SOME EFFECTS OF A READER WRITTEN FOR CHILDREN
FROM FAMILIES OF LOW SOCIODEMOGRAPHIC CIRCUMSTANCES

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SOME EFFECTS OF A READER WRITTEN FOR CHILDREN
FROM FAMILIES OF LOW SOCIOECONOMIC
CIRCUMSTANCES

DISSERTATION

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

For the Degree of

DOCTOR OF EDUCATION

By

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Denton, Texas

August, 1964
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1964
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CHAPTER I

INTRODUCTION

Statement of the Problem

In the United States there has been great concern over the meaningfulness of educational experiences that have been available for the culturally deprived child. In a number of major cities special programs have been set up and special materials developed. The effectiveness of these programs and materials has not been established.

The purpose of this study was to determine the effect of the use of a supplementary reader series oriented to the experience of children from homes in lower socioeconomic circumstances. The areas investigated in this study include reading achievement, attitude toward reading and the child's perception of his environment.

Hypotheses

Hypotheses with which this study was concerned as a framework for the analysis of the problem were:

1. Children from families in lower socioeconomic circumstances who were taught from the Button Readers would
show a greater gain in reading achievement than would similar children who were taught with more typical reading materials.

2. Children from families in lower socioeconomic circumstances who were taught from the Button Readers would show a greater gain in positive attitudes toward reading than would similar children who were taught with the more typical reading materials.

3. Children from families in lower socioeconomic circumstances who were taught from the Button Readers would show a more positive change in their perception of their environment than would similar children who were taught with the more typical reading materials.

Significance of the Study

Current educational writings are replete with references to the problem of educating the children of families of lower socioeconomic circumstances (16). Reference to lower socioeconomic circumstances implies no structure such as that found in this country in 1900, "... as we look back upon it today, ... it was much clearer and simpler, the stratifications more generally recognized; and especially ... they were generally taken much more seriously than they are today (1, p. 35)." Neither does
it imply a rigid European-type class structure but one in the spirit of Warner who says, "... we can and must work to keep it as democratic and equalitarian as possible. To be successful we must see to it that each American is given his chance to move in the social scale (34, pp. 10-11)."

Upward movement in the social scale is facilitated by educational attainment. The possibility of such movement is frequently precluded by the fact that children from families of lower socioeconomic circumstances seem more likely to become school drop-outs than do other children (12, 16, 33). The drop-out problem has been discussed in many professional and popular periodicals and is an acute national problem of dangerous proportions (6).

Many factors seem to contribute to the likelihood of this sort of child becoming a drop-out. Hart (15) found that teachers in two different social categories had a tendency to be more integrative toward high status students and more dominative toward low status students. Other investigators have suggested that social differences between teachers and these children contribute to learning difficulties (7, 16). The middle-class bias of intelligence tests and the consequent "writing off" of the "dull" child by some teachers has been stressed (8, 10). These tests, both
in construction and use, are based upon assumptions which are questioned by the Educational Policies Commission as it questions some other facets of public education.

The modern public school often bases its efforts on assumptions which are not valid for all children. The values of the teacher, the content of the program, the very purposes of schooling may be appropriate for middle-class children but not for disadvantaged children. . . . If the school insists on programs or standards that he regards as unrelated to his life . . . he is likely to leave at the first opportunity (9, pp. 12-13).

The inability of children to read well seems to be related to both social status and school drop-outs. Vernon (33) quotes statistics from both the British Isles and the United States which seem to show some sort of link between poor reading ability and low socioeconomic status. Gray (12) studied drop-outs among tenth-grade students and found that three times as many poor readers as good readers drop out of school before graduation. The Educational Policies Commission of the National Education Association points up the problem in this way:

Ability to read is basic to success in education. But it is as complex to develop as it is basic. It requires, in addition to a certain level of physical and emotional maturity, a sense of what reading is and a motivation to read, which disadvantaged children often have little opportunity to develop at home. These handicaps must be overcome in the pupil's early years, for the price of failure in reading, as in no
other area, is deepening pessimism and discouragement with schooling (9, pp. 16-17).

Goodlad adds a corollary to this statement:

A steady diet of failure for even hardy personalities is destructive of self-esteem. But these failing youngsters tend to be the least hardy and least advantaged of the child population. What repeated failure does to them must be damaging beyond belief (11, p. 13).

Conant (6) reports upon programs to prevent reading disability but makes no mention of materials used. Hanlon (14), reporting upon research concerning materials used for teaching reading, makes no mention of low-socioeconomic oriented materials being available. The Higher Horizons Program which has shown some success with many children from families in low socioeconomic circumstances is criticized by Riessman:

[It] shows little awareness that the discrimination practiced in the school has produced justifiable anger and alienation in these children and their parents. The protest and anger that is so admired when it takes place in the South, is poorly received and badly misunderstood when it takes place in our Northern schools. Frequently, the antagonism toward education that is blithely attributed to the underprivileged should be more accurately understood as a dislike for the school rather than education (24, p. 107).

Critics who contend that typical reading materials do not "fit" children from families in low socioeconomic circumstances are becoming more numerous. It has been suggested
that the inability of these children to find anything with which they can identify in their readers contributes to their poor reading ability. Leacock (20) contends that typical readers are unsuitable for children of lower socio-economic culture. McCandless calls for a reader with which these children can identify. He states:

Another educational practice that would help lower-class youngsters is the use of reading texts that relate to their life experiences. In United States classrooms the standard introduction to reading is a bland diet indeed. The main characters are likely to be well-scrubbed, curled, and attractive children who almost invariably come three to a family: a handsome boy of 6 or 7, a winsome girl of 5 or 6, and an omnipresent, amusing, and cuddly "baby" of somewhere between 18 and 24 months. The parents of these children range in coloring from blond to light brunette. They are youthful in appearance, lissome (or lithe) in figure, well dressed, well endowed with a limitless amount of patience, pleasantness, and time for stories (22, p. 481).

McCandless further states that children from less fortunate homes cannot share emotionally in such experiences and that they need reading material which is less harsh than but more like their real lives. Trager and Yarrow point up the limitations of the materials for the teaching of reading by saying:

... Primers and preprimers tend to depict family and neighborhood life in completely static and unreal terms. ... Everybody lives on a middle-class
street, in a neat white suburban house with shutters. Every family owns a shiny new car. Daddies always work in an office (32, p. 358).

A news magazine, in pointing out the limitations of typical materials for teaching reading, states:

The world of My Little Red Story Book consists of white children of an upper-middle class family living in the suburbs with an apple tree, a pony, a two-car garage and heaps of toys (31, p. 39).

A speaker before the National Council of Teachers of English refers to the characters in most readers as WASPs: white-Anglo-Saxon-protestant (26). Calitri, writing in a literary magazine, poses some questions:

We cannot present the child with a school world that is totally different from anything he knows and expect him to enter it in comfort. But where is there a reflection of the world in which he exists? What textbook confronts him with reality? Where can he see himself? And where are those pleasant sensations that have touched him in his own world and with which he can be seduced, if you will, into enjoying this other world of the school (5, pp. 47, 61)?

According to Blair and Burton (2) pre-adolescents begin to seek reality through reading. Yet critics are legion who state that the basal reader from which the child must learn is anything but realistic for the child from a family in lower socioeconomic circumstances. Burton (4) points out that books used in beginning reading practically never base content upon the experience of the huge majority
of children. He adds that not a single series of readers includes the experience of children from families in lower socioeconomic circumstances.

There is a distinct call for special reading materials for these children. Sexton says, "top priority must be given to providing suitable reading materials and texts which students can and will want to read (27, p. 35)."

Riessman states:

There is a great need for readers and materials more attuned to the experiences and problems of lower socioeconomic groups. The textbooks used in the school present predominantly middle-class illustrations rarely concerning themselves with the problems or heroes of the disadvantaged (24, p. 30).

Manolakes (23) calls for research based on data concerning children that are available to us to reduce inconsistencies in reading programs.

The Button Family Adventure Readers (Edith McCall) have a number of features which should appeal to children from families in lower socioeconomic circumstances. The environment presented is on a higher level than that which might be considered low socioeconomic circumstances and yet presents positive aspects of such an environment. Deutsch (8) refers to large families as common to this socioeconomic circumstance. The Buttons have six children. Riessman (24) calls for materials which reflect the more positive aspects
of this culture, such as informality, humor and cooperative family traditions. These readers include these aspects. The father is a blue-collar worker, a truck driver. He is never seen in a tie. The bodily appearance of both parents could never be described as lithe. It is of a type more typical of parents who have had six children.

In one story of the series, the oldest son helps his father on his job which should satisfy the objection of some writers who comment upon the inability of many male children to identify with their father's occupational role (3, 9). Bucky Button, the main character, earns his own money with a paper route and in other ways. He is more mature than the level of the reading material and consequently should be easy to identify with by the over-age retarded reader.

The housing of the Button family is typical of the older urban neighborhoods from which the more well-to-do occupants have moved. The Button family lives in an old, frame two-story house. The family's mode of transportation is a pick-up truck which was purchased at a used car lot. Family recreation is of a type which would make little demand on Mr. Button's purse. The content of these books
involves family adventures, one of the more positive aspects of family life.

The interest level of these readers spans preprimer through sixth grade while the series includes three preprimers, two first readers, two second readers and two third readers. These readers may represent in a small way what Riessman refers to in his criticism of the Higher Horizons Program:

"We need to develop approaches that will be effective on a large scale in the everyday school setting... We need techniques that can be applied by the average teacher, hopefully with a fair amount of devotion, but not necessarily the zeal fostered by a unique experiment (24, p. 104).

Neither the publisher nor the author know of any research that has been done with these readers.

I am sorry that we have no statistics which could be of help to you in your avenue of interest. As the author of the series, I receive letters from children in the schools of New York located in the crowded, generally lower socioeconomic sections. From these letters and from my own visitations to several schools in "working man" neighborhoods, I believe that the Button family provides closer identification for blue collar workers' children than do the typical preprimer families. However, I have no statistics to back this belief.

The books were written with the intention of providing material which would find easy acceptance with the less privileged children (21, p. 1).

This study is an attempt to bring some objective data to light concerning the need for a reader with which
children from families of lower socioeconomic circumstances might identify. A study by Groff (13) suggests that the reading comprehension of a child is influenced by his attitude toward the content being read. Healey's study (17) illustrates that the attitude of children toward reading could be changed in an experimental setting. This study is an attempt to determine if the Button Series materially improves the reading attitude, achievement and perceptions of environment of children from families of low socioeconomic circumstances.

Definition of Terms

The following are definitions of terms as used in this study:

1. Children from homes in low socioeconomic circumstances, children from "working man" homes.--Children from homes that have a breadwinner who scores 60 or less on the North-Hatt Scale as reproduced in Shartle (29).

2. Reading achievement.--The child's achievement in reading as measured by the California Reading Test (28).

3. Reading attitude.--The child's attitude toward reading as measured by the San Diego County Inventory of Reading Attitude (25).
4. **Children's perceptions of environment.**—Children's attitude toward environment as measured by *A Picture Game* (19).

5. **Intelligence.**—The child's intelligence as measured by the *California Short-Form Test of Mental Maturity* (30).

**Limitations of the Study**

Limitations of this study are as follows:

1. This study is limited to eight third-grade classes of white children who will be taught from a rather unique reader, in a low socioeconomic urban, public school setting.

2. The findings and conclusions reached in the study are limited in their application to children in similar socioeconomic circumstances to those in the study.

3. The findings and conclusions are limited to the Button Readers which, at this time, seem to be the only reader of this type available.

4. This study is limited to the effects of the Button Readers and will not attempt to measure some other forces affecting classroom performance.

5. The desirability of children reading about cultural situations which are on a higher plane from their own is a philosophic question which is not within the scope of this study.
Basic Assumptions

The major assumptions underlying this study are:

1. It is assumed that children from families in lower socioeconomic circumstances can be identified through the use of a scale devised by North and Hatt.

2. It is assumed that reading achievement, attitude toward reading and a child's perceptions of his environment may be measured at one point and that data gathered at that point are related meaningfully to data obtained at a later time.

3. It is assumed that various factors such as parental attitudes and middle-class influences on the classrooms will be evenly distributed throughout both the control group and the experimental group.

4. It is assumed that differences in participating teachers will be evenly distributed throughout both the control group and the experimental group.

5. It is assumed that the value systems and identifications found in the Button Readers are positive for children from homes of low socioeconomic circumstances.

Summary

An attempt has been made to state the problem in such a manner as to rationalize an explicit frame of reference
for the study. Commentary of educators and others concerning the significance of the study was surveyed. Certain basic terms were defined and limitations were established. Major assumptions upon which the study is based were listed.
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CHAPTER II

A REVIEW OF RELATED LITERATURE

The United States has a long tradition of free public education for all children. Smiley states:

On December 11, 1809, De Witt Clinton addressed the Public School Society of New York City, assembled to celebrate the opening of a new building for the first free nondenominational school. . . . Clinton proudly acclaimed the new nation where, he assured his listeners, "no privileged orders . . . exist to interpose barriers between the people, and to create distinct classifications in society." The natural obligation of this enviable condition, he declared, was "the necessity of dispensing, without distinction, the blessings of education" to the children of the city's poor (14, p. 35).

It seems to have taken the academic community 155 years to become seriously concerned over the fact that the blessings of education have been very difficult to come by for large numbers of the children of the poor. Gottlieb says that:

Although sociologists have conducted numerous investigations concerning different minority groups and regarding situations of poverty, it is only during recent years that some have turned to the study of the economically deprived within the social setting of the school. Since published empirical studies in this area are difficult to find, with the possible exception of several monographs concerning dropouts and of reports about programs conducted by communities working with the deprived, there is little research to be reviewed (5, pp. 64-65).
This statement by Gottlieb is supported by Ennis who says, "the first interesting fact about sociological research on reading is that there has been so little of it ... [and] it hardly has any relation to the work carried on by schoolmen (4, p. 577)." There seems to be almost no research in the area of curricular materials developed for children of varying socioeconomic levels.

Materials Based on Reported Research

The earliest exception to this fact seems to be the Project in Applied Economics supported by the Alfred P. Sloan Foundation, Incorporated, of New York City (11). In contrast to the materials under investigation in this study, the materials developed for the Project in Applied Economics were produced to fit the lives of rural children. The Project began in 1939 during the depression, a time when 100,000 Americans sought jobs in communist Russia, according to Business Week, as quoted in Shannon (13). These times are indeed remote from the United States of today.

The Project sought to improve living outside of the classroom through a changed curriculum within the classroom. It was apparent to some educators then, as it is today, that some of the curricular materials had little
meaning for children because they presented situations so remote from their lives. Olson says:

The little children take up their primers. They are reading a story about a boy and a girl their own age. It is a story told in pictures, which, to these children, must seem like something out of fairy land. The boy stands outside a lovely white colonial house, with a white gate and a perfect white urn on either side. . . . With the aid of a faultlessly dressed father they build a dog house. Mother looks on, her face unmarked by fatigue, her attire immaculate (11, p. 12).

The children reading this story are often malnourished children of the Cumberland Mountains who live in one- or two-room cabins. Perhaps children in a Florida county in which 1,251 dwellings, or 86 per cent have no private bath and only fifteen have running water, are reading the same primer (11, p. 6).

The Project attempted to develop a curriculum which would help rural children in the Kentucky mountains improve their diet, rural children in Vermont improve their clothing, and rural children in Florida improve their housing. With the cooperation of the state universities in these states, teachers who were experienced in teaching children such as these developed materials, including reading materials, to help these children improve their environment. According to Olson and Fletcher (11), these materials
worked very well and many changes for the better took place in the communities in which these children lived. Their description of this experiment is written in narrative form, and although the setting up of experimental and control schools is described, no statistical treatment of data is presented.

A thesis by Tappan (17) describes in considerable detail the Florida aspect of the Project in Applied Economics. This work includes summaries of the studies carried out in both Vermont and Kentucky. The research design was essentially the same in all three states. Schools and communities were equated as nearly as possible and equal numbers of control groups and experimental groups were established. The experimental variable was locally developed materials which were directly related to the environments of the students. Materials were developed for grade levels one through twelve. The communities were poor communities. Unfortunately, World War II caused a great mobility among students and professionals involved. Final evaluations of the results seemed to indicate, however, that locally developed environment-centered materials tended to bring about more positive changes in the environments of the children from the experimental groups. Achievement test
results of the scholastics in Florida "revealed no remarkable gains as a result of the program in housing instruction, [they] did show that no apparent harm was done in the mastery of the fundamental subjects as was feared by many teachers of the 'old school' (17, p. 78)." While using locally-developed materials which seemed to contribute to some positive environmental changes, children in experimental groups maintained a rate of scholastic achievement equal to that of the children of the control groups.

Probably the most carefully developed reading materials designed specifically for children from lower socioeconomic circumstances are those of the Great Cities School Reading Program of the Detroit Public Schools. The vocabulary of these books was developed as a result of a study by Thomas (18). Thomas used a tape recorder to study the oral language of both Negro and white children living in low socioeconomic areas of Detroit. He found that these children when compared with kindergarten children of upper socioeconomic status use a smaller number and variety of words, express themselves in shorter sentences, use a much larger proportion of incomplete sentences, use a smaller proportion of mature sentences, and commit more grammatical errors. When he compared the oral language of the lower socioeconomic
level children with five primary grade word lists and the word lists used in three widely-used first-grade readers, he found that the children's oral language differed between 20 and 50 per cent from the former and 30 per cent from the latter (18, pp. 42-50, 100-102).

Prior to the writing of the first pre-primer developed for the Great Cities School Improvement Project, studies were made of the out-of-school interests of thirty first-grade level children from homes of lower socioeconomic circumstances. Several representative pre-primers were studied to ascertain their degree of adaption to such children, and a study of trade books which appeal to these children was made. William S. Gray of the University of Chicago was employed as a consultant. In spite of these seemingly careful preparations, the first pre-primer developed was never used in the ten Detroit classrooms where it was tested. Some of the teachers felt that the Negro race was presented in an unfavorable light and that the book should develop aspirations by presenting a somewhat better environment than that in which the children live (21). After this false start, an advisory committee was appointed to assist the writers. The result was three pre-primers which were very carefully tested.
The experimental pre-primers were compared with standard pre-primers. Whipple states:

The design of the study was that of a classroom experiment in which the two series, one at a time, were placed in the hands of the pupils. Six classes started with the City Schools pre-primers, while six others started with the standard pre-primers. After a certain period, they switched books. The teachers used the series as basic reading material under carefully controlled conditions. Immediately after the children had completed a series they were given tests on that series, in order to ascertain the progress they had made in learning to read. After both series had been taught, steps were taken to determine their relative interest appeal and the appeal of each book in the series. The children's attitudes toward the storybook characters were also investigated. In addition, the teachers who participated were asked to report their reactions to the City Schools Series on a questionnaire. . . . (20, p. 3).

Twelve first-grade classes participated in the study, four Caucasian, four Negro, and four mixed. Each of these classes was in a different school. All four Caucasian classes were rated above average socially as was one Negro school. One of the three other Negro schools was rated below average while the other two were given the lowest possible social rating. Of the mixed schools, three were rated below average and the fourth was given a slightly lower rating.

After the use of each series, the children were given two tests on that series, one was a test in word recognition,
the other in oral reading. Statistical treatment of the results indicated that the City Schools Series was more effective in promoting mastery of sight vocabulary for all of the children, for boys and girls, and for both Negro and white children (20, pp. 9-11). Also indicated was the fact that the City Schools Series was more successful in promoting accurate recognition of words in context. Whipple reports:

The City Schools Series is decidedly successful in increasing the oral-reading skill of boys. In view of the fact that the larger proportion of children in remedial reading classes are boys, this finding is significant for prevention of retardation. The City Schools Series generally demonstrates exceptionally good results in accuracy of oral reading with pupils who are culturally disadvantaged (in this experiment, the majority of whom were Negroes) (20, p. 16).

Examination of the results of the study of the appeal of the books indicates highly favorable data for the City Schools Series. This is true when categorized by sex and by type of class (Negro, white, mixed). Results of the children's choices of characters from the texts as schoolmates and playmates were highly favorable toward the City Schools Series and indicated no racial prejudice on the part of either Negro or white children.
Examination of the questionnaires filled out by the teachers revealed a marked preference for the City Schools Series (20, pp. 17-29).

Materials Currently Being Developed

The readers developed in Detroit are not in adoption in Washington, D. C., and have inspired the director of English for the system to work to develop a similar reader for the secondary schools which will devote more attention to minority groups (16). However, no research concerning this project is yet available.

The Bank Street College of Education of New York City is in the process of developing a multicultural reader for grades one through three. These readers are planned to reflect the heterogeneity of the population of today's urban areas. They are to be published by the Macmillan Company in 1965 (3). The customs of minority groups will be treated respectfully, with emphasis on the positive side. City games such as stick ball will be included. "Some youngsters will be chubby; others will wear glasses; not all of them will wear beautiful clothing (10)." These materials are now being tried out experimentally in the classrooms of public and private schools, but no results
are available at this time. The motivation for the announce-
ment by the Superintendent of the New York City
Public Schools is not clear, but the fact that he has
stated that New York City will buy no more books that do
not bring minority groups squarely into the picture (9)
should bring some more realistic reading materials into
the hands of children.

Another attempt to adapt reading materials to chil-
dren from homes in lower socioeconomic circumstances is
being carried out by the Chicago City Missionary Society
of the Congregational Churches. This organization "... set a team of educators to writing new Sunday-School texts
that would fit the educational and cultural backgrounds of
impoverished urban children (19, p. 56)." At this time
there is no research data available concerning the effec-
tiveness of these texts.

A commercial venture in the area of reading materials
especially adapted for children from lower socioeconomic
circumstances is being launched by *Scholastic Magazine* (12).
Their publication, named *Scope*, will be a high-maturity,
easy-to-read weekly newspaper for secondary school students.
Some of the editorial guidelines set up to make *Scope* easy
to read are:
Short sentences. In most articles, sentences will average twelve words or less.
Uncomplex syntax. Subject, verb, object. Inversions avoided.
Avoidance of dependent clauses.
Minimum use of complex punctuation.
Simple verb forms.
Familiar words. We recognize that some words other than those on standard easy word lists are also familiar to teen-agers. "Frankenstein" is probably as familiar to them as "dog."
Repetition of words. Reluctant readers like to meet words they know. In Scope a "football" will continue to be a "football," not a "spheroid."
Reliance on apposition and context clues. The reader will be able "to get" a hard word even if it new and strange.
Numbers simplified. For example: Per cents will be shown in forms easily and concretely visual. "Twenty per cent of the boys" becomes "Among boys--one in five smokes."
Humanizing. Frequent use of quotations, pronouns, and personal references will capitalize on the fact that people are interested first of all in people.
Sense of drama. One supervisor told us, "If every teacher were also an actor we'd get along better." Scope will help teachers bring to subjects a quality of excitement (12, p. 121).

Since the first issue of Scope is due off the press in the fall of 1964, there is no research available concerning its effectiveness.

Still in an article discussing trade books which appeal to the disadvantaged includes the following comment:

Head downtown to the Livingston School (New York City) where Richard Turner developed special reading workbooks for his extraordinarily disadvantaged teenage girls. These materials deal with essential matters like Money, Family, Work. Dating behavior scores high
as reading interest material. His students concentrated for the very first time as they read and responded to reading materials which reached their deepest concerns, and which were expressly designed for them (15, p. 525).

Research concerning the effectiveness of these materials does not seem to be available.

Other Related Studies

The Quincy Illinois Public Schools are carrying on a five-year experiment to modify the school experience of culturally handicapped children in the primary grades (7).

The population of this study includes two groups of children attending the four experimental elementary schools. The control group consists of the children who were in the kindergarten classes of 1960-61, supplemented by those children moving into these four schools during the first half of the first grade. The experimental group is the kindergarten group for the year 1961-62. There are about 225 children in both of these groups (7, pp. 58-59).

The children were given a series of tests and the data recorded. However, the study is very loosely defined; according to Liddle, "we are not carrying out a uniform program in any of the four schools, but rather are attempting to find success producing techniques in a school and then to extend this technique to as many other schools as find it appropriate (7, p. 61)." The Quincy program has two facets, work with parents, and curriculum modification.
However, most of the activities reported are of a type that would be thought to be wholesome for children regardless of socioeconomic background and are typical of suggestions found in good education texts. No materials developed especially for children from low socioeconomic circumstances are mentioned.

An eleven-year descriptive study of the language ability of elementary school children is reported by Loban (8).

This research was based on a developmental design with the hypotheses and methods subject to modification during the course of a continuing study. The subjects were, in 1952, a representative group of 338 Oakland, California kindergarten children. At regular intervals over a period of over eleven years, comparable samples of their language was collected. From this evidence significant features worthy of description and analysis were identified and studied. The samples . . . were drawn once a year from controlled situations identical for all subjects (8, p. 62).

Vast differences in expression were found between the Negro child with a southern background and the northern Caucasian child. The former found the verb "to be" twelve times as troublesome as the latter. Subject-predicate agreement was found to be the major source of difficulty in the total study. The subjects who most frequently used language to express tentativeness were found to be the ones who proved to have the greatest power over language by every measure that could be applied. "The child with less power over
language appeared to be more dogmatic in his speech, was not often capable in seeing more than one alternative, and apparently summoned up all of his linguistic energies merely to make a flat statement (8, p. 64).

Further results of the Oakland study were measured by the Watts Test of Subordinating Connectives. Accurate use of subordinating connectives has been shown to develop with age. The Watts Test was administered in grade five and the results indicated that the quality of the grade a student made was in direct proportion to his socioeconomic level. Some of the results of this study confirm those of Thomas. The low group used more incomplete sentences, expressed themselves with more partial sentences and used shorter sentences.

A study by Brazziel and Terrell (2) reports that gains were made by an experimental group of twenty-six first-grade Negro children over a control group of sixty-six first-grade Negro children in a rural area of Tennessee. The experimental group participated in a readiness period which was different from the control group's program in the following ways: (a) the teacher participated in the pre-school physical examinations and used information gained in classroom planning and in planning with parents;
and (b) there were two separate registration days, one for students and one for parents, the parents received information concerning readiness. Further, parents met with school personnel weekly on both a group and individual basis to be instructed concerning the school program and pupil progress. The children were given experiences from the Scott-Foresman Readiness Series and were assigned a daily enrichment television program to watch. They were given some practice in taking tests.

At the end of a six-week readiness period all children took the Detroit Intelligence Test. It is not clear from the report of this study just what sort of program the control children followed. The comparison of test results indicated that the experimental class scored at the 50th percentile on the readiness test while the control classes scored at the 16th, 14th and 13th percentiles. These differences were significant at the .01 level. The experimental class when compared to the four classes taught by the same teachers the previous year showed a gain of 15 percentile points over the class taught by the experimental teacher and 34, 37, and 40 percentile points over the control groups.

The experimental group scored slightly above the national average on the intelligence test. . . . Their
score (106.5) was 16 points above the general expectations for culturally-deprived children as revealed in the literature. Their score was 15 points above the score compiled by second-grade county Negro children in the 1959 state-wide testing program . . . (2, p. 5).

Hill and Giammatteo (6) made a study of the relationship of socioeconomic status and school achievement of 223 third-grade children from Western Pennsylvania. The socioeconomic status of the children was established through use of a questionnaire and home visitations. The children took the Otis Quick Scoring Mental Ability Test, the Iowa Test of Basic Skills, and the Scott-Foresman Basic Reading Tests during the eighth month of grade three. The intercorrelation matrix between socioeconomic status and the Iowa Test of Basic Skills show positive correlations ranging from a low of .018 between sex and problem-solving to a high of .902 between reading comprehension and socioeconomic status. Mean IQ scores at each quartile favor the higher socioeconomic groups. The individual areas of the reading tests when related to socioeconomic status showed sixty-two out of sixty-four subtest areas favoring children from the high socioeconomic group. "The results of the study strengthen the accumulative evidence that socioeconomic status affects school achievement (6, p. 270)."

This study reviews the research as far back as 1910.
Part of the results of the Columbia-Carnegie Study seem to clearly call for research into the sociology of reading. Approximately 4,500 questionnaires were mailed to a random sample of elementary schools throughout the country. A 30 per cent return was received. Analysis of the data revealed that "one finding [stood] out beyond any debate. This . . . the overwhelming importance of the parental socioeconomic status on reading achievement . . . (1, p. 175)." Teachers reported that classes composed of children from predominantly lower income families were on the average a year or more retarded in reading and tended to fall increasingly behind. About two thirds of the upper income classrooms were a year or more above grade level while only 10 per cent of low income classrooms were so advanced. The upper income children maintain their above-grade level status until at sixth-grade level there is a differential of two or more years between the majority of upper-income children and the majority of lower-income children. The investigators are "investigating a large number of practices. . ." for they feel that "it would be especially interesting to see if there are any which especially benefit the lower-class children (1, p. 176)."
Summary

A review of the literature reveals that, with few exceptions, research-based materials for the child from a family in low socioeconomic circumstances are practically nonexistent. There seems to be a heightening interest in development of such materials. Some materials are currently being developed and tried in experimental settings. Others are only in the initial stages of being written. Other studies reported in this chapter are tangential to this study. Wilson sums up the need for proven reading materials and methods for children in lower socioeconomic circumstances in the following manner:

... the recurrent nightmare of the public school administrator and supervisor in the big cities across the Nation is the fact that we have not yet found the answers to the problem posed by Dr. James B. Conant in Slums and Suburbs, by Dan Schreiber in his study of dropouts, by Finis Engleman's "Some Priorities in Public Education," in the AAUW Journal, March 1962, or by the Saturday Evening Post in the articles telling us that "We Waste a Million Kids a Year." At the base of much of the failure and frustration of these boys and girls in later years is their initial failure to learn to read and write. The common denominator in this picture is definitely failure in school which has its origin in reading retardation ... (22, p. 141).
CHAPTER BIBLIOGRAPHY


3. Elwyn, Eleanor, Publications Secretary, Bank Street Readers, letter of correspondence, April 17, 1964.


CHAPTER III

ORGANIZATION AND DESIGN OF THE STUDY

In this chapter the selection of schools, teachers and students; the procedures for administering and evaluating the study; and the instruments used in measuring the results are described.

Selection of Schools and Teachers

Since the design of the study called for evaluation of the effect of the reading materials on urban children from low socioeconomic circumstances, an urban parish (county) in southern Louisiana with a low per capita income was selected. The parishes ranked 142nd out of the 200 leading counties in the United States in population and 174th ($1,792 per annum) out of the 200 leading counties in the United States in per capita effective buying income (12, pp. 138, 141). The elementary supervisor, who had lived in the parish all of her life and who had served as an elementary supervisor for twenty-four years, helped identify schools in which children from low socioeconomic circumstances could be found. The supervisor and the
investigator visited eight schools and discussed the study with the principals and the third-grade teachers. The teachers served voluntarily, but the investigator, principal, and supervisor decided with the teachers which would use the materials and which would serve as controls in order to equate the teachers as nearly as possible. The following table illustrates the attempt to equate the teachers as nearly as possible. Ultimately two schools and six teachers

**TABLE I**

MATCHING OF TEACHERS BY PAIRS ON THE BASIS OF CERTIFICATION, YEARS OF EXPERIENCE, AND YEARS OF COLLEGE TRAINING

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Certified</th>
<th>Years of Experience</th>
<th>Years of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (control)</td>
<td>yes</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2 (experimental)</td>
<td>yes</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>3 (control)</td>
<td>yes</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>4 (experimental)</td>
<td>yes</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td>5 (control)</td>
<td>yes</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>6 (experimental)</td>
<td>yes</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>7 (control)</td>
<td>yes</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>8 (experimental)</td>
<td>yes</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>9 (control)</td>
<td>yes</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>10 (experimental)</td>
<td>yes</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>11 (control)</td>
<td>yes</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>12 (experimental)</td>
<td>yes</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>13 (control)</td>
<td>yes</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>14 (experimental)</td>
<td>yes</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>15 (control)</td>
<td>no</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>16 (experimental)</td>
<td>no</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>
were dropped from the study because of inability to equate teachers or because of grouping incompatible with the design of the study.

A summary of the above data in Table I indicates that fifteen of the control group teachers were certified while one was not, fifteen of the experimental group teachers were certified while one was not; the mean years of experience for the control group equalled 12.25 while the mean years of experience for the experimental group equalled 12.125; the mean years of college training for the control group equalled 3.5 while the mean years of college training for the experimental group equalled 3.625. All teachers were women teaching the third grade.

The possibility that teachers matched on the basis of sex, certification, years of teaching experience and years of college training might be vastly different in their approaches to children was considered. The McGee Modification of the Anderson-Brewer Socially Dominative-Socially Integrative Observation Scheme was chosen for use in an attempt to investigate this possibility. (See Appendix for example of this instrument.) From 1935 to 1946, Anderson and others made a series of studies in an attempt to define types of behavior significant for educational processes and
individual growth. They also attempted to develop instruments to measure such behavior and discover new data about teacher-pupil interaction in the classroom. Anderson and his co-workers developed a scale for measuring the dynamics of teacher-pupil interaction appropriate for all elementary grades (1, pp. 81-82). This scale divided behavior into two broad categories, "dominative behavior" and "integrative behavior." In two longitudinal studies, Anderson and others determined that the behavior patterns of teachers were persistent over the period of a year (2).

The procedure for recording teacher behavior on the scale developed by Anderson and Brewer required an observer to tally teacher-pupil contacts into one of twenty-three categories. In 1955, McGee was able to reduce these into eight more general categories. The McGee categories are as follows:

Dominative categories:
1. Teacher told pupils each step to take so that future steps were uncertain to a large degree.
2. Teacher dictated the particular work tasks and work companions.
3. Teacher was intolerant of ideas or suggestions made by pupils; teacher interrupted pupils; out-talked pupils.
4. Teacher insisted on strict order at all times; commanded pupils; gave an order to be obeyed at once.

Integrative categories:
1. Teacher sketched general steps to group goals; choice was allowed in alternative procedures.
2. Teacher left division of tasks to the group and allowed members to work with companions of own choice.  
3. Teacher encouraged group discussion and decisions; teacher exchanged ideas with pupils; asked opinions of pupils.  
4. Teacher guided pupils and made suggestions without being mandatory (8, pp. 89, 146).

Prior to placing the experimental materials in the classrooms, the investigator visited each of the sixteen classrooms twice and employed the McGee Modification of the Anderson-Brewer Scale in a time sampling technique. The validity of the time sampling is:

... primarily a function of the amount and distribution of the time spent in observation or of the number, length, and distribution of the separate observations or time samples. As contrasted with the experimental method, it is a form of controlled observation in which the observer, the method of recording, and the manner of selecting the behavior to be observed are subject to control rather than the situation in which the observations are made (3, p. 82).

A researcher using observational techniques must consider any change in personnel in the group, the familiarity of the situation to the subjects, the uniformity of the situation from day to day, and the effect which observation will have on the subjects. The first three considerations seemed negligible due to the fact that the observations were made during the children's morning reading periods, during which the personnel of the class did
not change. Further, it was a familiar, uniform situation from day to day. The observations seemed to have little effect on these third-grade children since the observer sat in a relaxed manner in the back of the room and did not focus his attention on any individual for any length of time. Arrington (3, p. 82) found that observer consciousness was a negligible factor at early age levels, but that at higher levels rapport must be established with the subjects prior to observation or the nature of the observations must be concealed from them. Since the teachers fitted the latter category, the investigator made an attempt to establish rapport and also stated that the purpose of the observations was to see the children in a reading situation while copying parental occupational information from the permanent records. Clifton (5) found that intensive observations over a short period of time would result in a reasonably representative sample of teachers' contacts with individual children. The observations made prior to the introduction of the experimental variable in this study were made in nonconsecutive five-minute intervals while copying parental occupational information from the permanent records of the children. These observations were made during two separate visits to the classroom. Since the teacher's
general approach was the factor being observed, it was not necessary to know the names of the children and the tallying of contacts was simple.

Since the McGee Modification of the Anderson-Brewer Scale has no category for "undetermined contacts," Bales' rules for resolving classification dilemmas were followed. These rules were an outgrowth of Bales' attempt to standardize systems for recording interaction of various kinds. The rules are:

Rule 1. View each act as a response to the last act of the last other person, or as an anticipation of the next act of the next other.

Rule 2. Favor the category more distant from the middle. Classify the act in the category nearer the top or the bottom of the list (4, pp. 91-92).

The results of these observations made in the sixteen classrooms indicated that the differences in approach to children within the eight pairs of teachers was minute. As a further check approximately three months after the experiment had begun, the investigator made a second round of observations and found the same results. Interviews with principals and the elementary supervisor further supported these results.

Ultimately, through use of the above-mentioned techniques and data, eight pairs of third-grade teachers serving
in six elementary schools of the parish were chosen to take part in the study. Each school contained either one experimental and one control class or two experimental and two control classes.

**Procedures for Collecting Data**

The socioeconomic level of the students was found through use of the North-Hatt Scale of Occupations Ranked According to Prestige (see Appendix). In March, 1947, the National Opinion Research Center of Denver, directed by Cecil G. North and Paul K. Hatt, conducted a nation-wide survey involving 2,920 interviews. Careful quota controls involving geographic area of the country, size of city (including rural), age, sex, socioeconomic status and race were utilized. The subjects interviewed were asked to rank ninety occupations according to prestige. The result was the North-Hatt Scale (9).

Few empirical studies have achieved a place in the scientific literature of sociology comparable to that of the National Opinion Research Center-North-Hatt investigation. . . . The North-Hatt ranking of occupations has been widely accepted as affirming a rank-structure of the prestige status of occupations. A relatively large number of investigators, therefore, have used the North-Hatt ranking of occupations as a skeletal prestige structure, within which the prestige standing of unrated occupations may be guessed (9, p. 7).
Williams states that "a great many investigations have utilized occupation as the defining mark of class (17, p. 83)."

Warner states that it is necessary to know only the occupation and address of a person to arrive at an index of status characteristics. He found a correlation of .87 between occupation and income and a correlation of .77 between occupation and education (16, p. 172). Income and education in combination were found to estimate the National Opinion Research Center ratings with considerable accuracy (9, p. 105). All scales of occupational prestige made in the United States since 1934 were evaluated by Roe (10, pp. 301-302) who classified the North-Hatt Scale as the most comprehensive of such studies.

At the beginning of the study, the number of children involved was slightly over 500, and a number of occupations did not fit exact categories of the North-Hatt Scale. In spite of the fact that Reiss as quoted above states that unrated occupations may be guessed, it was felt that a stronger study would result if judges were used to establish the positions of unrated occupations. Consequently, fifteen sociologists teaching at colleges and universities were asked to subjectively rate sixteen occupations.
Rosander (11, p. 489) reported correlations as high as .99 for scale values obtained by two groups with as few as fifteen judges in each group. The occupations and the mean ratings of fifteen sociologists are as follows:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveyor</td>
<td>74</td>
</tr>
<tr>
<td>A &amp; P Manager</td>
<td>73</td>
</tr>
<tr>
<td>Bank Clerk</td>
<td>71</td>
</tr>
<tr>
<td>Pawnshop Owner-Operator</td>
<td>65</td>
</tr>
<tr>
<td>Fireman</td>
<td>65</td>
</tr>
<tr>
<td>Radio Dispatcher</td>
<td>64</td>
</tr>
<tr>
<td>Welder</td>
<td>64</td>
</tr>
<tr>
<td>Piledriver Operator</td>
<td>63</td>
</tr>
<tr>
<td>Crane Operator</td>
<td>62</td>
</tr>
<tr>
<td>Terrazo Installer</td>
<td>59</td>
</tr>
<tr>
<td>Cement Finisher</td>
<td>55</td>
</tr>
<tr>
<td>Sheetrock Installer</td>
<td>54</td>
</tr>
<tr>
<td>Roughneck</td>
<td>53</td>
</tr>
<tr>
<td>Pest Control Man</td>
<td></td>
</tr>
<tr>
<td>(sprays)</td>
<td>52</td>
</tr>
<tr>
<td>Oyster Opener</td>
<td>43</td>
</tr>
<tr>
<td>Handy Man (odd Jobs)</td>
<td>36</td>
</tr>
</tbody>
</table>

In any case in which there was doubt concerning the accuracy of the school records concerning the family occupational status the child, the teacher, the principal, the supervisor or a combination of these individuals were consulted. The supervisor and all but one principal had lived in the parish all their lives. The one principal had lived there twenty years. For the principals the mean number of years in the school system was 23.4 years and the mean number of years in the school was 13.85 years.

In October of the 1963-64 school year the children were given a battery of tests by the teachers. A description of these tests follows.

The California Short-Form Test of Mental Maturity.— The reliability coefficients were computed by the split-halves method and corrected by the Spearman-Brown formula.
The reliability coefficient for the total test, grades two and three, is .92.

In recent years there have been several studies devoted to validation of "culture fair" tests of intelligence designed to eliminate social and cultural bias. The California Test of Mental Maturity and Short-Form have figured in several of these studies. The general conclusion that may be drawn from the studies which involved these tests is that none of them is completely free of bias and that the California Test of Mental Maturity or Short-Form, especially the non-language section, is as free as any (14, p. 9).

Validity coefficients average .75 when compared to the Stanford-Binet, the Wechsler Intelligence Scale for Children and to group intelligence tests.

An Inventory of Reading Attitude (13).—This instrument was developed to be used as a part of a reading study in San Diego County, California, in 1959. Originally it consisted of 114 items which were administered to 1,750 elementary school students. Through item analysis the twenty-five most discriminating items were chosen. Items were selected which most effectively separated students with high scores on the total inventory from students who had lower scores. Items were avoided which a large number of students answered the same way. The final form was administered to 757 elementary school students. A split-halves reliability coefficient of .79 was found to exist.
The application of the Spearman-Brown Prophecy Formula to estimate the correlation which would have been obtained had data on two separate administrations of the inventory been available resulted in a reliability coefficient for the entire inventory of .89. The authors of the inventory felt that the method of selection of the final items should produce a valid instrument. Each of the twenty-four teachers whose students took the final edition was asked to choose the three students who had the poorest attitude toward reading and the three who had the best attitude. These choices when compared to student attitude scores were significant at well beyond the .01 level of confidence.

The California Reading Test (15). The reliability coefficient for grade three obtained by using the Kuder-Richardson formula 21 was .93. The coefficients of validity for the Reading Vocabulary, Upper Primary, when compared to the following tests were:

Metropolitan Word Meaning--.86
Stanford Word Meaning--.81

The coefficient of validity for the Reading Comprehension, Upper Primary, when compared with the following tests were:

Metropolitan Reading--.81
Stanford Paragraph Meaning--.84
A Picture Game.—Early in November, the investigator administered A Picture Game (6) to all sixteen classes. This test is a part of a battery developed for in-school screening of children with emotional handicaps. The battery was still experimental at the time of this study. A Picture Game is designed to provide a measure of self perception at the primary level. It was chosen for this study because it is recommended for third-grade students if more than one fourth of the class is thought to have difficulty in reading grade-level materials (6, p. 4). Other tests were rejected because they require much technical preparation for the person who is to administer them and they are not suitable to be given to an entire class at one time. This test is still undergoing validity studies. Its test-retest reliabilities are .70 (7, p. 64).

A Picture Game consists of sixty-six pictures which are separated into happy or sad categories by the children. There are two sample cards with which the investigator gets the children started. These are followed by ten cards which picture stereotyped happy or sad situations. These cards serve as a check to see if the children understand the directions. The remaining cards present neutral situations into which it is thought that children project meaning.
Due to the fact that it was thought that a considerable number of cases would be lost from the study due to missing part of the testing program and due to transfers, it was decided to handle the data as if the control and experimental classes consisted of two large classes. Further, since it was easier to test and to teach the readers to all of the children rather than just those with a North-Hatt rating of sixty and below, it was decided to include those from homes with a breadwinner whose North-Hatt score was above sixty. The two experimental and two control groups were equated by use of the California Test of Mental Maturity, Short-Form, Primary (14). Table II on the following page illustrates the matching of the control and experimental groups of children from homes having a North-Hatt score of sixty-one or above.

The data as shown in Table II indicate that the experimental and control groups are not significantly different except in the area of chronological age which favors the experimental group.

Table III, located on page 54, illustrates the matching of the control and experimental groups of children from homes having a breadwinner with a North-Hatt score of sixty or below.
### TABLE II

**DIFFERENCES IN DATA TAKEN FROM THE CALIFORNIA TEST OF MENTAL MATURITY—CHILDREN FROM HOMES HAVING A BREADWINNER WITH A NORTH-HATT SCORE OF 61 OR ABOVE**

<table>
<thead>
<tr>
<th>Area</th>
<th>Control Group Mean*</th>
<th>Experimental Group Mean**</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chronological Age (months)</strong></td>
<td>103.78</td>
<td>107.54</td>
<td>2.1607</td>
<td>.05</td>
</tr>
<tr>
<td><strong>Language Mental Age</strong></td>
<td>109.34</td>
<td>107.78</td>
<td>0.4806</td>
<td>N.S.</td>
</tr>
<tr>
<td><strong>Non-Language Mental Age</strong></td>
<td>100.51</td>
<td>100.28</td>
<td>0.0409</td>
<td>N.S.</td>
</tr>
<tr>
<td><strong>Language I. Q.</strong></td>
<td>105.53</td>
<td>101.72</td>
<td>1.0285</td>
<td>N.S.</td>
</tr>
<tr>
<td><strong>Non-Language I. Q.</strong></td>
<td>96.41</td>
<td>94.06</td>
<td>0.6867</td>
<td>N.S.</td>
</tr>
<tr>
<td><strong>Total I. Q.</strong></td>
<td>101.25</td>
<td>97.96</td>
<td>1.0411</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

*N = 59  
**N = 50*
# TABLE III

Differences in data taken from the California Test of Mental Maturity—Children from homes having a breadwinner with a North-Hatt score of 60 or below

<table>
<thead>
<tr>
<th>Area</th>
<th>Control Group Mean*</th>
<th>Experimental Group Mean**</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological Age (months)</td>
<td>104.67</td>
<td>106.92</td>
<td>2.0815</td>
<td>.05</td>
</tr>
<tr>
<td>Language Mental Age</td>
<td>103.05</td>
<td>100.57</td>
<td>1.4758</td>
<td>N.S.</td>
</tr>
<tr>
<td>Non-Language Mental Age</td>
<td>97.89</td>
<td>100.36</td>
<td>1.3399</td>
<td>N.S.</td>
</tr>
<tr>
<td>Language I. Q.</td>
<td>98.95</td>
<td>95.14</td>
<td>2.1109</td>
<td>.05</td>
</tr>
<tr>
<td>Non-Language I. Q.</td>
<td>94.23</td>
<td>94.96</td>
<td>0.3662</td>
<td>N.S.</td>
</tr>
<tr>
<td>Total I. Q.</td>
<td>96.59</td>
<td>95.05</td>
<td>0.8091</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

*N = 150
**N = 158

As noted in Table III above, the data indicate that the experimental and control groups are not significantly different except in the area of chronological age which favors the
experimental group and in the area of language I. Q. which favors the control group.

Use of Button Readers

Meetings were held with the teachers by the investigator and certain standards for teaching the materials were agreed upon. The readers which are described in some detail in Chapter I are designed to be taught to the children after they have completed the basal reader of the equivalent level. Their proper use is described in a teacher's manual which was followed. It was agreed that the readers would be taught to the experimental groups two hours each week, preferably in the mornings. Because of financial limitations, the total series was not used. The books used were: two pre-primers, two primers, one first reader, two second readers, and one third reader. The reason that the third grade was chosen for this study was that it was thought that most of the children would be able to finish most of the readers. The teachers were asked to keep written records of their use of the readers. The investigator visited each experimental group every two weeks. He observed the materials being taught during some of these visits and discussed the materials with the teachers and children during others.
The Button Readers were taught to the experimental group for approximately twenty-five weeks along with their basal reader while the control group was taught the basal reader and their usual supplemental reader. At the end of this period, the previously-described tests were again administered with the exception of the California Test of Mental Maturity which was used only for the initial matching of groups.

The statistical treatment of the pre-test post-test data is described in some detail in the following chapter.
CHAPTER BIBLIOGRAPHY


14. Sullivan, Elizabeth T., and others, *California Short-Form Test of Mental Maturity, Primary*, Los Angeles, California Test Bureau, 1957.


CHAPTER IV

EFFECT OF THE BUTTON READERS UPON READING ACHIEVEMENT, ATTITUDE TOWARD READING AND SELF PERCEPTION

The data obtained from all tests used in this study were punched on International Business Machines cards and processed at the Computer Center at Louisiana State University in Baton Rouge. Since classes were grouped heterogeneously with equal numbers of control and experimental groups in each school, and since teachers were equated as nearly as possible, a $t$ test was used to analyze the data for the control and experimental groups. Since it was as easy to teach the experimental materials to all children in the experimental classes and to administer the tests to all children in the experimental classes, analysis of data is included for children from families with North-Hatt Scale scores of sixty-one and above as well as those with North-Hatt Scale scores of sixty and below. The following tables outline the results of the study as obtained through the use of the $t$ test.

The First Hypothesis

The first hypothesis as stated in Chapter I was that children from families in lower socioeconomic circumstances
who are taught from the Button Readers will show a greater gain in reading achievement than will similar children who are taught with more typical reading materials. Table IV shows the difference between the initial reading achievement test means for the control and the experimental group of children with North-Hatt Scores of sixty and below, and the difference between the final reading achievement test means for the same children.

### TABLE IV

**MEAN CHANGES IN PRE-TEST AND POST-TEST READING ACHIEVEMENT SCORES: NORTH-HATT GROUP 60 AND BELOW**

<table>
<thead>
<tr>
<th>Test</th>
<th>Control Group N = 150</th>
<th>Experimental Group N = 158</th>
<th>Mean Difference</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>3.2020</td>
<td>3.1063</td>
<td>-.0957</td>
<td>.7666</td>
<td>N.S.</td>
</tr>
<tr>
<td>Post-test</td>
<td>3.6260</td>
<td>3.5551</td>
<td>-.0709</td>
<td>1.2903</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

The data presented in Table IV do not support the hypothesis that children from families in lower socioeconomic circumstances will show a greater gain in reading achievement when taught from the Button Readers than will similar children who are taught from more typical reading materials. The data show that statistically both groups were about equal in reading achievement before the experimental variable was applied and after it was applied.
Table V shows the comparison of the same data for children from families with a North-Hatt Scale score of sixty-one and above.

**TABLE V**

**MEAN CHANGES IN PRE-TEST AND POST-TEST READING ACHIEVEMENT SCORES: NORTH-HATT GROUP 61 AND ABOVE**

<table>
<thead>
<tr>
<th>Test</th>
<th>Control Group N = 59</th>
<th>Experimental Group N = 59</th>
<th>Mean Difference</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>3.3237</td>
<td>3.1920</td>
<td>-.1317</td>
<td>.8333</td>
<td>N.S.</td>
</tr>
<tr>
<td>Post-test</td>
<td>3.7305</td>
<td>3.6000</td>
<td>-.1305</td>
<td>1.2621</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

The data presented in Table V seem to illustrate that children from families of higher socioeconomic circumstances who are taught from the Button Readers show no significant gains in reading achievement over similar children who are taught from more typical materials.

The Second Hypothesis

The second hypothesis as stated in Chapter I was that children from families in lower socioeconomic circumstances who are taught from the Button Readers will show a greater gain in positive attitudes toward reading than will similar children who are taught with more typical reading materials. Table VI shows the difference between initial mean reading
attitude scores and final mean reading attitude scores for the experimental group with a North-Hatt Scale score of sixty and below, and the difference between the initial mean reading attitude scores and final mean reading attitude scores for the control group with a North-Hatt Scale score of sixty and below.

**TABLE VI**

**MEAN CHANGES IN READING ATTITUDE:**
**NORTH-HATT GROUP 60 AND BELOW**

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Attitude Score</th>
<th>Mean Initial</th>
<th>Mean Final</th>
<th>Mean Difference</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td></td>
<td>15.4304</td>
<td>21.5759</td>
<td>6.1455</td>
<td>11.9131</td>
<td>.001</td>
</tr>
<tr>
<td>N=158</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td>19.1133</td>
<td>18.2733</td>
<td>- .8400</td>
<td>1.7443</td>
<td>N.S.</td>
</tr>
<tr>
<td>N=150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data in Table VI support the hypothesis that children from families in lower socioeconomic circumstances who are taught from the Button Readers will show a greater gain in positive attitudes toward reading than will similar children who are taught from more typical reading materials.

Statistical support is found to be at well beyond the .001 level of significance. Children in the control group
actually showed a deterioration in attitude toward reading at about the .085 level which is not considered statistically significant.

Table VII presents data showing mean changes in reading attitude of the experimental and control groups having a North-Hatt Scale score of sixty-one and above.

TABLE VII

MEAN CHANGES IN READING ATTITUDE:
NORTH-HATT GROUP 61 AND ABOVE

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Attitude Score</th>
<th>Mean Initial</th>
<th>Mean Final</th>
<th>Mean Difference</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental N=50</td>
<td>19.8000</td>
<td>19.6000</td>
<td>-.2000</td>
<td>.1510</td>
<td>N.S.</td>
<td></td>
</tr>
<tr>
<td>Control     N=59</td>
<td>18.2712</td>
<td>17.7119</td>
<td>-.5593</td>
<td>.5944</td>
<td>N.S.</td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table VII seem to illustrate that children from families in higher socioeconomic circumstances who are taught from the Button Readers show no significant gains in attitude toward reading over similar children who are taught from more typical materials. Both groups actually declined in attitude toward reading, although at levels that are not statistically significant.
The Third Hypothesis

The third hypothesis as stated in Chapter I was that children from families in lower socioeconomic circumstances who are taught from the Button Readers will show a more positive change in their perception of their environment than will similar children who are taught with more typical reading materials.

Table VIII shows the difference between the initial self perception test means and final self perception test means for the experimental group with a North-Hatt Scale score of sixty and below and the difference between the initial self perception test means and the final self perception test means for the control group with the same North-Hatt standing.

**TABLE VIII**

**MEAN CHANGES IN SELF PERCEPTION SCORES:**  
**NORTH-HATT GROUP 60 AND BELOW**

<table>
<thead>
<tr>
<th>Group</th>
<th>Self-Perception Score</th>
<th>Mean Difference</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Initial</td>
<td>Mean Final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental N=158</td>
<td>29.2595</td>
<td>30.6202</td>
<td>1.3607</td>
<td>-1.7100</td>
</tr>
<tr>
<td>Control N=150</td>
<td>30.3733</td>
<td>30.8667</td>
<td>.4934</td>
<td>-.5722</td>
</tr>
</tbody>
</table>
The data presented in Table VIII do not support the hypothesis that children from families in lower socioeconomic circumstances who are taught from the Button Readers will show a more positive change in self perception than will similar children who are taught from more typical materials.

Table IX shows the difference between the initial self perception test means and the final self perception means for the experimental group with a North-Hatt Scale score of sixty-one and above, and the difference between the initial self perception test means and the final self perception test means for the control group with the same North-Hatt standing.

**TABLE IX**

**MEAN CHANGES IN SELF PERCEPTION SCORES:**
**NORTH-HATT GROUP 61 AND ABOVE**

<table>
<thead>
<tr>
<th>Group</th>
<th>Self Perception Score</th>
<th>Mean Difference</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Initial</td>
<td>Mean Final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>27.8000</td>
<td>28.2200</td>
<td>.4200</td>
<td>- .3200</td>
</tr>
<tr>
<td>N=50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>30.0508</td>
<td>31.3559</td>
<td>1.3051</td>
<td>-1.0224</td>
</tr>
</tbody>
</table>
The data presented in Table IX seem to illustrate that children from families in higher socioeconomic circumstances who are taught from the Button Readers show no significant gains in self perception over similar children who are taught from more typical reading materials.

Summary

Statistical treatment of the data from the tests administered seems to indicate that during the experimental period instruction from the Button Readers did not improve the group reading achievement test scores of experimental group children from either high or low socioeconomic standing over group scores of similar children in control groups.

Analysis of the data from the experimental group of low socioeconomic standing children indicates that there was a highly significant positive change in attitude of these children when compared to the control group. There was no significant difference in attitude toward reading within experimental and control groups of children of higher socioeconomic standing. It is notable, however, that the mean scores of these latter two groups declined as did the mean attitude score of the low socioeconomic standing control group.
Analysis of the data in the area of self perception indicated no significant differences in the initial and final mean self perception scores of experimental or control groups at either high or low socioeconomic levels.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was an attempt to determine the effectiveness of the Button Family Adventures, a supplemental reading series written especially for children from families in low socioeconomic circumstances. It was hypothesized that an experimental group of such children who were taught from their regular basal reader and the Button Reader would improve significantly in reading achievement when compared to similar children who were taught from more typical materials. Analysis of statistical data taken from pre-tests and post-test using the California Reading Test failed to support this hypothesis. No significant difference was found between experimental and control groups of higher socioeconomic children in the same experimental and testing situation. The socioeconomic level of the children was carefully identified by use of an occupational prestige scale, school records, and the opinions of the principals, the newest of whom had lived in the community twenty years and had been in the school system sixteen years.
It was hypothesized that the attitude toward reading of the experimental group of children from families of lower socioeconomic circumstances would improve significantly when compared to similar children in the control group. This hypothesis was strongly supported by the statistical evidence at well beyond the .001 level. No significant difference was found between experimental and control groups of children in higher socioeconomic circumstances. These data were gathered through the use of the San Diego Inventory of Reading Attitude.

It was also hypothesized that an experimental group of children from homes in lower socioeconomic circumstances who were taught from their regular basal reader and the supplementary Button Reader would improve significantly in self perception when compared to similar children who were taught from more typical reading materials. This hypothesis was not supported by the statistical data derived from pre-test and post-test administrations of A Picture Game. No significant difference was found between experimental and control groups of children from higher socioeconomic circumstances in an identical experimental structure.
Conclusions

The conclusions drawn as a result of this study are as follows:

1. The experimental materials used in the study seem to make no difference in reading achievement for either higher or lower socioeconomic status children.

2. The experimental materials used in the study seem to make no difference in self perception for either higher or lower socioeconomic status children. Self perception seems to be far too deeply rooted to be affected by something that is such a small part of a child's life as a supplemental reader.

3. The experimental variable did improve the attitude toward reading of children from homes of lower socioeconomic circumstances to a highly significant degree.

4. The assumption that the value systems and identifications found in the Button Readers are positive for children from homes of low socioeconomic circumstances seems to be sustained by the highly significant improvement in attitude toward reading among these children. There was no significant improvement in this attitude among the children from higher socioeconomic circumstances.
Recommendations

In light of the total experience of this study it is recommended that the study be repeated using a full set of the Button Readers. It also seems desirable to conduct the study in a school system in which the participating teachers could be certified college graduates with a bachelor's degree or a master's degree. An experimental design in which the Button Reader could play a more central part in the reading instructional program might produce a significant result in the area of reading achievement. Since this reader is of a supplemental type designed to follow completion of the equivalent basal, it could not be used as a substitute for the basal reader. It might, however, be used in conjunction with experience charts and trade books which appeal to children from lower socioeconomic circumstances and the results compared to a typical basal reader instructional program. Such a group of trade books was identified by the Writers Committee of Detroit as part of their study to develop the City School Series discussed in Chapter II. Any further study should make some attempt to measure any increase in voluntary reading by children from lower socioeconomic circumstances. Some attempt should be made to control the "Hawthorne Effect."
Future reading materials designed for children from lower socioeconomic circumstances should be based on vocabulary studies of the speaking vocabulary of such children such as the study by Thomas discussed in Chapter II.

Since all of the children in this study were being taught a reading program which placed considerable emphasis on phonetic drill, an investigation should be undertaken to determine if there could have been a causal relationship between this and the decline in attitude toward reading of the control groups at both socioeconomic levels and the experimental group at the higher socioeconomic level.

It is the recommendation of this study that school systems seriously consider the limitations of choosing a single basal reader to be used by all of the children in the system.
APPENDIX

NORTH-HATT SCALE

Occupations Ranked According to Prestige
(Based on 2,920 Interviews)

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. S. Supreme Court Justice</td>
<td>96</td>
<td>1</td>
</tr>
<tr>
<td>Physician</td>
<td>93</td>
<td>2.5</td>
</tr>
<tr>
<td>State Governor</td>
<td>93</td>
<td>2.5</td>
</tr>
<tr>
<td>Cabinet member in the federal government</td>
<td>92</td>
<td>4.5</td>
</tr>
<tr>
<td>Diplomat in the U. S. Foreign Service</td>
<td>92</td>
<td>4.5</td>
</tr>
<tr>
<td>Mayor of a large city</td>
<td>90</td>
<td>6</td>
</tr>
<tr>
<td>College professor</td>
<td>89</td>
<td>8</td>
</tr>
<tr>
<td>Scientist</td>
<td>89</td>
<td>8</td>
</tr>
<tr>
<td>U. S. Representative in Congress</td>
<td>89</td>
<td>8</td>
</tr>
<tr>
<td>Banker</td>
<td>88</td>
<td>10.5</td>
</tr>
<tr>
<td>Government Scientist</td>
<td>88</td>
<td>10.5</td>
</tr>
<tr>
<td>County Judge</td>
<td>87</td>
<td>13</td>
</tr>
<tr>
<td>Head of department in state government</td>
<td>87</td>
<td>13</td>
</tr>
<tr>
<td>Minister</td>
<td>87</td>
<td>13</td>
</tr>
<tr>
<td>Architect</td>
<td>86</td>
<td>18</td>
</tr>
<tr>
<td>Chemist</td>
<td>86</td>
<td>18</td>
</tr>
<tr>
<td>Dentist</td>
<td>86</td>
<td>18</td>
</tr>
<tr>
<td>Lawyer</td>
<td>86</td>
<td>18</td>
</tr>
<tr>
<td>Member of the board of directors, large corp.</td>
<td>86</td>
<td>18</td>
</tr>
<tr>
<td>Nuclear physicist</td>
<td>86</td>
<td>18</td>
</tr>
<tr>
<td>Priest</td>
<td>86</td>
<td>18</td>
</tr>
<tr>
<td>Psychologist</td>
<td>86</td>
<td>22</td>
</tr>
<tr>
<td>Civil engineer</td>
<td>84</td>
<td>23</td>
</tr>
<tr>
<td>Airline pilot</td>
<td>83</td>
<td>24.5</td>
</tr>
<tr>
<td>Artist whose pictures are exhibited in galleries</td>
<td>83</td>
<td>24.5</td>
</tr>
<tr>
<td>Owner of factory employing about 100 people</td>
<td>32</td>
<td>26.5</td>
</tr>
<tr>
<td>Sociologist</td>
<td>82</td>
<td>26.5</td>
</tr>
<tr>
<td>Accountant for a large business</td>
<td>81</td>
<td>29</td>
</tr>
<tr>
<td>Occupation</td>
<td>Male Average Age (50-54)</td>
<td>Female Average Age (50-54)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Biologist</td>
<td>81</td>
<td>29</td>
</tr>
<tr>
<td>Musician in a symphony orchestra</td>
<td>81</td>
<td>29</td>
</tr>
<tr>
<td>Author of novels</td>
<td>80</td>
<td>31.5</td>
</tr>
<tr>
<td>Captain in the regular army</td>
<td>80</td>
<td>31.5</td>
</tr>
<tr>
<td>Building contractor</td>
<td>79</td>
<td>34</td>
</tr>
<tr>
<td>Economist</td>
<td>79</td>
<td>34</td>
</tr>
<tr>
<td>Instructor in the public schools</td>
<td>79</td>
<td>34</td>
</tr>
<tr>
<td>Public school teacher</td>
<td>78</td>
<td>36</td>
</tr>
<tr>
<td>County Agricultural agent</td>
<td>77</td>
<td>37.5</td>
</tr>
<tr>
<td>Railroad engineer</td>
<td>77</td>
<td>37.5</td>
</tr>
<tr>
<td>Farm owner and operator</td>
<td>76</td>
<td>39</td>
</tr>
<tr>
<td>Official of an international labor union</td>
<td>75</td>
<td>40.5</td>
</tr>
<tr>
<td>Radio announcer</td>
<td>75</td>
<td>40.5</td>
</tr>
<tr>
<td>Newspaper columnist</td>
<td>74</td>
<td>42.5</td>
</tr>
<tr>
<td>Owner-operator of a printing shop</td>
<td>74</td>
<td>42.5</td>
</tr>
<tr>
<td>Electrician</td>
<td>73</td>
<td>45</td>
</tr>
<tr>
<td>Trained machinist</td>
<td>73</td>
<td>45</td>
</tr>
<tr>
<td>Welfare worker for a city government</td>
<td>73</td>
<td>45</td>
</tr>
<tr>
<td>Undertaker</td>
<td>72</td>
<td>47</td>
</tr>
<tr>
<td>Reporter on a daily newspaper</td>
<td>71</td>
<td>48</td>
</tr>
<tr>
<td>Manager of a small store in a city</td>
<td>69</td>
<td>49</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>68</td>
<td>51.5</td>
</tr>
<tr>
<td>Insurance agent</td>
<td>68</td>
<td>51.5</td>
</tr>
<tr>
<td>Tenant farmer--who owns livestock and manages the farm</td>
<td>68</td>
<td>51.5</td>
</tr>
<tr>
<td>Traveling salesman for a wholesale concern</td>
<td>68</td>
<td>51.5</td>
</tr>
<tr>
<td>Playground director</td>
<td>67</td>
<td>55</td>
</tr>
<tr>
<td>Policeman</td>
<td>67</td>
<td>55</td>
</tr>
<tr>
<td>Railroad conductor</td>
<td>67</td>
<td>55</td>
</tr>
<tr>
<td>Mail carrier</td>
<td>66</td>
<td>57</td>
</tr>
<tr>
<td>Carpenter</td>
<td>65</td>
<td>58</td>
</tr>
<tr>
<td>Automobile repairman</td>
<td>63</td>
<td>59.5</td>
</tr>
<tr>
<td>Plumber</td>
<td>63</td>
<td>59.5</td>
</tr>
<tr>
<td>Garage mechanic</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>Local official of a labor union</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>Owner-operator of lunch stand</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>Corporal in the regular army</td>
<td>60</td>
<td>64.5</td>
</tr>
<tr>
<td>Machine operator in a factory</td>
<td>60</td>
<td>64.5</td>
</tr>
<tr>
<td>Barber</td>
<td>59</td>
<td>66</td>
</tr>
<tr>
<td>Clerk in a store</td>
<td>58</td>
<td>68</td>
</tr>
<tr>
<td>Fisherman who owns his own boat</td>
<td>58</td>
<td>68</td>
</tr>
<tr>
<td>Streetcar motorman</td>
<td>58</td>
<td>68</td>
</tr>
<tr>
<td>Occupation</td>
<td>Age</td>
<td>Education</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----</td>
<td>-----------</td>
</tr>
<tr>
<td>Milk route man</td>
<td>54</td>
<td>71</td>
</tr>
<tr>
<td>Restaurant cook</td>
<td>54</td>
<td>71</td>
</tr>
<tr>
<td>Truck driver</td>
<td>54</td>
<td>71</td>
</tr>
<tr>
<td>Lumberjack</td>
<td>53</td>
<td>73</td>
</tr>
<tr>
<td>Filling station attendant</td>
<td>52</td>
<td>74.5</td>
</tr>
<tr>
<td>Singer in a night club</td>
<td>52</td>
<td>74.5</td>
</tr>
<tr>
<td>Farm hand</td>
<td>30</td>
<td>76</td>
</tr>
<tr>
<td>Coal miner</td>
<td>49</td>
<td>77.5</td>
</tr>
<tr>
<td>Taxi driver</td>
<td>49</td>
<td>77.5</td>
</tr>
<tr>
<td>Railroad section hand</td>
<td>48</td>
<td>79.5</td>
</tr>
<tr>
<td>Restaurant waiter</td>
<td>48</td>
<td>79.5</td>
</tr>
<tr>
<td>Dock worker</td>
<td>47</td>
<td>81.5</td>
</tr>
<tr>
<td>Night watchman</td>
<td>47</td>
<td>81.5</td>
</tr>
<tr>
<td>Clothes presser in a laundry</td>
<td>46</td>
<td>83</td>
</tr>
<tr>
<td>Soda fountain clerk</td>
<td>45</td>
<td>84</td>
</tr>
<tr>
<td>Bartender</td>
<td>44</td>
<td>85.5</td>
</tr>
<tr>
<td>Janitor</td>
<td>44</td>
<td>85.5</td>
</tr>
<tr>
<td>Share cropper—owns no livestock or</td>
<td>40</td>
<td>87</td>
</tr>
<tr>
<td>equipment, does not manage farm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garbage collector</td>
<td>35</td>
<td>88</td>
</tr>
<tr>
<td>Street sweeper</td>
<td>34</td>
<td>89</td>
</tr>
<tr>
<td>Shoe shiner</td>
<td>33</td>
<td>90</td>
</tr>
</tbody>
</table>
MC GEE MODIFICATION OF THE ANDERSON-BREWER SCALE*

Dominative categories.

1. Teacher told pupils each step to take so that future steps were uncertain to a large degree.

2. Teacher dictated the particular work tasks and work companions.

3. Teacher was intolerant of ideas or suggestions made by pupils, teacher interrupted pupils; out talked pupils.

4. Teacher insisted on strict order at all times, commanded pupils; gave an order to be obeyed at once.

Integrative categories.

1. Teacher sketched general steps to group goals; choice was allowed in alternative procedures.

2. Teacher left division of tasks to the group and allowed members to work with companions of own choice.

3. Teacher encouraged group discussion and decisions, teacher exchanged ideas with pupils; asked opinions of pupils.

4. Teacher guided pupils and made suggestions without being mandatory.

INVENTORY OF READING ATTITUDE

Yes No 1. Do you like to read before you go to bed?

Yes No 2. Do you think that you are a poor reader?

Yes No 3. Are you interested in what other people read?

Yes No 4. Do you like to read when your mother and dad are reading?

Yes No 5. Is reading your favorite subject at school?

Yes No 6. If you could do anything you wanted to do, would reading be one of the things you would choose to do?

Yes No 7. Do you think that you are a good reader for your age?

Yes No 8. Do you like to read catalogues?

Yes No 9. Do you think that most things are more fun than reading?

Yes No 10. Do you like to read aloud for other children at school?

Yes No 11. Do you think reading recipes is fun?

Yes No 12. Do you like to tell stories?

Yes No 13. Do you like to read the newspaper?

Yes No 14. Do you like to read all kinds of books at school?

Yes No 15. Do you like to answer questions about things you have read?

Yes No 16. Do you think it is a waste of time to make rhymes with words?
Yes No 17. Do you like to talk about books you have read?

Yes No 18. Does reading make you feel good?

Yes No 19. Do you feel that reading time is the best part of the school day?

Yes No 20. Do you find it hard to write about what you have read?

Yes No 21. Would you like to have more books to read?

Yes No 22. Do you like to read hard books?

Yes No 23. Do you think that there are many beautiful words in poems?

Yes No 24. Do you like to act out stories that you have read in books?

Yes No 25. Do you like to take reading tests?
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