On the basis of this work, it is possible to formulate a research design to study the problem of social class and intellectual pursuit. This design is discussed in Chapter III.

## CHAPTER BIBLIOGRAPHY

1. Barber, Bernard, Social Stratification, New York, Harcourt, Brace and World, Inc., 1957.
2. Berelson, Bernard, The Library's Public, New York, Columbia University Press, 1949.
3. Centers, Richard, The Psychology of Social Classes, Princeton, Princeton University Press, 1949.
4. Davis, Allison, "Child Training and Social Class," Chapter 34, Barker, Robert G., Jacob S. Kounin, and Herbert F. Wright, Child Behavior and Development, New York, McGraw-Hill Book Company, Inc., 1943.
5. \_\_\_\_\_, Social Class Influences Upon Learning, Cambridge, Harvard University Press, 1949.
6. Ericson, Martha C., "Child-Rearing and Social Status," American Journal of Sociology, LII (1946), 190-92.
7. Evans, C. W., Middle Class Attitudes and Public Library Use, Littleton, Libraries Unlimited, Inc., 1970.
8. Gordon, Milton M., Social Class in American Sociology, Durham, Duke University Press, 1958.
9. Havighurst, Robert J. and Allison Davis, "A Comparison of the Chicago and Harvard Studies of Social Class Differences in Child Rearing," American Sociological Review, XX (1955), 438-42.
10. Hollingshead, August B., Elmtown's Youth, New York, John Wiley and Sons, Inc., 1949.
11. Kahl, Joseph A., The American Class Structure, New York, Rinehart and Company, Inc., 1959.
12. Krech, David, Richard S. Crutchfield, and Egerton L. Ballachey, Individual in Society, New York, McGraw-Hill Book Company, Inc., 1962.
13. Lynd, Robert S. and Helen Merrell Lynd, Middletown, New York, Harcourt, Brace and Company, 1929.

14. \_\_\_\_\_, Middletown in Transition, New York, Harcourt, Brace and Company, 1937.
15. Porcella, Brewster, A Summary of Research on the Reading Interests and Habits of College Graduates, University of Illinois Graduate School of Library Science, December, 1964.
16. Stein, Maurice R., The Eclipse of Community, Princeton, Princeton University Press, 1960.
17. Warner, W. Lloyd and Paul S. Lunt, The Social Life of a Modern Community, Yankee City Series, Vol. I, New Haven, Yale University Press, 1941.
18. Warren, Roland L., The Community in America, Chicago, Rand McNally and Company, 1963.

### CHAPTER III

#### RESEARCH HYPOTHESES AND METHODOLOGY

This chapter is designed to present the research hypotheses and to describe the conceptual framework and analytical design for this study. This study is interested in the relationship of social class and intellectual pursuit. To investigate this relationship, it was desirable to conduct the survey in a rural or small town setting. First, it was necessary to establish the existence of social class in a rural area and to establish that the population perceives the existence of this class system. Next, it was established that there are differences in educational level of achievement as well as differences in intellectual pursuit, and that these differences follow social class lines. In order to establish these things, the following hypotheses were formulated. The hypotheses of this study are based primarily on the literature cited in the two previous chapters. Specific references to previously described works are made in order to relate each hypothesis to a proper theoretical framework.

## Hypotheses

### Social Class and Associational Ties

As stated earlier, social contacts and close friendships occur primarily within one's own social class. Warren notes that this tendency is toward intimacy based on "mutual interest," as opposed to proximity (22, p. 187), as stratification systems become more defined in communities. Actually, the interest group theory of social class is based on the subcultural nature of class and explains this tendency in terms of life style and consumption patterns (4).

Two studies of larger communities, Middletown by Lynd and Lynd (16) and the Yankee City series by Warner and associates (21), found associational ties divided along class lines. Warner went so far as to use clique membership as an index of social position (13, pp. 26-7). Davis also described such a division in clique activity and then described its effects on socialization processes (5, 6).

Small communities have also exhibited such class-linked associational patterns. Warner found this true in Jonesville (20, pp. 132-48), as did Hollingshead in his study of the same community which he called by the name of Elmtown (12). Vidich and Bensman also noticed such a tendency in Springdale (19, p. 33), but noted that the citizens considered it a social faux pas to acknowledge social class inequalities (19, p. 40).

Gordon found that in many of the studies of social class, the data were consistent in the demonstration of the "restriction of intimate social interaction" to persons of equal social class. He, like Warner, believes that this could be a valuable tool in the ascertainment of social class (10, p. 165); however, as Gordon points out, Warner makes participation in the social interaction of the class both necessary and sufficient condition for membership (10, p. 90).

In an effort to establish the existence or nonexistence of social class associational groups in a rural setting, the following hypothesis is formulated:

Hypothesis 1. There is a relationship between one's social class and that individual's voluntary association with persons of similar social class.

#### Reading Activity

Research in the field of library science has revealed that education is positively related to reading activity (17, p. 5) and that college graduates read far more than any other educational group (17, p. 32). However, in the absence of any further correlation between indices of social class and frequency of reading, Ennis notes that

Age, income, occupation, finer gradations of educational level, sex and life cycle position are the obvious factors that have to be examined for their influence on this basic distribution of readers (7, p. 35).

On the basis of this evidence and Ennis' admonition, this hypothesis is created:



Hypothesis 2. There is a positive relationship between social class and amount of reading activity.

### Reading Material

Two community studies have found social class differences in the types of literature preferred. The Lynds found in Middletown that the types of both magazines and books read most frequently were different in different social classes (16, p. 240). Likewise, Warner found a similar situation in Yankee City, where there was a definite class bias in the selection of books, magazines, and newspapers (21, p. 379). The book preferences of their six social classes were also broken down in the report of their findings (21, p. 379).

Pursuant of testing this relationship in a rural setting, this hypothesis is devised:

Hypothesis 3. There is a difference in the frequency with which different types of literature are read by the several social classes.

### Library Use

Berelson has collected all of the studies on library usage up to 1949 and found, for the most part, that the very wealthy and the very poor do not use the public library as frequently as other socio-economic groups. He speculates that a possible explanation for this is that the rich prefer to buy their own books and that the poor are educationally handicapped and find reading difficult (2, p. 37). However,

he admits that the majority of the data on socio-economic classifications reveal that income is positively correlated to greater library use and attributes this also to educational differences among the economic levels (2, p. 37). Berelson reported several studies which found educational level highly correlated to library use (2, p. 24), and Evans found the same relationship more recently (8, p. 84).

Two community studies have revealed social class differences in library use. Hollingshead found that library use was associated with social class for adolescent boys, but not for girls (12, p. 308). Warner and Lunt found that only the upper middle class in Yankee City used the public library at a significantly higher rate than the rest of the population (21, p. 382).

The social class differences in library usage in these previous studies prompts this hypothesis:

Hypothesis 4. There is a positive relationship between social class and frequency of library usage.

#### Attitude Toward Libraries

Attitudes are complexes of feelings and cognitive opinions held by an individual about certain elements in one's experience. Attitudes are also functions of social class. Asch states that there is "clear evidence" of highly homogeneous attitudes within social class groups and definite differences between classes (1, pp. 522-23). Another source states that attitudes have their "source and

support" in social groups and that one's attitudes reflect the "beliefs, values and norms" of the groups to which he belongs (15, p. 191). Therefore, it may be concluded that the individual learns his attitudes from those with whom he associates and that the literature supports the assumption that he associates with those of similar class standing. In this case, attitudes are influenced by social class.

Since attitudes reflect values, they are indices to the importance placed on certain items by social classes. Warner found differing value systems among classes in Jonesville (20, p. 77). Centers also found such social class differences in political and economic attitudes and related these attitudes to the interests and values of the class (4, pp. 55-6, 107).

Since attitudes have been found to vary with social class in many cases, it is hypothesized that

Hypothesis 5. There is a positive relationship between social class and positive attitude toward libraries.

#### Social Class, Library Attitudes and Library Use

Attitudes are also considered "the subjective parallel of behavior and are often plainly indicated by the type of behavior which may be observed" (3, p. 63). Attitudes are described as having an action component which is a "behavioral readiness associated with attitude" (15, p. 104).

So, behavior may be thought of as a function, as well as an index, of attitude.

Evans found that library users had more favorable attitudes toward the library than non-users (8, pp. 23, 103). On the basis of this finding and the implications of the concept of "attitude," this hypothesis is formulated:

Hypothesis 6. There is a positive relationship between positive attitude toward libraries and frequency of library use.

### Concepts

Before discussing the findings of this study, it is necessary to first define and operationalize the concepts used previously and in the explanation of the results.

### Social Class

Harold Hodges has called social class

. . . a distinct reality which embraces the fact that people live, eat, play, mate, dress, work and think at contrasting and dissimilar levels. These levels--social classes--are the blended product of shared and analogous occupational orientations, educational backgrounds, economic wherewithal, and life experiences. . . . they will share comparable values, attitudes, and life styles (11, p. 13).

Social class, then, in this study will be used to refer to the hierarchy of rankings into which individuals are placed, and place themselves, on the basis of all these characteristics. The resulting associational and interactional ties as well as shared life style are seen as not dissimilar to subcultures.

Two measures were used to determine the individual's position on the social class scale. The first, called self-perceived social class identification, was used originally by Richard Centers (4). He found in his own research that a great majority of subjects placed themselves in the class they might have been placed in by objective criteria (4, p. 209). Many have begun to think that class identification may be the "key intervening variable between objective indexes . . . and specific attitudes and behavior" (14, p. 323).

Social class identification was ascertained by asking the respondent to classify himself as upper, middle, working, or lower class. For conceptual purposes, two social classes will be referred to in this study. "White collar" class will refer to those who identify with the upper and middle classes, and "working" class will refer to those who identify with the working and lower classes.

The second measure of social class ranking used was educational level. The respondent was asked to give the last grade or year he finished in school. Three categories were then developed: 1) "less than High School"--nine or less years of formal education, 2) "High School"--ten to twelve years of schooling, and 3) "College"--thirteen or more years of academic training.

### Associational Ties

Associational ties refers to the likelihood of spending leisure time with several categories of persons based on occupation and educational levels. Respondents were asked to indicate whether it was very likely, likely, unlikely, or very unlikely that they would spend time with persons in each of eight categories. This reveals the social class of those with whom the respondent is most likely to spend leisure time and allows the investigator to place each respondent's clique in a class category.

### Reading Activity

Reading activity refers to the number of books one reads in a given period of time. In this study, "active" reading will refer to the reported reading of three or more books a month, "moderate" reading will refer to the reported reading of one or two books a month, and "inactive" reading will refer to the reported reading of less than one book per month.

### Library Use

Library use refers to the frequency of visiting the library. Respondents were categorized as "active users" if they visited the library at least once a month; "inactive users" if they had been to the library within the last year, but not within the last month; and "non-users" if they had not been to the library in the last year.

### Intellectual Pursuit

Intellectual pursuit involves orientations and attitudes toward learning and toward facilities and materials related to learning. It deals with whether or not the individual is interested in learning through books as well as whether this type of learning is a utilitarian value in itself or rather a pragmatic value. Intellectual pursuit is measured in terms of intellectual behavior and intellectual attitude.

Intellectual attitude refers to the complex of feelings, opinions, and predispositions to action that have formed with respect to intellectual pursuit. Attitude toward libraries will be used to measure intellectual attitudes in general. This will be ascertained from two attitudinal scales, one based on a word association test and the other on the importance of the library as a community asset and to the respondent. For the word association test, a scale of 1 to 5 was constructed where 1 was indicative of all positive responses and 5 was indicative of all negative responses. A score of 3 indicated an equal number of positive and negative selection, and scores of 2 and 4 represented predominantly positive responses and predominantly negative responses respectively. These points on the scale will be referred to as very positive, positive, ambivalent, negative, and very negative.

Intellectual behavior refers to reading habits as measured by the number and type of books read and the frequency of library usage.

## Methodology

### The Sample

The town of Olney, Texas was selected as the site in which to collect the data necessary for testing the hypotheses. Olney is a small agricultural and oil town of approximately 4,000 inhabitants located in North Central Texas. It confronts the normal economic and social problems of survival in an urban society. Despite the pressure of these problems, Olney has maintained a relatively stable population over the last two decades, has attracted some small industry, has supported a state approved public library, and has provided educational facilities from elementary through high school for the citizenry.\*

The sample consisted of 217 randomly selected respondents who were selected on the basis of their place of residence. The city of Olney was divided into seven areas with an equal number of blocks in each. An interviewer was assigned to each area. These areas were numbered 1 through 7, and the number of the area determined the number of the dwelling unit that was contacted on each side of the street in every block in

---

\*The project presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.



that area. Dwelling units were counted from the northern or western end of the block. If the block had fewer residences than the number dwelling assigned to be contacted, interviewers were instructed to return to the northern or western corner and continue counting from there until the assigned number was reached. If, after returning three times, an interview was not secured at the dwelling assigned, the interviewers were instructed to proceed to the next higher numbered residence. An interview, then, was secured for each residential half-block in the city.

This method of selecting the residences in which to seek respondents was employed in order to avoid the bias connected to weighting the sample with responses from occupants of homes on corner lots. Such a precaution was taken on the basis that corner lots are generally larger and contain more expensive structures than those located in other positions on the block. The inhabitants, then, might possibly have a higher income and higher social class than others who live on that block. Since such a bias would conceivably affect the findings of the research, it was to be avoided as much as possible.

#### Data Collection

On August 20, 1972, a team of seven interviewers, the project director, and assistant arrived in Olney, Texas. Orientation and instructions were given to the interviewers at that time. The actual data collection was begun the next

day and continued through August 25, 1972. Respondents were adult occupants of the dwellings chosen in the manner prescribed. All 217 respondents were interviewed in their own homes. Each was subjected to identical 85 item interview schedules that were administered in about 45 minutes to an hour.

#### Data Analysis and Statistical Design

Each of the 217 questionnaires was coded by punching onto IBM cards. The multiple variable analysis (MVA) program was utilized in analyzing all of the data. This program conducted both the chi square and gamma tests. Chi square is a test of significance of differences between two or more quantitative groups (18, p. 200) using nominal or higher level data. It is a standard statistical device in hypothesis testing. Chi square values are associated with probability values to determine the level of significance.

Gamma is a proportional reduction of error measure which indicates the proportion by which error in the prediction of the dependent variable may be reduced by knowledge of the independent variable. Gamma is used with ordinal or higher level data. Use of these two measures together provides a measure of significance as well as a measure of direction and a means of determining the relative predictive capacity of independent variables.

### Summary

This chapter has presented six research hypotheses dealing with the relationship of social class to associational ties, reading activity, reading material, library use, attitude toward libraries, and the effect of attitude on library use. Concepts were defined, and the research design outlined. The results of this research and the testing of these hypotheses will be discussed in Chapter IV.

## CHAPTER BIBLIOGRAPHY

1. Asch, Solomon, Social Psychology, New York, Prentice-Hall, Inc., 1952.
2. Berelson, Bernard, The Library's Public, New York, Columbia University Press, 1949.
3. Bowden, A. O. and Irving R. Melbo, Social Psychology of Education, New York, McGraw-Hill Book Company, Inc., 1937.
4. Centers, Richard, The Psychology of Social Class, Princeton, Princeton University Press, 1949.
5. Davis, Allison, "Child Training and Social Class," Chapter 34, Barker, Robert G., Jacob S. Kounin, and Herbert F. Wright, Child Behavior and Development, New York, McGraw-Hill Book Company, Inc., 1943.
6. \_\_\_\_\_, Social Class Influences Upon Learning, Cambridge, Harvard University Press, 1949.
7. Ennis, Phillip H., Adult Book Reading in the United States, Chicago, National Opinion Research Center, University of Chicago, 1965.
8. Evans, C. W., Middle Class Attitudes and Public Library Use, Littleton, Colorado, Libraries Unlimited, Inc., 1970.
9. Gans, Herbert J., The Levittowners, New York, Pantheon Books, 1967.
10. Gordon, Milton M., Social Class in American Sociology, Durham, Duke University Press, 1958.
11. Hodges, Harold M., Jr., Social Stratification, Cambridge, Schenkman Publishing Company, Inc., 1964.
12. Hollingshead, A. B., Elmtown's Youth, New York, John Wiley and Sons, Inc., 1949.
13. Kahl, Joseph A., The American Class Structure, New York, Rinehart and Company, Inc., 1959.

14. \_\_\_\_\_ and James A. Davis, "A Comparison of Indexes of Socioeconomic Status," American Sociological Review, XX (1955), 317-25.
15. Krech, David, Richard S. Crutchfield, and Egerton L. Ballachey, Individual in Society, New York, McGraw-Hill Book Company, Inc., 1962.
16. Lynd, Robert S. and Helen Merrell Lynd, Middletown, New York, Harcourt, Brace and Company, 1929.
17. Porcella, Brewster, A Summary of Research on the Reading Interests and Habits of College Graduates, University of Illinois Graduate School of Library Science, December, 1964.
18. Spence, Janet T. and others, Elementary Statistics, New York, Appleton-Century-Crofts, 1968.
19. Vidich, Arthur J. and Joseph Bensman, Small Town in Mass Society, Princeton, Princeton University Press, 1958.
20. Warner, W. Lloyd, Democracy in Jonesville, New York, Harper and Brothers, 1949.
21. \_\_\_\_\_ and Paul S. Lunt, The Social Life of A Modern Community, Yankee City Series, Vol. 1, New Haven, Yale University Press, 1941.
22. Warren, Roland L., The Community in America, Chicago, Rand McNally and Company, 1963.

## CHAPTER IV

### RESULTS

The purpose of this chapter is to present a description of the sample and to report the findings of this survey by empirically testing the six research hypotheses.

#### Description of the Sample

Of the 217 respondents, the vast majority were Caucasian (92.2 percent) and female (76.5 percent). Less than half (47.4 percent) of the sample were between the ages of 35 and 64, while 19.4 percent of the respondents were in the 16-34 age bracket and 33.2 percent of the respondents were over 65 years old.

Only 19.4 percent of the sample had a college education, compared to 40.1 percent of the respondents who had a high school education and 40.5 percent of the respondents who had less than high school training. (See Table I.) Of the 43.4 percent of the respondents who were employed, an almost even proportion were found in the four occupational categories of skilled, unskilled, white collar, and professional/managerial. It is not surprising, given the large number of females and elderly persons interviewed, that 56.6 percent of the sample was unemployed. It is assumed that because of the large number of aged respondents,

TABLE I  
EDUCATION, OCCUPATION AND INCOME OF RESPONDENTS  
BY SOCIAL CLASS IDENTIFICATION

Variable	Social Class Identification				Total	
	White Collar		Working			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
<u>Education</u>						
Less than High School	7.1	4	52.2	84	40.5	88
High School	39.3	22	40.4	65	40.1	87
College	<u>53.6</u>	<u>30</u>	<u>7.4</u>	<u>12</u>	<u>19.4</u>	<u>42</u>
Total	100.0	56	100.0	161	100.0	217
$\chi^2=66.445$ , df=2, $p<.001$ ;			G=.834,			$p<.0001$
<u>Occupation</u>						
Unemployed	...	...	...	...	56.6	123
Unskilled	0.0	0	34.2	24	11.1	24
Skilled	8.3	2	31.5	22	11.1	24
White Collar	33.3	8	21.4	15	10.6	23
Professional/Managerial	<u>58.4</u>	<u>14</u>	<u>12.9</u>	<u>9</u>	<u>10.6</u>	<u>23</u>
Total	100.0	24	100.0	70	100.0	217
$\chi^2=28.103$ , df=3, $p<.001$ ;			G=.827,			$p<.0001$
<u>Income</u>						
0-\$5,000	18.2	10	62.5	100	51.6	112
\$5-10,000	27.2	75	21.2	34	22.6	49
\$10-15,000	25.5	14	12.5	20	15.7	34
\$15-20,000	20.0	11	3.8	6	7.8	17
\$20,000+	<u>9.1</u>	<u>5</u>	<u>0.0</u>	<u>0</u>	<u>2.3</u>	<u>5</u>
Total	100.0	55	100.0	160	100.0	217
$\chi^2=48.922$ , df=4, $p<.001$ ;			G=.691,			$p<.0001$

it is not unusual for 51.6 percent of the sample to have an annual income of \$5000 or less. (See Table I.)

In this sample, one percent of the respondents identified themselves with the upper class, 24.8 percent of the respondents identified with the middle class, 68.2 percent of the respondents called themselves working class, and 6.0 percent of the respondents said they are lower class. Because of the few respondents in the upper and lower classes, the social class variable was collapsed into two classes for analytical purposes. The use of this dichotomy is supported by the fact that the majority of those claiming upper and middle class affiliation had a college education (53.6 percent), whereas only 7.4 percent of those claiming working and lower class affiliation had a college education. (See Table I.) Thus, one class will be termed as a "working class," composed primarily of those respondents with a high school education or less who identified themselves as working or lower class; and the other a "white collar class" composed, for the most part, of those with a college education who identified themselves as upper or middle class. When the sample is dichotomized in this manner, 25.8 percent of the respondents fall into the category of white collar class, while the remainder fall into the working class category.

When class self-identification was cross-tabulated with education, occupation, and income, a significant chi



square value (at the .001 level) and a significant gamma score (at the .0001 level) were obtained in each case. (See Table I.) Thus, the subjective measure, social class identification, differs significantly from these more objective indices of social class; and, as might be expected, education, occupation, and income are all positively related to the social class identification variable. Additionally, comparisons of education to occupation, education to income, and occupation to income revealed that all three of these variables are highly interrelated.

This evidence indicates that there is, first of all, a perceived social stratification system in Olney, as the respondents allied themselves with either the working or white collar class. Additionally, it was found that the generally accepted criteria of social status--education, occupation, and income--are so highly interrelated to social class identification that social class identification acts as a reflection of all three of these indices and measures essentially the same thing. These results are supported by the findings of Centers in his work, The Psychology of Social Class (2).

### Testing the Research Hypotheses

#### Social Class and Associational Ties

In testing hypothesis 1, that there is a relationship between one's social class and that individual's voluntary

association with persons of similar social class, respondents were asked to rate the likelihood of their spending leisure time with each of eight occupational and educational categories of persons in terms of very likely, likely, unlikely, or very unlikely. Responses for each category were cross-tabulated with social class identification and educational level.

In comparing social class identification and likelihood of association with each of these categories, chi squares revealed that there is a significant difference between social class identification and the likelihood of spending leisure time with each category of persons with the exception of "maid or farmhand." (See Table II.) Gamma scores revealed a significant positive relationship between social class identification and the likelihood of association with four of these categories: "college graduate," "person interested in reading and learning," "physician, owner of a large, business, farm or ranch," and "minister, teacher or owner of a small business." Significant negative gammas were found for the categories of "unemployed laborer" and "factory worker or manual laborer." Non-significant gammas were obtained for the remaining two categories of "person with a high school education or less" and "maid or farmhand."

Therefore, it may be concluded that the white collar class is more likely to associate with college graduates,

TABLE II  
 LIKELIHOOD OF ASSOCIATION WITH DIFFERENT SOCIAL  
 CLASSES BY SOCIAL CLASS IDENTIFICATION

Category	Social Class Identification				Total	
	White Collar		Working			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
<u>High School Education or Less</u>						
Very likely	50.0	27	44.2	68	45.7	95
Likely	37.0	20	50.7	78	47.1	98
Unlikely	9.3	5	4.5	7	5.8	12
Very unlikely	<u>3.7</u>	<u>2</u>	<u>.6</u>	<u>1</u>	<u>1.4</u>	<u>3</u>
Total	100.0	54	100.0	154	100.0	208
$\chi^2=5.997$ , df=3, $p<.05$ ;			$G=.019$ ,		$p<.4681$	
<u>College Graduate</u>						
Very likely	68.5	37	19.0	29	31.9	66
Likely	26.0	14	36.6	56	33.8	70
Unlikely	5.5	3	24.2	37	19.3	40
Very unlikely	<u>0.0</u>	<u>0</u>	<u>20.2</u>	<u>31</u>	<u>15.0</u>	<u>31</u>
Total	100.0	54	100.0	153	100.0	207
$\chi^2=50.206$ , df=3, $p<.001$ ;			$G=.790$ ,		$p<.0001$	
<u>Interested in Reading and Learning</u>						
Very likely	57.4	31	20.0	30	29.9	61
Likely	35.2	19	40.7	61	39.2	80
Unlikely	7.4	4	30.0	45	24.0	49
Very unlikely	<u>0.0</u>	<u>0</u>	<u>9.3</u>	<u>14</u>	<u>6.9</u>	<u>14</u>
Total	100.0	54	100.0	150	100.0	204
$\chi^2=32.363$ , df=3, $p<.001$ ;			$G=.680$ ,		$p<.0001$	

TABLE II--Continued

Category	Social Class Identification				Total	
	White Collar		Working			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
<u>Unemployed Laborer</u>						
Very likely	0.0	0	6.7	10	4.9	10
Likely	14.8	8	27.3	41	24.0	49
Unlikely	44.4	24	42.7	64	43.1	88
Very unlikely	40.8	22	23.3	35	28.0	57
Total	100.0	54	100.0	150	100.0	204
$\chi^2=10.526$ , df=3, $p<.02$ ;			G=-.403,		$p<.0013$	
<u>Physician, Owner of Large Business, Farm or Ranch</u>						
Very likely	13.0	7	2.0	3	4.7	10
Likely	42.6	23	22.9	36	28.0	59
Unlikely	42.6	23	54.1	85	51.2	108
Very unlikely	1.8	1	21.0	33	16.1	34
Total	100.0	54	100.0	157	100.0	211
$\chi^2=26.119$ , df=3, $p<.001$ ;			G=.614,		$p<.0001$	
<u>Teacher, Minister, or Owner of Small Business</u>						
Very likely	40.0	22	6.4	10	15.1	32
Likely	45.4	25	44.6	70	44.8	95
Unlikely	14.6	8	37.6	59	31.6	67
Very unlikely	0.0	0	11.4	18	8.5	18
Total	100.0	55	100.0	157	100.0	212
$\chi^2=43.670$ , df=3, $p<.001$ ;			G=.713,		$p<.0001$	

TABLE II--Continued

Category	Social Class Identification				Total	
	White Collar		Working			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
<u>Factory Worker or Manual Laborer</u>						
Very likely	3.7	2	21.0	33	16.6	35
Likely	51.9	28	56.7	89	55.4	17
Unlikely	25.9	14	16.6	26	19.0	40
Very unlikely	18.5	10	5.7	9	9.0	19
Total	100.0	54	100.0	157	100.0	211
$\chi^2=16.586$ , df=3, $p<.001$ ;			$G=-.505$ ,		$p<.0001$	
<u>Maid or Farmhand</u>						
Very likely	5.5	3	6.5	10	6.2	13
Likely	31.5	17	36.1	56	34.9	73
Unlikely	42.6	23	45.2	70	44.5	93
Very unlikely	20.4	11	12.2	19	14.4	30
Total	100.0	54	100.0	155	100.0	209
$\chi^2=2.195$ , df=3, $p<.70$ ;			$G=-.143$ ,		$p<.1423$	

people interested in reading and learning, ministers, teachers, physicians, and owners of businesses, farms, and ranches, than is the working class. Since these categories may generally be considered "white collar," it is concluded that white collar class individuals are more likely to associate with other white collar class members than are working class individuals. Additionally, it may be concluded that the working class is more likely to associate with unemployed laborers, factory workers, and manual laborers than is the white collar class. Likewise, since these categories may generally be considered "working class," it is concluded that working class individuals are more likely to associate with other working class members than are white collar individuals. It is interesting to note that the white collar and working classes associate equally with the categories of "person with a high school education or less" and "maid or farmhand." Although cross-tabulation of social class identification and likelihood of association with a "person with a high school education or less" yielded a chi square significant at the .05 level, because of the size of the sample and the insignificant gamma score, it must be concluded that there is no difference between social class in the likelihood of association with this category. This result is not surprising since 80.6 percent of the sample falls in the high school or less educational category. The investigator is unable to explain

the similar patterns in the social classes' likelihood of association with the category of "maid or farmhand."

Cross-tabulation of educational level and likelihood of association with each of these categories revealed significant chi squares and significant positive gammas for four categories: "college graduate," "person interested in reading and learning," "physician, owner of a large business, farm or ranch," and "teacher, minister, or owner of small business." (See Table III.) These findings support the conclusions made about the associational pattern of the white collar class. Additionally, a significant negative gamma was found for the category of "unemployed laborer"; and this finding supports the conclusion made about the working class association with this category. Like social class identification, educational level is unrelated to likelihood of association with the categories of "person with a high school education or less" and "maid or farmhand." The only category which failed to yield significance with regard to educational level (Table III) after being significant with regard to social class identification (Table II) was that of "factory worker or manual laborer." However, even though not significant, the negative gamma score lends some support to the findings in connection with social class identification.

Therefore, it is concluded that hypothesis 1 is substantiated. There is a relationship between one's social

TABLE III  
 LIKELIHOOD OF ASSOCIATION WITH DIFFERENT SOCIAL  
 CLASSES BY EDUCATIONAL LEVEL

Category	Educational Level						Total	
	Less Than High School		High School		College			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
High School Education or Less								
Very likely	46.4	39	45.8	38	43.9	18	45.7	95
Likely	44.1	37	53.0	44	41.5	17	47.1	98
Unlikely	8.3	7	1.2	1	9.7	4	5.8	12
Very unlikely	1.2	1	0.0	0	4.9	2	1.4	3
Total	100.0	84	100.0	83	100.0	41	100.0	208
$\chi^2=10.771$ , df=6,			$p<.10$ ;		$G=-.028$ ,		$p<.4052$	
College Graduate								
Very likely	14.5	12	30.1	25	70.7	29	31.9	66
Likely	25.3	21	47.0	39	24.4	10	33.9	70
Unlikely	30.1	25	15.7	13	4.9	2	19.3	40
Very unlikely	30.1	25	7.2	6	0.0	0	14.9	31
Total	100.0	83	100.0	83	100.0	41	100.0	207
$\chi^2=66.696$ , df=6,			$p<.001$ ;		$G=.651$ ,		$p<.0001$	



TABLE III--Continued

Category	Educational Level						Total	
	Less Than High School		High School		College			
	Per-cent	Fre-quency	Per-cent	Fre-quency	Per-cent	Fre-quency	Per-cent	Fre-quency
<u>Interested in Reading and Learning</u>								
Very likely	9.9	8	30.5	25	68.3	28	29.9	61
Likely	35.8	29	48.8	40	26.8	11	39.2	80
Unlikely	59.5	32	18.3	15	4.9	2	24.0	49
Very unlikely	14.8	12	2.4	2	0.0	0	6.9	14
Total	100.0	81	100.0	82	100.0	41	100.0	204
$X^2=62.916$ , df=6,			$p<.001$ ;		$G=.674$ ,		$p<.0001$	
<u>Unemployed Laborer</u>								
Very likely	8.7	7	3.6	3	0.0	0	4.9	10
Likely	27.5	22	25.3	21	14.6	6	24.0	49
Unlikely	38.8	31	47.0	39	43.9	18	43.1	88
Very unlikely	25.0	20	24.1	20	41.5	17	28.0	57
Total	100.0	80	100.0	83	100.0	41	100.0	204
$X^2=10.689$ , df=6,			$p<.10$ ;		$G=-.236$ ,		$p<.0066$	

TABLE III--Continued

Category	Educational Level						Total	
	Less Than High School		High School		College			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
Physician, Owner of Large Business, Farm or Ranch								
Very likely	0.0	0	2.4	2	19.5	8	4.7	10
Likely	17.7	15	32.9	28	39.0	16	28.0	59
Unlikely	54.1	46	54.1	46	39.0	16	51.2	108
Very unlikely	28.2	24	10.6	9	2.5	1	16.1	34
Total	100.0	85	100.0	85	100.0	41	100.0	211
$\chi^2=45.301$ , df=6,			p<.001;		G=.539,		p<.0001	
Teacher, Minister or Owner of Small Business								
Very likely	3.5	3	18.6	16	31.7	13	15.1	32
Likely	31.8	27	51.1	44	58.5	24	44.8	95
Unlikely	50.6	43	23.3	20	9.8	4	31.6	67
Very unlikely	14.1	12	7.0	6	0.0	0	8.5	18
Total	100.0	85	100.0	86	100.0	41	100.0	212
$\chi^2=46.122$ , df=6,			p<.001;		G=.601,		p<.0001	

TABLE III--Continued

Category	Educational Level						Total	
	Less Than High School		High School		College			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
<u>Factory Worker or Manual Laborer</u>								
Very likely	18.8	16	17.6	15	4.9	2	6.2	13
Likely	51.8	44	61.2	52	31.7	13	34.9	73
Unlikely	21.2	18	16.5	14	43.9	18	44.5	93
Very unlikely	8.2	7	4.7	4	19.5	8	14.4	30
Total	100.0	85	100.0	85	100.0	41	100.0	209
$\chi^2=9.642$ , df=6,			p $\leq$ .20;		G=-.106,		p $\leq$ .1423	
<u>Maid or Farmhand</u>								
Very likely	5.9	5	7.1	6	4.9	2	6.2	13
Likely	32.1	27	39.3	33	31.7	13	34.9	73
Unlikely	48.9	41	40.5	34	43.9	18	44.5	93
Very unlikely	13.1	11	13.1	11	19.5	8	14.4	30
Total	100.0	84	100.0	84	100.0	41	100.0	209
$\chi^2=2.613$ , df=6,			p $\leq$ .90;		G=-.012,		p $\leq$ .4960	

class and that individual's voluntary association with persons of similar social class. This finding is further supported by the relationship of educational level to one's voluntary association with persons of similar social class. However, it must be pointed out that social class identification is a better predictor of likelihood of association than educational level for every category, as evidenced by greater values of gamma for Table II than for Table III.

The substantiation of this hypothesis is supported by the work of Warner and Lunt (8) and Gordon (4).

#### Social Class and Reading Activity

The second hypothesis states that there is a positive relationship between social class and amount of reading activity. Pursuant of testing this hypothesis, respondents were asked if they had read a book within the last six months and, if so, how many books per month they had read. Reading activity is categorized as inactive, moderate, and active according to the number of books read. Sixty-four and three tenths percent of the respondents were inactive readers. Inspection of Table IV indicates that 53.6 percent of the white collar class read one or more books per month, whereas only 29.4 percent of the working class read one or more books per month.

Reading activity was cross-tabulated with social class identification and educational level. (See Tables IV and V.) In both cases, significant chi squares and gammas

TABLE IV  
READING ACTIVITY BY SOCIAL  
CLASS IDENTIFICATION

Reading Activity	Social Class Identification				Total	
	White Collar		Working			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
Active	26.8	15	15.0	24	18.1	39
Moderate	26.8	15	14.4	23	17.6	38
Inactive	<u>46.4</u>	<u>26</u>	<u>70.6</u>	<u>113</u>	<u>64.3</u>	<u>139</u>
Total	100.0	56	100.0	160	100.0	216
$\chi^2=10.597$ ,	df=2, p $\leq$ .01;		G=.405		p $\leq$ .0011	

TABLE V  
READING ACTIVITY BY EDUCATIONAL LEVEL

Reading Activity	Educational Level						Total	
	Less Than High School		High School		College			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
Active	6.8	6	19.5	17	39.0	16	18.1	39
Moderate	5.7	5	26.4	23	24.4	10	17.6	38
Inactive	87.5	77	54.1	47	36.6	15	64.3	139
Total	100.0	88	100.0	87	100.0	41	100.0	216
$\chi^2=41.968$ , df=4,			p<.001;		G=.611,		p<.0001	

were obtained. These gamma scores were positive and therefore indicate a positive relationship both between social class identification and the amount of reading activity and between educational level and the amount of reading activity; however, it is necessary to point out that educational level ( $G=.661$ ) is a better predictor of the amount of reading activity than is social class identification ( $G=.405$ ). This appears logical since educational attainment influences reading ability more than does any other index of social class, and it should be more highly related.

These findings are supported by those of Porcella, who concluded that college graduates read more than any other educational category (6).

#### Social Class and Reading Material

Hypothesis 3 states that there is a difference in the frequency with which different types of literature are read by the several social classes. To test this hypothesis, respondents were asked to indicate the frequency with which they read each of twenty different categories of books in terms of frequently, occasionally, hardly ever, or never. The frequency of reading each type of book was cross-tabulated with social class identification (Table VI) and educational level (Table VII).

First, it was found that the sample reads most frequently from the seven categories of current fiction, mysteries,

social problems, history, biography, family life and health, and hobbies. Least frequently read are the seven categories of science fiction, plays, art, music, agriculture, business, and science and technology. The six categories of fiction classics, westerns, humorous fiction, poetry, travel, and politics were read to a moderate extent. (See Table VI.)

The results show that differences exist both between social class and frequency of reading from each category and between educational level and the frequency of reading from each category. Significant chi squares and significant positive gammas were found for cross-tabulations of social class identification and each of these categories: current fiction, fiction classics, humorous fiction, plays, poetry, art, travel, music, business, politics, social problems, science and technology, history, biography, and hobbies. (See Table VI.) This means that from each of these categories, the white collar class reads significantly more frequently than the working class. Significant chi squares and significant positive gammas were also found for these same categories when cross-tabulated with educational level. (See Table VII.) Additionally, cross-tabulation of educational level and frequency of reading science fiction and family life and health yielded significant chi squares and significant positive gammas. This means that there is a significant positive relationship between educational level and frequency of reading each of these

TABLE VI  
FREQUENCY OF READING DIFFERENT CATEGORIES OF BOOKS  
BY SOCIAL CLASS IDENTIFICATION

	Frequency	Categories of Books									
		Cur- rent Fic- tion*	Fic- tion Clas- sics*	Mys- teries	West- erns	Sci- ence Fic- tion	Humor- ous Fic- tion**	Plays*	Poetry*	Art*	Travel*
White Collar Identification	Frequently	18	6	8	4	2	9	1	6	9	9
	Occasionally	21	25	13	10	3	26	13	20	12	18
	Hardly ever	6	9	12	15	7	6	14	12	8	9
	Never	11	16	23	27	34	15	28	18	27	20
Working Class Identification	Frequently	23	9	25	15	6	11	0	12	4	6
	Occasionally	37	25	37	31	18	46	18	24	8	28
	Hardly ever	17	24	21	17	16	15	18	19	10	18
	Never	82	101	76	96	119	87	123	104	137	107
Total Social Class Identification	Frequently	41	15	33	19	8	20	1	18	13	15
	Occasionally	58	50	50	41	31	72	31	44	20	46
	Hardly ever	23	33	33	32	23	21	32	31	18	27
	Never	93	117	99	123	153	102	151	122	164	127



TABLE VI--Continued

Social Class Identification	Frequency	Categories of Books									Family and Health	Biography*	History*	Science & Technology*	Social Problems**	Politics*	Business*	Agriculture	Music**	Hobbies***
		Music**	Agriculture	Business*	Politics*	Social Problems**	Science & Technology*	History*	Biography*	Family and Health										
White Collar	Frequently	6	7	10	7	11	5	17	14	10										16
	Occasionally	14	5	13	21	25	9	16	27	17										22
	Hardly ever	6	4	5	5	6	14	6	3	8										5
	Never	30	40	28	23	14	28	17	12	21										13
Working	Frequently	4	9	1	9	21	5	11	21	21										18
	Occasionally	17	21	20	16	36	15	39	44	44										45
	Hardly ever	15	14	18	19	14	15	20	17	22										11
	Never	123	115	120	115	88	124	89	77	72										79
Total	Frequently	10	16	11	16	32	10	28	35	31										40
	Occasionally	31	26	33	37	61	24	55	71	61										67
	Hardly ever	21	18	23	24	20	29	26	20	30										16
	Never	153	155	148	138	102	152	106	89	93										92

n=215

\* X<sup>2</sup> significant at .001; gamma significant at .0001  
 \*\* X<sup>2</sup> significant at .01; gamma significant at .0002  
 \*\*\* X<sup>2</sup> significant at .05; gamma significant at .0035

TABLE VII  
FREQUENCY OF READING DIFFERENT CATEGORIES OF BOOKS  
BY EDUCATIONAL LEVEL

Educational Level	Frequency	Categories of Books									
		Cur- rent Fic- tion*	Fic- tion Clas- sics*	Mys- teries	West- erns	Sci- ence Fic- tion**	Humor- ous Fic- tion*	Plays*	Poetry*	Art*	Travel*
Less than High School	Frequently	5	2	6	1	1	5	1	8	2	2
	Occasionally	13	7	19	15	6	15	9	10	2	7
	Hardly ever	11	9	12	8	8	6	6	9	2	7
	Never	58	69	50	54	72	61	71	60	81	71
High School	Frequently	18	7	20	8	4	9	0	4	3	4
	Occasionally	29	24	20	20	14	34	10	20	9	22
	Hardly ever	9	15	14	14	9	10	13	11	8	13
	Never	30	40	32	44	59	33	63	51	66	47
College	Frequently	18	6	7	1	3	6	0	6	8	9
	Occasionally	16	19	11	6	11	23	12	14	9	17
	Hardly ever	3	9	7	10	6	5	13	11	8	7
	Never	5	8	17	25	22	8	17	11	17	9
Total	Frequently	41	15	33	19	8	20	1	18	13	15
	Occasionally	58	50	50	41	31	72	31	44	20	46
	Hardly ever	23	33	33	32	23	21	32	31	18	27
	Never	93	117	99	123	153	102	151	122	164	127

Educational Level

TABLE VII--Continued

Educational Level	Frequency	Categories of Books										Family and Health **	Biog-raphy*	His-tory*	Sci-ence & Tech-nology*	Hob-bies *
		Music *	Agri-cul-ture	Busi-ness*	Poli-tics*	Social Prob-lems *	Sci-ence & Tech-nology*	His-tory*	Biog-raphy*	Family and Health **	Hob-bies *					
High School	Frequently	2	7	1	3	6	0	4	6	5	9					
	Occasionally	3	6	5	5	12	8	19	21	22	16					
	Hardly ever	4	5	6	6	6	4	7	6	11	5					
	Never	78	69	75	73	63	75	57	54	49	57					
College	Frequently	3	4	3	6	14	5	10	12	16	19					
	Occasionally	11	15	17	14	31	6	20	32	22	33					
	Hardly ever	12	8	9	10	7	13	14	10	14	6					
	Never	60	59	57	56	34	62	42	32	34	28					
Total	Frequently	5	5	7	7	12	5	14	17	10	12					
	Occasionally	17	5	11	18	18	10	16	18	17	18					
	Hardly ever	5	5	8	8	7	12	5	4	5	5					
	Never	15	27	16	9	5	15	7	3	10	7					
Total	Frequently	10	16	11	16	32	10	28	35	31	40					
	Occasionally	31	26	33	37	61	24	55	71	61	67					
	Hardly ever	21	18	23	24	20	29	26	20	30	16					
	Never	153	155	148	138	102	152	106	89	93	92					

n=215

\*X<sup>2</sup> significant at .001; gamma significant at .0001\*\*X<sup>2</sup> significant at .02; gamma significant at .0001

categories of books. Significant chi squares were not obtained for either social class identification or educational level when compared to frequency of reading mysteries, westerns, or agricultural material. However, significant positive gammas were obtained for educational level and frequency of reading both mysteries (p .0027) and agricultural material (p .0359). Therefore, for these two categories there is some evidence that frequency of reading them is positively related to educational level. Because agricultural material is one of the least frequently read categories and because of the relationship of the subject matter to a wide variety of social class and educational levels in a rural community (e.g. owner of a farm or ranch, farmhand, et cetera), it is understandable that no significant relationships were found.

It must also be noted that these findings were affected by the fact that the members of the white collar class and of the more educated are more active readers and therefore more likely to read frequently from every category than the members of the working class and of the less educated.

Inspection of the frequency distribution (Table VI) revealed that when the members of the less educated working class do read, they read most from the categories of current fiction, mysteries, biography, social problems, family life and health, and hobbies. While the white collar class reads frequently from all of these categories with the

exception of mysteries and family life and health, they also read frequently from the categories of fiction classics, humorous fiction, and history.

Therefore, the types of literature preferred by the two social classes, although similar with regard to four categories, are not identical. This is the same type of results obtained by Warner and Lunt in Yankee City (8) and the Lynds in Middletown (5), where the social classes had some literary preferences in common and differences on others. In this case, it must be concluded that hypothesis 3 is substantiated. There is a difference in the frequency with which different types of literature are read by the several social classes.

#### Social Class and Library Use

Hypothesis 4 states that there is a positive relationship between social class and frequency of library usage. To test this hypothesis, respondents were asked if they had ever visited the library and, if within the last six months, how many times per month. Respondents were divided into three categories: non-users, inactive users, and active users. Sixty and seven tenths percent of the respondents are non-users of the library. Cross-tabulations of frequency of library usage with social class identification (Table VIII) and with educational level (Table IX) yielded significant chi squares and significant positive gammas. With respect

TABLE VIII  
FREQUENCY OF LIBRARY USE BY SOCIAL  
CLASS IDENTIFICATION

Library Use	Social Class Identification				Total	
	White Collar		Working			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
Non-users	41.1	23	67.7	109	60.7	132
Inactive users	12.5	7	14.3	23	13.9	30
Active users	46.4	26	18.0	29	25.4	55
Total	100.0	56	100.0	161	100.0	217
$\chi^2=18.176$ , df=2, p<.001;			G=.500,		p<.0001	

TABLE IX  
FREQUENCY OF LIBRARY USE BY  
EDUCATIONAL LEVEL

Library Use	Educational Level						Total	
	Less Than High School		High School		College			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
Non-users	72.7	64	57.5	50	42.8	18	60.8	132
Inactive users	14.8	13	17.2	15	4.8	2	13.8	30
Active users	12.5	11	25.3	22	52.4	22	25.4	55
Total	100.0	88	100.0	87	100.0	42	100.0	217
$\chi^2=25.568$ , df=4,			$p<.001$ ;		$G=.407$ ,		$p<.0001$	

to the relative predictive capacity of these two independent variables, social class identification ( $G=.500$ ) is a better predictor of library use than is educational level ( $G=.407$ ).

Therefore, it is concluded that hypothesis 4 is substantiated. There is a positive relationship between social class and frequency of library usage. This is supported by the findings of Berelson (1) and Warner and Lunt (8).

#### Social Class and Attitude Toward Libraries

Hypothesis 5 states that there is a positive relationship between social class and positive attitude toward libraries. Two attitudinal scales were used to test this hypothesis. The first was a word association test, the responses to which were coded according to the positive or negative nature of the responses. These responses were classified as very positive, positive, ambivalent, negative, and very negative. The second attitudinal scale asked the respondent to assess the importance of libraries to Olney as a whole and to himself personally and to indicate whether he felt that they were very important, important, or not important.

Cross-tabulations both of social class identification and attitude toward libraries (Table X) and of educational level and attitude toward libraries (Table XI) yielded non-significant chi squares and gammas. Inspection of

TABLE X  
ATTITUDE TOWARD LIBRARIES BY SOCIAL  
CLASS IDENTIFICATION

Attitude	Social Class Identification				Total	
	White Collar		Working			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
Very positive	23.1	12	17.6	25	19.1	37
Positive	38.5	20	37.3	53	37.6	73
Ambivalent	28.8	15	33.8	48	32.5	63
Negative	7.7	4	8.5	12	8.2	16
Very negative	1.9	1	2.8	4	2.6	5
Total	100.0	52	100.0	142	100.0	194
$X^2=1.043$ , df=4, p $\geq$ .95; G=.120, p $\geq$ .4522						

TABLE XI  
ATTITUDE TOWARD LIBRARIES BY  
EDUCATIONAL LEVEL

Attitude	Educational Level						Total	
	Less Than High School		High School		College			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
Very positive	15.5	11	16.1	13	31.0	13	19.1	37
Positive	39.5	28	37.0	30	35.7	15	37.6	73
Ambivalent	36.6	26	34.6	28	21.4	9	32.5	63
Negative	5.6	4	9.9	8	9.5	4	8.2	16
Very negative	2.8	2	2.4	2	2.4	1	2.6	5
Total	100.0	71	100.0	81	100.0	42	100.0	194
$X^2=7.104$ , df=8, $p<.70$ ; G=.107, $p<.0749$								



the percentage distribution revealed that the majority (56.7 percent) of the sample have positive or very positive attitudes toward the library and that another 32.5 percent of them have ambivalent feelings about the library. It is therefore concluded that there is no relationship between social class identification and general attitude toward libraries as measured by this scale. In general, everyone has a positive attitude toward libraries regardless of social class identification and educational level.

On the other hand, cross-tabulations of importance of libraries to the community as a whole and importance of libraries to oneself both with social class identification and with educational level yielded significant chi squares and significant positive gammas in every case. (See Tables XII and XIII.) Therefore a significant positive relationship is found between 1) social class identification and importance of libraries to the community, 2) educational level and importance of libraries to the community, 3) social class identification and importance of libraries to oneself, and 4) educational level and importance of libraries to oneself. It is also interesting to note that a comparison of gamma scores revealed that, in the case of importance of libraries to the community, social class identification ( $G=.491$ ) is a better predictive measure than is educational level ( $G=.411$ ), whereas in the case of importance of

TABLE XII  
IMPORTANCE PLACED ON LIBRARIES BY SOCIAL  
CLASS IDENTIFICATION

Importance of Libraries	Social Class Identification				Total	
	White Collar		Working			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
<u>to Olney</u>						
very important	75.0	42	43.0	68	54.1	110
important	17.9	10	55.1	87	45.3	97
not important	<u>7.1</u>	<u>4</u>	<u>1.9</u>	<u>3</u>	<u>3.3</u>	<u>7</u>
Total	100.0	56	100.0	158	100.0	214
$X^2=24.320$ ,	df=2, $p<.001$ ;		G=.491,		$p<.0002$	
<u>to Oneself</u>						
very important	45.5	25	19.1	30	25.9	55
important	34.5	19	40.8	64	39.1	83
not important	<u>20.0</u>	<u>11</u>	<u>40.1</u>	<u>63</u>	<u>35.0</u>	<u>74</u>
Total	100.0	55	100.0	157	100.0	214
$X^2=16.027$ ,	df=2, $p<.001$ ;		G=.463,		$p<.0001$	

TABLE XIII  
IMPORTANCE PLACED ON LIBRARIES BY  
EDUCATIONAL LEVEL

Importance of Libraries	Educational Level						Total	
	Less Than High School		High School		College			
	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
<u>to Olney</u>								
very important	36.8	32	52.9	45	78.6	33	51.5	110
important	62.1	54	42.4	36	16.7	7	45.3	97
not important	<u>1.1</u>	<u>1</u>	<u>4.7</u>	<u>4</u>	<u>4.7</u>	<u>2</u>	<u>3.2</u>	<u>7</u>
Total	100.0	87	100.0	85	100.0	42	100.0	214
$\chi^2=24.863$ , df=4,			$p<.001$ ;		$G=.411$ ,		$p<.0001$	
<u>to Oneself</u>								
very important	9.4	8	28.2	24	54.7	23	25.9	55
important	36.5	31	44.7	38	33.3	14	39.2	83
not important	<u>54.1</u>	<u>46</u>	<u>27.1</u>	<u>23</u>	<u>12.0</u>	<u>5</u>	<u>34.9</u>	<u>74</u>
Total	100.0	85	100.0	85	100.0	42	100.0	212
$\chi^2=40.613$ , df=4,			$p<.001$ ;		$G=.564$ ,		$p<.0001$	

libraries to oneself, it is educational level ( $G=.564$ ) that is a better predictive measure than social class identification ( $G=.463$ ).

Therefore, hypothesis 5 is not substantiated. It is found that general attitudes toward libraries do not differ with social class. These attitudes are uniformly positive, indicating that a positive attitude toward libraries is a cultural universal rather than a subcultural trait. This is contrary to the findings of Centers (2) and Warner (7) with regard to social class differences in attitudes.

However, it is also found that when asked to evaluate the importance of libraries to themselves and to their own community, the respondents do differ with regard to social class identification and educational level. Only when asked about a specific attitudinal point will the respondents begin to differ along these lines. In general, everyone likes libraries, even though they may not feel libraries are particularly important to the community and not at all important to themselves.

#### Social Class, Library Attitudes and Library Use

Hypothesis 6 states that there is a positive relationship between positive attitude toward libraries and frequency of library use. Cross-tabulation of these two variables revealed that this relationship does not exist as chi square and gamma are not significant. (See Table XIV.)

TABLE XIV  
LIBRARY USE BY ATTITUDE TOWARD LIBRARIES

Library Use	Attitude Toward Libraries					
	Very Positive		Positive		Ambivalent	
	Per- cent frequency	Fre- quency	Per- cent frequency	Fre- quency	Per- cent frequency	Fre- quency
Active user	37.8	14	28.8	21	27.0	17
Inactive user	13.5	5	16.4	12	12.7	8
Non-user	48.7	18	54.8	40	60.3	38
Total	100.0	37	100.0	73	100.0	63
$\chi^2=5.145,$	df=8,		p<.70;		G=.186,	
					p<.0329	

n=194

This result is not surprising since 60.7 percent of the sample prove to be non-users of the library and 89.2 percent of the respondents have ambivalent, positive, or very positive attitudes toward the library. What is found in this case is that almost half of the sample (49.5 percent) consists of non-users of the library who have an ambivalent, positive, or very positive attitude toward libraries.

To further test this hypothesis, attitude toward libraries was cross-tabulated with library use, controlling for social class identification (Table XV) and educational level (Table XVI). The results are the same. There were no significant chi squares or gammas revealed. There is no difference between social class identifications or educational levels in the consistency of attitude and behavior.

Therefore, it is concluded that hypothesis 6 cannot be substantiated. Contrary to Evans' findings in California (3), there is no relationship between attitude toward libraries and library use in Olney, Texas.

#### Summary

This chapter reports the findings of this study by describing the sample and testing the six research hypotheses. It is found that the sample is composed primarily of whites, females, and persons between the ages of 35 and 64. Occupationally, the sample is evenly distributed for those who work; but a majority of the sample is unemployed. Over

TABLE XV

ATTITUDE TOWARD LIBRARIES AND LIBRARY USE  
BY SOCIAL CLASS IDENTIFICATION

		Attitude Toward Libraries									
Library Use		Very Positive		Positive		Ambivalent		Negative		Very Negative	
		Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
Social Class Identification	Active user	66.7	8	50.0	10	46.7	7	25.0	1	0.0	0
	Inactive user	0.0	0	20.0	4	13.3	2	25.0	1	0.0	0
	Non-user	33.3	4	30.0	6	40.0	6	50.0	2	100.0	1
	Total	100.0	12	100.0	20	100.0	15	100.0	4	100.0	1
		df=8,		p $\leq$ .70;		G=.269,		p $\leq$ .0808			
Working	Active user	24.0	6	20.8	11	20.8	10	16.7	2	0.0	0
	Inactive user	20.0	5	15.1	8	12.5	6	8.3	1	25.0	1
	Non-user	56.0	14	64.1	34	66.7	32	75.0	9	75.0	3
	Total	100.0	25	100.0	53	100.0	48	100.0	12	100.0	4
		df=8,		p $\leq$ .95;		G=.140,		p $\leq$ .1335			

n=194

TABLE XVI  
ATTITUDE TOWARD LIBRARIES AND LIBRARY USE  
BY EDUCATIONAL LEVEL

Educational Level	Library Use	Attitude Toward Libraries							
		Very Positive		Positive		Ambivalent		Negative	
		Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency
Less Than High School	Active user	18.2	2	14.3	4	15.4	4	25.0	1
	Inactive user	27.3	3	17.9	5	11.5	3	0.0	0
	Non-user	54.5	6	67.8	19	73.1	19	75.0	3
	Total $\chi^2 = 3.600$ , df=8,	100.0	11	100.0	28	100.0	26	100.0	4
High School	Active user	30.8	4	30.0	9	28.6	8	12.5	1
	Inactive user	15.4	2	20.0	6	17.9	5	12.5	1
	Non-user	53.8	7	50.0	15	53.5	15	75.0	6
	Total $\chi^2 = 3.429$ , df=8,	100.0	13	100.0	30	100.0	28	100.0	8
College	Active user	61.5	8	53.3	8	55.6	5	25.0	1
	Inactive user	0.0	0	6.7	1	0.0	0	25.0	1
	Non-user	38.5	5	40.0	6	44.4	4	50.0	2
	Total $\chi^2 = 6.876$ , df=8,	100.0	13	100.0	15	100.0	9	100.0	4
				$p < .70$ ;		$G = .221$ ,		$p < .1685$	

n=194



half of the respondents have an annual income of \$5000 or less. Only one fifth of the sample has a college education.

The index of social class identification is established as a valid measure of social class on the basis of its high positive relationship to education, occupation, and income. Social class identification is categorized as "white collar" and "working class."

To test the six hypotheses, social class identification and educational level are cross-tabulated with each of the dependent variables; and the measures of chi square and gamma are applied. Four of the six hypotheses are substantiated.

Through the testing of these hypotheses, it is found that:

(1) There is a relationship between one's social class and that individual's voluntary association with persons of a similar social class.

(2) There is a positive relationship between social class and amount of reading activity.

(3) There is a difference in the frequency with which different types of literature are read by the several social classes.

(4) There is a positive relationship between social class and frequency of library usage.

(5) There is no relationship between social class and a positive attitude toward libraries. However, it is found

that there is a positive relationship between social class and importance placed on libraries for the community as a whole and for oneself.

(6) There is no relationship between positive attitude toward libraries and frequency of library use. This finding is true for the cross-tabulation of the entire sample, as well as for cross-tabulations controlling for social class identification and educational level.

The significance and meaning of these findings is discussed in Chapter V.

## CHAPTER BIBLIOGRAPHY

1. Berelson, Bernard, The Library's Public, New York, Columbia University Press, 1949.
2. Centers, Richard, The Psychology of Social Class, Princeton, Princeton University Press, 1949.
3. Evans, C. W., Middle Class Attitudes and Public Library Use, Littleton, Libraries Unlimited, 1970.
4. Gordon, Milton M., Social Class in American Sociology, Durham, Duke University Press, 1958.
5. Lynd, Robert S. and Helen Merrell Lynd, Middletown, New York, Harcourt, Brace and Company, 1929.
6. Porcella, Brewster, A Summary of Research on the Reading Interests and Habits of College Graduates, University of Illinois Graduate School of Library Science, December, 1964.
7. Warner, W. Lloyd, Democracy in Jonesville, New York, Harper and Brothers, 1949.
8. \_\_\_\_\_ and Paul S. Lunt, The Social Life of a Modern Community, Yankee City Series, Vol. I, New Haven, Yale University Press, 1941.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

This chapter will summarize for the reader the purpose, method, and findings of this study and will draw some conclusions about its significance and meaning.

#### Summary

This survey proposed to examine the relationship both between social class and intellectual attitudes and between social class and intellectual behavior by examining the reading habits, library usage, and attitudes toward libraries of the various social classes. The sample consisted of 217 randomly selected respondents in the town of Olney, Texas, who answered an 85 item interview schedule administered during the period of August 20-25, 1972.

Following a review of the literature concerned with social stratification and community, the following hypotheses were proposed:

Hypothesis 1. There is a relationship between one's social class and that individual's voluntary association with persons of similar social class.

Hypothesis 2. There is a positive relationship between social class and amount of reading activity.

Hypothesis 3. There is a difference in the frequency with which different types of literature are read by the several social classes.

Hypothesis 4. There is a positive relationship between social class and frequency of library usage.

Hypothesis 5. There is a positive relationship between social class and a positive attitude toward libraries.

Hypothesis 6. There is a positive relationship between positive attitude toward libraries and frequency of library use.

Self-perceived social class identification and educational level were used as indices of social class. Each of these indices was cross-tabulated with likelihood of association with each of eight categories of persons, frequency of reading, frequency of library use, frequency of reading each of twenty categories of books, positiveness of attitude toward libraries, and importance placed on libraries for oneself and the community. Library use was also cross-tabulated with positiveness of attitude toward libraries, controlling for educational level and social class identification. The results were tested for significance using chi square and gamma.

Twenty-five and eight tenths percent of the sample identified with the white collar class, and 74.2 percent claimed working class status. Only 19.4 percent of the sample had college educations, whereas 40.1 percent had a high school education and 40.5 percent had less than a high school education. Responses for each of the indices of intellectual behavior and attitude along with associational ties were analyzed according to social class identification and educational level in testing the six hypotheses.

Four of these hypotheses were substantiated. These are the findings:

(1) Hypothesis 1 is substantiated. There is a relationship between one's social class and that individual's voluntary association with persons of similar social class.

(2) Hypothesis 2 is substantiated. There is a positive relationship between social class and amount of reading activity.

(3) Hypothesis 3 is substantiated. There is a difference in the frequency with which different types of literature are read by the several social classes.

(4) Hypothesis 4 is substantiated. There is a positive relationship between social class and frequency of library usage.

(5) Hypothesis 5 is rejected. There is no relationship between social class and positive attitude toward libraries. It is found that attitudes toward libraries are uniformly positive regardless of social class. However, there is a positive relationship between social class and importance placed on libraries for the community and for oneself.

(6) Hypothesis 6 is rejected. There is no relationship between positive attitude toward libraries and frequency of library use for either the entire sample or any social class or educational level.

### Conclusions

These findings support the subcultural theory of social class and provide additional information about the life styles and the characteristic intellectual behavior and attitudes of these subcultural groups in the rural setting. A definite pattern of class relationships was found in which there exist two classes who generally confine their associations within class groups and who share basic values with those in the same class.

Additionally, these specific things were found about social class and about intellectual behavior and attitudes:

(1) There are social class differences with regard to intellectual behavior. The white collar class reads more than the working class and uses the library more than the working class. Also, the white collar and working classes differ with regard to the frequency with which they read different categories of books. These differences are life style differences characteristic of the social class subcultures.

(2) Although there are no social class differences with regard to general library attitude, there are social class differences in the importance placed on libraries for the community and for oneself. It appears that everyone likes libraries, and this is understandable in light of the great emphasis on education and learning in the last 20-30 years. The library represents a symbolic value rather

than a utilitarian value, and this value may be considered a cultural universal. It is the failure to use the library that has to do with intellectual pursuit. The working class values education as a degree-producing process and fails to see knowledge as a significant pursuit. Even if this class does value knowledge, the world of books is not significant to them because, when faced with a problem-solving situation, they are likely to seek an answer through other sources, such as asking friends or professionals. Additionally, the working class does not see books as entertaining material either. Therefore, the services that the library offers, that of information and entertainment, are not valued by this group. For this reason, they do not use the library even though they have a favorable attitude toward it.

(3) Given the nature of attitudes toward libraries, it is not surprising that attitude toward libraries is in no way related to library use for either social class. It must be concluded that intellectual attitudes and intellectual behavior are inconsistent at this point.

Pragmatically, these findings provide several implications with regard to the programs and services of the public libraries. First, libraries are valued by everyone whether or not he or she ever uses the facility. This fact indicates that all social classes are probably willing to spend their tax dollars for library facilities



even though these facilities serve only a selected few. Second, the clientele of libraries comes primarily from the white collar class. This fact indicates that libraries need to develop and discover acceptable service patterns to meet the information and entertainment needs of the lower classes. To do so demands the necessary pliability to overcome traditional approaches and philosophies of library service. Large sections of the communities libraries are to serve are untouched by the programs presently offered. Who these people are, their given information needs, and methods of meeting these needs must be delineated if the public library is truly to be public.

Schedule # \_\_\_\_\_  
 Interviewer \_\_\_\_\_  
 Block # \_\_\_\_\_

# APPENDIX

## IV QUESTIONNAIRE

### Introduction and Instructions

This questionnaire is part of a research project made possible in Olney by a grant from the U.S. Department of Health, Education and Welfare. The research is designed to determine attitudes and opinions of citizens like yourself about various facets of community life in Olney. Please answer each question as thoughtfully and honestly as you can. Your answers will be kept confidential. The responses you give will in no way be linked to your name. Thank you for your assistance with this project.

1. You could first help me by telling me about your family.

Are you married \_\_\_\_\_  
           divorced \_\_\_\_\_  
           widowed \_\_\_\_\_  
           never been \_\_\_\_\_  
           married \_\_\_\_\_

	Age	No. years education completed	Check if dropped out	Occupation, if applicable
Husband				
Wife				
Children (at home)		Sex		
1.				
2.				
3.				
4.				
5.				
6.				
(Specify Rela- tion- ship) Others				

-2-

The following questions relate to how you would or do spend your leisure time. What we mean by leisure time is time during waking hours which is not devoted to major responsibilities such as family duties or employment duties.

2. Here is a list of various types of individuals who live in Olney. Indicate the likelihood of your spending much of your leisure time with these types of people and/or members of their family. (Tell me whether it is very likely, likely, unlikely, or very unlikely.)

	VERY LIKELY	LIKELY	UNLIKELY	VERY UNLIKELY
Physician				
Manual Laborer				
Owner of small business				
Teacher				
Owner of large business				
Unemployed laborer				
Farmhand				
Maid				
Owner of farm or ranch				
One whose education is high school graduate or less				
Person with a col- lege education				
Person who is interested in reading and learning				
Minister				
Factory Worker				
White				
Black				
Mexican American				



-4-

7. Do you usually have an annual vacation? yes\_\_\_ no\_\_\_

If yes, how long each year\_\_\_\_\_

Did your income continue during the vacation? yes\_\_\_ no\_\_\_

8. Within the boundaries of your income, which of the following would you be most able to afford to do on your vacation?

\_\_\_ Around the world trip  
\_\_\_ Visit to Europe or Carribean Islands  
\_\_\_ Tour of the U.S.  
\_\_\_ A trip to New York or Chicago or other large city  
\_\_\_ Trip across several states in this region  
\_\_\_ A short trip or other venture within the state  
\_\_\_ Stay home because I could not afford to travel

9. About in the last six months, did you go to Wichita Falls?  
\_\_\_yes \_\_\_no

For what purpose: \_\_\_business \_\_\_entertainment  
\_\_\_shopping \_\_\_other \_\_\_\_\_

How often do you go to Dallas or other large cities in this area? \_\_\_\_\_

Now I would like to ask you some questions about the libraries in Olney.

10. Could you tell me where the Olney Public Library is located?  
location: \_\_\_\_\_ no \_\_\_\_\_
11. Have you visited the Olney Public Library?  
\_\_\_ Within the last month  
\_\_\_ Within the last six months  
\_\_\_ Within the last year  
\_\_\_ Ever
12. If during the past six months, how many times per month?  
\_\_\_1 \_\_\_2-4 \_\_\_more than 4
13. Do your children use the Olney school libraries?  
\_\_\_yes \_\_\_no \_\_\_don't know
14. Have your children ever said anything about the Olney school libraries?  
\_\_\_yes \_\_\_no \_\_\_don't know

15. If yes, did their comments show that they liked or disliked them? \_\_\_\_\_ liked \_\_\_\_\_ disliked \_\_\_\_\_ don't know
16. Have you ever seen any of the Olney school libraries?  
\_\_\_\_\_yes \_\_\_\_\_no
17. If you have used any libraries in addition to or instead of the Olney Public and school libraries during the last 12 months, please name the libraries:  
  
Why did you use this (these) libraries? \_\_\_\_\_
18. If you would need a car to go to the public library, how often is a car available for your use?  
\_\_\_\_\_always \_\_\_\_\_frequently \_\_\_\_\_seldom \_\_\_\_\_never
19. When is the Olney Public Library open?  
Days \_\_\_\_\_  
Hours \_\_\_\_\_  
Don't know \_\_\_\_\_
20. What hours of the morning, afternoon, or evening would you or your family be most likely to use the library? \_\_\_\_\_
21. Here is a list of reasons why some people do not use the library at all or use it only infrequently. Would you tell me which reasons apply to you (and members of your family).
- |  |   |
|--|---|
| _____lack of time                          | _____library does not have what I need      |
| _____don't like to read                    | _____have difficulty in finding things in t |
| _____inconvenient hours                    | _____library                                |
| _____inconvenient location                 | _____too noisy                              |
| _____lack of transportation                | _____unfriendly staff                       |
| _____parking problems                      | _____use other libraries                    |
| _____use other sources of reading material | _____physical reasons                       |
| _____dislike library rules                 | _____ (e.g. blind)                          |
| (Which ones? _____)                        | _____other: _____                           |
22. If your family subscribes to any newspapers, please name them.  
none

-6-

23. If your family subscribes to any magazines, please list them.

_____	_____
_____	_____
_____	_____

Are there magazines which you frequently buy but to which you do not subscribe?

_____	_____
_____	_____

24. Do you own:
- |                 | <u>YES</u> | <u>NO</u> |
|-----------------|------------|-----------|
| television      | _____      | _____     |
| record player   | _____      | _____     |
| tape recorder   | _____      | _____     |
| slide projector | _____      | _____     |
| movie projector | _____      | _____     |
| camera          | _____      | _____     |
| movie camera    | _____      | _____     |

25. Where would you look for information about a political candidate?

☐ Friends and relatives  
☐ Newspapers and magazines  
☐ TV and radio  
☐ Library  
☐ Candidate's campaign headquarters

26. If you were thinking about looking for a new job, where would you look for information about jobs?

☐ Friends and relatives  
☐ Newspaper advertisements  
☐ Library  
☐ Employment agency  
☐ Texas Employment Commission

27. Have you read a book within the past three months?

☐ yes ☐ no

28. If yes, approximately how many books do you read per month?

☐ 0  
☐ 1  
☐ 2  
☐ 3-4  
☐ 5 or more

29. Do you prefer to read paperback or hard back books?

☐ paperback ☐ hardback ☐ no preference

-7-

30. Please tell me for each of the following types of books whether you read that type frequently, occasionally, hardly ever, or never.

<u>TYPE OF BOOK</u>	<u>FREQ</u>	<u>OC</u>	<u>HE</u>	<u>NEVER</u>
Current fiction (best sellers)	_____	_____	_____	_____
Fiction classics	_____	_____	_____	_____
Mysteries	_____	_____	_____	_____
Westerns	_____	_____	_____	_____
Science Fiction	_____	_____	_____	_____
Humorous Fiction	_____	_____	_____	_____
Plays	_____	_____	_____	_____
Poetry	_____	_____	_____	_____
Art	_____	_____	_____	_____
Travel	_____	_____	_____	_____
Music	_____	_____	_____	_____
Agriculture	_____	_____	_____	_____
Business	_____	_____	_____	_____
Politics	_____	_____	_____	_____
Social Problems (drugs, pollution, race, etc.)	_____	_____	_____	_____
Science and technology	_____	_____	_____	_____
History	_____	_____	_____	_____
Biography	_____	_____	_____	_____
Family life and health	_____	_____	_____	_____
Hobbies, sports, home repair, gardening	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____

31. If there ever was a time in your life when you read more than you do now, please tell me when that was. (Please exclude school assignments.)

_____ no time	_____ college
_____ elementary school	_____ first few years after
_____ junior high school	_____ finishing school
_____ high school	_____ few years ago

32. If there ever was a time in your life when you read less than you do now, please tell me when that was. (Please exclude school assignments.)

_____ no time	_____ college
_____ elementary school	_____ first few years after
_____ junior high school	_____ finishing school
_____ high school	_____ few years ago



-8-

33. Where do you get the books you read?
- |  |   |
|--|---|
| <input type="checkbox"/> Public library        | <input type="checkbox"/> School library                       |
| <input type="checkbox"/> Church library        | <input type="checkbox"/> Other library                        |
| <input type="checkbox"/> Own home library      | <input type="checkbox"/> Buy from bookclub                    |
| <input type="checkbox"/> Buy from book store   | <input type="checkbox"/> Buy from drug store or grocery store |
| <input type="checkbox"/> Receive as gifts      | <input type="checkbox"/> Borrow from friends or relatives     |
| <input type="checkbox"/> Buy from other source |   |
34. How do you decide what books to read?
- ☐ Friend's suggestion
- ☐ Read about the book (Book reviews, advertisements)
- ☐ Saw it in a store
- ☐ Saw it in the library
- ☐ Book club selection notice
- ☐ Heard about the book on television or radio
- ☐ Librarian's suggestion
- ☐ Saw it on a book list
- ☐ Subject interest (wanted any book on a specific subject)
- ☐ Like the author (liked other books by the same author)
35. If you can speak any languages other than English, please name them: \_\_\_\_\_  
If none, skip to #45
36. If you can read any languages other than English, please name them: \_\_\_\_\_
37. Excluding school assignments, have you read any \_\_\_\_\_ language books in the last 12 months? yes \_\_\_\_\_ no \_\_\_\_\_
38. If yes, approximately how many per month?  
\_\_\_\_\_ less than 1 \_\_\_\_\_ 1 \_\_\_\_\_ 2-4 \_\_\_\_\_ 5 or more
39. Excluding school assignments, have you read any \_\_\_\_\_ language magazines or newspapers? yes \_\_\_\_\_ no \_\_\_\_\_
40. If yes, do you read them regularly? yes \_\_\_\_\_ no \_\_\_\_\_
41. How do you get your \_\_\_\_\_ language reading material?
- |   |   |
|---|---|
| <input type="checkbox"/> Order by mail                | <input type="checkbox"/> Buy directly from a store        |
| <input type="checkbox"/> Sent by relatives or friends | <input type="checkbox"/> Borrow from relatives or friends |
| <input type="checkbox"/> Public library               | <input type="checkbox"/> School library                   |
| <input type="checkbox"/> Church library               | <input type="checkbox"/> Other library                    |
| <input type="checkbox"/> Other: _____                 |   |



-10-

54. If the selection of occupational books at the Public library were better, more people would use the library.  
 sa \_\_\_\_\_ a \_\_\_\_\_ ud \_\_\_\_\_ d \_\_\_\_\_ sd \_\_\_\_\_

55. Have you (or your husband) ever sought information at the library to help you with your occupation? yes \_\_\_\_\_ no \_\_\_\_\_

56. If yes, how useful was the information found there?  
 \_\_\_\_\_ very useful \_\_\_\_\_ adequate \_\_\_\_\_ inadequate

57. How do you usually obtain the occupational information that you read?  
 \_\_\_\_\_ Friends and relatives \_\_\_\_\_ Own magazines and books  
 \_\_\_\_\_ Co-workers \_\_\_\_\_ Radio and television  
 \_\_\_\_\_ County Agricultural Agent \_\_\_\_\_ Olney Public Library  
 \_\_\_\_\_ Other government official: \_\_\_\_\_ Other: \_\_\_\_\_

58. What is the main reason that you go (or would go) to the Public Library?  
 \_\_\_\_\_ Entertainment \_\_\_\_\_ Reference information  
 \_\_\_\_\_ Business information \_\_\_\_\_ Self-education  
 \_\_\_\_\_ Quiet place to read or study \_\_\_\_\_ To take the children  
 \_\_\_\_\_ Other: \_\_\_\_\_

59. On the following list of library services, please tell me those that you have heard of as being offered by the Olney Public Library. Also, please tell me those service that you have used at the Olney Public Library.

<u>SERVICES</u>	<u>HEARD OF</u>	<u>USED</u>
Record albums which may be borrowed	_____	_____
Paperback book swapping (You may swap any paperback book that you own for any paperback book in the swap section of the library.)	_____	_____
Interlibrary loan service. (The library can borrow a book, which it does not own, for you from another library.)	_____	_____

60. Have you ever seen a card catalog in:  
 Olney Public Library yes \_\_\_\_\_ no \_\_\_\_\_  
 an Olney school library yes \_\_\_\_\_ no \_\_\_\_\_  
 other library: \_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_

-11-

61. If yes, have you ever used the card catalog in the:  
     Olney Public Library      yes \_\_\_\_\_ no \_\_\_\_\_  
     an Olney school library   yes \_\_\_\_\_ no \_\_\_\_\_  
     other library: \_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_
62. Have your children ever attended a story hour at the  
     Olney Public Library      yes \_\_\_\_\_ no \_\_\_\_\_  
     other library: \_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_
63. If yes, did they enjoy it?  
     \_\_\_\_\_ yes      \_\_\_\_\_ no      \_\_\_\_\_ don't know
64. The following is a list of library services and potential improvements. Please rate how important you think each improvement would be. Please add any additional ways in which you feel that Olney Public Library could be improved.

ITEM	MOST IMPORTANT	IMPORTANT	NOT IMPORTANT
more new books	_____	_____	_____
newer building	_____	_____	_____
more convenient parking	_____	_____	_____
knowledgeable, qualified personnel	_____	_____	_____
more evening hours	_____	_____	_____
better card catalog	_____	_____	_____
more record albums	_____	_____	_____
open on Saturdays	_____	_____	_____
larger building	_____	_____	_____
better restrooms	_____	_____	_____
cassetts and tapes	_____	_____	_____
films	_____	_____	_____

65. Have you ever been taught how to use the library?  
     \_\_\_\_\_ yes      no \_\_\_\_\_ where \_\_\_\_\_
66. If yes, who taught you?  
     \_\_\_\_\_ Teacher      \_\_\_\_\_ Parents or relatives  
     \_\_\_\_\_ School librarian      \_\_\_\_\_ Friends  
     \_\_\_\_\_ Public librarian      \_\_\_\_\_ Other: \_\_\_\_\_
67. Do you know how to use the Reader's Guide to Periodical Literature?    yes \_\_\_\_\_ no \_\_\_\_\_
68. Has the book numbering system in the library ever been explained to you?    yes \_\_\_\_\_ no \_\_\_\_\_
69. Do you know how to check out a library book:    yes \_\_\_\_\_ no \_\_\_\_\_

-12-

70. The following is a list of some words and phrases that people use to describe libraries. Please tell me how many of these words best describe the libraries you usually go to or know about.

<input type="checkbox"/> stimulating	<input type="checkbox"/> old-fashioned
<input type="checkbox"/> inconvenient	<input type="checkbox"/> usually do not have what I want
<input type="checkbox"/> helpful	<input type="checkbox"/> friendly
<input type="checkbox"/> drab	<input type="checkbox"/> gloomy
<input type="checkbox"/> usually have what I want	<input type="checkbox"/> convenient
<input type="checkbox"/> serious	<input type="checkbox"/> fast service
<input type="checkbox"/> slow service	<input type="checkbox"/> pleasant
<input type="checkbox"/> fun	<input type="checkbox"/> inefficient
<input type="checkbox"/> dull	<input type="checkbox"/> satisfying
<input type="checkbox"/> not very helpful	<input type="checkbox"/> discouraging
<input type="checkbox"/> modern	<input type="checkbox"/> efficient
<input type="checkbox"/> unfriendly	<input type="checkbox"/> encouraging
<input type="checkbox"/> cheerful	

71. Tell me how important libraries are to:

	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
Olney as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The elderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The handicapped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Businessmen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farmers and ranchers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

72. Are the people who go to the library mostly people like yourself? yes ☐ no ☐ don't know ☐
73. What kind of people would you say go to the Public Library?  
\_\_\_\_\_
74. Would it be a great loss to Olney if the Public Library was closed down? yes ☐ no ☐ don't know ☐
75. Would it be a great loss to Olney if the school libraries were closed down? yes ☐ no ☐ don't know ☐
76. Do you think it is proper for the Public Library to have books which you may disapprove of for moral, religious, or political reasons? yes ☐ no ☐ don't know ☐



## BIBLIOGRAPHY

### Books

- Asch, Solomon, Social Psychology, New York, Prentice-Hall, Inc., 1952.
- Barber, Bernard, Social Stratification, New York, Harcourt, Brace and World, Inc., 1957.
- Berelson, Bernard, The Library's Public, New York, Columbia University Press, 1949.
- Biesanz, John and Mavis Biesanz, Introduction to Sociology, Englewood Cliffs, Prentice-Hall, Inc., 1969.
- Bowden, A. O. and Irving R. Melbo, Social Psychology of Education, New York, McGraw-Hill Book Company, Inc., 1937.
- Centers, Richard, The Psychology of Social Classes, Princeton, Princeton University Press, 1949.
- Davis, Allison, Social-Class Influences Upon Learning, Cambridge, Harvard University Press, 1949.
- Ennis, Phillip H., Adult Book Reading in the United States, Chicago, National Opinion Research Center, University of Chicago, 1965.
- Evans, C. W., Middle Class Attitudes and Public Library Use, Littleton, Libraries Unlimited, Inc., 1970.
- Gans, Herbert J., The Levittowners, New York, Pantheon Books, 1967.
- Gordon, Milton M., Social Class in American Sociology, Durham, Duke University Press, 1958.
- Hodges, Harold M., Jr., Social Stratification, Cambridge, Schenkman Publishing Company, Inc., 1964.
- Hollingshead, August B., Elmtown's Youth, New York, John Wiley and Sons, Inc., 1949.
- Kahl, Joseph A., The American Social Class Structure, New York, Rinehart and Company, Inc., 1959.

Krech, David, Richard S. Crutchfield, and Egerton L. Ballachey, Individual in Society, New York, McGraw-Hill Book Company, Inc., 1962.

Lynd, Robert S. and Helen Merrell Lynd, Middletown, New York, Harcourt, Brace and Company, 1929.

\_\_\_\_\_, Middletown in Transition, New York, Harcourt, Brace and Company, 1937.

Porcella, Brewster, A Summary of Research on the Reading Interests and Habits of College Graduates, University of Illinois Graduate School of Library Science, December, 1964.

Spence, Janet and others, Elementary Statistics, New York, Appleton-Century-Crofts, 1968.

Stein, Maurice R., The Eclipse of Community, Princeton, Princeton University Press, 1960.

Vidich, Arthur J. and Joseph Bensman, Small Town in Mass Society, Princeton, Princeton University Press, 1958.

Warner, W. Lloyd, Democracy in Jonesville, New York, Harper and Brothers, 1949.

\_\_\_\_\_, Social Class in America, New York, Harper and Row, Publishers, 1960.

\_\_\_\_\_, and Paul S. Lunt, The Social Life of a Modern Community, Yankee City Series, Vol. I, New Haven, Yale University Press, 1941.

Warren, Roland L., The Community in America, Chicago, Rand McNally and Company, 1963.

\_\_\_\_\_, Studying Your Community, New York, The Free Press, 1955.

#### Articles

Davis, Allison, "Child Training and Social Class," Chapter 34, Barker, Robert G., Jacob S. Kounin and Herbert F. Wright, Child Behavior and Development, New York, McGraw-Hill Book Company, Inc., 1943.

Ericson, Martha C., "Child-Rearing and Social Status," American Journal of Sociology, LII (1946), 190-92.



Havighurst, Robert J. and Allison Davis, "A Comparison of the Chicago and Harvard Studies of Social Class Differences in Child Rearing," American Sociological Review, XX (1955), 438-42.

Kahl, Joseph A. and James A. Davis, "A Comparison of Indexes of Socioeconomic Status," American Sociological Review, XX (1955), 317-25.