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EXPRESSED READING PREFERENCES OF CHILDREN ENROLLED
IN GRADE TWO IN SELECTED SCHOOLS OF COLORADO

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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JAMES ORVAL BUTLER

Norman, Oklahoma

1964

EXPRESSED READING PREFERENCES OF CHILDREN ENROLLED
IN GRADE TWO IN SELECTED SCHOOLS OF COLORADO

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EXPRESSED READING PREFERENCES OF CHILDREN ENROLLED
IN GRADE TWO IN SELECTED SCHOOLS OF COLORADO

CHAPTER I

THE PROBLEM: ITS BACKGROUND AND SCOPE

Introduction

The various facets of children's reading have long been of concern to educators and investigators. The vast array of research in this area during the twentieth century is evidence of the significance attached to this realm of modern education.

Historically, the first attempt to provide reading material commensurate with the maturational level of children may be traced to the middle of the seventeenth century. The publication of The Visible World by Comenius in 1658 has been called "the birth of the child's book proper."¹

Impetus to this area of reading may be attributed to the "doctrine of interest" as theorized by Rousseau and Pestalozzi and formulated by Herbart.

This doctrine "holds that the interests of the learner should be considered and utilized in determining both the content and the

¹Doris C. Dunlop et al., Studies in Reading (London: University of London Press, 1950), Vol. II, p. 82.

methods of instruction."²

A later attempt to incorporate this concept into reading materials is discussed by Stone.³

In the field of primary education a study of progressive developments in school readers, beginning with the innovation of the graded eclectic series by McGuffey, originally published over a hundred years ago, reveals clear evidence of attempts to adapt reading material to the interests and abilities of children on different levels of growth and at the same time to realize certain educational objectives of a spiritual and social character dominant at the time.

Further emphasis on the concept of interests and their implementation in reading materials has been attributed to Charles De Garmo and John Dewey, both of whom extended the philosophies of Rousseau and Pestalozzi, with some modification.

Jersild and Tasch⁴ feel that the educational philosophy advocated by Dewey was a factor in stimulating research in this area of learning.

The nature and development of children's interests have been discussed and studied by educators for a long time. The writings of John Dewey did much to clarify the relationship between learning and interest and served to increase the realization of the significance of the problem.

Review of the literature in this field reveals that although these early attempts recognized children's interests as distinct from those of adults, no systematic efforts were made to identify or isolate these interests.

²Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 223.

³Clarence R. Stone, Progress in Primary Reading (St. Louis: Webster Publishing Company, 1950), p. 7.

⁴Arthur T. Jersild and Ruth J. Tasch, Children's Interests and What They Suggest for Education (New York: Bureau of Publications, Teachers College, Columbia University, 1949), p. vii.

The first direct efforts at attacking the problem of reading interests were made at the close of the nineteenth century and are found in references by Celestine⁵ to the earliest reported studies.

The earliest study reported was made by M. B. True in 1893. He investigated the withdrawal records of a small town library. The next two studies were dated 1897. The first of these was made by James E. Russell of Colorado and reported by R. W. Bullock in the proceedings of the National Education Association of that year. It included a classification of reading choices of children from the third grade through high school. Two other investigations were made the same year, one by H. C. Henderson with 3,000 children and the other by John C. Shaw. The latter experiment included all the elementary grades above the second and was made with 900 school children of Worcester, Massachusetts.

Since that time studies in the general area of reading interests have increased rapidly. The progression of this increase may be seen best in the summaries of reading investigations compiled by William S. Gray since 1925 and continued to the present time by Theodore J. Harris and others.

In 1940 Gray⁶ commented that "approximately 200 studies of the reading interests of elementary and high school pupils have been published to date in this country."

Referring again to the area of reading interests, in 1957 Gray⁷

⁵Sister M. Celestine, O.S.U., A Survey of the Literature on the Reading Interests of Children of the Elementary Grades (The Catholic University of America, Educational Research Bulletins, Vol. V, Nos. 2 and 3; Washington, D. C.: The Catholic Education Press, 1930), p. 7.

⁶William S. Gray, "Summary of Reading Investigations," Journal of Educational Research, XXXIII (March, 1940), 499.

⁷William S. Gray, "Reading," Encyclopedia of Educational Research, ed. Chester W. Harris (3rd ed.; New York: The Macmillan Company, 1960), p. 1105.

stated that "keen interest in this field is evidenced by the fact that almost 300 studies of reading interests have been reported."

Comprehensive summaries of the literature of reading interests^{8,9} indicate that the preponderance of these studies has been concerned with the reading habits of adults, college students, high school students, adolescents, and intermediate grade elementary school children. More recently these studies have largely been concerned with the relationship of the various mass media communication efforts upon the reading habits of the population cited above.

The small amount of research in the area of primary grades is apparently due to the fact that several major studies and conclusions of surveys of studies of primary age children have established certain generalizations which are accepted as being more or less unchanging.

Notable among these is a study by Dunn¹⁰ in which a comprehensive

⁸Gray's "Summary of Reading Investigations" was published yearly in The Elementary School Journal, Volumes XXVI to XXXII, 1926 to 1932. Beginning in 1933, continuation of these summaries was made annually in the February issue of Journal of Educational Research, Volumes XXVI to LIII, 1933 to 1960.

⁹Arthur E. Traxler et al. summarized reading research under the following titles: Summary and Selected Bibliography of Research Relating to the Diagnosis and Teaching of Reading, 1930-1937 (Educational Records Bureau, Supplementary Bulletin A; New York, 1937); Ten Years of Research in Reading (Educational Records Bureau, Educational Records Bulletin No. 32; New York, 1941); Another Five Years of Research in Reading (Educational Records Bureau, Educational Records Bulletin No. 46; New York, 1946); Eight More Years of Research in Reading (Educational Records Bureau, Educational Records Bulletin No. 64; New York, 1955); Research in Reading During Another Four Years (Educational Records Bureau, Educational Records Bulletin No. 75; New York, 1960).

¹⁰Fannie Wych Dunn, Interest Factors in Primary Reading Material ("Teachers College: Contributions to Education," No. 113; Columbia University, New York, 1921).

effort to derive interest producing factors in primary reading material was made. The conclusions of this study have been extensively accepted, as indicated by references in subsequent studies.

One of the more widely quoted surveys is that of Celestine,¹¹ which established that sex differences generally do not appear in reading preferences before age nine, and that stories about animals personified are the favorite theme of primary children.

Subsequent studies relating to the general area of reading interests have been extensions of these generalizations into allied areas. They have taken the form of studies comparing the types of stories found in basic reading texts with established preferences, or detailed analyses of interest producing factors found in basal reader stories.

It is upon these bases, (a) the scarcity of studies relating to primary reading preferences and (b) the lack of recency of investigations of this type, that the problem may be stated.

Statement of the Problem

The underlying purpose of this study involves the recording of expressed reading preferences of children in Grade 2 and the subsequent analyzing of this data in an attempt to answer the following questions:

1. What are the reading preferences of children in Grade 2 as shown by their choices among eight categories of reading content areas?
2. Do these preferences reflect a shift in emphasis from those revealed in similar studies?
3. What effect, if any, do the following intrinsic and extrinsic

¹¹Celestine, op. cit., p. 92.

factors reflect in expressed preferences?

- (a) Sex
- (b) Intellectual ability
- (c) Socio-economic environment
- (d) Reading competence

The enormity of the number of studies relating to reading interests implies the advancement of knowledge concerning the relation of interests to reading. Yet, many questions remain unanswered. In addition, changing societal conditions compound the questions arising from earlier studies.

One of the basic problems in a study of this type lies in the method of appraisal in attempting to establish reading interests or preferences. Friedman and Nemzek,¹² in surveying reading interest studies, found a high subjectivity of facts present in most studies, with subsequent difficulty in comparing findings.

Witty and Kopel¹³ felt that techniques designed to ascertain children's interests were "incidental or at best poorly conceived" and that "often they seem to depend upon a naive credulity in children's verbal responses to a few leading questions."

Witty¹⁴ also indicated that "surprisingly few comprehensive stud-

¹²Kopple C. Friedman and Claude L. Nemzek, "A Survey of Reading Interest Studies," Education, LVII (September, 1936), 51-56.

¹³Paul Witty and David Kopel, Reading and the Educative Process, (New York: Ginn and Company, 1939), p. 34.

¹⁴Paul A. Witty, "The Role of Interest," Development In and Through Reading, Sixtieth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1961), p. 128.

ies of children's interests are available."

A study of available literature indicates that the most common methods utilized in attempting to determine children's reading interests have been (a) the questionnaire, (b) analyses of book withdrawals, (c) direct observation of children in the classroom, the library, or the home, and (d) conferences with librarians.

The limitations imposed by these techniques are that we have no way of knowing whether children select books within their reading ability and that the selections of the subjects are necessarily limited to books available at a specific time.

Another problem of primary importance in a study of this type lies in several factors which are known to influence reading interests. Gray¹⁵ categorizes these as (a) age, (b) sex, (c) intelligence, (d) social class background, (e) reading competence, (f) experience, (g) radio, film, and television influence, and (h) availability of books.

Reading interests, then, are affected by several conditions which are subject to change. Traxler and Townsend,¹⁶ in discussing the need for continuing research in this area, felt that "changes in environmental conditions and the introduction of new media of communication create trends in reading interests that ought to be identified."

An extension of this need for further study in the area of reading interests, an integral subsidiary of that expressed above, is found in the curricular area of primary grade reading programs.

¹⁵Gray, Encyclopedia of Educational Research, p. 1108.

¹⁶Arthur E. Traxler and Agatha Townsend, Eight More Years of Research in Reading (New York: Educational Records Bureau, Educational Records Bulletin No. 64, 1955), p. 15.

Many authorities in the field of education have questioned the suitability of primary reading materials as related to the interests of primary children.

Heilman¹⁷ raised the question of the highly significant differences in the number of boys over girls labeled as remedial reading cases. One of the causal elements that he advances as a possibility in the development of this situation is:

The rigid conformist mood, tone, and atmosphere contained in and conveyed by the pre-primers, primers, and early readers are considerably less challenging to boys than to girls. It is often alleged that the "content" is a far cry from what the culture has taught to and expects from boys. Therefore, beginning reading, which should be an exciting, challenging new adventure, is actually a dull, regressive sort of experience unless the teacher can project a great deal into the material.

Smith,¹⁸ in a recent study to compare content of reading materials prepared for use in Grade 1 with interests of these children as indicated by their free-choice selection of books at the library, found:

The data seem to indicate that generally the preprimer and primer which the children are required to read, and which are supposed to stimulate an interest and desire to read, do not really satisfy their reading interests as shown by their free-choice of books at the library. . . . The writer believes the data are significant in pointing out that book content which is concentrated almost specifically upon children, parents, toys, play, kittens, and dogs is not adequately meeting the reading interests and needs of a great many children of today.

¹⁷Arthur W. Heilman, Principles and Practices of Teaching Reading (Columbus, Ohio: Charles E. Merrill Books, Inc., 1961), p. 361.

¹⁸Ruth C. Smith, "Children's Reading Choices and Basic Reader Content," Elementary English, XXXIX (March, 1962), 209.

Witty¹⁹ wrote of this general problem, stating:

It is clear that we should provide in the primary grades a meaningful program that is challenging and that calls forth sustained effort. It would seem that, for many children, the use of some of the conventional teaching materials does not actually accomplish these objectives.

Ragan,²⁰ in emphasizing the value of basing learning activities on pupils' interests, said:

Children's interests in books, in the natural environment, in games, and in various kinds of activities need to be evaluated. The dimensions of children's interests also need to be evaluated. These include range of preferences or variety of interests, range of participation or variety of activities, and intensity or depth of interest in any specific activity.

Reading interests are subjected to the influences of sociological emphases existing in our culture at a given time. The cultural emphases are given additional impetus through our current systems of mass communication. Thus, in order to achieve the maximum benefit of interest upon the learning effort in the classroom, these interests must be continually evaluated in terms of changing societal conditions.

Purpose of the Study

The purpose of this study was to attempt to determine the reading preferences of children enrolled in Grade 2 through isolation and control of the following factors: (a) readability, (b) accessibility, and (c) range of content areas.

The study was designed to provide adequate control for the readability variable, in that all books utilized in the study were of

¹⁹Witty, Development In and Through Reading, p. 128.

²⁰William B. Ragan, Modern Elementary Curriculum (New York: Henry Holt and Co., 1960), p. 402.

appropriate reading level. The oral reading of all books by the teacher is intended to reduce further this element as one of influence on reading preferences.

The study was also designed to reduce the influencing factors of availability or accessibility and range of content areas in that the subject range of books typically available to readers at this grade level was used in the study.

The answers to the following questions were sought:

1. What are the expressed reading preferences of children enrolled in Grade 2 as shown by expressed choices in the eight categories of reading content areas?

2. Do these preferences reflect a shift in emphasis from those revealed in earlier studies?

3. What effect, if any, do the following intrinsic and extrinsic factors reflect in expressed preferences?

- (a) Sex
- (b) Intellectual ability
- (c) Socio-economic environment
- (d) Reading competence

The study was carried out in order to test the following null hypotheses:

1. There is no significant difference between the expressed reading preferences of boys in Grade 2 as compared with those of girls in Grade 2.

2. There are no significant differences between the expressed reading preferences of children in Grade 2 who have varying

intelligence ranges.

3. There are no significant differences between expressed reading preferences among children in Grade 2 who represent different socio-economic environments.

4. There are no significant differences between expressed reading preferences among children in Grade 2 who possess varying levels of reading competence.

Basic Assumptions

The following assumptions were made for this study:

1. That the following eight reading areas represented the range of book content available to children in Grade 2. The list is a modification of reading areas developed by Terman and Lima.²¹

- (a) Fairy tales (themes involving imaginary creatures with magical powers associated with human characters)
- (b) Animal stories (major characters animal, human characters secondary)
- (c) Biography (factual presentation of major incidents of a person's life)
- (d) Science and nature (factual material presenting physical or biological concepts)
- (e) Stories of home and school life (familiar settings and problems representing home and school; animals are minor characters if present in the story)
- (f) Poetry (short anthologies with a variety of subjects)
- (g) Fantasy (unrestricted by set form; all characters and problem situations imaginary)
- (h) Children of other lands (books having as their central setting and characters those outside the continental United States)

Lewis M. Terman and Margaret Lima, Children's Reading (2nd ed.; New York: D. Appleton and Co., 1931), p. 68.

2. That books selected for each of the categories above contained known high interest producing factors to establish a uniform range of book titles of comparable interest level.

3. That children in Grade 2 are able to express preferences of one book over another and rank them in relation to those preferences.

4. That the reading section of the California Achievement Test²² measures reading proficiency for children in Grade 2.

5. That the primary form of the California Short-Form Test of Mental Maturity²³ establishes general intelligence levels of children in Grade 2.

6. That the utilization of heterogeneously grouped children in Grade 2 provides varying levels of reading competence.

7. That use of the "Index of Status Characteristics" as described by Warner, Meeker and Eells²⁴ provides an index of social class for children in Grade 2.

8. That the following raw scores, as developed from the Warner, Meeker and Eells formula, would serve to designate probable socio-economic environment: (a) Level A, 12 to 33; (b) Level B, 34 to 53; and (c) Level C, 54 to 84. These socio-economic category designations are adapted from the Warner, Meeker and Eells "social class

²²Ernest W. Teigs and Willis W. Clark, California Achievement Tests, Lower Primary, Grades 1 and 2, Form W (Los Angeles: California Test Bureau, 1957), pp. 3-9.

²³Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Teigs, California Short-Form Test of Mental Maturity, Primary, Grades 1-2-3, S-Form (Los Angeles, California Test Bureau, 1957).

²⁴W. Lloyd Warner, Marchia Meeker, and Kenneth Eells, Social Class in America (Chicago: Science Research Associates, Inc., 1949), pp. 122-23.

equivalents,²⁵ and were designed to approximate the upper, middle, and lower classes of socio-economic environments.

9. That the presentation and reading of the books within the various classrooms were not of significant variance to influence the children's expressed preferences.

Operational Definitions

For the purposes of this study the following definitions were established:

Reading interest - the types of reading matter that attract and hold a reader.

Expressed reading preference - a verbal expression for one book over another at a specified time.

Content area - the theme or nature of the material contained within a designated book.

Range of content area - a predetermined establishment of the various content areas which would comprise the basic themes of books available to children enrolled in Grade 2.

Mass media - forms of communication which reach large segments of the population, such as television, newspapers, magazines, and comic books.

Interest producing factors - diverse factors which have been reported in research as contributing to interest in reading material. These factors were suggested in a study conducted by Dunn,²⁶ who found

²⁵Warner, Meeker, and Eells, op. cit., p. 127.

²⁶Dunn, op. cit., p. 39.

that:

For primary children in general . . . the elements of surprise, plot, narrativeness, animalness, liveliness, moralness, and conversation seem to be most efficient as interest producers.

These elements as interest producers were basically substantiated later in a study conducted by Gates, Peardon, and Sartorius.²⁷

Delimitations of the Study

During the study, the following delimitations were applied:

1. The study involved two classes of regularly enrolled, heterogeneously grouped boys and girls from Grade 2 in each of the following schools of School District 11, Colorado Springs, Colorado:

Lowell School, 831 South Nevada Avenue

Edison School, 3121 North Alabama

Longfellow School, 3302 Maizeland Road

The study was further limited to those students enrolled for the duration of the study, October 28, 1963, to May 1, 1964.

2. The evaluation of expressed preferences is limited to differences in recorded preferences between children representing varying socio-economic environments; between various levels of intellectual ability; between sex differences in expressed preferences; and differences between various reading achievement levels.

3. The implications and recommendations drawn from the results of this study are limited to specific statements concerning the expressed preferences as shown by the data of this particular study,

²⁷Arthur I. Gates, Celeste Peardon, and Ina Craig Sartorius, "Studies of Children's Interests in Reading," The Elementary School Journal, XXXI (May, 1931), 663.

performed under conditions operating at the time the study was made.

No attempt was made to determine the underlying causative factors contributing to the expressed choices of subjects other than sex, socio-economic environment, intellectual ability, and reading competence.

CHAPTER II

REVIEW OF SELECTED RESEARCH STUDIES

Research studies related to reading interests have been both numerous and varied in type and level of assessment.

Studies relating to reading interests cover a span of approximately seventy years, the first studies of this kind appearing in the literature during the last decade of the nineteenth century. From this beginning the number of studies reported was small until about 1920, when attempts at objective measurement of children's reading interests began to gather momentum. From this point the number of studies concerning the general area of reading interests increased rapidly as indicated in a statement by William S. Gray¹ in 1957 that almost three hundred studies of reading interests had been reported at that time.

The many variables existing within the broad area of reading interests such as age, environmental conditions, ability, reading facilities and opportunities, the impact of mass media and other influencing factors have meant great variety in approaches to the problem of assessment.

Gray² has categorized the numerous studies in this area thus:

1. Extent to which children read
2. Extent of newspaper and magazine reading

¹William S. Gray, "Reading," Encyclopedia of Educational Research, ed. by Chester W. Harris (3rd ed.; New York: The Macmillan Co., 1960), p. 1105.

²Ibid., pp. 1105-1108.

3. Types of books preferred
4. Differences in reading preferences among sex and age groups
5. Interest in comics
6. Reading interests among children of varying levels of intelligence
7. Factors and conditions that influence reading interests

A survey of reported studies in the categories above revealed a marked majority dealing with the age-group of intermediate grades and higher.

Since this dissertation is concerned with reading preferences of children who are in the second grade, the writer has reviewed only those studies pertaining to primary-age children.

A comprehensive study on identification of interest factors in primary reading material was published by Dunn³ in 1921.

This study was directed toward identifying interest producing elements in material available to the first three grades. An initial selection of 243 samples of primary reading material was chosen from 40 books, each, presumably, having high interest quality for this age group. The 243 samples included 73 samples of verse, 63 of factual prose, and 107 of fictional prose. These selections were then submitted to panels of adults who selected 31 samples for the study.

From these Dunn selected forty pairs of reading selections to be read to children in the study to secure their expressed preferences between the members of each pair.

Dunn⁴ described the selection of probable interest producing

³Fannie Wyche Dunn, Interest Factors in Primary Reading Material ("Teachers College: Contributions to Education," No. 113; New York: Columbia University, 1921).

⁴Ibid., pp. 66-67.

qualities and statistical treatment of the results thus:

The samples were then ranked by adult judges for the degree to which they were characterized by the presence or absence of twenty qualities which it seemed likely would affect interest. These qualities were verse form, style, humor, surprise, plot, liveliness, fancifulness, realism, repetition, imagery, familiar experience, conversation, poeticalness, boyiness, girliness, childness, adultness, moralness, narrativeness, and animalness, the latter abstract nouns having been coined to express the existence of the characteristics or qualities which they name. The ranks for each of the samples, as derived from the combined adult judgments, were then correlated with the interest ranks for boys and for girls to determine which qualities showed an effect on interest, and whether this effect was favorable or unfavorable. Finally the crude coefficients of correlation which seemed of significance were freed from the irrelevant effects of one or more coexistent qualities by the statistical procedure of partial correlation.

As a result of the correlation of interest ranks with those for the twenty possible interesting qualities, the latter appeared to divide into those of high positive significance, those of negative effect, and a middle group of probable slightly favorable or indifferent influence. Surprise, plot, narrativeness, liveliness, conversation, animalness, and moralness appeared most effective in arousing interest among both boys and girls. Fancifulness, repetition, childness, poeticalness, same-sexness, humor, and verse form showed interest values of varying amounts, but none considerable. Adultness, style, other-sexness, and realism seemed to repel, rather than attract.

An outstanding survey of research related to reading interest prior to 1930, concerned with elementary school-age children, was published by Celestine.⁵

This survey sought a common basis of comparison between the varied reading interest research approaches.

One of these Celestine found to be age difference. Several studies revealed differences in reading interest patterns of various

⁵Sister M. Celestine, O.S.U., A Survey of the Literature on the Reading Interests of Children of the Elementary Grades (The Catholic University of America, Educational Research Bulletins, Vol. V, Nos. 2 and 3; Washington, D. C.: The Catholic Education Press, 1930).

chronological ages; however, other studies indicated differences in physical and mental development, as related to reading interests, and suggested that these interests may be affected as much by physiological and mental age as by chronological age.

Sociological factors were also revealed in this survey as being strong influences in the reading tastes of children.

In kinds of stories preferred she found that animal stories involving elements of personification were of special interest to primary grade children. Nature stories of the fanciful type and fairy tales were another dominant interest of this age group. She also found childness, including children's familiar experiences and a liking for child characters, formed interesting content for the primary child.

Sex differences also affected reading choices, although studies in the survey indicated that these differences did not manifest themselves until about age nine.

Celestine found considerable evidence that intelligence influenced reading interests. These differences were well defined in interests reflected by dull, average, and bright children and were both quantitative and qualitative.

Gates, Peardon, and Sartorius⁶ completed extensive investigations of the interests of reading materials of children in the first three grades prior to 1930.

One of these studies was designed to determine the expressed interest in informative materials by children in the first three grades.

⁶Arthur I. Gates, Celeste C. Peardon, and Ina Craig Sartorius, "Studies of Children's Interests in Reading," The Elementary School Journal, XXXI (May, 1931), 656-670.

The study involved the use of 268 different selections, of which 124 were informative selections and 144 were narrative selections. In most cases one informative selection and one narrative selection were read to the pupils, the pupils choosing the selection they preferred.

A total of 2,332 pupils in 24 schools made 41,976 choices. The percentage of choices favoring narrative selections was 72.3; the percentage favoring informative selections, 27.7.

Gates found no reliable differences in regard to influence of sex upon the choices. No reliable difference was found within the various age groups represented, or within each grade level. The percentages of choices for various levels of intelligence were found to be about the same.

Favorite books of elementary age children in the Chicago area were studied by Witty, Coomer and McBean⁷ in 1945.

In this study questions were presented to 7,879 school children from kindergarten through Grade 8. Schools involved represented poor, good, and excellent socio-economic levels, as well as schools in smaller cities.

Primary grade children were asked to name the stories they liked best. Teachers then recorded the responses.

This study revealed that stories about animals predominated as favorite stories in the primary grades. Second in popularity were fairy tales.

It is interesting to note that this study indicated a radical

⁷Paul Witty, Ann Coomer, and Dilla McBean, "Children's Choices of Favorite Books: A Study Conducted in Ten Elementary Schools," The Journal of Educational Psychology, XXXVII (May, 1946), 266-278.

difference between choices made by children and those selected by adult criteria to appear in standard bibliographies.

A comparison was made of the findings and with designations of the Children's Catalog, which used one star to indicate children's books which had "real merit" and a double star for those books presumably providing "lasting merit which [has] a universal appeal to children."

In the primary choices of the study, 5 per cent were starred and 19.5 per cent were double starred.

Amatora and Edith⁸ investigated the area of free reading interests over a four-year period using children in Grades 2-8.

The study was designed to reflect typical classroom situations in which a variety of reading was encouraged, with children keeping a record of reading done.

The following percentages show the types of reading done by children in Grade 2 in the study.

<u>Interest</u>	<u>Boys</u>	<u>Girls</u>
Religion	.02	.05
Poetry	.34	.01
Animals	.02	.27
Children	.42	.51
People	.00	.03
Fairy Tales	.11	.06
Travel	.06	.04
Nature and Science	.02	.02
History	.00	.00
Adventure	.01	.01

These percentages reveal some surprising differences when compared to findings of research cited earlier in this paper. The extremely low interest of boys in animal stories as contrasted with the substantial

⁸S. M. Amatora and S. M. Edith, "Children's Interest in Free Reading," School and Society, LXIII (March 3, 1951), 134-137.

interest of girls in this area is not consistent with earlier studies cited. The relatively low interest in fairy tales by both sexes is quite different from the high interest accorded this type of reading in other studies.

Gunderson⁹ analyzed the responses of second-graders to fourteen books read to them.

She found that the qualities most appealing to this age group were humor, excitement, suspense, adventure, an element of magic or fancy, and a satisfactory ending in which justice triumphs.

Noting the influence of illustrations, Gunderson felt that although the children liked pictures in the books, the story content was of major importance in responses of the children.

In a recent study to compare reading interests of children in Grade 1 with the interest categories present in pre-primers and primers of twelve publishing companies, Smith¹⁰ found the five interest choices which ranked highest in the children's free-choice reading were humor-fantasy, real animals, nature-science, holidays-birthdays, and fairy tales.

An examination of the pre-primer and primer revealed that stories about children-parents predominated. Smith examined 859 stories from these books and found 807 in this area of interest. Real animals were the center of interest in 497 of these stories, while 245 stories were chiefly about toys. These three categories ranked first, second, and

⁹Agnes G. Gunderson, "What Seven-Year-Olds Like in Books," Journal of Educational Research, L (March, 1957), 509-520.

¹⁰Ruth C. Smith, "Children's Reading Choices and Basic Reader Content," Elementary English, XXXIX (March, 1962), 202-209.

third in the books examined.

From the data gathered in the study, Smith found that the free-choice selection of humor-fantasy represented 21.73 per cent of the total number of books selected by the children. Yet, of the 859 stories analyzed from the 49 pre-primers and primers, only 7.45 per cent could be classified in this interest area.

Real animal stories ranked second, both in the children's library choices and in the pre-primer and primer content. However, Smith found that animal stories in the pre-primers and primers were chiefly about dogs and cats, while library books read in this category were about a variety of animals, both tame and wild.

A recent study, part of which is closely related to the present study, was conducted by Witty¹¹ in Grades 1-6 in schools of the Chicago area.

The purpose of this study was to identify certain interests of pupils in the first six grades. Interest areas studied through questionnaires were:

1. Television, radio and movies
2. Recreation and hobbies
3. Vocational ambition and educational choice
4. Amount and nature of reading

Responses from six hundred pupils in Grades 1 and 2 indicated the following percentages of kinds of books preferred: Boys--animals, 34.2 per cent; stars, planets, space, 28.2 per cent; pilots, 17.1 per cent; children at home, 5.3 per cent; and children of other lands, 4.6 per cent. Girls--animals, 52.4 per cent; children of other lands, 28.6 per

¹¹Paul A. Witty, "Pupil Interests in the Elementary Grades," Education, LXXXIII (April, 1963), 451-462.

cent; children at home, 21.7 per cent; fairy tales, 9.7 per cent; and school, 9.0 per cent.

Pertinent to the present study is a comparison of kinds of books preferred by this age group in an earlier study by Witty¹² and the study just cited.

While animal stories appear to be a strong contender in reading interests of both sexes in each study, the interest category of fairy tales, second in popularity in 1945, fades considerably in the more recent study.

Witty feels that this change may be credited to the emergence of television and its subsequent alteration of the recreation and interests of boys and girls.

The results of the studies cited here indicate that certain elements of interest have more appeal to primary grade children than do others. In addition, research findings show that intelligence, chronological and mental age, physiological development, and social factors influence the reading tastes of children of this age.

Favorite book categories for primary age children are shown in the research cited to be stories in which animals predominate, followed by fairy tales. Recent studies have revealed a possible shift in reading interests of this age and an earlier manifestation of sex differences as related to reading preferences.

¹²Witty, Coomer, and McBean, loc. cit.

CHAPTER III

PROCEDURE OF THE STUDY

Selection of Subjects

This study was designed to investigate reading preferences of children in Grade 2. An integral component of the study was an investigation of the influence of sex, intellectual ability, socio-economic environment, and reading competence upon the expressed reading preferences of children enrolled in Grade 2.

Because of the magnitude of the problem the study was limited to selected schools in the Colorado Springs Public School System.

In order to secure children representing both sexes and of varying levels of intellectual ability, socio-economic environment, and reading competence, the following procedures were used.

Socio-economic environmental designations were formulated by first screening the twenty-six elementary schools in the Colorado Springs Public School System. Following the initial screening, three schools were selected which would provide children of varying levels of socio-economic backgrounds.

The Warner, Meeker, and Eells¹ formula constituted the basic evaluative instrument in establishing the individual designations of

¹W. Lloyd Warner, Marchia Meeker, and Kenneth Eells, Social Class in America (Chicago: Science Research Associates, Inc., 1949), pp. 124-27.

probable socio-economic environment.

This formula utilizes the following social status characteristics:

(a) occupation, (b) source of income, (c) house type, and (d) dwelling area.

Information concerning occupation and source of income for the individual subject was secured from school records. A personal observation of the residence and dwelling area of each subject in the study was made by the investigator to obtain ratings on house type and dwelling area.

Social class designation scores were adapted from the Warner, Meeker, and Eells² "social class equivalents" in which further designations were made within general units of upper, middle and lower social class, as indicated below:

Weighted Total
of Ratings

12-17	Upper Class
18-22	Upper Class probably, with some possibility of Upper-Middle Class
23-24	Indeterminate: either Upper or Upper-Middle Class
25-33	Upper-Middle Class
34-37	Indeterminate: either Upper-Middle or Lower-Middle Class
38-50	Lower-Middle Class
51-53	Indeterminate: either Lower-Middle or Upper-Lower Class
54-62	Upper-Lower Class
63-66	Indeterminate: either Upper-Lower or Lower-Lower Class
67-69	Lower-Lower Class probably, with possibility of Upper-Lower Class
70-84	Lower-Lower Class

In the present study each of the four characteristics was rated on a seven-point scale. This scale provides a range from 7 ("very low

²Ibid., p. 127.

status"), to 1 ("very high status").

The status characteristics were weighted (see sample data sheet in Appendix A) and the products of the ratings and weight provided a single numerical index ranging from 12 to 84 as an indication of probable social class.

Three levels of socio-economic environments were established (see Table 1). These designations approximated the fourth quartile for Level A, a range from the first to fourth quartiles for Level B, and the first quartile for Level C.

The information in Table 1 provides a distribution of socio-economic environment established for the subjects.

TABLE 1.--Distribution of subjects on the bases of various socio-economic environments and sex

Socio- Economic Environment	Sex				Totals
	Male		Female		
	N	Per Cent	N	Per Cent	
Level A (12-33)	15	.09	16	.09	31
Level B (34-53)	39	.24	36	.22	75
Level C (54-84)	24	.15	35	.21	59
Totals	78	.48	87	.52	165

Students in the elementary grades of the Colorado Springs Public Schools are grouped heterogeneously. It was anticipated that the three schools selected for the study would serve as a cross-section of the school district and at the same time provide representative numbers for varying levels of intelligence and reading competence.

The California Short-Form Test of Mental Maturity, Primary, Grades 1-2-3, S-Form, was the measuring instrument in determining intellectual ability on the basis of the IQ score. This test was administered in November, 1963, by personnel of the Colorado Springs Public School System. Results of the tests were made available by the Department of Pupil Accounting and Testing Services.

The data in Table 2 provide a final distribution of intellectual ability. These distributions were based upon approximations of quartiles, with upper and lower groups representing the fourth and first quartiles.

TABLE 2.--Distribution of subjects on the bases of various intellectual ability groups and sex

Intellectual Ability (IQ)	Sex				Totals
	Male		Female		
	N	Per Cent	N	Per Cent	
121-140 (I.Q.)	17	.10	19	.12	36
101-120 (I.Q.)	42	.25	41	.25	83
80-100 (I.Q.)	19	.12	27	.16	46
Totals	78	.47	87	.53	165

The California Achievement Test, Lower Primary, Form W, was used in determining the reading competence of the subjects. Tests were administered in February, 1964, by personnel of the Colorado Springs Public School System. Results of the tests were made available by the Department of Pupil Accounting and Testing Services.

In Table 3 may be found a final distribution of reading competence and sex.

TABLE 3.--Distribution of subjects on the bases of various reading competence groups and sex

Reading Competence	Sex				Totals
	Male		Female		
	N	Per Cent	N	Per Cent	
4.0-4.9 Grade Placement	7	.04	17	.10	24
3.0-3.9 Grade Placement	39	.24	54	.33	93
2.0-2.9 Grade Placement	32	.19	16	.10	48
Totals	78	.47	87	.53	165

Only those students remaining regularly enrolled through the entire period of the study were utilized in the final analysis of data. Elimination of subjects for the study as a result of moving or enrollment after the start of the study resulted in the eligibility of 165 subjects for the study. Of this number 78 were boys and 87 were girls.

Selection of Books

Forty-seven books for the study (see list in Appendix B) were chosen initially. The books were selected from the trade lists of commercial publishing houses. These represented six titles each for the interest categories of fairy tales, animal stories, science and nature, home and school life, poetry, fantasy, and children of other lands. Five titles were selected for the category of biography.

The books were checked for appropriateness of category designation and were found to meet the following selection criteria:

1. Books selected were within grade-limit designation of the publisher as recommended for primary grades (kindergarten through Grade 3).
2. Books did not exceed one hundred pages in length.

To diminish a biased effect caused by previous familiarity with the books, an effort was made to use only those books published after January 1, 1960. In a few instances, where titles were not available to fill designated categories, an earlier copyright date was used.

The initial selection of books was then submitted to a panel for evaluation, in support of the assumption on page 12 (see sample evaluation sheet in Appendix C). Evaluative criteria were adapted from Eaton³ and included literary quality, quality of content, and quality of format. In addition, the panel examined each book to determine whether it represented one area of probable reading interest for children in Grade 2, was appropriately placed within the category designation, and was within reading range for children in Grade 2. Panel members included a teacher of Grade 2, a reading supervisor, and a children's librarian. Each made an independent evaluation of each book.

The evaluation of each criterion resulted in a score for each book ranging from 3 ("poor") to 15 ("superior"). The scores of the individual evaluations were combined and the three books within each category with the highest scores were selected.

Final selection of books for use in the study included twenty-four books, three for each of the eight interest categories (see list

³Mary K. Eaton, Good Books for Children (Chicago: The University of Chicago Press, 1949), pp. x-xii.

in Appendix D). These were then separated into sets, each set representing one book from each interest category.

These twenty-four books comprised the evaluative instrument used in attempting to assess reading preferences of children in Grade 2.

Presentation of Books

Books representing the eight categories of reading interest were read orally by the teachers within the various classrooms in random order, both within and between sets. Teachers were instructed to keep the books separate from other books of the room, and to make no effort to emphasize one book over another or to utilize it with classroom activities.

The various sets of books were read by the teachers during the following five-week intervals: (a) October 28 to November 27, 1963; (b) January 6 to February 7, 1964; and (c) February 24 to April 3, 1964.

For two weeks following the oral reading by the teacher, the books of the set just completed were placed on an accessible table within the room. Children participating in the study then had a chance to examine and reread the eight books. Responses of what they did with each book were recorded upon a card within that book (see sample in Appendix E).

During the last three days of this two-week period each teacher recorded the expressed preferences by calling each child to her desk and asking him to pick up the book he liked best, the book liked second best, and so on through the eighth choice. These responses were recorded on the child's book preference data sheet (see Appendix F).

One week following the recording of preferences by the teacher,

the investigator visited each school with copies of books just completed and recorded the ranks of the first three preferences expressed by the children. This step was undertaken to determine whether preferences given to the teacher correlated with those given to the investigator after a lapse of time.

The above information provided the raw data for the study.

Treatment of the Data

The underlying purpose of this study involves the recording of expressed reading preferences of children in Grade 2 and the subsequent analyzing of this data in an attempt to answer the following questions:

1. What are the reading preferences of children in Grade 2 as shown by their choices in the eight categories of reading content areas?
2. Do these preferences reflect a shift in emphasis from those revealed in similar studies?
3. What effect, if any, do the following intrinsic and extrinsic factors reflect in expressed preferences?
 - (a) Sex
 - (b) Intellectual ability
 - (c) Socio-economic environment
 - (d) Reading competence

Data for each of the subjects consisted of responses to choices of books in each set representing eight reading interest areas.

The coefficient of concordance (W)⁴ was used to measure the

⁴Maurice G. Kendall, Rank Correlation Methods (2d ed. rev.; London: Charles Griffin and Company, Limited, 1955), pp. 94-100.

communality of choices as the initial statistical treatment of the data provided by all subjects.

This coefficient ranges from 0 to 1, and provides an indication of agreement or disagreement. If the subjects differ among themselves as to categories, the sums of ranks will be approximately the same, causing W to be small. If the subjects indicate some agreement toward categories of certain books, the deviation of the sums becomes more pronounced and W approaches 1, indicating some measure of agreement in the rankings. The formula used for computing W may be found in Appendix G.

The coefficient W may be tested for significance using the chi-square distribution⁵ (see Formula 2, Appendix G). If found to be significant, it may be assumed that factors other than chance are operating and that there is statistically significant agreement in choices made.

Ranking of the categories may then be made through the sums of the ranks of the categories.

Effects of the variables, sex, intellectual ability, socioeconomic environment, and reading competence, necessitated testing the following null hypotheses:

1. There is no significant difference between the expressed reading preferences of boys in Grade 2 as compared to those of girls in Grade 2.
2. There are no significant differences between the expressed reading preferences of children in Grade 2 who have varying intelligence ranges.

⁵Ibid., pp. 98-99.

3. There are no significant differences between expressed reading preferences among children in Grade 2 who represent different socio-economic environments.

4. There are no significant differences between expressed reading preferences among children in Grade 2 who possess varying levels of reading competence.

These hypotheses were tested by computation of the contingency coefficient (C)⁶ (see Formula 3, Appendix G).

This coefficient measures the degree of association between two sets of attributes.

Significance of C may be determined through the chi-square distribution with appropriate degrees of freedom (see Formula 4, Appendix G).

The .05 level of confidence was considered adequate in indicating significant differences in all statistical tests of the study.

⁶Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), pp. 196-201.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This study was concerned primarily with determining the reading preferences of children in Grade 2 in eight reading interest areas and in determining the influence of sex, intellectual ability, socio-economic environment and reading competence upon these preferences.

The coefficient of concordance (W)¹ was used to establish the extent of agreement among expressed preferences of sub-groups within the study.

Four hypotheses were established to be tested in an effort to determine influence of sex, intellectual ability, socio-economic environment, and reading competence upon the expressed reading preferences.

The contingency coefficient (C)² was used to determine whether significant differences in first, second, and third choices existed within the variable factors listed above.

For the purpose of this study the required level of significance was set at the .05 level of confidence.

¹Maurice G. Kendall, Rank Correlation Methods (2d ed. rev.; London: Charles Griffin and Company, Limited, 1955), pp. 94-100.

²Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), pp. 196-201.

Expressed Preferences and Sex

Male subjects in the study showed highly significant agreement within choices of the eight reading interest categories (see raw data in Table 39, Appendix H).

As shown in Table 4 below, the coefficient of concordance (W) was found to be .06. When checked against the chi-square distribution for significance, the obtained value of chi-square was 104.77 and the required value for significance at the .05 level was 14.07.

TABLE 4.--Analysis of data for total reading interest preferences expressed by male subjects throughout the eight reading interest categories

Interest Category	Aggregate Response Totals (m = 234)	(Mean = 1053)	
		Mean Deviation	Deviation Squared
Fairy Tales	924	129.0	16,641
Animal Stories	1068	15.0	225
Biography	990	63.0	3,969
Science and Nature	1212	159.0	25,281
Home and School Life	1007	46.0	2,116
Poetry	1102	49.0	2,401
Fantasy	841	212.0	44,944
Children of Other Lands	1280	227.0	51,529
Totals	8424		147,106
Coefficient of Concordance (W)			.06
Chi-square (seven degrees of freedom)			104.77 ^a

^aSignificant at the .05 level.

With statistically significant choices between categories, the interest areas may be ranked as in Table 5.

Female subjects in the study also showed highly statistically

TABLE 5.--Ranked reading interest categories as determined by statistically significant selection among male subjects

First: Fantasy	Fifth: Animal Stories
Second: Fairy Tales	Sixth: Poetry
Third: Biography	Seventh: Science and Nature
Fourth: Home and School Life	Eighth: Children of Other Lands

significant agreement in their choice responses as shown in Table 6.

(Raw data appear in Table 40, Appendix H.)

The coefficient of concordance (W) was found to be .10. When checked against the chi-square distribution for significance, the obtained value of chi-square was 188.90 and the required value for significance was 14.07. Choices may be ranked in order of preference

TABLE 6.--Analysis of data for total reading interest preferences expressed by female subjects throughout eight reading interest categories

Interest Category	Aggregate Responses Totals (m = 261)	(Mean = 1174.5) Mean Deviation	Deviation Squared
Fairy Tales	939	235.5	55,460.25
Animal Stories	1084	90.5	8,190.25
Biography	1329	154.5	23,870.25
Science and Nature	1553	378.5	143,262.25
Home and School Life	1114	60.5	3,660.25
Poetry	1254	79.5	6,320.25
Fantasy	940	234.5	54,990.25
Children of Other Lands	1183	8.5	72.25
Totals	9396		295,826.25
Coefficient of Concordance (W)			.10
Chi-square (seven degrees of freedom)			188.90 ^a

^aSignificant at the .05 level.

as shown in Table 7.

TABLE 7.--Ranked reading interest categories as determined by statistically significant selection among female subjects

First:	Fairy Tales	Fifth:	Children of Other Lands
Second:	Fantasy	Sixth:	Poetry
Third:	Animal Stories	Seventh:	Biography
Fourth:	Home and School Life	Eighth:	Science and Nature

Hypothesis 1 was that there is no significant difference between reading preferences of boys in Grade 2 and those of girls in Grade 2. The contingency coefficient (C) was computed and the hypothesis checked for significance for first, second, and third choices. Results are presented in Tables 8, 9, and 10.

TABLE 8.--Analysis of first-choice responses as selected by male and female subjects throughout eight categories of reading interest

Sex	Interest Category First-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
Male	39	23	37	30	23	22	54	6	234
Female	52	36	24	5	32	21	57	34	261
Totals	91	59	61	35	55	43	111	40	495
Contingency Coefficient (C)									.30
Chi-square (seven degrees of freedom)									45.71 ^b

^aInterest categories are defined on pages 10 and 11.

^bSignificant at the .05 level.

Significant differences were found to exist between male and female subjects in the distribution of first choices among the various categories. The obtained chi-square value was 45.71, while the required value for significance was 14.07. The hypothesis was rejected, and the difference in choices was attributed to the difference in sex of the two groups.

TABLE 9.--Analysis of second-choice responses as selected by male and female subjects throughout eight categories of reading interest

Sex	Interest Category Second-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
Male	40	27	36	14	40	24	33	20	234
Female	47	43	23	12	31	24	44	37	261
Totals	87	70	59	26	71	48	77	57	495
Contingency Coefficient (C)									.17
Chi-square (seven degrees of freedom)									15.05 ^b

^aInterest categories are defined on pages 10 and 11.

^bSignificant at the .05 level.

Significant differences were found to exist between male and female subjects in the distribution of second-choice responses among the various categories. The obtained chi-square value was 15.05, while the required value for significance was 14.07. The hypothesis was rejected, and the difference in choices was attributed to the difference in sex of the two groups.

No significant differences were found to exist between male and

TABLE 10.--Analysis of third-choice responses as selected by male and female subjects throughout eight categories of reading interest

Sex	Interest Category Third-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
Male	34	37	29	17	30	30	34	23	234
Female	46	36	14	19	44	37	34	31	261
Totals	80	73	43	36	74	67	68	54	495
Contingency Coefficient (C)									.14
Chi-square (seven degrees of freedom)									10.32 ^b

^aInterest categories are defined on pages 10 and 11.

^bNot significant at the .05 level.

female subjects in the distribution of third-choice responses among the various categories. The obtained chi-square value was 10.32, while the required value for significance was 14.07. The hypothesis of no difference was accepted.

Expressed Preferences and Intellectual Ability

Subjects of the study were divided into three groups representing varying intellectual ability. The total range of intelligence included intelligence quotients from 80 to 140, which were distributed as follows:

121-140 I.Q.	36
101-120 I.Q.	83
80-100 I.Q.	46
Total	165

Differences in choices of the higher range intellectual ability

group were statistically significant, as shown by the data in Table 11.

(Raw data appear in Table 41, Appendix H.)

TABLE 11.--Analysis of data for total reading interest preferences expressed by subjects of the 121-140 range of intellectual ability through-out eight reading interest categories

Interest Category	Aggregate Response Totals (m = 108)	(Mean = 486)	
		Mean Deviation	Deviation Squared
Fairy Tales	427	59	3,481
Animal Stories	449	37	1,369
Biography	524	38	1,444
Science and Nature	597	111	12,321
Home and School Life	458	28	784
Poetry	499	13	169
Fantasy	399	87	7,569
Children of Other Lands	535	49	2,401
Totals	3888		29,538
Coefficient of Concordance (W)			.06
Chi-square (seven degrees of freedom)			45.43 ^a

^aSignificant at the .05 level.

With statistically significant choices between categories, the interest areas may be ranked as shown in Table 12.

TABLE 12.--Ranked reading interest categories as determined by statistically significant selection among subjects of the 121-140 range of intellectual ability

First: Fantasy	Fifth: Poetry
Second: Fairy Tales	Sixth: Biography
Third: Animal Stories	Seventh: Children of Other Lands
Fourth: Home and School Life	Eighth: Science and Nature

Statistically significant agreement was found among the choices

of subjects in the 101-120 intellectual ability group, as shown in Table 13. (Raw data appear in Table 42, Appendix H.)

TABLE 13.--Analysis of data for total reading interest preferences expressed by subjects of the 101-120 range of intellectual ability throughout eight reading interest categories

Interest Category	Aggregate Response Totals (m = 249)	(Mean = 1120.5)	
		Mean Deviation	Deviation Squared
Fairy Tales	971	149.5	22,350.25
Animal Stories	1134	13.5	182.25
Biography	1139	18.5	342.25
Science and Nature	1361	240.5	57,840.25
Home and School Life	1046	74.5	5,550.25
Poetry	1157	36.5	1,332.25
Fantasy	909	211.5	44,732.25
Children of Other Lands	1247	126.5	16,002.25
Totals	8964		148,332.00
Coefficient of Concordance (W)			.06
Chi-square (seven degrees of freedom)			99.29 ^a

^aSignificant at the .05 level.

With statistically significant choices between categories, the interest areas may be ranked as in Table 14.

TABLE 14.--Ranked reading interest categories as determined by statistically significant selection among subjects of the 101-120 range of intellectual ability

First: Fantasy	Fifth: Biography
Second: Fairy Tales	Sixth: Poetry
Third: Home and School Life	Seventh: Children of Other Lands
Fourth: Animal Stories	Eighth: Science and Nature

Statistically significant agreement was found among the choices of the 80-100 intellectual ability group, as shown in Table 15. (See raw data in Table 43, Appendix H.)

TABLE 15.--Analysis of data for total reading interest preferences expressed by subjects of the 80-100 range of intellectual ability throughout eight reading interest categories

Interest Category	Aggregate Response Totals (n = 138)	(Mean = 621)	
		Mean Deviation	Deviation Squared
Fairy Tales	465	156	24,336
Animal Stories	569	52	2,704
Biography	656	35	1,225
Science and Nature	807	186	34,596
Home and School Life	617	4	16
Poetry	700	79	6,241
Fantasy	473	148	21,904
Children of Other Lands	681	60	3,600
Totals	4968		94,622
Coefficient of Concordance (W)			.12
Chi-square (seven degrees of freedom)			114.28 ^a

^aSignificant at the .05 level.

With statistically significant choices between categories, the interest areas may be ranked as in Table 16.

TABLE 16.--Ranked reading interest categories as determined by statistically significant selection among subjects of the 80-100 range of intellectual ability

First:	Fairy Tales	Fifth:	Biography
Second:	Fantasy	Sixth:	Children of Other Lands
Third:	Animal Stories	Seventh:	Poetry
Fourth:	Home and School Life	Eighth:	Science and Nature

Hypothesis 2 was that there are no significant differences between the expressed reading preferences of children in Grade 2 who vary widely in intellectual ability. Results of first, second, and third choices are shown in Tables 17, 18, and 19.

TABLE 17.--Analysis of first-choice responses as selected by subjects of varying intellectual ability throughout eight categories of reading interest

Intellectual Ability	Interest Category First-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
121-140	14	13	20	13	10	9	22	7	108
101-120	46	26	31	16	27	23	56	24	249
80-100	31	20	10	7	18	10	33	9	138
Totals	91	59	61	36	55	42	111	40	495
Contingency Coefficient (C)									.20 ^b
Chi-square (fourteen degrees of freedom)									18.03 ^b

^aInterest categories are defined on pages 10 and 11.

^bNot significant at the .05 level.

No significant differences were found to exist between subjects of various levels of intellectual ability in the distribution of first-choice responses among the various categories of reading interest. The obtained chi-square value was 18.02, but the required value for significance was 23.68. Therefore, the hypothesis of no difference between the expressed reading preferences of children in Grade 2 who range widely in intellectual ability was accepted for first choices.

TABLE 18.--Analysis of second-choice responses as selected by subjects of varying intellectual ability throughout eight categories of reading interest

Intellectual Ability	Interest Category First-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
121-140	21	17	3	7	20	12	14	14	108
101-120	35	31	35	12	42	26	38	30	249
80-100	31	22	21	7	9	10	25	13	138
Totals	87	70	59	26	71	48	77	57	495
Contingency Coefficient (C)									.22
Chi-square (fourteen degrees of freedom)									25.28 ^b

^aInterest categories are defined on pages 10 and 11.

^bSignificant at the .05 level.

Significant differences were found to exist between subjects of various levels of intellectual ability and the distribution of second-

TABLE 19.--Analysis of third-choice responses as selected by subjects of varying intellectual ability throughout eight categories of reading interest

Intellectual Ability	Interest Category Third-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
121-140	22	19	6	5	17	14	17	8	108
101-120	40	38	25	21	29	33	37	26	249
80-100	18	16	12	10	28	20	14	20	138
Totals	80	73	43	36	74	67	68	54	495
Contingency Coefficient (C)									.17
Chi-square (fourteen degrees of freedom)									16.17 ^b

^aInterest categories are defined on pages 10 and 11.

^bNot significant at the .05 level.

choice responses among the various categories of reading interest. The obtained chi-square value was 25.28, while the required value for significance was 23.68. The hypothesis thus was rejected, and the difference in second choices was attributed to the differences in intellectual ability.

No significant differences were found to exist between subjects of various levels of intellectual ability in the distribution of third-choice responses among the various categories. The obtained chi-square value was 16.17. The required value for significance, however, was 23.68. Therefore the hypothesis of no difference between the expressed reading preferences of children in Grade 2 who varied in intellectual ability was accepted for third choices.

Expressed Preferences and Socio-economic Environment

Subjects of the study were divided into three groups representing varying levels of socio-economic environment. The frequency for each subgroup follows:

Level A (12-33)	31
Level B (34-53)	75
Level C (54-84)	59
Total	165

Statistically significant agreement was found between choices of reading interest categories made by children in the Level A socio-economic group, as may be seen in Table 20. The obtained chi-square was 50.50, and the required value for significance was 24.32. (Raw data appear in Table 44, Appendix H.)

TABLE 20.--Analysis of data for total reading interest preferences expressed by subjects of Level A socio-economic environment throughout eight reading interest categories

Interest Category	Aggregate Response Totals (m = 93)	Mean Deviation	(Mean = 418.5) Deviation Squared
Fairy Tales	356	62.5	3,906.25
Animal Stories	356	62.5	3,906.25
Biography	431	12.5	156.25
Science and Nature	519	100.5	10,000.25
Home and School Life	440	21.5	462.25
Poetry	413	5.5	30.25
Fantasy	347	71.5	5,112.25
Children of Other Lands	486	67.5	4,556.25
Totals	3348		28.230.00
Coefficient of Concordance (W)			.08
Chi-square (seven degrees of freedom)			50.50 ^a

^aSignificant at the .05 level.

With statistically significant choices between categories, the interest areas may be ranked as shown in Table 21.

TABLE 21.--Ranked reading interest categories as determined by statistically significant selection among subjects of Level A socio-economic environment

First: Fantasy	Fifth: Biography
Second: Fairy Tales	Sixth: Home and School Life
Third: Animal Stories	Seventh: Children of Other Lands
Fourth: Poetry	Eighth: Science and Nature

Statistically significant agreement was found between choices of reading interest categories made by children in the Level B socio-economic group, as shown in Table 22. The obtained chi-square was

91.52, and the required value for significance was 24.32. (Raw data appear in Table 45, Appendix H.)

TABLE 22.--Analysis of data for total reading interest preferences expressed by subjects of Level B socio-economic environment throughout eight reading interest categories

Interest Category	Aggregate Response Totals (n = 225)	(Mean = 1012.5)	
		Mean Deviation	Deviation Squared
Fairy Tales	893	119.5	14,280.25
Animal Stories	1004	8.5	72.25
Biography	1065	52.5	756.25
Science and Nature	1206	193.5	37,442.25
Home and School Life	940	72.5	5,256.25
Poetry	1076	63.5	4,032.25
Fantasy	791	221.5	49,062.25
Children of Other Lands	1125	112.5	12,656.25
Totals	8100		123,558.00
Coefficient of Concordance (W)			.06
Chi-square (seven degrees of freedom)			91.52 ^a

^aSignificant at the .05 level.

With statistically significant choices between categories, the interest areas may be ranked as in Table 23.

TABLE 23.--Ranked reading interest categories as determined by statistically significant selection among subjects of Level B socio-economic environment

First: Fantasy	Fifth: Biography
Second: Fairy Tales	Sixth: Poetry
Third: Home and School Life	Seventh: Children of Other Lands
Fourth: Animal Stories	Eighth: Science and Nature

Statistically significant agreement was found between choices of reading interest categories made by children from the Level C socio-economic group, as shown in Table 24. (Raw data appear in Table 46, Appendix H.)

TABLE 24.--Analysis of data for total reading interest preferences expressed by subjects of Level C socio-economic environment throughout eight reading interest categories

Interest Category	Aggregate Response Totals (n = 177)	(Mean = 796.5)	
		Mean Deviation	Deviation Squared
Fairy Tales	614	182.5	33,306.25
Animal Stories	792	4.5	20.25
Biography	823	26.5	702.25
Science and Nature	1038	241.5	58,322.25
Home and School Life	741	55.5	3,080.25
Poetry	869	72.5	5,256.25
Fantasy	643	153.5	23,562.25
Children of Other Lands	852	55.5	3,080.25
Totals	6372		127,330.00
Coefficient of Concordance (W)			.10
Chi-square (seven degrees of freedom)			119.90 ^a

^aSignificant at the .05 level.

With statistically significant choices between categories, the interest areas may be ranked as in Table 25.

TABLE 25.--Ranked reading interest categories as determined by statistically significant selection among subjects of Level C socio-economic environment

First: Fairy Tales	Fifth: Biography
Second: Fantasy	Sixth: Children of Other Lands
Third: Home and School Life	Seventh: Poetry
Fourth: Animal Stories	Eighth: Science and Nature

Hypothesis 3 was there there are no significant differences between the expressed reading preferences of children in Grade 2 who are from different socio-economic environments. Results of first, second, and third choices are shown in Tables 26, 27, and 28.

TABLE 26.--Analysis of first-choice responses as selected by subjects of varying socio-economic environments throughout eight categories of reading interest

Socio-Economic Environment	Interest Category First-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
Level A	15	18	13	6	6	9	21	5	93
Level B	36	19	29	22	25	19	55	20	225
Level C	40	22	19	8	24	14	35	15	177
Totals	91	59	61	36	55	42	111	40	495
Contingency Coefficient (C)									.20
Chi-square (fourteen degrees of freedom)									18.31 ^b

^aInterest categories are defined on pages 10 and 11.

^bNot significant at the .05 level.

No significant differences were found to exist between the subjects of varying socio-economic environments in the distribution of first-choice responses among the various categories of reading interest. The obtained chi-square value was 18.31 and the required value for significance was 23.68. The hypothesis of no differences between the expressed reading preferences of children in Grade 2 who were from varying socio-economic environments was accepted for first choices.

TABLE 27.--Analysis of second-choice responses as selected by subjects of varying socio-economic environments throughout eight categories of reading interest

Socio-economic Environment	Interest Category Second-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
Level A	18	13	10	7	8	11	13	13	93
Level B	38	33	23	11	41	19	33	27	225
Level C	31	24	26	8	22	18	31	17	177
Totals	87	70	59	26	71	48	77	57	495
Contingency Coefficient (C)									.14
Chi-square (fourteen degrees of freedom)									8.82 ^b

^aInterest categories are defined on pages 10 and 11.

^bNot significant at the .05 level.

No significant differences were found to exist between subjects of the various levels of socio-economic environments in the distribution

TABLE 28.--Analysis of third-choice responses as selected by subjects of varying socio-economic environments throughout eight categories of reading interest

Socio-economic Environment	Interest Category Third-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
Level A	17	14	9	4	12	16	13	8	93
Level B	33	35	16	21	35	33	29	23	225
Level C	30	24	18	11	27	18	26	23	177
Totals	80	73	43	36	74	67	68	54	495
Contingency Coefficient (C)									.14
Chi-square (fourteen degrees of freedom)									9.34 ^b

^aInterest categories are defined on pages 10 and 11.

^bNot significant at the .05 level.

of second-choice responses among the various categories. The obtained chi-square value was 8.82, and the required value for significance was 23.68. The hypothesis of no difference was accepted for second choices of children in Grade 2 who were from varying socio-economic environments.

No significant differences were found to exist between subjects of the various levels of socio-economic environments in the distribution of third-choice responses among the various categories of reading interest. The obtained chi-square value was 9.34, and the required value for significance was 23.68. The hypothesis of no difference between expressed reading preferences of children in Grade 2 who were from varying socio-economic environments was accepted for third choices.

Expressed Preferences and Reading Competence

Subjects of the study were divided into three groups representing three levels of reading competence. The frequency for each subgroup is found below:

4.0 - 4.9 Grade Placement ³	24
3.0 - 3.9 Grade Placement	93
2.0 - 2.9 Grade Placement	48
Total	165

Statistically significant agreement between reading interest categories was found in the 4.0 to 4.9 reading competence group, as

³Grade placement based upon scores from the reading section, California Achievement Test, Lower Primary, Form W, administered in February, 1964.

shown in Table 29. The obtained chi-square was 46.11 and the required value for significance was 24.32. (Raw data appear in Table 47, Appendix H.)

TABLE 29.--Analysis of data for total reading interest preferences expressed by subjects of 4.0 to 4.9 reading competence throughout eight reading interest categories

Interest Category	Aggregate Response Totals (n = 72)	(Mean = 324)	
		Mean Deviation	Deviation Squared
Fairy Tales	269	55	3,025
Animal Stories	270	54	2,916
Biography	361	37	1,369
Science and Nature	424	100	10,000
Home and School Life	328	2	16
Poetry	341	17	289
Fantasy	276	48	2,304
Children of Other Lands	324	1	1
Totals	2592		19,920
Coefficient of Concordance (W)			.09
Chi-square (seven degrees of freedom)			46.11 ^a

^aSignificant at the .05 level.

With statistically significant choices between categories, the interest areas may be ranked as in Table 30.

TABLE 30.--Ranked reading interest categories as determined by statistically significant selection among subjects of 4.0 to 4.9 reading competence

First:	Fairy Tales	Fifth:	Home and School Life
Second:	Animal Stories	Sixth:	Poetry
Third:	Fantasy	Seventh:	Biography
Fourth:	Children of Other Lands	Eighth:	Science and Nature

Statistically significant agreement was found in choices of the 3.0 to 3.9 reading competence group, as shown in Table 31. (Raw data are given in Table 48, Appendix H.)

TABLE 31.--Analysis of data for total reading interest preferences expressed by subjects of 3.0 to 3.9 reading competence throughout eight reading interest categories

Interest Category	Aggregate Response Totals (m = 279)	(Mean = 1255.5)	
		Mean Deviation	Deviation Squared
Fairy Tales	1054	201.5	40,602.25
Animal Stories	1233	22.5	506.25
Biography	1275	19.5	380.25
Science and Nature	1556	300.5	90,300.25
Home and School Life	1195	40.5	1,640.25
Poetry	1315	59.5	3,540.25
Fantasy	1012	243.5	59,292.25
Children of Other Lands	1404	148.5	22,052.25
Totals	10044		218,314.00
Coefficient of Concordance (W)			.07
Chi-square (seven degrees of freedom)			130.41 ^a

^aSignificant at the .05 level.

With statistically significant choices between categories, the interest areas may be ranked as in Table 32.

TABLE 32.--Ranked reading interest categories as determined by statistically significant selection among subjects of 3.0 to 3.9 reading competence

First: Fantasy	Fifth: Biography
Second: Fairy Tales	Sixth: Poetry
Third: Home and School Life	Seventh: Children of Other Lands
Fourth: Animal Stories	Eighth: Science and Nature

Statistically significant agreement was found in choices of the 2.0 to 2.9 reading competence group, as shown in Table 33. (Raw data are given in Table 49, Appendix H.)

TABLE 33.--Analysis of data for total reading interest preferences expressed by subjects of 2.0 to 2.9 reading competence throughout eight reading interest categories

Interest Category	Aggregate Response Totals (m = 144)	(Mean = 648)	
		Mean Deviation	Deviation Squared
Fairy Tales	540	108	11,644
Animal Stories	649	1	1
Biography	683	35	1,225
Science and Nature	787	139	19,321
Home and School Life	598	50	2,500
Poetry	698	50	2,500
Fantasy	493	155	24,025
Children of Other Lands	736	88	7,744
Totals	5184		68,960
Coefficient of Concordance (W)			.08
Chi-square (seven degrees of freedom)			78.81 ^a

^aSignificant at the .05 level.

With statistically significant choices between categories, the interest areas may be ranked as in Table 34.

TABLE 34.--Ranked reading interest categories as determined by statistically significant selection among subjects of 2.0 to 2.9 reading competence

First: Fantasy	Fifth: Biography
Second: Fairy Tales	Sixth: Poetry
Third: Home and School Life	Seventh: Children of Other Lands
Fourth: Animal Stories	Eighth: Science and Nature

Hypothesis 4 was that there are no significant differences between expressed reading preferences of children in Grade 2 who possess varying levels of reading competence. Results of first-, second-, and third-choice responses are shown in Tables 35, 36, and 37.

TABLE 35.--Analysis of first-choice responses as selected by subjects of various levels of reading competence throughout eight categories of reading interest

Reading Competence	Interest Category First-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
(4.0-4.9)	15	10	11	5	4	7	14	6	72
(3.0-3.9)	45	34	35	22	31	27	60	25	279
(2.0-2.9)	30	15	15	10	20	8	37	9	144
Totals	90	59	61	37	55	42	111	40	495
Contingency Coefficient (C)									.14
Chi-square (fourteen degrees of freedom)									10.11 ^b

^aInterest categories are defined on pages 10 and 11.

^bNot significant at the .05 level.

No significant differences were found to exist between subjects of varying levels of reading competence in the distribution of first-choice responses among the various categories of reading interest. The obtained chi-square value was 10.11 and the required value for significance was 23.68. The hypothesis of no difference was accepted for first choices of children possessing varying levels of reading competence.

TABLE 36.--Analysis of second-choice responses as selected by subjects of various levels of reading competence throughout eight categories of reading interest

Reading Competence	Interest Category Second-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
(4.0-4.9)	14	13	3	4	9	3	11	15	72
(3.0-3.9)	51	40	39	13	39	31	41	25	279
(2.0-2.9)	22	17	17	9	23	14	25	17	144
Totals	87	70	59	26	71	48	77	57	495
Contingency Coefficient (C)									.17
Chi-square (fourteen degrees of freedom)									17.85 ^b

^aInterest categories are defined on pages 10 and 11.

^bNot significant at the .05 level.

No significant differences were found to exist between subjects of varying levels of reading competence in the distribution of second-

TABLE 37.--Analysis of third-choice responses as selected by subjects of various levels of reading competence throughout eight categories of reading interest

Reading Competence	Interest Category Third-Choice Responses								Totals
	A	B	C	D	E	F	G	H ^a	
(4.0-4.9)	9	15	3	4	13	10	9	9	72
(3.0-3.9)	51	36	19	19	47	33	42	32	279
(2.0-2.9)	20	22	21	13	14	24	17	13	144
Totals	80	73	43	36	74	67	68	54	495
Contingency Coefficient (C)									.20
Chi-square (fourteen degrees of freedom)									20.69 ^b

^aInterest categories are defined on pages 10 and 11.

^bNot significant at the .05 level.

choice responses among the various categories of reading interest. The obtained chi-square value was 17.85, and the required value for significance was 23.68. The hypothesis of no difference was accepted for second choices of children with varying levels of reading competence.

No significant difference was found to exist between subjects of varying levels of reading competence in the distribution of third-choice responses among the various categories of reading interest. The obtained chi-square value was 20.69, and the required value for significance was 23.68. The hypothesis of no difference was accepted for third choices of children of varying levels of reading competence.

Summary

On the basis of the analysis of these data all subgroups of the study showed statistically significant agreement in their expressed preferences between the eight reading interest categories. A summary of the ranked preferences of each subgroup may be found in Table 38.

The book cards filled out by the children and the preferences expressed to the investigator after the sets were presented and recorded by the teacher substantiate the popularity of the categories of fantasy, fairy tales, animal stories, and home and school life.

Differences were found to exist between male and female subjects in total first- and second-choice responses among the eight categories.

Significant differences were found to exist between the three levels of intellectual ability in total second-choice responses, but not in first and third choices.

No significant differences were found to exist between the various groups of socio-economic environments in terms of first, second, and third choices.

TABLE 38.--Ranked reading interest categories as determined by statistically significant selection of each subgroup of the study throughout eight reading interest categories

Subgroups	Fairy Tales	Animal Stories	Biography	Science and Nature	Home and School Life	Poetry	Fantasy	Children of Other Lands
Males	2nd	5th	3rd	7th	4th	6th	1st	8th
Females	1st	3rd	7th	8th	4th	6th	2nd	5th
121-140 (I.Q.)	2nd	3rd	6th	8th	4th	5th	1st	7th
101-120 (I.Q.)	2nd	4th	5th	8th	3rd	6th	1st	7th
80-100 (I.Q.)	1st	3rd	5th	8th	4th	7th	2nd	6th
Level A (12-33)	2nd	3rd	5th	8th	6th	4th	1st	7th
Level B (34-53)	2nd	4th	5th	8th	3rd	6th	1st	7th
Level C (54-84)	1st	4th	5th	8th	3rd	7th	2nd	6th
4.0 to 4.9 Reading Competence	1st	2nd	7th	8th	5th	6th	3rd	4th
3.0 to 3.9 Reading Competence	2nd	4th	5th	8th	3rd	6th	1st	7th
2.0 to 2.9 Reading Competence	2nd	4th	5th	8th	3rd	6th	1st	7th

No significant differences were found to exist between the various levels of reading competence in terms of first, second, and third choices.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The content of this chapter provides a review of the purposes and procedures of the investigation; a statement of the findings; a summarization of the conclusions of the study; and recommendations for use of the findings and for further study.

Summary

This study was designed to determine the reading preferences of children in Grade 2 through the isolation and control of the following factors; (a) readability, (b) accessibility, and (c) range of content areas.

The answers to the following questions were sought:

1. What are the expressed reading preferences of children in Grade 2 as shown by expressed choices in the eight categories of reading content areas?
2. Do these preferences reflect a shift in emphasis from those revealed in similar studies?
3. What effect, if any, do the following intrinsic and extrinsic factors reflect in expressed preferences?
 - (a) Sex
 - (b) Intellectual ability

(c) Socio-economic environment

(d) Reading competence

In attempting to answer these questions the following procedures were followed:

Twenty-four books representing three different titles in each of eight reading interest categories were selected by a panel from an original list of forty-eight books. The twenty-four books were read orally by the teachers in six classrooms over a period of six months. Expressed preferences recorded by the teacher comprised the raw data for the study.

Subjects of the study were divided into subgroups representing sex, intelligence, socio-economic environment, and reading competence.

The California Short-Form Test of Mental Maturity, Primary, S-Form, was used to establish intellectual ability.

Socio-economic environment for each subject was established by use of the Warner, Meeker, and Eells¹ formula with modification of the "social class equivalents."

The California Achievement Test, Lower Primary, was the instrument used in determining reading competence.

The design of the study required the determination of agreement or disagreement in all expressed preferences among the various subgroups. This determination was accomplished by use of Kendall's coefficient of concordance (W),² which is a measure of agreement of

¹W. Lloyd Warner, Marchia Meeker, and Kenneth Eells, Social Class in America (Chicago: Science Research Associates, Inc., 1949), pp. 124-27.

²Maurice G. Kendall, Rank Correlation Methods (2d ed. rev.; London: Charles Griffin and Co., Limited, 1948), pp. 94-100.

ranked judgments and can be checked for statistically significant agreement.

Four null hypotheses were formulated to determine the effects of the variable factors of sex, intellectual ability, socio-economic environment, and reading competence upon first, second, and third choices. The contingency coefficient (C)³ was computed and checked for significance to determine the influence of these factors upon aggregate first, second, and third choices of each subgroup.

The population of the study included 165 students enrolled in Grade 2 in three elementary schools of the Colorado Springs Public School District during the 1963-64 school year.

Findings

An analysis of data of the study resulted in the findings enumerated below:

1. Statistically significant agreement was found to exist in total category choices expressed within the eight interest areas by male subjects. These preferences, in ranked order, were fantasy, fairy tales, biography, home and school life, animal stories, poetry, science and nature, and children of other lands.

2. Statistically significant agreement was found to exist in total category choices expressed within the eight interest areas by female subjects. These preferences, in ranked order, were fairy tales, fantasy, animal stories, home and school life, children of other lands, poetry, biography, and science and nature.

³Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Co., Inc., 1956), pp. 196-201.

3. Differences were found to exist between male and female subjects in total first and second choices within the eight categories of reading interest. Differences were not found in third choices.

4. Statistically significant agreement was found to exist in total category choices expressed within the eight interest areas by children of the 121-140 intellectual ability range. These preferences, in ranked order, were fantasy, fairy tales, animal stories, home and school life, poetry, biography, children of other lands, and science and nature.

5. Statistically significant agreement was found to exist in total category choices expressed within the eight interest areas by children of the 101-120 intellectual ability range. These preferences, in ranked order, were fantasy, fairy tales, home and school life, animal stories, biography, poetry, children of other lands, and science and nature.

6. Statistically significant agreement was found to exist in total category choices expressed within the eight interest areas by children of the 80-100 intellectual ability range. These preferences, in ranked order, were fairy tales, fantasy, animal stories, home and school life, biography, children of other lands, poetry, and science and nature.

7. Differences were found to exist between the various intellectual ability groups and total second choices. No differences were found to exist in first and third choices expressed by the intellectual ability subgroups.

8. Statistically significant agreement was found to exist in total category choices expressed within the eight interest areas by

children of the Level A socio-economic group. These preferences, in ranked order, were fantasy, fairy tales, animal stories, poetry, biography, home and school life, children of other lands, and science and nature.

9. Statistically significant agreement was found to exist in total category choices expressed within the eight interest areas by children of the Level B socio-economic group. These preferences, in ranked order, were fantasy, fairy tales, home and school life, animal stories, biography, poetry, children of other lands, and science and nature.

10. Statistically significant agreement was found to exist in total category choices expressed within the eight interest areas by children of the Level C socio-economic group. These preferences, in ranked order, were fairy tales, fantasy, home and school life, animal stories, biography, children of other lands, poetry, and science and nature.

11. No differences were found to exist between the various socio-economic environment subgroups and total first, second, and third choices.

12. Statistically significant agreement was found to exist in total category choices expressed within the eight interest areas by children of the 4.0 to 4.9 reading competence group. These preferences, in ranked order, were fairy tales, animal stories, fantasy, children of other lands, home and school life, poetry, biography, and science and nature.

13. Statistically significant agreement was found to exist in total category choices expressed within the eight interest areas by

children of the 3.0 to 3.9 reading competence group. These preferences, in ranked order, were fantasy, fairy tales, home and school life, animal stories, biography, poetry, children of other lands, and science and nature.

14. Statistically significant agreement was found to exist in total category choices expressed within the eight interest areas by children of the 2.0 to 2.9 reading competence group. These preferences, in ranked order, were fantasy, fairy tales, home and school life, animal stories, biography, poetry, children of other lands, and science and nature.

15. No differences were found to exist between the various reading competence subgroups and total first, second, and third choices.

Conclusions

From an analysis of the data of this study the following conclusions were drawn:

1. Sex is a differentiating factor in reading preferences expressed by children enrolled in Grade 2.

2. The variable factors of intellectual ability, socio-economic environment, and reading competence are not determiners of the top three category preferences. However, these factors appear to have an effect upon over-all preferences expressed throughout the eight reading interest areas.

3. Fantasy appears to be the over-all favorite category, followed by fairy tales, animal stories, and home and school life.

4. Contrary to the findings of earlier studies, stories of animals involving elements of personification are no longer the first

choice of children of this age.

5. The category of science and nature was the least preferred by all groups, in spite of the recent societal emphasis upon this area.

6. The influence of television and other recreational and informational media appears to have broadened the reading interests of children enrolled in Grade 2.

Recommendations

The following recommendations are made upon the basis of findings of the study:

1. In the primary grades more supplementary stories involving an emphasis on the themes of fantasy, fairy tales, and biography should be used in reading activities. The investigator feels that this emphasis would be particularly beneficial for those children exhibiting a lack of interest in the reading process.

2. In primary grade reading activities consideration should be given to the variances in reading preferences between sex groups. An emphasis on the interest categories of fantasy, fairy tales, and biography could possibly reduce the high incidence of male readers labeled as problem readers.

3. The findings of this study should be used by librarians in selecting and purchasing books for children of this age. The apparent trend in children's reading interests would seem to indicate that provision of more books containing themes of fantasy, fairy tales, and biography could promote more reading by children of this age.

4. The general lack of interest in the area of science and nature by subjects of the study, in spite of the recent emphasis upon

this area, indicates that careful consideration should be made of the format and method of presentation in primary-level books about science and nature.

5. Among the books published for this age group more stories of fantasy, fairy tales, and biography should be included.

6. Publishers should give consideration to publishing basal or supplementary readers for the primary grades, with special emphasis on the reading interests of boys.

Recommended Research

On the basis of insights derived from this study, the following suggestions are made for future investigation:

1. Compare the reading preferences of children from urban and rural areas.

2. Determine the influence of various degrees of television watching and recreational reading upon expressed reading preferences.

3. Determine those qualities in stories which attract or repel readers of this age.

4. Establish expressed preferences with similar categories and different titles in various parts of the country.

5. Identify change in reading preferences through periodic studies.

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APPENDIX

APPENDIX A

SAMPLE DATA SHEET FOR RECORDING EACH SUBJECT'S SEX,
INTELLECTUAL ABILITY, READING COMPETENCE,
AND SOCIO-ECONOMIC ENVIRONMENT

Name _____

Sex _____

School _____

Address _____

Reading
Competence _____

I.Q. _____

Status Characteristic	Weight	Rating	Product
Occupation	4		
Source of Income	3		
House Type	3		
Dwelling Area	2		
Total.			

Socio-
Economic
Environment _____

APPENDIX B

INITIAL BOOK SELECTION

Category A (Fairy Tales)

Gekiere, Madeleine. The Frilly Lily and the Princess. Philadelphia: J. B. Lippincott Co., 1960.

Grimm, Jacob, and Grimm, Wilhelm. The Sleeping Beauty. New York: Harcourt, Brace and Co., 1960.

Hauff, Wilhelm. Dwarf Long-Nose. New York: Random House, Inc., 1960.

Mincieli, Rose Laura. Pulcinella. New York: Alfred A. Knopf, Inc., 1960.

Pavel, Frances K. (adaptor). The Elves and the Shoemaker. New York: Holt, Rhinehart and Winston, Inc., 1961.

Thayer, Jane. The Blueberry Pie Elf. New York: William Morrow and Co., 1961.

Category B (Animal Stories)

Anderson, C. W. Lonesome Little Colt. New York: The Macmillan Co., 1961.

Haupt, Istar L. The Story of Stick-A-Nose-In. Boston: Little, Brown and Co., 1961.

Hoban, Russell. Bedtime for Frances. New York: Harper and Brothers, 1960.

Martin, Patricia Miles. Chandler Chipmunk's Flying Lesson. New York: Abingdon Press, 1960.

Merrill, Jean. Blue's Broken Heart. New York: McGraw-Hill Book Co., Inc., 1960.

Potter, Miriam Clark. Three Jumpy Kittens and Other Tales. Philadelphia: J. B. Lippincott Co., 1961.

Category C (Biography)

Bulla, Clyde Robert. Squanto. New York: Thomas Y. Crowell Co., 1954.

Judson, Clara Ingram. Abraham Lincoln. Chicago: Follett Publishing Co., 1961.

Category C (Continued)

Krasilovsky, Phyllis. Benny's Flag. Cleveland: The World Publishing Co., 1961.

Norman, Gertrude. Johnny Appleseed. New York: G. P. Putnam's Sons, 1960.

Norman, Gertrude. A Man Named Columbus. New York: G. P. Putnam's Sons, 1960.

Category D (Science and Nature)

Branley, Franklyn M. What Makes Day and Night. New York: Thomas Y. Crowell Co., 1961.

Blough, Glenn O. Discovering Dinosaurs. New York: McGraw-Hill Book Co., Inc., 1960.

Foster, Virgil E. Close-Up of a Honeybee. New York: William R. Scott, Inc., [n.d.]

Greenhood, David. Watch the Tides. New York: Holiday House, 1961.

Jordan, Helene J. How a Seed Grows. New York: Thomas Y. Crowell Co., 1960.

Turner, Eloise Fain, and Fenton, Carroll Lane. Inside You and Me. New York: The John Day Co., 1961.

Category E (Home and School Life)

Buckley, Helen E. Grandfather and I. New York: Lothrop, Lee and Shephard Co., Inc., 1959.

Martin, Patricia Miles. Benjie Goes into Business. New York: G. P. Putnam's Sons, 1961.

Merrill, Jean, and Solbert, Ronni. Emily Emerson's Moon. Boston: Little, Brown and Co., 1960.

Renick, Marion. Boy at Bat. New York: Charles Scribner's Sons, 1961.

Slobodkin, Louis. A Good Place to Hide. New York: The Macmillan Co., 1961.

Thompson, Vivian L. Camp-in-the-Yard. New York: Holiday House, 1961.

Category F (Poetry)

Cameron, Polly. I Can't Said the Ant. New York: Coward-McCann, Inc., 1961.

Ciardi, John. I Met a Man. Boston: Houghton Mifflin Co., 1961.

Eastwick, Ivy O. I Rode the Black Horse Far Away. New York: Abingdon Press, 1960.

Kumin, Maxine W. Summer Story. New York: G. P. Putnam's Sons, 1961.

Nash, Ogden. Custard the Dragon and the Wicked Knight. Boston: Little, Brown and Co., 1961.

Rukeyser, Muriel. I Go Out. New York: Harper and Brothers, 1961.

Category G (Fantasy)

Elkin, Benjamin. The Loudest Noise in the World. New York: The Viking Press, 1954.

Johnson, Crockett. Harold and the Purple Crayon. New York: Harper and Row, Publishers, 1955.

Joslin, Sesyle. What Do You Do, Dear? New York: William R. Scott, Inc., 1961.

Kahl, Virginia. The Perfect Pancake. New York: Charles Scribner's Sons, 1960.

Schloat, G. Warren, Jr. The Haunted Forest. New York: Alfred A. Knopf, Inc., 1961.

Weiss, Harvey. How to Ooze and Other Ways of Traveling. New York: Abelard Schuman, 1961.

Category H (Children of Other Lands)

Coatsworth, Elizabeth. Lonely Maria. New York: Pantheon Books, 1960.

Floethe, Louise Lee. The Indian and His Pueblo. New York: Charles Scribner's Sons, 1960.

Goldberg, Martha. Big Horse, Little Horse. New York: The Macmillan Co., 1960.

Matsuno, Masako. A Pair of Red Clogs. New York: The World Publishing Co., 1960.

Sucksdorff, Astrid Bergman. Chendru. New York: Harcourt, Brace and Co., 1960.

Yashima, Taro. Crow Boy. New York: The Viking Press, 1955.

APPENDIX C

EVALUATION SHEET FOR FINAL SELECTION OF BOOKS

Book Title _____ Author _____

Category _____ Evaluator _____

Please examine and evaluate the book listed above in view of the following criteria:

1. Does the book represent one facet of probable reading interest to second-grade children? Yes___ No___

2. Is the book appropriately placed within the category designation? Yes___ No___

3. Is the book, in your opinion, within the range of typical second-grade reading abilities? (Reading level does not exceed that of advanced readers.) Yes___ No___

4. Literary Quality 1() 2() 3() 4() 5()

If the book is fictional, are characters realistically portrayed? Is the plot complexity commensurate with the ranges of typical second-grade reading levels? If the book is non-fictional in nature, does it possess a straightforward, factual presentation of informational material?

5. Quality of Content 1() 2() 3() 4() 5()

Does the book, in general, reflect desirable standards of social and ethical values? Would it contribute to the child's well-being? If non-fictional, are facts and concepts presented accurately? Does it have clarity of presentation? Is the content suitable for general second-grade level?

6. Quality of Format 1() 2() 3() 4() 5()

Are the size of type and page layout of such nature to appeal to a second-grade reader? Are the illustrations appropriate to the content and do they provide a wide experience in various art forms? In non-fictional types, do the illustrations help clarify concepts presented?

(Rating Values: 1-Poor; 2-Fair; 3-Average; 4-Good; 5-Superior)

APPENDIX D

FINAL BOOK SELECTION ARRANGED IN SETS
FOR CLASSROOM PRESENTATION*Set 1

- (A) The Elves and the Shoemaker (Fairy Tales)
- (B) The Story of Stick-A-Nose-In (Animal Stories)
- (C) Benny's Flag (Biography)
- (D) What Makes Day and Night (Science and Nature)
- (E) Benjie Goes into Business (Home and School Life)
- (F) I Met a Man (Poetry)
- (G) The Perfect Pancake (Fantasy)
- (H) Lonely Maria (Children of Other Lands)

Set 2

- (A) Sleeping Beauty (Fairy Tales)
- (B) Lonesome Little Colt (Animal Stories)
- (C) A Man Named Columbus (Biography)
- (D) How a Seed Grows (Science and Nature)
- (E) A Good Place to Hide (Home and School Life)
- (F) Summer Story (Poetry)
- (G) How to Ooze and Other Ways of Traveling (Fantasy)
- (H) A Pair of Red Clogs (Children of Other Lands)

Set 3

- (A) The Blueberry Pie Elf (Fairy Tales)
- (B) Bedtime for Frances (Animal Stories)
- (C) Johnny Appleseed (Biography)
- (D) Discovering Dinosaurs (Science and Nature)
- (E) Camp-in-the-Yard (Home and School Life)
- (F) Custard the Dragon and the Wicked Knight (Poetry)
- (G) Harold and the Purple Crayon (Fantasy)
- (H) Crow Boy (Children of Other Lands)

*Books were presented in random order within and between sets.

[illegible]

APPENDIX F

BOOK PREFERENCE DATA SHEET

Pupil's Name _____ Teacher _____

Within-Study Choices

(Conducted by the teacher following completion of each set)

Set 1First Choice____ Second Choice____ Third Choice____ Fourth Choice____
Fifth Choice____ Sixth Choice____ Seventh Choice____ Eighth Choice____Set 2First Choice____ Second Choice____ Third Choice____ Fourth Choice____
Fifth Choice____ Sixth Choice____ Seventh Choice____ Eighth Choice____Set 3First Choice____ Second Choice____ Third Choice____ Fourth Choice____
Fifth Choice____ Sixth Choice____ Seventh Choice____ Eighth Choice____Post-Study Choices

(Conducted by the investigator two weeks following completion of each set)

Set 1

First____ Second____ Third____

Set 2

First____ Second____ Third____

Set 3

First____ Second____ Third____

APPENDIX G

FORMULAS USED IN COMPUTING TESTS OF SIGNIFICANCE

Formula 1 (coefficient of concordance W)¹

$$W = \frac{12S}{m^2 (n^3 - n)}$$

where:

S = sum of squared deviations

m = number of persons doing the ranking

n = number of book categories

Formula 2 (chi-square test of significance for W)²

$$\chi^2 = \frac{S}{\frac{1}{12} mn (n + 1)}$$

where:

S = sum of squared deviations

m = number of persons doing the ranking

n = number of book categories

¹Maurice G. Kendall, Rank Correlation Methods (2nd ed. rev.; London: Charles Griffin and Co., Limited, 1955), p. 95.

²Ibid., p. 98.

Formula 3 (contingency coefficient C)³

$$C = \sqrt{\frac{X^2}{N + X^2}}$$

where:

X^2 = chi-square computed by Formula 4

N = size of sample

Formula 4 (chi-square test of significance for C)⁴

$$X^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

where:

$$\sum_{i=1}^r \sum_{j=1}^k = \text{sum over all cells}$$

O_{ij} = observed number of cases categorized

E_{ij} = number of cases expected to be categorized

³Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Co., Inc., 1956), p. 197.

⁴Ibid., p. 177.

APPENDIX H

TABLE 39.--Total raw data responses for all male subjects throughout the eight categories of reading interest

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
1	2	6	3	7	5	8	1	4	5	3	8	6	2	7	4	1	4	5	2	6	1	3	7	8
2	6	2	7	3	8	1	4	5	8	7	4	6	3	2	1	5	6	5	1	2	8	4	3	7
3	5	1	7	8	3	4	2	6	3	2	1	7	6	8	4	5	2	7	5	1	6	8	3	4
4	4	1	2	3	6	5	7	8	4	7	1	5	8	2	6	3	5	4	7	2	8	3	1	6
5	2	6	5	1	4	8	7	3	4	1	3	6	2	8	5	7	5	8	1	4	6	2	3	7
6	2	8	4	3	1	6	7	5	4	7	6	8	1	3	2	5	3	6	7	5	2	4	1	8
7	2	7	8	5	3	1	4	6	7	3	5	8	2	6	1	4	4	3	8	1	5	7	2	6
8	3	8	2	1	6	7	5	4	3	8	1	7	2	5	6	4	6	7	8	1	2	3	4	5
9	5	3	4	1	7	6	8	2	7	3	2	8	6	5	1	4	2	8	6	1	4	5	3	7
10	4	5	7	6	2	1	8	3	8	6	1	2	3	5	4	7	2	6	4	3	7	5	1	8
11	1	3	2	5	4	8	7	6	1	2	3	8	4	6	7	5	4	2	7	6	5	3	1	8
12	1	6	3	8	4	7	2	5	4	7	2	5	8	6	1	3	5	4	2	3	8	6	1	7
13	2	3	6	8	7	1	5	4	5	4	3	8	2	6	1	7	5	2	4	7	8	3	1	6
14	1	7	8	5	3	2	4	6	3	7	1	6	2	8	4	5	2	5	7	6	4	1	3	8
15	8	4	2	5	3	6	1	7	8	7	1	5	4	6	2	3	3	8	6	1	2	4	5	7
16	1	8	3	6	2	5	4	7	8	4	5	6	3	7	1	2	1	5	7	2	6	3	4	8
17	1	2	5	7	3	6	4	8	5	1	6	7	4	8	2	3	3	5	6	2	4	7	1	8
18	4	5	1	7	2	8	3	6	4	8	5	7	2	6	1	3	2	8	7	1	6	4	3	5
19	8	7	1	4	3	5	2	6	8	7	2	3	6	1	4	5	4	5	3	1	2	7	6	8
20	1	2	7	8	3	6	4	5	8	3	4	5	1	7	6	2	8	2	7	3	1	5	4	6
21	1	3	2	6	7	4	5	8	6	5	2	8	3	7	1	4	1	2	3	7	8	4	6	5
22	1	5	4	7	8	2	3	6	3	6	2	5	4	8	1	7	2	7	4	1	6	8	5	3
23	2	3	4	8	1	6	7	5	5	4	6	7	3	8	1	2	1	5	4	2	3	8	7	6
24	2	7	3	5	1	8	4	6	7	6	4	8	2	3	1	5	2	7	5	3	6	1	8	4
25	2	6	3	5	1	8	4	7	3	4	7	5	6	8	1	2	5	8	6	1	4	2	3	7
26	2	4	7	5	8	3	1	6	3	7	2	6	4	1	5	8	4	7	6	1	2	5	3	8
27	4	3	1	7	5	2	6	8	1	7	4	6	5	3	2	8	5	7	1	2	8	4	3	6
28	5	4	2	8	3	7	1	6	4	6	2	3	5	7	8	1	1	2	3	6	4	7	8	5

TABLE 39 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
29	3	5	7	6	1	4	2	8	5	3	6	4	8	7	2	1	1	3	8	7	4	5	2	6
30	8	7	6	5	4	3	2	1	2	1	3	7	5	6	4	8	5	4	2	7	6	3	1	8
31	6	3	4	8	1	2	5	7	3	4	7	6	5	8	1	2	1	3	5	8	7	4	2	6
32	4	1	7	6	8	5	2	3	5	1	8	4	6	2	7	3	4	2	7	1	8	3	5	6
33	3	7	4	5	2	1	6	8	6	8	5	7	3	4	1	2	1	6	8	3	5	4	2	7
34	2	1	3	4	5	6	7	8	7	1	6	8	5	3	2	4	1	4	8	6	3	2	5	7
35	7	6	1	3	4	5	8	2	8	6	4	1	7	5	2	3	1	6	8	4	7	3	2	5
36	3	8	4	2	1	7	5	6	4	5	2	1	7	3	8	6	3	1	4	8	5	7	2	6
37	1	4	6	8	2	3	5	7	6	5	8	1	4	3	2	7	1	2	6	8	5	4	3	7
38	7	5	1	3	2	4	8	6	8	2	1	4	6	5	3	7	4	5	7	1	8	3	2	6
39	3	7	4	5	6	2	1	8	8	7	1	2	4	5	3	6	7	5	4	1	8	2	3	6
40	6	7	1	8	5	3	4	2	8	1	3	4	2	6	7	5	2	3	7	1	6	4	5	8
41	3	5	1	8	2	7	4	6	8	3	2	4	5	6	1	7	1	7	8	5	4	3	2	6
42	3	1	6	8	4	2	5	7	8	5	1	2	3	7	4	6	2	5	3	4	6	8	1	7
43	4	2	5	8	1	3	6	7	8	2	5	4	7	6	1	3	2	4	6	5	8	1	3	7
44	2	3	5	6	4	8	1	7	8	3	2	7	4	5	1	6	1	6	2	7	3	5	8	4
45	3	7	1	8	6	2	5	4	5	2	1	8	3	7	4	6	2	7	5	1	6	8	3	4
46	4	3	1	5	6	8	7	2	1	5	3	8	7	4	6	2	6	7	3	2	8	1	5	4
47	8	5	2	6	1	7	3	4	4	2	3	7	5	8	1	6	4	3	2	1	6	5	8	7
48	3	6	8	5	7	4	1	2	6	5	4	8	2	7	1	3	2	3	7	4	6	5	1	8
49	8	4	5	6	7	3	1	2	5	4	1	8	3	6	2	7	2	3	8	5	4	6	1	7
50	5	3	1	8	7	6	4	2	8	7	1	5	3	2	4	6	3	7	8	1	4	6	2	5
51	8	3	6	4	2	5	1	7	1	2	6	8	3	7	5	4	2	1	7	5	6	3	4	8
52	6	3	5	7	2	4	1	8	8	6	1	3	4	5	7	2	5	6	2	7	4	1	3	8
53	1	4	7	5	6	2	3	8	5	3	2	6	7	4	1	8	6	4	8	1	7	2	5	3
54	3	2	1	8	6	4	5	7	5	7	6	1	4	2	3	8	1	5	7	3	6	4	2	8
55	4	8	6	2	3	1	7	5	7	4	1	6	2	5	3	8	8	2	7	4	3	5	1	6
56	2	3	1	6	5	7	4	8	2	3	1	8	5	7	4	6	1	8	2	5	3	6	4	7

TABLE 39 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
57	1	5	2	4	7	6	3	8	5	6	1	8	3	4	2	7	4	5	2	1	7	6	3	8
58	3	2	5	8	6	7	1	4	2	7	5	8	4	6	1	3	4	8	3	7	2	5	1	6
59	2	6	4	7	1	5	3	8	2	4	1	8	7	5	6	3	1	8	6	5	7	3	2	4
60	1	3	8	6	2	7	4	5	4	1	3	8	5	7	2	6	2	4	7	1	8	5	3	6
61	3	7	4	5	2	8	6	1	3	5	1	8	7	6	2	4	4	7	2	6	1	8	3	5
62	2	3	7	5	1	6	4	8	4	2	5	6	3	8	1	7	3	2	7	8	6	4	1	5
63	3	1	7	8	4	2	5	6	5	7	6	8	2	4	1	3	2	3	7	4	6	5	1	8
64	3	4	6	7	1	5	8	2	7	5	2	8	4	1	6	3	7	6	8	5	1	4	2	3
65	8	1	6	2	7	3	5	4	8	7	3	6	2	5	1	4	1	7	5	6	4	8	3	2
66	5	1	6	8	2	7	3	4	2	1	7	8	3	5	4	6	3	6	7	2	4	1	5	8
67	3	4	2	5	1	8	7	6	1	7	3	5	4	6	2	8	8	2	4	3	5	1	7	6
68	3	1	5	8	7	2	4	6	5	1	8	7	2	3	4	6	5	1	3	6	7	4	2	8
69	3	5	2	4	7	6	8	1	1	7	2	8	3	4	6	5	4	7	2	3	8	1	6	5
70	2	4	7	5	1	3	6	8	6	8	3	1	4	7	5	2	1	4	6	7	2	5	3	8
71	6	3	2	7	1	5	4	8	5	6	1	8	2	4	7	3	2	6	5	1	3	8	4	7
72	3	7	4	6	5	1	2	8	1	7	3	8	6	5	4	2	2	8	3	5	4	1	7	6
73	6	2	7	8	5	1	4	3	8	4	2	5	1	3	7	6	7	8	3	5	4	2	1	6
74	1	2	8	7	4	6	3	5	7	3	1	6	2	4	5	8	1	3	6	8	7	2	4	5
75	5	3	7	8	6	2	1	4	6	2	1	4	5	8	7	3	7	4	2	8	6	1	3	5
76	5	1	3	6	2	8	4	7	8	5	3	7	1	4	6	2	1	7	8	6	2	4	3	5
77	5	3	1	4	2	7	6	8	2	1	4	8	7	6	3	5	2	6	7	1	4	8	5	3
78	3	6	5	8	2	1	4	7	5	7	4	8	2	3	1	6	4	6	5	3	7	2	1	8

APPENDIX H

TABLE 40.--Total raw data responses for all female subjects throughout the eight categories of reading interest

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
1	1	5	7	8	4	6	2	3	3	7	6	8	2	5	4	1	1	3	7	8	6	4	2	5
2	1	5	6	7	2	8	4	3	1	5	6	8	2	7	3	4	8	1	2	6	5	3	4	7
3	1	5	6	7	2	4	8	3	3	4	7	8	2	6	5	1	3	2	7	8	4	5	1	6
4	1	3	8	2	4	5	7	6	2	5	6	3	4	8	1	7	3	4	6	2	7	5	1	8
5	1	4	7	8	3	2	6	5	3	8	4	7	1	5	2	6	4	1	7	6	2	3	5	8
6	4	3	5	6	1	7	2	8	1	2	7	8	5	6	3	4	3	1	8	6	4	5	2	7
7	4	6	2	7	3	8	5	1	1	3	7	8	5	4	6	2	3	2	6	7	1	5	4	8
8	3	2	4	8	1	6	7	5	7	8	5	6	1	4	3	2	3	8	4	7	6	2	1	5
9	4	8	3	7	2	1	5	6	4	3	2	8	7	6	5	1	2	6	8	5	4	3	1	7
10	2	5	4	8	1	6	7	3	7	2	5	8	3	6	1	4	3	4	5	6	7	2	1	8
11	2	7	8	6	1	5	4	3	4	6	7	2	1	5	3	8	3	2	6	7	4	5	1	8
12	3	6	5	8	2	7	4	1	3	5	6	8	2	4	7	1	5	2	8	7	3	6	1	4
13	5	7	1	8	4	6	3	2	1	2	4	7	3	8	6	5	4	2	1	7	3	6	5	8
14	4	1	5	6	7	3	2	8	2	3	7	8	4	6	1	5	2	5	3	8	6	4	1	7
15	2	8	5	6	4	3	1	7	8	7	6	4	3	5	1	2	8	5	2	4	3	7	1	6
16	6	7	1	5	8	2	4	3	8	5	6	4	1	7	3	2	5	7	6	8	4	2	3	1
17	6	4	5	8	3	7	1	2	8	4	6	7	1	3	5	2	2	1	4	8	5	3	7	6
18	2	3	7	6	5	4	1	8	5	4	7	8	1	6	3	2	8	4	7	1	3	6	2	5
19	1	3	4	7	2	8	6	5	5	8	3	6	4	7	1	2	3	4	1	5	2	6	8	7
20	7	4	8	1	3	2	6	5	7	6	8	5	3	4	1	2	2	3	4	8	5	7	1	6
21	5	6	8	7	3	4	2	1	3	6	8	4	1	7	2	5	1	2	4	8	5	7	6	3
22	4	5	2	7	3	8	1	6	5	4	7	6	3	8	2	1	3	7	4	8	2	6	5	1
23	3	8	6	5	4	7	2	1	7	8	5	6	2	3	4	1	7	1	5	6	4	3	2	8
24	6	5	2	8	4	7	1	3	7	2	6	5	3	8	1	4	1	6	5	4	8	3	7	2
25	3	2	1	5	7	6	4	8	5	4	6	7	3	8	1	2	4	1	5	3	7	6	2	8
26	4	1	2	3	7	8	6	5	7	5	2	3	4	6	1	8	8	2	6	3	7	4	1	5
27	2	6	7	4	8	5	1	3	1	2	4	5	3	6	7	8	4	1	6	8	7	3	2	5
28	8	4	1	5	6	2	7	3	6	8	1	7	5	4	2	3	1	8	2	5	6	4	3	7

TABLE 40 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
29	2	1	8	6	5	3	4	7	5	3	6	7	8	4	1	2	2	8	7	4	6	3	1	5
30	5	3	7	6	4	8	2	1	6	5	8	7	2	1	4	3	2	3	6	8	4	5	1	7
31	6	2	4	8	7	1	5	3	1	5	4	8	3	7	6	2	2	1	4	5	7	3	6	8
32	6	3	1	8	2	7	4	5	5	1	3	2	4	8	7	6	2	1	3	8	7	6	4	5
33	1	6	4	2	7	3	5	8	5	6	8	7	2	3	4	1	3	2	1	8	5	6	4	7
34	3	7	1	5	8	4	6	2	7	5	6	8	2	3	4	1	7	8	4	5	2	3	1	6
35	7	4	1	8	3	6	2	5	7	1	8	6	4	3	5	2	1	5	7	8	6	4	3	2
36	2	3	6	5	8	7	4	1	2	4	6	7	8	1	5	3	1	2	5	4	8	3	6	7
37	4	2	1	7	3	6	5	8	4	1	2	5	6	7	3	8	4	1	5	8	6	7	2	3
38	6	3	1	8	2	5	4	7	6	2	7	3	5	8	4	1	4	7	8	3	5	1	2	6
39	4	6	5	8	3	2	1	7	3	2	1	5	6	8	4	7	1	4	5	8	6	3	2	7
40	3	2	7	8	5	1	6	4	5	6	1	4	2	3	8	7	2	1	5	8	3	6	4	7
41	2	5	7	8	3	1	4	6	1	3	5	8	6	7	4	2	5	6	7	8	2	4	1	3
42	5	6	3	2	1	4	8	7	2	7	4	3	5	6	8	1	3	7	5	6	4	2	1	8
43	3	5	1	4	7	8	6	2	3	4	6	7	5	2	8	1	3	2	8	4	7	1	5	6
44	2	3	8	7	5	4	6	1	2	1	7	5	8	6	4	3	1	4	7	2	8	5	3	6
45	2	3	8	7	1	5	4	6	1	7	6	8	5	4	2	3	3	1	7	5	6	4	2	8
46	6	8	2	5	4	7	3	1	1	8	6	7	5	4	3	2	1	4	2	6	5	7	3	8
47	2	6	8	5	7	1	3	4	1	5	6	4	2	3	8	7	6	1	2	4	8	3	7	5
48	7	5	4	6	1	2	8	3	7	3	8	2	4	1	5	6	6	4	7	5	1	2	3	8
49	7	2	4	8	3	1	5	6	6	4	7	8	3	5	1	2	2	1	7	8	4	3	6	5
50	7	2	1	8	4	3	5	6	1	6	8	3	5	4	2	7	3	4	6	5	7	2	1	8
51	2	4	5	7	8	1	3	6	1	5	4	8	2	7	3	6	4	6	1	5	7	8	3	2
52	3	2	7	8	4	5	1	6	1	2	6	5	7	8	3	4	2	3	6	5	7	4	1	8
53	8	2	7	6	1	4	5	3	3	2	6	7	1	4	8	5	5	8	1	3	2	4	6	7
54	3	8	7	6	2	1	4	5	4	8	6	2	1	3	5	7	3	4	2	5	7	6	1	8
55	5	1	7	8	6	2	4	3	5	1	6	8	2	3	7	4	4	3	7	1	8	6	2	5
56	8	3	4	5	1	7	6	2	8	4	5	3	7	1	6	2	7	2	4	3	5	8	6	1
57	3	7	6	8	4	1	5	2	2	1	4	7	8	6	3	5	3	1	7	2	4	5	6	8
58	2	8	3	4	7	6	1	5	8	2	6	5	4	7	3	1	3	2	4	1	8	6	5	7

TABLE 40 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
59	1	8	2	3	6	7	4	5	2	7	1	5	3	8	4	6	3	7	4	1	8	5	2	6
60	7	2	1	6	5	3	8	4	2	1	4	7	3	8	5	6	2	1	7	8	3	6	4	5
61	4	7	5	8	3	1	2	6	1	5	2	8	6	7	4	3	1	3	4	5	6	2	7	8
62	3	4	8	7	5	6	2	1	1	5	7	8	3	6	4	2	2	4	5	8	3	7	1	6
63	5	1	7	8	3	6	2	4	2	4	6	8	1	7	5	3	2	3	1	8	5	6	7	4
64	4	6	3	7	5	8	1	2	5	3	6	8	4	7	1	2	5	7	6	4	2	3	1	8
65	5	7	8	3	4	6	1	2	1	2	3	7	4	8	6	5	1	2	3	6	5	7	4	8
66	5	3	8	6	7	1	2	4	7	1	6	4	8	2	5	3	3	6	4	7	1	8	2	5
67	5	8	2	4	3	7	1	6	4	2	5	8	1	7	6	3	1	2	3	8	4	6	5	7
68	1	6	8	4	2	3	5	7	1	5	3	8	4	7	2	6	5	6	7	8	1	2	3	4
69	5	7	8	4	6	1	2	3	4	5	7	8	3	6	1	2	1	6	7	8	5	2	4	3
70	4	7	8	6	5	1	3	2	3	7	4	8	1	6	2	5	1	4	6	7	3	8	2	5
71	5	2	8	6	7	3	1	4	6	3	4	8	1	7	2	5	3	2	5	7	4	6	1	8
72	1	3	4	8	5	6	7	2	7	6	5	3	4	2	8	1	3	5	2	7	6	4	1	8
73	4	1	7	8	3	5	2	6	3	8	1	4	6	7	5	2	7	1	5	4	3	2	8	6
74	2	4	8	7	3	6	1	5	8	4	2	5	1	3	7	6	6	4	3	8	5	1	2	7
75	1	5	7	8	3	6	2	4	6	4	7	5	8	3	1	2	1	6	8	3	2	4	5	7
76	4	1	8	5	7	6	2	3	7	8	6	5	1	4	3	2	2	1	5	4	8	6	7	3
77	1	2	7	6	8	5	4	3	2	4	8	7	6	5	3	1	2	1	5	8	6	4	3	7
78	1	3	7	5	4	8	6	2	3	6	8	4	2	5	7	1	2	8	5	7	6	4	3	1
79	4	8	2	3	5	6	1	7	2	8	7	3	5	4	6	1	8	7	1	6	5	2	3	4
80	5	6	7	8	1	2	3	4	8	6	7	2	1	3	5	4	1	3	2	8	6	5	4	7
81	2	7	8	4	5	6	1	3	7	3	6	4	2	5	8	1	4	1	5	7	6	3	2	8
82	1	3	4	7	8	6	2	5	3	5	2	4	6	8	7	1	2	3	5	6	7	4	1	8
83	4	3	6	7	5	2	1	8	4	8	7	2	5	6	3	1	1	5	2	8	3	7	4	6
84	4	8	3	6	5	7	2	1	2	4	6	7	8	5	3	1	1	2	5	7	3	8	4	6
85	1	2	6	3	7	4	8	5	3	6	5	7	1	2	4	8	4	1	6	8	7	3	2	5
86	1	2	6	8	3	7	4	5	1	2	5	8	3	7	6	4	2	3	7	4	8	5	1	6
87	3	8	6	1	7	4	2	5	6	5	8	4	1	7	3	2	2	3	4	7	5	6	1	8

APPENDIX H

TABLE 41.--Total raw data responses of the 121-140 range intellectual ability group throughout the eight categories of reading interest

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
1	3	8	2	1	6	7	5	4	3	8	1	7	2	5	6	4	6	7	8	1	2	3	4	5
2	5	3	4	1	7	6	8	2	7	3	2	8	6	5	1	4	2	8	6	1	4	5	3	7
3	4	5	7	6	2	1	8	3	8	6	1	2	3	5	4	7	2	6	4	3	7	5	1	8
4	2	3	6	8	7	1	5	4	5	4	3	8	2	6	1	7	5	2	4	7	8	3	1	6
5	1	7	8	5	3	2	4	6	3	7	1	6	2	8	4	5	2	5	7	6	4	1	3	8
6	8	4	2	5	3	6	1	7	8	7	1	5	4	6	2	3	3	8	6	1	2	4	5	7
7	1	2	7	8	3	6	4	5	8	3	4	5	1	7	6	2	8	2	7	3	1	5	4	6
8	2	3	4	8	1	6	7	5	5	4	6	7	3	8	1	2	1	5	4	2	3	8	7	6
9	6	3	4	8	1	2	5	7	3	4	7	6	5	8	1	2	1	3	5	8	7	4	2	6
10	2	1	3	4	5	6	7	8	7	1	6	8	5	3	2	4	1	4	8	6	3	2	5	7
11	1	4	6	8	2	3	5	7	6	5	8	1	4	3	2	7	1	2	6	8	5	4	3	7
12	7	5	1	3	2	4	8	6	8	2	1	4	6	5	3	7	4	5	7	1	8	3	2	6
13	3	7	4	5	6	2	1	8	8	7	1	2	4	5	3	6	7	5	4	1	8	2	3	6
14	6	7	1	8	5	3	4	2	8	1	3	4	2	6	7	5	2	3	7	1	6	4	5	8
15	3	7	1	8	6	2	5	4	5	2	1	8	3	7	4	6	2	7	5	1	6	8	3	4
16	5	3	1	8	7	6	4	2	8	7	1	5	3	2	4	6	3	7	8	1	4	6	2	5
17	4	8	6	2	3	1	7	5	7	4	1	6	2	5	3	8	8	2	7	4	3	5	1	6
18	1	5	6	7	2	4	8	3	3	4	7	8	2	6	5	1	3	2	7	8	4	5	1	6
19	1	4	7	8	3	2	6	5	3	8	4	7	1	5	2	6	4	1	7	6	2	3	5	8
20	3	2	4	8	1	6	7	5	7	8	5	6	1	4	3	2	3	8	4	7	6	2	1	5
21	2	5	4	8	1	6	7	3	7	2	5	8	3	6	1	4	3	4	5	6	7	2	1	8
22	5	7	1	8	4	6	3	2	1	2	4	7	3	8	6	5	4	2	1	7	3	6	5	8
23	4	1	5	6	7	3	2	8	2	3	7	8	4	6	1	5	2	5	3	8	6	4	1	7
24	2	3	7	6	5	4	1	8	5	4	7	8	1	6	3	2	8	4	7	1	3	6	2	5
25	5	6	8	7	3	4	2	1	3	6	8	4	1	7	2	5	1	2	4	8	5	7	6	3
26	2	1	8	6	5	3	4	7	5	3	6	7	8	4	1	2	2	8	7	4	6	3	1	5
27	5	3	7	6	4	8	2	1	6	5	8	7	2	1	4	3	2	3	6	8	4	5	1	7
28	6	3	1	8	2	7	4	5	5	1	3	2	4	8	7	6	2	1	3	8	7	6	4	5

TABLE 41 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
29	3	7	1	5	8	4	6	2	7	5	6	8	2	3	4	1	7	8	4	5	2	3	1	6
30	6	3	1	8	2	5	4	7	6	2	7	3	5	8	4	1	4	7	8	3	5	1	2	6
31	3	5	1	4	7	8	6	2	3	4	6	7	5	2	8	1	3	2	8	4	7	1	5	6
32	3	2	8	7	5	4	6	1	2	1	7	5	8	6	4	3	1	4	7	2	8	5	3	6
33	2	4	5	7	8	1	3	6	1	5	4	8	2	7	3	6	4	6	1	5	7	8	3	2
34	3	2	7	8	4	5	1	6	1	2	6	5	7	8	3	4	2	3	6	5	7	4	1	8
35	5	1	7	8	6	2	4	3	5	1	6	8	2	3	7	4	4	3	7	1	8	6	2	5
36	3	7	6	8	4	1	5	2	2	1	4	7	8	6	3	5	3	1	7	2	4	5	6	8

APPENDIX H

TABLE 42.--Total raw data responses of the 101-120 range of intellectual ability group throughout the eight categories of reading interest

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
1	2	6	3	7	5	8	1	4	5	3	8	6	2	7	4	1	4	5	2	6	1	3	7	8
2	6	2	7	3	8	1	4	5	8	7	4	6	3	2	1	5	6	5	1	2	8	4	3	7
3	4	1	2	3	6	5	7	8	4	7	1	5	8	2	6	3	5	4	7	2	8	3	1	6
4	2	6	5	1	4	8	7	3	4	1	3	6	2	8	5	7	5	8	1	4	6	2	3	7
5	2	8	4	3	1	6	7	5	4	7	6	8	1	3	2	5	3	6	7	5	2	4	1	8
6	2	7	8	5	3	1	4	6	7	3	5	8	2	6	1	4	4	3	8	1	5	7	2	6
7	1	3	2	5	4	8	7	6	1	2	3	8	4	6	7	5	4	2	7	6	5	3	1	8
8	1	2	5	7	3	6	4	8	5	1	6	7	4	8	2	3	3	5	6	2	4	7	1	8
9	4	5	1	7	2	8	3	6	4	8	5	7	2	6	1	3	2	8	7	1	6	4	3	5
10	8	7	1	4	3	5	2	6	8	7	2	3	6	1	4	5	4	5	3	1	2	7	6	8
11	1	3	2	6	7	4	5	8	6	5	2	8	3	7	1	4	1	2	3	7	8	4	6	5
12	2	7	3	5	1	8	4	6	7	6	4	8	2	3	1	5	2	7	5	3	6	1	8	4
13	2	6	3	5	1	8	4	7	3	4	7	5	6	8	1	2	5	8	6	1	4	2	3	7
14	2	4	7	5	8	3	1	6	3	7	2	6	4	1	5	8	4	7	6	1	2	5	3	8
15	4	3	1	7	5	2	6	8	1	7	4	6	5	3	2	8	5	7	1	2	8	4	3	6
16	5	4	2	8	3	7	1	6	4	6	2	3	5	7	8	1	1	2	3	6	4	7	8	5
17	3	5	7	6	1	4	2	8	5	3	6	4	8	7	2	1	1	3	8	7	4	5	2	6
18	4	1	7	6	8	5	2	3	5	1	8	4	6	2	7	3	4	2	7	1	8	3	5	6
19	3	7	4	5	2	1	6	8	6	8	5	7	3	4	1	2	1	6	8	3	5	4	2	7
20	7	6	1	3	4	5	8	2	8	6	4	1	7	5	2	3	1	6	8	4	7	3	2	5
21	3	5	1	8	2	7	4	6	8	3	2	4	5	6	1	7	1	7	8	5	4	3	2	6
22	3	1	6	8	4	2	5	7	8	5	1	2	3	7	4	6	2	5	3	4	6	8	1	7
23	2	3	5	6	4	8	1	7	8	3	2	7	4	5	1	6	1	6	2	7	3	5	8	4
24	4	3	1	5	6	8	7	2	1	5	3	8	7	4	6	2	6	7	3	2	8	1	5	4
25	8	5	2	6	1	7	3	4	4	2	3	7	5	8	1	6	4	3	2	1	6	5	8	7
26	3	6	8	5	7	4	1	2	6	5	4	8	2	7	1	3	2	3	7	4	6	5	1	8
27	8	3	6	4	2	5	1	7	1	2	6	8	3	7	5	4	2	1	7	5	6	3	4	8
28	6	3	5	7	2	4	1	8	8	6	1	3	4	5	7	2	5	6	2	7	4	1	3	8

TABLE 42 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
29	1	4	7	5	6	2	3	8	5	3	2	6	7	4	1	8	6	4	8	1	7	2	5	3
30	3	2	1	8	6	4	5	7	5	7	6	1	4	2	3	8	1	5	7	3	6	4	2	8
31	1	5	2	4	7	6	3	8	5	6	1	8	3	4	2	7	4	5	2	1	7	6	3	8
32	3	7	4	5	2	8	6	1	3	5	1	8	7	6	2	4	4	7	2	6	1	8	3	5
33	3	1	7	8	4	2	5	6	5	7	6	8	2	4	1	3	2	3	7	4	6	5	1	8
34	3	4	6	7	1	5	8	2	7	5	2	8	4	1	6	3	7	6	8	5	1	4	2	3
35	8	1	6	2	7	3	5	4	8	7	3	6	2	5	1	4	1	7	5	6	4	8	3	2
36	3	4	2	5	1	8	7	6	1	7	3	5	4	6	2	8	8	2	4	3	5	1	7	6
37	2	4	7	5	1	3	6	8	6	8	3	1	4	7	5	2	1	4	6	7	2	5	3	8
38	3	7	4	6	5	1	2	8	1	7	3	8	6	5	4	2	2	8	3	5	4	1	7	6
39	1	2	8	7	4	6	3	5	7	3	1	6	2	4	5	8	1	3	6	8	7	2	4	5
40	5	1	3	6	2	8	4	7	8	5	3	7	1	4	6	2	1	7	8	6	2	4	3	5
41	5	3	1	4	2	7	6	8	2	1	4	8	7	6	3	5	2	6	7	1	4	8	5	3
42	3	6	5	8	2	1	4	7	5	7	4	8	2	3	1	6	4	6	5	3	7	2	1	8
43	1	5	6	7	2	8	4	3	1	5	6	8	2	7	3	4	8	1	2	6	5	3	4	7
44	1	5	7	8	4	6	2	3	3	7	6	8	2	5	4	1	1	3	7	8	6	4	2	5
45	4	6	2	7	3	8	5	1	1	3	7	8	5	4	6	2	3	2	6	7	1	5	4	8
46	4	8	3	7	2	1	5	6	4	3	2	8	7	6	5	1	2	6	8	5	4	3	1	7
47	3	6	5	8	2	7	4	1	3	5	6	8	2	4	7	1	5	2	8	7	3	6	1	4
48	2	8	5	6	4	3	1	7	8	7	6	4	3	5	1	2	8	5	2	4	3	7	1	6
49	6	7	1	5	8	2	4	3	8	5	6	4	1	7	3	2	5	7	6	8	4	2	3	1
50	1	3	4	7	2	8	6	5	5	8	3	6	4	7	1	2	3	4	1	5	2	6	8	7
51	3	8	6	5	4	7	2	1	7	8	5	6	2	3	4	1	7	1	5	6	4	3	2	8
52	3	2	1	5	7	6	4	8	5	4	6	7	3	8	1	2	4	1	5	3	7	6	2	8
53	8	4	1	5	6	2	7	3	6	8	1	7	5	4	2	3	1	8	2	5	6	4	3	7
54	1	6	4	2	7	3	5	8	5	6	8	7	2	3	4	1	3	2	1	8	5	6	4	7
55	7	4	1	8	3	6	2	5	7	1	8	6	4	3	5	2	1	5	7	8	6	4	3	2
56	4	2	1	7	3	6	5	8	4	1	2	5	6	7	3	8	4	1	5	8	6	7	2	3
57	4	6	5	8	3	2	1	7	3	2	1	5	6	8	4	7	1	4	5	8	6	3	2	7
58	3	2	7	8	5	1	6	4	5	6	1	4	2	3	8	7	2	1	5	8	3	6	4	7

TABLE 42 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
59	2	5	7	8	3	1	4	6	1	3	5	8	6	7	4	2	5	6	7	8	2	4	1	3
60	5	6	3	2	1	4	8	7	2	7	4	3	5	6	8	1	3	7	5	6	4	2	1	8
61	2	3	8	7	1	5	4	6	1	7	6	8	5	4	2	3	3	1	7	5	6	4	2	8
62	6	8	2	5	4	7	3	1	1	8	6	7	5	4	3	2	1	4	2	6	5	7	3	8
63	2	6	8	5	7	1	3	4	1	5	6	4	2	3	8	7	6	1	2	4	8	3	7	5
64	7	5	4	6	1	2	8	3	7	3	8	2	4	1	5	6	6	4	7	5	1	2	3	8
65	7	2	4	8	3	1	5	6	6	4	7	8	3	5	1	2	2	1	7	8	4	3	6	5
66	7	2	1	8	4	3	5	6	1	6	8	3	5	4	2	7	3	4	6	5	7	2	1	8
67	8	2	7	6	1	4	5	3	3	2	6	7	1	4	8	5	5	8	1	3	2	4	6	7
68	3	8	7	6	2	1	4	5	4	8	6	2	1	3	5	7	3	4	2	5	7	6	1	8
69	8	3	4	5	1	7	6	2	8	4	5	3	7	1	6	2	7	2	4	3	5	8	6	1
70	2	8	3	4	7	6	1	5	8	2	6	5	4	7	3	1	3	2	4	1	8	6	5	7
71	4	6	3	7	5	8	1	2	5	3	6	8	4	7	1	2	5	7	6	4	2	3	1	8
72	5	3	8	6	7	1	2	4	7	1	6	4	8	2	5	3	3	6	4	7	1	8	2	5
73	5	2	8	6	7	3	1	4	6	3	4	8	1	7	2	5	3	2	5	7	4	6	1	8
74	1	3	4	8	5	6	7	2	7	6	5	3	4	2	8	1	3	5	2	7	6	4	1	8
75	4	1	7	8	3	5	2	6	3	8	1	4	6	7	5	2	7	1	5	4	3	2	8	6
76	2	4	8	7	3	6	1	5	8	4	2	5	1	3	7	6	6	4	3	8	5	1	2	7
77	1	2	7	6	8	5	4	3	2	4	8	7	6	5	3	1	2	1	5	8	6	4	3	7
78	1	3	7	5	4	8	6	2	3	6	8	4	2	5	7	1	2	8	5	7	6	4	3	1
79	4	8	2	3	5	6	1	7	2	8	7	3	5	4	6	1	8	7	1	6	5	2	3	4
80	2	7	8	4	5	6	1	3	7	6	6	4	2	5	8	1	4	1	5	7	6	3	2	8
81	4	3	6	7	5	2	1	8	4	8	7	2	5	6	3	1	1	5	2	8	3	7	4	6
82	1	2	6	8	3	7	4	5	1	2	5	8	3	7	6	4	2	3	7	4	8	5	1	6
83	3	8	6	1	7	4	2	5	6	5	8	4	1	7	3	2	2	3	4	7	5	6	1	8

APPENDIX H

TABLE 43.--Total raw data responses of the 80-100 range of intellectual ability group throughout the eight categories of reading interest

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
1	5	1	7	8	3	4	2	6	3	2	1	7	6	8	4	5	2	7	5	1	6	8	3	4
2	1	6	3	8	4	7	2	5	4	7	2	5	8	6	1	3	5	4	2	3	8	6	1	7
3	1	8	3	6	2	5	4	7	8	4	5	6	3	7	1	2	1	5	7	2	6	3	4	8
4	1	5	4	7	8	2	3	6	3	6	2	5	4	8	1	7	2	7	4	1	6	8	5	3
5	8	7	6	5	4	3	2	1	2	1	3	7	5	6	4	8	5	4	2	7	6	3	1	8
6	3	8	4	2	1	7	5	6	4	5	2	1	7	3	8	6	3	1	4	8	5	7	2	6
7	4	2	5	8	1	3	6	7	8	2	5	4	7	6	1	3	2	4	6	5	8	1	3	7
8	8	4	5	6	7	3	1	2	5	4	1	8	3	6	2	7	2	3	8	5	4	6	1	7
9	2	3	1	6	5	7	4	8	2	3	1	8	5	7	4	6	1	8	2	5	3	6	4	7
10	3	2	5	8	6	7	1	4	2	7	5	8	4	6	1	3	4	8	3	7	2	5	1	6
11	2	6	4	7	1	5	3	8	2	4	1	8	7	5	6	3	1	8	6	5	7	3	2	4
12	1	3	8	6	2	7	4	5	4	1	3	8	5	7	2	6	2	4	7	1	8	5	3	6
13	2	3	7	5	1	6	4	8	4	2	5	6	3	8	1	7	3	2	7	8	6	4	1	5
14	5	1	6	8	2	7	3	4	2	1	7	8	3	5	4	6	3	6	7	2	4	1	5	8
15	3	1	5	8	7	2	4	6	5	1	8	7	2	3	4	6	5	1	3	6	7	4	2	8
16	3	5	2	4	7	6	8	1	1	7	2	8	3	4	6	5	4	7	2	3	8	1	6	5
17	6	3	2	7	1	5	4	8	5	6	1	8	2	4	7	3	2	6	5	1	3	8	4	7
18	6	2	7	8	5	1	4	3	8	4	2	5	1	3	7	6	7	8	3	5	4	2	1	6
19	5	3	7	8	6	2	1	4	6	2	1	4	5	8	7	3	7	4	2	8	6	1	3	5
20	1	3	8	2	4	5	7	6	2	5	6	3	4	8	1	7	3	4	6	2	7	5	1	8
21	4	3	5	6	1	7	2	8	1	2	7	8	5	6	3	4	3	1	8	6	4	5	2	7
22	2	7	8	6	1	5	4	3	4	6	7	2	1	5	3	8	3	2	6	7	4	5	1	8
23	6	4	5	8	3	7	1	2	8	4	6	7	1	3	5	2	2	1	4	8	5	3	7	6
24	7	4	8	1	3	2	6	5	7	6	8	5	3	4	1	2	2	3	4	8	5	7	1	6
25	4	5	2	7	3	8	1	6	5	4	7	6	3	8	2	1	3	7	4	8	2	6	5	1
26	6	5	2	8	4	7	1	3	7	2	6	5	3	8	1	4	1	6	5	4	8	3	7	2
27	4	1	2	3	7	8	6	5	7	5	2	3	4	6	1	8	8	2	6	3	7	4	1	5
28	2	6	7	4	8	5	1	3	1	2	4	5	3	6	7	8	4	1	6	8	7	3	2	5

TABLE 43 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
29	6	2	4	8	7	1	5	3	1	5	4	8	3	7	6	2	2	1	4	5	7	3	6	8
30	2	3	6	5	8	7	4	1	2	4	6	7	8	1	5	3	1	2	5	4	8	3	6	7
31	1	8	2	3	6	7	4	5	2	7	1	5	3	8	4	6	3	7	4	1	8	5	2	6
32	7	2	1	6	5	3	8	4	2	1	4	7	3	8	5	6	2	1	7	8	3	6	4	5
33	4	7	5	8	3	1	2	6	1	5	2	8	6	7	4	3	1	3	4	5	6	2	7	8
34	3	4	8	7	5	6	2	1	1	5	7	8	3	6	4	2	2	4	5	8	3	7	1	6
35	5	1	7	8	3	6	2	4	2	4	6	8	1	7	5	3	2	3	1	8	5	6	7	4
36	5	7	8	3	4	6	1	2	1	2	3	7	4	8	6	5	1	2	3	6	5	7	4	8
37	5	8	2	4	3	7	1	6	4	2	5	8	1	7	6	3	1	2	3	8	4	6	5	7
38	1	6	8	4	2	3	5	7	1	3	5	8	4	7	2	6	5	6	7	8	1	2	3	4
39	5	7	8	4	6	1	2	3	4	5	7	8	3	6	1	2	1	6	7	8	5	2	4	3
40	4	7	8	6	5	1	3	2	3	7	4	8	1	6	2	5	1	4	6	7	3	8	2	5
41	1	5	7	8	3	6	2	4	6	4	7	5	8	3	1	2	1	6	8	3	2	4	5	7
42	4	1	8	5	7	6	2	3	7	8	6	5	1	4	3	2	2	1	5	4	8	6	7	3
43	5	6	7	8	1	2	3	4	8	6	7	2	1	3	5	4	1	3	2	8	6	5	4	7
44	1	3	4	7	8	6	2	5	3	5	2	4	6	8	7	1	2	3	5	6	7	4	1	8
45	4	8	3	6	5	7	2	1	2	4	6	7	8	5	3	1	1	2	5	7	3	8	4	6
46	1	2	6	3	7	4	8	5	3	6	5	7	1	2	4	8	4	1	6	8	7	3	2	5

APPENDIX H

TABLE 44.--Total raw data responses of the Level A socio-economic environment group throughout the eight categories of reading interest

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
1	6	7	1	8	5	3	4	2	8	1	3	4	2	6	7	5	2	3	7	1	6	4	5	8
2	3	7	1	8	6	2	5	4	5	2	1	8	3	7	4	6	2	7	5	1	6	8	3	4
3	3	7	4	5	2	1	6	8	6	8	5	7	3	4	1	2	1	6	8	3	5	4	2	7
4	3	5	1	8	2	7	4	6	8	3	2	4	5	6	1	7	1	7	8	5	4	3	2	6
5	3	1	6	8	4	2	5	7	8	5	1	2	3	7	4	6	2	5	3	4	6	8	1	7
6	2	3	5	6	4	8	1	7	8	3	2	7	4	5	1	6	1	6	2	7	3	5	8	4
7	4	3	1	5	6	8	7	2	1	5	3	8	7	4	6	2	6	7	3	2	8	1	5	4
8	3	6	8	5	7	4	1	2	6	5	4	8	2	7	1	3	2	3	7	4	6	5	1	8
9	8	3	6	4	2	5	1	7	1	2	6	8	3	7	5	4	2	1	7	5	6	3	4	8
10	1	4	7	5	6	2	3	8	5	3	2	6	7	4	1	8	6	4	8	1	7	2	5	3
11	3	2	1	8	6	4	5	7	5	7	6	1	4	2	3	8	1	5	7	3	6	4	2	8
12	8	7	6	5	4	3	2	1	2	1	3	7	5	6	4	8	5	4	2	7	6	3	1	8
13	3	8	4	2	1	7	5	6	4	5	2	1	7	3	8	6	3	1	4	8	5	7	2	6
14	4	2	5	8	1	3	6	7	8	2	5	4	7	6	1	3	2	4	6	5	8	1	3	7
15	8	4	5	6	7	3	1	2	5	4	1	8	3	6	2	7	2	3	8	5	4	6	1	7
16	4	1	5	6	7	3	2	8	2	3	7	8	4	6	1	5	2	5	3	8	6	4	1	7
17	5	6	8	7	3	4	2	1	3	6	8	4	1	7	2	5	1	2	4	8	5	7	6	3
18	6	3	1	8	2	7	4	5	5	1	3	2	4	8	7	6	2	1	3	8	7	6	4	5
19	3	5	1	4	7	8	6	2	3	4	6	7	5	2	8	1	3	2	8	4	7	1	5	6
20	3	2	7	8	4	5	1	6	1	2	6	5	7	8	3	4	2	3	6	5	7	4	1	8
21	5	1	7	8	6	2	4	3	5	1	6	8	2	3	7	4	4	3	7	1	8	6	2	5
22	3	7	6	8	4	1	5	2	2	1	4	7	8	6	3	5	3	1	7	2	4	5	6	8
23	7	4	1	8	3	6	2	5	7	1	8	6	4	3	5	2	1	5	7	8	6	4	3	2
24	4	2	1	7	3	6	5	8	4	1	2	5	6	7	3	8	4	1	5	8	6	7	2	3
25	5	6	3	2	1	4	8	7	2	7	4	3	5	6	8	1	3	7	5	6	4	2	1	8
26	6	8	2	5	4	7	3	1	1	8	6	7	5	4	3	2	1	4	2	6	5	7	3	8
27	2	6	8	5	7	1	3	4	1	5	6	4	2	3	8	7	6	1	2	4	8	3	7	5
28	7	5	4	6	1	2	8	3	7	3	8	2	4	1	5	6	6	4	7	5	1	2	3	8

TABLE 44 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
29	7	2	4	8	3	1	5	6	6	4	7	8	3	5	1	2	2	1	7	8	4	3	6	5
30	7	2	1	8	4	3	5	6	1	6	8	3	5	4	2	7	3	4	6	5	7	2	1	8
31	6	2	4	8	7	1	5	3	1	5	4	8	3	7	6	2	2	1	4	5	7	3	6	8

APPENDIX H

TABLE 45.--Total raw data responses of the Level B socio-economic environment group throughout the eight categories of reading interest

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
1	5	3	4	1	7	6	8	2	7	3	2	8	6	5	1	4	2	8	6	1	4	5	3	7
2	4	5	7	6	2	1	8	3	8	6	1	2	3	5	4	7	2	6	4	3	7	5	1	8
3	2	3	6	8	7	1	5	4	5	4	3	8	2	6	1	7	5	2	4	7	8	3	1	6
4	1	7	8	5	3	2	4	6	3	7	1	6	2	8	4	5	2	5	7	6	4	1	3	8
5	8	4	2	5	3	6	1	7	8	7	1	5	4	6	2	3	3	8	6	1	2	4	5	7
6	1	2	7	8	3	6	4	5	8	3	4	5	1	7	6	2	8	2	7	3	1	5	4	6
7	2	3	4	8	1	6	7	5	5	4	6	7	3	8	1	2	1	5	4	2	3	8	7	6
8	6	3	4	8	1	2	5	7	3	4	7	6	5	8	1	2	1	3	5	8	7	4	2	6
9	2	1	3	4	5	6	7	8	7	1	6	8	5	3	2	4	1	4	8	6	3	2	5	7
10	1	4	6	8	2	3	5	7	6	5	8	1	4	3	2	7	1	2	6	8	5	4	3	7
11	7	5	1	3	2	4	8	6	8	2	1	4	6	5	3	7	4	5	7	1	8	3	2	6
12	3	7	4	5	6	2	1	8	8	7	1	2	4	5	3	6	7	5	4	1	8	2	3	6
13	5	3	1	8	7	6	4	2	8	7	1	5	3	2	4	6	3	7	8	1	4	6	2	5
14	4	8	6	2	3	1	7	5	7	4	1	6	2	5	3	8	8	2	7	4	3	5	1	6
15	2	6	3	7	5	8	1	4	5	3	8	6	2	7	4	1	4	5	2	6	1	3	7	8
16	4	1	2	3	6	5	7	8	4	7	1	5	8	2	6	3	5	4	7	2	8	3	1	6
17	2	6	5	1	4	8	7	3	4	1	3	6	2	8	5	7	5	8	1	4	6	2	3	7
18	2	8	4	3	1	6	7	5	4	7	6	8	1	3	2	5	3	6	7	5	2	4	1	8
19	2	7	8	5	3	1	4	6	7	3	5	8	2	6	1	4	4	3	8	1	5	7	2	6
20	1	2	5	7	3	6	4	8	5	1	6	7	4	8	2	3	3	5	6	2	4	7	1	8
21	4	5	1	7	2	8	3	6	4	8	5	7	2	6	1	3	2	8	7	1	6	4	3	5
22	8	7	1	4	3	5	2	6	8	7	2	3	6	1	4	5	4	5	3	1	2	7	6	8
23	1	3	2	4	7	6	5	8	6	5	2	8	3	7	1	4	1	2	3	7	8	4	6	5
24	2	7	3	5	1	8	4	6	7	6	4	8	2	3	1	5	2	7	5	3	6	1	8	4
25	2	6	3	5	1	8	4	7	3	4	7	5	6	8	1	2	5	8	6	1	4	2	3	7
26	2	4	7	5	8	3	1	6	3	7	2	6	4	1	5	8	4	7	6	1	2	5	3	8
27	4	3	1	7	5	2	6	8	1	7	4	6	5	3	2	8	5	7	1	2	8	4	3	6
28	5	4	2	8	3	7	1	6	4	6	2	3	5	7	8	1	1	2	3	6	4	7	8	5

TABLE 45 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
29	3	5	7	6	1	4	2	8	5	3	6	4	8	7	2	1	1	3	8	7	4	5	2	6
30	4	1	7	6	8	5	2	3	5	1	8	4	6	2	7	3	4	2	7	1	8	3	5	6
31	7	6	1	3	4	5	8	2	8	6	4	1	7	5	2	3	1	6	8	4	7	3	2	5
32	8	5	2	6	1	7	3	4	4	2	3	7	5	8	1	6	4	3	2	1	6	5	8	7
33	6	3	5	7	2	4	1	8	8	6	1	3	4	5	7	2	5	6	2	7	4	1	3	8
34	5	1	3	6	2	8	4	7	8	5	3	7	1	4	6	2	1	7	8	6	2	4	3	5
35	5	3	1	4	2	7	6	8	2	1	4	8	7	6	3	5	2	6	7	1	4	8	5	3
36	3	6	5	8	2	1	4	7	5	7	4	8	2	3	1	6	4	6	5	3	7	2	1	8
37	1	6	3	8	4	7	2	5	4	7	2	5	8	6	1	3	5	4	2	3	8	6	1	7
38	1	8	3	6	2	5	4	7	8	4	5	6	3	7	1	2	1	5	7	2	6	3	4	8
39	1	5	4	7	8	2	3	6	3	6	2	5	4	8	1	7	2	7	4	1	6	8	5	3
40	1	5	6	7	2	4	8	3	3	4	7	8	2	6	5	1	3	2	7	8	4	5	1	6
41	1	4	7	8	3	2	6	5	3	8	4	7	1	5	2	6	4	1	7	6	2	3	5	8
42	2	5	4	8	1	6	7	3	7	2	5	8	3	6	1	4	3	4	5	6	7	2	1	8
43	5	7	1	8	4	6	3	2	1	2	4	7	3	8	6	5	4	2	1	7	3	6	5	8
44	2	3	7	6	5	4	1	8	5	4	7	8	1	6	3	2	8	4	7	1	3	6	2	5
45	2	1	8	6	5	3	4	7	5	3	6	7	8	4	1	2	2	8	7	4	6	3	1	5
46	5	3	7	6	4	8	2	1	6	5	8	7	2	1	4	3	2	3	6	8	4	5	1	7
47	3	7	1	5	8	4	6	2	7	5	6	8	2	3	4	1	7	8	4	5	2	3	1	6
48	6	3	1	8	2	5	4	7	6	2	7	3	5	8	4	1	4	7	8	3	5	1	2	6
49	2	3	8	7	5	4	6	1	2	1	7	5	8	6	4	3	1	4	7	2	8	5	3	6
50	2	4	5	7	8	1	3	6	1	5	4	8	2	7	3	6	4	6	1	5	7	8	3	2
51	1	5	7	8	4	6	2	3	3	7	6	8	2	5	4	1	1	3	7	8	6	4	2	5
52	4	6	2	7	3	8	5	1	1	3	7	8	5	4	6	2	3	2	6	7	1	5	4	8
53	4	8	3	7	2	1	5	6	4	3	2	8	7	6	5	1	2	6	8	5	4	3	1	7
54	3	6	5	8	2	7	4	1	3	5	6	8	2	4	7	1	5	2	8	7	3	6	1	4
55	2	8	5	6	4	3	1	7	8	7	6	4	3	5	1	2	8	5	2	4	3	7	1	6
56	6	7	1	5	8	2	4	3	8	5	6	4	1	7	3	2	5	7	6	8	4	2	3	1
57	3	8	6	5	4	7	2	1	7	8	5	6	2	3	4	1	7	1	5	6	4	3	2	8
58	3	2	1	5	7	6	4	8	5	4	6	7	3	8	1	2	4	1	5	3	7	6	2	8

TABLE 45 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
59	1	6	4	2	7	3	5	8	5	6	8	7	2	3	4	1	3	2	1	8	5	6	4	7
60	4	6	5	8	3	2	1	7	3	2	1	5	6	8	4	7	1	4	5	8	6	3	2	7
61	3	2	7	8	5	1	6	4	5	6	1	4	2	3	8	7	2	1	5	8	3	6	4	7
62	2	5	7	8	3	1	4	6	1	3	5	8	6	7	4	2	5	6	7	8	2	4	1	3
63	2	3	8	7	1	5	4	6	1	7	6	8	5	4	2	3	3	1	7	5	6	4	2	8
64	8	2	7	6	1	4	5	3	3	2	6	7	1	4	8	5	5	8	1	3	2	4	6	7
65	3	8	7	6	2	1	4	5	4	8	6	2	1	3	5	7	3	4	2	5	7	6	1	8
66	8	3	4	5	1	7	6	2	8	4	5	3	7	1	6	2	7	2	4	3	5	8	6	1
67	2	8	3	4	7	6	1	5	8	2	6	5	4	7	3	1	3	2	4	1	8	6	5	7
68	1	2	6	8	3	7	4	5	1	2	5	8	3	7	6	4	2	3	7	4	8	5	1	6
69	3	8	6	1	7	4	2	5	6	5	8	4	1	7	3	2	2	3	4	7	5	6	1	8
70	4	3	5	6	1	7	2	8	1	2	7	8	5	6	3	4	3	1	8	6	4	5	2	7
71	6	4	5	8	3	7	1	2	8	4	6	7	1	3	5	2	2	1	4	8	5	3	7	6
72	7	4	8	1	3	2	6	5	7	6	8	5	3	4	1	2	2	3	4	8	5	7	1	6
73	6	5	2	8	4	7	1	3	7	2	6	5	3	8	1	4	1	6	5	4	8	3	7	2
74	4	1	2	3	7	8	6	5	7	5	2	3	4	6	1	8	8	2	6	3	7	4	1	5
75	2	3	6	5	8	7	4	1	2	4	6	7	8	1	5	3	1	2	5	4	8	3	6	7

APPENDIX H

TABLE 46.--Total raw data responses of the Level C socio-economic environment group throughout the eight categories of reading interest

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
1	3	8	2	1	6	7	5	4	3	8	1	7	2	5	6	4	6	7	8	1	2	3	4	5
2	6	2	7	3	8	1	4	5	8	7	4	6	3	2	1	5	6	5	1	2	8	4	3	7
3	1	3	2	5	4	8	7	6	1	2	3	8	4	6	7	5	4	2	7	6	5	3	1	8
4	1	5	2	4	7	6	3	8	5	6	1	8	3	4	2	7	4	5	2	1	7	6	3	8
5	3	7	4	5	2	8	6	1	3	5	1	8	7	6	2	4	4	7	2	6	1	8	3	5
6	3	1	7	8	4	2	5	6	5	7	6	8	2	4	1	3	2	3	7	4	6	5	1	8
7	3	4	6	7	1	5	8	2	7	5	2	8	4	1	6	3	7	6	8	5	1	4	2	3
8	8	1	6	2	7	3	5	4	8	7	3	6	2	5	1	4	1	7	5	6	4	8	3	2
9	3	4	2	5	1	8	7	6	1	7	3	5	4	6	2	8	8	2	4	3	7	1	7	6
10	2	4	7	5	1	3	6	8	6	8	3	1	4	7	5	2	1	4	6	7	2	5	3	8
11	3	7	4	6	5	1	2	8	1	7	3	8	6	5	4	2	2	8	3	5	4	1	7	6
12	1	2	8	7	4	6	3	5	7	3	1	6	2	4	5	8	1	3	6	8	7	2	4	5
13	5	1	7	8	3	4	2	6	3	2	1	7	6	8	4	5	2	7	5	1	6	8	3	4
14	2	3	1	6	5	7	4	8	2	3	1	8	5	7	4	6	1	8	2	5	3	6	4	7
15	3	2	5	8	6	7	1	4	2	7	5	8	4	6	1	3	4	8	3	7	2	5	1	6
16	2	6	4	7	1	5	3	8	2	4	1	8	7	5	6	3	1	8	6	5	7	3	2	4
17	1	3	8	6	2	7	4	5	4	1	3	8	5	7	2	6	2	4	7	1	8	5	3	6
18	2	3	7	5	1	6	4	8	4	2	5	6	3	8	1	7	3	2	7	8	6	4	1	5
19	5	1	6	8	2	7	3	4	2	1	7	8	3	5	4	6	3	6	7	2	4	1	5	8
20	3	1	5	8	7	2	4	6	5	1	8	7	2	3	4	6	5	1	3	6	7	4	2	8
21	3	5	2	4	7	6	8	1	1	7	2	8	3	4	6	5	4	7	2	3	8	1	6	5
22	6	3	2	7	1	5	4	8	5	6	1	8	2	4	7	3	2	6	5	1	3	8	4	7
23	6	2	7	8	5	1	4	3	8	4	2	5	1	3	7	6	7	8	3	5	4	2	1	6
24	5	3	7	8	6	2	1	4	6	2	1	4	5	8	7	3	7	4	2	8	6	1	3	5
25	3	2	4	8	1	6	7	5	7	8	5	6	1	4	3	2	3	8	4	7	6	2	1	5
26	1	5	6	7	2	8	4	3	1	5	6	8	2	7	3	4	8	1	2	6	5	3	4	7
27	1	3	4	7	2	8	6	5	5	8	3	6	4	7	1	2	3	4	1	5	2	6	8	7
28	8	4	1	5	6	2	7	3	6	8	1	7	5	4	2	3	1	8	2	5	6	4	3	7

TABLE 46 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
29	4	6	3	7	5	8	1	2	5	3	6	8	4	7	1	2	5	7	6	4	2	3	1	8
30	5	3	8	6	7	1	2	4	7	1	6	4	8	2	5	3	3	6	4	7	1	8	2	5
31	5	2	8	6	7	3	1	4	6	3	4	8	1	7	2	5	3	2	5	7	4	6	1	8
32	1	3	4	8	5	6	7	2	7	6	5	3	4	2	8	1	3	5	2	7	6	4	1	8
33	4	1	7	8	3	5	2	6	3	8	1	4	6	7	5	2	7	1	5	4	3	2	8	6
34	2	4	8	7	3	6	1	5	8	4	2	5	1	3	7	6	6	4	3	8	5	1	2	7
35	1	2	7	6	8	5	4	3	2	4	8	7	6	5	3	1	2	1	5	8	6	4	3	7
36	1	3	7	5	4	8	6	2	3	6	8	4	2	5	7	1	2	8	5	7	6	4	3	1
37	4	8	2	3	5	6	1	7	2	8	7	3	5	4	6	1	8	7	1	6	5	2	3	4
38	2	7	8	4	5	6	1	3	7	3	6	4	2	5	8	1	4	1	5	7	6	3	2	8
39	4	3	6	7	5	2	1	8	4	8	7	2	5	6	3	1	1	5	2	8	3	7	4	6
40	1	3	8	2	4	5	7	6	2	5	6	3	4	8	1	7	3	4	6	2	7	5	1	8
41	2	7	8	6	1	5	4	3	4	6	7	2	1	5	3	8	3	2	6	7	4	5	1	8
42	4	5	2	7	3	8	1	6	5	4	7	6	3	8	2	1	3	7	4	8	2	6	5	1
43	2	6	7	4	8	5	1	3	1	2	4	5	3	6	7	8	4	1	6	8	7	3	2	5
44	1	8	2	3	6	7	4	5	2	7	1	5	3	8	4	6	3	7	4	1	8	5	2	6
45	7	2	1	6	5	3	8	4	2	1	4	7	3	8	5	6	2	1	7	8	3	6	4	5
46	4	7	5	8	3	1	2	6	1	5	2	8	6	7	4	3	1	3	4	5	6	2	7	8
47	3	4	8	7	5	6	2	1	1	5	7	8	3	6	4	2	2	4	5	8	3	7	1	6
48	5	1	7	8	3	6	2	4	2	4	6	8	1	7	5	3	2	3	1	8	5	6	7	4
49	5	7	8	3	4	6	1	2	1	2	3	7	4	8	6	5	1	2	3	6	5	7	4	8
50	5	8	2	4	3	7	1	6	4	2	5	8	1	7	6	3	1	2	3	8	4	6	5	7
51	1	6	8	4	2	3	5	7	1	5	3	8	4	7	2	6	5	6	7	8	1	2	3	4
52	5	7	8	4	6	1	2	3	4	5	7	8	3	6	1	2	1	6	7	8	5	2	4	3
53	4	7	8	6	5	1	3	2	3	7	4	8	1	6	2	5	1	4	6	7	3	8	2	5
54	1	5	7	8	3	6	2	4	6	4	7	5	8	3	1	2	1	6	8	3	2	4	5	7
55	4	1	8	5	7	6	2	3	7	8	6	5	1	4	3	2	2	1	5	4	8	6	7	3
56	5	6	7	8	1	2	3	4	8	6	7	2	1	3	5	4	1	3	2	8	6	5	4	7
57	1	3	4	7	8	6	2	5	3	5	2	4	6	8	7	1	2	3	5	6	7	4	1	8
58	4	8	3	6	5	7	2	1	2	4	6	7	8	5	3	1	1	2	5	7	3	8	4	6
59	1	2	6	3	7	4	8	5	3	6	5	7	1	2	4	8	4	1	6	8	7	3	2	5

APPENDIX H

TABLE 47.--Total raw data responses of the 4.0 to 4.9 reading competence group throughout the eight categories of reading interest

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
1	6	3	5	7	2	4	1	8	8	6	1	3	4	5	7	2	5	6	2	7	4	1	3	8
2	7	6	1	3	4	5	8	2	8	6	4	1	7	5	2	3	1	6	8	4	7	3	2	5
3	4	8	6	2	3	1	7	5	7	4	1	6	2	5	3	8	8	2	7	4	3	5	1	6
4	6	3	4	8	1	2	5	7	3	4	7	6	5	8	1	2	1	3	5	8	7	4	2	6
5	2	3	4	8	1	6	7	5	5	4	6	7	3	8	1	2	1	5	4	2	3	8	7	6
6	5	3	4	1	7	6	8	2	7	3	2	8	6	5	1	4	2	8	6	1	4	5	3	7
7	6	7	1	8	5	3	4	2	8	1	3	4	2	6	7	5	2	3	7	1	6	4	5	8
8	1	2	7	6	8	5	4	3	2	4	8	7	6	5	3	1	2	1	5	8	6	4	3	7
9	1	3	4	7	2	8	6	5	5	8	3	6	4	7	1	2	3	4	1	5	2	6	8	7
10	6	5	2	8	4	7	1	3	7	2	6	5	3	8	1	4	1	6	5	4	8	3	7	2
11	2	3	8	7	1	5	4	6	1	7	6	8	5	4	2	3	3	1	7	5	6	4	2	8
12	2	5	7	8	3	1	4	6	1	3	5	8	6	7	4	2	5	6	7	8	2	4	1	3
13	1	6	4	2	7	3	5	8	5	6	8	7	2	3	4	1	3	2	1	8	5	6	4	7
14	2	3	8	7	5	4	6	1	2	1	7	5	8	6	4	3	1	4	7	2	8	5	3	6
15	6	3	1	8	2	5	4	7	6	2	7	3	5	8	4	1	4	7	8	3	5	1	2	6
16	5	7	1	8	4	6	3	2	1	2	4	7	3	8	6	5	4	2	1	7	3	6	5	8
17	4	1	5	6	7	3	2	8	2	3	7	8	4	6	1	5	2	5	3	8	6	4	1	7
18	6	2	4	8	7	1	5	3	1	5	4	8	3	7	6	2	2	1	4	5	7	3	6	8
19	9	2	4	8	3	1	5	6	6	4	7	8	3	5	1	2	2	1	7	8	4	3	6	5
20	7	4	1	8	3	6	2	5	7	1	8	6	4	3	5	2	1	5	7	8	6	4	3	2
21	5	1	7	8	6	2	4	3	5	1	6	8	2	3	7	4	4	3	7	1	8	6	2	5
22	3	2	7	8	4	5	1	6	1	2	6	5	7	8	3	4	2	3	6	5	7	4	1	8
23	3	5	1	4	7	8	6	2	3	4	6	7	5	2	8	1	3	2	8	4	7	1	5	6
24	5	6	8	7	3	4	2	1	3	6	8	4	1	7	2	5	1	2	4	8	5	7	6	3

APPENDIX H

TABLE 48.--Total raw data responses of the 3.0 to 3.9 reading competence group throughout the eight categories of reading interest

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
1	5	3	7	8	6	2	1	4	6	2	1	4	5	8	7	3	7	4	2	8	6	1	3	5
2	3	5	2	4	7	6	8	1	1	7	2	8	3	4	6	5	4	7	2	3	8	1	6	5
3	2	3	7	5	1	6	4	8	4	2	5	6	3	8	1	7	3	2	7	8	6	4	1	5
4	2	6	4	7	1	5	3	8	2	4	1	8	7	5	6	3	1	8	6	5	7	3	2	4
5	2	3	1	6	5	7	4	8	2	3	1	8	5	7	4	6	1	8	2	5	3	6	4	7
6	1	2	8	7	4	6	3	5	7	3	1	6	2	4	5	8	1	3	6	8	7	2	4	5
7	3	7	4	6	5	1	2	8	1	7	3	8	6	5	4	2	2	8	3	5	4	1	7	6
8	2	4	7	5	1	3	6	8	6	8	3	1	4	7	5	2	1	4	6	7	2	5	3	8
9	3	7	4	5	2	8	6	1	3	5	1	8	7	6	2	4	4	7	2	6	1	8	3	5
10	1	5	2	4	7	6	3	8	5	6	1	8	3	4	2	7	4	5	2	1	7	6	3	8
11	6	2	7	3	8	1	4	5	8	7	4	6	3	2	1	5	6	5	1	2	8	4	3	7
12	3	8	2	1	6	7	5	4	3	8	1	7	2	5	6	4	6	7	8	1	2	3	4	5
13	1	5	4	7	8	2	3	6	3	6	2	5	4	8	1	7	2	7	4	1	7	8	5	3
14	3	6	5	8	2	1	4	7	5	7	4	8	2	3	1	6	4	6	5	3	7	2	1	8
15	5	1	3	6	2	8	4	7	8	5	3	7	1	4	6	2	1	7	8	6	2	4	3	5
16	8	5	2	6	1	7	3	4	4	2	3	7	5	8	1	6	4	3	2	1	6	5	8	7
17	4	1	7	6	8	5	2	3	5	1	8	4	6	2	7	3	4	2	7	1	8	3	5	6
18	2	4	7	5	8	3	1	6	3	7	2	6	4	1	5	8	4	7	6	1	2	5	3	8
19	2	7	3	5	1	8	4	6	7	6	4	8	2	3	1	5	2	7	5	3	6	1	8	4
20	1	3	2	6	7	4	5	8	6	5	2	8	3	7	1	4	1	2	3	7	8	4	6	5
21	1	2	5	7	3	6	4	8	5	1	6	7	4	8	2	3	3	5	6	2	4	7	1	8
22	2	7	8	5	3	1	4	6	7	3	5	8	2	6	1	4	4	3	8	1	5	7	2	6
23	2	6	5	1	4	8	7	3	4	1	3	6	2	8	5	7	5	8	1	4	6	2	3	7
24	5	3	1	8	7	6	4	2	8	7	1	5	3	2	4	6	3	7	8	1	4	6	2	5
25	3	7	4	5	6	2	1	8	8	7	1	2	4	5	3	6	7	5	4	1	8	2	3	6
26	7	5	1	3	2	4	8	6	8	2	1	4	6	5	3	7	4	5	7	1	8	3	2	6
27	2	1	3	6	5	4	7	8	7	1	6	8	5	3	2	4	1	4	8	6	3	2	5	7
28	8	4	2	5	3	6	1	7	8	7	1	5	4	6	2	3	3	8	6	1	2	4	5	7

TABLE 48 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
29	1	7	8	5	3	2	4	6	3	7	1	6	2	8	4	5	2	5	7	6	4	1	3	8
30	2	3	6	8	7	1	5	4	5	4	3	8	2	6	1	7	5	2	4	7	8	3	1	6
31	4	5	7	6	2	1	8	3	8	6	1	2	3	5	4	7	2	6	4	3	7	5	1	8
32	4	2	5	8	1	3	6	7	8	2	5	4	7	6	1	3	2	4	6	5	8	1	3	7
33	3	8	4	2	1	7	5	6	4	5	2	1	7	3	8	6	3	1	4	8	5	7	2	6
34	3	2	1	8	6	4	5	7	5	7	6	1	4	2	3	8	1	5	7	3	6	4	2	8
35	1	4	7	5	6	2	3	8	5	3	2	6	7	4	1	8	6	4	8	1	7	2	5	3
36	8	3	6	4	2	5	1	7	1	2	6	8	3	7	5	4	2	1	7	5	6	3	4	8
37	2	3	5	6	4	8	1	7	8	3	2	7	4	5	1	6	1	6	2	7	3	5	8	4
38	3	7	4	5	2	1	6	8	6	8	5	7	3	4	1	2	1	6	8	3	5	4	2	7
39	3	7	1	8	6	2	5	4	5	2	1	8	3	7	4	6	2	7	5	1	6	8	3	4
40	4	8	3	6	5	7	2	1	2	4	6	7	8	5	3	1	1	2	5	7	3	8	4	6
41	4	1	8	5	7	6	2	3	7	8	6	5	1	4	3	2	2	1	5	4	8	6	7	3
42	5	7	8	4	6	1	2	3	4	5	7	8	3	6	1	2	1	6	7	8	5	2	4	3
43	5	8	2	4	3	7	1	6	4	2	5	8	1	7	6	3	1	2	3	8	4	6	5	7
44	5	1	7	8	3	6	2	4	2	4	6	8	1	7	5	3	2	3	1	8	5	6	7	4
45	3	4	8	7	5	6	2	1	1	5	7	8	3	6	4	2	2	4	5	8	3	7	1	6
46	4	7	5	8	3	1	2	6	1	5	2	8	6	7	4	3	1	3	4	5	6	2	7	8
47	7	2	1	6	5	3	8	4	2	1	4	7	3	8	5	6	2	1	7	8	3	6	4	5
48	1	8	2	3	6	7	4	5	2	7	1	5	3	8	4	6	3	7	4	1	8	5	2	6
49	4	5	2	7	3	8	1	6	5	4	7	6	3	8	2	1	3	7	4	8	2	6	5	1
50	2	7	8	6	1	5	4	3	4	6	7	2	1	5	3	8	3	2	6	7	4	5	1	8
51	1	3	8	2	4	5	7	6	2	5	6	3	4	8	1	7	3	4	6	2	7	5	1	8
52	4	3	6	7	5	2	1	8	4	8	7	2	5	6	3	1	1	5	2	8	3	7	4	6
53	2	7	8	4	5	6	1	3	7	3	6	4	2	5	8	1	4	1	5	7	6	3	2	8
54	2	4	8	7	3	6	1	5	8	4	2	5	1	3	7	6	6	4	3	8	5	1	2	7
55	4	1	7	8	3	5	2	6	3	8	1	4	6	7	5	2	7	1	5	4	3	2	8	6
56	1	3	4	8	5	6	7	2	7	6	5	3	4	2	8	1	3	5	2	7	6	4	1	8
57	5	2	8	6	7	3	1	4	6	3	4	8	1	7	2	5	3	2	5	7	4	6	1	8
58	5	3	8	6	7	1	2	4	7	1	6	4	8	2	5	3	3	6	4	7	1	8	2	5

TABLE 48 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
59	8	4	1	5	6	2	7	3	6	8	1	7	5	4	2	3	1	8	2	5	6	4	3	7
60	1	5	6	7	2	8	4	3	1	5	6	8	2	7	3	4	8	1	2	6	5	3	4	7
61	3	2	4	8	1	6	7	5	7	8	5	6	1	4	3	2	3	8	4	7	6	2	1	5
62	2	3	6	5	8	7	4	1	2	4	6	7	8	1	5	3	1	2	5	4	8	3	6	7
63	4	1	2	3	7	8	6	5	7	5	2	3	4	6	1	8	8	2	6	3	7	4	1	5
64	7	4	8	1	3	2	6	5	7	6	8	5	3	4	1	2	2	3	4	8	5	7	1	6
65	6	4	5	8	3	7	1	2	8	4	6	7	1	3	5	2	2	1	4	8	5	3	7	6
66	4	3	5	6	1	7	2	8	1	2	7	8	5	6	3	4	3	1	8	6	4	5	2	7
67	2	8	3	4	7	6	1	5	8	2	6	5	4	7	3	1	3	2	4	1	8	6	5	7
68	8	3	4	5	1	7	6	2	8	4	5	3	7	1	6	2	7	2	4	3	5	8	6	1
69	3	8	7	6	2	1	4	5	4	8	6	2	1	3	5	7	3	4	2	5	7	6	1	8
70	8	2	7	6	1	4	5	3	3	2	6	7	1	4	8	5	5	8	1	3	2	4	6	7
71	3	2	7	8	5	1	6	4	5	6	1	4	2	3	8	7	2	1	5	8	3	6	4	7
72	4	6	5	8	3	2	1	7	3	2	1	5	6	8	4	7	1	4	5	8	6	3	2	7
73	3	2	1	5	7	6	4	8	5	4	6	7	3	8	1	2	4	1	5	3	7	6	2	8
74	3	8	6	5	4	7	2	1	7	8	5	6	2	3	4	1	7	1	5	6	4	3	2	8
75	6	7	1	5	8	2	4	3	8	5	6	4	1	7	3	2	5	7	6	8	4	2	3	1
76	2	8	5	6	4	3	1	7	8	7	6	4	3	5	1	2	8	5	2	4	3	7	1	6
77	3	6	5	8	2	7	4	1	3	5	6	8	2	4	7	1	5	2	8	7	3	6	1	4
78	4	8	3	7	2	1	5	6	4	3	2	8	7	6	5	1	2	6	8	5	4	3	1	7
79	4	6	2	7	3	8	5	1	1	3	7	8	5	4	6	2	3	2	6	7	1	5	4	3
80	1	5	7	8	4	6	2	3	3	7	6	8	2	5	4	1	1	3	7	8	6	4	2	5
81	2	4	5	7	8	1	3	6	1	5	4	8	2	7	3	6	4	6	1	5	7	8	3	2
82	5	3	7	6	4	8	2	1	6	5	8	7	2	1	4	3	2	3	6	8	4	5	1	7
83	2	1	8	6	5	3	4	7	5	3	6	7	8	4	1	2	2	8	7	4	6	3	1	5
84	2	3	7	6	5	4	1	8	5	4	7	8	1	6	3	2	8	4	7	1	3	6	2	5
85	2	5	4	8	1	6	7	3	7	2	5	8	3	6	1	4	3	4	5	6	7	2	1	8
86	1	4	7	8	3	2	6	5	3	8	4	7	1	5	2	6	4	1	7	6	2	3	5	8
87	1	5	6	7	2	4	8	3	3	4	7	8	2	6	5	1	3	2	7	8	4	5	1	6
88	2	6	8	5	7	1	3	4	1	5	6	4	2	3	8	7	6	1	2	4	8	3	7	5

TABLE 48 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
89	6	8	2	5	4	7	3	1	1	8	6	7	5	4	3	2	1	4	2	6	5	7	3	8
90	5	6	3	2	1	4	8	7	2	7	4	3	5	6	8	1	3	7	5	6	4	2	1	8
91	4	2	1	7	3	6	5	8	4	1	2	5	6	7	3	8	4	1	5	8	6	7	2	3
92	3	7	6	8	4	1	5	2	2	1	4	7	8	6	3	5	3	1	7	2	4	5	6	8
93	6	3	1	8	2	7	4	5	5	1	3	2	4	8	7	6	2	1	3	8	7	6	4	5

APPENDIX H

TABLE 49.--Total raw data responses of the 2.0 to 2.9 reading competence group throughout the eight categories of reading interest

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
1	6	2	7	8	5	1	4	3	8	4	2	5	1	3	7	6	7	8	3	5	4	2	1	6
2	6	3	2	7	1	5	4	8	5	6	1	8	2	4	7	3	2	6	5	1	3	8	4	7
3	3	1	5	8	7	2	4	6	5	1	8	7	2	3	4	6	5	1	3	6	7	4	2	8
4	5	1	6	8	2	7	3	4	2	1	7	8	3	5	4	6	3	6	7	2	4	1	5	8
5	1	3	8	6	2	7	4	5	4	1	3	8	5	7	2	6	2	4	7	1	8	5	3	6
6	3	2	5	8	6	7	1	4	2	7	5	8	4	6	1	3	4	8	3	7	2	5	1	6
7	5	1	7	8	3	4	2	6	3	2	1	7	6	8	4	5	2	7	5	1	6	8	3	4
8	3	4	2	5	1	8	7	6	1	7	3	5	4	6	2	8	8	2	4	3	5	1	7	6
9	8	1	6	2	7	3	5	4	8	7	3	6	2	5	1	4	1	7	5	6	4	8	3	2
10	3	4	6	7	1	5	8	2	7	5	2	8	4	1	6	3	7	6	8	5	1	4	2	3
11	3	1	7	8	4	2	5	6	5	7	6	8	2	4	1	3	2	3	7	4	6	5	1	8
12	1	3	2	5	4	8	7	6	1	2	3	8	4	6	7	5	4	2	7	6	5	3	1	8
13	1	8	3	6	2	5	4	7	8	4	5	6	3	7	1	2	1	5	7	2	6	3	4	8
14	5	3	1	4	2	7	6	8	2	1	4	8	7	6	3	5	2	6	7	1	4	8	5	3
15	1	6	3	8	4	7	2	5	4	7	2	5	8	6	1	3	5	4	2	3	8	6	1	7
16	3	5	7	6	1	4	2	8	5	3	6	4	8	7	2	1	1	3	8	7	4	5	2	6
17	5	4	2	8	3	7	1	6	4	6	2	3	5	7	8	1	1	2	3	6	4	7	8	5
18	4	3	1	7	5	2	6	8	1	7	4	6	5	3	2	8	5	7	1	2	8	4	3	6
19	2	6	3	5	1	8	4	7	3	4	7	5	6	8	1	2	5	8	6	1	4	2	3	7
20	8	7	1	4	3	5	2	6	8	7	2	3	6	1	4	5	4	5	3	1	2	7	6	8
21	4	5	1	7	2	8	3	6	4	8	5	7	2	6	1	3	2	8	7	1	6	4	3	5
22	2	8	4	3	1	6	7	5	4	7	6	8	1	3	2	5	3	6	7	5	2	4	1	8
23	4	1	2	3	6	5	7	8	4	7	1	5	8	2	6	3	5	4	7	2	8	3	1	6
24	2	6	3	7	5	8	1	4	5	3	8	6	2	7	4	1	4	5	2	6	1	3	7	8
25	1	4	6	8	2	3	5	7	6	5	8	1	4	3	2	7	1	2	6	8	5	4	3	7
26	1	2	7	8	3	6	4	5	8	3	4	5	1	7	6	2	8	2	7	3	1	5	4	6
27	8	4	5	6	7	3	1	2	5	4	1	8	3	6	2	7	2	3	8	5	4	6	1	7
28	8	7	6	5	4	3	2	1	2	1	3	7	5	6	4	8	5	4	2	7	6	3	1	8

TABLE 49 (CONTINUED)

Subjects	Interest Category Responses																							
	Set 1								Set 2								Set 3							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
29	3	6	8	5	7	4	1	2	6	5	4	8	2	7	1	3	2	3	7	4	6	5	1	8
30	4	3	1	5	6	8	7	2	1	5	3	8	7	4	6	2	6	7	3	2	8	1	5	4
31	3	1	6	8	4	2	5	7	8	5	1	2	3	7	4	6	2	5	3	4	6	8	1	7
32	3	5	1	8	2	7	4	6	8	3	2	4	5	6	1	7	1	7	8	5	4	3	2	6
33	1	3	7	5	4	8	6	2	3	6	8	4	2	5	7	1	2	8	5	7	6	4	3	1
34	1	2	6	3	7	4	8	5	3	6	5	7	1	2	4	8	4	1	6	8	7	3	2	5
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46	3	7	1	5	8	4	6	2	7	5	6	8	2	3	4	1	7	8	4	5	2	3	1	6
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48	7	5	4	6	1	2	8	3	7	3	8	2	4	1	5	6	6	4	7	5	1	2	3	8