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A Study of the Effects of a Free Reading Program in Social Studies on the Self Image of a Selected Group of Eleventh Grade Core Students

Jerome R. Jekel

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A STUDY OF THE EFFECTS OF A FREE READING PROGRAM IN SOCIAL
STUDIES ON THE SELF IMAGE OF A SELECTED GROUP
OF ELEVENTH GRADE CORE STUDENTS

by

Jerome R. Jekel

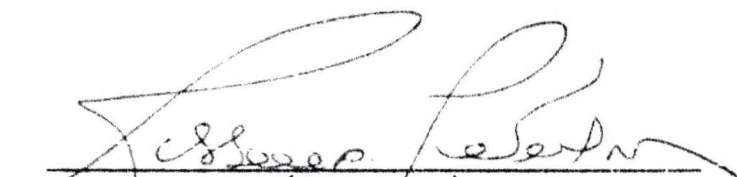
Bachelor of Education, Wisconsin State University, Whitewater 1952
Master of Science, Northern Illinois University 1957

A Dissertation
Submitted to the Faculty
of the
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in partial fulfillment of the requirements
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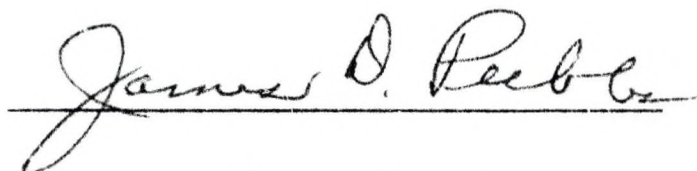
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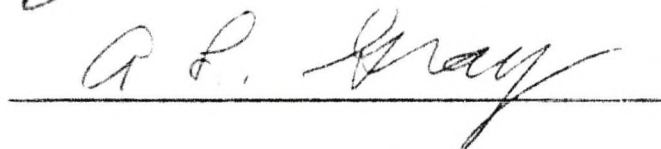
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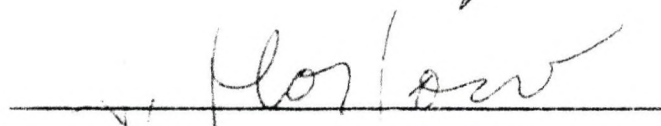
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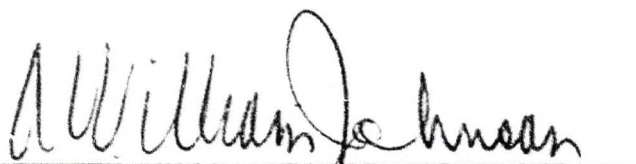
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Perhaps the debts of gratitude can be paid in part if this study contributes an insight or a new dimension to that which we are all committed--education.

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ABSTRACT

Purpose of this Study

The purpose of this study was to ascertain if a change would occur in students' self image as a result of being involved in the Free Reading Program (FRP).

The Free Reading Program (FRP) was a design focusing on a personalized curriculum which offered students a free choice of materials. Substitution of the reading program for all social studies requirements was the incentive. Recognized educational principles were used in this program with the object of creating an atmosphere of relevancy for the student. Paramount consideration was given to the changes that occurred in student behavior, particularly the self image of those students involved in the reading program.

The general hypothesis generated for this study, stated in the null, was: There will be no significant change in students' self image based on the results of the pretest and posttest scores of the twelve scales of the Class I and Class II measures of the California Psychological Inventory (CPI). Other heuristic data were sought to further help explain changes that were found. Such data were collected by use of an opinion aire, the students' permanent records, administration and staff reactions, student conferences, and a questionnaire.

The population for this study consisted of 48 eleventh grade social studies students at the Grand Forks, North Dakota, Central High School who were enrolled in the Core B program. Core students are defined as vocationally oriented, often with low academic motivation, and potentially dropouts.

Procedure

An opinionnaire was administered to the 48 students to obtain volunteers for the FRP. Seventeen students volunteered for the program; 31 students did not volunteer. The CPI was administered to the 48 students and served as a pretest instrument. The non-volunteer group continued with their regular class assignments. The volunteer group selected a predetermined number of books, participated in large group, small group, and individual conferences, concluding with a student-teacher conference. The volunteers were asked to complete a short questionnaire at the conclusion of the FRP. The 48 students completed the opinionnaire and the CPI a second time. The results of the second administration of the CPI served as a posttest instrument. A second criterion of participant, non-participant was also used, which divided the population into two groups: Group 1, students who did not volunteer for the FRP and also those who did not successfully complete the FRP; Group 2, students who successfully completed the FRP. Statistical procedures included in this study were a t-test, an analysis of variance, and an analysis of covariance.

Conclusions

The analysis of the data yielded the following results:

1. Overall, there was no significant change in students' self image as the result of being involved in the FRP.
2. There was a significant statistical difference in self image change between the volunteer group and non-volunteer group on only one scale of the CPI--socialization (So).
3. Significant statistical differences did exist between the volunteer and non-volunteer groups on the CPI scales of dominance (Do), capacity for status (Cs), sociability (Sy), self-acceptance (Sa), and socialization (So).
4. There was a significant statistical difference in self image change between the participant and non-participant groups on only two scales of the CPI--capacity for status (Cs) and socialization (So).
5. Significant statistical difference did exist between the participant and non-participant groups on the CPI scales of dominance (Do), capacity for status (Cs), and good impression (Gi).

Heuristic data did reveal that as the FRP progressed, a positive change did take place in the students' attitude towards one another. They became more concerned for one another, more interested in their future, and more involved in the reading. A growth in respect seemed to parallel the program. Viewing the students in the FRP from the vantage point gained by the collection of heuristic data, the

researcher concluded that the FRP is a vehicle that allows a student to develop self confidence, self respect, and as a result, an improvement in self image.

CHAPTER I

INTRODUCTION

In a democratic society, each individual should have the opportunity to grow to the limit of his ability. Therefore, if democratic education actually means that each individual has the opportunity to extend himself as far as his abilities permit, heterogeneous grouping in which the same course is given to students of all abilities and goals in the same classroom should come to an end. (Fenton, 1967)

Education is no longer a luxury but a necessity for survival in a modern competitive society. In the Newsweek publication of February 16, 1970, the following statement was made:

There is little doubt that most U.S. high schools have not kept up with the society they exist to serve. Learning remains more a mechanical than a personal experience; for the most part, curriculums today are what they were twenty years ago; and students are still expected to remain passive receptacles for knowledge, which they are instructed to gain by listening, taking notes, memorizing facts (p. 65).

Robert H. Finch, Secretary of Health, Education, and Welfare, emphasized this same view when at the annual convention of the National Association of Secondary School Principals, he stated:

We sense intuitively that the first thoroughly televised generation in the history of the world cannot simply be passed into and through the same rigid institutional structures that its parents and even grandparents traveled (Newsweek, p. 65).

A democratic society is dependent upon education, and the two should constantly dedicate themselves to the betterment of the populace

they serve. Social studies has a role in this partnership and should seek ways to challenge and motivate students. In order to explore a particular method of student motivation in the social studies, the researcher designed an experiment entitled "A Free Reading Program," hereafter referred to as the FRP. This program offered students a free choice of materials and content. Recognized educational principles were used in this program with the object of creating an atmosphere of relevancy for the student. Paramount consideration was given to the changes that occurred in student behavior, particularly the self image of those students involved in the reading program.

Purpose of this Study

The purpose of this study was to analyze and evaluate the changes that occurred in students' self image as a result of being involved in a program of free reading. Specific attention was given to: (1) poise, (2) ascendancy, (3) self assurance, (4) socialization, (5) maturity, and (6) responsibility. These six general scales are the Class I and Class II measures of the California Psychological Inventory (CPI). The variables to ascertain if a change took place in the students' self image were the six specific scales of the Class I and the six specific scales of the Class II measures of the CPI.

Two separate criteria were employed. The first criterion was volunteer, non-volunteer; namely those subjects who volunteered for the FRP and those who did not volunteer. The second criterion was participant, non-participant; namely, those who successfully completed the FRP and those who did not complete the FRP.

Heuristic information was also gathered from a wide variety of sources. These sources included an opinionnaire (see Appendix A), questionnaire (see Appendix A), student conferences, and classroom observations. Contributions were made by other classroom teachers, the school librarian, the school counselor, and the school administration. Data were also collected from the student's permanent record and from a student evaluation of the FRP (see Appendix A). These data were subjectively analyzed to help evaluate behavioral changes.

Hypotheses

Twelve hypotheses were generated to test whether changes in students' self image took place during the course of the study. The following null hypotheses were statistically tested:

1. There will be no significant change in the dominance scale of students participating in the FRP.
2. There will be no significant change in the capacity for status scale of students participating in the FRP.
3. There will be no significant change in the sociability scale of students participating in the FRP.
4. There will be no significant change in the social presence scale of students participating in the FRP.
5. There will be no significant change in the self-acceptance scale of students participating in the FRP.

6. There will be no significant change in the sense of well-being scale of students participating in the FRP.
7. There will be no significant change in the responsibility scale of students participating in the FRP.
8. There will be no significant change in the socialization scale of students participating in the FRP.
9. There will be no significant change in the self-control scale of students participating in the FRP.
10. There will be no significant change in the tolerance scale of students participating in the FRP.
11. There will be no significant change in the good impression scale of students participating in the FRP.
12. There will be no significant change in the communality scale of students participating in the FRP.

Procedures

This study limited itself to eleventh grade social studies students in the Core program at the Central High School of Grand Forks, North Dakota.

The Free Reading Program (FRP) was a design focusing on a personalized curriculum which offered students a free choice of materials, and substitution of the reading program for all social studies requirements was the incentive.

Large group meetings were held initially to acquaint the students with the framework of the FRP and aid students in choice of reading topic or theme. Small group meetings emerged, designed to

aid students in refining theme choices, selection of reading materials, and answering specific questions. In order to design a personalized reading program for each student, individualized meetings were held, but only at the student's request. Individual meetings were used in the culminating activity of the program--either an oral or written reaction.

Following the final conference, the student was requested to fill out a short questionnaire which was designed to seek student responses so as to improve the FRP. The student was again asked to complete the opinionnaire which was primarily designed as a means to obtain volunteer subscription to the FRP. The use of the opinionnaire as a part of the culminating activity would aid the researcher to evaluate the success or failure of the FRP.

The pre and post results of the CPI which centered on the Class I and Class II measures of self image were statistically analyzed to determine if a significant change had taken place in the students' self image as a result of being involved in the FRP. Results were reported at the .05 level of significance.

Need for Study

Prescribed curriculum all too often do not meet individual student needs. This study selected five student-centered educational principles and incorporated them into a personalized curriculum design in the social studies. These principles were in harmony with the democratic process and acceptable to current educational thinking. The personalized curriculum design served as a vehicle to involve

students. The purpose of this research was to determine if any changes occurred in a students' self image as a result of being involved in the Free Reading Program (FRP).

The following educational principles served as a basis in this study with respect to development of healthy self image:

1. Personalized curriculum--the principle that individual differences exist and educators must design curricula that meet the needs and talents of the student on an individual basis. The diagnosis of the student and accurate educational prescription are vital to that student developing to his full potentiality. This development is inherent in a democratic system and is essential to insure personal success. Present curricula all too often do not fulfill this requirement.

Our devotion to equality does not ignore the fact individuals differ greatly in their talents and motivations. It simply asserts that each should be enabled to develop to the full, in his own style and to his own limit. Each is worthy of respect as a human being. This means that there must be diverse programs within the educational system to take care of the diversity of individuals; . . . (Gardner, 1967, p. 5).

2. Self pacing--the principle that each student learns at a different rate for different disciplines and that a readiness is not dependent upon a chronological event. Rate of learning, readiness, and aptitudes are linked to the principle that each student has a unique pace and style of learning all his own.

In any classroom, probably no two pupils learn the same things in the same way at the same pace. Some learn most easily through reading; others through listening; still others through doing things physically. Some prefer to work under the pressure of deadlines and tests; others like a more leisurely pace. Some learn by being challenged by people ahead of them; others learn best by helping people behind them.

Everyone has a distinct style of learning, as individual as his personality (Clark, 1967, p. 153).

3. Learning is a continuous process--learning is not a stop-go phenomenon controlled by an external agent such as an instructor, bells, or vacation. Learning is constant--motivation varies.

A . . . step in dealing with the rapid explosion of knowledge is to emphasize throughout the curriculum the concept of education as a process of continued life-long learning. It is not possible for us to master in three years, twelve years, sixteen years, or in any specific time, all that we need to learn. Hence, the secondary school should help students develop the interest, abilities and habits required for carrying on life-long learning (Tyler, 1967, p. 76).

4. Relevancy of material--students preparing for a career cannot be expected to assimilate the accumulation of knowledge educators presently have at their command. The knowledge explosion, a changing and technical world demands that subject matter be carefully selected. The selection should be a cooperative venture, including the student, teacher, and researcher.

The accumulated and ever-growing knowledge in all fields has reached such proportions that comprehensive grasp of the total range of knowledge is out of the question of any one individual. The question raised by Spencer a hundred years ago, "What

knowledge is of most worth?" is even more relevant today than it was in his time. Given the limited time and capacity of the school, what shall the schools teach to secure results that can be generalized beyond the immediate situations in which the learning takes place (Bellack, 1967, p. 225)?

5. Reading is a fundamental skill--coupled with relevancy is the skill of reading. Assigned tasks in reading have not been relevant to the students' interests and abilities. Consequently, the skill suffers as a result of irrelevancy and redundancy.

For years teachers have laughed at the white picket world in which Dick and Jane watch Spot run. They have laughed because they know this type of world has meaning to relatively few children. They have laughed and they have continued to use the "Dick and Jane" books to teach reading.

Suddenly today's teachers are interested in a new kind of book. The children who live inside the pages of this new book have skin that is yellow, white, brown, red, or black.

We have remembered that people like to read about people they know. Children are interested in the real world they see around them. It is interesting because it is genuine. It offers affection, humor, and horror. It is also a world that changes rapidly (Clark, 1967, p. 183).

In modern society, dependent as it is on the printed word, those who cannot read are cut off irrevocably from most of the normal channels of learning and communication. Our lives are dominated by instructions, directional signs, and the many sources of information and pleasure--all written--that provide the key to the complexities of modern living. The non-reader finds it impossible to function in this world, either personally or professionally, except at a very elementary level (Clark, 1967, p. 189).

General Limitations of this Study

This study was concerned with the change in self image of students involved in a program of free reading. Certain limitations are worthy of notation.

1. The California Psychological Inventory (CPI) is a limited instrument and only those factors measured by the instrument will be utilized in this study, specifically, the Class I and Class II measures.
2. The opinionnaire was designed to gather opinions on student interest in the Free Reading Program (FRP) which would substitute for eleventh grade social studies. By no means, were the data valid except for the primary purpose it was designed to accomplish: to determine which students would be interested in substituting the FRP for their present social studies responsibilities. The information gathered from the opinionnaire was treated as representing student opinions only. The opinionnaire was not statistically analyzed for the purpose of establishing valid norms.
3. The questionnaire was designed to gather data for improving the FRP. The data were informative but not reliable for any purpose other than to gather student suggestions. The questionnaire was not statistically analyzed for the purpose of establishing reliable norms.

- 10
4. The FRP was an experiment in allowing students a degree of freedom in choice of materials. The program was supported by five educational principles. The program was not designed to determine what selections the students would make; nor was the program designed to record quantity of material, rate of reading, or comprehension. The program was designed as a means to measure the self image change that could possibly take place in an atmosphere of free academic choice.
 5. The FRP was restricted to one subject area, namely, social studies.
 6. The population was limited to the Core class in eleventh grade social studies at Central High School in Grand Forks, North Dakota. Core students are potential dropouts and possess poor academic records and, for the greater part, low academic motivation.
 7. Additional limitations imposed on this study include:
 - (a) the prescribed curriculum employed by the school district;
 - (b) specific text and materials and lack of materials;
 - (c) time intervals; and
 - (d) the physical facilities such as class space, conference rooms, office, and library.

Definition of Terms

1. Free Reading Program (FRP)--a personalized curriculum designed by the student, satisfying the eleventh grade

social studies. The basis of the program was reading material relevant to the student's needs, abilities, and interests.

2. Personalized reading--a reading program designed by the student in cooperation with the instructor, seeking to develop that particular student's interests, abilities, and talents.
3. Self image--that projection of the self encompassing the aspirations of the student; may be substituted for self concept, self realization, or the phenomenal self.
4. Commentary--a subjective analysis of the theme or topic; an informal reaction.
5. Premise--a statement of feeling or conviction on the theme or topic preceding the actual reading within the FRP.
6. Opinion--the personal viewpoint of the participant in reference to individual books or cumulative selections, usually expressed in likes and dislikes.
7. Ideas--notions that the participant extracts from his reading; these notions should be based on facts, quotes, and information that books might bring forth. Generally, ideas are classified as new or as a change in existing ideas.
8. Principles--refers to rules or guideposts that help man direct his daily activities, e.g., the "Golden Rule."

9. Insights--refers to the revelations that various authors have generated; also refers to places and events that were experienced by the reader in particular book selections.
10. Concepts--the change that has taken place in the mind of the reader; refers to the dimension that has been added to one's present thinking or the new frame of reference established in the mind of the reader.
11. Volunteer--synonymous with participant; refers to the experimental group, Group 2; namely those involved in the FRP. This term was employed as the first criterion used by the researcher to statistically analyze if a change took place in the student's self image as a result of being involved in the FRP.
12. Non-volunteer--synonymous with non-participant; refers to Group 1, the non-experimental group; namely, those not involved in the FRP.
13. Participant--refers to those subjects who volunteered to participate in the experimental group and successfully completed the FRP. This term was employed as the second criterion used by the researcher to statistically analyze if a change took place in the student's self image as a result of being involved in the FRP.
14. Non-participant--refers to those subjects who were non-volunteers, Group 1, plus the volunteers who did not

successfully complete the FRP. Upon close analysis of the unsuccessful students, it was ascertained that their activity in the FRP was negligible and were consequently assigned a status of non-participant for a second analysis of data.

15. Success--refers to the satisfactory completion of the FRP.

Organization of the Remainder of the Study

The remainder of this study was organized into four parts.

Chapter II contains a review of the literature related to this study; namely a review of self image studies, reading programs, and social studies projects. The design of this study and the procedures which were used are presented in Chapter III, and an analysis of the data constitutes Chapter IV. The summary, conclusions of the present study, and recommendations for future investigations based on the results of the present study are contained in Chapter V. The dissertation is concluded with appendixes and references.

CHAPTER II

SURVEY OF RELATED LITERATURE

Three major descriptors were employed to investigate research related to the topic under study: (1) self image change, (2) reading programs, and (3) social studies. Literature and research on the combined topic of self image changes of secondary students involved in a program of free reading in the social studies was nonexistent.

Review of Literature Related to Self Image and Self Image Change

A report of a conference sponsored by the Lincoln Filene Center for Citizenship and Public Affairs (1965) stated in the conference's objectives of self concept consequences that negative self concept was as crippling and as difficult to overcome as a physical handicap.

Jean Grambs (1965), in her position paper at the conference, stated that the way a person views himself is the way he will behave. Furthermore, Grambs claimed that self image was not inherent but learned, and concluded that the schools have a responsibility in helping students develop a sense of self.

The Association for Supervision and Curriculum Development, a department of the NEA, published a yearbook in 1962 entitled

Perceiving Behaving Becoming. Four authors contributed to it, individually and collectively. They concurred, "The self is learned. What is learned can be taught. What can be taught is fair game for the public schools (p. 101)." Kelley's contribution to the yearbook elaborated on the fully functioning person--one who likes what he sees when he views his self, at least sufficient to perform the task at hand. This he labeled "can-ness." Combs, another contributor to the yearbook, felt that adequate self image and positive self image were harmonious, and this in turn would be related to adjustment.

Self image, as described by Combs and Snygg (1959), are those discrete perceptions which the individual regards as part or characteristic of his being, which include all differentiated descriptors of the self which one call the "I" or "me." These can be central, basic, vague, or clearly focussed. The phenomenal self referred to is the composite, the individual's basic frame of reference. This frame of reference is vital, for it is the reference from which all else is learned. Combs and Snygg (1959, p. 126) state:

By the phenomenal self is meant the individual's own unique organization of ways of regarding self; it is the Gestalt of his concepts of self. . . . The phenomenal self is not a mere conglomeration or addition of isolated concepts of self, but a patterned interrelationship or Gestalt of all these. It is the individual as he seems from his own vantage point.

A relationship must exist, claim Combs and Snygg (1959) between experience and the phenomenal self for behavioral change. The greater the relationship, the greater the change. Schools, they state, have succeeded in the area of information disseminators but

have failed in making information meaningful. Schools must find ways of making information so vital to the student that, in effect, it becomes a part of that student and consequently affects behavior.

Combs and Snygg (1959, p. 154) speak of the prisoners people make of themselves:

There are literally millions of people in this world who are prisoners of their own perception of self. Vast numbers of people believe they are able to do far less than they really can. As a result they remain chained to an unhappy, unproductive, and unsatisfying way of life.

In effect the level of aspiration is related to self perception. Combs and Snygg further suggest that teaching should be the creation of situations conducive to the effective exploration and discovery of personal meaning, and that schools should have as a primary goal self perception experiences. No agency, save the family, has so profound an effect on self perception as does the school. The schools are fighting time--inadequate self perception develops over a long period of time, and adequate self perception takes equally as long to develop.

Atchison (1958) concludes that teachers might use self concept ratings when dealing with an overt, observable behavior problem boy in order to help understand the boy and plan a program to help him develop a positive concept of self. Since the behavior problem boy seems to have such clear understanding of how he feels about himself and seems so well satisfied with having a low positive concept, one major responsibility of the school is to arouse within the boy some dissatisfaction with his present self concept by helping him reconstruct his value system.

If school people are to understand adolescent behavior, they need to begin by examining the manner in which the adolescent views himself, advocates Hawk (1958).

In Sopis' (1966) study of a correlation between grades one and two, for boys, a poor self image in an academic area depressed performance to a greater degree than a good self image in the same area improved performance. The effects of self image on reading achievement were also noted.

Nemeroff (1965) found no significant relationship between self concept and academic achievement, nor between self concept and intelligence. However, Coplin (1966) found there was significant positive relationship between self concept and academic achievement and between level of aspiration and academic achievement; that is, those children having a more positive self concept and/or a higher level of aspiration had higher academic achievement.

Review of Literature Related to Reading Programs

The literature revealed very little on reading programs in the context appropriate to this study. Diagnostic reading, reading skills, and programed reading were adequately covered. The free reading, that is, student choice of materials, seemed to be the point of separation.

Fader (1966) approached the area with his use of current publications, best sellers, paperbacks, newspapers, and magazines. His concepts of saturation and diffusion, based on the premise that

every teacher is an English teacher and therefore should be so prepared, was found in some rather pure commercial logic (p. 15):

With the choice a clear one between market success and business failure, publishers, editors, and writers have made their own survival dependent upon discovering what people will read.

Fader advocated relevancy of material by replacing or partially substituting current material, best sellers, newspapers, and magazines for the current use and abuse of textbooks. Student interest was considered a key; relevancy and quantity, rewards. Fader inadvertently created lists which were restrictive but made every attempt to keep the lists flexible and relevant. Black Like Me, Hot Rod, and Ann Landers were substituted for the more traditional Scarlet Letter. Fader found books were read because students wanted to read rather than because of class assignment.

Shaver (1969) claimed that schools ignore the reality of life surrounding the student. Too often schools failed to put forth the effort to face the reality of the world that surrounds the student. Hawthorne (1963) recommended leadership and support for reading programs. He suggested guidance and cooperation of teacher-training institutions, staff involvement, and the understanding of parents. Hawthorne based these recommendations on the long established notion that reading is the prime subject in elementary schools. Reading is now gaining prominence in the secondary schools and colleges because of the complexities of life in a democratic society. The degree of literacy that confronts the average citizen is growing, claimed Hawthorne (1963). The reality of the outside world is

challenging the schools, and programs must be developed to equip students to live in a changing world.

Hanson (1963) in his study found that a concentrated effort in reading or a reading-centered approach resulted in an achievement improvement in subject matter mastery. The study showed intelligence or "dropout" were insignificant factors. The average, the good, and the poor student all improved.

Sternitzke's study (1959) suggested continuous effort be maintained, for an interruption or lack of continuous effort in the reading area would allow students to level off. Sternitzke found significant gains in reading skills and study habits when measured by standardized tests and inventories. However, subjects did not register any better grade averages one year later.

Researchers in reading generally agree on the importance of developing reading skills, encouraging reading as an integral part of the curriculum, and agree that social studies is an ideal area to achieve the desired goals. Unfortunately, the research was concentrated in the elementary schools.

King (1958) discovered in his study that individualized reading was in harmony with the principles of child development, that is, each child is unique and growth is continuous.

It does not appear, however, that researchers have proposed a free reading program where the uniqueness of the individual and his interests are fundamental to the program. A truly individualized program of reading which is educationally sound and founded on

acceptable principles of learning is not in common use. A program of this nature in the social studies is rare. An experiment in free choice of reading materials to guarantee interest and insure success and thus change the student's self perception is unknown.

Multi-text as opposed to a single text approach, in a study by Schneider (1958), showed that in areas of subject acquisition and improvement in behavior performance, it makes little difference whether pupils use multiple textbooks or single text. However, in the areas of work study skills and understandings, as measured subjectively, the multiple textbook approach appeared to hold more merit and potential. Thus, if there is an advantage to the multiple text over the single text approach, the researcher of this study has sought to discover if an advantage does exist in a free or unlimited approach; the advantage lying in a change in self image.

Review of Literature Related to Social Studies

When the National Council for Social Studies made an inquiry of 437 schools in the fall of 1967, practically all of the schools said they had some continuing revision going on in the social studies. Extensive revision projects had been completed in New York, Wisconsin, Indiana, and Florida. The most visible so-called "national" curriculum projects were located at university centers, but unfortunately each project was independent of the others, and a real need existed to unite that which was being done (Fraser, 1967).

One element that could serve as a focal point would be a partnership between the area of reading and that of social studies, claimed Duffy (1964). He felt that success in reading and success in social studies were interdependent--reading was mandatory for social studies, and conversely, social studies aided reading. The only problem, felt Duffy, was that reading served as a means to an end for social studies and suggested that a partnership be formed whereby the two serve the student as opposed to each other. No such proposal was discovered, however, in the researcher's review of literature.

If man is to be free, according to Gardner (1967), he must be capable of interruption and equipped with the tools to solve those problems that confront him in his everyday relationship. In a democratic society dedicated to the worth of the individual, committed to the nurture of rational, responsible and free citizens, a special need exists for a comprehensive sophisticated and unique form of education.

Fenton (1967) claimed that the sum total of man's knowledge will double each ten years, and that half of what a student knows today will be obsolete in ten years. He claimed that people must learn to master new knowledge or expect to find themselves on the human scrap heap.

One means of attacking the problem would be to bridge areas and make materials relevant. Clark (1967) was of the opinion that

one means of serving the student and solving real problems would be through the use of books which stressed the inherent worth of all people as well as books and materials which described current social problems that face the young people today. Social studies offers an opportunity, as does literature, to move towards an understanding of the world of today and that of the past. Books stressing the contemporary civil rights struggle, such as Martin Luther King's Letter from a Birmingham Jail, and Harper Lee's To Kill a Mockingbird, could also assist in searching the past. Gandhi's concept of non-violence to Thoreau's Walden or John Hope Franklin's The Militant South 1800-1860 could be used for further elaboration.

The "pigeonhole" concept of schools, according to Thomas and Crescimbeni (1967), must give way to a more comprehensive concept of schools, namely, a unity of experiences. Teachers must commit themselves if quality education is to prevail. The authors go on to say that sterile and traditional methods are not consistent with the new discoveries in learning and human behavior.

The literature reviewed indicated new approaches to education, reading having a high priority. However, free reading--discarding reading lists, disregarding quality and quantity for the sake of student interest--was nonexistent.

CHAPTER III

RESEARCH METHODS AND PROCEDURES

This research was a study of self image change in students involved in a Free Reading Program (FRP). The FRP was substituted for all social studies responsibilities of eleventh grade Core students at the Central High School in Grand Forks, North Dakota. It was hypothesized that there would be no significant self image change as a result of involvement in the FRP.

Administrators of the Grand Forks Public Schools granted permission for the experiment which would substitute the FRP for all social studies responsibilities in the eleventh grade Core program. The FRP began in September of the school year 1969-70 and concluded at the end of the first semester in January, 1970.

The design of the study which is contained in this chapter, includes: (1) a description of the population, (2) the population selection process, (3) a description of the instruments, (4) a description of the process of the FRP, and (5) the statistical treatment of the data.

Population Description

The 48 subjects selected for this research were enrolled in the eleventh grade social studies Core program in the Central High School located in Grand Forks, North Dakota. The "Core" is a

vocationally orientated program, structured to interest potential dropout students to complete the North Dakota state requirements for graduation and thus qualify for a high school diploma. Core students are not generally highly motivated towards academic pursuits, nor is graduation considered a paramount goal, according to information obtained from the school counselor, Core instructors, and administrators.

After consultation with the principal and assistant principal of the Central High School in Grand Forks, the researcher decided to confine this study to the eleventh grade social studies Core B program. The flexibility and informality of the Core program was felt by the researcher to be more conducive to this study than the more formally structured classes. Core B consisted of 48 students, 23 males and 25 females, all junior classification, plus 15 students with sophomore or senior standing. The study population, however, was confined to the 48 junior Core students.

Initially, 51 students were assigned to the eleventh grade social studies Core B program. However, three students, two males and one female, terminated their student status permanently during the period of this research. Posttest results were not available for the dropout students; thus the remaining 48 students were defined as the total population.

Table 1 presents a summary of data describing the general background of the subjects who participated in this study. All

students represented in Table 1 appear to be average in regard to age, IQ, social studies and English grades, and attendance. A detailed chart appears in Appendix B.

TABLE 1
PERMANENT RECORD DATA OF 11TH GRADE CORE B STUDENTS
(MEAN)

Item	Total Population	Male Population	Female Population
Age	16	16	16
IQ	97	99	95
Social Studies Grade (7-8-9-10 Composite)	C	C	C
English Grade (7-8-9-10 Composite)	C	C	C
Absentee Record (7-8-9-10 Composite)	8	8	10

Table 2 is a summary of the Iowa Test of Educational Development (ITED). Items noted in the table include the eleven subtests that make up the battery. This table shows the test results for the 11th grade Core B students; namely, the means for the average male, the average female, and a composite male and female mean. National and local norms for the ITED are listed for possible comparison. A more detailed chart appears in Appendix B.

Tables 1 and 2 are presented to illustrate the Core B student's general background. Scanning Table 2 serves to confirm

the aforesaid description of Core students: low academic achievement and potential dropout type student. A more detailed chart appears in Appendix B.

TABLE 2
COMPOSITE STANDARD SCORES FOR THE IOWA TEST
OF EDUCATIONAL DEVELOPMENT (ITED)
OF THE CORE B STUDENTS

Item	Male \bar{X}	Female \bar{X}	M-F \bar{X}	Nat. Norm	Local Norm
1. Background Social Studies	10	10	11	26	23
2. Natural Science	13	11	12	27	15
3. Correct Expression	12	13	12	28	15
4. Quantitative Thinking	13	11	11	35	23
5. Reading Social Science	13	13	13	41	24
6. Reading Natural Science	14	14	14	44	25
7. Reading Average	13	13	13	39	22
8. Reading Average (for nos. 5,6,7)	13	13	13	46	28
9. General Vocabulary	12	11	12	29	15
10. Composite Score (for nos. 1-9)	12	12	12	29	13
11. Use of Sources	12	12	10	21	13

Selection Process

The initial contact of the researcher with the subjects for this study was a simple introduction by the instructor in charge to the entire Core B class early in September, 1969. An opinionnaire was then distributed to ascertain the student's reaction to a set of 24 questions seeking student opinions on out-of-school and school-assigned reading. A further purpose of the opinionnaire was to seek out students who might be interested in being involved in a program of free reading. The subjects in the Free Reading Program (FRP) were to be volunteers, and they were given a period of time to decide definitely whether or not they would become a part of the program. It was decided cooperatively in advance by students, instructor, and researcher that twelve days would allow sufficient time to make the decision whether to volunteer for the FRP.

All students, regardless of their responses to the opinionnaire, were invited to attend large group, small group, and individual sessions over the twelve-day selection period. The sessions were conducted in the following manner:

Days 1 and 2: Large group sessions designed to explain the FRP and answer general questions and establish a general basis for the development of the FRP.

Days 3, 4, 5, 6: Individual sessions devoted to answering specific questions and give general encouragement to the participants.

Days 7 and 8: Small group or interest group sessions designed to work out immediate problems, discuss possible reading themes and aid in book selection.

Days 9 and 10: Library sessions.

Days 11 and 12: Small group and individual meetings. A final commitment was required at the conclusion of the twelfth day.

Student representation at the meetings changed day by day.

Apparent confusion was evidenced as students were confronted with a choice that would eventually lead to a firm commitment. Initial and subsequent affirmative responses to the possible commitment to the FRP and initial and subsequent negative responses on rejection of the idea of such a commitment were received.

Students changed from affirmative to negative responses and negative to affirmative responses during the twelve-day interim. No final commitment was required until the twelfth day. Table 3 indicates the changes that occurred in the students' decisions. Males were more inclined to adhere to their original decision. If males made a change, the change made most often was from a negative to an affirmative response. Females were more inclined to respond affirmatively and ultimately change to a negative position, and they were also more inclined to change their initial response than were the males. Table 3 illustrates the changes that took place in the selection process.

TABLE 3

SELECTION PROCESS: STUDENT RESPONSES
TO FRP PARTICIPATION

		Initial Response to Invitation to FRP	Final Response to Participation in FRP
Male	+	10	12
	0	13	11
Female	+	12	5
	0	13	20
Total	+	22	17
	0	26	31

At the conclusion of the twelve day orientation period, the 48 students involved made their own final decision. Those who elected not to participate in the FRP became the non-experimental group (Group 1) of the study, and those who decided to participate became the experimental group (Group 2). Table 4 indicates the makeup of the two groups by number and by sex.

TABLE 4

POPULATION DISTRIBUTION OF GROUP 1 AND GROUP 2

	Group 1 (Non-Exp)	Group 2 (Experimental)	Total Population
Male	11	12	23
Female	20	5	25

Experimental and non-experimental groups

Forty-eight students were involved in this research study. The 31 students who did not volunteer to take part in the FRP were designated as Group 1; the 17 students who did volunteer for the FRP were designated as Group 2. Employing the second criterion of participant, non-participant, Group 2 consisted of 12 students who participated in and successfully completed the FRP. Group 1 for the criterion of participant, non-participant, consisted of the 31 non-volunteers and the 5 unsuccessful students who did not complete the FRP--these 36 students were considered the non-participants.

The following table illustrates the distribution of students, using the criteria of volunteer, non-volunteer and participant, non-participant.

TABLE 5

DISTRIBUTION OF STUDENTS IN RESEARCH STUDY USING TWO SEPARATE CRITERIA: VOLUNTEER, NON-VOLUNTEER AND PARTICIPANT, NON-PARTICIPANT

Criterion	Group	Male	Female	Total
Non-Volunteer	Group 1	11	20	31
Volunteer	Group 2	12	5	17
				48
Non-Participant	Group 1	14	22	36
Participant	Group 2	9	3	12
				48

Five students who had originally volunteered for the FRP were dropped from the program for the following reasons:

1. One male asked to be dropped after one week because his friends were not involved in the program.
2. One female was removed from the program because the consensus of the counselor, Core teacher, and administrators were that because of excessive absenteeism, she was incapable of assuming the responsibilities of the FRP.
3. One male was dropped from school for disciplinary reasons and would not be permitted to re-enter for the remainder of the school year.
4. One male did not complete his reading obligations.
5. One female did not complete her reading obligations.

Using the criterion of non-participant, participant, these 5 students were eliminated from Group 2 and placed in Group 1.

Procedure

During the twelve-day period that constituted the selection process, the researcher conferred with administrators, librarians, Core teachers, and school counselor. These conferences were designed to inform interested and participating school personnel of the research that was being undertaken.

The opinionnaire, which initiated the research and also served as the selection process, was administered as a pretest instrument. About one-half hour was needed to complete this instrument. The

students were then requested to complete the California Psychological Inventory (CPI), which took about one and one-half hours. The initial CPI test served as a pretest instrument.

The non-participants, or Group 1, continued regular class activities for the remainder of the semester, a duration of 15 weeks. The activities of the participants, or Group 2, during this 15 week period consisted of the selection of a reading theme, the selection of books, and participation in large, small, and individual conferences. The culminating activity of the program was by student choice--written, oral, or any combination thereof. The books, freely selected, were grouped and a reaction type of approach was employed to seek out concepts that were derived from their reading experience.

At the conclusion of the FRP, the participants were asked to complete a short questionnaire. This questionnaire was designed to collect reflections of the participants regarding the reading program. Suggestions for improvement of the FRP were encouraged. All 48 subjects were asked to complete the opinionnaire and CPI a second time. These instruments served as the posttests and were subjected to a statistical analysis to satisfy the twelve hypotheses generated for this study.

Instruments Used for the Collection of Data

The major instrument used in this study was the California Psychological Inventory (CPI), selected because the type of data it collected could be used to reliably measure change in the self image.

Kelly, in a review of the test in Buros' Sixth Mental Measurements Yearbook (1965), rated the CPI highly, noting the pertinent evidence validating the scales. Furthermore, Kelly stated that the manual (Gough, 1964) was one of the most complete, not only for directions, but for the intercorrelation reports of the CPI with those of several widely used personality tests (CPI Manual, pp. 36-37). Raw score means and standard deviations were provided for 19 educational, occupational, and miscellaneous samples of males, 11 samples of females, college students attempting to fake the CPI results, and randomly answered test scores. Conversion tables for transferring raw scores to standard scores were available along with an intercorrelation matrix for the CPI.

The CPI is an instrument designed to assess the multi-dimensional assessments of normal persons in a variety of settings. The instrument has 480 statements with true-false responses and is self-administering. The 18 raw scores, 12 of which were used in this study, are transferrable to standard scores with a mean of 50 and a standard deviation of 10. The number of items contributing to the 18 scores varies from 22 to 56 (median = 37). The acceptance of the validity of the CPI is evidenced by its wide range of use in personality testing.

The CPI is intended primarily for use with "normal" (non-psychiatrically disturbed) subjects. Its scales addressed principally to personality characteristics important for social living and social interaction are as follows:

Class I. Measures of poise, ascendancy, and self-assurance

1. Dominance (Do)--to assess factors of leadership ability, persistence, and social initiative.
2. Capacity for status (Cs)--to serve as an index of an individual's capacity for status, not his actual or achieved status.
3. Sociability (Sy)--to identify persons of outgoing, sociable, participative temperament.
4. Social presence (Sp)--to assess factors such as poise, self-confidence in personal and social interaction.
5. Self-acceptance (Sa)--to assess factors such as sense of personal worth and capacity for independent thinking and action.
6. Sense of well-being (Wb)--to identify persons who minimize their worries and complaints.

Class II. Measures of socialization, maturity, and responsibility

7. Responsibility (Re)--to identify persons of conscientious and dependable disposition and temperament.
8. Socialization (So)--to indicate the degree of social maturity and moral integrity.
9. Self-control (Sc)--to assess the degree and adequacy of self-regulation and freedom from impulsivity and self-centeredness.
10. Tolerance (To)--to identify persons with permissive,

accepting, and non-judgmental social beliefs and attitude.

11. Good impression (Gi)--to identify persons capable of creating a favorable impression.
12. Communality (Cm)--to indicate the degree to which an individual's reactions and responses correspond to the common pattern established for the inventory.

Class III. Measures of achievement potential and intellectual efficiency

13. Achievement via conformance (Ac)--to identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.
14. Achievement via independence (Ai)--to identify those factors of interest and motivation which facilitate achievement in any setting where independence is a positive behavior.
15. Intellectual efficiency (Ie)--to indicate the degree of personal and intellectual efficiency which the individual has attained.

Class IV. Measures of intellectual and interest modes

16. Psychological-mindedness (Py)--to measure the degree to which the individual is interested in, and responsive to, the inner needs and experiences of others.

17. Flexibility (Fx)--to indicate the degree of flexibility of a person's thinking and social behavior.
18. Femininity (Fe)--to assess the masculinity or femininity of interests.

The students were tested on all 18 scales, but only Class I and Class II measures were used in this study. Class III and Class IV were omitted for they measure intellectual and interest modes.

The administration of the CPI occurred in a classroom setting. Several instructors were available for assistance. This procedure was used for both the pretests and posttests.

The scoring of the CPI was done by hand, using scoring keys. Each scale was checked by the writer and again by an assistant to corroborate results. Raw scores were converted to standard scores for analysis.

The opinionnaire, which was constructed by the researcher, consisted of 24 questions (see Appendix A), 21 of the questions required a positive or negative response. Three questions required a numerical answer, reflecting books read for pleasure, class assignments, or the number of books recommended as a substitution for the present social studies requirement. The purpose of the opinionnaire was to gather data on the opinions of students towards books, reading, and related activities. Total negative and positive responses were scanned to ascertain the opinions of students towards reading activities. A post-opinionnaire was also used to determine

if there was any change in responses as a result of being involved in the FRP.

The opinionnaire was also administered by the researcher in a classroom setting. The opinionnaire was checked by two independent scorers to corroborate results. Secondly, all scores were numerically tallied, rows and columns balanced.

A questionnaire (see Appendix A), also designed by the researcher, was distributed to the experimental subjects at their final conference. Subjective comments and program evaluation were sought. No scoring technique was employed. The sole purpose of this questionnaire was to gather heuristic data.

Description of the Free Reading Program

The Free Reading Program (FRP) incorporated a curriculum design devised by the researcher. The primary purpose of the program was to provide opportunity for students to select their own content subject materials. Psychological and educational principles of learning, noted in Chapter I, formed the basis for the aforesaid objective. These principles included concepts of self pacing, learning as a continuous process, relevancy of subject matter, and reading as a fundamental skill.

The design of the FRP was student-centered--the student being the focal point of the total educational environment. Surrounding the student were materials and experiences from which he could choose according to his interests and needs and in accordance

with his ability. The instructor in this study (the researcher) brought to this relationship an open mind, experience in education and knowledge of the learning process, and a degree of expertise and training in the subject area.

The FRP, when converted to a process, had as its point of departure, initial student contact, and culminated in a written or oral reaction. The final conference or reaction was student-designed, individual in nature, and personalized so as to meet the student's needs. The premise throughout the program was that the education being sought was that of the student. The program transcribed to a process had three phases: (1) the introductory phase, (2) the developmental phase, and (3) the culminating phase.

Phase 1. The introductory phase

Phase 1 of the FRP was characterized by: (1) an appeal to students to develop an interest area, (2) a commitment on the part of the student to develop that interest, (3) an exploration by the student to crystalize that interest and design a personalized curriculum and give that curriculum a title, and (4) teacher and staff cooperation and interest in the student and his abilities, needs, and interests. This phase included three large group meetings involving all subjects in the study.

Initial student contact was made in a large group classroom atmosphere. The activities of this meeting centered around the explanation of the five educational principles described in Chapter I.

The question: Do you have the opportunity to do these things in your other classes? concluded the first large group session.

The second large group session addressed itself to the question of opportunity. Students were encouraged to carefully consider the responsibilities of self selection in terms of curriculum, aspirations, interests, and abilities. This session concluded with the question: If you could read freely, what theme or topic would you select?

The third large group session was devoted to the discussion of possible themes and the assigning of students to interest groups. Thus, large groups gave way by nature of necessity to small groups or interest group sessions. As themes were suggested by the students in this particular session, teachers and librarians discussed possible book and material selections. No book lists or bibliographies were employed. In order to carry out a program of this nature, it was felt imperative that the librarians and teachers be informed and able to suggest and discuss a wide range of reading interests. A form of oral bibliography was employed informally by the teacher (the writer). A series of third sessions could be called, if necessary. The process would determine the duration and number of large group meetings. When a student had expressed an interest in an area, large group meetings became useless to this student, and he would then move on to small group sessions.

Phase 2. The developmental phase

Small group conferences centering on student needs, the selection of materials, and the reading and discussing of the materials characterized the developmental phase. For example, if a student or a group of students decided on a particular area of interest, then small group meetings became essential and they moved a step towards individualized instruction. This phase focussed on the interests of the student. Themes were discussed and revised, teacher and librarian conferences were arranged, books and materials discussed, quality and quantity agreed upon, and reading initiated. Informal discussions, cooperative planning, and small group conferences replaced the more structured classroom setting. Texts, tests, reports, and assignments could be programmed by the student, if desired. Student aspirations, interests, and abilities served as the criteria; and teacher guidance served as the professional and academic judge. Thus, student and teacher cooperatively designed a personalized curriculum.

Phase 2 either continued on a small group basis or developed into individual conferences centered around further development of the theme selection, wisdom of breadth or depth of book selection and materials, discussion of books, and deletion or addition of materials. This phase was initiated with an outline of reading activity and culminated in the development of that outline. Librarian and teacher conferences were valuable factors in Phase 2.

Phase 3. The culminating phase

Phase 3 was primarily an individual or one-to-one relationship between student and teacher. The three elements which made up this phase were: (a) a pre-reaction session, (b) a final reaction, and (c) a recognition on the part of the student that the process concluded was merely the development of an academic skill and a commitment by the student.

The first part of Phase 3, the pre-reaction session, was devoted to an explanation and discussion of the final program activity. The responsibility of the student, the time, and requirements were explained and discussed. An outline of a book reaction was distributed to aid the student.

The reaction, or final activity, in the form of a written paper or oral report concluded the process. The student attempted to solidify his reading into a single experience, focussing on the selected theme. Information, ideas, principles, and insights were conceptualized and a rationale developed as to the worth of the program in terms of the student's interests.

The following format was used for the final book reaction:

Book Reaction

- A. Commentary: A comment on your theme, why you selected it, the help you received, and the books you decided upon.
- B. Premise: A statement of feeling, conviction, or opinion on your topic or theme that preceded your reading of the books.

- C. Opinion: Your opinion of the individual books, and collectively, whenever possible. This will carry with it your likes, dislikes, etc.
- D. Facts, Quotes: Any pertinent facts derived from the books.
- E. Ideas: Any new ideas or change of existing ideas. This should be based on facts, impression, etc., from above.
- F. Principles (Rules): Did you find any principles, rules, or guideposts that may shape your thinking?
- G. Insight: Do you see life or things differently as a result of your reading experience? Did the author show you or share with you any experience?
- H. Concept: Has your thinking changed, have you experienced a new dimension to your thinking? Has your frame of reference changed as a result of your reading?

Handle all of the books as one, whenever possible. Don't tell about the book unless it is absolutely necessary. A book reaction is different from a book report primarily in that a book reaction deals with you and how you feel as a result of your reading experience.

Statistical Treatment of Data

The data obtained during this study were analyzed to compare the pretest and posttest California Psychological Inventory (CPI) scores for both the experimental and the non-experimental groups. This analysis was completed to ascertain if a change occurred in the

self image of students as the result of being involved in the Free Reading Program (FRP). A t-test and an analysis of covariance were employed to determine if a significant change had occurred in the experimental group's self image. Two separate analyses of variance were completed as a part of the analysis of covariance, one using the criterion of non-volunteer, volunteer, and the other using the criterion of non-participant, participant. Two separate analyses of covariance were also completed using the two criterion mentioned above.

The t-test is a statistical means which may be used to establish a relationship between raw and standard scores. An advantage of this test is that each person serves as his own control. The twelve scales of the Class I and Class II measures of the CPI were established as the variables of interest. For each of the twelve variables on the CPI, a t-test of related measures was run for the experimental group.

The analysis of variance is a statistical technique that assumes a difference exists between two groups such as an experimental and a non-experimental group. Applying an analysis of variance is a means of statistically measuring the significance between group means. Two separate analyses of variance were performed to statistically measure the difference between the means of the two groups (experimental and non-experimental), one using the criterion of non-volunteer, volunteer and the other the criterion of non-participant, participant.

The twelve scales of the Class I and Class II measures of the CPI were used as variables.

An analysis of covariance is a statistical technique that assumes that differences exist between groups, such as an experimental group and a non-experimental group. Applying analysis of covariance is a means of statistically controlling differences between these groups that existed prior to the experiment. Two separate analyses of covariance were performed to test for differences between the experimental and non-experimental groups, one employing the criterion of non-volunteer, volunteer and the other the criterion of non-participant, participant. For each selected variable on the CPI, an analysis of covariance was used. In each case, the pretest variable was used as a covariant.

Surrounding the data subjected to statistical treatment was another area of interest to the researcher. That area included heuristic data and comments and reactions of administrators, staff, and students. Interaction of researcher and students, observations made by the researcher, and data obtained from the questionnaire were important contributing factors to this study. The data collected by means of an opinionnaire, student conferences, students' permanent records, administration and staff reactions, and a final questionnaire were evaluated subjectively to ascertain if other than statistical data could substantiate any change in the self image of the experimental group.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this study was to analyze and evaluate the changes that occurred in the self image of students as a result of being involved in the Free Reading Program (FRP). A second consideration of this study was to report and analyze heuristic data that was relevant to the central purpose of the study.

The findings of this research study are organized in two general sections in this chapter:

1. A report of the results of the analysis of data as related to the twelve null hypotheses generated for this study. Tests for statistical significance used in the study included the t-test, the analysis of variance, and the analysis of covariance results for each hypothesis, using two separate criteria: volunteer, non-volunteer and participant, non-participant.
2. A discussion of findings based on heuristic data.

Testing the Hypotheses

The results of the analyses of the statistical data are presented in the section that follows. Three phases were developed in order to determine whether self image changes occurred during the course of this study.

In the first phase comparison was made to determine whether any changes between pretest and posttest results had occurred for the volunteer group; namely, the 17 students who took part in the FRP. Comparison included the twelve scales of the Class I and Class II measures of the CPI. A t-test was performed to determine if a significant difference existed between pretest and posttest means of the CPI.

Phase two sought to determine whether differences occurred between the non-volunteer (31 students) and volunteer (12 students) groups in self image change. Again, pretest and posttest results of the C.I provided the data for comparison. Analysis of variance, fixed effects model, was used to test for significance.

The third phase of analysis was carried out to determine whether differences in self image change occurred when the groups (volunteer and non-volunteer) were equated statistically. This was done in order to equate the means for the two groups. Analysis of co-variance was carried out to achieve this purpose.

Further analyses were made between the groups of non-participants (36 students) and participants (12 students). These group classifications are defined in Chapter I. Phases two and three of these analyses, described earlier in this section, were repeated.

A table of adjusted means of the twelve scales of the CPI concluded the statistical analysis for the criteria: volunteer, non-volunteer and participant, non-participant.

Analysis of data using the criterion:
volunteer, non-volunteer

Table 6 illustrates the pretest and posttest means for the first twelve scales of the Class I and Class II measures of the CPI to determine if a significant change occurred in the self image of students involved in the FRP.

TABLE 6

t-TEST RESULTS FOR THE FIRST 12 SCALES OF THE CPI
 USING CRITERION: VOLUNTEER, NON-VOLUNTEER

Scale	Pre CPI \bar{X}	Post CPI \bar{X}	<u>t</u> Score	Sig.
1. Do	37.12	37.79	.004	N.S.
2. Cs	30.48	31.92	.360	N.S.
3. Sy	39.00	37.33	.051	N.S.
4. Sp	46.15	46.19	.012	N.S.
5. Sa	45.98	48.02	.031	N.S.
6. Wb	21.98	23.16	.039	N.S.
7. Re	26.87	28.20	.032	N.S.
8. So	32.41	28.08	.031	N.S.
9. Sc	35.64	34.02	.020	N.S.
10. To	27.54	27.68	.102	N.S.
11. Gi	37.79	36.37	.012	N.S.
12. Cm	28.45	34.64	.002	N.S.

Critical value of t using a one-tail test at 16 df = 1.746.

t value reported at the .05 level of significance.

According to results of the t-test shown in Table 6, no significant change occurred in the self image of students as the result of being involved in the Free Reading Program (FRP). The first twelve scales of the CPI were tested using the criterion: volunteer, non-volunteer.

Table 7 illustrates the differences that exist between the non-volunteer and volunteer groups by an analysis of the posttest means on the twelve scales of the Class I and Class II measures of the CPI. The F value indicates if a significant difference exists between the non-volunteer and volunteer groups.

TABLE 7

ANALYSIS OF VARIANCE FOR POSTTEST SCORES ON THE
FIRST 12 SCALES OF THE CPI CRITERION:
VOLUNTEER, NON-VOLUNTEER

Scale	Source of Variation	SS	MS	<u>F</u>	Sig.
1. Do	Treatments	708.000	708.000	8.215	S.
	Error	3964.688	86.189		
	Total	4672.688			
2. Cs	Treatments	608.074	608.074	5.330	S.
	Error	5247.852	114.084		
	Total	5855.926			
3. Sy	Treatments	822.731	822.731	8.525	S.
	Error	4439.207	96.504		
	Total	5261.938			
4. Sp	Treatments	292.625	292.625	2.336	N.S.
	Error	5761.688	125.254		
	Total	6054.313			

TABLE 7--Continued

Scale	Source of Variation	SS	MS	<u>F</u>	Sig.
5. Sa	Treatments	592.312	592.312	4.422	S.
	Error	6160.688	133.928		
	Total	6753.000			
6. Wb	Treatments	33.082	33.082	.186	N.S.
	Error	8161.730	177.428		
	Total	8194.813			
7. Re	Treatments	29.031	29.031	.202	N.S.
	Error	6594.965	143.368		
	Total	6623.996			
8. So	Treatments	980.011	980.011	5.821	S.
	Error	7743.477	168.336		
	Total	8723.488			
9. Sc	Treatments	.387	.387	.003	N.S.
	Error	6222.863	135.279		
	Total	6223.250			
10. To	Treatments	76.707	76.707	.531	N.S.
	Error	6644.281	144.440		
	Total	6720.988			
11. Gi	Treatments	426.078	426.078	3.519	N.S.
	Error	5569.410	121.074		
	Total	5995.488			
12. Cm	Treatments	633.449	633.449	1.604	N.S.
	Error	18160.050	394.783		
	Total	18793.500			

F value at the .05 level of significance, using 46 df = 4.03.

Table 7 indicates that a significant difference did exist between the non-volunteer and the volunteer groups on the scales of dominance (Do), capacity for status (Cs), sociability (Sy), self-acceptance

(Sa), and socialization (So) on the posttest scores. In each case, the volunteer group was significantly closer to the adjusted norms of the CPI than was the non-volunteer group. No significant differences were found for the remaining seven scales of the CPI.

Further analysis was carried out in order to eliminate the inequality of the mean that was found for the pretest mean results for the twelve posttest scales. Comparisons were then made on the adjusted means of the posttest results of the CPI for the non-volunteer and volunteer groups. Any significant statistical differences between the means could then be attributed to the FRP treatment. Table 8 presents the results of this analysis.

TABLE 8
ANALYSIS OF COVARIANCE FOR THE FIRST
12 SCALES OF THE CPI, CRITERION:
VOLUNTEER, NON-VOLUNTEER

Scale	Source of Variation	SS	MS	<u>F</u>	Sig.
1. Do	Treatments	40.258	40.258	.730	N.S.
	Error	2480.766	55.128		
	Total	2521.034			
2. Ds	Treatments	122.619	122.619	1.810	N.S.
	Error	3047.130	67.713		
	Total	3169.749			
3. Sy	Treatments	.104	.104	.003	N.S.
	Error	1444.707	32.104		
	Total	1444.811			
4. Sp	Treatments	90.578	90.578	.872	N.S.
	Error	4670.176	103.781		
	Total	4760.754			

TABLE 8--Continued

Scale	Source of Variation	SS	MS	<u>F</u>	Sig.
a. Sa	Treatments	76.551	76.551	1.207	N.S.
	Error	2851.959	63.376		
	Total	2928.510			
b. Wb	Treatments	3.042	3.042	.033	N.S.
	Error	4062.270	90.272		
	Total	4065.313			
c. Re	Treatments	21.832	21.832	.187	N.S.
	Error	5244.941	116.554		
	Total	5266.773			
d. So	Treatments	1298.059	1298.059	9.050	S.
	Error	6454.133	143.425		
	Total	7752.192			
e. Sc	Treatments	.749	.749	.012	N.S.
	Error	2718.397	60.408		
	Total	2719.146			
f. To	Treatments	.035	.035	.0003	N.S.
	Error	5244.859	116.552		
	Total	5244.859			
g. Gi	Treatments	6.542	6.542	.115	N.S.
	Error	2548.068	56.623		
	Total	2544.610			
h. Cm	Treatments	566.953	566.953	1.620	N.S.
	Error	15465.417	343.631		
	Total	16020.370			

F value at the .05 level of significance using 45 df = 4.05

Table 8 indicates that a significant difference did exist

between the non-volunteer and the volunteer groups on the scale of

socialization (So). When the difference in groups was adjusted, using the pretest as a variant and covarying out the difference that existed initially between groups, the volunteer group was significantly different than the non-volunteer group. No significant difference between the two groups was found for the remaining eleven scales.

Table 9 reports the pretest, posttest, and adjusted means for the non-volunteer and volunteer groups on the twelve scales of the Class I and Class II measures of the CPI. A significant change in the scale of socialization (So) on the CPI is shown in Table 9. The indication is that a significant difference exists between posttest means when an adjustment is made for pretest differences. Following the adjustment of means by covarying out pretest differences, a significance is reported. This significant difference may be interpreted as due to the treatment--the FRP.

The remaining eleven scales of the CPI report no significant change in the self image of students involved in the Free Reading Program (FRP).

Reporting the results of the null hypotheses

The null hypothesis for the scale of socialization (So) on the CPI is rejected, using the criterion: volunteer, non-volunteer.

The null hypotheses for the eleven remaining scales of the CPI Class I and Class II measures are retained, using the criterion: volunteer, non-volunteer; namely, the scales of dominance (Do), capacity for status (Cs), sociability (Sy), social presence (Sp),

TABLE 9

PRETEST, POSTTEST, AND ADJUSTED MEANS ON THE
FIRST 12 SCALES OF THE CPI, CRITERION:
VOLUNTEER, NON-VOLUNTEER

Scale	Group	Pretest Means	Posttest Means	Adjusted Means	CPI Norm
1. Do	Non-Volunteer	32.903	34.322	36.406	43
	Volunteer	42.647	42.352	38.552	
2. Cs	Non-Volunteer	27.580	28.322	29.729	40
	Volunteer	33.647	35.764	33.199	
3. Sy	Non-Volunteer	33.612	33.225	36.324	44
	Volunteer	44.588	41.882	36.232	
4. Sp	Non-Volunteer	42.999	44.483	45.270	46
	Volunteer	48.588	49.647	48.213	
5. Sa	Non-Volunteer	42.612	44.419	46.053	48
	Volunteer	48.941	51.764	48.785	
6. Wb	Non-Volunteer	21.354	22.677	22.249	41
	Volunteer	19.470	20.941	21.721	
7. Re	Non-Volunteer	24.096	27.903	28.997	42
	Volunteer	30.117	29.529	27.533	
8. So	Non-Volunteer	30.548	31.741	32.285	50
	Volunteer	34.647	22.294	21.303	
9. Sc	Non-Volunteer	35.741	32.806	32.967	42
	Volunteer	36.235	32.999	32.706	
10. To	Non-Volunteer	24.903	26.709	27.662	39
	Volunteer	29.705	29.352	27.615	
11. Gi	Non-Volunteer	34.903	33.064	34.982	43
	Volunteer	41.176	39.294	35.797	
12. Cm	Non-Volunteer	27.645	36.419	36.252	51
	Volunteer	26.352	28.823	29.127	

self-acceptance (Sa), sense of well-being (Wb), responsibility (Re), self-control (Sc), tolerance (To), good impression (Gi), and communality (Cm).

The researcher analyzed the preceding data on the basis of volunteer and non-volunteer. However, 5 students who volunteered did not participate, as mentioned in Chapter III. Further analysis was felt essential on the students who successfully completed the FRP. These 12 students will be referred to as participants, and the remaining 36 students will be considered as non-participants.

Analysis of data using the criterion:
participant, non-participant

Table 10 illustrates the differences that exist between the participant and non-participant groups by an analysis of the post-test means on the twelve scales of the Class I and Class II measures of the CPI. The F value indicates if a significant difference existed between the participant and non-participant groups.

The results in Table 10 indicate that a significant difference existed between the participant and the non-participant groups on the scales of dominance (Do), capacity for status (Cs), and good impression (Gi) on the posttest scores. In each case, the participant group was significantly closer to the adjusted norms of the CPI than was the non-participant group. No significant difference existed between the non-participant and participant groups on the remaining nine scales of the CPI.

TABLE 10

ANALYSIS OF VARIANCE FOR POSTTEST SCORES ON THE
FIRST 12 SCALES OF THE CPI, CRITERION:
PARTICIPANT, NON-PARTICIPANT

Scale	Source of Variation	SS	MS	<u>F</u>	Sig.
1. Do	Treatments	354.687	354.687	4.495	S.
	Error	3629.250	78.896		
	Total	3983.937			
2. Cs	Treatments	495.050	495.050	5.134	S.
	Error	4435.438	96.422		
	Total	4930.488			
3. Sy	Treatments	312.063	312.063	3.710	N.S.
	Error	3868.625	84.100		
	Total	4180.688			
4. Sp	Treatments	67.937	67.937	.534	N.S.
	Error	5845.375	127.073		
	Total	5913.312			
5. Sa	Treatments	158.312	158.312	1.608	N.S.
	Error	4528.688	98.449		
	Total	4687.000			
6. Wb	Treatments	8.507	8.507	.045	N.S.
	Error	8643.480	187.901		
	Total	8651.987			
7. Re	Treatments	42.238	42.238	.329	N.S.
	Error	5901.688	128.297		
	Total	5943.926			
8. So	Treatments	544.437	544.437	3.24	N.S.
	Error	7721.238	167.853		
	Total	8265.675			
9. Sc	Treatments	.160	.160	.001	N.S.
	Error	5488.836	119.322		
	Total	5488.996			

TABLE 10--Continued

Scale	Source of Variation	SS	MS	<u>F</u>	Sig.
10. To	Treatments	242.824	242.824	1.689	N.S.
	Error	6611.488	143.728		
	Total	6854.313			
11 Gi	Treatments	420.227	420.227	4.214	S.
	Error	4587.023	99.717		
	Total	5007.250			
12. Cm	Treatments	966.156	966.156	2.646	N.S.
	Error	16796.160	365.133		
	Total	17762.316			

F value at the .05 level of significance using 46 df = 4.03

Further analysis was carried out in order to eliminate the inequality of the mean that was found for the pretest mean results for the twelve posttest scales. Comparisons were then made on the adjusted means of the posttest results of the CPI for the participant and the non-participant groups. Any significant statistical differences between the means could then be attributed to the FRP treatment. Table 11 presents the results of this analysis.

Table 11 indicates that a significant difference existed between the participant and the non-participant groups on the scales of capacity for status (Cs) and socialization (So) of the CPI. When the difference in groups was adjusted, using the pretest as a variant and covarying out the difference that existed initially between groups, the participant group was significantly different than the

on-participant group. No significant differences were found on the remaining ten scales.

TABLE 11

ANALYSIS OF COVARIANCE FOR THE FIRST
12 SCALES OF THE CPI, CRITERION:
PARTICIPANT, NON-PARTICIPANT

Scale	Source of Variation	SS	MS	F	Sig.
1. Do	Treatments	68.617	68.617	1.307	N.S.
	Error	2361.887	52.486		
	Total	2430.504			
2. Cs	Treatments	241.805	241.805	4.205	S.
	Error	2587.276	57.495		
	Total	2829.081			
3. Sy	Treatments	14.702	14.702	.538	N.S.
	Error	1229.031	27.311		
	Total	1243.733			
4. Sp	Treatments	41.245	41.245	.580	N.S.
	Error	3196.620	71.036		
	Total	3237.865			
5. Sa	Treatments	177.898	177.898	3.106	N.S.
	Error	2577.206	57.271		
	Total	2755.104			
6. Wb	Treatments	5.335	5.335	.056	N.S.
	Error	4280.406	95.120		
	Total	4285.741			
7. Re	Treatments	19.193	19.193	.239	N.S.
	Error	3599.444	79.987		
	Total	3618.637			
8. So	Treatments	951.210	951.210	7.216	S.
	Error	5931.750	131.816		
	Total	6882.960			

TABLE 11--Continued

Scale	Source of Variation	SS	MS	<u>F</u>	Sig.
9. Sc	Treatments	2.889	2.889	.047	N.S.
	Error	2719.158	60.425		
	Total	2722.047			
10. To	Treatments	82.003	82.003	1.010	N.S.
	Error	3651.623	81.147		
	Total	3733.626			
11. Gi	Treatments	68.489	68.489	1.253	N.S.
	Error	2459.310	54.651		
	Total	2527.799			
12. Cm	Treatments	1176.945	1176.945	3.759	N.S.
	Error	14087.530	313.056		
	Total	15264.475			

F value at the .05 level of significance using 45 df = 4.05.

Table 12 reports the pretest, posttest, and adjusted means for the participant and the non-participant groups on the twelve scales of the Class I and Class II measures of the CPI. A significant change is reported in Table 12 on the scales of capacity for status (Cs) and socialization (So) on the CPI. The indication is that a significant difference exists between posttest means when an adjustment is made for pretest differences. Following the adjustment of means by co-varying out pretest differences, a significant difference is reported which may be interpreted as due to the treatment--the FRP.

TABLE 12

PRETEST, POSTTEST, AND ADJUSTED MEANS ON THE
FIRST 12 SCALES OF THE CPI, CRITERION:
PARTICIPANT, NON-PARTICIPANT

Scale	Group	Pretest Means	Posttest Means	Adjusted Means	CPI Norm
1. Do	Non-Participant	35.583	36.222	37.073	43
	Participant	41.749	42.499	39.946	
2. Cs	Non-Participant	29.555	29.915	30.460	40
	Participant	33.249	37.333	35.702	
3. Sy	Non-Participant	36.944	35.861	37.003	44
	Participant	43.499	41.749	38.324	
4. Sp	Non-Participant	45.805	45.499	45.652	46
	Participant	46.666	48.249	47.793	
5. Sa	Non-Participant	46.055	46.972	46.909	48
	Participant	45.666	51.166	51.355	
6. Wb	Non-Participant	21.638	23.388	23.338	41
	Participant	21.333	22.416	22.568	
7. Re	Non-Participant	25.499	27.666	28.582	42
	Participant	30.999	29.833	27.084	
8. So	Non-Participant	30.944	30.027	30.699	50
	Participant	36.833	22.249	20.234	
9. Sc	Non-Participant	36.444	33.944	34.121	42
	Participant	37.249	34.083	33.552	
10. To	Non-Participant	26.722	26.388	26.927	39
	Participant	29.499	31.583	29.967	
11. Gi	Non-Participant	36.499	34.666	35.662	43
	Participant	41.666	41.499	38.511	
12. Cm	Non-Participant	27.083	37.277	37.552	51
	Participant	30.083	26.916	26.093	

The remaining ten scales of the CPI resulted in no significant change in the self image of students involved in the Free Reading Program (FRP).

Reporting the results of the null hypotheses

The null hypotheses for the scales of capacity for status (Cs) and socialization (So) on the CPI are rejected, using the criterion: participant, non-participant.

The null hypotheses for the ten remaining scales of the CPI Class I and Class II measures are retained, using the criterion: participant, non-participant; namely, the scales of dominance (Do), sociability (Sy), social presence (Sp), self-acceptance (Sa), sense of well-being (Wb), responsibility (Re), self-control (Sc), tolerance (To), good impression (Gi), and communality (Cm).

Summary of Statistical Analyses

Volunteer, non-volunteer criterion

The statistical analysis showed that no significant change occurred in the students' self image. The pretest means and posttest means on the Class I and Class II measures of the CPI were compared by use of the t-test.

Further statistical analysis showed that a significant difference existed between the non-volunteer and volunteer groups on scales of dominance (Do), capacity for status (Cs), sociability (Sy), self-acceptance (Sa), and socialization (So) of the Class I and

Class II measures of the CPI. The remaining seven scales report no significant difference between the volunteer and non-volunteer groups. An analysis of variance was used to arrive at this conclusion.

When the groups were statistically equated by adjusting the means on the posttest results of the CPI, the results showed that a significant difference existed between the volunteer and non-volunteer groups on the scale of socialization (So). The remaining eleven scales of the Class I and Class II measures report no significant difference between the volunteer and non-volunteer groups. This conclusion was arrived at by use of an analysis of covariance.

Participant, non-participant criterion

Using the criterion of participant, non-participant, a statistical analysis showed that a significant difference existed on scales of dominance (Do), capacity for status (Cs), and good impression (Gi). The remaining nine scales of the Class I and Class II measures of the CPI report no significant difference between the participant and non-participant groups. An analysis of variance was used to arrive at this conclusion.

When the groups were statistically equated by adjusting the means on the posttest results of the CPI, the results showed that a significant difference existed between the participant and non-participant groups on the scales of capacity for status (Cs), self-acceptance (Sa), and socialization (So). The remaining nine scales of the Class I and Class II measures of the CPI report no significant

difference between the participant and non-participant groups. This conclusion was arrived at by the use of an analysis of covariance.

Discussion of Findings Based on Heuristic Data

The purpose of this study was to analyze and evaluate the changes that occurred in the self image of students as a result of being involved in the Free Reading Program (FRP). During the fifteen week period of the FRP, data of another nature was collected and proved to be of special interest to the researcher. This heuristic data was assembled from: (1) the opinionnaire, (2) student conferences, (3) administration and staff reactions, (4) students' permanent records, and (5) a final questionnaire. Student assessment of their self image was brought out in the results of this data.

Opinionnaire Data

The opinionnaire which was employed as a pretest and post-test instrument revealed some insights into attitudes towards reading which the researcher felt worthy of notation.

Total Core group

The male and female members of the Core B program were very evenly matched: 23 boys and 25 girls. A subjective analysis of the opinionnaire data for this group revealed the following results:

1. Boys were much less inclined to volunteer than girls.

By means of the opinionnaire, 5 boys and 12 girls initially volunteered. However, during the twelve-day self

selection process, 12 boys and only 5 girls decided to become members of the volunteer group. Boys were hesitant to get involved; however, the personalized curriculum factor appealed to the boys.

2. Boys were much more inclined to be negative in their responses to reading on the pre-opinionnaire: 299 negative responses to 253 positive responses were recorded. Girls were more inclined to be positive on the pre-opinionnaire: 317 positive and 283 negative responses.
3. On the post-opinionnaire, boys were much more positive on their responses: 336 positive responses and 216 negative. The girls responded somewhat more positively on the post-opinionnaire: 353 positive and 248 negative responses. Boys, when convinced that self pacing would not be a deterrent factor to their progress, their position became very positive towards the FRP. Initially, the boys lacked confidence in their ability to pace themselves.
4. Boys read an estimated total of 919 books (non-assigned classroom reading) over the preceding twelve months; girls read 305. The factor of relevancy appeared to be responsible for the greater effort displayed by the boys.
5. Boys read an estimated total of 160 books (assigned classroom reading); and the girls read an estimated 155 books.

Textbooks and assigned reading were placed in a category of "must be completed."

nteer group

1. Five boys initially volunteered for the FRP. This number reached 12 during the selection process. Three of the 12 boys did not successfully complete the FRP. Twelve girls initially volunteered for the FRP; however, this number declined to 5 during the selection process. Two of the 5 girls did not successfully complete the FRP. During the duration of the FRP, boys had a decided change of attitude towards the FRP and school--from negative to positive.
2. Boys volunteering for the FRP responded very positively on the post-opinionnaire as did girls: 204 positive responses for the boys as opposed to 84 negative; girls had 93 positive responses as opposed to 27 negative. It is believed that this dramatic change in attitude may be based on the relevancy factor.
3. The 12 volunteer boys read an estimated 826 books over the preceding 12 months--a mean of 75. The 5 volunteer girls had read an estimated 65 books over the preceding 12 months--a mean of 13.
4. The 12 volunteer boys read an estimated 77 books for classroom assignments (mean of 7) and the 5 volunteer girls

read an estimated 40 books for classroom assignments (mean of 8).

Student Conferences

Student conferences ranged from large group meetings to individual conferences. The following are observations made by the researcher in regard to the various type of conferences in which the self perception of the student was revealed:

1. The FRP relaxed the attendance reporting procedures, and students were inclined to take advantage of this situation. An estimated 4 students out of 20, or 20% would leave without permission. When asked why, one student replied, "It's a challenge to see if you can do it and get away with it." The other students concurred. The researcher believes that the system had to be challenged in that the Core students felt they were outside that system.
2. Attendance improved as the FRP developed. As the number of large and small group meetings diminished and individual conferences became more prevalent, student response and attendance improved. Success seemed to beget success, and students in the FRP began to take pride in their progress and accomplishments.
3. Students were asked for a self evaluation in terms of a specific grade. Grades of "C" and "B" were well

distributed throughout the group. One student, when asked why he evaluated himself with a "E," responded, "I only earned a 'B.'" Another student stated, "I would rather go up at the end of the semester than down." Core students seemed to be honest but slightly negative in self assessment.

4. One female student was removed from the program because of excessive absenteeism; and it was the judgment of the Core teacher, counselor, and administrators that she was incapable of handling the freedom the FRP offered. This student displayed a non-realistic assessment of her abilities. In addition, one male student was removed from the Core B program and placed in Core C, which removed him from the FRP. Another male student was expelled from school, however asked to remain on the FRP, but the privilege was denied.
5. The individual conferences were very rewarding. The boys who completed the program were always prepared, interested, and anxious to complete their responsibilities. The girls were much less prepared for their individual conferences than were the boys. One female subject who finished her reading well ahead of all the others was the last to give her final reaction. Later conferences revealed that she was uncertain of her responsibilities. Most students, initially, did not look forward to teacher-student

conferences. As their confidence grew with success, the majority (11) preferred this type of evaluation.

Administration and Staff Reactions

Numerous contacts were made with the administration and teaching staff of Central High School. The reaction of these personnel to the research was positive; however, their reaction to the students involved in the Core program was mixed. Generally, they were of the opinion that the Core program was worthwhile but that the needs of the students were beyond the reach of the school's program.

The following are some of the reactions of the administration staff to the FRP:

1. A meeting which took place in September 1969 for the purpose of final approval of this research study was attended by the principal, assistant principal, and Core supervisor. After considerable discussion, the supervisor of the Core program suggested that if the research could not be carried out in the Core program, another area should be used for he felt the research had merit. Others at the meeting concurred. It appeared that self image was considered important by all, but a practical approach was needed to assist in the development of a positive self image.
2. Core students felt very uncomfortable around adults. Interestingly enough, their sensitivity was not unfounded--the adults whom they mistrusted or disliked were the same

- adults who had expressed mistrust or dislike for particular students. One almost felt as if a mutual agreement had been reached between adult and student and each felt committed to this feeling. This included teachers, auxiliary staff, paraprofessionals, and student teachers.
3. During a conference with a member of the auxiliary staff, the researcher was informed, "You will have trouble with every student on your list." This list was made up of the Core students who had volunteered for the FRP. Staff personnel generally took a position that Core students were troublemakers and would eventually leave school without completing the requirements for graduation. The majority of school personnel felt that the Core was serving a purpose of experimentation, the tailoring of school needs to low-motivated students with the intent of encouraging these students to complete graduation requirements. The sentiment of the students paralleled the staff reaction. When students sensed an acceptance for their endeavors and program, they expressed a like for that staff member. The converse also held--a distrust was reacted to by a comment or expression of dislike.
 4. The library became the classroom for the volunteers in the FRP. The staff in the library were very cooperative. The students in the Core were immediately attracted to the open library philosophy where browsing, conferences, and

discussions could take place. The Core students resented the more traditional concept of a library wherein restrictions were placed upon students, even if these restrictions were well intended. Core students, because of their desire for informality, had difficulty in the areas of check-out procedures, silence, and library pass rules.

5. Evidence of the success of the FRP and the impact it had was that other teachers not affiliated with the Core program started some of their students on variations of the FRP.

Permanent Record Data

The permanent records of the Core students involved in the FRP revealed some interesting information which the researcher felt was worthy of comment.

1. The IQ mean of the male volunteer group was 8 points higher than that of the female volunteer group. The male volunteer group IQ mean was 3 points higher than that of the male non-volunteer group and 7 points higher than the IQ mean of the female non-volunteer group. The largest group contrast was between male and female volunteer groups--a difference of 8 points. Core students had the native ability to succeed. Attitude seemed to be the difference between Core and non-Core students.

2. All groups scored considerably below the local and national norms on the Iowa Test of Educational Development (ITED). The male volunteers did best as a group, followed by the female non-volunteers, then the male non-volunteers, and last, the female volunteers. It was felt in viewing the Core students' permanent records that there was little similarity between performance and ability.
3. English and social studies grades were quite consistent in both male and female volunteer groups and both male and female non-volunteer groups. The female groups generally had higher grades than the male groups in English and social studies. The use of textbooks and perhaps the lack of relevant materials played an important part in social studies. Relevancy did add enthusiasm during the course of the FRP, and the students performed above expectation based on past performance.
4. Absenteeism by groups for grades 7, 8, 9, and 10 was high and little difference existed between groups. Female non-volunteers were absent about 10 days a year per student; female volunteers about 9 days a year per student; male volunteers about 8 days a year per student; and male non-volunteers about 5 days a year per student. The highest single absenteeism was a male participant in the FRP. Attendance did not change; however, students reported that they continued their reading outside of the school

building and school day. The notion that learning is continuous and not subject to bells and periods was well documented. Students in the FRP completed their tasks and some even beyond their self-set goals. They felt that as long as they were learning, it made little difference as to where this learning took place.

5. One student (female participant of FRP) had been retained in the primary grades. Another student (male non-volunteer) was given a social promotion. The ratio of potentially good students was high. The notion that they were not suited for academic work was also high; thus they expressed a negative self image in relation to school. This was in contrast to their self perception in regard to out-of-school social events and out-of-school job performance. In these areas, they consistently expressed confidence, pride, and had a very positive self concept.

The Questionnaire

The final questionnaire was an instrument designed to obtain a final comment on the FRP and perhaps suggestions for improving the FRP. It was administered to the students who were classified as participants and had successfully completed the FRP. The results of the questionnaire are highlighted below:

1. The majority of students reported that they volunteered for the FRP because they liked to read or that they

enjoyed being on their own. Generally, the students stated that reading was important and they enjoyed reading. Some wanted to improve their reading skills.

2. All 12 participants said that they would volunteer for a program of free reading again. All agreed that the program was conducive to the learning of social studies. The students pointed out that the relevancy of materials which they read was important to them. All agreed that they learned social studies by means of the FRP. They also stated that learning can be an enjoyable experience.
3. The majority of participants (8) felt the books should be selected by the students; 3 preferred a cooperative selection; and 1 preferred to have the selections made by the instructor. As the FRP developed, the students were more inclined to seek assistance. In the initial stages they in effect tested the condition that they were free to choose their own materials. Once this was an established fact, there was no challenge and a more cooperative atmosphere set in.
4. The students generally reported that they wanted a social studies or an English teacher to administer the FRP. Additional suggestions included: a teacher with organizational ability, a nice teacher, a teacher to whom students could relate, a good reader, a good teacher, and a good personality. The fact that they wanted a teacher,

leadership, and an adult to whom they could relate, was reassuring. They felt that a fair, but firm, person was needed in the leadership role

5. The participants agreed with the format of the FRP, the meeting schedule, and generally liked the idea of minimized rules. Some suggested that the FRP be put into the school curriculum; others wanted it continued as a part of the Core program. Suggestions for improving the program included: a better library, reading rooms, and discussion rooms.
6. Students were inclined to feel that learning is more than just being in a classroom, that learning takes place in and out of school. The FRP was consistent with the notion that learning is continuous.
7. Students expressed the idea that learning should take place on an individual basis as opposed to keeping up to a class or being held back by a class.
8. Students were generally concerned with what others thought of them and expressed that the FRP gave them an insight into their potential. This was brought out in repeated comments on the dignity of man. Self image was an apparent concern of the students.

CHAPTER V

SUMMARY, FINDINGS, DISCUSSION, AND RECOMMENDATIONS

Summary

The purpose of this study was to ascertain if a change would occur in students' self image as a result of being involved in the Free Reading Program (FRP).

The problem of designing curriculum programs that will improve students' self image and consequently affect the students' level of aspiration will become more acute as the notion of individualized instruction becomes a reality. A review of the research indicated that no such attempt had been made in the area of social studies using reading as a vehicle to create a personalized course of study with the intent of improving students' self image. Schools are currently involved in numerous curriculum revision projects, and it is the belief of the writer that a basic consideration of all curricula should be the self image improvement of students. Research in this area is essential so that meaningful data can be assembled to objectively analyze the changes that take place in students' self image.

The general hypothesis generated for this study, stated in the null, was: There will be no significant change in students' self image based on the results of the pretest and posttest scores of the twelve scales of the Class I and Class II measures of the California

Psychological Inventory (CPI). Other heuristic data were sought to further help explain changes that were found. Such data were collected by use of an opinionnaire, the students' permanent records, administration and staff reactions, student conferences, and a questionnaire.

Two criteria were employed: (1) volunteer, non-volunteer and (2) participant, non-participant. Volunteer was defined as the student who volunteered for the FRP--17 students were classified as volunteers and 31 students as non-volunteers. Participant was defined as the student who successfully completed the FRP--12 students were classified as participants and 36 as non-participants.

The population for this study consisted of 48 eleventh grade social studies students at the Grand Forks Central High School who were enrolled in the Core B program. Core students are defined as vocationally orientated, often with low academic motivation, and potentially dropouts.

The 48 students were given an opinionnaire, which in part served to classify those students who would volunteer for a program of free reading which would substitute for all eleventh grade social studies. Seventeen students volunteered for the Free Reading Program (FRP). Thirty-one students did not volunteer and were classified as the non-volunteer group. The CPI was administered to the 48 students and served as a pretest instrument. The non-volunteer group continued with their regular class assignments. The volunteer group selected a predetermined number of books, participated in large group, small

group, and individual conferences, concluding with a student-teacher conference. The volunteers were asked to complete a short questionnaire at the conclusion of the FRP. The 48 students, non-volunteer and volunteer, completed the opinionnaire and the CPI a second time. The results of the second CPI served as a posttest instrument.

A second criterion of participant, non-participant was employed. The 12 students who successfully completed the FRP were regrouped as participants, and the 36 who did not participate or did not successfully complete the FRP were classified as non-participants.

Statistical procedures included in this study were a t-test, an analysis of variance, and an analysis of covariance. These procedures were employed, using the pre and post CPI results of the Class I and Class II measures to ascertain if a significant change occurred in the students' self image as a result of being involved in the FRP. Heuristic data of special interest to the researcher was also collected and reported by the writer.

Findings

The analysis of the data yielded a number of results that are listed below under three classifications: (1) statistical, (2) heuristic, and (3) general.

Statistical findings

1. There was a significant statistical difference in self image change between the volunteer group and the non-volunteer group on only one scale of the CPI, that of

socialization (So). The non-volunteer group did not change significantly, but the volunteer group did experience a significant negative change. Characteristics of a student having a low score on this scale are reflected in a defensive, resentful, and headstrong attitude. This might be interpreted, however, as a reaction to the non-volunteer students.

2. Significant statistical differences did exist between the volunteer group and the non-volunteer group on the CPI scales of dominance (Do), capacity for status (Cs), sociability (Sy), self-acceptance (Sa), and socialization (So).
3. There was a significant statistical difference in self image change between the participant group and the non-participant group on two of the twelve scales of the CPI. Scale 2, capacity for status (Cs), when statistically analyzed, indicated that a significant positive change occurred in the participant group. This scale can be interpreted in part as reflecting ambitious, active, insightful, and resourceful attitude. Scale 8, socialization (So), had a significant negative change which has the same interpretation as No. 1 above.
4. A significant statistical difference existed between the participant and non-participant groups on the CPI

scales of dominance (Do), capacity for status (Cs), and good impression (Gi).

Heuristic findings

1. Boys were less inclined to volunteer initially for the FRP than the girls. However, boys were more prone to complete their responsibilities than girls. Girls were more inclined to volunteer and have a change of mind as the program developed. These generalizations were derived in terms of the type of population used in this study.
2. Volunteer and participant students, alike, were of the opinion that the individual conferences were satisfying and essential to the FRP.
3. Both volunteer and participant students felt that direction was essential, but that freedom of choice was the element that made the FRP successful. Students felt that teachers who utilized the FRP should balance between these two dichotomous conditions.
4. Students involved in the FRP felt that teachers planning a reading program should be well-prepared and also be involved in a personal reading program of their own.
5. Low academic achievers were highly sensitive to peer pressure and the perception adults have of them.
6. Boys in the Core program had a higher native ability than girls in that program; however, the girls achieved higher on test instruments (ITED).

7. All students involved in the FRP stated the following items were essential to a successful reading program: a personalized curriculum, self pacing, an uninterrupted learning process, and relevancy of materials.
8. All students involved in the FRP stated that they would continue a program of free reading in social studies if given the opportunity.

General findings

1. Students classified as potential dropouts and who do not possess a high degree of academic motivation were prone to volunteer for a program which they deemed worthwhile (35%).
2. A high percentage of the students who volunteered for a program structured along the lines of individualized instruction and meaningful to the individual succeeded in the program (81%).
3. A majority of the unsuccessful students can be identified by their initial progress and their completion of those organizational tools essential to the developmental phase of the FRP.
4. A significant difference existed between the type of student who volunteered and the type of student who did not volunteer. Volunteer students had higher scores on the Iowa Test of Educational Development. Also, volunteer

students were significantly closer to national norms on 75% of the scales of the Class I and Class II measures of the CPI.

5. There existed a greater significant difference between the volunteer group and the non-volunteer group than between the participant and non-participant groups. A uniqueness did exist in students who volunteered.

Discussion of the Findings

Overall, statistically, the self image of students involved in the FRP did not significantly change. Using the criterion of volunteer, non-volunteer, only one scale of the CPI revealed a significant change, that of socialization (So). The overall results for those students who volunteered supported the general null hypothesis.

Interestingly enough, a significant difference was revealed by the statistical analysis between those students who volunteered and those who did not volunteer. The significant difference appeared on five of the twelve scales of the CPI: dominance (Do), capacity for status (Cs), sociability (Sy), self-acceptance (Sa), and socialization (So).

The scale of good impression (Gi) changed significantly for students referred to as participants. The change in their attitude towards how they wanted others to view them was very positive. The participants moved closer to the national norms on this scale.

characteristics of high scores on the good impression (Gi) scale include: cooperative, enterprising, outgoing, sociable, warm and helpful.

The students who volunteered and successfully completed the FRP (participants) did not significantly change their self image. Only two of the twelve scales of the CPI revealed a significant change: capacity for status (Cs) and socialization (So). The overall results of those students who participated supported the general null hypothesis, and as a consequence, the hypothesis was accepted.

The volunteer group and the participant group scored lower on the posttest results on the scale of socialization (So) than did the non-volunteer and non-participant groups. This negative significant change could be attributed to the notion that the students involved in the FRP could recognize that a difference did exist between themselves and the remaining Core students. This difference between groups showed up statistically on a number of scales. While the researcher did not conclude that a negative change occurred, it was felt that basic self image differences existed between those taking part in the FRP. This realization was made by the students who actually participated in the FRP.

The heuristic data supports the contention mentioned above. The students who were a part of the FRP were cooperative, interested and capable. These students expressed a desire to remain on the program even though the program was more time consuming than their regularly assigned classroom duties. The students gradually became

are serious in their classroom behavior and often read beyond their original commitment. As the program progressed, a positive change did take place in the attitude towards one another. They became more concerned for one another, more interested in their future, and more involved in the reading. A growth in respect seemed to parallel the program, respect by staff and students towards those in the FRP. Also, a self respect became obvious, based on their reading accomplishments. Viewing the students in the FRP from the vantage point gained by the collection of heuristic data, the researcher concludes that the FRP is a vehicle that allows a student to develop self confidence, self respect, and as a result, an improvement in self image.

Recommendations for Future Research

The following recommendations are suggested for future research as a result of the findings and conclusions noted in this study:

1. Conclusions drawn from the data of this study indicate that further research is necessary but with a larger population in order to further study self image change as the result of the FRP.
2. Conclusions drawn from the data of this study necessitate further research but with a non-Core population. This would permit a broader background for the population to be researched, and thus provide a broader base for studying the effects of the FRP on self image.

3. Conclusions drawn from the data of this study necessitate further research with several groups, each having a different instructor. A number of groups would serve to isolate the effect of the instructor on a program of free reading.
4. Conclusions drawn from the data of this study necessitate further research over a longer duration of time to ascertain if the element of time is an important factor in students' self image change, and possibly determine at what point a change will occur in students involved in a program of free reading.
5. A follow-up study of the students involved in this research study would be useful before the subjects leave high school to determine if the FRP had any significant influence of lasting value.
6. This study was restricted to one specific school. Similar research is recommended at other high school locations to study the problem with students from different socio-economic groups.

Implications for Classroom Teachers

Many questions remain regarding effective programs of free reading. Research must seek to find answers to these additional questions if educators are to understand individualized instruction and the role of self image as it relates to the success of students.

It is, therefore, suggested that informal research be carried out by teachers, committing themselves to seeking classroom procedures that answer these questions:

1. If self image perception is a step towards aspiration, what can be done in the classroom to improve the students' self image through reading?
2. Can personalized curriculum be designed to aid students on an individual basis to develop their particular talents, abilities, and interests?
3. Can departments be spanned to utilize the research in all areas of learning and, therefore, be of greater benefit to the student?

STUDENT OPINIONNAIRE

General

- A. Do you feel a free reading program could substitute for a traditional or typical social studies class based on lecture, text and tests? Yes ___ No ___
- B. Do you feel the instructor should select your books for free reading? Yes ___ No ___
- C. Do you feel the selection of books in a free reading program should be exclusively the student's? Yes ___ No ___
- D. Do you feel a cooperative arrangement between instructor and student could be employed to select books for a free reading program? Yes ___ No ___
- E. How many books of approximately 300 pages should be substituted for a course in the social studies if these books were selected on a free basis? 5 ___ 10 ___ 15 ___ 20 ___

Correlation

- A. Have teachers encouraged the use of books to supplement your interest in social studies? Yes ___ No ___
- B. Are book lists provided and adhered to in your social studies reading or class work? Yes ___ No ___
- C. Are you allowed to choose novels, best sellers, etc., of your choice to supplement your social studies? Yes ___ No ___

- D. Do you feel a good novel can help you understand major concepts, trends, etc., in social studies? Yes ___ No ___
- E. Have you been given the opportunity to receive credit for a class by a free reading program? Yes ___ No ___

Evaluation

- A. Do you feel your opinion of the book is important in the evaluation of that book? Yes ___ No ___
- B. Do you feel a book can be a form of experience? Yes ___ No ___
- C. Do you feel that several books, say 10 or 15, can be woven into a single experience? Yes ___ No ___
- D. Do you feel insights into man and his environment can be derived from reading fiction, best sellers, etc.? Yes ___ No ___
- E. Do you feel novels, best sellers, etc., have a place in the social studies curriculum? Yes ___ No ___

Reaction

- A. Would you like to sit and talk to an instructor on your reading experience? Yes ___ No ___
- B. Do you feel course credit should be given for a free reading program? Yes ___ No ___
- C. Do you think that you might try to bluff by not reading a book you committed yourself to read? Yes ___ No ___
- D. Do you believe an oral type term paper might be a good way to evaluate your progress in the free reading program? Yes ___ No ___

Status Quo

- A. Generally, do you like to read? Yes ___ No ___
- B. Do you enjoy reading for class assignments? Yes ___ No ___
- C. Would you be interested in the possibility of substituting a reading program for your present social studies responsibility? Yes ___ No ___
- D. How many books did you read last year for pleasure?
5 ___ 10 ___ 15 ___ 20 ___ More ___ (indicate number)
- E. How many books did you read for class assignments?
5 ___ 10 ___ 15 ___ 20 ___ More ___ (indicate number)

QUESTIONNAIRE

Reading Program

1. Why did you volunteer to enter the reading program?
2. What, specifically, was the one main reason you volunteered to enter the reading program?
3. Do you like to read?
4. Would you enter the program again?
Why?
5. Do you feel you got anything out of the program?
What specifically?
6. What is the strongest point of the program?
7. What is the weakest point of the program?
8. What do you like or dislike about reporting orally to a teacher?
9. Do you now feel that social studies can be learned through a free reading program? Give an example.
10. How should the books be selected?
11. What type of teacher should use a free reading program?
Name any traits.
12. Were there too many rules? Comment.
13. Were there too many meetings? Comment.
14. What improvements could be made to make the free reading program more successful or meaningful to you?
15. Any comments?

READING PROGRAM

ted on this page are some ideas that may help you in preparing for
r final book reaction.

Keep in mind that what you are doing is a form of an oral term
paper. Thus, group all your books into one experience, footnote,
cite examples, etc., and organize your reaction into an introduc-
tion, body, and conclusion.

Above all, this is a book reaction, not a book report nor a series
of reports, nor a book review, nor a series of reviews. The key
is: "How has my thinking changed as a result of this experience?"
If you are not satisfied with your final reaction, you may make
arrangements to repeat it until you are satisfied.

You may bring in notes, books, or any other aids to help you do a
good job on the final reaction.

The theme is very important for it should crystalize your thinking.

Use the following as a guideline for your reaction:

A. Introduction

- (1) Commentary -- A comment on your theme, why you selected
it, the help you received, and the books you decided upon.
- (2) Premise -- A statement of feeling, conviction, or opinion
on your topic or theme that preceded your reading of the
books.
- (3) Opinion -- Your opinion of the individual books, and col-
lectively whenever possible. This will carry with it
your likes, dislikes, etc.

B. Body

- (1) Facts, Quotes -- Any pertinent facts derived from the
books.
- (2) Ideas -- Any new ideas or change of existing ideas.
This should be based on the facts, impression, etc.,
from above.
- (3) Principles (Rules) -- Did you find any principles, rules,
or guideposts that may shape your thinking?

- (4) Insight -- Do you see life or things differently as a result of your reading experience? Did the author show you or share with you any experience?
- (5) Concept -- Has your thinking changed, have you experienced a new dimension to your thinking? Has your frame of reference changed as a result of your reading?

C. Conclusion (Points of interest, purpose, symbolism, impressions)

CONCEPTUAL EVALUATION

Concept Classification	Specific Concept	Realization		
		None	Avg.	Exc.
Substantive Concepts	1. Sovereignty of the nation- state in the community of nations			
	2. Conflict--its origin, expres- sion, and resolution			
	3. The industrialization- urbanization syndrome			
	4. Secularization			
	5. Compromise and adjustment			
	6. Comparative advantage			
	7. Power			
	8. Morality and choice			
	9. Scarcity			
	10. Input and output			
	11. Saving			
	12. The modified market economy			
	13. Habitat and its significance			
	14. Culture			
	15. Institution			
	16. Social Control			
	17. Social change			
	18. Interaction			

Concept Classification	Specific Concept	Realization		
		None	Avg.	Exc.
Value Concepts	1. Dignity of man			
	2. Empathy			
	3. Loyalty			
	4. Government by consent of the governed			
	5. Freedom and equality			
Concepts of Method	1. Historical method and point of view			
	2. The geographical approach			
	3. Causation			

REACTION EVALUATION

 Student's name

		Poor	Good	Excellent
Introduction:	1. Commentary			
	2. Premise			
	3. Opinion			
Body:	1. Facts, quotes			
	2. Ideas			
	3. Principles			
	4. Insight			
	5. Concept			

Conclusion: _____

Title or theme _____

Books _____

Comments _____

Recommendation _____

PERMANENT RECORD DATA (MEAN)
 IQ, IOWA TEST OF EDUCATIONAL DEVELOPMENT SCORES, ENGLISH AND SOCIAL
 STUDIES GRADES, AND ATTENDANCE FOR GRADES 7, 8, 9, AND 10

Population	IQ	ITED											English		Soc.Stud.			Attendance				
		SS	NS	CE	QT	RS	RN	RL	RA	GV	CO	US	10a	10b	10a	10b	11a	7	8	9	10	
Nat. Norm		26	27	28	35	41	44	39	46	29	29	21										
Local Norm		23	15	15	23	24	25	22	28	15	13	13										
Total Research Pop.	97	11	12	12	11	13	14	13	14	12	12	10	C	C	C	C	C	7	7	9	10	
Total Male	99	10	13	12	11	13	14	13	13	12	12	12	D	D	D	D	C	3	4	8	8	
Male Non-Vol.	103	11	15	12	13	14	15	14	14	14	14	13	C	D	D	D	C	3	4	6	6	
Male Vol.	96	10	12	12	10	12	13	12	12	12	11	12	C	C	C	D	C	3	5	8	9	
Male Non-Part.	96	10	12	12	11	13	13	12	12	12	12	14	C	D	D	D	D	3	5	6	6	
Male Part.	105	12	16	12	12	13	15	15	14	14	14	12	C	C	C	D	B	4	4	9	9	
Total Female	99	10	11	13	11	13	14	13	13	11	12	12	C	C	C	C	C	9	10	10	12	
Female Non-Vol.	100	11	12	14	11	14	15	14	14	11	13	14	C	C	C	C	C	10	7	12	12	
Female Vol.	95	7	7	10	11	10	10	11	10	8	9	8	C	C	C	C	B	8	6	6	9	
Female Non-Part.	95	10	12	13	11	13	15	13	14	11	13	13	C	C	C	C	C	10	7	11	12	
Female Part.	97	7	8	10	12	11	10	12	11	7	9	6	C	C	C	C	B	9	5	4	6	
Total Non-Volunteer	96	11	12	13	11	13	15	12	14	11	12	13	C	C	C	C	C	8	6	9	10	
Total Volunteer	100	10	13	12	12	13	13	13	13	12	13	12	C	C	C	D	C	5	5	8	9	
Total Non-Part.	103	10	12	13	12	13	14	12	13	11	12	13	C	C	C	D	D	7	6	9	10	
Total Participant	96	10	14	11	12	13	14	14	14	12	13	12	C	C	C	C	B	5	4	8	8	

Explanation of ITED Scales: (SS) Background Social Studies (RL) Reading Literature
 (NS) Natural Science (RA) Reading Advanced
 (CE) Correct Expression (GV) General Vocabulary
 (QT) Quantitative Thinking (CO) Composition of SS to RA
 (RS) Reading Social Studies (US) Use of Sources
 (RN) Reading Natural Science

TABLE 14

PRE AND POST MEAN SCORES FOR THE CLASS I AND CLASS II MEASURES
OF THE CALIFORNIA PSYCHOLOGICAL INVENTORY (CPI)

Population	Pre CPI												Post CPI											
	Do	Cs	Sy	Sp	Sa	Wb	Re	So	Sc	To	Gi	Cm	Do	Cs	Sy	Sp	Sa	Wb	Re	So	Sc	To	Gi	Cm
Nat. Norm	43	40	44	46	48	41	42	50	42	39	43	51	43	40	44	46	48	41	42	50	42	39	43	51
Local Norm	37	30	39	46	46	22	27	31	37	28	38	28	38	32	37	46	48	23	28	28	34	28	36	35
Total Research Pop.	37	30	39	46	46	22	27	31	37	28	38	28	38	32	37	46	48	23	28	28	34	28	36	35
Total Male	39	34	41	50	49	21	26	36	36	30	39	24	39	35	40	46	49	22	27	25	33	29	38	33
Male Non-Vol.	35	34	38	49	46	24	24	35	38	30	38	23	36	33	36	44	45	25	25	34	33	28	37	36
Male Volunteer	42	34	44	51	51	18	28	37	34	30	40	24	41	36	43	49	53	20	29	17	32	30	39	31
Male Non-Part.	37	34	39	51	48	21	23	34	37	30	38	20	37	32	36	45	46	22	25	29	32	27	37	36
Male Participant	42	35	45	50	50	22	30	39	35	31	40	29	42	38	45	48	53	22	30	18	33	32	40	29
Total Female	35	27	37	42	43	22	28	29	37	25	36	33	37	29	35	46	47	24	29	31	35	27	35	36
Female Non-Vol.	33	21	35	43	44	22	26	29	36	24	35	33	35	28	34	45	47	25	29	30	35	26	33	39
Female Volunteer	43	33	46	42	43	22	35	30	41	30	44	33	45	35	40	52	49	23	30	36	35	29	41	24
Female Non-Part.	35	27	36	43	45	22	27	29	36	25	35	32	36	29	36	46	47	24	29	31	35	22	34	38
Female Participant	40	29	40	38	34	20	33	30	45	28	45	34	44	34	33	49	44	24	29	35	37	29	45	20
Total Non-Volunteer	34	29	36	45	44	23	25	31	37	26	36	30	35	30	35	44	46	24	28	31	35	29	35	38
Total Volunteer	43	34	45	49	49	19	30	35	36	30	41	26	42	36	42	50	51	21	30	22	33	30	40	29
Total Non-Participant	36	30	38	46	46	22	26	31	37	27	37	28	36	30	36	46	47	23	27	30	34	26	35	37
Total Participant	42	33	44	47	46	21	31	37	37	30	42	30	43	37	42	48	51	22	30	22	34	32	42	27

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