THE RELATIONSHIP OF SELECTED FACTORS ASSOCIATED WITH MIDDLE-CLASS ORIENTED READING MATERIALS TO THE PREFERENCES OF SOCIO-ECONOMIC GROUPS FOR PICTORIAL REPRESENTATIONS AND STORY THEMES

APPROVED:

Graduate Committee:

James A. Daugherty
Major Professor

Francis E. Halstead
Committee Member

Paul H. Jones
Committee Member

Irene Tingey
Dean of the School of Education

Robert B. Toulouse
Dean of the Graduate School
The purpose of this study was to determine the preferences of two racial and two socio-economic groups for selected aspects of class-oriented reading materials. This was accomplished by checking each subject's visual perception of pictorial representations typical of both the lower-class and the middle-class, and by checking his preferences of story themes typical of both the middle and lower-classes.

The records of over 600 third-grade students enrolled in eleven elementary schools in Texas were surveyed and each child was placed in a social-class group. The four test groups, each containing twenty-four randomly selected students from their respective categories, were lower-class Negro, lower-class Caucasian, middle-class Negro, and middle-class Caucasian.

The Visual Images Test of Perception and the Story Preference Test were administered to the subjects to determine their preferences for the class-oriented reading materials.

The conclusions drawn as a result of this study were as follows:
1. Since both the Negro and the Caucasian subjects of this study significantly preferred illustrations depicting Caucasian characters, it was concluded that both Negro and Caucasian students can identify with illustrations depicting Caucasian characters.

2. Statistical evidence indicated that the Caucasian subjects preferred the Caucasian characters to a higher degree of significance than did the Negro students. Therefore, this study concluded that third-grade reading materials should contain an adequate number of illustrations depicting members of the Negro race.

3. Neither lower-class Negro nor lower-class Caucasian children preferred either of the types of the class-oriented environmental surroundings. Thus, the statements made by many authorities that lower-class children cannot identify with traditional reading materials does not seem to be supported by the results of this study.

4. There were no significant differences in the preferences of middle-class Negro and middle-class Caucasian students concerning class-oriented illustrations depicting environmental surroundings. These results indicate that reading materials need to depict a variety of environmental surroundings so that a larger number of children from both social-class groups will be able to identify with the illustrations presented.
5. A wide variety of story themes should be included in third-grade reading materials. Since no clearly defined preferences for class-oriented story themes were apparent, reading materials should not be designed to appeal only to one specific racial or social-class group.

6. No dominant trend was discovered concerning the preferences of male and female students for class-oriented story themes.

Statistical results of this study do not seem to support the statement made by many authorities that lower-class children are not learning to read as well as middle-class children because they are unable to identify with middle-class oriented illustrations and story themes found in reading materials.

It is the recommendation of this study that new reading materials for third-grade students contain a wide variety of illustrations and story themes since in the majority of the categories of this study, the students did not significantly prefer either of the class-oriented divisions of the reading materials to a significant degree. This would seem to indicate that reading materials should be representative of all social-class groups, and that an attempt should be made to design reading materials that reflect the true diversity of our American culture.
THE RELATIONSHIP OF SELECTED FACTORS ASSOCIATED WITH MIDDLE CLASS ORIENTED READING MATERIALS TO THE PREFERENCES OF SOCIO-ECONOMIC GROUPS FOR PICTORIAL REPRESENTATIONS AND STORY THEMES

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

Charles Kenneth McEwin, Jr., B. S., M. Ed.
Denton, Texas
August, 1971
# TABLE OF CONTENTS

**LIST OF TABLES** .............................. v

**Chapter**

**I. INTRODUCTION** ............................. 1

- Statement of the Problem
- Purposes of the Study
- Hypotheses
- Background and Significance of the Study
- Definition of Terms
- Limitations of the Study
- Basic Assumptions
- Summary

**II. A REVIEW OF RELATED LITERATURE** .......... 14

- The Content of Reading Materials
- Illustrations and Reading Materials
- Current Research and Reading Materials
- Present Status of Multi-Ethnic Reading Materials
- Summary

**III. ORGANIZATION AND DESIGN OF THE STUDY** ... 45

- Selection of Schools
- Selection of the Subjects
- Instruments Selected for the Study
- Procedures for Collecting Data
- Statistical Method

**IV. ANALYSIS OF STUDENTS PREFERENCES FOR CLASS ORIENTED READING MATERIALS** .......... 70

- Negro Students' Preferences for Racial Characters
- Caucasian Students' Preferences for Racial Characters
- Lower-Class Negroes' Preferences for Environmental Surroundings
- Lower-Class Caucasians' Preferences for Environmental Surroundings
- Middle-Class Students' Preferences for Environmental Surroundings
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-Class Negro Students’ Preferences for Class Oriented Story Themes</td>
<td></td>
</tr>
<tr>
<td>Lower-Class Caucasian Students’ Preferences for Class Oriented Story Themes</td>
<td></td>
</tr>
<tr>
<td>Middle-Class Students’ Preferences for Class-Oriented Story Themes</td>
<td></td>
</tr>
<tr>
<td>Male Students’ Preferences for Environmental Surroundings</td>
<td></td>
</tr>
<tr>
<td>Female Students’ Preferences for Environmental Surroundings</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>83</td>
</tr>
<tr>
<td>V. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>APPENDIX</td>
<td>94</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>101</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>I. Social-Class Equivalent Scale for Index of Social Characteristics</td>
<td>61</td>
</tr>
<tr>
<td>II. Negro Students' Preferences for Racial Characters</td>
<td>71</td>
</tr>
<tr>
<td>III. Caucasian Students' Preferences for Racial Characters</td>
<td>72</td>
</tr>
<tr>
<td>IV. Lower-Class Negroes' Preferences for Environmental Surroundings</td>
<td>73</td>
</tr>
<tr>
<td>V. Lower-Class Caucasians' Preferences for Environmental Surroundings</td>
<td>74</td>
</tr>
<tr>
<td>VI. Preferences of Middle-Class Negro and Middle-Class Caucasian Children for Middle-Class Oriented Environmental Surroundings</td>
<td>75</td>
</tr>
<tr>
<td>VII. Preferences of Middle-Class Negro and Middle-Class Caucasian Children for Lower-Class Oriented Environmental Surroundings</td>
<td>75</td>
</tr>
<tr>
<td>VIII. The Preferences of Lower-Class Negro Children for Class-Oriented Story Themes</td>
<td>76</td>
</tr>
<tr>
<td>IX. Lower-Class Caucasian Preferences for Class Oriented Story Themes</td>
<td>77</td>
</tr>
<tr>
<td>X. The Preferences of Middle-Class Negro and Middle-Class Caucasian Students for Lower-Class Oriented Story Themes</td>
<td>78</td>
</tr>
<tr>
<td>XI. The Preferences of Middle-Class Negro and Middle-Class Caucasian Students for Middle-Class Oriented Story Themes</td>
<td>78</td>
</tr>
<tr>
<td>XII. Preferences of Female and Male Students for Story Themes Depicting Their Own Environmental Surroundings</td>
<td>79</td>
</tr>
<tr>
<td>XIII. Preferences of Female and Male Students for Story Themes Depicting Environmental Surroundings Other Than Their Own</td>
<td>80</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

A great deal of controversy has developed over claims that educators are trying to teach all social classes of children to read using textbooks and materials that are geared to middle-class standards.

Many authorities state that lower-class children do not identify with the middle-class oriented activities, or with the middle-class family structure as they are presented in reading materials, (4, 5, 7, 11, 16, 27, 31). Critics report that lower-class children cannot be expected to learn to read effectively when the textbooks and other reading materials are incomprehensible because the subject matter they contain is foreign to the child's environment (6, 9, 15, 27).

These reading materials are considered a major deterrent to effective reading because they contain nothing that touches on the experience of the reader.

Much attention and publicity is being focused on this area, and much money is being spent to create new materials. However, there appears to be little documented evidence that the lower-class child prefers these new types of materials, or in fact that he will learn to read more effectively using them.
Statement of Problem

The problem of this study was to determine the relationship of selected factors associated with middle-class oriented reading materials to the preferences of racial and socio-economic groups for these materials.

Purposes of the Study

The purpose of this study was to determine the preferences of two racial and two social-class groups for selected aspects of class-oriented materials (1) by checking their visual perception of pictorial representations typical of both the middle-class and lower-class, and (2) by checking their preferences of story themes typical of both the middle-class and lower-class.

Hypotheses

1. Negro children will show a significant preference for illustrations depicting characters of their own race over those of Caucasian children as measured by binocular visual choice.

2. Caucasian children will show a significant preference for illustrations depicting Caucasian characters over those of the Negro race as measured by binocular visual choice.

3. Lower-class Negro children will prefer illustrations that depict lower-class environmental surroundings over those depicting middle-class environmental surroundings as measured by binocular visual choice.
4. Lower-class Caucasian children will prefer illustrations that depict lower-class environmental surroundings over those depicting middle-class environmental surroundings as measured by binocular visual choice.

5. There will be no significant differences in the preferences of middle-class Negro and middle-class Caucasian children concerning illustrations typical of (a) lower-class and (b) middle-class environmental surroundings as measured by binocular visual choice.

6. Lower-class Negro children will show a significant preference for story themes that depict situations more common to their background of experiences over those which depict middle-class oriented activities and experiences.

7. Lower-class Caucasian children will not show significant preferences for story themes depicting situations typical of their environmental surroundings over those depicting middle-class oriented activities and experiences.

8. There will be no significant differences in the preferences of middle-class Negro and middle-class Caucasian children concerning story themes of (a) lower-class and (b) middle-class environmental surroundings and experiences.

9. Male students, as a group, will show significantly fewer preferences for situations depicting their environmental surroundings than will females, as judged by their choice of story themes.
10. Female students, as a group, will show significantly more preferences for situations depicting their environmental surroundings than will males, as judged by their choice of story themes.

Background and Significance of the Study

It is widely accepted that reading ability is closely associated with social class (13, 14, 18, 21, 24, 27, 29, 35). Coleman and Milner report that poor readers as a group, come with surprising consistency from children of low socioeconomic status (9, 24). It is believed, however, by many authorities that these young children can learn to read effectively under the right conditions. Many reasons are given for their lack of achievement in reading. A very significant one has to do with the kind of material lower income children are required to read in school. Numbers of studies have shown that these materials are based largely on the vocabulary, experiences, and interests of upper and middle income groups (2, 4, 22, 27, 31, 34).

Burton states the problem this way:

Books used in beginning reading practically never base content upon the experience known to the whole range of children using the books. The experiences of the huge majority is, in fact, usually ignored. . . . This is true not only in beginning reading. The same thing can be said about virtually every text used at every grade level (5, p.35).

Wilson points out that in American textbooks foreign nationalities, and American minority groups are either placed
in an unfavorable light or are treated somewhat inadequately (33).

Klineburg reports that illustrations show all Americans to be well-to-do, all houses contain good furniture, all children have clean, attractive clothes, all children have all kinds of toys, all live in pretty houses and possess other items that are typical of middle-class and upper-class culture. Life in the United States as it is portrayed in these children's books is in general easy and comfortable. Frustrations are rare and usually overcome quite easily. The characters are generally all white, mostly blonde, and North European in origin. Lower-class characters are rarely evident and often stereotyped when portrayed (2).

Shepard summarizes his research by stating that heroes and heroines found in children's fiction tend to be clean, white, healthy, handsome, Protestant Christian, middle-class people. Villains much more often turn out to be ugly, physically undesirable persons of non-Caucasian races, often either very poor or of the wealthy classes (28).

Handlin reports that the reading text of the lower socio-economic child is false because nothing in it touches on the experience of its readers. Handlin believes that falsity runs through all of their books, which were written to be used by other pupils in other schools (15).

Baker's investigation revealed that basal readers are palatable to the suburban students who can see themselves in
the material. However, indications from her study indicate that inner-city children have difficulty identifying with suburban children or children depicted in the readers (2).

Many texts have tried to correct some of the situations found in the reading materials, but have fallen into the trap of simply changing the pictures from a suburban white family to a suburban Negro family. The vocabulary, the concepts, and the structure have not really changed, to any perceptible degree, from traditional materials (23).

Larrick reports that over 6,340,000 children are learning to read and understand the American way of life in books which either omit entirely or scarcely mention the minority races. The status that much damage is done to the personality of the non-white students (22).

When interviewed by Chall, one author of a leading basal series states that his series suffers like others in not having much appeal for the culturally disadvantaged. He reports that his series is middle-class, white, and that he is a little ashamed. He states that publishers say that different pictures and content are needed for the culturally disadvantaged and for Negroes. He agrees with the statement that the readers are at the present time getting a distorted picture of American life. However, another author interviewed by Chall was not at all concerned about any possible lack of appeal for some children (8). Although in content his series
was essentially the same as the other authors, he was convinced of its universal appeal:

... Our stories are frankly selected for their reflection of the American way of life. It is an idealistic realistic representation. We know that children in deprived areas do not experience the same things, but why should they be surrounded by ugliness and ugly language? Wouldn't they feel better if they identified themselves with the lives and the family depicted in our readers? ... Our readers are for all the children who live in the slums, too. If we don't show them something better, how will they learn about it?

... We have gone on the philosophy that the child wants to identify with prevailing environment—a clean home, etc. ... (8, p. 196).

Blake states that publishers must realize that materials that are relevant to the urban child are needed. She states that it is impossible to teach an inner-city child using books and programs that do not accurately and truthfully reflect our fast-moving world (3). Robertson reports that although our nation has switched from being primarily agricultural to an urban, industrialized nation, the textbooks used today are still geared to the knowledge and vocabulary of down-on-the-farm days (26).

Henry notes that primers conceal the realities of American culture and avoid critical problems of life (17), and Waite reports that primers are pollyannish, representative of the upper-middle class, and unrelated to real life situations (3). However, Umans found that the inner-city children preferred family-friends-pets stories to city stories (12).
The Fourth National NEA-Commission of Professional Rights and Responsibilities Conference on Civil and Human Rights of Educators has also shown concern with the problem. On February 10, 1967, the conference adopted resolutions stating that massive distortions continue in many textbooks. They suggest that an accurate and comprehensive effort be made to portray all cultural, economic, and scientific contributions—past and present—of all segments of American society. They urge all educators to take steps to find and utilize textbooks and other instructional materials which treat all social groups fairly and adequately (10).

It has been estimated that 10,000,000 young people suffer from serious reading problems (25). If every citizen is to leave our schools with the skill and desire necessary to read to the full limits of his capability, as suggested by former U. S. Commissioner of Education James E. Allen (1), it would seem important to investigate the questions of which type of content and what types of illustrations are best suited to the teaching of reading.

This study is an attempt to go to the primary consumer of the reading materials, the child himself, and check his preferences concerning these materials.

Definition of Terms

The following are definitions of terms as used in this study:
1. Lower class: This group usually includes the "blue collar" workers. It includes the skilled and the semi-skilled as well as the unskilled worker. They usually live in small homes or in poor quarters such as low income housing or slum areas (19, 32).

2. Middle class: This is the social-class between the aristocracy or the very wealthy and the working class. Persons such as owners of small businesses, professional and "white collar" workers, and well-to-do farmers are usually included. Homes are medium to large and well kept. Many of these people have college educations, and a large percentage of their children attend college (19, 32).

3. Visual perception: Visual perception is becoming aware or conscious of stimuli by seeing them with the eyes.

Limitations of the Study

This study will be limited to those students enrolled in six school systems in central and north central Texas.

The races of the students included in this study will be limited to those of Negro and Caucasian.

Basic Assumptions

It is assumed that all participants will respond honestly to the measuring instruments.

It is assumed that the instruments utilized will accurately measure the true preference of the children tested.
It is assumed that the panel members chosen to judge the suitability of the testing materials are a representative group for the purposes under consideration.

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 results of research concerning the significance of the study were surveyed. Certain basic terms were defined and limitations were established. Major assumptions upon which the study is based were given.
CHAPTER BIBLIOGRAPHY

1. Allen, James E., Jr., Grade Teacher, LXXXVII (May-June, 1970), 53.


CHAPTER II

A REVIEW OF RELATED LITERATURE

During the past decade there has been an increasing concern for civil rights in this country. Much concern has been directed by educators toward the culturally deprived child and his lack of success in school.

It is evident that large numbers of these culturally deprived children suffer from reading deficiencies. Riessman refers to them as "notoriously poor readers" (41). It has been estimated that 10,000,000 young people have serious reading problems (39). The lower socio-economic group make up a significant portion of these children. Recent research studies have shown that over 50 per cent of high school youth drop out of school because they cannot read their assignments (18).

Forty to 60 per cent of the American population are in the lower-class (60). A large portion of these are in the large cities of the nation. Riessman states that:

In 1950, approximately one child of every ten in the fourteen largest cities of the United States was culturally deprived. By 1960, this figure had risen to one in three. This ever increasing trend is due to their rapid migration to urban centers. By 1970, it is estimated that there may be one deprived child for every two enrolled in schools in large cities (41, p. 1).
As noted in chapter one, reading ability is closely associated with social class (17, 20, 24, 29, 36, 42, 47, 61). A study by Barton showed that in classes where children came from lower skilled, lower paid families, mean percentages of classes reading one or more years below actual grade level were 33 per cent as contrasted with 6 per cent among middle-class families (3). Deutsch says that by the time disadvantaged children reach junior high school, 60 per cent are retarded one to four years in reading (14). Riessman reports that:

The general estimate of reading ability among school children is fifteen to twenty percent, while among educationally deprived children the disability estimate is as high as fifty percent. The significance of reading cannot be overestimated because all too often the deprived child remains retarded in all subjects due to his inability to read . . . (41, p.115).

It would probably be accepted immediately that in this country the reading achievement of lower socio-economic status children is generally inferior to that of the higher socio-economic status child (51). With the children of the disadvantaged making up 20 per cent of the child population of the nation and 40 to 70 per cent of the children in the twenty largest cities (32), it would seem imperative that the socially economically deprived be provided with the reading ability needed to enable them to become self-supporting adults.

Ozman made the following statement concerning the importance of adequate reading instruction for the disadvantaged:
There are a variety of attitudes taken by educators toward schools in deprived areas, as contrasted to schools in privileged areas. But on one point there seems to be fairly universal agreement. That is, that if the reading program of a school can be enhanced, then the chances of a child finding new experiences of life, such as the sense of security and the feeling of accomplishment, the reading program for deprived areas becomes of vital significance (40, p. 53+).

It is evident that reading instruction is not adequate for the disadvantaged (32), and that it is of paramount importance that this instruction be improved. Many reasons are given for the trouble which deprived children have with reading. According to many authorities, a very significant one is the kind of materials lower-class children are required to read in school. Critics state that the lower-class children cannot be expected to learn to read effectively when textbooks and other reading materials are incomprehensible because the subject matter and illustrations they contain are foreign to the child's environment (1, 2, 7, 10, 15, 21, 27, 31, 34, 35, 40, 41, 42, 48, 55, 58, 59). Numbers of studies have shown that these materials are based largely on the vocabulary, experiences, and interests of upper income groups (42).

The Content of Reading Materials

The content of reading materials, especially basal readers, is suffering from a deluge of criticism. Common labels given to these materials are "inane," "superficial"(8),
"atypical," unrealistic" (7), and essentially "middle-
class oriented" (27).

Klineberg raises questions regarding the readers' con-
tribution to the children's picture of American society.
He states that the following picture might be gained if
based on the content of the readers used in teaching read-
ing:

... Life in the United States as it is por-
trayed in these children's readers is in a general
way easy and comfortable. Frustrations are rare
and usually overcome quite easily; people (all white,
mostly blonde, and "North European" in origin) are
almost invariably kind and generous. There are other
kinds of people in the world, but they live in far
off countries or in days gone by; they evidently
have no place on the American scene (27, p. 77).

Tricker and Yarrow report that there are few ready-made
materials suitable for young children that exemplify the
diversity of our American culture. Concerning the current
reading materials for young children, they state:

Primers and preprimers tend to depict family and
neighborhood life in completely static unreal terms.
Every family is named Jones, Smith, or something
equally Anglo-Saxon. Everybody lives on a middle-
class street. . . . Every family owns a shiny car.
Daddies always work in the office . . . (49, p. 358).

Burton reports that experience stories in beginning
books that are woven around the lives of typical children
living in typical conditions, and having typical experiences,
have fallen into a sort of "namby-pamby" pattern of cover-
ing only the "goody goody" experiences of "goody goody"
children. This failure to picture life as it really is
has led to many criticisms of the stories, partly in jest,
but mostly in all seriousness. Burton feels that these stories are filled with too much "sweetness and light" and that the characters, and their surroundings and experiences are not typical (7).

Other observers indicate that basal readers distort the reality of life not only by invidious comparisons between cultures but by the almost complete omission of any culture except the upper middle-class group. It seems that all children are clean, happy, friendly, and honest, and more than adequately supplied with the world's goods (45). There seems to be little that the disadvantaged child can identify with. The advantaged urban child may also have difficulty in identifying with the material. He may be able to identify with the characters, but he will scarcely find much that reflects the life he has experienced on city streets and in city apartments (38).

Tyler states the issue this way:

... The current story characters, their pets, and the family constitute efforts to base reading materials on the experiences of "typical" six, seven, and eight year olds on the thesis that such material will be more meaningful than the fanciful and moralistic content of the earlier readers. (That a child in the slum districts finds the basal reading story characters difficult to identify himself with goes without saying). ... (59, p. 148).

Waite summarizes the criticism that has been leveled at the primary level reading materials. He points out that although much of the criticism is in the form of jokes and journalistic jibes and is based on impressions, some serious
writers have reflected at length on the weaknesses of the primary readers. Some of these weaknesses are the dearth of content that is valuable for its moral implications, the monotonous repetition of pleasant family activities, and the unrealistic portrayal of the social scene (53). Henry noted that primers conceal the realities of American culture and avoid critical problems of life (23). Bettelheim says that stories are predictable as to outcome, that they contradict the child's everyday experiences, and that they offer no new knowledge and thus do little to stimulate reading (4).

Zimit notes the vast differences in the ranges and depths of interests between middle-class and lower-class children from different socio-economic levels (62). Wattenberg states that much of the instructional material used in schools is geared to the middle-class, suburban, or rural life experiences and that its content is alien to core city children. He believes that materials should be developed that touch on familiar situations and meet real-life interests of the culturally deprived (55). McCandless considers the practice of using reading materials that relate to the culturally deprived's interests as promising educational improvement. He states that these materials should be less harsh than life itself, while relating more directly to the experiences of the children. It is possible that these types of stories would add spice and zest to the reading experiences of the middle-class child, as well as being more honest in their
acknowledgement of what life is really like (35). According to Davis (13) most readers used today exert little or no intrinsic stimulation on the culturally deprived, and are lacking in fantasy, exciting action, emotional appeal, and the other qualities which children enjoy.

Colvin considers reading materials now used with the disadvantaged inadequate. He states that these materials often cannot be justified on a psychological basis, since the stories are not related to the life experiences of the children. He says the materials are hard for the culturally deprived children to comprehend and, therefore, contribute to the failure of these children to see reading as useful pleasant, or relevant to their life style (11).

Hechinger summarizes the content of reading materials with these comments:

... For most children the introduction to the adventure of reading is still usually a blandly fictitious account of small time life in white Anglo-Saxon America. It tells where blonde and fair-skinned Dick and Jane "go" "go" "go" to "look" "look" "look" at Spot jump in rural meadows (22, p. E-8).

Hechinger feels the non-white child is especially slighted in reading material (22). Korey says the Negro child is handicapped by all-white textbooks and may be helped to learn more easily if he could readily identify with the characters in a book (28). Some educators regard the consistent exclusion of the Negro from standard texts as more of a "cultural conspiracy" than an oversight. Others insist the omission indirectly perpetuates prejudice, diminishes
the Negro's self-esteem, and impedes his work in school (37). Newsweek quotes Hortense, expert on early childhood education in the New York City Schools:

A lot of Negroes don't want to learn to read because they aren't being given an opportunity to read about the kind of people they really know. They can't identify with the images placed before them (37, p. 94).

Illustrations and Reading Materials

The illustrations found in reading materials have been the subject of much criticism in recent years. Since the content of the stories is usually directly related to the illustrations used, the illustrations have been discussed to a point previously in this paper. However, below are some representative statements dealing with the role of illustrations in reading materials.

Whipple points out that disadvantaged children need illustrations depicting characters with whom they can identify, and that color bars should be broken and pictures should show non-white people in as favorable a light as white people (58).

Riessman made the following comments regarding reading materials;

There is a great need for readers and materials more attuned to the experiences and problems of deprived groups. The textbooks now used in school present predominantly middle-class illustrations, rarely concerning themselves with problems or heroes (e.g. Willy Mays) of the disadvantaged (41, p. 116).
Wargny describes life as depicted in readers by illustrations as one of neatly dressed children, attractive homes always adequate in size, and mothers that are always pictured in the home. The Negro, however, who represents one of the nation's largest minority groups, did not appear in the story plots (54).

Collier made the following statements concerning illustrations used in multi-ethnic readers:

The multi-ethnic basal readers may provide new incentive for Negro children to learn to read. They can see their own race in the illustrations. This allows them to identify more easily with the characters in the story. It is vitally important for the illustrations to present their race as realistically as possible and not as a stereotype. . . (10, p. 153).

All writers, however, do not agree that these new types of materials are needed for the disadvantaged. Criscuolo states that the kind of story that persons such as Klineberg want to find in the basals would be difficult to offer because the plot would be too intricate both in vocabulary and design. He says children will encounter frustrations soon enough without reading about them from their primers. He considers the stories in basal readers as merely vehicles for skill development. Criscuolo does not feel that children of low socio-economic background are left out. He says that the teacher should draw upon the experiences of all pupils, no matter how limited, when discussing a particular story read by a group. He further suggests that the middle-class values exhibited in these materials
may even help raise the levels of aspiration of the children from the lower classes (12).

When three authors of basal textbooks were interviewed by Chall, two of them stated that their series were designed for the middle two-thirds of the general population of English-speaking children and did not have much appeal for the culturally deprived. The third author, however, was not at all concerned about any possible lack of appeal for some children. He was convinced of their universal appeal (9).

Other educators, such as Leacock, point out that not only the lower-class child but the middle-class child as well needs a more reality-oriented program. She says:

A critical look at basic readers from the viewpoint of their discordance with "lower-class structure" reveals a second look, a discordance also with what is real experience for most middle-class children. One might ask how typical are Dick and Jane, or more important how meaningful are they and their neat white house in the suburbs to children whose world includes all the blood and thunder, as well as the sophisticated reportage, of television. In what sense do Dick and Jane even reflect middle-class ideal patterns in a contemporary world? That such textbook characters help form ideal patterns in the early years is true, but does this not only create a problem for children, when the norms for behavior Dick and Jane express are so far removed from reality? . . . Certainly such readers do not arouse interest in reading, which develops in spite of, not because of, their content (30, pp. 31-32).

Current Research and Reading Materials

Although the above discussion contained a number of statements based on research, this section will represent an effort to review current studies concerned with reading materials that are related to this study.
Baker conducted a study to determine the interests of children from deprived areas and to find out if their interests differed from those of middle-class children. Children from two socio-economic groups were given the Story Preference Test, which consisted of sixty pictures and sixty sentences. Two hundred forty-two disadvantaged and 131 advantaged primary graders took the test. The teachers of the children also took the tests. Statistical analysis revealed a high degree of agreement in interest between the lower-class and middle-class children, but an alarming amount of disagreement between the children's preferences and the teachers' predictions of their preferences. The results showed that both socio-economic groups were interested in Negro heritage, history, science, and children in the ghetto (2).

The purpose of an investigation by Smith was to determine how nearly the interest categories found in basic pre-primers and primers, designed as an introduction to reading for first grade children, matched the reading interests of these children as evidenced by their "free-choice" selection of reading materials from the library. Two libraries were selected at which to record and tabulate children's reading choices while thirty-seven pre-primers and twelve primers, representing twelve publishing companies, were used to analyze and tabulate the interest categories found in basic readers.
The data analyzed indicated that generally the pre-primers and primers which children are required to read, and which are supposed to stimulate an interest and desire to read, do not really satisfy their reading interests as shown by their "free choice" of books at the two libraries. The selection of books by the children showed evidence of a knowledge, understanding of, and a desire to read stories about the wild west, space, astronomy, nature, animal adventure, humor, fantasy, fairy tales, and travel. Smith points out that the data indicated that the content of the pre-primers and primers whose content is concentrated almost exclusively on children, parents, toys, play, kittens, and dogs is not meeting the needs of a great many children of today (14).

A study was conducted by Ford and Koplyay to check the story preferences of young children from kindergarten to grade three. A story-preference test was given to all children and a sentence completion test was administered to the second and third graders. The categories of preferences in this study were children in general, inner-city children, Negro heritage, history and science, animals, and fantasy. The subjects of this study were 373 children, of which 169 were suburban upper-class and 204 were urban Negro lower-class. Findings indicated that children's interests are related to age and sex to a much greater extent than to socio-economic background. It is pointed out by
the study that there are striking discrepancies between what children indicate they want and what, in fact, they get. In two areas of this study, character and environmental setting, published first-grade readers are providing content which children in this sample dislike. Only one per cent of the stories analyzed occur in urban settings while interest of the children in inner-city environment appears high (19).

Shepard read and subjected to content analysis sixteen books that parents, teachers, and librarians listed as often chosen by youngsters during their middle and upper grade years. These books spanned nearly a century of authorship. He reported the following results:

In summary, heroes and heroines strongly tend to be clean, white, healthy, handsome, Protestant Christian, middle-class people. Villains much more often turn out to be ugly, physically undesirable persons of non-Caucasian races, often either very poor or of the wealthy classes. About the same percentages of heroes and villains turn out to be Americans in books with an American setting. . . . Villains portrayed as foreigners were often given some negative national stereotype . . . (43, p. 672).

Shepard also found that unfavorable characters of Negro or other non-Caucasian racial stocks were generally given a very negative appearance or were made to act in unintelligent, cruel, or reprehensible ways (43).

Houge conducted an investigation to determine the effect of the use of a supplementary reader series oriented to the experiences of children from homes in lower socio-economic circumstances. The series was used as a supplementary program with experimental groups of both high and low socio-economic
standing. Statistical treatment of the data indicated that during the experimental period, instruction from the supplementary program did not improve the group reading achievement test scores of experimental groups from either high or low socio-economic standing over group scores of similar children in control groups. Houge does report, however, a highly significant positive change in attitude of the lower socio-economic children when compared to the control group (25).

Eman's study was designed to test the interest of inner-city children in multi-ethnic materials. A random sampling of eleven boys and eleven girls was taken from an inner-city school. Stories based on a city theme and stories based on family-friends-pets theme were matched and read to the students in random order. After the reading of each pair of stories, the pupils were asked to indicate which story they would like read to them again. Contrary to what might be expected after reading much of the current literature on the subject, the children preferred the family-friends-pets stories to the city stories. However, no comparison of teaching procedures was undertaken, and illustrations could have influenced the choices of the subjects (16).

Stanchfield conducted a research project designed to determine the effect of high interest materials on reading achievement in the first grade. The research was conducted over a five-year period with 400 children in the Los Angeles
City Schools. The common denominator of the study was the children's identification with real-life characters. Stanchfield reports that the children of two ethnic minorities responded enthusiastically to exciting, imaginative reading materials, even though the geographical background, that of Hawaii and Alaska, was far removed from their urban Los Angeles environment. The results of this study led to the development of a reading series with high interest content. The first grade experimental series was tested in ten Los Angeles City Schools in 1965-1966. These schools covered a broad range of socio-economic levels from middle-class to lower-class populations, with approximately equal numbers of Caucasian, Negro, and Mexican-American children. Results of the analysis of test data showed that the experimental groups using the new materials achieved significantly more in reading than groups using the regular state texts. Among the three ethnic groups, the Negroes showed a higher adjusted mean than either of the other two groups (+6).

A research project was undertaken by Blom, Waite, and Zimit to analyze the content of stories in first-grade readers. Among the dimensions investigated were story themes, environmental setting of the story, and several attributes of characters in the stories. The coded data on 1307 stories in twelve of the most commonly used series were analyzed. Blom reported that neutral "Polyanna" stories predominated and that there was a striking absence of stories which directly
conveyed moral, ethical, and cultural values. In describing the gestalt of the stories found in readers, the following comments were made:

The activities are neutral and redundant without much content significance and variation. They are happy family centered and tend to be ambiguous as to sex role. A child is almost always with other children and is seldom alone. Older age children as siblings and peers rarely appear. In contrast, there tends to be a regressive pull through the emphasis on family attachment and younger siblings, animal stories, anthropomorphized figures, and ambiguity in sex role. The setting is most typically in the suburbs, rarely in the city, and usually in and around home. Pets are amusing, cute, and frustrating nuisances (5, p. 321).

Blom, Waite, and Zimet state that it appears writers of textbooks for children need to demonstrate greater sophistication and awareness concerning the real life of the children and their families and the developmental interests of children. The writers state that the gestalt presented in the readers represents a striking divergence from the realities of community, family, and child life and from what is known about child development (5).

A study of the suitability of pre-primers for the culturally deprived inner-city youth was carried out under the direction of Whipple. An analysis of several representative pre-primers was made to ascertain their degree of adaption to the inner-city children. The findings of this study showed that the pre-primers are well conceived and based on research in child development and the psychology of learning. However, Whipple concluded that the strengths found in these readers are in their design for middle-class children and
for that reason are unacceptable for the culturally deprived. This analysis showed that most characters were blonde, white-skinned human beings. Upper-class homes were depicted and a great variety of clothing was worn by the characters. Whipple questions whether these texts would give the deprived child a sense of belonging. The final conclusion reached was that the readers are not well adapted to the needs of the culturally deprived. She indicates, however, that reading materials for such children should not ignore the values of middle-class America, but their purpose should be to induct the children more gradually, into the mainstream of American life (58).

In an investigation by Byers (8), tape recordings were made and analyzed of unstructured sharing periods in first grade classrooms to determine the interests of the children involved. The contributions of 1860 children in 21 sharing periods were analyzed to note the similarities and differences for middle-class and lower-class children. It was found that lower-class children evidenced a poverty of interests and were usually lacking in breadth of experiences and concepts. Their sharing indicated the barrenness of many lower-class homes in intellectual stimulation and in educationally valuable experiences. One of the recommendations that came about as a result of this study was that primary readers should deal more with real life drama. Byers states that:
The discussion by first graders of personal experiences, family and home activities, recreatory activities, and community events revealed that these children, particularly those from lower socio-economic groups, have come to grips with many of the stark facts of living. Reading texts permeated with a "sweetness and light" superficiality would probably not arouse deep involvement by these children. Even primary children can cope with literary situations in which people confront conflict and deal with it effectively. It is possible that some primary texts have repelled, rather than attracted, first graders to reading because of the improbable unrealistic stereotypes of middle-class living which have been described. At any rate, the content of primary readers should be evaluated critically for its depth and meatiness (8, 232).

Byers further states that the differences in experiential background and interests found among the culturally deprived and the more privileged middle-class suggest that schools may have to supply different reading materials for the children from the different socio-economic levels (8).

Wargny conducted a study to determine what courses of actions, conditions, and elements of experience were preferred by those who write textbooks for the elementary schools. To answer these questions an analysis was made of 431 stories appearing in seven modern reading series. The McGuffey reader was also included and 151 stories from this series were analyzed. Wargny reported that:

Child life in the modern textbooks seemed to be of a serene nature relatively free from the disagreements, hurts, and reconciliations which normally characterize childhood relations. Family life was portrayed as a harmonious experience in which children always obeyed their parents, and mothers and fathers never quarreled. Homes in which children and their families lived were typically of middle-class values and income. Outside the home, the world in which story characters lived and moved was
again relatively free from the turmoil and stress which frequently characterize even the child's world of reality. ... Characters usually pursued a predetermined course in spite of fear and success eventually followed failure. ... (54, p. 89).

Larrick made a survey of more than 5,000 trade books published for children in 1962, 1963, and 1964, to determine the extent to which Negro children were omitted from these books. She reported that the vast majority of recent books are white-oriented and that as a result over 6,000,000 non-white children are learning to read and to understand the American way of life in books which either omit them entirely or scarcely mention them.

Larrick states that there is not only a blatant bias in textbooks, but in tradebooks as well. She found that only 7.7 of the books surveyed included one or more Negroes. It is pointed out that there has been no significant percentage increase over these years in spite of the recent pressure of the civil rights movement (3).

Blom, Waite, and Zimet conducted a content analysis of 118 stories in a multi-ethnic urban first grade reading series. This series was carefully constructed with the idea that children in urban situations could more readily identify with story characters that presented the types of people seen in multi-culture neighborhoods. The results of the urban series content analysis were compared with those of the national sample of commonly used primers for both differences and similarities in content (6). Waite summarizes the results this way:
These analyses demonstrated that in many ways this series was similar to most traditional publishers' series which contain "all white" characters and are popularly called the "Dick and Jane" books. Ratings of theme, sex-and-age, appropriateness of activities and character attributes provided frequency distributions much the same as those series most commonly used in teaching children to read. The environmental setting of the multi-ethnic stories was even more suburban than the other series, despite the intention of its authors to create an "Urban" series. The stories did contain a striking integration of ethnic groups, however, leading to the conclusion that what is actually being depicted is a Negro living in a happy, stable, white suburban neighborhood (52, p. 62).

In a related study, Waite and his associates explored the same variables as in the above study. However, this report was concerned only with the environmental, cultural, and outcome ratings. After the content analysis of the seven publishers' reading series was complete, the following conclusions were made:

... First, what may appear to be a multi-ethnic first grade reading series may, upon closer inspection, contain few significant characters of ethnic background other than White Anglo-Saxon. Second, the inclusion of "other" ethnic groups in no way implies that the environmental setting of the stories is in any way different from that of the traditional, all white suburban-rural series... (52, p. 69).

In an investigation by Whipple, the value of multi-ethnic readers was appraised through classroom experiments involving a multi-ethnic series as compared with another widely-used reader. Reports from teachers show that the children make no mention that the characters appearing in the readers were racially mixed, but in all classes—Caucasian, mixed, Negro—the children indicated a marked
preference for the multi-ethnic series. Evidence indicated that the children of all classes were intrigued by the realistic stories and chose to identify with these characters regardless of their appearance. It was also reported that the City Series far exceeded the other series in interest appeal and that the City Series was especially popular with boys and with culturally deprived students. Statistical data revealed high interest value in all of the participating schools including high and low socio-economic areas, in all Negro, all Caucasian, and mixed areas (56).

Present Status of Multi-Ethnic Reading Materials

Differences of opinion seem to be apparent among the writers concerning the progress of multi-ethnic materials and their used in the United States. Figure 1 states that:

... Most cities, however, are still expecting all of their beginning readers to "play with Dick and Jane" or Tom and Betty whose language patterns are not understood by inner-city tots. Disadvantaged children fail to identify with the book characterizations. The book characters differ from the contemporaries around these disadvantaged children in appearance, speech and behavior (18, p. 161).

Saxon states that little attention has been paid to the special reading problems of lower income groups. She feels top priority must be given to providing suitable reading materials and texts which students can and will want to read (42).

Whipple says that providing the disadvantaged with suitable reading materials is one of the great challenges of
educators today and that millions of dollars each year are wasted on materials that are not suitable for the disadvantaged (42).

Huck feels that one basic text per grade is no longer adequate to challenge the reading abilities of all children. She states that books that represent the multi-ethnic background of this country have been developed, and that it is no longer necessary to present children with a picture of a smiling fair-skinned world. Huck also points out, however, that although some books tend to portray something of the diversity of the American culture, it has been argued that these, too, give rise to stereotypes about people and their relationships to others. For example, one series seems to present the one white child living in a Negro community as isolated and lonely. Huck does seem encouraged about the present changes in basic readers. She states that the literary quality has been improved greatly and that there has never been as much emphasis upon well-selected literature for the children (26). Colvin, however, does not seem so optimistic about the situation. He states:

Although the new multi-racial editions will be used in heterogeneous communities, many children living in more homogeneous environments will encounter the same stereotyped portrayals of white, North European, blonde people and others from the South European countries who are organ grinders, peddlers, or fruit and vegetable vendors. The pleasant middle-class comfortable homes, the clean attractive clothes, and the presence of numerous toys suggest that poverty exists only in fairytales (11 p. 183).
Dolmatch, a publisher of textbooks, states that publishers and educators have looked at their older books only to see blonde children and suburban homes, white-collar fathers, and grandparents on farms. On the basis that these are now wrong, materials are being produced which, in Dolmatch's opinion, are just as naive in their own way as their predecessors. Dolmatch further states:

One can ask whether replacing white children with brown ones or replacing country children with children from the city is the answer... This move to "either-or" books raises yet another issue. By developing different books for specific ethnic or geographic subcultures, we make it too easy to forget that, to quote the president of the American Textbook Publishers Institute: "Textbooks that recognize and respect all kinds of human differences help young people to develop a sense of common destiny." If we produce books that "relate" only to one group, how can the members of that group develop that common destiny? (15, p. 73).

Dolmatch feels that the call for new books may produce texts that starve the child with a diet as limited in its own way as previous ones. He fears that if integrated books are produced only to parallel existing and continuing segregated ones, that the best efforts of educators may be nullified (15).

Loretan and Umans have suggested that many publishers have "jumped on the bandwagon" and are busily changing the color of the faces in the basal reader figures, dressing up a few concepts, and coming out with "integrated" series. These writers state that some publishing companies are simply changing the pictures from a suburban white family to a suburban Negro family. They further state that although there
is a need to build upon the real and concrete, it is also
necessary that new worlds be opened up. According to Lore-
tan and Umans, simply mirroring city life for the child who
lives in it every day can confine his interest to the pre-
sent and the tangible (34).

Bettelheim agrees that some progress is being made
toward reality in some readers. He states:

No longer are all good children blond and of
fair complexion; no longer are the dark-haired,
dark-skinned children the bad ones. But even this
is only a partial accomplishment, and only in the
last few years. In many ways the images we create
of what are usual or desirable homes and forms of
behavior still contradict the child's everyday ex-
periences. The result is that either these images
set the child against his own life experiences or
they suggest to him that little truth can be de-
rived from reading (4, pp. 386-387).

Bettelheim says that only if our readers depict atti-
tudes in a realistic way will they stimulate thinking and
give a child a conviction that something of importance is
to be gained from learning to read (4).

Summary

A review of the literature reveals that many educators,
publishers, lay persons, and distinguished authors from re-
lated fields are concerned with the types of materials being
used to teach children to read in the United States. Many
believe these materials are middle-class oriented and thus
fail to meet the needs of millions of culturally deprived
youth and even advantaged youth, especially those that live
in the city. The rationale given in most cases is "that the culturally economically disadvantaged child cannot identify with the characterizations used in these reading materials." It is stated that he can neither identify with the illustrations presented nor the content of the stories (7, 8, 22, 27, 45, 49, 59).

However, these persons cannot always agree upon what changes are needed, how much progress has been made, or even if, in fact, a change is needed at all.

Many millions of dollars are presently being spent to develop new types of materials that present "multi-ethnic" themes and illustrations. However, it seems that few studies have been made to determine if these new types of materials are preferred by the disadvantaged, or even if they do indeed identify with them.

It will be the purpose of this study to determine the preferences of two racial and two social-class groups concerning the traditional type of illustrations and content found in reading materials as opposed to the multi-ethnic types of content and illustrations found in the new "multi-ethnic" reading materials.
CHAPTER BIBLIOGRAPHY


17. Ennis, Phillip H., "Recent Sociological Contributions to Reading Research," The Reading Teacher, XVII (May, 1964), 577-582.

18. Figure1, J. Allen, "Language Patterns of the Disadvantaged Beginning Reader," Reading and Realism, Proceedings of the Thirteenth Annual Convention, International Reading Association, Newark, Delaware, 1969.


30. Larrick, Nancy, "The All-White World of Children's Books," Saturday Review, XLVIII (September, 1965), 63-65, 84+


49. Trager, Helen G. and Marion Radke Yarrow, They Learn What They Live, New York, Harper and Brothers, 1952.
50. Tyler, Ralph W., "Can Intelligence Tests Be Used to Predict Educability?" Intelligence and Cultural Differences by Kenneth Eells, et al., Chicago, University of Chicago Press, 1951.


CHAPTER III
ORGANIZATION AND DESIGN OF THE STUDY

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

Selection of Schools

Since the design of this study called for the evaluation of the preferences of two racial and two social-class groups for selected reading materials, eleven elementary schools in six school systems were selected that were thought to contain representative populations suitable for the study. The school official in charge of each school system was contacted and permission to conduct the study was obtained. The advice of the school officials was also utilized in the selection of individual buildings to be included in the sample.

The school systems selected were located in central and north central Texas. The school systems range in size from about 200 to over 100,000 schoolastics.

Selection of the Subjects

The subjects were all selected from grade three. The school records of each student were surveyed, and the Negro
and Caucasian students were placed in a social-class group using the Index of Social Characteristics designed by Warner (27). Since this study was limited to Negro and Caucasian children, children from other races were omitted from the survey. The subjects were then placed in two groups, one the lower-class group and one the middle-class group. After being classified, the data were divided into the following groups: lower-class Negro girls, lower-class Caucasian girls, lower-class Negro boys, lower-class Caucasian boys, middle-class Negro girls, middle-class Caucasian girls, middle-class Negro boys, and middle-class Caucasian boys. From these groups, which included 572 students, the four groups used in this study were chosen using a random number table according to the method described by Dixon and Massey (11, pp. 34-35). The groups were composed of the following: twenty-four lower-class Negro children, twenty-four lower-class Caucasian children, twenty-four middle-class Negro children, and twenty-four middle-class Caucasian children. Each group was composed of an equal number of girls and boys.

Instruments Selected for the Study

The instruments utilized in this study include the Visual Survey Telebinocular, the Visual Images Test of Perception, the Story Preference Test, the Keystone Visual-Survey Test, and the Index of Social Characteristics.
Visual Survey Telebinocular

The Visual Survey Telebinocular is an instrument which allows an individual to observe two different objects simultaneously, a different object for each eye. When two objects exactly alike are presented to each eye simultaneously, no conflict occurs. This is the principle on which a Viewmaster and other similar instruments operate. However, when two different objects or stimuli are presented simultaneously to each eye, either binocular rivalry or perceptual defense may occur. When perceptual defense occurs, one stimulus is repressed, and the other one is perceived. When binocular rivalry occurs, they may both be seen, but they will be observed to "come and go" (5).

Visual Images Test of Perception

In an attempt to determine the types of illustrations with which the students of this study identified, a Visual Images Test of Perception was designed by this writer. This Visual Images Test of Perception was based on instruments previously designed by Berryman (5), Engle (13), and Bagby (3). It consists of two different stimuli on a single 4-3/4" x 6-7/8" card designed to be used in the Visual Survey Telebinocular. Each stimulus or image is a line drawing against a white background. Like other studies in related areas (3, 5, 13) twenty images on ten different cards made up the sets.
These images were chosen after consultation with educators in the field, and with reading and sociology instructors at the university level. Extensive study was made of reading materials now found in schools, and multi-culture materials were obtained from several publishing companies. After the writer had determined which images to use, an artist was commissioned to produce these images on paper. These drawings were then presented to the committee set up to judge the suitability of the drawings for the purpose for which they were designed. This committee was made up of one sociology professor, one university reading instructor, one elementary special reading teacher, and two third-grade teachers. A majority of this committee was required to approve of each of the drawings before it could be used in this study.

After the drawings were approved by the committee, a printer was engaged to produce these original ten cards. Twenty cards were produced for the tests. After the drawings had been produced for the tests, they were spaced on the cards in such a way that they would fuse when viewed through the Visual Survey Telebinocular.

When a subject takes the test, he looks at the first set of cards and then is shown the same images again, but with the figures on the opposite side of the card from the first time. This procedure insures that the subject's
response is not the result of eye dominance, but rather of visual perception.

When the conflicting images are presented to the subjects, either binocular rivalry or perceptual defense takes place. The term "perceptual defense" is used in connection with suppression of stimuli which are present but not recognized (19). Perceptual defense occurs when an individual observing two or more objects represses or does not consciously perceive some of the objects. Those objects are repressed because of psychological reasons (1). This occurs more often when more than one stimulus is presented at the same time (19). If two different visual objects are presented to a subject with normal vision and he consciously perceives only one of the objects, perceptual defense has occurred. The present study is concerned with perceptual defense since it is possible that some of the students in the study repressed one type of illustration presented to them and consciously perceived the other image with which they more readily identified.

Another phenomenon which may occur when two visual objects are presented at the same time to an individual is "binocular rivalry." When this occurs the two objects may alternate, with first one dominating and then the other.

These two phenomena were vital to this study because in each instance the subject was choosing the visual stimulus which was stronger or which dominated his visual perception.
and with which, therefore, he identified himself. Research concerning both binocular rivalry and perceptual defense indicates that one's choice is influenced by past experiences, culture, and that it is essentially learned (3, 13, 17, 23).

Hastings (16) investigated the relationship of personal security and visual perception. He made the following comments concerning the perception of individuals:

... An individual perceives stimuli depending to a large degree upon what he brings to the act of perceiving... The objective content of the stimuli is not necessarily coercive for the perceptual process. It could appear rather to be the nature of the situation coupled with the experiential background (personality and expectancies) of the perceiver which govern his perceptual process (16, p. 560).

Although many studies have been made which investigated the phenomenon of binocular rivalry, most of these studies have made use of geometric designs, words, numbers, or simple lines as stimuli to induce the rivalry (4, 18, 25, 26). However a few experiments have made use of meaningful content in pictures as stimuli to study their effects on binocular rivalry.

Engel conducted an investigation in which two different photographs of men's faces were presented simultaneously, one to each eye. After more than 100 subjects were tested, it was found that almost invariably it was reported that a single face was seen. Rarely was there any information that dissimilar figures were being viewed in combination. The binocular face was described as handsomer and pleasanter in expression than either of the single faces. Other
qualities were reported that were not shared by either of the component faces viewed individually. In a few cases when the subject knew one of the persons pictured, the familiar face dominated, indicating that the phenomenon is influenced by learning (13).

In an earlier study Engel sought to demonstrate the effect of content in binocular rivalry by presenting two faces simultaneously, one to each eye, to this subjects. One of the faces was presented in an upright position while the other face was upside down. Of the forty-eight responses given by the group as a whole, the upright face predominated in forty-one instances. This significant difference was interpreted as showing that earlier encounters or experiences exercise a definite influence on visual perception (12).

Hastorf and Myro conducted a similar study using postage stamps with different faces as their stimuli. The faces were presented with one face in the upright postion to one eye while the other eye saw an upside down image. A shorter viewing time was observed in this study. Results confirmed what Engel had found. Significantly more right-side-up faces were seen than upside down ones (17). Hastorf and Myro made the following statements concerning studies such as their own:

The implication of these studies seems to be that the organism tends to resolve the contradictory information of the two monocular stimuli in such a way as to perceive that content which is the most meaningful
or the most important for him. There are also indications that the importance of the content for a given observer may influence the degree to which he suppresses alternate content, and that there may be individual differences in tolerance of incongruities in the visual field (17, p. 39).

Bagby conducted an investigation concerned with discovering whether the cultural characteristics of conflicting visual presentations are differentially perceived by members of different societies. Twelve Mexican and twelve matched American subjects were simultaneously presented with a series of ten stereogram slide pairs of similar scenes, one from Mexico and one from the United States. Under these conditions of experimentally induced binocular rivalry, it was found that scenes from the subject's own culture tended to be perceptually predominant. The national cultural differences appeared critical in affecting perceptual predominance in the majority of the stereogram slide pairs. The results were interpreted to give further support to the idea that perception is fundamentally determined by previous, rather than present, experience (3).

Bagby states that:

... In tractional perceptual theory the role of meaning is accorded a central position in the perceptual processes. Differences in ways of perceiving come about as a consequence of differences in past experiences and purposes. These in turn emerge from influences in the home, in the school, and in the various groups with which an individual identifies. Thus, under conditions of perceptual conflict as found in the binocular rivalry situation, those impingements possessing the more immediate first-person meaning would be expected to predominate in visual awareness. The findings of the present experiment seem accountable in these terms. (3, p. 33)
The first set of images designed for this study consists of five pairs of drawings depicting children playing and attending school. Since the purpose of these pictures was to determine if Negro and Caucasian children identified with members of their own race, the subject matter of the drawings was identical except that the members of one drawing were Negro and in the other drawing were Caucasian. The drawings were as follows:

1. Card one depicts two Negro boys playing football as opposed to two Caucasian boys playing football.

2. Card two depicts two Negro children and a Negro teacher in a classroom as opposed to two Caucasian students and a Caucasian teacher in a classroom.

3. Card three depicts three Negro children playing on a slide as opposed to three Caucasian children playing on a slide.

4. Card four depicts a Negro boy and girl playing jacks as opposed to a Caucasian boy and girl playing jacks.

5. Card five depicts three Negro children playing with a kite as opposed to three Caucasian children playing with a kite.

The second set of images were designed to depict differences in the environmental surroundings of the illustrations. The racial ratio was kept constant in each pair of these images so that only the environmental aspects would be
involved in the preferences of the subjects. The images of the second set of five drawings were as follows:

6. One side of card six depicts a middle-class scene that contains a neat modern home, new station wagon, and a typical middle-class family leaving on a family outing. On side two of the card a family is returning to a modest apartment from the grocery store. The family car pictured is smaller and more modest than the one in the opposing picture.

7. One scene of card seven depicts a well-dressed mother bringing cookies to children playing with their many toys in front of a neat expensive home. The opposing side of the card depicts an older sister bringing cookies to some children playing with simple toys in front of a simple frame house.

8. Scene one of card eight depicts a middle-class, white-collar father leaving for work. The mother is standing in front of the home waving to the father and the children who are leaving for school. In the opposing scene the father, mother and children are all leaving for work and school from a more modest neighborhood.

9. One scene on card nine depicts three children playing with expensive toys as opposed to three children playing with simple and homemade toys.

10. One scene of card ten depicts a father dressed in a business suit returning to a modern well-kept home from work. Two children are playing in front of the home with
expensive boys. The opposing scene depicted a blue-collar worker returning to a modest apartment from work. Two children are playing with inexpensive toys in front of the apartment.

A reproduction of the images used and of the check sheet utilized in the Visual Images Test of Perception are found in the appendix section of this study.

**Story Preference Test**

A Story Preference Test was designed by the writer to determine what types of story themes the students of this study preferred. After surveying current traditional reading materials and those of a multi-ethnic design, stories that contained traditional middle-class oriented themes were paired with stories depicting themes with which lower-class children could identify. After being selected and approved by the committee described earlier, the stories were recorded on tape by a speech therapist. All stories were selected from third-grade reading materials. The stories were recorded in random order to promote uniformity in presentation. A checklist was used to record the preferences of the subjects. The themes of the selected stories were as follows:

1. "Bob Learns to Pitch" (10) was selected as a middle-class oriented story and "Sally Bee's Snow Suit" (22) was selected as a multi-ethnic type story that would more likely appeal to a lower-class child.
"Bob Learns to Pitch" tells how a small boy wins a position on a ball team. His father is a white-collar worker, buys him new equipment, and takes off every evening just to play with the boy so that he can improve his pitching skill. It is questionable that the experiences presented in this story would be meaningful or realistic to a lower-class child.

"Sally Bee's Snow Suit" tells about the experiences of a Negro girl who moves to the city. It describes apartment living and Sally is shown adjusting to a new environment and to a wide variety of people. The setting of the story and the experiences presented are not typical of middle-class oriented stories.

2. "The Boys Around the Corner" (6) was selected to represent the multi-ethnic story in this pair, and "Johnny Appleseed" (2+) was selected to represent the middle-class oriented story.

"The Boys Around the Corner" deals with the experiences of a young boy who is being "picked on" on his way to school by older boys. It was felt that almost every child has had this problem or one of a similar nature at some time. It was therefore believed that the lower-class child might identify with the theme of this story. Nick does not live in a middle-class neighborhood, and every problem is not always solved for him. He experiences such natural emotions
as anger and fear, and everything is not "goody-goody" as is the case in many traditional reading stories.

It is not likely that the lower-class child would find much in "Johnny Appleseed" with which to identify. This type of story represents an environment very different from that of his everyday life. However, most third-grade reading series examined contained stories based on pioneer days. It was felt that the middle-class child could better identify with this story because of his wider background of experiences. Most middle-class children's homes contain adequate supplies of story books and other literature.

3. "The Hare and the Hedgehog" (15) was selected to represent the middle-class oriented story, and "The Old Man" (8) was selected to represent the multi-culture type story in this portion of the Story Preference Test.

"The Hare and the Hedgehog" is a story about anthropomorphized characters. This type of story has been criticized because it is considered unlikely that an underprivileged child could find its content meaningful. It is felt by many that middle-class child could more readily identify with this type of story because of his wider background of experiences. He has a wider range of experiences than his lower-class counterpart and in most instances has heard stories of this type at home. Almost every reading series examined by this study contained several stories of this type.
"The Old Man" tells the story of how an old man who was disliked by the neighborhood boys keeps them from getting into trouble because of a broken apartment window. This story does not depict life as trouble free and always happy. The old man in the story is lonesome and must live alone. The boys do not have an abundance of toys to play with and are faced with the possibility of being in serious trouble until the old man clears them. Such human emotions as dislike and fear are experienced by the characters in the story. The setting of this story is not-middle-class oriented.

4. "Out of Her Shell" (21) describes a girl's adjustment to a new school and to a new set of cultural traits. It was felt that the lower-class children who are often forced to change geographic locations because of the availability of work might more readily identify with the characters of this story. Several cultural groups are represented in this story as evidenced by their names. The new girl in this story was not accepted by all the students, as is often the case in traditional readers. This story theme points out that adjustment to a new situation is often difficult, but can be accomplished with patience and sincere effort.

"Blaze and the Forest Fire" is a story about a boy who owns his own pony named Blaze. He and his pony are heroes who save a forest from destruction. The setting and characters of this story seem to contain little that the lower-class child would find common to his background of experiences.
5. "Home for Sue's Birthday" (20) was selected for the middle-class story, and "The Chili Surprise" (7) was selected for the multi-ethnic story in this test pair.

"Home for Sue's Birthday" contains a middle-class oriented setting and story theme. The main character is going to celebrate her birthday on television, and her businessman father flies home just to be at her party.

"The Chili Surprise" deals with an experience based on an incident at a grocery store. It was felt that almost any child has had the experience of going to the grocery store with some member of his family. In this story, sacks of groceries accidentally get swapped and two families arrive home with foods strange to their culture. However, the family decides to prepare and eat the food and discovers that foods from other cultures can be delicious.

**Keystone Visual-Survey Test**

The "Short Form" version of the Keystone Visual-Survey Test was administered to the students of this study when visual information was not available from school health records. Students that could not pass this version of the test were eliminated from the sample. The designers of this test suggest that this form be given when there is a demand for speed in a test that can be given to large number of children. It is pointed out that the test is designed so that anyone passing it could also pass the longer version.
The "Test for Fusion" section of the short form version of the Keystone Visual-Survey Test was administered to all students in the sample groups selected to determine if their vision fused correctly, so that an accurate response could be obtained on the Visual Images Test of Perception. If the student's eyes would not fuse correctly, he was eliminated from the study.

Index of Social Characteristics

The "Index of Social Characteristics" designed by W. Lloyd Warner was utilized in this study to determine the social-class of the subjects. The procedure as described in Social Class in America was closely followed (27). The authors of this manual stated that this procedure was designed for those who wished to identify quickly and easily the class levels of a community or the social-class of a particular individual or family. This "Index of Social Characteristics" as a measurement of social-class is based on two propositions: that economic and other prestige factors are highly important and closely correlated with social-class; and that these social and economic factors, such as talent, income, and money, if their potentialities for rank are to be realized, must be translated into social-class behavior acceptable to the members of any social level of the community. This method was designed to provide an objective method for establishing the social level of persons, and to do so by simple, inexpensive means. The
The skills involved are few; the amount of information needed is small; the length of time necessary, brief. The data for each characteristic in the Status Index are easily acquired and do not necessarily require interviewing.

This "Index of Status Characteristics" utilizes the four factors of occupation, source of income, house type, and dwelling area. Occupation is measured by a four point scale, source of income by a three point scale, house type by a three point scale, and dwelling area by a two point scale. Each of these factors is given a scale score which is multiplied by a factor weight determined by a regression equation. The index score is then translated into a class status score using the scale found in Table I.

For the purposes of this study the students falling in the indeterminate areas were omitted from the study. Students that had a score of twenty-five to fifty were considered as middle-class and students that had a score of fifty-four to eighty-four were considered as lower-class. The form used to compute the status index and the respective weights for each factor is found in the appendix section of this paper.

Procedures for Collecting Data

The following procedure was utilized in collecting data for this study.

The school officials of six school systems were contacted and permission was obtained to conduct the study in selected elementary schools. A total of eleven elementary
<table>
<thead>
<tr>
<th>Weighted Total of Ratings</th>
<th>Social-Class Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-17</td>
<td>Upper-class</td>
</tr>
<tr>
<td>18-22</td>
<td>Upper-class, probably with some possibility of upper-middle-class</td>
</tr>
<tr>
<td>23-24</td>
<td>Indeterminate: either upper or upper-middle class</td>
</tr>
<tr>
<td>25-33</td>
<td>Upper-middle class</td>
</tr>
<tr>
<td>34-37</td>
<td>Indeterminate: either upper-middle or lower-middle class</td>
</tr>
<tr>
<td>38-50</td>
<td>Lower-middle class</td>
</tr>
<tr>
<td>51-53</td>
<td>Indeterminate: either lower-middle or upper-lower class</td>
</tr>
<tr>
<td>54-62</td>
<td>Upper-lower class</td>
</tr>
<tr>
<td>63-66</td>
<td>Indeterminate: either upper-lower or lower-lower</td>
</tr>
<tr>
<td>67-69</td>
<td>Lower-lower class probably, with some possibility of upper-lower class</td>
</tr>
<tr>
<td>70-84</td>
<td>Lower-lower class</td>
</tr>
</tbody>
</table>

schools were selected that were thought to contain subjects suitable for this study.

The investigator then visited each school involved and examined the school records of all third-grade students enrolled. A total of 572 students were selected. Only Negro and Caucasian students were included in the sample.

The social-class status of each student was then determined by the "Index of Social Characteristics" as described by Warner in *Social Class In America* (27). The four groups to be included in the sample were then selected using a random number table as described earlier in this chapter.
Twenty-four students in each of the four groups made up the sample. Five additional students in each group were selected to be included in a pilot study carried out to determine the acceptability of the procedures and testing instruments used in the study. As a result of the pilot study, several refinements were made of the instruments to be utilized, and some of the procedures to be used were altered.

In the schools where the results of vision tests were available, the results were examined and subjects that did not have normal vision were omitted from the study. When these results were not available, the selected subjects were given the Short Version of the Keystone Visual-Survey Test as described earlier in this chapter.

Each school was then visited by the investigator, and the Visual Images Test of Perception and the Story Preference Test were administered to the test groups.

The Story Preference Test was given to the subjects at each school as a group. The subjects were spaced so that they could not see the responses of others and were asked not to discuss their responses with others. Each student was given a checksheet (see Appendix) to record his responses. No introduction was given by the investigator except for instructions and the names of the stories to be presented. After each pair of stories was presented, the tape was stopped and each student was asked to place a mark by the story he liked the best. This procedure was repeated for
each of the five pairs of stories. A break was provided for
the group during the presentation so that they would not
become tired or bored.

The Visual Images Test of Perception was administered
to each subject individually. Only the subject and the in-
vestigator were present when this test was given. Students
who did not have vision test results available were given
the Keystone Visual-Survey Test, Short Form, at this time.
Students who did not pass the test were omitted from the
study. The next randomly selected subject replaced those
students who were eliminated. To insure that these students
would be available if needed as replacements, the first thir-
ty students in each of the basic four groups were tested. If
the responses numbered above the basic twenty-four were not
needed as replacements, they were not included in the data
sample.

All subjects taking the Visual Images Test of Perception
were first given the "Test of Fusion" Section of the Keystone
Visual-Survey Test, Short Form. If their eyes did not fuse
properly, they were eliminated from the study.

Each student was shown each card of the Visual Images
Test of Perception and was asked what he "saw." The investi-
gator then determined which image the subject perceived by
his response and checked the appropriate column on the check-
sheet (see Appendix). In a few cases where the images
appeared to "come and go," the subject was asked which image
appeared first, or which image he saw most of the time. If two responses were given, the first response was counted.

**Statistical Method**

The checksheets of the Story Preference Test were analyzed and the responses of each subject were marked as predominantly lower-class oriented or predominantly middle-class oriented.

The checksheets of the Visual Images Test of Perception were analyzed and the responses of Set I were marked as predominantly Negro or predominantly Caucasian. Set II responses were marked as predominantly lower-class oriented or predominantly middle-class oriented.

The data obtained from this study were punched on International Business Machine cards and processed at the computer center at North Texas State University.

The tenability of hypotheses five, eight, nine, and ten were determined by finding the significance of the difference between percentages. This method is used in experimental problems where two or more groups exhibit a certain behavior when it is not feasible to measure the behavior itself in terms of test score \( t \). The \( t \) scores of these tests were computed by the computer center.

The tenability of hypotheses one, two, three, four, six, and seven were tested by finding the significance of a proportion. The computer center at North Texas State University did not have this program, but the frequency distributions...
for the data were prepared by the center. Advisors at the computer center recommended the procedure as described by Bruning and Kintz (9) to compute the significance of these differences. This procedure was followed by the investigator. The results of the tests of significance for all hypotheses are reported in Chapter IV.


CHAPTER IV

ANALYSIS OF STUDENT PREFERENCES FOR CLASS-ORIENTED
READING MATERIALS

The data obtained from all tests used in this study were punched on International Business Machine cards and processed by the computer center at North Texas State University in Denton, Texas.

The test of the significance of differences between percentages was computed by the computer center for hypotheses five, eight, nine, and ten. The resulting t scores are reported in this chapter.

The test of the significance of a proportion was used with hypotheses one, two, three, four, six, and seven. The computer center did not have this program available, but did compute the frequency distributions. The computer staff suggested the appropriate formula, and the investigator computed the data for these hypotheses. The resulting z-scores are reported in this chapter.

Negro Students' Preferences for Racial Characters

The first hypothesis as stated in Chapter I was that Negro children will show a significant preference for illustrations depicting characters of their own race over those of Caucasian children as measured by binocular visual choice.
Table II presents the results of the test of the tenability of this hypothesis.

**TABLE II**

**NEGRO STUDENTS' PREFERENCES FOR RACIAL CHARACTERS**

<table>
<thead>
<tr>
<th></th>
<th>N=24</th>
<th>Per cent</th>
<th>z-Score</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred Negro Characters</td>
<td>37.5</td>
<td>-1.73</td>
<td>.05</td>
<td></td>
</tr>
<tr>
<td>Preferred Caucasian Characters</td>
<td>62.5</td>
<td>1.73</td>
<td>.05</td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table II do not support the hypothesis that Negro children will show a significant preference for characters of their own race over those of Caucasian children. The data show that statistically the Negro children significantly preferred the Caucasian characters over the Negro characters. This preference was significant at the .05 level.

**Caucasian Students’ Preferences for Racial Characters**

The second hypothesis as stated in Chapter I is that Caucasian children will show a significant preference for illustrations depicting Caucasian characters over those of the Negro race as measured by binocular visual choice. Table III shows the results of the testing of this hypothesis.
TABLE III
CAUCASIAN STUDENTS' PREFERENCES FOR
RACIAL CHARACTERS

<table>
<thead>
<tr>
<th>N=24</th>
<th>Per cent</th>
<th>z-Score</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred Negro Characters</td>
<td>8.33</td>
<td>-5.78</td>
<td>.001</td>
</tr>
<tr>
<td>Preferred Caucasian Characters</td>
<td>91.67</td>
<td>5.78</td>
<td>.001</td>
</tr>
</tbody>
</table>

The data in Table III support the hypothesis that Caucasian children will show a significant preference for illustrations depicting Caucasian characters over those of the Negro race. Statistical support is found to be beyond the .001 level of significance.

Lower-Class Negroes' Preferences for Environmental Surroundings

The third hypothesis as stated in Chapter I is that lower-class children will prefer illustrations that depict lower-class environmental surroundings over those depicting middle-class environmental surroundings, as measured by binocular visual choice. The data found in Table IV present the findings of the statistical analysis of this hypothesis.

The data found in Table IV do not support the hypothesis that lower-class Negro children will prefer illustrations that depict lower-class environmental surroundings over those depicting middle-class environmental surroundings as measured
TABLE IV
LOWER-CLASS NEGR0ES' PREFERENCES FOR ENVIRONMENTAL SURROUNDINGS

<table>
<thead>
<tr>
<th></th>
<th>N=24</th>
<th>Per cent</th>
<th>z-Score</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred Middle-</td>
<td></td>
<td>54.17</td>
<td>.41</td>
<td>N. S.</td>
</tr>
<tr>
<td>Class Oriented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preferred Lower-</td>
<td></td>
<td>45.83</td>
<td>-.41</td>
<td>N. S.</td>
</tr>
<tr>
<td>Class Oriented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

by binocular visual choice. The data show that statistically the lower-class Negro group did not significantly prefer either of the types of environments depicted in the illustrations.

Lower-Class Caucasians' Preferences for Environmental Surroundings

The fourth hypothesis as stated in Chapter I is that lower-class Caucasian children will prefer illustrations that depict lower-class environmental surroundings over those depicting middle-class environmental surroundings as measured by binocular visual choice. Table V presents the statistical results of the testing of this hypothesis.

The data in Table V do not support the hypothesis that lower-class Caucasian children will prefer illustrations that depict lower-class environmental surroundings over those depicting middle-class environmental surroundings. The lower-
TABLE V
LOWER-CLASS CAUCASIAN'S PREFERENCES FOR ENVIRONMENTAL SURROUNDINGS

<table>
<thead>
<tr>
<th></th>
<th>N=24</th>
<th>Per cent</th>
<th>z-Score</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred Lower-Class Environment</td>
<td></td>
<td>37.5</td>
<td>-1.23</td>
<td>N. S.</td>
</tr>
<tr>
<td>Preferred Middle-Class Environment</td>
<td></td>
<td>62.5</td>
<td>1.23</td>
<td>N. S.</td>
</tr>
</tbody>
</table>

class Caucasian children showed no significant preference for either type of environmental surroundings as depicted in the Visual Images Test of Perception, Set II.

Middle-Class Students' Preferences for Environmental Surroundings

The fifth hypothesis as stated in Chapter I is that there will be no significant differences in the preferences of middle-class Negro and middle-class Caucasian children concerning illustrations typical of (a) lower-class and (b) middle-class environmental surroundings as measured by binocular visual choice. Tables VI and VII show the results of the statistical analysis of this hypothesis.

The data in Tables VI and VII do not support the hypothesis that there will be no significant differences in the preferences of middle-class Negro and middle-class Caucasian children concerning illustrations typical of (a) lower-class and (b) middle-class environmental surroundings.
TABLE VI

PREFERENCES OF MIDDLE-CLASS NEGRO AND MIDDLE-CLASS CAUCASIAN CHILDREN FOR MIDDLE-CLASS ORIENTED ENVIRONMENTAL SURROUNDINGS

<table>
<thead>
<tr>
<th>N</th>
<th>Per cent of Negroes Preferring Middle-Class Oriented Environment</th>
<th>Per cent of Caucasians Preferring Middle-Class Oriented Environment</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>66.67</td>
<td>91.67</td>
<td>-2.13</td>
<td>.05</td>
</tr>
</tbody>
</table>

TABLE VII

PREFERENCES OF MIDDLE-CLASS NEGRO AND MIDDLE-CLASS CAUCASIAN CHILDREN FOR LOWER-CLASS ORIENTED ENVIRONMENTAL SURROUNDINGS

<table>
<thead>
<tr>
<th>N</th>
<th>Per cent of Negroes Preferring Lower-Class Oriented Environment</th>
<th>Per cent of Caucasians Preferring Lower-Class Oriented Environment</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>33.33</td>
<td>8.33</td>
<td>2.13</td>
<td>.05</td>
</tr>
</tbody>
</table>

However, the preferences of the significant differences were in the same direction, and the differences found were in the degree of the preferences rather than in opposing selections of choices. The majority of both the middle-class Negro and the middle-class Caucasian groups preferred the middle-class oriented illustrations.

Lower-Class Negro Students' Preferences for Class-Oriented Story Themes
The sixth hypothesis as stated in Chapter I is that lower-class Negro children will show a significant preference for story themes that depict situations more common to their background of experiences over those which depict middle-class oriented activities and experiences. Table VIII shows the results of the testing of this hypothesis.

### TABLE VIII

**THE PREFERENCES OF LOWER-CLASS NEGRO CHILDREN FOR CLASS-ORIENTED STORY THEMES**

<table>
<thead>
<tr>
<th>N=24</th>
<th>Per cent</th>
<th>z-Score</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred Lower-Class Oriented Story Themes</td>
<td>33.33</td>
<td>-1.64</td>
<td>N. S.</td>
</tr>
<tr>
<td>Preferred Middle-Class Oriented Story Themes</td>
<td>66.67</td>
<td>1.64</td>
<td>N. S.</td>
</tr>
</tbody>
</table>

The data in Table VIII do not support the hypothesis that lower-class Negro children will show a significant preference for story themes that depict situations more common to their background of experiences over those which depict middle-class oriented activities and experiences. No significant difference was found in the preferences of the students for class-oriented story themes.

---

**Lower-Class Caucasian Students' Preferences for Class-Oriented Story Themes**

The seventh hypothesis as stated in Chapter I is that lower-class Caucasian children will not show significant
preferences for story themes depicting situations typical of their environmental surroundings over those depicting middle-class oriented activities and experiences. Table IX shows the results of the statistical analysis of this hypothesis.

**TABLE IX**

LOWER-CLASS CAUCASIAN PREFERENCES FOR CLASS ORIENTED STORY THEMES

<table>
<thead>
<tr>
<th></th>
<th>N=24</th>
<th>Per cent</th>
<th>z-Score</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred Lower-Class</td>
<td></td>
<td>37.5</td>
<td>-1.23</td>
<td>N. S.</td>
</tr>
<tr>
<td>Oriented Story Themes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preferred Middle-Class</td>
<td></td>
<td>62.5</td>
<td>1.23</td>
<td>N. S.</td>
</tr>
<tr>
<td>Oriented Story Themes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data in Table IX support the hypothesis that lower-class Caucasian children will not show significant preferences for story themes depicting situations typical of their environmental surroundings over those depicting middle-class oriented activities and experiences. The results show that the lower-class Caucasian group did not prefer either of the class-oriented story theme categories to a significant degree.

Middle-Class Students' Preferences for Class-Oriented Story Themes

The eighth hypothesis as stated in Chapter I is that there will be no significant differences in the preferences of middle-class Negro and middle-class Caucasian children
concerning story themes of (a) lower-class and (b) middle-class environmental surroundings and experiences. Tables X and XI present the results of the test of significance of this hypothesis.

**TABLE X**

THE PREFERENCES OF MIDDLE-CLASS NEGRO AND MIDDLE-CLASS CAUCASIAN STUDENTS FOR LOWER-CLASS ORIENTED STORY THEMES

<table>
<thead>
<tr>
<th>N</th>
<th>Per cent of Middle-Class Negroes Preferring Lower-Class Oriented Story Themes</th>
<th>Per cent of Middle-Class Caucasians Preferring Lower-Class Oriented Story Themes</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>50.00</td>
<td>45.83</td>
<td>.288</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

**TABLE XI**

THE PREFERENCES OF MIDDLE-CLASS NEGRO AND MIDDLE-CLASS CAUCASIAN STUDENTS FOR MIDDLE-CLASS ORIENTED STORY THEMES

<table>
<thead>
<tr>
<th>N</th>
<th>Per cent of Middle-Class Negroes Preferring Middle-Class Oriented Story Themes</th>
<th>Per cent of Middle-Class Caucasians Preferring Middle-Class Oriented Story Themes</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>50.00</td>
<td>54.17</td>
<td>-2.88</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

The data in Tables X and XI support the hypothesis that there will be no significant differences in the preferences of middle-class Negro and middle-class Caucasian children.
concerning story themes of (a) lower class and (b) middle-class environmental surroundings and experiences. Neither the Negro nor Caucasian group preferred either of the class oriented categories to a significant degree.

Male Students’ Preferences for Environmental Surroundings

The ninth hypothesis as stated in Chapter I is that male students as a group will show significantly fewer preferences for situations depicting their environmental surroundings than will females, as judged by their choice of story themes. Tables XII and XIII present the results of the statistical analysis of this hypothesis.

**TABLE XII**

<table>
<thead>
<tr>
<th></th>
<th>Per cent of Males Preferring Their Own Environmental Surroundings</th>
<th>Per cent of Females Preferring Their Own Environmental Surroundings</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>39.58</td>
<td>52.08</td>
<td>1.23</td>
<td>N. S.</td>
</tr>
</tbody>
</table>

The data in Tables XII and XIII do not support the hypothesis that male students as a group will show significantly fewer preferences for situations depicting their own environmental surroundings over those of another social-class than will females, as judged by their choice of story
TABLE XIII

PREFERENCES OF FEMALE AND MALE STUDENTS FOR STORY THEMES DEPICTING ENVIRONMENTAL SURROUNDINGS OTHER THAN THEIR OWN

<table>
<thead>
<tr>
<th>N</th>
<th>Per cent of Males Preferring Environmental Surroundings Other Than Their Own</th>
<th>Per cent of Females Preferring Environmental Surroundings Other Than Their Own</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>96</td>
<td>60.42</td>
<td>52.08</td>
<td>-1.23</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

themes. The differences found between the female and male students did not approach the significant level.

Female Students' Preferences for Environmental Surroundings

The tenth hypothesis as stated in Chapter I is that female students as a group will show significantly more preferences for situations depicting their environmental surroundings than will males, as judged by their choice of story themes. The data in Tables XII and XIII do not support this hypothesis. A larger percentage of the female students did prefer their own environmental surroundings, but the number was not significant.

Summary

Statistical treatment of the data from the tests administered seems to indicate that although Caucasian children significantly preferred illustrations depicting characters...
of their own race, Negro students also preferred Caucasian characters, as measured by binocular visual choice.

Neither the lower-class Negro nor the lower-class Caucasian groups preferred illustrations depicting lower-class oriented environmental surroundings. The proportions for the groups did not indicate a significant preference for either type of environmental surroundings.

Both the middle-class Negro and the middle-class Caucasian groups preferred the middle-class oriented environmental surroundings. However, the Caucasian group preferred the middle-class oriented surroundings to a significantly higher degree than did the Negro group.

Statistical treatment of the data also indicated that neither the lower-class Negro nor the lower-class Caucasian group preferred lower-class oriented story themes to a significant degree. The lower-class groups did not show a significant preference for either type of class-oriented story theme.

No significant differences of preferences of middle-class Negro and middle-class Caucasian groups were found concerning class-oriented story themes, as measured by their choice of story themes. Neither category was significantly preferred by the groups.

Results also indicated that no significant differences were evident between female and male groups concerning
their choices of class-oriented environmental surroundings, as measured by their choice of story themes.
SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the preferences of two racial and two social-class groups for selected aspects of class-oriented reading materials. This was accomplished by checking each subject's visual perception of pictorial representations typical of both the lower-class and the middle-class, and by checking their preferences of story themes typical of both the middle and lower-class.

The subjects of this study were placed in a social-class group using the Index of Social Characteristics. The records of over 600 third-grade students were surveyed, and 572 of these were judged as suitable for the purposes of this study. These students were enrolled in eleven elementary schools located in central and north central Texas. Twelve boys and twelve girls were placed in each of the four test groups using a random number table. The four test groups were: lower-class Negro, lower-class Caucasian, middle-class Negro, and middle-class Caucasian.

Students who did not have normal vision or whose eyes did not fuse properly were eliminated from the study. The Visual Images Test of Perception and the Story Preference Test were administered to the subjects in an attempt to
determine their preferences for class-oriented reading materials.

It was hypothesized that Negro children would prefer illustrations depicting characters of their own race over those of the Caucasian race, as measured by binocular visual choice. Statistical evidence, however, failed to support this hypothesis. It was found that the Negro children significantly preferred the illustrations depicting Caucasian characters. This preference was significant at the .05 level.

It was also hypothesized that Caucasian children would prefer illustrations depicting members of their own race over those of the Negro race. The statistical evidence supported this hypothesis at beyond the .001 level of significance.

The third hypothesis stated that lower-class Negro children would prefer illustrations that depicted lower-class environmental surroundings. Statistical evidence did not support this hypothesis. The lower-class Negro children did not prefer the lower-class or the middle-class oriented environmental surroundings to a significant degree.

The fourth hypothesis stated that lower-class Caucasian children would prefer illustrations that depicted lower-class environmental surroundings. Statistical analysis failed to support this hypothesis. The lower-class Caucasian children did not show a significant preference for either type of
environmental surroundings as depicted in the Visual Images Test of Perception, Set II.

The fifth hypothesis stated that there would be no significant differences in the preferences of middle-class Negro and middle-class Caucasian children concerning illustrations typical of lower and middle-class environmental surroundings. Statistical evidence did not support this hypothesis. However, the significant differences were found in the degree of the preferences rather than being the result of opposing selections. The majority of both the middle-class Negro and the middle-class Caucasian groups preferred the middle-class oriented illustrations.

The sixth hypothesis stated that lower-class Negro children would show a significant preference for story themes that depicted situations more common to their background of experiences over those which depicted middle-class oriented activities and experiences. Statistical evidence did not support this hypothesis. No significant differences were found in the preferences of this group for either type of class-oriented story themes.

The seventh hypothesis stated that lower-class Caucasian children would not show a significant preference for story themes depicting situations typical of their environmental surroundings over those depicting middle-class oriented activities and experiences. Statistical evidence supported this hypothesis. The results indicated that the
lower-class Caucasian group did not prefer either of the class-oriented story theme categories to a significant degree.

The eighth hypothesis stated that there would be no significant differences in the preferences of middle-class Negro and middle-class Caucasian children concerning story themes typical of lower-class and middle-class environmental surroundings and experiences. Statistical analysis revealed that neither the Negro nor the Caucasian group preferred either of the class-oriented categories to a significant degree.

The ninth hypothesis stated that male students would show significantly fewer preferences for situations depicting their environmental surroundings over those of other social classes than would females, as judged by their choice of story themes. Statistical evidence failed to support this hypothesis. The differences found between male and female preferences were not significant.

The tenth hypothesis stated that females would show significantly more preferences for situations depicting their environmental surroundings than would males. Statistical treatment of the data revealed that no significant differences existed between the preferences of the two groups. A larger percentage of the females did prefer their own environmental surroundings, but the number did not reach a significant level.
Findings

The findings of this study are as follows:

1. Negro children did not show a significant preference for illustrations depicting characters of their own race over those of the Caucasian race.


3. Caucasian children significantly preferred illustrations depicting Caucasian characters over those depicting Negro characters.

4. Negro children preferred Caucasian characters in illustrations at the .05 level of significance while Caucasian children preferred Caucasian characters to a higher degree of significance of beyond the .001 level.

5. Lower-class Negro children did not significantly prefer either of the types of environments depicted in the class-oriented illustrations.

6. The lower-class Caucasian children showed no significant preferences for either type of class-oriented environmental surroundings.

7. There were significant differences in the preferences of middle-class Negro and middle-class Caucasian children concerning illustrations typical of lower-class and middle-class environmental surroundings.
8. Both the middle-class Negro and the middle-class Caucasian children preferred middle-class oriented environmental surroundings, but the Caucasian group preferred them to a significantly higher degree than did the Negro middle-class group.

9. Lower-class Negro children did not significantly prefer lower-class or middle-class oriented story themes.

10. Lower-class Caucasian children did not significantly prefer lower-class or middle-class oriented story themes.

11. There were no significant differences in the preferences of middle-class Negro and middle-class Caucasian children concerning story themes typical of lower-class and middle-class oriented environmental surroundings and experiences.

12. Neither the Negro nor the Caucasian middle-class children preferred either of the class-oriented story theme categories to a significant degree.

13. Neither the males nor the females in this study significantly preferred situations depicting their environmental surroundings over those of other social-classes as judged by their choices of story themes.

14. Neither the males nor the females of this study significantly preferred situations depicting environmental surroundings typical of a social-class other than their own.
Conclusions

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

1. Negro children do not prefer illustrations that depict characters of their own race over those depicting Caucasian characters. It seems, therefore, that Negro children are able to identify with Caucasian characters pictured in third-grade reading materials.

2. Caucasian children significantly preferred illustrations that depicted characters of their own race over those depicting Negro characters. Statistical evidence indicated that the Caucasian children preferred the Caucasian characters to a higher degree of significance than did the Negro students. The Negro children's preferences were significant at the .05 level as contrasted with the .001 level reached by the preferences of the Caucasian children. It seems therefore that although both the Negro and Caucasian children identified with the Caucasian characters, the Caucasian children did so to a greater degree than did the Negro children. It would seem that the majority of illustrations found in reading materials for third-grade students should depict Caucasian characters, but that adequate numbers of illustrations picturing members of other races should also be present.

3. Lower-class Negro children or lower-class Caucasian children did not significantly prefer either of the types of class-oriented environmental surroundings depicted in the
Visual Images Test of Perception. Thus, the statements made by many authorities that lower-class children cannot identify with traditional reading materials now used in many school systems does not seem to be supported by the results of this study.

4. There were no significant differences in the preferences of middle-class Negro and middle-class Caucasian children concerning illustrations typical of lower-class or middle-class environmental surroundings. Both the middle-class Negro and the middle-class Caucasian children selected each of the class-oriented categories about 50 per cent of the time. These results indicate that reading materials need to depict a variety of environmental surroundings so that a larger number of children from both social-class groups will be able to identify with the illustrations presented.

5. Neither lower-class Negro nor lower-class Caucasian children significantly preferred story themes that depicted situations common to their background of experiences. Neither of the class-oriented categories received a significant number of selections from either of the test groups. It seems that the results of this study would indicate that a wide variety of story themes should be included in third-grade reading materials, and that a reading series should not be designed to appeal to only one specific social-class or racial group.
6. There were no significant differences in the preferences of middle-class Negro and middle-class Caucasian children concerning story themes typical of lower-class and middle-class environmental surroundings and experiences. Neither the Negro nor the Caucasian group preferred either of the class-oriented categories to a significant degree. This would seem to indicate that reading materials should present story themes that represent a varied selection of subject matter.

7. There were no significant differences between male and female children's preferences concerning their selections of class-oriented environmental surroundings. A larger number of female students did prefer their own environmental surroundings over those of another social-class. However, this percentage did not reach a significant level.

Recommendations

As stated in the first two chapter of this paper, many authorities feel that lower-class children are not learning to read as well as middle-class children because they are unable to identify with the middle-class oriented illustrations and story themes found in these reading materials. It is further stated that Negro and other minority groups have even more difficulty identifying with the illustrations and story themes because the characters of the stories are predominantly Caucasian. Statistical results of this study do not seem to support these statements. Statistical
evidence from this study indicates that both the lower-class Negro and the lower-class Caucasian child can identify with Caucasian illustrations to a significant degree. The results of this study also make it evident that the lower-class Negro and the lower-class Caucasian children of this study did not significantly prefer environmental surroundings typical of either the lower-class or the middle-class. Statistical evidence also indicates that both the middle-class Negro and the middle-class Caucasian students of this study preferred middle-class oriented environmental surroundings. However, since the per cent of middle-class Caucasian children selecting the middle-class oriented category was significantly higher than that of the Negro middle-class group, it is felt that reading materials should present a varied format in their illustrations so that both groups may find something with which to identify in the selections. The middle-class Negro and the middle-class Caucasian groups of this study did not show a significant preference for either type of class-oriented story themes. It is therefore recommended that the reading materials designed for third-grade students contain a wide variety of story themes as suggested above.

It would seem important then, that new reading materials for third-grade students contain a wide variety of illustrations and story themes since in the majority of the categories of this study, the students did not significantly prefer either of the class-oriented categories to a
significant degree. This would seem to indicate that reading materials should be representative of all social-class groups, and that an attempt should be made to depict all racial groups in the illustrations to some extent. It is the recommendation of this study that reading materials that reflect the true diversity of our American culture be developed and utilized in the elementary schools of the United States.

It is recommended that further research be conducted concerning the preferences of racial and social-class groups for class-oriented reading materials. It is further recommended that the samples used in future studies represent a larger geographic region of the United States. It is also suggested that the instruments utilized be further refined.

It is the recommendation of this study that a related study be conducted to investigate the differences in the preferences of racial and social-class groups living in an urban environment as opposed to those living in a rural environment.
DATA FOR SOCIAL CLASS INDEX

School______________________________
Name______________________________
Race______________________________
Sex______________________________

Occupation__________________________
Source of Income__________________________
House Type____________________________
Dwelling Area__________________________

<table>
<thead>
<tr>
<th>Rating</th>
<th>Weight</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weighted Total</td>
</tr>
</tbody>
</table>

Upper Class_______ Not Definite_______
Middle Class_______
Lower Class_______
**SCALES FOR MAKING PRIMARY RATINGS OF**

**OF FOUR STATUS CHARACTERISTICS**

<table>
<thead>
<tr>
<th>Status Characteristics and Ratings</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OCCUPATION</strong></td>
<td></td>
</tr>
<tr>
<td>1. Professionals and proprietors of large businesses</td>
<td></td>
</tr>
<tr>
<td>2. Semi-professionals and smaller officials of large businesses</td>
<td></td>
</tr>
<tr>
<td>3. Clerks and kindred workers</td>
<td></td>
</tr>
<tr>
<td>4. Skilled workers</td>
<td></td>
</tr>
<tr>
<td>5. Proprietors of small businesses</td>
<td></td>
</tr>
<tr>
<td>6. Semi-skilled workers</td>
<td></td>
</tr>
<tr>
<td>7. Unskilled workers</td>
<td></td>
</tr>
<tr>
<td><strong>SOURCE OF INCOME</strong></td>
<td></td>
</tr>
<tr>
<td>1. Inherited wealth</td>
<td></td>
</tr>
<tr>
<td>2. Earned wealth</td>
<td></td>
</tr>
<tr>
<td>3. Profits and fees</td>
<td></td>
</tr>
<tr>
<td>4. Salary</td>
<td></td>
</tr>
<tr>
<td>5. Wages</td>
<td></td>
</tr>
<tr>
<td>6. Private relief</td>
<td></td>
</tr>
<tr>
<td>7. Public relief and non-respectable income</td>
<td></td>
</tr>
<tr>
<td><strong>HOUSE TYPE</strong></td>
<td></td>
</tr>
<tr>
<td>1. Excellent houses</td>
<td></td>
</tr>
<tr>
<td>2. Very good houses</td>
<td></td>
</tr>
<tr>
<td>3. Good homes</td>
<td></td>
</tr>
<tr>
<td>4. Average houses</td>
<td></td>
</tr>
<tr>
<td>5. Fair houses</td>
<td></td>
</tr>
<tr>
<td>6. Poor houses</td>
<td></td>
</tr>
<tr>
<td>7. Very poor homes</td>
<td></td>
</tr>
<tr>
<td><strong>DWELLING AREA</strong></td>
<td></td>
</tr>
<tr>
<td>1. Very high</td>
<td></td>
</tr>
<tr>
<td>2. High; the better suburbs and apartment house areas; houses with spacious yards, etc.</td>
<td></td>
</tr>
<tr>
<td>3. Above average; areas all residential neighborhoods, larger than average space around houses; apartment areas in good condition; etc.</td>
<td></td>
</tr>
<tr>
<td>4. Average; residential neighborhoods, no deterioration in the area.</td>
<td></td>
</tr>
<tr>
<td>5. Below average; area not quite holding its own, beginning to deteriorate, business enterings, etc.</td>
<td></td>
</tr>
<tr>
<td>6. Low; considerably deteriorated, run-down and semi-slum</td>
<td></td>
</tr>
<tr>
<td>7. Very low; slum</td>
<td></td>
</tr>
</tbody>
</table>
### Visual Images Test of Perception

**Name**

**School**

<table>
<thead>
<tr>
<th>N</th>
<th></th>
<th>C</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5b</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L</th>
<th></th>
<th>M</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10b</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STORY PREFERENCE TEST

Name_____________________
School_____________________

_____ Bob Learns to Pitch  _____ Sally Bee's Snow Suit

_____ The Boys Around the Corner  _____ Johnny Appleseed

_____ The Hare and the Hedgehog  _____ The Old Man

_____ Out of Her Shell  _____ Blaze and the Forest Fire

_____ Home for Sue's Birthday  _____ The Chili Surprise
VISUAL IMAGES TEST OF PERCEPTION

SET II

Card 6

Card 7

Card 8

Card 9

Card 10
BIBLIOGRAPHY

Books


---


Spache, George D. and Evelyn B. Spache, Reading in the Elementary School, Boston, Allyn and Bacon, Inc., 1969.


Trager, Helen G. and Marion Radke Yarrow, They Learn What They Live, New York, Harper and Brothers, 1952.
Tyler, Ralph W., "Can Intelligence Tests Be Used to Predict Educability?" *Intelligence and Cultural Differences* by Kenneth Eells, et. al., Chicago, University of Chicago Press, 1951.


**Articles**

Allen, James E., Jrs., *Grade Teacher*, LXXXVII (May-June, 1970), 53.


Davis, Allison, "Teaching Language and Reading to Disadvantaged Negro Children," Elementary English, XLII (November, 1965), 791-797.


Ennis, Phillip H., "Recent Sociological Contributions to Reading Research," The Reading Teacher, XVII (May, 1964), 577-582.


Nixon, Mrs. Richard, "Greetings to the Convention" Grade Teacher, LXXXVII (May-June, 1970), 55.


Robertson, Gail R., "Adapting Textbooks for the Average Child," The Reading Teacher, XXIV (February, 1971), 443-448.


Wargny, Frank O., "The Good Life in Modern Reading," The Reading Teacher, XVII (November, 1963), 88-93.


Publications of Learned Organizations


Henry, J., "Reading for What?" Claremont Reading Conference, Twenty-fifth Yearbook, Claremont, Claremont Graduate School Curriculum Laboratory, 1961.


Unpublished Materials


Newspapers