

A COMPARISON OF THE LEISURE READING
HABITS OF FEMALE TEACHERS
AND NON-TEACHERS

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

Thurman O. Watson, B.S.E., M.A. in Ed.

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The purpose of this study was to determine whether there was a significant difference in the leisure reading habits of two groups of women who were college graduates; one group of elementary classroom teachers, grades one through six, and another group of women who were not teachers.

The subjects for this study consisted of 117 female elementary teachers and ninety-six female non-teachers, all residents of the same city.

The first chapter is an introduction to the study with a statement of the problem and the hypotheses to be considered. Also in this chapter are definitions of terms, limitations, and assumptions, and the background and significance of the study.

Chapter II is a review of related literature. The opinion of various educators indicates that the reading habits of elementary teachers are important and that we have little evidence of what or how much they actually read.

The method of the study is discussed in Chapter III. This includes the selection of the subjects and the preparation of the questionnaire that was used. The last portion of the chapter explains the proposed statistical treatment of the data.

Chapter IV is a detailed presentation and analysis of the data. Thirty tables are used to help interpret the recorded information. The Mann-Whitney U test and the Chi Square test were the statistical methods used. The last chapter presents the summary, conclusions and recommendations.

In considering the total amount of time spent in reading, the Mann-Whitney U test was employed. When the total reading of books, magazines, and newspapers was considered, there was a significant difference indicating that non-teachers spend more time reading than teachers. When the total subjects were divided into three age groups, there was a significant difference in favor of the non-teachers. When the comparison was made by total family income, there were significant differences in the middle and upper income groups, where non-teachers read more than teachers. The difference was significant in the lower income group, although the non-teachers reported reading slightly more.

In an analysis of the types of materials read, the Chi Square test was applied. The difference was significant in only two categories. In the age group 20-34,

there was a significant difference in the types of books read. There was also a significant difference in the type of books read by teachers and non-teachers whose family income was above \$9500. All other calculations indicated there were no significant differences.

The study concludes that the non-teacher subjects included in this study participate in more leisure reading than the teacher subjects. When compared by age groups and family income groups, non-teachers spend more time reading than teachers. The one exception was in the lowest income group where there was no significant difference.

It was also concluded that teachers and non-teachers do not differ significantly in the types of materials read. However, in considering the total study, non-teachers read more than teachers.

It is recommended that further research is needed to determine whether the amount and kind of reading a teacher does contributes to his proficiency as a teacher of reading. The programs of teacher education should be redesigned to result in teacher graduates becoming more interested and selective in their reading. Public schools also should provide materials, facilities, and incentive for their teachers to increase and improve their reading.

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CHAPTER I
INTRODUCTION

In years past, a teacher was considered to be a person of culture because he had read more and better books than others, and he valued the arts and literature above more practical and immediate pursuits. But now, according to Gross, the teacher is rarely a real intellectual.¹ He may be as scornful of cultural activities as his neighbors. In addition, his knowledge of the world of ideas is often narrow.

If this is a valid assumption, then it appears to be appropriate to study the reading habits of elementary teachers and a group of non-teachers of similar education to determine if there are any significant differences in their leisure reading habits.

Since the elementary teachers are responsible for teaching children to read, then it becomes important to discover if they themselves could be considered active in the pursuit of good, well-balanced reading. This study was an outgrowth of interest in the amount and type of leisure reading pursued by this group.

¹Carl R. Gross, School and Society (Boston, 1962), p. 586.

Statement of the Problem

The problem of this study was to determine whether there was a significant difference in the leisure reading habits of two groups of women who are college graduates: one group of elementary classroom teachers, grades one through six, and another group of women who were not teaching.

Hypotheses

The hypotheses for this study were as follows:

1. There are no significant differences in the amount of leisure reading pursued by teachers and non-teachers.
 - A. There are no significant differences in the amount of leisure reading by the two groups of women when compared by matched age groups.
 - B. There are no significant differences in the amount of leisure reading by the two groups of women when compared by groups matched by total family income.
2. There are no significant differences between teachers and non-teachers in the type of materials read.
 - A. There are no significant differences between teachers and non-teachers in the types of books read.
 - B. There are no significant differences between teachers and non-teachers in the types of books read when compared by age groups.

- C. There are no significant differences between teachers and non-teachers in the types of books read when compared by family income.
- D. There are no significant differences between teachers and non-teachers in the types of magazines read.
- E. There are no significant differences between teachers and non-teachers in the types of magazines read when compared by age groups.
- F. There are no significant differences between teachers and non-teachers in the types of magazines read when compared by family income.
- G. There are no significant differences between teachers and non-teachers in the types of newspapers read.
- H. There are no significant differences between teachers and non-teachers in the types of newspapers read when compared by age groups.
- I. There are no significant differences between teachers and non-teachers in the types of newspapers read when compared by family income.

Definition of Terms

The following definitions of terms are applicable to this study:

1. Leisure Reading. The voluntary reading of materials for personal enjoyment will be called leisure reading.
2. Non-reader. A person who seldom or never reads a newspaper, magazine, or book will be referred to as a non-reader.

3. Non-teacher. In this study, any female college graduate who is not currently employed as a classroom teacher is a non-teacher.

4. Reader. A person who occasionally, usually, or regularly reads a newspaper, magazine or book is a reader.

5. Teacher. A teacher is a person currently employed as a regular classroom teacher in a public school.

Limitations of the Study

1. The generalizations drawn from only one city may not be applicable to other cities.

2. This study was limited to quantity and type of materials read.

3. Since this study was limited to the graduates of five Arkansas institutions, conclusions cannot be generalized past this particular population.

4. No effort was made to determine the alumni affiliation of teachers or non-teachers, since only one institution provided a separate list for both active and inactive alumni members.

Basic Assumption

It was assumed that both teachers and non-teachers would honestly and sincerely respond to the questionnaire.

It was also assumed that the questionnaire was inclusive enough to give an adequate coverage of the total leisure reading of each respondent.

Background and Significance of the Study

The significance of this study was based primarily upon the important role teachers have in developing the reading interests and abilities of children. It is often said of teachers that they do not demonstrate a sincere interest in reading, either in professional literature or in leisure reading. On the other hand, Richey² states that many teachers spend much of their leisure time in reading. However, in discussing the reading patterns of teachers, McNeil writes,³

Within their disciplines, they have not read a book on the subject since college. They are not well-read on current affairs, on current literature, or even their own vocations or avocations. It is not only Johnny who can't read, Johnny's teacher can't read.

Burrows states that "teachers as a group are not outstandingly active in the wider reaches of literature pursuits."⁴ She also suggests that there would seem to be basis for asking if the adults who accept the responsibility of teaching young children the values of reading really consider reading a valuable medium of communication. It

²Robert W. Richey, Planning for Teaching (New York, 1958), p. 155.

³D. R. McNeil, "The Public Image of the Teacher," Arizona Teacher, L (October, 1962), 13.

⁴Alvina T. Burrows, "Do Teachers Read?" Reading Teacher, XI (October, 1958), 253-255.

then seems questionable whether these same adults can guide children to develop sensitivity and selectivity when, in their own experiences, they seem to consider these intellectual qualities unimportant.

The bits of evidence by McNeil and Burrows indicating the possibility that teachers pursue only a limited amount of professional reading raises the question of whether teachers also participate in only a limited amount of leisure reading. To date, this has not been corroborated through research.

Many educators have stressed the significance of reading by the elementary teacher. Dr. Paul Witty writes:

There are few if any personal assets that have a greater influence upon the nature and quality of instruction than the teacher's own tendency to enjoy reading and to read widely. The teacher who reads little is a poor model and an uninspiring example. Moreover, such a person usually lacks the background necessary to stimulate children to understand people and the world around them. He is uninteresting and usually ineffective in directing his students' reading if he does not know books of all kinds, their content, the way they can meet both curricular interests and specific needs of the individual children.⁵

Since children are imitators, a teacher's enthusiasm for reading usually is reflected in the total pleasure children seem to receive from reading. Witty suggests that the children are often influenced greatly as they

⁵Paul A. Witty, Alma Moore Freeland, and Edith H. Grogberg, The Teaching of Reading (Boston, 1966), p. 358.

observe the teacher's habit of enlarging his own personal library, or of getting books regularly from the library, or sharing books with friends and of rereading favorite stories and poems.⁶

According to Witty, the teacher who has grown up with books around him and has developed an early interest in reading has a decided advantage over the person with a more limited background. "It is not an easy matter for a busy teacher to find time to read widely: yet wide reading is a responsibility of the teacher."⁷ To note the necessity for developing a greater concern among teachers in regard to reading, Witty states:

The teacher who recognizes his need for books will find a way to engage in the kind of reading that broadens and deepens his insight into human behavior, fosters his spiritual and aesthetic appreciation of life, and enlarges his knowledge of the physical, political, and social world of which he is a member.⁸

Russell agrees that the best way for a teacher to stimulate interest in reading is by continual reference to possible sources in all her teaching and by showing her own interest and enthusiasm for reading.⁹ Certainly,

⁶Ibid.

⁷Ibid.

⁸Ibid., p. 359

⁹David H. Russell, Children Learn to Read (New York, 1961), p. 405.

developing reading interests and tastes is a complex task, but the "companionship of books can permeate much of the day's teaching."¹⁰

It is not only important how much a teacher reads but what he has read has an influence on today's children. Smith writes that we need a citizenry that is better informed concerning public affairs, a citizenry that knows what is going on daily. This, she concludes, "should come through wide reading, in which world affairs are presented in different ways and with various interpretations."¹¹ So it seems imperative in our modern society that teachers spend some time daily with pupils in reading, discussing, and comparing accounts of important events in various newspapers and magazines. One question faced in this study is just how much do teachers read the newspapers and news magazines which provide the background for these important discussions?

Summary

The problem of this study was to determine whether there was a significant difference in the leisure reading habits of a group of elementary teachers and another group of non-teachers. Both groups were college graduates.

¹⁰Ibid.

¹¹Nila Blanton Smith, Reading Instruction for Today's Children (New Jersey, 1963), p. 21.

Two major hypotheses were considered.

1. There are no significant differences between teachers and non-teachers in the amount of leisure reading.
2. There are no significant differences between teachers and non-teachers in the type of material read.

The evidence indicates that the reading habits of elementary teachers are important in developing the reading interests of children in classrooms. Since the elementary teacher is directly involved in teaching reading, information about her reading habits is pertinent to the field of education.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A survey of the literature related to this study revealed very little information on the leisure reading habits of elementary school teachers. Some data is available on the reading activities of the general population but this has little value when seeking to discover how much those who teach children to read actually read themselves for their own enjoyment.

One research project by Burrows is significant for this study.¹ In 1957 she made an exploratory survey by interview and questionnaire of the reading habits of ninety-two teachers in a typical county of New York State. She investigated book reading, borrowing, purchasing, and the reading of professional books. Burrows found that teachers read about as much in books and newspapers as other persons of the same educational background. They used a library more than do people the country over, but about fifteen percent never borrowed books from a library or friends. Book purchasing showed typical patterns of consumption common to many adults, with a very few active

¹Alvina T. Burrows, Teachers' Reading Values: An Exploratory Investigation, School of Education, New York University (New York, 1957), 42 pages.

buyers. Both active and less active readers read more general than professional literature. About half the group were classed as active readers. The more active readers also tended to give more emphasis to reading in classroom activities.

David G. Ryans, in a study of the characteristics of teachers in 1960, described a good teacher as one who is actively interested in reading and literary matters.²

Both society and the profession itself expect the public school teacher to read a great deal. Bond and Tinker suggest that "interest in books and reading is fostered by an enthusiastic and well read teacher."³ Then again, Bond writes that the teacher should provide the lead in broadening the interests of her pupils and in stimulating new interests. In other words, "the reading interests with which children arrive at school supply the teacher with her opportunity. But she must remember that the reading interests with which they leave school may be very largely her own creation."⁴

Witty agrees with the role of the teacher as a creator of interest. He writes:

²David G. Ryans, Characteristics of Teachers (Washington, D. C., 1960), p. 366.

³G. L. Bond and M. A. Tinker, Reading Difficulties: Their Diagnosis and Correction (New York, 1957), p. 287.

⁴Ibid., p. 448.

The success of the reading program is in part dependent upon the teacher's own interest in the world of books -- an interest reflected in his teaching, since enthusiasm is contagious. Such an interest is heightened and intensified through increasing familiarity with books as well as through sharing reading experiences with others.⁵

Witty also recommends that all teachers should begin a systematic program of reading or even examining a certain number of books each month because this will build a valuable literary background. In addition, this information will lend insight and understanding concerning the range of materials available and will help him greatly in relating books to the needs of students.

To further point out the recognized importance of reading, Smith stated:

The teacher who is most successful in developing an interest in literature is undoubtedly the one who, herself, loves literature, and conveys her enthusiasm to the pupils whom she teaches.⁶

Duffey suggest that "the most important element of an enthusiastic reading environment is a teacher who is himself interested in reading and who consciously seeks to convey this attitude to children."⁷ He recommends that

⁵Witty, p. 258.

⁶Nila Balnton Smith, Reading Instruction for Today's Children (New Jersey, 1963), p. 21.

⁷Gerald Duffey, "Developing the Reading Habit," The Reading Teacher, XXI (December, 1967), 254.

a teacher should be familiar with all kinds of children's books and that his constant reference to children's literature in his teaching and his obvious enjoyment of his own recreational reading will lead the children to recognize his love of reading.

One of the main concerns of the teacher of reading is that of developing in children a positive attitude toward reading. "Might there not also be an important relationship between the attitude of the reading teacher toward reading and his success in working with boys and girls?"⁸ And then again, as Arbuthnot stated:

So the teacher who likes to read spreads a contagious liking for books among her children. The teacher who knows children's books, but reads continually at an adult level and is not afraid to carry bits of adult books into her classroom will have children who grow in reading.⁹

How much teachers read is also important.

It is one of the responsibilities of a teacher to read widely, systematically, intelligently, and creatively. It is when the creative reader meets . . . the true and lively word, that intellectual excitement occurs, that attitudes are refined or reformulated, and that learning takes place.¹⁰

J. A. Battle expresses a similar thought as follows:

⁸N. Odland and T. Ilstrup, "Will Reading Teachers Read," Reading Teacher, XVII (October, 1963), 86.

⁹May Hill Arbuthnot, "When Teachers Read, Children Read," The Instructor, LXXII (February, 1962), 84.

¹⁰Katherine Reeves, "The Teacher as a Reader," The Grade Teacher, LXXX (June, 1963), 11.

In today's fast-changing world, teachers have to read to be good teachers, and administrators have to read to be good administrators.¹¹

Addressing himself to the question of why the classroom teacher does not read as much as he should, Peterson felt that one possible reason for this was the amount of professional literature available to the classroom teacher in the elementary school.¹² She was concerned with whether or not the teacher has access to an adequate supply of professional books and periodicals.

This concern prompted Peterson to make a study of the size, content, and use of the professional library in the elementary school.¹³ To obtain information on professional libraries in elementary schools, she mailed a short questionnaire to 730 principals of elementary schools in fifty states. Fifty-eight percent, or 424 principals returned the forms. The conclusions drawn from the study are:

1. There is a great range in the quantity of professional reading materials available to teachers in their own elementary schools.
2. The evidence generally substantiates the belief that the typical teacher in the elementary school is not an avid reader of current professional literature.¹⁴

¹¹Jean Allen Battle, "I Don't Have Time to Read," NEA Journal, LIII (September, 1964), 13.

¹²Dorothy G. Peterson, "Teachers' Professional Reading," Library Journal, LXXXIII (April, 1963), 1730-1733.

¹³Ibid.

¹⁴Ibid., p. 1733.

One study, not limited to elementary teachers, made by the NEA Research Division of National Education Association, dealt with the problem of teachers' reading of newspapers.¹⁵ It involved a scientifically selected sample of the nation's classroom teachers from kindergarten through grade fourteen. The results indicated that typical public school teachers read fairly regularly one daily newspaper and one weekly paper including at least one newspaper published outside their home community. They also read national news stories second, educational stories third, international news stories fourth and editorials fifth.

The study also revealed that teachers read the Readers' Digest and Life most regularly of all popular magazines and prefer non-fictional to fictional matter in popular magazines. However, in their reading of popular books, they prefer fiction to non-fiction.

In professional reading, the NEA study reported that typical teachers consider The Instructor, the NEA Journal and the Grade Teacher as the most helpful professional periodicals. During the four months prior to the study, they reported they had also read four professional books. When reading the professional journals, typical teachers usually read materials devoted to teaching aids. They also read articles on curriculum and instruction, controversial issues, and the status of the profession.

¹⁵NEA Research Division, Reading and Recreational Interests of Classroom Teachers, NEA Journal, LV (November, 1966), 17.

McDonald and Craig suggest that research studies conducted in various parts of the country during the last twenty years indicate that the proportion of the population claiming to read books represents a minority of the people and has remained approximately the same. "Much of the research about adult reading has been confined to asking persons whether they had read a book (or magazine) in a given period of time."¹⁶

There has been one recent study comparing the leisure reading patterns of female teachers and non-teachers in an industrial city. This was a doctoral dissertation by Harold Roeder completed in 1968.¹⁷ This particular study was not limited to elementary teachers but included all teachers from grades one through twelve in one school system. These teachers were compared with a group of women who were similar in several demographic and sociological respects.

For this study, Roeder chose a population of 200 female school teachers in Lockport, New York. His non-teaching sample consisted of 250 women who were randomly

¹⁶Arthur S. McDonald and Robert C. Craig, "A Portrait of College and Adult Readers in an Urban Area," Phases of College and Other Adult Reading Programs, Tenth Yearbook of the National Reading Conference (Milwaukee, 1961), pp. 131-410.

¹⁷Harold H. Roeder, "A Comparison Between the Leisure Reading Patterns of Female Teachers with Non-Teachers in An Industrial City," unpublished doctoral dissertation School of Education, State University of New York at Buffalo, 1968.

selected from among the eligible females listed in the 1967 Lockport City Directory. There was no effort to equate the subjects in the amount of education although this was considered as one area of comparison. In addition, use was made of the Hollingshead Two Factor Index of Social Position to help determine the social status of both groups.

A summary of the findings reported by Roeder show that there was a significant relationship between the number of books and magazines read by adult females and occupation, and between the number of books and magazines read by non-teachers and level of education.

In addition, Roeder reports that teachers read more books than non-teachers who enjoyed a similar life style. He also discovered that the teachers who lived outside the residential area read more books than teachers who were residents of the city in which the investigation was conducted.

Summary

A review of the literature indicates that if a teacher is to be proficient in teaching reading, it is important that she be an enthusiastic reader herself. Arbuthnot, Reeves, and Battle stress the necessity for an elementary teacher who loves literature and reading. However, studies by Burrows, the NEA Research Division

of the National Education Association, and Foeder, agreed that teachers do not read a great deal. While these studies were related to this study, none of them were limited to elementary teachers. Since the elementary teacher is involved so intimately in teaching reading, it appears to be appropriate to study the elementary teachers' reading habits as compared to a selected group of non-teachers.

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CHAPTER III

METHOD OF THE STUDY

The data obtained from the respondents in this study were obtained during the months of August, September, and October, 1970. The teacher subjects consisted of 117 female elementary school teachers currently employed in the Hot Springs, Arkansas, public schools. This particular city was selected because of its location and size. There were also more elementary teachers employed here than in neighboring communities. The Assistant Superintendent of Schools was receptive to the study and agreed to allow his teachers to participate. He suggested that the elementary principals could assist in the collection of data. No male elementary teachers were included in the study because of the small number (only five) on the faculty. A second reason for excluding men was to reduce the number of variables.

The non-teacher population consisted of ninety-six female non-teacher college graduates. No concern was given to degrees beyond the baccalaureate for either group of subjects. The non-teachers were selected from the alumni mailing lists of five different colleges. One of these was a state university which is a land grant institution and is the largest college in the state, with

an enrollment of almost 10,000 students. The university has several schools, including the Colleges of Agriculture and Home Economics, Arts and Sciences, Business Administration, Engineering, and the College of Education.

Another state-supported college from which alumni were selected offers programs of study leading to six different degrees. It is a liberal arts college with an enrollment of over 4,000 students.

The third state-supported school, also a liberal arts college, offers degrees of Bachelor of Science in Education, Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Music Education, and Bachelor of Science in Business Administration. It has a student enrollment of approximately 3,000.

The other two colleges are church-supported schools. One, a Baptist school, had an enrollment of 1683 in 1969, while the other, a Methodist school, had 676 students. Both are liberal arts schools. The Baptist school offers the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education degrees. The Methodist school offers the Bachelor of Arts and Bachelor of Science degrees, and does offer a teacher-education curriculum leading to state certification.

These five colleges were selected after a conference with the Assistant Superintendent of Schools in Hot Springs revealed that most of the elementary teachers in that

system were graduates of these particular schools. In addition, these colleges represented a cross-section of the types of institutions of higher education in the state.

The alumni director of each college was contacted by telephone. The nature of the study was explained and each alumni director was asked for a copy of his school's alumni rolls. All readily agreed. Two alumni rolls were received in the mail. The other three were secured through visits to the various alumni offices, where a copy of the rolls was made.

Procedure

When the alumni rolls were received from the various institutions, they were examined and the names of those female graduates residing in Hot Springs were listed separately. From the combined lists of the five institutions, there were approximately three hundred names. These names were then numbered from one to three hundred. Using a table of random numbers, one hundred and fifty were chosen for possible inclusion in the study.

An office in Hot Springs was used for the purpose of contacting the non-teachers. Each person was called by telephone to seek her assistance. The calls were made between the hours of 7:00 p.m. and 9:00 p.m. during the week. The nature and purpose of the study was explained to the non-teachers and they were asked to participate.

They were also told that they did not need to sign the questionnaire and that the information received would be confidential and not used in any other way than for this study. None of the items on the questionnaire were discussed. They were asked to complete the form as accurately as possible. When they agreed, they were sent a questionnaire the following day. With the questionnaire was a personal letter. A copy of this letter is in Appendix A. Also enclosed was a self-addressed, stamped envelope for their convenience. A total of one hundred and five agreed to complete the form. All but nine actually returned the completed questionnaire.

The teacher subjects were given the questionnaire by their elementary principals, who were contacted in advance. The purpose of the study was explained to these principals. They were informed of the telephone conversation with the non-teacher subjects and were asked to give this same information to the teachers. Although the questionnaire was designed to be self-explanatory, these extra precautions were taken to seek a more positive and correct response.

The forms completed by the teachers were returned to their principals' offices where they were collected. All but six of the elementary teachers responded.

Instrument

Since there was not a standardized instrument to investigate this problem, a questionnaire was designed to

collect the data for the study. See Appendix B for a copy of the questionnaire used.

In preparing the questionnaire, consideration was given basically to statements that might elicit the responses necessary to test the various hypotheses proposed. The categories of reading matter were selected after consultation with a college librarian. The decision to divide the study into three age groups was arbitrary. However, the youngest age that a teacher might begin teaching set the lower limits and the retirement age required in the state set the upper limits. The span of years was divided into three approximately equal segments. When divided by age groups, the following breakdown was recorded.

Age	Teachers	Non-Teachers
20-34	48 (41%)	31 (32%)
35-49	33 (38%)	34 (36%)
50-65	36 (31%)	31 (31%)

For dividing the subjects into three income groups, arbitrary categories were again used. The lower income was placed high enough to include all beginning teachers with a bachelors' degree and only one income in the immediate family. The second income group was designed to include all who had some additional income beyond a teachers' salary. The final category sought to include those who were at a maximum teachers' salary and/or also had an

additional income in the family. The divisions used proved to be a good balance when the results were tabulated. The breakdown was as follows:

Income	Teachers	Non-Teachers
Under \$6500	18 (15%)	19 (30%)
Between \$6500-9500	35 (30%)	24 (25%)
Over \$9500	64 (55%)	53 (55%)

In order to determine whether the questionnaire would be understood, it was given to a graduate class on a college campus during the summer months. The class consisted of thirty-five teachers and five non-teachers. In the introduction before the questionnaire was administered, the purpose of the study was explained and comments were requested. After they had completed the form a brief discussion followed. Most of the group expressed approval of the form in regards to format, wording, and content. Only one person questioned the term "regional newspaper," but her response indicated she had made the proper interpretation.

Statistical Treatment of Data

The intent of this study was to compare teachers and non-teachers in various categories of reading. Some of the data collected were expressed in terms of hours devoted to reading, while other data collected dealt with frequency counts.

To compare teachers with non-teachers relative to the amount of time devoted to reading, it might be assumed that the t test for independent samples would be utilized since these data were in the form of interval measurement. Although the data for this comparison were at least interval, and even though the two groups being compared were really independent, there could be no degree of assurance that the other assumptions underlying the parametric t test were satisfied. Therefore, the non-parametric Mann-Whitney U test was utilized to analyze the data. According to Siegel¹, this test is an excellent alternative to the t test and does not have the restrictive requirements and assumptions associated with the t test. Its power efficiency is close to ninety-five percent, even from moderate sized samples. A description of the Mann-Whitney U test and appropriate formula is included in Appendix C.

The Chi Square test was used to determine the differences between teachers and non-teachers relative to types of material which they read. This test is appropriate for data expressed in terms of number of subjects, objects, or responses which fall in various categories. This technique is used to test whether a significant difference exists between an observed frequency in each category and an expected frequency based on the null hypothesis.

¹Sidney Siegel, Non-parametric Statistics for the Behavioral Sciences (New York, 1956), p. 126.

Every item on the questionnaire was tested in keeping with each of the hypotheses. Any difference between teachers and non-teachers was considered statistically significant at or beyond the .05 level for the Chi Square test.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The basic purpose of this study was to determine if there was a significant difference in the leisure reading habits of a selected group of elementary school teachers and non-teaching college graduates.

There were three areas of comparison made.

1. A comparison of the total amount of reading for each type of literature.

2. A comparison of the total amount of reading for three different age categories (20-34, 35-49, 50-65).

3. A comparison of the total amount of reading for three different income groups (Under \$6500, \$6500-\$9500, Over \$9500).

In addition, there was a comparison of the total amount of reading reported by both groups.

There was a total of 213 subjects, 117 teachers and 96 non-teachers, who participated in this study.

When the proportions of the totals were considered, it was found that forty-one percent of the teachers and thirty-two percent of the non-teachers were in the twenty to thirty-four age group. In the age group thirty-five to forty-nine, there were twenty-eight percent in the teacher group and thirty-six percent in the non-teacher group.

Thirty-one percent of the teachers and thirty-two percent of the non-teachers fell in the fifty to sixty-five age group.

Considering the proportions of the total respondents by family income, fifteen percent of the teachers and twenty percent of the non-teachers reported an income below \$6500. Thirty percent of the teachers and twenty-five percent of the non-teachers reported an income between \$6500 and \$9500. Those whose family income was over \$9500 comprised fifty-five percent of the teachers and fifty-five percent of the non-teachers.

Hypothesis 1 stated that there are no significant differences between teachers and non-teachers in the amount of leisure reading. The approach chosen for this study was to consider the total amount of reading reported in each of the categories of books, magazines and newspapers.

The Mann-Whitney U test, as described by Siegel¹, was utilized to test Hypothesis 1, that teachers do not differ from non-teachers in time spent reading books, magazines, and newspapers. A description of the function and method of the Mann-Whitney U test is included in Appendix C.

In the use of the Mann-Whitney U test, the probabilities reported were read from a table based on one-tailed tests.

¹Sidney Siegel, Non-parametric Statistics for the Behavioral Sciences, McGraw-Hill Book Co., Inc., New York, 1956, p. 116-127.

Since an alternate to the Null hypothesis was not stated, the alpha level of .05 was not appropriate. Instead, the probabilities were based on a two-tailed test at the .10 level of significance. In addition, since N_1 (non-teachers) and N_2 (teachers) fell into the category of large samples as described by Siegel², corrections for ties were not made since the change in results would have been negligible.

Total Reading of Books

The data in Table I are based on responses from ninety-six non-teachers, designated N_1 , and 117 teachers, designated N_2 . The scores from both groups were combined and ranked in order of increasing size. A sum of ranks for non-teachers (R_1) was computed to be 11,319. For R_2 , sum of rank for teachers, the value was 11,233. The value of U as described by the formula $U = N_1N_2 + \frac{N_1(N_1 + 1)}{2} - R_1$ was 4,473. This value of U was then converted to z as shown by the formula

$$z = \frac{U - \frac{N_1N_2}{2}}{\sqrt{\frac{N_1N_2(N_1 + N_2 + 1)}{12}}}$$

The computed value of z was found to be -2.55. Reference to Table A in Siegel³, "Table of Probabilities Associated

²Ibid., p. 247

³Ibid.

with Values as Extreme as Observed Values of z in the Normal Distribution," revealed that $z \leq -2.55$ has a one-tailed probability under the Null hypothesis of $p < .0054$. Since p is smaller than the .05 for this study, the decision was to reject the Null hypothesis. Although an alternative hypothesis was not stated, the results indicate that non-teachers spend more time reading books than do teachers.

TABLE I
SUMMARY OF TOTAL READING OF BOOKS
BY TEACHERS AND NON-TEACHERS

Teacher's Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
25.	25	213	44.	20	219
21.	15	207.5	56.	20	219
73.	15	207.5	73.	20	219
47.	14	203	22.	15	207.5
72.	14	203	90.	15	207.5
94.	12	199	80.	14	203
43.	10	188.5	84.	14	203
48.	10	188.5	91.	14	203
56.	10	188.5	30.	12	199
62.	10	188.5	92.	12	199
64.	10	188.5	6.	10	188.5
65.	10	188.5	9.	10	188.5
66.	10	188.5	13.	10	188.5
82.	10	188.5	25.	10	188.5
85.	10	188.5	53.	10	188.5
100.	10	188.5	55.	10	188.5
109.	10	188.5	64.	10	188.5
74.	9	178.5	28.	9	178.5
53.	8	171	11.	8	171
91.	8	171	16.	8	171
11.	7	161	20.	8	171
38.	7	161	21.	8	171
42.	7	161	26.	8	171
69.	7	161	49.	8	171
17.	6	151.5	52.	8	171
29.	6	151.5	54.	8	171

TABLE 1 --Continued

Teacher's Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
68.	6	151.5	58.	8	171
86.	6	151.5	63.	8	171
96.	6	151.5	79.	8	171
105.	6	151.5	42.	7	161
5.	5	138.5	60.	7	161
13.	5	138.5	65.	7	161
20.	5	138.5	43.	6	151.5
23.	5	138.5	59.	6	151.5
39.	5	138.5	66.	6	151.5
63.	5	138.5	77.	6	151.5
93.	4.5	132	85.	6	151.5
9.	4	123.5	87.	6	151.5
12.	4	123.5	83.	5.5	145
30.	4	123.5	2.	5	138.5
44.	4	123.5	71.	5	138.5
75.	4	123.5	76.	5	138.5
83.	4	123.5	88.	5	138.5
104.	4	123.5	89.	5	138.5
40.	3.5	114.5	93.	5	138.5
102.	3.5	114.5	12.	4	123.5
10.	3	100	23.	4	123.5
24.	3	100	27.	4	123.5
31.	3	100	29.	4	123.5
32.	3	100	61.	4	123.5
33.	3	100	62.	4	123.5
45.	3	100	67.	4	123.5
67.	3	100	75.	4	123.5
70.	3	100	86.	4	123.5
95.	3	100	1.	3	100
103.	3	100	5.	3	100
106.	3	100	7.	3	100
116.	3	100	8.	3	100
2.	2	66	14.	3	100
6.	2	66	10.	3	100
14.	2	66	24.	3	100
16.	2	66	31.	3	100
22.	2	66	32.	3	100
26.	2	66	34.	3	100
27.	2	66	46.	3	100
28.	2	66	47.	3	100
34.	2	66	50.	3	100
35.	2	66	81.	3	100

TABLE I --Continued

Teacher's Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
49.	2	66	94.	3	100
51.	2	66	17.	2	66
57.	2	66	19.	2	66
71.	2	66	36.	2	66
84.	2	66	38.	2	66
87.	2	66	40.	2	66
88.	2	66	41.	2	66
90.	2	66	45.	2	66
92.	2	66	51.	2	66
98.	2	66	68.	2	66
99.	2	66	74.	2	66
101.	2	66	78.	2	66
107.	2	66	3.	1	29.5
110.	2	66	4.	1	29.5
112.	2	66	15.	1	29.5
114.	2	66	33.	1	29.5
115.	2	66	35.	1	29.5
117.	2	66	39.	1	29.5
19.	1.75	47	48.	1	29.5
1.	1.5	45.5	57.	1	29.5
4.	1.5	45.5	69.	1	29.5
3.	1	29.5	72.	1	29.5
7.	1	29.5	95.	1	29.5
15.	1	29.5	96.	1	29.5
18.	1	29.5	18.	0	6
36.	1	29.5	37.	0	6
37.	1	29.5	70.	0	6
41.	1	29.5	82.	0	6
46.	1	29.5			
52.	1	29.5			
58.	1	29.5			
59.	1	29.5			
60.	1	29.5			
76.	1	29.5			
77.	1	29.5			
78.	1	29.5			
79.	1	29.5			
80.	1	29.5			
113.	1	29.5			
50.	$\frac{1}{2}$	13			

TABLE I --Continued

Teacher's Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
81.	.5	13			
108.	.5	13			
8.	0	6			
54.	0	6			
55.	0	6			
61.	0	6			
89.	0	6			
97.	0	6			
111.	0	6			

Total Reading of Magazines

Table II indicates the responses of teachers and non-teachers in the time spent reading magazines.

TABLE II

SUMMARY OF TOTAL READING OF MAGAZINES
BY TEACHERS AND NON-TEACHERS

Teacher's Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
66.	20	213	73.	14	211.5
62.	14	211.5	49.	10	204.5
85.	10	204.5	53.	10	204.5
103.	10	204.5	58.	10	204.5
109.	10	204.5	71.	10	204.5
30.	9	197.5	76.	10	204.5
86.	8	194	80.	10	204.5
99.	8	194	81.	10	204.5
70.	7	187.5	84.	10	204.5
97.	7	187.5	92.	10	204.5
100.	7	187.5	90.	9	197.5
25.	6	177	16.	8	194.

TABLE II --Continued

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
47.	6	177	83.	8	194
65.	6	177	94.	8	194
98.	6	177	19.	7	187.5
104.	6	177	66.	7	187.5
20.	5	157.5	72.	7	187.5
21.	5	157.5	77.	7	187.5
26.	5	157.5	91.	7	187.5
48.	5	157.5	6.	6	177
53.	5	157.5	39.	6	177
71.	5	157.5	44.	6	177
77.	5	157.5	45.	6	177
82.	5	157.5	50.	6	177
91.	5	157.5	55.	6	177
8.	4	133	56.	6	177
9.	4	133	57.	6	177
22.	4	133	9.	5	157.5
28.	4	133	20.	5	157.5
35.	4	133	23.	5	157.5
51.	4	133	26.	5	157.5
54.	4	133	34.	5	157.5
72.	4	133	43.	5	157.5
94.	4	133	41.	5	157.5
11.	3	103	47.	5	157.5
12.	3	103	52	5	157.5
16.	3	103	54	5	157.5
17.	3	103	59	5	157.5
18.	3	103	63.	5	157.5
36.	3	103	64.	5	157.5
37.	3	103	79.	5	157.5
38.	3	103	89.	5	157.5
46.	3	103	93.	5	157.5
49.	3	103	96.	5	157.5
69.	3	103	7.	4	133
78.	3	103	11.	4	133
83.	3	103	21.	4	133
87.	3	103	24.	4	133
88.	3	103	27.	4	133
90.	3	103	29.	4	133
92.	3	103	32.	4	133
93.	3	103	36.	4	133
102.	3	103	38.	4	133
106.	3	103	60.	4	133

TABLE II --Continued

Teacher's Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
111.	3	103	67.	4	133
117.	3	103	71.	4	133
40.	2.5	83	82.	4	133
73.	2.5	83	85.	4	133
112.	2.5	83	1.	3	103
1.	2	58	4.	3	103
5.	2	58	10.	3	103
10.	2	58	12.	3	103
13.	2	58	13.	3	103
14.	2	58	22.	3	103
15.	2	58	28.	3	103
24.	2	58	30.	3	103
29.	2	58	46.	3	103
31.	2	58	62.	3	103
34.	2	58	75.	3	103
42.	2	58	78.	3	103
43.	2	58	86.	3	103
44.	2	58	87.	3	103
45.	2	58	88.	3	103
52.	2	58	2.	2	103
55.	2	58	3.	2	58
61.	2	58	5.	2	58
79.	2	58	8.	2	58
80.	2	58	14.	2	58
81.	2	58	18.	2	58
84.	2	58	25.	2	58
89.	2	58	31.	2	58
95.	2	58	35.	2	58
101.	2	58	40.	2	58
105.	2	58	48.	2	58
107.	2	58	41.	2	58
110.	2	58	61.	2	58
113.	2	58	68.	2	58
114.	2	58	69.	2	58
116.	2	58	74.	2	58
56.	1.5	32.5	95.	2	58
75.	1.5	32.5	42.	1.5	32.5
2.	1	21	65.	1.5	32.5
3.	1	21	15.	1	21
4.	1	21	17.	1	21
6.	1	21	33.	1	21
7.	1	21	37.	0	1.5

TABLE II --Continued

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
23.	1	21			
27.	1	21			
33.	1	21			
57.	1	21			
58.	1	21			
60.	1	21			
67.	1	21			
74.	1	21			
76.	1	21			
108.	1	21			
115.	1	21			
68	.75	11			
19.	.58	10.			
32.	.5	7			
41.	.5	7			
50.	.5	7			
64.	.5	7.			
96.	.5	7			
59.	.33	3.5			
63.	.33	3.5			
39.	0	1.5			

The responses from both groups were combined and ranked in order of increasing size. A sum of the ranks for non-teachers (R_1) was computed to be 12,385. For R_2 , sum of rank for teachers, the value was 10,406. The value of U as described by the formula $U = \frac{N_1 N_2 + (N_1 + 1) - R_1}{2}$ was 3407.

This value of U was then converted to z as shown by the formula.

$$z = \frac{U - \frac{N_1 N_2}{2}}{\sqrt{\frac{N_1 N_2 (N_1 + N_2 + 1)}{12}}}$$

The computed value of z was -4.93 . Referring to Table A in Siegel⁴, "Table of Probabilities Associated with Value as Extreme as Observed Values of z in the Normal Distribution," revealed that $z \leq -4.93$ has a one-tailed probability of $p < .00003$. Since this result is smaller than $.05$, the Null hypothesis was rejected. Although there was not an alternative hypothesis, the results indicate that non-teachers spend more time reading magazines than do teachers.

Total Reading of Newspapers

Table III indicates the responses of teachers and non-teachers in the time spent reading newspapers.

TABLE III

SUMMARY OF TOTAL READING OF NEWSPAPERS BY TEACHERS AND NON-TEACHERS

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
66.	20	212	92.	30	213
85.	15	211	81.	12	208
62.	14	210	24.	10	199.5
71.	12	208	41.	10	199.5
98.	12	208	60.	10	199.5
26.	10	199.5	66.	10	199.5
48.	10	199.5	72.	10	199.5
69.	10	199.5	77.	10	199.5
89.	10	199.5	80.	10	199.5
103.	10	199.5	84.	10	199.5
109.	10	199.5	29.	9	192
7.	8	185.5	7.	8	185.5

TABLE III --Continued

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
47.	8	185.5	25.	8	185.5
99.	8	185.5	44.	8	185.5
100.	8	185.5	47.	8	185.5
86.	7	173	56.	8	185.5
9.	6	161.5	57.	8	185.5
67.	6	161.5	73.	8	185.5
70.	6	161.5	90.	8	185.5
72.	6	161.5	12.	7	173
104.	6	161.5	36.	7	173
12.	5	149.5	38.	7	173
16.	5	149.5	50.	7	173
17.	5	149.5	61.	7	173
36.	5	149.5	64.	7	173
77.	5	149.5	67.	7	173
82.	5	149.5	78.	7	173
111.	5	149.5	82.	7	173
45.	4.5	141	83.	7	173
112.	4.5	141	91.	7	173
21.	4	128	94.	7	173
29.	4	128	28.	7	173
33.	4	128	34.	6	161.5
38.	4	128	40.	6	161.5
42.	4	128	53.	6	161.5
43.	4	128	63.	6	161.5
44.	4	128	18.	5	149.5
73.	4	128	39.	5	149.5
84.	4	128	45.	5	149.5
92.	4	128	46.	5	149.5
31.	1.75	116	71.	5	149.5
8.	3.5	107.5	89.	5	149.5
28.	3.5	107.5	93.	5	149.5
37.	3.5	107.5	76.	4.5	141
40.	3.5	107.5	9.	4	128
81.	3.5	107.5	11.	4	128
91.	3.5	107.5	21.	4	128
101.	3.5	107.5	22.	4	128
106.	3.5	107.5	27.	4	128
5.	3	82	30.	4	128
15.	3	82	37.	4	128
18.	3	82	42.	4	128
20.	3	82	49.	4	128
24.	3	82	52.	4	128
25.	3	82	58.	4	128

TABLE III --Continued

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
46.	3	82	65.	4	128
51.	3	82	96.	4	128
53.	3	82	5.	3.5	107.5
54.	3	82	8.	3.5	107.5
55.	3	82	17.	3.5	107.5
58.	3	82	19.	3.5	107.5
65.	3	82	23.	3.5	107.5
78.	3	82	43.	3.5	107.5
83.	3	82	59.	3.5	107.5
87.	3	82	68.	3.5	107.5
88.	3	82	1.	3	82
90.	3	82	4.	3	82
108.	3	82	6.	3	82
116.	3	82	10.	3	82
14.	2.5	60	16.	3	82
23.	2.5	60	31.	3	82
27.	2.5	60	33.	3	82
60.	2.5	60	35.	3	82
93.	2.5	60	48.	3	82
102.	2.5	60	55.	3	82
110.	2.5	60	70.	3	82
1.	2	44	74.	3	82
10.	2	44	75.	3	82
22.	2	44	85.	3	82
30.	2	44	95.	3	60
35.	2	44	20.	2.5	60
39.	2	44	26.	2.5	60
52.	2	44	3.	2.5	44
63.	2	44	13.	2	44
68.	2	44	32.	2	44
74.	2	44	51.	2	44
75.	2	44	54.	2	44
91.	2	44	62.	2	44
94.	2	44	79.	2	44
95.	2	44	86.	2	44
114.	2	44	15.	1.5	26
19.	1.75	32	69.	1.5	26
80.	1.70	31	2.	1	15
11.	1.5	26	14.	1	15
34.	1.5	26	88.	1	15
57.	1.5	26	87.	.75	6.5

TABLE III --Continued

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
64.	1.5	26			
96.	1.5	26			
105.	1.5	26			
113.	1.5	26			
2.	1	15			
3.	1	15			
4.	1	15			
49.	1	15			
50.	1	15			
59.	1	15			
61.	1	15			
76.	1	15			
79.	1	15			
107.	1	15			
32.	.83	8			
117.	.75	6.5			
6.	.5	4			
56.	.5	4			
115.	.5	4			
41.	.33	2			
13.	0	1			

The responses from teachers and non-teachers were combined and ranked in order of increasing size. A sum of the ranks for non-teachers (R_1) was computed to be 12,093. For the sum of rank for teachers (R_2), the value was 10,697. The value of U as described in the formula was 3699. This value of U was then converted to z as shown by the formula

$$z = \frac{U - \frac{N_1 N_2}{2}}{\sqrt{\frac{N_1 N_2 (N_1 + N_2 + 1)}{12}}}$$

The computed value of z was -4.28 . Reference to Table A in Siegel, "Table of Probabilities Associated with Values as Extreme as Observed Values of z in the Normal Distribution," revealed that $z = -4.93$ has a one-tailed probability of $p = .00003$. Since this result is smaller than $.05$, the Null hypothesis was rejected. Although there was not an alternative hypothesis, the results indicate that non-teachers spend more time reading newspapers than do teachers.

Total Reading by Age Group 20-34

Hypothesis 1A states that there are no significant differences in the amount of leisure reading by the two groups of women when compared by matched age groups. Table IV indicates the responses of teachers and non-teachers in the age group 20-34 in the time spent reading books, magazines and newspapers.

The responses from teachers and non-teachers were combined and ranked in order of increasing size. A sum of the ranks for non-teachers (R_1), was computed to be 1481. For the sum of ranks for teachers (R_2), the value was 1669. The value of U as described by the formula $U = N_1N_2 + \frac{N_1(N_1 + 1)}{2}$

- R was 502.5.

This value of U was then converted to z as shown by

the formula

$$z = \frac{U - \frac{N_1 N_2}{2}}{\sqrt{\frac{N_1 N_2 (N_1 + N_2 + 1)}{12}}}$$

The computed value of z was -2.42 . Reference to Table A in Siegel⁵, "Table of Probabilities Associated with Values as Extreme as Observed Values of z in the Normal Distribution," revealed that $z \leq -2.42$ has a probability of less than .0078. The Null hypothesis was rejected.

Looking at the median score for teachers and non-teachers in the age group 20-34, the data indicates that non-teachers spend more time reading than do teachers. The median time for non-teachers was fourteen hours as compared to eight and one half hours for teachers.

TABLE IV
SUMMARY OF TOTAL READING
BY TEACHERS AND NON-TEACHERS
IN AGE GROUP 20-34

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
25.	34	79	22.	22	75
47.	28	78	25.	20	74
48.	25	77	6.	19	71.5
21.	24	76	9.	19	71.5
26.	17	67	16.	19	71.5
43.	16	64	30.	19	71.5

⁵Ibid.

TABLE IV ---Continued

Teacher's Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
30.	15	59	28.	18	69
9.	14	55.5	24.	17	67
17.	14	55.5	29.	17	67
38.	14	55.5	11.	16	64
20.	13	52.5	21.	16	64
42.	13	52.5	20.	15.5	61.5
12.	12	48	26.	15.5	61.5
29.	12	48	7.	15	59
11.	11.5	46	13.	15	59
5.	10	43.5	12.	14	55.5
7.	10	43.5	19.	12.5	50.5
16.	10	43.5	23.	12.5	50.5
44.	10	43.5	27.	12	38
28.	9.5	40	1.	9	37
40.	9.5	40	10.	9	37
45.	9.5	40	5.	8.5	33.5
36.	9	37	8.	8.5	33.5
23.	8.5	33.5	2.	8	28.5
31.	8.5	33.5	21.	8	28.5
22.	8	28.5	4.	7	20
24.	8	28.5	18.	7	20
33.	8	28.5	17.	6.5	15.5
35.	8	28.5	14.	6	9
8.	7.5	24.5	3.	5	9
37.	7.5	24.5	15.	3.5	4
10.	7	20			
13.	7	20			
18.	7	20			
39.	7	20			
46.	7	20			
14.	6.5	15.5			
15.	6	13.5			
1.	5.5	11			
27.	5.5	11			
34.	5.5	11			
32.	4.5	8			
19.	4	6.5			
2.	4	6.5			
4.	3.5	4			
6.	3.5	4			
3.	3	2			
41.	2	1			

Total Reading in Age Group 35-49

Table V indicates the responses of teachers and non-teachers in the age group 35-49 in the time spent reading books, magazines, and newspapers.

The responses from both groups were combined and ranked in order of increasing size. A sum of the ranks for non-teachers was computed to be 906. For the sum of the ranks for teachers, the value was 1371. Using the same formula, the value of U was 776.5. The value of U was then converted to z as shown by the formula

$$z = \frac{U - \frac{N_1 N_2}{2}}{\sqrt{\frac{N_1 N_2 (N_1 + N_2 + 1)}{12}}}$$

The computed value of z was -2.70. Reference to Table A in Siegel⁶, "Table of Probabilities Associated with Values as Extreme as Observed Values of z in the Normal Distribution," revealed that $z \leq -2.70$ has a probability of less than .0035. The Null hypothesis was rejected. Looking at the median score for both groups, the data indicates that non-teachers spend fourteen and one half hours per week in reading as compared to seven and one half hours per week for teachers. The difference is significant.

⁶Ibid.

TABLE V
 SUMMARY OF TOTAL READING
 BY TEACHERS AND NON-TEACHERS
 IN AGE GROUP 35-49

Teachers' Numbers	Total Hours Reading	Rank	Non-Teacher Numbers	Total Hours Reading	Rank
66.	50	67	44.	34	64.5
62.	38	66	56.	34	64.5
72.	24	62	53.	26.	63
73.	21.5	58	49.	22	60
69.	20	56	58.	22	60
65.	19	53.5	64.	22	60
71.	19	53.5	60.	21	57
53.	16	47	55.	19	53.5
70.	16	47	63.	19	53.5
64.	13	38	41.	17	50.5
56.	12	32	52.	17	50.5
74.	12	32	47.	16	47
77.	11	29.5	50	16	47
67.	10	27.5	57.	16	47
51.	9	24.5	54	15	44
68.	9	24.5	43.	14.5	42.5
63.	7.5	21.5	59.	14.5	42.5
75.	7.5	21.5	34.	14	41
54.	7	19.5	36.	13	38
78.	7	19.5	38.	13	38
49.	6	16	45	13	38
81.	6	16	61.	13	38
52.	5	11	42.	12.5	34.5
55.	5	11	65.	12.5	34.5
58.	5	11	39.	12	32
80.	5	11	46.	11	29.5
57.	4.5	7.5	40.	10	27.5
60.	4.5	7.5	32.	9	24.5
79.	4	5.5	62.	9	24.5
61.	3	3.5	35.	6	16
76.	3	3.5	48.	6	16
59.	2.5	2	51.	6	16
50.	2	1	33.	5	11

Total Reading in Age Group 50-65

Table VI indicates the responses of teachers and non-teachers in the age group 50-65 in the time spent reading books, magazines, and newspapers.

The responses from both groups were combined and ranked in order of increasing size. A sum of the ranks for non-teachers (R_1), was computed to be 1231. For the sum of ranks for teachers (R_2), the value was 1006. The value of U as described by the formula $U = N_1N_2 + \frac{N_1(N_1 + 1)}{2} - R_1$ was 381. This value of U was then converted to z as shown by the formula

$$z = \frac{U - \frac{N_1N_2}{2}}{\sqrt{\frac{N_1N_2(N_1 + N_2 + 1)}{12}}}$$

The computed value of z was -2.23. Reference to Table A in Siegel⁷, "Table of Probabilities Associated with Values as Extreme as Observed Values of z in the Normal Distribution," revealed that $z \leq -2.23$ has a probability of less than .0129. Since there was a difference, the Null hypothesis was rejected. Looking at the median score for teachers and non-teachers in the age group 50-65, the data indicates that non-teachers spend more time reading than do teachers. The median time for non-teachers was fifteen hours per week as compared to nine hours per week for teachers.

⁷Ibid.

TABLE VI
 SUMMARY OF TOTAL READING
 BY TEACHERS AND NON-TEACHERS
 IN AGE GROUP 50-65

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
85.	35	65	92.	52	67
109.	30	61.	73.	42	66
100.	25	58.5	80.	34	64
103.	23	56	84.	34	64
86.	21	54	90.	32	62
82.	20	51	91	28	60
98.	20	51	81.	25	58.5
94.	18	46.5	66.	23	56
99.	18	46.5	77.	23	56
104.	16	44	83.	21.5	53
91.	15	41	71.	20	51
89.	12	36.5	76.	19.5	49
83.	10	32.5	72.	18	46.5
93.	10	32.5	94.	18	46.5
105.	9.5	28.5	67.	15	41.
106.	9.5	28.5	79.	15	41.
92.	9	25	89.	15	41.
102.	9	25	93.	15	41.
112.	9	25	85.	13	38.
84.	8	18	78.	12	36.5
87.	8	18	82.	11	35
88.	8	18	75.	10	32.5
90.	8	18	96.	10	32.5
96.	8	18	87.	9.75	30
111.	8	18	86.	9	25
16.	8	18	88.	9	25
97.	7.5	13.5	68.	8.5	22
101.	7.5	13.5	70.	7	11
95.	7	11	74.	7	11
110.	6.5	9	95.	6	7.5
114.	6	7.5	69.	4.5	3
117.	6.75	6			
107.	5	5			
108.	4.5	3			
113.	4.5	3			
115.	3.5	1			

Total Reading by Income Group Under \$6500

Hypothesis 1B states that there are no significant differences in the amount of leisure reading by the two groups of women when compared by groups matched by total family income. Table VII indicates the responses of teachers and non-teachers with a family income less than \$6500 in the time spent reading books, magazines and newspapers.

The responses from teachers and non-teachers were combined and ranked in order of increasing size. A sum of the ranks for teachers was computed to be 301. The sum of the ranks for non-teachers was 432. The value of U as described by the formula $U = N_1N_2 + \frac{N_1(N_1 + 1)}{2} - R_1$ was 212. This value of U was then converted to z by the formula

$$z = \frac{U - \frac{N_1N_2}{2}}{\sqrt{\frac{N_1N_2(N_1 + N_2 + 1)}{12}}}$$

The computed value of z was 1.25. Reference to Table A in Siegel's⁸, "Table of Probabilities Associated with Values as Extreme as Observed Value of z in the Normal Distribution," revealed that $z \leq 1.25$ has a probability of .1056. Considering this on the basis of a two-tailed test, this is not significant; the Null hypothesis is not rejected.

⁸Ibid.

Looking at the median score, the data indicates that non-teachers spend ten hours per week reading as compared to eight hours per week for teachers. This is a slight difference but not a significant one.

TABLE VII

SUMMARY OF TOTAL READING
BY TEACHERS AND NON-TEACHERS
WITH FAMILY INCOME BELOW \$6500

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
91.	15	30	73.	42	37
9.	14	27.5	76.	23	35.5
17.	14	27.5	37.	23	35.5
12.	12	24.5	71.	20	34
56.	12	24.5	76.	19.5	33
89.	12	24.5	72.	18	32
11.	11.5	22	67.	15	30
16.	10	20.5	79.	15	30
90.	8	17	78.	12	24.5
92.	8	17	75.	10	20.5
8.	7.5	14.5	32.	9	19
10.	7	10.5	2.	8	17
13.	7	10.5	68.	7.5	14.5
18.	7	10.5	4.	7	10.5
14.	6.5	7	70.	7	10.5
15.	6	6	74.	7	10.5
55.	5	4.5	3.	5	4.5
57.	4.5	2.5	69.	4.5	2.5

Total Reading By Income Group \$6500-9500

Table VIII indicates the responses of time spent in reading by teachers and non-teachers whose family income was between \$6500 and \$9500.

TABLE VIII
 SUMMARY OF TOTAL READING
 BY TEACHERS AND NON-TEACHERS WITH
 FAMILY INCOME \$6500-\$9500

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
66.	50	59	80.	34	57
25.	34	57	84.	34	57
62.	28.	55	81.	25	53.5
100.	25	53.5	83.	20.5	50
21.	24	52	6.	19	46.5
86.	21	51	9.	19	46.5
98.	20	49	16.	19	46.5
65.	19	46.5	11.	16	41.5
94.	18	43.5	7.	15	39.5
99.	18	43.5	13.	15	39.5
53.	16	41.5	12.	14	37.5
20.	13	34	34.	14	37.5
64.	13	34	36.	13	34
93.	10	30	38.	13	34
7.	9	27	85.	13	34
51.	9	27	82.	11	31
102.	9	27	1.	9	27
23.	8.5	23	10.	9	27
22.	8	19.5	5.	8.5	23
24.	8	19.5	8.	8.5	23
88.	8	19.5	14.	6	11
96.	8	19.5	35.	6	11
97.	7.5	16.5	33.	5	8
101.	7.5	16.5	15.	3.5	3.5
63.	7	14			
54.	7	14			
95.	7	14			
87.	6	11			
52.	5	8			
58.	5	8			
60.	4.5	6			
19.	4	5			
6.	3.5	3.5			
61.	3	2			
59	2	1			

The responses from teachers and non-teachers were combined and ranked in order of increasing size. A sum of the ranks for non-teachers was computed to be 819. For the sum of the ranks for teachers, the value was 951. The value of U as described by the formula $U = N_1N_2 + \frac{N_1(N_1 + 1)}{2}$ - R_1 was 321. This value of U was then converted to z as shown by the formula

$$z = \frac{U - \frac{N_1N_2}{2}}{\sqrt{\frac{N_1N_2(N_1 + N_2 + 1)}{12}}}$$

The computed value of z was -1.53. Reference to Table A in Siegel⁹, "Table of Probabilities Associated with Values as Extreme as Observed Values of z in the Normal Distribution," revealed the $z \leq -1.53$ has a $p \leq .0630$. The difference is significant, the Null hypothesis was rejected. Looking at the median score, non-teachers reported reading fourteen hours per week as compared to eight and one half hours per week for teachers. In the income group \$6500-\$9500, there is evidence that non-teachers spend more time in leisure reading than do teachers.

⁹Ibid.

Total Reading By Income Group Over \$9500

Table IX indicates the responses of time spent in reading by teachers and non-teachers whose family income was above \$9500.

The responses of teachers and non-teachers were combined and ranked in order of increasing size. A sum of the ranks for non-teachers was computed to be 3953. For the sum of ranks for teachers, the value was 2950. The value of U as described by the formula $U = N_1N_2 + \frac{N_1N_2}{2} - R_1$ was 869.5. This value of U was then converted to z as shown by the formula

$$z = \frac{U - \frac{N_1N_2}{2}}{\sqrt{\frac{N_1N_2(N_1 + N_2 + 1)}{12}}}$$

The computed value of z was -4.53 . Reference to Table A in Siegel¹⁰, "Table of Probabilities Associated with Values as Extreme as Observed Values of z in the Normal Distribution," revealed that $z \leq -4.53$ has a $p \leq .00003$. The Null hypothesis was rejected because there is a significant difference in time spent in reading by teachers and non-teachers whose family income is above \$9500. In looking at the median score for teachers and non-teachers, the data indicated that non-teachers spend fifteen hours a week reading as compared to eight and three-fourths hours per week by teachers.

¹⁰Ibid.

TABLE IX
 SUMMARY OF TOTAL READING
 BY TEACHERS AND NON-TEACHERS WITH
 FAMILY INCOME ABOVE \$9500

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
85.	35	116	92.	52	117
109.	30	112	44.	34	114.5
47.	28	110.5	56.	34	114.5
48.	25	108	90.	32	113
72.	24	106.5	91.	28	110.5
103.	24	106.5	53.	26	109
73.	21.5	101	22.	22	103.5
69.	20	98	58.	22	103.5
82.	20	98	64.	22	103.5
71.	19	94.5	60.	21	100
26.	17	89	25.	20	98
93.	16	83.5	30.	19	94.5
70.	16	83.5	55.	19	94.5
104.	16	83.5	63.	19	94.5
30.	15	75.5	28.	18	92
38.	14	70	24.	17	89
42.	13	68	29.	17	89
29.	12	60.5	41.	17	89
74.	12	60.5	52.	17	89
77.	11	57.5	21.	16	83.5
5.	10	53.5	47.	16	83.5
44.	10	53.5	50.	16	83.5
67.	10	53.5	20.	15.5	79.5
83.	10	53.5	26.	15	79.5
28.	9.5	47.5	54.	15	75.5
40.	9.5	47.5	57.	15	75.5
45.	9.5	47.5	89.	15	75.5
105.	9.5	47.5	93.	15	75.5
106.	9.5	47.5	94.	15	75.5
36.	9	42	43.	14.5	71.5
112.	9	42	59	14.5	71.5
31.	8.75	38.5	45.	13	68
68.	8.75	38.5	61.	13	68
33.	8	34.5	19.	12.5	64.5
35.	8	34.5	23.	12.5	64.5
84.	8	34.5	42.	12.5	64.5

TABLE IX --Continued

Teachers' Numbers	Total Hours Reading	Rank	Non-Teachers Numbers	Total Hours Reading	Rank
111.	8	34.5	65.	12.5	64.5
116.	8	34.5	27.	12.5	60.5
97.	8	34.5	39.	12	60.5
75.	7.5	30.5	46.	11	58
46.	7.5	27.5	40.	10	53.5
78.	7	27.5	96.	10	53.5
39.	7	27.5	87.	9.5	47.5
110.	6.5	24.5	62.	9	42
49.	6	20.5	86.	9	42
81.	6	20.5	88.	9	42
114.	6	20.5	31.	8	34.5
117.	5.75	17	18.	7	27.5
34.	5.5	15	17.	6.5	24.5
27.	5.5	15	48.	6	20.5
1.	5.5	15	51.	6	20.5
107.	5	13	95.	6	20.5
80.	4.66	12.			
32.	4.5	10			
108.	4.5	10			
113.	4.5	10			
2.	4	7.5			
79.	4	7.5			
4.	3.5	5.5			
119.	3.5	5.5			
3.	3	3.5			
76.	3	3.5			
41.	2	1.5			
50.	2	1.5			

Hypothesis 2 stated that there are no significant differences between teachers and non-teachers in the type of materials read. In order to investigate this problem, there were nine sub-hypotheses related to the various types of materials read.

Types of Books Read

Hypothesis 2A stated that there are no differences between teachers and non-teachers in the types of books read. Table X shows the types of books and the reported reading. Since this study was concerned only with the reader, no attention was given statistically to those who never or seldom reported reading a book and therefore were classified as non-readers.

In the statistical treatment for the reported reading of books, the calculated value of Chi Square was 9.36. This was not significant at the .05 level, but was considerably less than the 18.31 required at the .05 level for 10 degrees of freedom. Looking at the Table of Critical Values of Chi Square, such a result would be significant at the .50 level. The Null hypothesis was accepted because there appeared to be no differences between the groups.

Although there was not a significant difference in total reading of books, there were some interesting comparisons as indicated in Table X. Teachers and non-teachers (about sixty percent of them) do read classics for leisure. However, forty-five percent of the teachers reported reading mystery and detective books as compared to thirty-four percent of the non-teachers.

TABLE X

SUMMARY OF TYPES OF BOOKS
REPORTED READ BY
TEACHERS AND NON-TEACHERS*

Book Type	Teacher		Non-Teacher		Teacher		Non-Teacher		Teacher		Non-Teacher		Pt		
	N	S	N	S	U	R	U	R	U	R	U	R			
Classic	23	11	23	16	39	42	15	12	69	59	26	14	19	59	61
Mystery and Detective	36	15	42	18	60	24	14	15	53	42	21	6	6	33	34
Romances	33	15	37	18	55	23	19	10	52	44	23	10	8	41	43
Science and Adventure	45	14	37	19	56	21	13	9	43	37	31	7	3	41	43
Biography	35	17	24	17	41	31	18	12	61	52	26	15	16	57	59
Travel	43	15	33	26	59	21	13	8	42	36	22	14	3	39	41
Home and Children	24	13	30	23	53	31	10	14	45	39	25	12	8	45	47
Crafts	49	15	33	19	52	20	13	10	43	37	28	9	9	46	48
Political Economic Sociological	57	15	26	24	50	17	8	6	31	27	27	17	2	46	48
Professional	45	11	46	17	63	25	16		41	35	13	7	13	33	34
Other Subject Areas	58	8	31	14	45	19	11	11	41	35	19	15	14	48	50

*Reading Pattern
N - Never S - Seldom O - Occasionally U - Usually R - Regularly Pt - Percentage

Types of Books Read by Age Group 20-34

Hypothesis 2B stated that there are no differences between teachers and non-teachers in the types of books read when compared by age group 20-34. Table XI contains this information.

TABLE XI

TYPES OF BOOKS REPORTED READ BY
TEACHERS AND NON-TEACHERS
IN AGE GROUP 20-34

Type of Books		Classics	Mystery and Detective	Romances	Science and Adventure	Biography	Travel	Home and Children	Crafts	Political Economic Sociological	Professional	Other Subject Areas
Teachers	#	28	25	26	24	23	14	22	13	13	28	15
	%	58	52	54	50	48	29	46	27	27	58	31
Non-Teachers	#	24	8	14	19	20	10	25	19	17	10	14
	%	77	26	46	63	65	32	81	63	55	32	46

The Chi Square test revealed a Chi Square of 19.05 for the 20-34 age group. Since the Table of Critical Values for Chi Square indicated a critical value of 18.31 for the .05 level, this was significant beyond the .05 level. Therefore, the Null hypothesis was rejected, because this indicated that there is a difference between teachers and non-teachers between the ages of 20-34 in the types of books read.

Although the Null was a two-tailed test, an inspection of Table XI reveals some sharp differences. Fifty-two percent of the teachers reported reading mystery and detective books and twenty-six percent of the non-teachers indicated they read this type of literature. Fifty-eight percent of the teachers reported they read professional books for leisure, and thirty-two percent of non-teachers reported reading in this category. A study of the proportions revealed also that fifty-four percent of the teachers and forty-five percent of the non-teachers are readers of romance books.

Other comparisons of interest show that seventy-seven percent of the non-teachers read classics as compared to fifty-eight percent of the teachers. Sixty-three percent of the non-teachers read science and adventure as compared to fifty percent of the teachers. Sixty-five percent of the non-teachers read biography compared to forty-eight percent of the teachers. Home and children books are read by eighty-one percent of the non-teachers and forty-six percent of the teachers. In addition sixty-three percent of the non-teachers read books on crafts as compared to twenty-seven percent of the teachers. Political-Economic-Sociological books are read by fifty-five percent of the non-teachers and twenty-seven percent of the teachers.

Types of Books Read by Age Group 35-49

Table XII shows the type of books reported read by teachers and non-teachers in the 35-40 age group. The calculated value of Chi Square was 5.65. This was not significant at the .05 level and was much less than the 18.31 required at the .05 level for 10 degrees of freedom. Looking at the Table of Critical Values, such a result would be significant between the .90 and .80 level. The Null hypothesis was accepted because there appeared to be no significant difference.

TABLE XII

TYPES OF BOOKS REPORTED READ
BY TEACHERS AND NON-TEACHERS
IN AGE GROUP 35-49

Type of Books		Classics	Mystery and Detective	Romances	Science and Adventure	Biography	Travel	Home and Children	Crafts	Political Economic Sociological	Professional	Other Subject Areas
Teacher	#	20	13	12	9	12	8	17	13	9	16	14
	%	61	39	36	27	36	24	52	39	27	48	42
Non-Teachers	#	17	14	14	12	12	11	13	13	14	14	15
	%	50	41	41	35	35	35	32	38	41	41	44

An examination of the table shows some interesting comparisons. Sixty-one percent of the teachers and fifty percent of the non-teachers reported they read classics.

More non-teachers (forty-one percent) than teachers (thirty-six percent) reported reading books of romance. More teachers read books on home and children (fifty-two percent to thirty-six percent) but more non-teachers (forty-one percent) read political-economic-sociological books than teachers (twenty-seven percent).

Types of Books Read by Age Group 50-65

In looking at the age group 50-65, no significant difference was discovered. Table XIII is a record of the responses of teachers and non-teachers in this category. The calculated value of Chi Square was 8.21 which was not significant at the .05 level. This was less than the 16.31 required at the .05 level for 10 degrees of freedom. The Table of Critical Values reveals that such a result would be significant between the .50 and .70 level. The Null hypothesis was accepted because there appeared to be no significant differences between teacher and non-teacher, age 50-65, in the types of books read.

An inspection of Table XIII reveals several areas of noticeable differences. Fifty-eight percent of the teachers reported reading professional books while twenty-nine percent of the non-teachers read in this category. Fifty-two percent of the non-teachers reported reading mystery and detective books while forty-two percent of the teachers read this type. More non-teachers (forty-eight percent) reported reading political-economic-sociological books than did

teachers (twenty-eight percent). Sixty-one percent of the non-teachers reported reading books in the subject areas not listed as compared to thirty-three percent of the teachers.

TABLE XIII

TYPES OF BOOKS REPORTED READ
BY TEACHERS AND NON-TEACHERS
IN AGE GROUP 50-65

Type of Books		Classics	Mystery and Detective	Romances	Science and Adventure	Biography	Travel	Home and Children	Crafts	Political Economic Sociological	Professional	Other Subject Areas
Teachers	#	21	14	14	10	25	18	16	17	10	21	12
	%	58	42	39	28	70	50	44	47	28	58	33
Non-Teachers	#	18	16	13	10	24	17	10	14	15	9	19
	%	58	52	42	32	77	55	32	45	48	29	61

Types of Books Read in Family
Income Group Under \$6500

Hypothesis 20 states that there are no significant differences between teachers and non-teachers in the types of books read when compared by family income. Table XIV records the responses of both groups whose family income was less than \$6500. In the statistical treatment, the calculated value of Chi Square was 7.16 which was less than the 18.31 required at the .05 level for 10 degrees

of freedom. The Null hypothesis was accepted because there appeared to be no significant differences in types of books read by teacher and non-teacher when compared by family income below \$6500. According to the Table of Critical Values, such a result would be significant at the .70 level.

TABLE XIV

TYPES OF BOOKS REPORTED READ
BY TEACHERS AND NON-TEACHERS
WITH FAMILY INCOME BELOW \$6500

Types of Books		Classics	Mystery and Detective	Romances	Science and Adventure	Biography	Travel	Home and Children	Crafts	Political Economic Sociological	Professional	Other Subject Areas
Teachers	#	13	8	7	10	10	5	4	8	3	9	8
	%	72	44	39	56	56	28	22	44	17	50	44
Non-Teachers	#	10	9	3	6	13	6	6	8	8	5	7
	%	53	47	16	32	68	32	32	42	42	26	37

An examination of the table reveals some interesting differences. Forty-eight percent of the non-teachers reported reading political-economic-sociological books, as compared to twenty-eight percent of the teachers. But, fifty-eight percent of the teachers and twenty-nine percent of the non-teachers reported reading professional books. Reading in other subject areas was reported by sixty-one

percent of the non-teachers and thirty-three percent of the teachers. In mystery and detective books, fifty-two percent of the non-teachers and forty-two percent of the teachers reported reading this type of book.

Types of Books Read by Family
Income Group \$6500-\$9500

Table XV shows the type of books read by teachers and non-teachers with family incomes between \$6500 and \$9500. The calculated value of Chi Square was 5.47. This was not significant at the .05 level, but was much less than the 18.31 required at the .05 level for 10 degrees of freedom. The Table of Critical Values indicates that such a result would be significant between the .80 and .90 level. The Null hypothesis was accepted because there appeared to be no significant difference between teachers and non-teachers in types of books read when compared by family income from \$6500 to \$9500.

An inspection of Table XV shows some interesting relationships. Forty-six percent of the non-teachers reported reading books of romance as compared to thirty-one percent of the teachers. The same percent of non-teachers (forty-six) reported reading science and adventure books. Twenty-nine percent of the teachers read in this category. Again, fifty-eight percent of the non-teachers and thirty-one percent of the teachers reported they read travel books. Fifty-four percent of the non-teachers and

thirty-seven percent of the teachers reported reading in other subject areas than those listed. Forty percent of the teachers and twenty-nine percent of the non-teachers reported they read political-economic-sociological books. Another marked difference was in books on home and children, reported read by fifty-eight percent of the non-teachers and forty-three percent of the teachers.

TABLE XV
TYPES OF BOOKS REPORTED READ
BY TEACHERS AND NON-TEACHERS WITH
FAMILY INCOME FROM \$6500 - \$9500

Type of Books		Classics	Mystery and Detective	Romances	Science and Adventure	Biography	Travel	Home and Children	Crafts	Political Economic Sociological	Professional	Other Subject Areas
Teachers	$\frac{44}{116}$	23	15	11	10	18	11	15	13	14	19	13
		66	43	37	29	51	31	43	37	40	54	37
Non-Teachers	$\frac{16}{117}$	16	10	11	11	14	14	14	11	7	10	13
	$\frac{67}{117}$	67	42	46	46	58	58	58	46	29	42	54

Types of Books Read by Family
Income Group Over \$9500

The third category of family income was over \$9500. Table XVI indicates the responses to types of books read by this group. The calculated value of Chi Square for those whose family income exceeded \$9500 was 20.93. The

Table of Critical Values indicated a critical value of 18.31 for 10 degrees of freedom at the .05 level; therefore the value calculated was significant beyond the .05. The Null hypothesis was rejected because there appears to be a significant difference between teachers and non-teachers in the types of materials read when compared by family income over \$9500. Non-teachers read slightly more than teachers.

Although the Null was a two-tailed test a study of the table reveals some sharp differences. Forty-seven percent of the teachers whose family income exceeds \$9500 reported reading mystery and detective books, as compared to thirty-six percent of the non-teachers. Also in this income bracket, fifty-three percent of the teachers and thirty-six percent of the non-teachers reported reading books on home and children. Non-teachers reported reading more books on crafts than teachers, fifty-one percent to thirty-four percent. In addition, fifty-seven percent of the non-teachers and twenty-two percent of the teachers reported reading books on political-economic and sociological topics. The reverse was true with professional books as fifty-eight percent of the teachers and thirty-two percent of the non-teachers read in this classification. Forty-nine percent of the non-teachers and thirty-one percent of the teachers reported reading books in other subject areas.

TABLE XVI

TYPES OF BOOKS REPORTED READ BY
TEACHERS AND NON-TEACHERS WITH
FAMILY INCOME ABOVE \$9500

Type of Books		Classic	Mystery and Detective	Romance	Science and Adventure	Biography	Travel	Home and Children	Crafts	Political Economic Sociological	Professional	Other Subject Areas
Teachers	$\frac{44}{100}$	33	30	29	21	30	25	35	22	14	37	20
		52	47	45	33	47	39	53	34	22	58	20
Non-Teachers	$\frac{44}{100}$	33	19	26	23	28	19	19	27	30	17	26
		62	36	49	43	53	36	36	51	57	32	49

Types of Magazines Read

Hypothesis 2D states that there are no differences between teachers and non-teachers in the types of magazines read. Table XVII records the total reading of magazines by teachers and non-teachers. When statistically treated, the calculated value of the Chi Square was 4.64. This was not significant at the .05 level for 8 degrees of freedom. Looking at the Table of Critical Values of Chi Square, such a result would be significant at the .80 level. The Null hypothesis was accepted because there appeared to be no significant differences between teachers and non-teachers in the types of magazines reported read.

Eighty-three percent of the teachers reported reading professional magazines. This compared to forty-eight percent of the non-teachers who reported reading this type of magazine.

TABLE XVII

SUMMARY OF TYPES OF MAGAZINES
REPORTED READ BY
TEACHERS AND NON-TEACHERS*

Type of Magazine	Teacher Non-Reader			Non-Teacher Non-Reader			Teacher Readers			Non-Teacher Readers						
	N	S	Total	N	S	Total	O	U	R	Total	O	U	R	Total	P _t	
Readers' Digest	5	6	11	4	10	14	30	29	44	103	38	20	18	44	82	85
News Magazine	7	12	19	6	5	11	42	27	27	96	82	31	18	36	85	89
Fashion Magazine	21	19	40	19	26	45	37	16	15	68	58	31	13	8	52	54
Women's Magazine	10	3	13	4	4	8	30	26	43	99	85	23	21	44	88	92
Home and Family Life	16	15	31	7	7	14	14	22	30	86	74	28	22	32	82	85
Religious	24	12	36	15	15	30	32	14	24	70	60	19	22	26	67	70
Sports and Hobbies	39	20	59	26	23	49	32	10	6	48	41	28	11	9	48	50
Motion Pictures	23	20	52	41	19	60	30	10	13	53	45	22	8	7	37	39
Professional	7	5	12	29	22	51	27	37	33	97	83	25	11	10	46	48

*Reading Pattern

N - Never S - Seldom O - Occasionally U - Usually R - Regularly P_t - Percentage

Types of Magazine Read by Age Group 20-34

Hypothesis 2E stated that there are no differences between teachers and non-teachers in the type of magazines read when compared by age groups. Table XVIII records the types of magazines read by teachers and non-teachers in the 20-34 age group. To be significant at the .05 level requires a Chi Square of 15.51 for 8 degrees of freedom. The calculated value of Chi Square was 5.59, which was not significant at the .05 level and was less than the 15.51 required. Looking at the Table of Critical Values of Chi Square, this result would be significant at the .70 level. The Null hypothesis was accepted because there appeared to be no significant differences in the types of magazines read by teachers and non-teachers in the 20-34 age group.

TABLE XVIII

TYPES OF MAGAZINES REPORTED READ
BY TEACHERS AND NON-TEACHERS
IN AGE GROUP 20-34

Types of Magazines		Readers' Digest	News Magazines	Women's Magazines	Fashion Magazines	Home and Family Life	Religious	Sports and Hobbies	Motion Pictures	Professional
Teachers	#	39	39	37	22	33	22	18	17	42
	%	21	21	21	12	19	12	10	10	24
Non-Teachers	#	23	28	31	22	30	13	10	16	14
	%	74	90	100	71	97	42	32	52	45

Inspection of Table XVIII shows some interesting comparisons. Seventy-seven percent of the teachers reported reading women's magazines, but all of the non-teachers (one hundred percent) reported reading this type of magazine. In addition, seventy-one percent of the non-teachers as compared to forty-six percent of the teachers reported they read fashion magazines. In the next category, home and family life, more non-teachers (ninety-seven percent) reported reading this type than did teachers (sixty-nine percent). More non-teachers (fifty-two percent) reported reading motion picture magazines than did teachers (thirty-five percent). Again, the reverse was true as eighty-eight percent of the teachers and forty-five percent of the non-teachers reported reading professional magazines.

Types of Magazines Read by Age Group 35-49

Table XIX records the types of magazines read by teachers and non-teachers in the 35-49 age group. In the statistical treatment for this category, the calculated value of Chi Square was 5.39. This was not significant at the .05 level and was considerably less than the 15.51 required at the .05 level for 8 degrees of freedom. The Table of Critical Values of Chi Square indicates that such a result would be significant at the .70 level.

In looking at Table XIX, there were two areas of special interest. In considering the proportion of the total, eighty-five percent of the teachers and forty-seven percent

of the non-teachers reported reading professional magazines. In contrast, fifty percent of the non-teachers and thirty percent of the teachers reported sports and hobbies magazines. Also, sixty-four percent of the teachers and fifty percent of the non-teachers reported reading fashion magazines.

TABLE XIX

TYPES OF MAGAZINES REPORTED READ
BY TEACHERS AND NON-TEACHERS
IN AGE GROUP 35-49

Type of Magazines		Readers' Digest	News Magazines	Woman's Magazines	Fashion Magazine	Home and Family Life	Religious	Motion Pictures	Professional	Sports and Hobbies
Teachers	# %	29 68	26 79	30 91	21 64	24 73	22 67	10 30	13 39	28 85
Non-Teachers	# %	28 62	26 76	29 85	17 50	25 74	23 68	17 50	18 38	16 47

Types of Magazines Read by Age Group 50-65

The types of magazines reported read by teachers and non-teachers in the 50-65 age group is shown in Table XX. The calculated value of Chi Square was 7.64. This was not significant at the .05 level for 8 degrees of freedom. Looking at the Table of Critical Values of Chi Square such a result would be significant near the .50 level. The Null hypothesis was accepted because there appears to be no difference between teachers and non-teachers in the 50-65 age group in the types of magazines read.

TABLE XX
 TYPES OF MAGAZINES REPORTED READ
 BY TEACHERS AND NON-TEACHERS
 IN AGE GROUP 50-65

Types of Magazines		Readers' Digest	News Magazines	Women's Magazines	Fashion Magazines	Home and Family Life	Religious	Sports and Hobbies	Motion Pictures	Professional
Teachers	#	35	32	34	25	31	27	20	23	32
	%	97	89	94	69	86	75	56	64	89
Non-Teachers	#	31	31	28	12	27	30	16	8	16
	%	100	100	90	39	87	97	52	26	52

Some interesting results can be seen from Table XX. In the reported reading of magazines in the group from 50-65, sixty-nine percent of the teachers reported they read fashion magazines, but only thirty-nine percent of the non-teachers read this type of magazine. In addition, sixty-four percent of the teachers and twenty-six percent of the non-teachers reported they read motion picture magazines. Eighty-nine percent of the teachers and fifty-two percent of the non-teachers reported reading professional magazines. It was also noted that ninety-seven percent of the non-teachers and seventy-five percent of the teachers reported reading religious magazines. More non-teachers (one hundred percent) reported reading news magazines than teachers (eighty-nine percent).

Types of Magazines Read by Family
Income Group Under \$6500

Hypothesis 2F states that there are no differences between teachers and non-teachers in the types of magazines read when compared by family income. Table XXI records the responses of teachers and non-teachers whose family income was less than \$6500. In the statistical treatment, the calculated value of Chi Square was 8.38. At the .05 level for 8 degrees of freedom the Chi Square would have been 15.51. This was less, so the Null hypothesis was accepted. There appeared to be no significant differences in the types of magazines read by teachers and non-teachers with a family income of less than \$6500. According to the Table of Critical Values of Chi Square, such a result would be significant between the .30 and .50 level.

TABLE XXI

TYPES OF MAGAZINES REPORTED READ
BY TEACHERS AND NON-TEACHERS WITH
FAMILY INCOME BELOW \$6500

Types of Magazines		Readers' Digest	News Magazines	Women's Magazines	Fashion Magazines	Homes and Family Life	Religious	Sports and Hobbies	Motion Pictures	Professional
Teachers	#	16	15	15	13	11	10	8	9	18
	%	89	83	72	61	56	44	50	50	100
Non- Teachers	#	19	16	18	5	17	17	6	8	9
	%	100	84	95	26	89	89	32	42	47

An examination of Table XXI does reveal some comparative information. Seventy-two percent of the teachers whose family income was below \$6500 reported they read fashion magazines, but only twenty-six percent of the non-teachers read this type of magazine. In contrast, eighty-nine percent of the non-teachers were readers of religious magazines compared to fifty-six percent of the teachers. All of the teachers reported reading professional magazines but less than half (forty-seven percent) of the non-teachers reported reading this type of magazine.

Types of Magazines Read by
Income Group \$6500-\$9500

The type of magazines read by the middle income group (\$6500-\$9500) is recorded in Table XXII. When treated statistically, the computed value of Chi Square was 31.47. This was not significant at the .05 level for the Chi Square test. For 8 degrees of freedom at the .05 level, the Chi Square would have been 15.51. Since this was less, the Null hypothesis was accepted. When compared by family income from \$6500-\$9500, there was no difference in the type of magazines read by teacher and non-teacher.

In examining the proportions of the totals, teachers in this income bracket appear to be reading certain types of magazines more than non-teachers, though not enough to be statistically significant. For example, ninety-four

percent of the teachers reported reading the Readers' Digest and eighty-eight percent of the non-teachers reported reading this same magazine. The greatest difference reported was in reading professional magazines. Seventy-seven percent of the teachers read this type of magazine as compared to forty-six percent of the non-teachers.

TABLE XXII

TYPES OF MAGAZINES REPORTED READ
BY TEACHERS AND NON-TEACHERS WITH
FAMILY INCOME BETWEEN \$6500 and \$9500

Types of Magazines		Readers' Digest	News Magazines	Women's Magazines	Fashion Magazines	Home and Family Life	Religious	Sports and Hobbies	Motion Picture	Professional
Teachers	#	33	32	29	23	26	20	20	16	27
	%	94	91	83	66	74	57	57	46	77
Non-Teachers	#	21	22	22	16	22	16	11	10	11
	%	88	92	92	67	92	67	46	42	46

Types of Magazines Read by Family
Income Group Over \$9500

The largest income group for this study was in the over \$9500 bracket. Here there were sixty-four teachers and fifty-three non-teachers. Their responses are recorded in Table XXIII. The calculated value of Chi Square was 10.65. Since a Chi Square of 15.51 was required at the .05 level for 8 degrees of freedom, this was less. Using the Table of Critical Values of Chi Square, this result would be significant between the .20 and .30 level.

TABLE XXIII

TYPES OF MAGAZINES REPORTED READ
BY TEACHERS AND NON-TEACHERS WITH
FAMILY INCOME OVER \$9500

Types of Magazines		Readers' Digest	News Magazines	Women's Magazines	Fashion Magazines	Homes and Family Life	Religious	Sports and Hobbies	Motion Picture	Professional
Teachers	#	53	52	56	38	51	41	22	26	55
	%	83	81	88	59	80	64	34	41	86
Non- Teachers	#	42	47	49	31	43	34	31	19	25
	%	79	89	92	58	81	64	58	36	47

While this group's reported reading was similar in proportion, there were two categories in which differences were noted. Teachers (eighty-six percent) reported reading professional magazines more than non-teachers (forty-seven percent). Non-teachers reported reading sports and hobbies magazines more than non-teachers (fifty-eight percent to thirty-four percent). Although the percentage difference is slight, more non-teachers (eighty-nine percent) than teachers (eighty-one percent) reported reading news magazines.

Types of Newspapers Read

Hypothesis 2G states that there are no differences between teachers and non-teachers in the types of newspapers read. Table XXIV records the types of newspapers and the reported reading by both groups. The calculated value of Chi Square was 1.89, which was considerably less than the

9.49 required for 4 degrees of freedom required at the .05 level. Looking at the Table of Critical Values of Chi Square, such a result would be significant between the .70 and .80 level. The Null hypothesis was not rejected.

TABLE XXIV

SUMMARY OF TYPES OF NEWSPAPERS
REPORTED READ BY
TEACHERS AND NON-TEACHERS*

Type of Newspaper	Teacher Non-Reader			Non-Teacher Non-Reader		
	N	S	Total	N	S	Total
Local	1	5	6	2	1	3
State	11	10	21	1	1	2
Regional	53	13	66	49	15	64
National	51	15	66	46	14	60
Foreign	98	4	102	91	4	95

Type of Newspaper	Teacher				P _t	Non-Teacher				P _t
	O	U	R	Total		O	U	R	Total	
Local	12	18	79	109	93	2	3	90	95	99
State	32	27	40	99	85	14	12	70	96	100
Regional	22	7	8	37	32	17	5	12	34	35
National	15	7	11	33	27	22	5	11	38	40
Foreign	3	0	0	3	2.5	3	0	0	3	3

*Reading Pattern

- N - Never
- S - Seldom
- O - Occasionally
- U - Usually
- R - Regularly
- P_t - Percentage

Types of Newspapers Read by Age Group 20-34

Hypothesis 24 states that there are no differences between teachers and non-teachers in the types of newspapers read when compared by age groups. Table XXV records the responses of both groups, age 20-34. The calculated value of Chi Square was 2.55 which was not significant at the .05 level. This was less than the 7.82 required at the .05 level for 3 degrees of freedom. A study of the Table of Critical Values for Chi Square indicates that this result would be significant at the .50 level. The Null hypothesis was retained.

TABLE XXV

TYPES OF NEWSPAPERS REPORTED READ
BY TEACHERS AND NON-TEACHERS
IN AGE GROUP 20-34

Types of Newspapers		Local	State	Regional	National	Foreign
Teachers	#	43	39	9	10	1
	%	90	81	19	21	2
Non-Teachers	#	29	30	13	10	1
	%	94	97	42	32	3

An examination of Table XXV reveals some interesting results. When considering a proportion of the total respondents for each group, ninety-four percent of the non-teachers and ninety percent of the teachers read the local newspaper. When considering the state newspaper, ninety-seven percent of the non-teachers and eighty-one percent of the teachers

reported reading this type. The greatest difference appeared to be in the regional newspaper where forty-two percent of the non-teachers and nineteen percent of the teachers reported reading a regional newspaper. Thirty-two percent of the non-teachers in the 20-34 age group reported reading a national newspaper as compared to twenty-one percent of the teachers. Since so few in the total study reported reading foreign newspapers, it was too small for computation and was not considered in the age group or family income statistics.

Types of Newspapers Read by Age Group 35-49

Table XXVI records the responses of teachers and non-teachers in the age group 35-49 in the type of newspaper read. The calculated value of Chi Square was 1.03. This was not significant at the .05 level but was considerably less than the 7.82 required for 3 degrees of freedom. Looking at the Table of Critical Values of Chi Square, such a result would be significant at the .80 level. The Null hypothesis was accepted.

Looking at Table XXVI, a proportion of the total indicates that seventy-nine percent of the teachers in age group 35-49 reported reading a state newspaper. This contrasted to ninety-seven percent of the non-teachers who reported reading this type of newspaper. The other contrast in this age group was in regional newspapers

where thirty-six percent of the teachers and twenty-nine percent of the non-teachers reported reading this newspaper.

TABLE XXVI

TYPES OF NEWSPAPERS REPORTED READ
BY TEACHERS AND NON-TEACHERS
IN AGE GROUP 35-49

Type of Newspaper		Local	State	Regional	National	Foreign
Teachers	32%	32	26	12	8	0
	97%	97	79	36	24	0
Non-Teachers	33%	33	33	10	11	0
	97%	97	97	29	32	0

Types of Newspapers Read by Age Group 50-65

The responses of those from 50-65 is shown in Table XXVII. This indicates the types of newspapers this group reported reading. The calculated value of Chi Square was 1.29 which was not significant at the .05 level. The Null hypothesis was accepted because there appears to be no difference between teachers and non-teachers, 50-65, in the types of newspapers reported read. The calculated value of Chi Square was less than the 7.82 required at the .05 level for 3 degrees of freedom. Looking at the Table of Critical Values of Chi Square, such a result would be significant between the .70 and .80 level.

TABLE XXVII
 TYPES OF NEWSPAPERS REPORTED READ
 BY TEACHERS AND NON-TEACHERS.
 IN AGE GROUP 50-65

Types of Newspapers		Local	State	Regional	National	Foreign
Teachers	#	34	32	16	16	2
	%	94	89	44	44	.06
Non-Teachers	#	31	31	11	17	3
	%	100	100	35	55	10

Looking at the table for this age group (50-65), a proportion of the total reveals that forty-four percent of the teachers reported reading regional newspapers as compared to thirty-five percent of the non-teachers. However, in reported reading of national newspapers, fifty-five percent of the non-teachers as compared to forty-four percent of the teachers reported reading this type of newspaper. Other comparisons show only slight differences (non-teachers reported reading more local (one hundred percent) than teachers (ninety-four percent) local and eighty-nine percent) state.

Types of Newspapers Read by Family
 Income Group Under \$6500

Hypothesis 2I states that there are no differences between teachers and non-teachers in the types of newspapers read when compared by family income. Table XXVIII shows the responses of teachers and non-teachers whose family income was below \$6500.

TABLE XXVIII

TYPES OF NEWSPAPERS REPORTED READ
BY TEACHERS AND NON-TEACHERS WITH
FAMILY INCOME BELOW \$6500

Types of Newspapers		Local	State	Regional	National	Foreign
Teachers	#	15	13	3	3	0
	%	83	72	17	17	0
Non-Teachers	#	17	19	6	8	0
	%	89	100	32	42	0

The calculated value of Chi Square was .90. This was not significant at the .05 level, but was considerably less than the 7.82 required at the .05 level for 3 degrees of freedom. Looking at the Table of Critical Values of Chi Square, such a result would be significant at the .80 level. The Null hypothesis was accepted because there appeared to be no significant differences in the types of newspapers read by teachers and non-teachers when family income was below \$6500.

An inspection of Table XXVIII reveals some interesting results. All of the non-teachers in this group reported reading a state newspaper as compared to seventy-two percent of the teachers. Thirty-two percent of the non-teachers and seventeen percent of the teachers reported reading a regional newspaper. In addition, forty-two percent of the non-teachers reported reading a national newspaper. This

compared to seventeen percent of the teachers who reported reading a national newspaper. The percentage of the total was not as great in the local newspaper, but eighty-three percent of the teachers and eighty-nine percent of the non-teachers reported reading this type of newspaper.

Types of Newspapers Read by Family
Income Group \$6500-\$9500

A comparison of types of newspapers read by teachers and non-teachers in the \$6500-\$9500 income group is recorded in Table XXIX. The calculated value of Chi Square was .12 which was not significant at the .05 level. This was considerably less than the 7.82 required at the .05 level for 3 degrees of freedom. From the Table of Critical Value of Chi Square such a result would be significant at the .99 level. The Null hypothesis was accepted because there appeared to be no difference.

TABLE XXIX

TYPES OF NEWSPAPERS REPORTED READ
BY TEACHERS AND NON-TEACHERS WITH
FAMILY INCOME BETWEEN \$6500 AND \$9500

Types of Newspaper		Local	State	Regional	National	Foreign
Teachers	$\frac{17}{97}$	34	31	12	11	1
Non-Teachers	$\frac{24}{100}$	97	89	34	31	3
		24	24	8	7	1
		100	100	33	29	4

Examining Table XXIX, the only proportion of the total of noticeable comparison was in the reported reading of state newspapers. Eighty-nine percent of the teachers indicated they read the state newspaper but all of the non-teachers reported they read this paper.

Types of Newspapers Read by Family
Income Group Over \$9500

Table XXX shows the teachers and non-teachers in the income group over \$9500. When treated statistically, the calculated value of Chi Square was .61 which was considerably less than the 7.82 required for 3 degrees of freedom. The Null hypothesis was retained because there appears to be no significant difference in the types of newspapers read by teachers and non-teachers when compared by family income over \$9500. Looking at the Table of Critical Values of Chi Square such a result would be significant at the .90 level.

TABLE XXX

TYPES OF NEWSPAPERS REPORTED READ
BY TEACHERS AND NON-TEACHERS WITH
FAMILY INCOME ABOVE \$9500

Types of Newspapers		Local	State	Regional	National	Foreign
Teachers	#	60	54	21	18	2
	%	94	84	33	28	3
Non- Teachers	#	53	52	20	22	2
	%	100	98	38	42	.4

An examination of Table XXX shows that when a proportion of the total is used, more non-teachers read each type of newspaper than teachers. Local newspapers were reported read by all of the non-teachers but by ninety-four percent of the teachers. The state newspapers were reported read by ninety-eight percent of the non-teachers and eighty-four percent of the teachers. Regional newspapers were reported read by thirty percent of the non-teachers and thirty-three percent of the teachers. The greatest difference was in national newspapers where reported reading for non-teachers was forty-two percent as compared to twenty-eight percent for teachers.

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

In modern educational programs, great emphasis is placed upon reading instruction. This is true at all grade levels, but probably the most crucial area is in the elementary school where reading is first taught. According to the literature reviewed for this study, it is in the grade school that the reading interests for life are developed.

The role of the elementary school teacher in the teaching of reading is apparent. How efficient she is in this role is not so obvious. There appears to be some agreement that a teacher would be a better teacher of reading if she were an enthusiastic reader herself. Though many assumptions have been made, there was no concrete evidence that elementary teachers read more or less than other women who have college degrees.

Summary of Procedures

To achieve the purpose of this study a comparison was made of reading habits of the female elementary school teachers in Hot Springs, Arkansas, with a selected group of female non-teaching college graduates, also residents of Hot Springs. The primary concern was the type of materials

read and the time spent in reading. The Null hypothesis was tested in each case to determine whether there were any significant differences in the leisure reading of teachers and non-teachers. The Mann-Whitney U test was used to determine the differences in total amount of reading of teachers and non-teachers.

Chi Square was used to determine the difference between teachers and non-teachers in various types of reading materials.

The population for the study consisted of 117 teachers and 96 non-teachers. Both groups completed the questionnaire prepared for this study. All of the non-teachers were contacted by telephone to determine their willingness to participate. If they agreed, they were mailed a questionnaire. The teachers were given the questionnaire by their elementary principal.

The questionnaire pertained to the total amount of time spent in reading and the types of newspapers, magazines, and books that the participants read. The analysis was made in three different categories for all three types of reading material. The first contained the total reading of newspapers, magazines, and books. The second consisted of a comparison by age groups 20-34, 35-49, and 50-65. The final comparison was by total family income (below \$6500, \$6500-9500, and above \$9500).

Summary of Data and Findings

The Mann-Whitney U test was used for the statistical treatment of the data pertaining to the total amount of time spent in reading. This was broken down into an analysis of the total reading of books, magazines, and newspapers respectively. In all three types of reading material, a significant difference was noted. Therefore, the Null hypothesis was rejected.

When the subjects for this study were divided into age groups and the Mann-Whitney U test was employed, in all three age categories (20-34, 35-49, 50-65), there was a significant difference in favor of the non-teachers. When the study was made by family income, there were also a significant difference in all areas except the below \$6500 income group. Non-teachers read more in this group also, but the difference was not significant. In family income groups \$6500-\$9500 and above \$9500, the difference was significant-non-teachers read more.

In an analysis of the types of materials read, the Chi Square test was applied. There was a significant difference in only two categories. In the age group 20-34, there was a significant difference between teachers and non-teachers in the types of books reported read. There was also a significant difference in the types of books reported read by teachers and non-teachers whose family income was above \$9500. All other calculations indicated there were no significant differences and the Null hypothesis was not rejected.

A study of the responses offered the following comparisons.

1. About sixty percent of both teachers and non-teachers reported they read classics.

2. Forty-two percent of the teachers and thirty-four percent of the non-teachers reported reading mystery and detective books.

3. Forty-four percent of the teachers and forty-three percent of the non-teachers reported reading books of romance.

4. Forty-three percent of the non-teachers and thirty-seven percent of the teachers reported reading science and adventure books.

5. More non-teachers reported reading books classified as biography, travel, home and children, crafts and political-economic-sociological, even though the difference was less than ten percent.

6. Thirty-five percent of the teachers reported reading professional books as compared to thirty-four percent of the non-teachers.

7. There were no significant differences in the types of magazines reported read by teachers and non-teachers, although more teachers read professional magazines while more non-teachers read magazines on home and family life and religion.

8. More non-teachers reported reading women's magazines, fashion magazines and news magazines than did teachers.

9. There were no significant differences between teachers and non-teachers in the types of newspapers read. Considering the proportion of the total subjects, more non-teachers reported reading all five types of newspapers. The most noticeable difference was in the state newspaper, which was reported read by all of the non-teachers as compared with eighty-five percent of the teachers.

Conclusions

The major conclusions to be drawn from this study are

1. The non-teacher subjects included in this study participate in more leisure reading than the teacher subjects. This conclusion is correct for all of three categories, books, magazines, and newspapers.

2. It is also concluded that non-teachers spend more time reading than teachers when the comparisons are made between three age groups.

3. This same conclusion can be made regarding time spent in reading when the comparison is made between non-teachers and teachers when compared by total amount of family income. The one exception was the lowest income level where there was no significant difference in the amount of reading by the two groups.

4. Teachers and non-teachers do not differ significantly in the types of materials they read.

5. Teachers reported reading more professional materials than non-teachers, but read less than non-teachers in the areas related to current happenings.

6. In considering the total study, non-teachers read more than teachers.

Recommendations

The following recommendations are an outgrowth of this study:

1. Further studies should be made to verify whether deductions made from current studies that the amount and kind of reading a teacher does contributes to his proficiency as a teacher of reading have validity.

2. Since the related professional literature indicates the teaching profession is influenced by the amount and kind of reading pursued by its members, the programs in teacher education should be structured to result in teacher graduates becoming more interested and selective in their reading.

3. Public schools should provide materials, facilities, and incentive for their teachers to read.

4. Further investigations might also be profitable to determine the difference in reading patterns of teachers and non-teachers when the variable of amount of leisure time becomes a part of the study.

APPENDICES

Appendix

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APPENDIX A

Dear

Thank you for your willingness to help me in this survey. Enclosed you will find a questionnaire and a self-addressed stamped envelope for your convenience in returning the form. Remember, you do not need to sign your name.

I sincerely appreciate your assistance in this matter.

Sincerely,

Thurman O. Watson
Chairman, Department of
Elementary Education

APPENDIX B
QUESTIONNAIRE

Would you please assist in this attempt to determine the leisure reading habits of adult women college graduates? You do not need to sign your name but your responses to every question is urgently requested.

Basic Information

College degree you hold (B.S.E., B.A., B.S.) _____

Your age: 20-34_____; 35-40_____; 50-65_____

Married: Yes_____ No_____ Race_____

Present occupation: Teacher_____ Non-Teacher_____

Is the annual income of your entire household:

Under \$6500 _____

Between \$6500-9500 _____

Over \$9500 _____

1. How often do you read the following types of newspapers?

	Never	Seldom	Occasionally	Usually	Regularly
Local Newspaper					
State Newspaper					
Regional Newspaper					
National Newspaper					
Foreign Newspaper					

2. Do you subscribe to any of the following types of newspapers? (Please check)

Local Newspaper _____
 State Newspaper _____
 Regional Newspaper _____
 National Newspaper _____
 Foreign Newspaper _____

3. Approximately how much time do you spend reading newspapers each week? _____

4. How often do you read the following types of magazines?

	Never	Seldom	Occasionally	Usually	Regularly
Reader's Digest or other Digests					
News Magazines (Ex. Newsweek, Life)					
Women's Magazines (Ex. McCall's, Ladies Home Journal)					
Fashion Magazines (Ex. Glamour, Vogue)					
Home and Family Life Ex. Parent's Magazine, Good Housekeeping)					
Religious (Ex. Christian Century, Guidepost)					
Sports and Hobbies (Ex. Outdoor Life, Hobbies)					
Motion Pictures Ex. TV Guide, Modern Screen)					
Professional (Ex. Childhood Education What's New in Home Economics)					

5. Do you subscribe to any of the following types of magazines? (Please check)

Reader's Digest or other Digest	
News Magazines	
Women's Magazines	
Fashion Magazines	
Home and Family Life	
Religious	
Sports and Hobbies	
Motion Pictures	
Professional	

6. Approximately how much time do you spend reading magazines each week? _____

7. Which of the following types of books have you read (at least a major portion thereof) in the past year?

	Never	Seldom	Occasionally	Usually	Regularly
Fiction:					
Classic					
Mystery and Detective					
Romances					
Science and Adventure					
Non-Fiction:					
Biography					
Travel					
Home and Children					
Crafts					
Political-Economic-Sociological					
Professional (not to include books read as job requirements)					
Other Subject Areas					

8. How many of the following types of books have you read (at least a major portion therefore) in the past year?

Type of Book	Number Read
Fiction:	
Classic	
Mystery and Detective	
Romances	
Science and Adventure	
Non-Fiction:	
Biography	
Travel	
Home and Children	
Crafts	
Political-Economic-Sociological	
Professional (not to include books read as job requirements)	
Other Subject Areas	

9. Approximately how much time do you spend reading books each week? _____

APPENDIX C

THE MANN-WHITNEY U TEST

With at least ordinal measurement, the Mann-Whitney U test may be used to test whether two independent groups have been drawn from the same population. It may be used as an alternative to the parametric t test if one wishes to avoid the t test's assumptions.

To utilize the Mann-Whitney U test, the following procedure is offered:

Let N_1 = the number of cases in the smaller of two groups, and N_2 = the number of cases in the larger group. Combine the scores from both groups and rank in order of increasing size. Find the sum of the ranks' (R_1 and R_2) for each group. Using the formula,

$$U = N_1 N_2 + \frac{N_1(N_1 + 1)}{2} - R$$

compute the value of U. For large samples (N larger than 20) the sampling distribution of U approaches the normal distribution. The conversion of U to z is achieved by the formula

$$z = \frac{U - \frac{N_1 N_2}{2}}{\sqrt{\frac{N_1 N_2 (N_1 + N_2 + 1)}{12}}}$$

The decision to accept or reject the hypothesis that both groups come from the same population is based on the significance of z as calculated above. Reference to a table of the probabilities associated with z will determine its significance level.

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