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A study to determine the relationship between interest as measured by a Student interest inventory and recreational nonfiction books checked out of the library media center by intermediate grade students at Sunnyside Elementary School, North Clackamas School District Number 12, Clackamas, Oregon

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AN ABSTRACT OF THE THESIS OF Larry Charles Leedy for the Master of Science in Education with an emphasis in library media/librarianship presented July 18, 1983.

Title: A Study to Determine the Relationship Between Interest as Measured by a Student Interest Inventory and Recreational Nonfiction Books Checked Out of the Library Media Center by Intermediate Grade Students at Sunnyside Elementary School, North Clackamas School District Number 12, Clackamas, Oregon.

APPROVED BY MEMBERS OF THE THESIS COMMITTEE:

Joyce Petrie, Chairperson

Peggy Sharp

Kathy Greedy

Allan Quick

The purpose of this study was to determine if a correlation existed between the selection of recreational non-fiction books from a school library media center by elementary

school students in grades four through six and the measured interest, as generated by the Student Interest Inventory, of the students. Data for this study was collected during the period September, 1982 and April, 1983 at Sunnyside Elementary School, North Clackamas School District Number 12, Clackamas, Oregon. The raw data for the measured interest and recreational nonfiction books checked out were arranged by Dewey Decimal Classification tens. By using the Pearson product-moment correlation formula a significant coefficient was found and it was concluded that a correlation did exist between measured interest and nonfiction recreational books actually checked out of the library media center.

A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN INTEREST
AS MEASURED BY A STUDENT INTEREST INVENTORY AND
RECREATIONAL NONFICTION BOOKS CHECKED OUT OF
THE LIBRARY MEDIA CENTER BY INTERMEDIATE
GRADE STUDENTS AT SUNNYSIDE ELEMENTARY
SCHOOL, NORTH CLACKAMAS SCHOOL
DISTRICT NUMBER 12,
CLACKAMAS, OREGON

by
LARRY CHARLES LEEDY

A thesis submitted in partial fulfillment of the
requirements for the degree of

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TO THE OFFICE OF GRADUATE STUDIES AND RESEARCH:

The members of the Committee approve the thesis of
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CHAPTER I

INTRODUCTION

The names of Judy Blume, Beverly Cleary, C. S. Lewis, Walt Morey, and J. R. R. Tolkien are current names with whom most children are familiar. The names of Isaac Asimov, Tom McGowen, Millicent E. Selsam, and Herbert S. Zim are not as familiar. The first group of writers are authors of fiction, the second group are authors of nonfiction. The unfamiliarity of these nonfiction authors cannot be explained by the premise that there are many more readers of fiction than nonfiction. The writers of nonfiction for children generally are not universally thought of as writers in the same connotative sense as authors of children's novels. Nonfiction, or informational books, are far more often reviewed for their content, rather than their total literary value. They are not considered by most to be creative writers. More often reviewers of nonfiction books comment on the factual errors, rather than criticize the style with which an author has presented his facts. This reviewing trend is slowly changing and today there are many good sources of reviews that critique both content and style of nonfiction literature. Consequently, nonfiction authors are writing quality books and there are

many books available to help children of all ages satisfy their curiosity about the world of the past, the world of the present, and the world of the future (Fisher 1972, p. 10).

The world that we live in today is a world of the mass media: books, newspapers, magazines, comic books, radio, movies, television, and computers. It is a society centered around the media. Although our society is centered around this mass media, there still remains a need to be able to read and communicate through the written word. This is especially true for our schools, which tend to be print oriented. In addition, as long as people communicate with one another, take part in educational endeavors together, and engage in recreational activities, reading will continue to be a chief means of communication, education, and recreation. Reading is a medium for learning. Without a developed ability and desire to read, a student is likely to fail in a society that is dominated by a mass media that still tends to be print oriented. One needs to be able to function within this media, necessitating the ability to communicate through the written word. Reading is a learned process which is highly correlated with the other communicative skills.

The instruction and maintenance of reading skills is no longer considered a separate entity. The ultimate reason for teaching reading is to introduce the world of

books to children and direct them toward a lifelong pursuit of enjoyment for reading. Thus, the well written book becomes a model of organization in which children gain an understanding of a universe that stretches immeasurably beyond their own limited experiences. To promote this lifelong pursuit of enjoyment for reading, reading interests of children become primary concerns to educators. Hurley (1970) expresses the importance of both parents and teachers in the involvement of the reading experiences of children:

Although children are individuals and differ as to sex, age, intelligence, environment, reading ability, and instinctive elements, there is an amazing consistency in patterns of reading interests, beginning in preschool. The early influence of parents reading to the child, of helping a child build a library, and of the child's own bookcase, have important results in school. Likewise, reading experiences in the elementary grades lead to a pattern of liking or disliking books which become fixed in the fifth grade (p. 96).

A large percentage of each school day in the elementary schools is spent directly or indirectly in the teaching of reading. The students are exposed to print materials in almost every discipline in which they are involved. Students appear to find some of this material interesting, while a similar amount is considered uninteresting. Thus, the teacher has a major role to provide interesting and stimulating print materials as part of their lessons to promote the student towards a learning experience.

At most schools children are surrounded with print materials. Many classrooms have individual classroom libraries and most schools have some type of central library providing selections of various types of books and materials that should appeal to the student. Many schools have volumes upon volumes of library books awaiting the selection by some eager child who is in the pursuit of recreational reading. However, within these same walls we have students who are not concerned with reading, who are not influenced with the amount of library and classroom books available, and who usually leave the library without finding a book that was of interest.

Many students are plagued with reading difficulties and a reluctance to read which centers on one prime factor, "interest." This may lead to a lack of interest in reading and subsequently a lack of interest in school itself. Kopel (1963) comments on what makes an activity interesting:

What makes an activity interesting is not that it is "easy" but rather, that it is challenging--which means that it presents obstacles that can be overcome--necessarily through effort. The responsibility of the teacher, then, is to nurture an interest in reading by his own enthusiasm for reading and by skillfully guiding the pupils in a stimulating reading program Interest in reading develops with the skills and abilities of learning to read and is generally proportionate to the meaning a child receives from reading. . . . While competency in reading affects interest in reading, particular interests, or special competencies in other areas of learning, are often important determinants of reading interests (p. 501).

Neuman (1982) indicates that there is a strong need to promote reading as a leisure time activity. She states:

Not only does recreational reading encourage the development of interest, it provides students with opportunities to acquire self-insight, knowledge, and social awareness that are independent of their immediate environment (p. 299).

There is a need for recreational reading, but studies have indicated that the amount of time devoted to leisure reading has remained minimal in comparison to other recreational activities (Witty 1967, p. 534; Greaney 1980, p. 347).

In the pursuit of providing children with good reading experiences, teachers and library media teachers should have the goal of providing children with books and materials that are of interest to them. It is the hope of educators to instill children with the realization that reading is fun. As noted in the proceedings of the National Society for the Study of Education (1964):

The reading interests with which children come to school are our opportunity, but the reading interests with which they leave school are our responsibility (p. 248).

Children are our future. When confronted with statistics of reading habits of people of the United States, educators must look with concern at whether or not the goals of teaching children to read and enjoy reading as a recreational activity have been achieved. Levy (1979) looks with alarm at the National Opinion Research Center statistics:

It is staggering to read the results of surveys by the National Opinion Research Center which shows that citizens of the United States read fewer books than the citizens of Great Britain, France, Germany, Holland, Switzerland and the Scandinavian countries; that approximately ten percent of our population reads eighty percent of the books; that about half the adult population of the U.S. has never read a book all the way through; and that fewer than one-out-of-five adults could name a book they would like to read (p. 22).

These statements are not new. In 1925 the following appeared in the Twenty-Fourth Yearbook of the National Society for the Study of Education:

Thousands who learned to read in school read very little, if at all, as adults. Furthermore, a surprisingly large number of people state frankly that they are not interested in reading or that they do not know where to secure materials which they might care to read (p. 11).

Again in 1957 Florence Cleary points out what the research of the day summarized:

While it is true that surveys of adult reading habits gives contradictory reactions regarding the amount and quality of reading done by the average American, a number of carefully documented studies provide evidence to show that nearly two-thirds of the adult population may be considered non-readers of books; that 75 per cent of the books published are read by five per cent of the people; that public library card holders comprise only 25 per cent of the adult population, and only ten per cent use the library as often as once a month; that pulp magazines and newspapers are the major source of reading materials; and that the general effect of the reading done by many adults is aptly described by Edgar Dale when he states that while reading, like watching television, may help to mature people, it may also arrest them at an infantile level of development (p. 18).

These statistics and statements should be of great alarm to those in the field of education. The many and varied

interest surveys that are being conducted throughout the United States and many parts of the world today point out the need for finding out what student interests are and then providing for those interests. However, many problems are encountered in this search for the reading interests of children.

One of the main problems encountered in trying to determine children's reading interests is the impossibility of comparing interest studies due to the diverse methods of investigation involved. The studies seem to have no common criteria, either of content or design. Thus, it is evident that before the results of research in children's literature can be compared to form conclusions of substantial validity and importance, standard procedures of investigation must be prescribed (Tibbetts 1975, p. 504).

Those concerned with providing children with excellent literature are confronted with yet another problem--one of definition. The definitions of "fiction" and "nonfiction" according to the World Book Dictionary, c1973 are:

- FICTION: novels, short stories, and other prose writings that tell about imaginary people and happenings. . . . made-up story.
- NONFICTION: prose literature that is not a novel, short story, or other form of writing based on imaginary people and events. . . .

Dawkins (1977) points out a concern over the definitions of fiction and nonfiction:

The common definitions clearly cut the word or prose into two parts, writings about imaginary or made-up events and writings about true or factual events. But they don't work very well . . . we are saying that fiction is about made-up things and nonfiction is about real things (p. 127).

These factual or informational books have long been labeled nonfiction, thus causing many adults and children to consider these books as not as desirable as fictional literature. This attitude is compounded by children's literature courses which stress fiction reading, but do not emphasize nonfiction literature. Margery Fisher (1972) states:

The distinction between fiction and non-fiction is no clearer if we use the terms "information books" and "stories." A great many factbooks make use of incident fiction, and who could argue that fiction had no element of fact? The distinction between fiction and non-fiction is blurred and constantly shifting, but we still use it and need it. We have to accept the convenience that lies behind this naive generalization for very young readers:
 There are shelves of books in the library.
 The story books are called fiction. Other books, not stories, are called non-fiction.
 These are books about history, nature and hobbies.

Like so many general terms, "non-fiction" represents a compromise with some sense in it (p. 13).

Jo Carr (1982) also stresses this positive attitude toward nonfiction, a term that can be very controversial:

Fact is different from fiction; not necessarily better, but different. Children should have the privilege of knowing both (p. 91).

One characteristic that children seem to have in common is curiosity. To satisfy this curiosity, whether the book is chosen to answer questions that the child might ask, to answer questions asked of the child by a teacher, or to fulfill a desire to broaden knowledge, children search out and read nonfiction books (Sutherland, Monson, and Arbuthnot 1981, p. 442).

Stauffer (1958) summarizes the reading experience in the following comment:

Love for reading is not taught, it is created; not required, but inspired; not demanded, but exemplified; not exacted, but quickened; not solicited, but activated. To stimulate personal and social growth through reading, the teacher must be the most experienced person about books for children (p. 29).

STATEMENT OF THE PROBLEM

Children's reading interests have been a concern of researchers since the turn of the century. It has been determined that it is important for teachers and library media teachers to know the interests of their students to aid in the development of reading and the pursuit of developing lifetime readers. Helen Huus (1972) points to this need in her statement:

If teachers are to make lifetime readers of their students, one of their cues to successful teaching is to note the pupils' reactions to books in order to capitalize on their interests revealed, the books that are enjoyed, and the influences that reading has on subsequent behaviors (p. 25).

Determining this interest presents a problem. Currently there is a controversy over how to test for student interest. Many researchers feel that due to the diverse methods of investigations currently employed there is a need for a reliable, practical instrument to determine the interests of the students. The researchers indicate that to date there is no such instrument available.

Research into student interests also draws attention to general interest in subject areas and does not attempt to determine specific areas such as fiction or nonfiction. In this search for student interests, nonfiction literature seems to be neglected. It was to this end that this study to determine if there is a correlation between student interests and nonfiction recreational reading was conducted.

Children's reading interests have been a constant concern of educators for many years. This is evident from the extensive emphasis that has been placed on reading interests since the beginning of the 20th century and especially during the past four decades. Purves and Beach, writing in 1972, stated that there had been some 360 studies on reading interests to that date. Most reading interest studies at the elementary school level have focused on grades four through six. The reading interests of the students concerning books read and liked have been studied using such techniques as questionnaires (Lancaster

1928; Witty, Coomer, and McBean 1946; Rudman 1955; Witty and others 1959; Ashley 1970; Chiu 1973; Beta Upsilon Chapter 1974; and Shores 1974); interviews (Stanchfield 1962; and Geeslin and Wilson 1972); relating freely discussed topics to interest (Byers 1964); free choice library selection (Smith 1962); responses to oral presentations (Cappa 1958); combining questionnaires and picture rating scales (Stevens 1981); use of nonverbal, nonreading picture evaluations (Ford and Kopley 1968; McNinch 1970-71; and Brown and Krockover 1974); and fictitious, annotated titles (see definition of terms) (Thorndike and Henry 1940; and Feeley 1974, 1982). These studies have sought to answer questions about preferences and habits of children toward reading; likes and dislikes; sex differences; effects of age and grade level upon reading; geographical locations in conjunction with reading interests of students; achievement and IQ; and other influences affecting the reading interests of students.

Since attitudes develop early, the elementary school years are critical. Witty and Kopel in Ashley (1970) made the following statement in 1939:

At twelve or thirteen years the amount and variety of reading activity of typical boys and girls approaches its peak. Children now show some interest in almost every field of literature . . . (p. 1095).

Ashley (1970) in his study of 900 elementary students in grades four through seven found that the peak and amount

of reading comes in the 10-11 year range. He also found that the interests in almost every field of literature falls away quite sharply in the latter half of the sixth grade. In his summary Ashley states:

The best chance of encouraging good reading habits lies in--and before--grade 4. There is still some hope in grade 5. There is very little chance at all after grade 5, since by this stage reading tastes have become well-nigh crystallized. After grade 5 the probable major task is one of salvage . . . (p. 1096).

Neuman (1980) in a study of 313 students ranging from grades three through nine in 12 different schools concluded:

Students interest in using reading for learning seemed to "peak" at grade 6, then drop consistently thereafter. What this might suggest is that students tended to regard reading as the mastery of skills rather than as an avenue for further exploration of ideas and information. It might also indicate a need for greater emphasis in developing reading in the content area (p. 336).

A current analysis of television viewing and leisure reading by Neuman reflected that students who watch television three or more hours a day and read less than two books a month chose books significantly lower in quality than others in the sample group (Neuman 1982, p. 303). Neuman points to the results as extremely important to educators, especially in light of recent research conducted by Himmelweit and Swift (1976). In view of this report, she states:

A twenty year longitudinal study of the relationship between television and other media including

reading, radio, and cinema going, indicate that the patterns of media preferences and tastes established by youngsters at ages 13 and 14 were highly predictive of their adult use of media. Thus, for example, interest in high quality reading materials as an adolescent correlated highly with preferences for similar content in adult life. Tastes for strong stimulation (violence and adventure), as well, showed similar content over time (p. 303).

Ashley (1970, p. 1088) states that 95 percent of all students attending school will probably never become readers as a matter of habit in later life. The National Commission on Excellence in Education, a federal commission which was appointed by U.S. Secretary of Education Terrel H. Bell, recently released its report, A Nation at Risk: The Imperative for Educational Reform (1983). The results of 18 months of work by the U.S. Department of Education indicated:

Another analyst, Paul Copperman, has drawn a sobering conclusion. Until now, he has noted:
 Each generation of Americans has outstripped its parents in education, in literacy, and in economic attainment. For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents.

It is important, of course, to recognize that the average citizen today is better educated and more knowledgeable than the average citizen a generation ago--more literate, and exposed to more mathematics, literature, and science. The positive impact of this fact on the well-being of our country and the lives of our people cannot be overstated. Nevertheless, the average graduate of our schools and colleges today is not as well-educated as the average graduate of 25 or 35 years ago, when a much smaller proportion of our population completed high school and college. The

negative impact of this fact likewise cannot be overstated (p. 11).

The findings reported in these studies and the statements made present a challenge to educators. Providing students with stimulating reading materials that are of interest should be of primary concern in view of the potential implications for future reading. A basic educational objective for teachers in the elementary school should be to encourage a love of books by their students. Without an interest in books on the part of the students, the school is hindered in its attempts to teach a program in the fundamentals of reading. Thus, the primary goals of all educators, and especially the library media teachers, is to provide the student with books and materials that are appropriate to the individual's interests, desires, and abilities.

Understanding the basic needs and interests of children and how they relate to the reading process has been one of the goals of reading research. Using a variety of methodological techniques in collecting and analyzing the data, the results suggest several key factors which appear to affect interest in reading: sex, age, reading attainment, and socioeconomic status (Greaney 1980, p. 348). An analysis of these factors suggest that leisure readers tend to be girls who are proficient in reading, middle class, and in the upper elementary grades (Neuman 1980, p. 333).

In a recent study (Feeley 1982, p. 15) it was noted that teachers and library media teachers should supply boys with historical-adventure and informational sources, especially in the area of science. These were not, however, favorites with girls. It was felt that exposure for the girls in this area could tend to broaden their reading interests.

Establishing the reading preferences of children remains a valid research topic. Reliable, practical instruments have not, however, been reported (McNinch 1970-71, p. 32; Weintraub 1969, p. 659; and Zimet 1966, p. 124). There is a critical need for a workable student interest inventory at the grass-roots-level of education, one that can be implemented quickly and efficiently by classroom or library media teachers with immediate feedback. This is especially true in light of the research and statistics concerning children's reading habits, preferences, and tastes established in early years (Browman and Templin 1959; Smith 1962; Byers 1964; and Rose, Zimet, and Blom 1972). Many of the current studies point to the problem with these studies of reading interests of children; however, to date no reliable models have been developed (Zimet 1966, p. 124; Weintraub 1969, p. 655, 657, 659; and Tibbetts 1975, p. 503-504).

Sutherland, Monson, and Arbuthnot (1981) point out that "Books are written for children, but adults buy them

(p. 39)." Editors decide which manuscripts will be accepted and eventually published; reviewers for the national magazines make judgments as to the effectiveness of the books; teachers and librarians exhibit books, read to groups of children and recommend them; and parents and relatives purchase their favorite book for a child. Adults, however, do not know what the desires of the child are unless they ask. Currently there is no tool available for the systematic collection of data and information about asking children what topics are of interest to them.

What an adult views as interesting in a specific informational subject or area is not necessarily what a student in the intermediate grades will decide is of interest. As much as possible the professional needs to find what is of interest to the child. Based on that information, in conjunction with the educational and experience background in children's literature, the professional uses available selection tools to help decide what materials should be purchased.

The vast amount of research into children's interests during the past 100 years has indicated a need to determine the basic needs and interests of children and how they relate to the reading process to aid educators in the development of better reading and language arts programs. The literature has also stressed the need for a reliable tool that would allow the collection of data from studies

of diverse geographical locations, differing intelligence levels, differences of sexes, and from different socio-economic backgrounds for analysis and comparison to determine overall student interests. The library media center, with its vast array of books and materials, has the means of providing stimulating, interesting books for students. Without a tool for determining student interests, however, the library media teacher is unable to order books and materials that are of interest to the individual and total school population. Neuman (1980) states:

While the identification of correlates of leisure reading has yielded important information regarding subject preferences, it has not significantly contributed to our understanding of the motivations that underlie these preferences nor to the reciprocal, interactive relationship between the reader and the reading material. In addition, potentially important personality variables such as curiosity for learning and the need for information, have generally been overlooked in the research (p. 333).

Children in the intermediate grades give substantial evidence that they make discriminating judgments about what they like to read and what they dislike reading. This is critical when it is assumed that they learn more readily and effectively as they find interest and appeal in what they are encouraged to do (Coleman and Jungeblut 1961, p. 223). Green (1923) states:

When children read for fun they read because they want to, not because some one else wants them to read. The amount they read for fun depends therefore on how much desire they have for reading and their reading habit. When children read for fun

they select what they please to read, not what some one else pleases. The quality of reading material which they select is therefore determined directly by their own standards (p. 390).

To date, the researcher has found no studies which have indicated that a correlation exists between student interest in informational or nonfiction literature which is actually checked out of a library media center and measured student interest. It is to this end that this study was conducted.

HYPOTHESIS

The hypothesis to be tested by this study is:

Null Hypothesis: There is no relationship between the selection of recreational nonfiction books from a school library media center by elementary school students in grades four through six and the measured interest of the students. No significant correlations will be demonstrated.

IMPORTANCE OF THE STUDY

Most school libraries are organized using the Dewey Decimal Classification system with stacks divided into fiction and nonfiction books. However, many of the reading interest studies do not attempt to delineate between

fiction and nonfiction. When researchers discuss the types of books that are of interest to children they refer to these books using the general term, literature. Literature envelops both fiction and nonfiction, but researchers look at specific literature categories such as adventure, mystery, animal stories, family life stories, biographies, real animals, sports, science, etc., (Ashley 1970, p. 1089-1091; Chiu 1973, p. 369; Stevens 1981, p. 148-149; and Mangieri 1981, p. 924) to determine interests of students. These terms do not necessarily distinguish between fiction and nonfiction, but they also can be controversial. If they are controversial for adults, they likewise, must be confusing to a student. When the term real animals is utilized it can have different meanings of fiction or nonfiction. It could mean a book dealing with a specific type of animal, or it could refer to a story using real animals as the main characters, such as Mrs. Frisby and the Rats of NIMH. When the term sports is utilized it also could have several meanings. It could refer to fiction stories that use sports as the setting for the story or it could refer to a book that deals with specific aspects of a sport or sports. With almost all the specific literature headings used by researchers, the student or adult could possibly view the categories as either fiction or nonfiction in most cases. Because of the possible confusion caused by specific literature headings, there is a need to

distinguish between fiction and nonfiction literature. Since references to nonfiction literature can be nebulous, there is a need for library media teachers to have a tool that can determine interests of students in the area of nonfiction.

Another reason for looking at only the nonfiction area of interest as opposed to the general term, literature, is the fact that students very often state that they like a particular author. These statements are generally concerned with fiction literature. Most of the time the statement put forth is, I like a particular author. Are there any more books by that author? Usually the child can be referred to the collection and the specific author. If books by that author are not found, then it is an easy matter to check catalogs or Books in Print to determine if there are any other materials by that author. If there are books by that author, then books can be ordered for the student's reading pleasure. If a child shows interest in adventure stories by Walt Morey, there are many books available from which to choose. If a child shows interest in the science fiction of John Christopher or Ben Bova, again, there are many books from which to choose. If a child shows interest in Constance Green, Betsy Byars, or Judy Blume, there are many modern fiction books available by these authors also. However, when a child indicates that they like science or history, then the problem is

what type of science or history. Does the child like science experiments, chemistry, biology, fossils, dinosaurs, colonial American history, world history, ancient history, or what? There are many areas within these disciplines and within each discipline there are many more books available. Thus, there is a need to know specific details concerning nonfiction literature to provide for the needs of the child. Weintraub (1969) states:

The area of children's reading interests remains a vital research concern because of the relevance of reading interests to interest in reading Carefully executed studies of reading interests give teachers, librarians, and other educators a starting point when searching for materials (p. 655).

There are various reasons why researchers have not studied the specific area of nonfiction as opposed to fiction. One possible reason for not studying nonfiction literature is due to the fact that nonfiction is considered by many as a resource material or not as desirable as fiction literature for recreational reading (Greenlaw 1978, p. 498). Since books are classified as fiction or nonfiction Greenlaw feels these books are thought of as not as desirable as fiction. A reviewer of the recently published nonfiction book, Sugaring Time, by Christopher G. Knight, in the May, 1983 issue of School Library Journal, made the following statement:

In lyrical prose and black-and-white photographs, Lasky's book depicts the Lacey family of Vermont making maple syrup. The photos and text combine to make this a rare kind of nonfiction, informative yet as easily read as fiction (p. 73).

Although there are many nonfiction books that are of excellent quality, many people still view nonfiction as something less desirable than fiction. Mangieri (1981, p. 924-925), in a study conducted of administrators and teachers to determine their knowledge of children's literature, used six areas of literature to facilitate the evaluations. These areas were biography, fantasy/science fiction, mystery, adventure, picture books, and poetry anthologies. It was stated that these areas were not of the author's creation, but rather from authorities in the field of children's literature who maintained that these were six ingredients of a balanced literature program. Biography and poetry anthologies are the only two subject headings that could apply directly to nonfiction, yet these are both considered nebulous areas for nonfiction literature. Thorndike and Henry (1940, p. 756-757), in their use of fictitious, annotated titles, used such headings as realistic animal stories, talking animal stories, rather mild adventures of children, child life in other lands, love and romance, outdoor adventure of boys, mystery and detective stories, school stories, sport stories, etc., to determine interests of children. There are many such examples, but these are excellent indications that nonfiction literature is often neglected in studies and statements made by experts in the field of children's literature. Apparently educators and some researchers are not aware of the

vast amount of nonfiction literature that can be used to enhance learning, promote pleasure, and gain knowledge. As Greenlaw (1978, p. 498) points out, the negative connotation given to nonfiction literature might account for the lack of these books being used in most classrooms.

Nonfiction, as an integral part of literature, has much to offer. Some researchers are placing a great deal of importance on nonfiction as a means of developing critical reading skills in areas such as assimilative reading, study-type reading, information, organization, language-semantics, and versatility. Johnson (1970, p. 213-214) states that an important part of the educational system is to prepare children to become functioning members of society, but the tasks and skills taught in school do not meet the demands that society places on the students when they become adults. Students entering high school usually have not been taught any systematic approaches toward reading and studying factual expository material. In his study summary he states:

The inclusion of much greater amounts of expository material in future reading programs would make more rational the relationship between the reading skills children are expected to acquire and the material through which they are expected to acquire them. It would free narrative fiction from the burden of coercion and permit children to read fiction for pleasure. It would make the reading program more relevant to the demands that society will eventually make of the student at maturity, and possibly produce better quality textbooks in the content areas (p. 215).

DEFINITION OF TERMS

For the purpose of this report the following terms are defined:

Fiction.--Stories that are created in the minds of the authors and contained in that part of the library assigned as fiction, as determined by cataloging, are considered fiction. These stories would include categories such as modern fiction, historical fiction, science fiction and fantasy, mystery, adventure, and other fictionalized stories.

Fictitious, Annotated Titles.--Fictitious, annotated titles were developed by Thorndike and Henry (1940, p. 751-752) in order to avoid a situation in which part of the children are reacting on the basis of actual experience with a book, while other children are reacting merely to the general topic set by the title. Annotations were added to the fictitious titles to define the situation somewhat more completely and precisely. An example for a dog adventure story would be the fictitious title, Lonesome Laddy Finds a Friend along with the annotation: how a stray dog found a new master and showed his true love.

Interest.--Interest is defined as strong feelings and curiosity and fascination that a student has toward an activity when the individual is free to choose that activity. It also includes the content, style, and structure of reading materials preferred by students.

Interest Areas, General.--The general interest areas are those general subject headings that the students indicate on the Student Interest Inventory. An unlimited amount of general interest subject headings can be indicated on the Student Interest Inventory by the students.

Interest Areas, Specific.--The specific interest areas are the ten items of most interest to the students as indicated on the Student Interest Inventory. The student can indicate from one to ten specific subject headings but cannot exceed ten subject headings.

Intermediate Grade Students.--Intermediate grade students are considered to be those students in grades four through six.

Library Media Center/Facility.--A library media center or facility is considered to be a school library that includes not only print materials, but also nonprint materials to include such items as filmstrips, 16 mm films, transparencies, computers, and other materials and items.

Library Media Teacher.--The library media teacher is that person responsible for administering the library media center and its programs, and is also an instructor in such things as research and library skills, promotion of books, reading guidance, and literature enrichment.

Measured Reading Interest.--Measured reading interests are the results obtained from administering the Student Interest Inventory to students to determine reading interests.

Nonfiction.--Nonfiction is considered primarily factual literature found in the nonfiction area of the library media center to include such topics as science, social science, biographies, language, and other factual literature. Poetry, folk literature, and jokes and riddles are also included within this area.

Primary Students.--Primary students are considered to be those students in grades one through three.

Reading.--For the purpose of this report this study will accept the definition of reading by Helen Huus (1967) as "the ability to gain the author's meaning from the printed page, to judge its accuracy, quality, and relevancy, and to assimilate and utilize the concepts thus acquired (p. 19)."

ORGANIZATION OF THE STUDY

The remainder of this study is divided into the following chapters:

Chapter II, A Review of the Literature, is divided into the following sections: Introduction, Reported Methods for Studying Reading Interests, and Findings of Studies Reported in the Literature.

Chapter III, Method of Study, is divided into the following sections: Introduction, Development of the Student Interest Inventory, Dewey Decimal Classification Tens Summary, Method of Correlation, Sample, and Method of Analyzing the Data.

Chapter IV, Findings of the Study contains the analysis of the data and findings of the research conducted in this study.

Chapter V, Summary, Conclusions, and Recommendations, is divided into those three sections respectively.

CHAPTER II

A REVIEW OF THE LITERATURE

INTRODUCTION

Studies related to the reading interests of school children have been reported for almost 100 years. Not all studies have been published, however, one of the first published studies appeared in May, 1889, under the title, "What My Pupils Read." In this article, the author, M. B. C. True, acting as librarian for a small school with a population of approximately 175 students, recorded the date of purchase and the number of times a book was selected from the school library during the years 1887 through 1889. No comments or conclusions were drawn from these records by the author, however, he states:

I forebear comment, as each reader can make such comments as the occasion may require. Any one curious, or interested, by equating the time in which each volume has been in the library, can easily ascertain the relative popularity of particular books, and of classes, in this community, among the children attending school (p. 44-45).

Amatora and Edith (1951, p. 134) point out that during the 1890's some seven studies into the reading interest of elementary and secondary school children were conducted. The studies were concerned mainly with

library withdraws, favorite books of boys and girls, literature and characters that appealed most strongly, and changes in reading interests.

From the turn of the century through 1920 very few studies concerning reading interests were published, however, between 1920 and 1930 studies in the area of reading interests of children increased very rapidly. Traxler and Townsend (1955) in Mackintosh (1957, p. 139) report numerous studies of reading interest at child and adult levels covering the years 1945-1952. During these years, they say, investigators reported little that was new. Teachers rediscovered children's interests in adventure and romance and other facts that had been common knowledge. Since that time, reading studies of children have continued to increase steadily. Zimet (1966, p. 123) reported that there had been more than 300 studies done on reading. Purves and Beach (1972, p. 173) reported some 360 studies on reading interests to that date and there have been many more since then.

REPORTED METHODS FOR STUDYING READING INTERESTS

A variety of different methods for studying reading interests of children have been reported in the literature. Most of these methods are plagued with the common problems of descriptive or survey research. Problems in reading interest methodology, dissimilar population samples, and

findings of investigators being frequently in conflict have been reported by many investigators such as Norvell (1973, p. 4), Weintraub (1969, p. 655), Purves and Beach (1972, p. 61-68), and Tibbetts (1975, p. 503-504). Purves and Beach (1972) made the following generalizations concerning research to date:

Differences in methodology, in addition to differences in type and size of population samples, make it difficult to compare results and thereby generalize about interests. Studies often fail to specify procedures employed. Many early studies lacked the methodological and statistical sophistication of later studies. Many studies focus primarily on what the interests are by means of a checklist, library withdraws, reading inventories, or questionnaires, while others have explored causes of interest patterns by means of case-study methods or measurements which compare the effects of different variables and the relations of these variables to each other. Generalizing about data from different studies is also difficult because of varying assumptions about interests Often a clear definition of "interest" is not provided, or certain categories--fiction, nonfiction, reader, nonreader, etc.--are only vaguely defined. . . . The most basic problem in methodology is that the instrument used may bias the results (p. 62).

The most popular method of investigation has been the questionnaire (Amatora and Edith 1951, p. 135, and Purves and Beach 1972, p. 62). McKay (Purves and Beach 1972, p. 62) surveyed the literature since 1900 and found that the questionnaire was used twice as often as rating listings and half as often as observations. This method may be used with the children themselves (Witty, Coomer, and McBean 1946, p. 266) or with both the children and the parents to determine the reading tastes and interests of

the children (Shores 1974, p. 494). The artificiality created by the questionnaire has been noted as one of the problems with this type of testing. The responses can be limited by reactions to books most recently read. It also can be limited due to the fact that the adult investigator may not be drawn by the same element in a category, story, or illustration that attracts a child (Amatora and Edith 1951, p. 135; Weintraub 1969, p. 655; and Purves and Beach 1972, p. 63).

The individual interview or the "oral questionnaire" is another popular research method. Zimet (1966, p. 124) found that a large percent of widely quoted research data was collected by means of interest inventories, questionnaires, or interviews of children. An interview is usually done on a one-to-one basis with the examiner asking questions or presenting materials to the subject. Purves and Beach (1972, p. 63-63) point out that the interview will provide more in-depth information, however, it is very time consuming. Studies have criticized this research technique because the subjects may state what they think will be approved by the adult examiner. Also, studies have found that interviews to ascertain basic interests yield different interests from those revealed by observation records (Young 1955, p. 162; Byers 1964, p. 227; and Zimet 1966, p. 124). The information may also be limited by current readings and not provide long-range information.

Thorndike (1940, p. 751-752) devised a fictitious title checklist for studying reading interests. Fictitious titles and short annotations describing the content of the book are employed based on the types of reading under investigation. Feeley (1974, p. 225 and 1982, p. 11) also employed an inventory of fictitious, annotated titles based on the Thorndike model. One of the main problems with this type of study is that the types of categories represented may not be clearly distinguished by either, or both, the subject and the examiner.

Another survey technique is one that studies library circulation. Smith (1962) conducted a study with first grade students and Meisel and Glass (1970) conducted a study with fifth graders using this technique. The study of library circulation has its limitations: many books are withdrawn but never read; the availability of materials vary in a given library; and the freedom with which children are permitted to browse through books varies (Amatora and Edith 1951, p. 135; Weintraub 1969, p. 657; and Purves and Beach 1972, p. 65).

A common devise in classroom research is the reading record kept by students or teachers. Young (1955, p. 162), and Amatora and Edith (1951, p. 135) mentioned children's own book records as a useful tool for studying reading interests. Each child would keep a list of the books read during a specified time period. Purves and Beach (1972,

p. 65) point out that this does provide information about actual reading, but often reading is not fully reported. Also, the record could reflect certain patterns of reading as determined by the availability of books.

Many other types of studies have been employed. Ford and Kopley (1968, p. 233-234) attempted to measure young children's story preferences by means of a nonverbal instrument. In this study kindergarten and first grade students were asked to circle a picture indicating a story they would most like to read and cross out the picture of the story they wouldn't like to read.

Coleman and Jungeblut (1961, p. 223) had fourth through sixth graders rate selections from trade books. Geeslin and Wilson (1972, p. 751-752) had subjects choose between pairs of pictures. Ashley (1970, p. 1088-1089) had fourth through sixth graders rank topics for reading likes and dislikes.

FINDINGS OF STUDIES REPORTED IN THE LITERATURE

The findings from more than 360 studies provided a wealth of children's reading interests. Some of the findings agreed, but many did not, even at the same grade level. One of the greatest problems encountered in reading reports of children's reading interests in literature is the impossibility of comparing studies because of the diverse methods of investigations involved. The

studies seem to have few similarities, either of content or of procedure. Norvell (1973) points out:

No two studies have been carried out under the same conditions and by the same methods . . . there is no means of articulating the results of one study with the results of any other (p. 8).

Evidence that nonfiction categories rate highly in children's interests can be noted in the research compiled by Shores (1954, p. 497-498), Mackintosh (1957, p. 141), Wolfson (1960, p. 82), Byers (1964, p. 232), Ford and Koplyay (1968, p. 235-237), and Stevens (1981, p. 148-149).

Shores (1954, p. 494), in studying grades four through eight and Byers (1964, p. 229), in researching grade one, found strong interest in science and nature. Mackintosh (1957, p. 141) noted an interest in real animals and books containing factual information in the primary grades. Ford and Koplyay (1968, p. 235) found interest in history and science in kindergarten through third grade. Stanchfield (1962, p. 42-43) found boys in the first through eighth grades interested in sports, outdoor life, and explorations. Mackintosh (1957, p. 141-142), Stevens (1981, p. 148-149), and Feeley (1982, p. 12-13) found there was a strong interest in factual information in general in elementary age children. Even with the current statistics over the past decade we are still seeing that nonfiction is not used in basal readers or trade books to a great extent (Meisel and Glass 1970, p. 659; Moffet 1982, p. 310; and Moray 1978, p. 767-768).

Meisel and Glass (1970, p. 655) point out that interest and reading competency are related, thus, reading interests should be studied carefully. If nonfiction literature can aid in this process by motivating students through interest, then it should receive a more prominent place in basal readers and the library media collection.

CHAPTER III

METHOD OF STUDY

INTRODUCTION

The purpose of this study was to ascertain if there is a correlation between the selection of recreational nonfiction books from a school library media center by elementary grade students in grades four through six and the interest of students as measured by a student interest inventory. The study was conducted during the period September, 1982 through April, 1983.

The researcher developed two instruments to collect data for the investigation. One instrument, the Dewey Decimal Classification Tens Summary, was used for keeping records of nonfiction books selected from the school library media center. The other instrument, the Student Interest Inventory, was used to determine the interests of the intermediate grade population of the school.

In an attempt to determine if an actual correlation existed between nonfiction recreational books checked out of a library media center and student interest, the study used a population of 164 fourth, fifth, and sixth grade students at Sunnyside Elementary School, North Clackamas

School District Number 12, Clackamas, Oregon as a sample group.

DEVELOPMENT OF THE STUDENT INTEREST INVENTORY

The development of the Student Interest Inventory was through a four-phase process.

Phase I--Developmental Stage

For a first draft of the Student Interest Inventory the researcher selected subject headings based on Sears List of Subject Headings (1982). The specific headings were placed in list form. The list was simplified as much as possible using one or two word subject headings placed in alphabetical order (see Appendix A). In an attempt to survey varying districts of different sizes, seven library media teachers throughout the Portland, Oregon-Vancouver, Washington metropolitan area volunteered to aid in the distribution of the first draft. These school districts ranged in size from one elementary school within a district to nineteen elementary schools within a district. The seven contact library media teachers then distributed 65 copies of the first draft to all library media teachers at the elementary level within their respective districts. A cover letter was attached to each draft copy (see Appendix A) asking the library media teachers to evaluate the list based upon their expertise in the field of media

and children's literature. They were asked to indicate if any items should be deleted, added, or if any items were too vague. Once they had completed their analysis of the list, they were asked to return the list to the researcher along with any comments or suggestions.

Phase II--Library Media Teacher Validation Process

Through the seven contact library media teachers 65 copies of the first draft were distributed. Thirty-nine library media teachers responded to the request for evaluations of the first draft of the Student Interest Inventory or a total of 60 percent responded. When all the first draft copies of the lists were received, the comments by the library media teachers were listed and compiled and revisions were made to the draft list based on those comments and suggestions. The second draft was then written (see Appendix A) and preparations were made to validate the second draft by the use of students within three elementary schools.

Phase III--Student Validation Process

The researcher contacted three elementary schools within varying sized school districts throughout the Portland, Oregon-Vancouver, Washington metropolitan area to participate in the student validation process. At these schools, Portland Christian Elementary School, Portland,

Oregon (an independent Christian school serving kindergarten through eighth grade), Bilquist Elementary School, Milwaukie, Oregon (one of 19 elementary schools within the North Clackamas School District Number 12), and Felida Elementary School, Vancouver, Washington (one of 9 elementary schools within the Vancouver School District), one classroom teacher and two library media teachers agreed to participate in the student validation process.

The participating teachers met with the researcher and it was explained that the main emphasis of this phase of the validation process was to collect feedback from students concerning the written directions and interest items included on the Student Interest Inventory. The teachers were asked to write down any comments made by students during the validation process, which would then be used to revise the Student Interest Inventory. The teachers were also provided with 100 copies of the Student Interest Inventory to be administered to their students.

The classroom teacher at Bilquist Elementary School administered the Student Interest Inventory to approximately 50 fifth grade students; the library media teacher at Portland Christian Elementary School administered the Student Interest Inventory to approximately 50 fourth, fifth, and sixth grade students; and the library media teacher at Felida Elementary School administered the Student Interest Inventory to approximately 90 fourth, fifth, and sixth grade students.

The three teachers then provided the researcher with all the comments made by the students during the validation process. Examples of the statements are listed below:

1. Can we check ten items one each page or only ten in all?
2. Does it matter if we put an "X" or a "?"
3. How many in each category can we check?
4. When you write in a choice, does that count as a choice?
5. If we write in other nonfiction at the bottom of page 3, does that count as one item?
6. Do you have to mark at least one in each category?
7. Does FLOWERS mean growing flowers or does it mean making, drying, and arranging flowers?
8. What does CAREERS/OCCUPATIONS mean?
9. Does MAGIC mean magic tricks?
10. I can't believe that this person didn't include football!

More than half of the students appeared to be frustrated by the fact that they could only mark ten items.

Phase IV--Third and Final Draft

Based on comments and suggestions by the three teachers, the students who responded to the Student Interest Inventory, and faculty members of the Program in Educational Media/Librarianship at Portland State University, a third and final draft was compiled (see Appendix A). By developing the Student Interest Inventory through three phases

it was felt that most of the possibilities for vague or inaccurate subject headings would be avoided. Requesting advise from many different adult sources also helped to avoid vague and inaccurate items on the Student Interest Inventory by the researcher. Students were used as part of the validation process to make the Student Interest Inventory as easily completed by students as possible.

DEWEY DECIMAL CLASSIFICATION TENS SUMMARY

As a means of keeping track of nonfiction materials checked out of the library media center, it was decided to employ a listing of Dewey Decimal Classification Numbers by tens (see Appendix B).

Teachers at the test site, Sunnyside Elementary School, Clackamas, Oregon (one of 19 elementary schools within the North Clackamas School District Number 12), were informed that a test sample of recreational nonfiction book selection by students in grades four through six was being conducted during the school year 1982-1983. They were asked to inform the library media teacher each time they assigned reports or selected nonfiction library readings so that the library media teacher could exclude those books from the sample listings. In this way the sample was free of book choices other than recreational.

Since the study was designed for use by intermediate grade students, only those selections made by fourth, fifth, and sixth grade students were counted as part of the sample.

Each day the nonfiction book selections made by intermediate grade students were tallied; at the end of each week they were again tallied; at the end of each month they were totaled; and at the end of the sampling period they were again totaled for an overview of what recreational nonfiction was actually checked out of the Sunnyside library media center. Monthly totals for November, 1982 were excluded due to clerical error.

METHOD OF CORRELATION

To be able to correlate the information gathered from the Student Interest Inventories and the Dewey Decimal Tens Summary, Dewey Decimal Classification numbers were assigned to each subject item on the Student Interest Inventory (see Appendix C). These items, where applicable, were clustered together under the Dewey Decimal Tens for evaluation against actual figures from check out totals (see Appendix D).

Since a span of Dewey Decimal Classification numbers was by groups of ten, a problem could possibly arise in areas where different high interest books are contained within the same tens span. Two examples are: the classification 598.1 Reptilia and 599 Mammalia and the classification 001.6 Data Processing, which includes such high interest books as computers and 001.9 Controversial Knowledge which also includes high interest books such as UFOs and related phenomena. This proved to be no problem due

to the fact that students interested in UFOs and monsters indicated this on the Student Interest Inventory and students interested in computers also indicated this on the Student Interest Inventory. These groupings, such as 001.6 and 001.9 clustered together on the tally sheets, cancelled out any problems. Rather than being a problem, the selections on the respective Student Interest Inventory reflected those areas such as the tens span 590-599, which includes seashells, insects, butterflies and moths, reptiles, birds and mammals, or 620-629, which includes castles and forts, model building, automobiles, trucks, bicycles, motorcycles, space travel, and robots, and could be correlated against high book selection figures found on the Dewey Decimal Classification Tens Summary.

THE SAMPLE

The sample of student participation for this study consisted of approximately 163 fourth, fifth, and sixth grade students at Sunnyside Elementary School. Sunnyside Elementary School is one of 19 elementary schools within the North Clackamas School District Number 12. Sunnyside has a population of 385 students: 185 girls and 200 boys. Although the school serves a predominately higher socioeconomic area, it is the observation of the researcher that the school population does contain students from all levels of the socioeconomic groups.

Except for those students absent on the day the Student Interest Inventory was administered, all fourth, fifth, and sixth grade students at Sunnyside Elementary School participated. The sample group consisted of 22 boys and 25 girls in the sixth grades; 31 boys and 25 girls in the fifth grades; and 30 boys and 29 girls in the fourth grades, or a total of 164 students.

METHOD OF ANALYZING THE DATA

The raw data collected from the Student Interest Inventory and the Dewey Decimal Classification Tens Summary was tabulated and percentages for specific and general interest areas and also for nonfiction books checked out. The specific areas of interest were the ten items the students indicated they would most like to read about. The general areas of interest were those areas the students marked in general. The information was then placed in list form by Dewey Decimal Classification ten spans (see Appendix D). Ratios of nonfiction books checked out compared to the measured interest of specific and general areas were also compiled and compared by Dewey Decimal Classification tens spans and also class spans (see Appendix E). As a means of correlating the raw data for this study, the Pearson's r product-moment correlation formula was employed. This formula required deviation scores, x and y , for its application, as well as their squares and their cross products.

A key to the terms of the formula are included below:

- r: symbol for Pearson's correlation coefficient
- xy: sum of the cross products of the deviation scores
- x^2 : sum of the squared score deviations from the mean of the X distribution
- y^2 : sum of the squared score deviations from the mean of the Y distribution

In order to apply the formula the raw data was converted into the required form. A list of the steps involved and the formula are shown below:

$$r = \frac{\Sigma xy}{\sqrt{\Sigma x^2 \quad X \quad \Sigma y^2}}$$

- Step 1: Compute the mean for each distribution ($\bar{X}$ and $\bar{Y}$)
- Step 2: Compute the deviation scores by subtracting the mean of the distribution for each of the raw scores ($X - \bar{X} = x$; $Y - \bar{Y} = y$)
- Step 3: Multiply each x with its corresponding y to obtain the cross product (xy)
- Step 4: Square each deviation score (x^2 and y^2)
- Step 5: Sum the cross products (Σxy)
- Step 6: Sum the squared deviation scores (Σx^2 and Σy^2)

The results of these computations are found in Appendix F. Once the data were transformed to deviations, then substitutes were made to obtain sums in the formula itself. The computations to determine if a correlation exists between student interests and recreational nonfiction books checked out of a library media center were then computed. Figure 1

reflects those computations made to determine correlations between specific interest and books checked out; Figure 2 reflects those computations made to determine correlations between general interests and nonfiction books checked out of the library media center.

$$r = \frac{\Sigma xy}{\sqrt{\Sigma x^2 \times \Sigma y^2}} = \frac{149160.62}{\sqrt{(160046.36)(323570.52)}} =$$

$$\frac{149160.62}{192930.208} = .7731$$

Figure 1. Comparison of specific interests and books checked out.

$$r = \frac{\Sigma xy}{\sqrt{\Sigma x^2 \times \Sigma y^2}} = \frac{891500.66}{\sqrt{(959609.81)(937929.32)}} =$$

$$\frac{891500.66}{948707.636} = .9397$$

Figure 2. Comparison of general interests and books checked out.

To determine the validity of the two figures, the correlation of the specific interest, .7731, and the correlation of the general interest, .9397, in relationship to the probability of chance, a z test was administered. A null hypothesis stating that the population R is zero was stated, indicating that the r obtained is merely a chance deviation

in the sampling distribution in which the population R is 0 ($H_0: R = 0$). The deviation in this case is our obtained r; the standard deviation is the standard error of this r. To obtain this standard error of the r the formula shown in Figure 3 was used. The actual computations are noted in Figure 4.

$$S_{r0} = \frac{1}{\sqrt{N - 1}}$$

S_{r0} = standard error when R is assumed to be 0
 N = number of items used in comparing r

Figure 3. Formula for the standard error of the r.

$$\begin{aligned}
 1. \quad S_{r0} &= \frac{1}{\sqrt{N - 1}} = \frac{1}{\sqrt{37}} = \frac{1}{6.08} = .1645 & z &= \frac{.7731}{.1645} = 4.70 \\
 2. \quad S_{r0} &= \frac{1}{\sqrt{N - 1}} = \frac{1}{\sqrt{37}} = \frac{1}{6.08} = .1645 & z &= \frac{.9397}{.1645} = 5.71
 \end{aligned}$$

1. = specific interest
 2. = general interest

Figure 4. Computations for the standard error of the r.

CHAPTER IV

FINDINGS OF THE STUDY

As indicated in the first chapter, the purpose of this study was to determine if a correlation existed between the selection of recreational nonfiction books from a library media center by elementary school students in grades four through six and measured interest of the students. The findings concerning this correlation are presented in this chapter.

During the period September, 1982 and April, 1983, a total of 1931 nonfiction books for recreational purposes were checked out of the school library media center. The results of the measured interest of the intermediate grade students reflected a total of 1170 indications of specific interest areas and 3252 indications in general areas. Ratios of nonfiction books checked out to measured interest were also compared by Dewey Decimal Classification tens spans and also class spans. Table I reflects the totals for the specific and general interest areas, books checked out, and ratios for specific and general interest areas.

TABLE I
TOTALS OF STUDENT INTEREST INVENTORY SPECIFIC
AND GENERAL AREAS AND BOOKS CHECKED OUT
OF THE LIBRARY MEDIA CENTER

Interest Summary		Books Checked Out	Ratio of Books Checked Out to Specified Interest	
Specific	General		Specific	General
1170	3252	1931	1.7	.6

The ratios of 1.7:1 for specific interest and .6:1 for general interest indicates a relationship between the variables, measured interest compared to books checked out. Since students were restricted to 10 specific items marked on the Student Interest Inventory and unrestricted as to the amount they could mark on the general areas, it was expected that the ratios would be lower for general items. With the exception of the 600 and 900 classes, all class totals indicated a relationship between both general and specific areas of interest and the totals of nonfiction books checked out. The 600 class ratios indicated that both the specific, .9:1 level, and the general, .3:1 level, were under the acceptable levels of 1.0 for specific interests and .5:1 for general interest areas. The two spans within the class, 630-639 and 640-649, showed a relationship for both specific and general interest areas. The 900 class ratios reflected the specific, 1.8 level, to

be acceptable, but the general interest area, .04:1 level, to be unacceptable. Table II provides the totals and ratios for the two variables, books checked out and specific and general areas of interest.

TABLE II
TOTAL CLASS RATIOS FOR SPECIFIC AND GENERAL
INTEREST AREAS AND BOOKS CHECKED OUT

DDC Classes	Specific Interest	General Interest	Books Checked Out	Ratio of Books Checked Out to Interest Areas	
				Specific	General
000-009	50	126	93	1.9	.7
100-199	26	57	33	1.3	.6
200-299	10	28	32	3.2	1.1
300-399	100	252	155	1.6	.6
400-499	17	38	19	1.1	.5
500-599	116	438	341	3.0	.8
600-699	281	789	259	.9	.3
700-799	491	1205	642	1.3	.5
800-899	19	74	251	13.2	3.4
900-999	60	245	106	1.8	.4

The high interest in class areas 200, 500, 700, and 800 probably account for the types of high interest non-fiction literature found within these areas. In the 200 class, ratio levels of 3.2:1 were noted for specific interest and ratio levels of 1.1:1 for general interest areas. Within this class, mythology, 290-299, accounted for the high interest with levels of 2.2:1 in the specific areas and 1.0:1 in the general areas of interest. Although only

22 books were actually checked out, students indicated interest in this area 10 times on the specific choices and 21 times on general choices. The 500 class, science, also reflected high ratios with 3.0:1 being noted in the specific area and .8:1 in the general area of interest. With the exceptions of the tens span, 580-589, trees and flowers, all areas reflected high interest. This indication of high interest in science has been reported throughout the research literature as an area of interest to children at all levels. The 700 class, the arts, also reflected a high interest with ratio levels of 1.3:1 and .5:1 being noted in the specific area of interest and general area of interest respectively. The highest area of interest in this class was noted in the tens span, 740-749, drawing, which is of high interest to students in the intermediate grade levels. The 800 class also reflected a high interest with levels in the specific interest area at 13.2:1 and general interest at 3.4:1. This is probably accounted for by the fact that jokes and riddles are of high interest and also the poetry books, especially those by Shel Silverstein.

The ratios for the individual Dewey Decimal Classification tens spans and the total group ratios of 1.7:1 and .6:1 for the specific and general interest areas suggest a relationship between the two variables, specific and general interest and nonfiction books checked out for recreational reading. The two variables were correlated

using the Pearson's product-moment correlation formula (the formula and computations are explained in chapter 3). Table III reflects the totals used in these computations.

TABLE III
TOTALS OF BOOKS CHECKED OUT AND
SPECIFIC AND GENERAL INTEREST

Interest		Books Checked Out	Coefficient of Sample		Cricital Coefficient
Specific	General		Specific	General	
1170	3252	1931	.773	.940	.197

The coefficient of .773 for the specific interest area proved to have a significant correlation. The coefficient of .940 for the general interest area proved to have a strong correlation using the ranges of correlation found in Table IV.

TABLE IV
RANGES OF CORRELATION COEFFICIENTS

r	Unexplained Variation	Interpretation
0 to .5	75% or more	Weak correlation
.5 to .7	50% to 75%	Moderate correlation
.7 to .8	33% to 50%	Substantial correlation
.8 to 1.0	33% or less	Strong correlation

SOURCE: Tavererekere Srikantaiah and Herbert T. Hoffman, An Introduction to Quantitative Research Methods for Libraries, 2nd ed. (Newport Beach, CA: Headway, 1977), p. 77.

Both coefficients of .773 for the specific interest area and .940 for the general interest area were proved to be significant at the .05 level of confidence. The coefficients were also significant at the .001 level of confidence. Thus, the original null hypothesis was rejected and it was found that there is a correlation between the selection of recreational nonfiction books from a school library by elementary school students in grades four through six and the measured interest of the students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine if there was a correlation between the selection of recreational nonfiction books as reflected in circulation statistics from the Sunnyside Elementary School library media center by elementary students in grades four through six and the measured interests of students as reflected through the Student Interest Inventory. It was shown that a correlation does exist between the selection of recreational nonfiction literature and student interests.

The study used a population of all fourth, fifth, and sixth grade students at Sunnyside Elementary School, Clackamas, Oregon, North Clackamas School District Number 12, as a sample group to determine if a correlation actually existed.

Two instruments were developed to aid in this study. One instrument, the Dewey Decimal Classification Tens Summary, was used for keeping records of nonfiction books actually checked out of the library media center. The other instrument was a Student Interest Inventory. The development of the Student Interest Inventory was through

a four-stage process to make it as teacher and student usable as possible. In this process Bilquist Elementary School, Milwaukie, Oregon; Portland Christian Elementary School, Portland, Oregon; and Felida Elementary School, Vancouver, Washington participated in the validation process for the Student Interest Inventory.

The main statistical analysis used in this study was the Pearson's r to determine correlation coefficients, a z test was used to determine chance, and a ratio calculation for determining ratios between interest and nonfiction books checked out of the library media center. The statistical process indicated that a substantial correlation existed at the .7 level of confidence for specific interest and a strong correlation at the .9 level of confidence for general interest in relationship to nonfiction books checked out. Both coefficients were proven to be significant at the .05 and .001 levels of confidence.

CONCLUSIONS

Several general conclusions can be made from this study despite the limitations of the study: a limited population of 164 students, the availability of books within a single library media center, and groupings of Dewey Decimal Classifications by tens, rather than being more specific.

The results of the study imply that library media teachers can determine at an individual school the interests of students through the use of the Student Interest Inventory. Once the interests of the students are determined, then this information can be used to further aid the library media teacher in selecting nonfiction literature of interest to the students.

To further aid in the selection of nonfiction literature, the findings of the study also indicate that both the general area of interest as well as the specific area of interest can be determined employing the Student Interest Inventory. This can aid, not only in ordering in specific areas of nonfiction literature, but also in general areas of nonfiction literature. By providing for general areas of interest, those students that indicated a general area of interest as opposed to a specific area, might be inclined to select a book from the shelf if it is available.

RECOMMENDATIONS

1. A similar study using a larger population would be useful. It would also be beneficial to conduct studies at a wide variety of schools and districts to determine if the Student Interest Inventory could be successfully transferred at other elementary schools, rather than just for a specific school and population.

2. A similar study employed at a single location for several years to determine if the correlation exists year after year would be useful knowledge.

3. A similar study which subdivided the Dewey Decimal Classifications of high interest areas to determine if greater refinement of the Student Interest Inventory is possible would be very desirable.

4. A study which also compares interests of both boys and girls to determine if it is really necessary to determine reading interests between the sexes would also be useful information.

5. Since reading interests are developed throughout the elementary grades, it would be valuable to refine the Student Interest Inventory and conduct the study in the primary grades to determine their interests in nonfiction literature.

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APPENDIX A

COVER LETTER AND STUDENT INTEREST INVENTORY,
DRAFTS 1, 2, AND 3

COVER LETTER

Library Media Teacher:

As part of my Master's thesis at Portland State University, I am attempting to validate a Student Interest Inventory. This inventory will be used in conjunction with the selection of recreational nonfiction reading by students. I am attempting to find if there is a correlation between student interest in nonfiction subject areas and books actually checked out of a library media center. This interest inventory will be used with fourth, fifth, and sixth grade students here at Sunnyside Elementary School, North Clackamas School District Number 12, Clackamas, Oregon.

Approximately 50 library media teachers will be looking at this sample Student Interest Inventory in an attempt to validate it. Each library media teacher will be asked to look at the Interest Inventory and see if there are areas that need to be added, deleted, or changed to make this a useful student tool.

Once the Student Interest Inventory is validated by library media teachers, it will then be administered to a pilot group of approximately 40 fourth, fifth, and sixth grade students to further validate it as a workable student library tool.

Would you now please take time to look at the attached copy of the proposal and see if you have any suggestions that might help in this validation. Check the areas of interest. If you think some are not valid, cross them out. If you feel some are vague, so indicate. If you feel additional areas of interest need to be added, indicate this also. If you have any suggestions or comments, please indicate these at the bottom of the proposed Student Interest Inventory.

Once you have finished, would you please return the proposed Student Interest Inventory to me at Sunnyside Elementary School, North Clackamas School District Number 12, 13401 S. E. 132nd Ave., Clackamas, Oregon, 97015, Attention: Library--Leedy.

Thank you for your help. Your efforts will be much appreciated in validating this Student Interest Inventory.

Thank you,

Larry C. Leedy
Library Media Teacher
Sunnyside Elementary School

DRAFT 1

INTEREST INVENTORY

We, in the library, would like to know what type of nonfiction books you like to read. Please take time in looking at this sheet and marking the kind of reading you enjoy, so we can purchase books which will have a special appeal just for you.

DIRECTIONS: Read the list carefully. Read the list a second time and place a check by 10 types of nonfiction books that you would enjoy reading.

TYPES OF NONFICTION (FACTUAL) BOOKS:

☐ ACTING	☐ CATS	☐ FISHING
☐ AIRPLANES	☐ CAVES	☐ FLOWERS
☐ ANIMALS	☐ CERAMICS	☐ FLYING SAUCERS
☐ AQUARIUMS	☐ CHEMISTRY	☐ FOOTBALL
☐ ARMS & ARMOR	☐ CIPHERS & CODES	☐ FOSSILS
☐ ART	☐ COIN	☐ GAMES
☐ ASTRONOMY	☐ COLLECTING	☐ GEOGRAPHY
☐ AUTOMOBILES	☐ COMPUTERS	☐ GEOLOGY
☐ BALLET	☐ COOKING	☐ HISTORY
☐ BASEBALL	☐ COSTUMES	☐ HOBBIES
☐ BASKETBALL	☐ COWBOYS	☐ HOCKEY
☐ BICYCLES	☐ CROCODILES & ALLIGATORS	☐ HORSEBACK RIDING
☐ BIOGRAPHIES	☐ DANCING	☐ HORSES
☐ BIOLOGY	☐ DINOSAURS	☐ HUNTING
☐ BIRDS	☐ DOGS	☐ ICE SKATING
☐ BOATS & BOATING	☐ DRAGONS	☐ INDIANS
☐ BUTTERFLIES & MOTHS	☐ DRAWING	☐ JOKES & RIDDLES
☐ CAMPING	☐ FAIRY TALES	☐ MAGIC
☐ CARE OF ANIMALS	☐ FISH	☐ MARINE ANIMALS
		☐ MONKEYS

☐ MOTORCYCLES	☐ POETRY	☐ STARS
☐ MUSIC	☐ PUPPETS	☐ SUBMARINES
☐ MUSICAL INSTRUMENTS	☐ RELIGION	☐ SWIMMING
☐ MYTHOLOGY	☐ REPTILES	
☐ NATURE STUDY	☐ ROBOTS	
☐ OCEANOGRAPHY	☐ ROCKETS	
☐ PAINTING	☐ ROCKS & MINERALS	
☐ PETS	☐ SECRET CODES	
☐ PHOTOGRAPHY	☐ SPACE FLIGHT	
☐ PLAYS	☐ SPACESHIPS	

☐ OTHER (If you did not find the type of nonfiction book
you especially enjoy on this list, please write
that kind of book here:)

DRAFT 2

INTEREST INVENTORY

To provide you, the student, with library books you enjoy, we would like to know what type of nonfiction books you like to read. REMEMBER, nonfiction books are "factual" or "true" books and are those books with Dewey Decimal Numbers as part of the call number. Please take your time in looking over this Interest Inventory and mark the type of nonfiction reading you enjoy.

DIRECTIONS: Read over the list carefully the first time. Read the list a second time and place a check by up to 10 types of nonfiction books that you enjoy reading.

TYPES OF NONFICTION (FACTUAL) BOOKS:

AIRPLANES____

ANIMALS, WILD:

Alligators & Crocodiles____

Bears____

Beavers____

Chipmunks & Squirrels____

Cougars (Mountain Lions)____

Elephants____

Foxes & Wolves____

Frogs & Toads____

Giraffes____

Lions & Tigers____

Lizards & Salamanders____

Monkeys & Apes____

Porpoises & Dolphins____

Snakes____

Whales____

Others:

AQUARIUMS____

ARMS & ARMOR____

ART:

Drawing____

Painting____

ASTRONOMY:

Moons____

Planets____

Stars____

AUTOMOBILES (Cars)____

BALLET____

BICYCLES____

BIOGRAPHIES (Stories about famous people)____

Name some you would like to read about:

BIRDS____

BOATS, BOATING, & SHIPS____

BUTTERFLIES & MOTHS____

CAMPING____

CARE OF PETS & ANIMALS:

Birds____

Cats____

Dogs____

Gerbils, Guinea Pigs, &

Hamsters____

Horses____

Rabbits____

Others:

CAREERS/OCCUPATIONS____

CASTLES & FORTS____

CAVES____

CERAMICS & POTTERY____

CHEMISTRY____

CHESS____

CIPHERS, CODES, &
SECRET MESSAGES____

COIN COLLECTING____

COMPUTERS____

COOKING____

COSTUMES____

COWBOYS____

CRAFTS (Making Things)____

DANCING____

DINOSAURS____

DRAGONS____

ELECTRICITY____

FEELINGS (Getting along with
others)____

FIRST AID____

FISHING____

FLOWERS____

FOLKTALES:

Fables____

Fairy Tales____

Legends____

Myths____

Tall Tales____

FOREIGN LANGUAGES____

FOSSILS____

GAMES____

GARDENING____

GEOGRAPHY:

Countries____

Maps & Globes____

States____

GEOLOGY (Rocks & Minerals)____

GHOSTS____

GUINNESS WORLD RECORDS____

GYMNASTICS____

HEALTH____

HISTORY:

American History____

Colonial American History____

World History____

Other:

HOLIDAYS____

HORSES & HORSEBACK RIDING____

HUMAN BODY____

HUNTING____

INSECTS____

INDIANS____

JOKES & RIDDLES____

KEEPING FIT (Aerobics &
Exercise)____

MAGIC____

MARTIAL ARTS____

MODEL BUILDING:

Airplanes____

Boats____

Cars____

Trains____

Other:

MONSTERS____

MOTORCYCLES &
DIRTBIKES____

MOVIES & T.V.____

MUSICAL INSTRUMENTS____

OCEANS____

PHOTOGRAPHY____

PLAYS____

POETRY____

PRESIDENTS____

PUPPETS____

RACING:

Cars____

Dirtbikes____

Motocross____

Motorcycles____
OTHER:

. RELIGION____

ROBOTS____

SCIENCE EXPERIMENTS____

SEASHORE ANIMALS____

SEASHELLS____

SEWING____

SONG BOOKS____

SPACE TRAVEL____

SPORTS:

Baseball____

Basketball____

Hockey____

Ice Skating____

Racquetball____

Running____

Skiing____

Soccer____

Swimming____

Tennis____

Volleyball____

Weight Lifting____

Other:

STAMP COLLECTING____

TRAINS____

TREES____

TRUCKS____

TRUE ADVENTURE____

WEAPONS & WAR:

Airplanes____

Guns____

Submarines____

Tanks____

World War I____

World War II____

Korean War____

Vietnamese War____

Other:

WEATHER____

WOODCRAFTS____

UFO'S____

VOLCANOES____

If there are other nonfiction books you like, but they are not on this list, please list them below:

1. _____

2. _____

3. _____

DRAFT 3

STUDENT INTEREST INVENTORY

To provide you, the student, with library books you enjoy, we would like to know what type of nonfiction books you like to read. REMEMBER, nonfiction books are "factual" or "true" books and are those books with Dewey Decimal Numbers as part of their call number. Please take your time in looking over this Interest Inventory and mark the type of nonfiction reading you enjoy.

DIRECTIONS: Read over the list carefully the first time. Mark all the subject areas that are of interest to you. Read the list a second time and circle up to 10 subject items that interested you the most.

TYPES OF NONFICTION (FACTUAL) SUBJECTS

☐ AIRPLANES	☐ AUTOMOBILES (Cars)
☐ ANIMALS, WILD:	☐ BALLET
☐ Alligators & Crocodiles	☐ BICYCLES
☐ Bears	☐ BIOGRAPHIES (Stories about famous people)
☐ Beavers	☐ BIRDS
☐ Chipmunks & Squirrels	☐ BOATS & BOATING
☐ Cougars (Mountain Lions)	☐ BUTTERFLIES & MOTHS
☐ Elephants	☐ CAMPING
☐ Foxes & Wolves	☐ CARE OF ANIMALS
☐ Frogs & Toads	☐ Birds
☐ Giraffes	☐ Cats
☐ Lions & Tigers	☐ Dogs
☐ Lizards & Salamanders	☐ Horses
☐ Monkeys & Apes	☐ Rabbits
☐ Porpoises & Dolphins	☐ CAREERS/OCCUPATIONS
☐ Snakes	☐ CASTLES & FORTS
☐ Whales	
☐ ARMS & ARMOR	
☐ ART:	
☐ Drawing	
☐ Painting	
☐ ASTRONOMY:	
☐ Moons	
☐ Planets	
☐ Stars	

☐ CAVES
☐ CERAMICS & POTTERY
☐ CHEMISTRY
☐ CHESS
☐ CIPHERS, CODES, &
SECRET MESSAGES
☐ COIN COLLECTING
☐ COMPUTERS
☐ COOKING
☐ COSTUMES
☐ COWBOYS
☐ CRAFTS (Making
Things)
☐ DANCING
☐ DINOSAURS
☐ DRAGONS
☐ ELECTRICITY
☐ EXERCISING
☐ FEELINGS (Getting
along with others)
☐ FIRST AID
☐ FISHING
☐ FLOWERS
☐ FOLKTALES
☐ FOREIGN LANGUAGES
☐ FOSSILS
☐ GARDENING

GEOGRAPHY:
☐ Countries
☐ Maps & Globes
☐ States
☐ GEOLOGY (Rocks & Minerals)
☐ GHOSTS
☐ GUINNESS WORLD RECORDS
☐ GYMNASTICS
☐ HEALTH
HISTORY:
☐ American History
☐ Colonial American History
☐ World History
☐ HOLIDAYS
☐ HORSEBACK RIDING
☐ HUMAN BODY
☐ HUNTING
☐ INDIANS
☐ INSECTS
☐ JOKES & RIDDLES
☐ MAGIC
MODEL BUILDING:
☐ Airplanes
☐ Boats
☐ Cars
☐ Trains
☐ MONSTERS
☐ MOTORCYCLES & DIRTBIKES
☐ MOVIES & TV
☐ MUSICAL INSTRUMENTS
☐ MYTHS

___ OCEANS

___ PHOTOGRAPHY

___ PLAYS

___ POETRY

___ PRESIDENTS

___ PUPPETS

RACING:

___ Cars

___ Dirtbikes

___ Motocross

___ Motorcycles

___ RELIGION

___ ROBOTS

___ SCIENCE EXPERIMENTS

___ SEASHELLS

___ SEWING

___ SONG BOOKS

___ SPACE TRAVEL

___ SPIDERS

SPORTS:

___ Baseball

___ Basketball

___ Football

___ Hockey

___ Ice Skating

___ Running

___ Skiing

___ Soccer

___ Swimming

___ Tennis

___ Volleyball

___ STAMP COLLECTING

___ TRAINS

___ TREES

___ TRUCKS

___ VOLCANOES

WEAPONS OF WAR & WAR

___ Submarines

___ Tanks

___ World War I

___ World War II

___ Korean War

___ Vietnamese War

___ WEATHER

___ WOODCRAFTS

If there are other nonfiction subjects you like to read about, but did not find them on this list, please list those items below:

APPENDIX B

DEWEY DECIMAL TENS SUMMARY WORKSHEET

WEEK OF _____ WEEK OF _____

[illegible]

APPENDIX C

DEWEY DECIMAL CLASSIFICATION NUMBERS
AND SUBJECT HEADINGS

DEWEY DECIMAL CLASSIFICATION NUMBERS AND SUBJECT HEADINGS

DEWEY DECIMAL NUMBERS (DDC)	SUBJECT HEADINGS
001.6	COMPUTERS
001.9	UFO'S
032	GUINNESS WORLD RECORD BOOKS
133.1	GHOSTS
152.4	FEELINGS
200	RELIGION
331.7	CAREERS/OCCUPATIONS
351.003	PRESIDENTS
353.03	PRESIDENTS
355.8	ARMS & ARMOR
358.18	TANKS
359.3	SUBMARINES
385	TRAINS (RAILROADS)
387.7	AIRPLANES
391	COSTUMES
398	FOLKTALES; MONSTERS
398.2	FOLKTALES; DRAGONS
400	FOREIGN LANGUAGE
507	SCIENCE EXPERIMENTS
523	ASTRONOMY
537	ELECTRICITY
540	CHEMISTRY
550	GEOLOGY
551.21	VOLCANOES
551.46	OCEANS
551.6	WEATHER
560	FOSSILS

DDC NO.	SUBJECT HEADINGS
567.9	DINOSAURS
568.1	(Old listing for DINOSAURS)
582	FLOWERS
582.16	TREES
594	SEASHELLS
595.4	SPIDERS
595.7	INSECTS
595.78	BUTTERFLIES & MOTHS
598.1	REPTILES (Alligators & Crocodiles; Frogs & Toads; Lizards & Salamanders; and Snakes)
598.2	BIRDS
599	MAMMALS (Bears; Beavers; Chipmunks & Squirrels; Cougars; Elephants; Foxes & Wolves; Giraffes; Lions & Tigers; Monkeys & Apes; Porpoises & Dolphins; and Whales
611	HUMAN BODY
612	HUMAN BODY
613	HEALTH
613.7	KEEPING FIT
614.8	(Old class for First Aid)
616	HEALTH
616.02	FIRST AID
621.3	ELECTRICITY
623.1	CASTLES & FORTS
623.4	ARMS & ARMOR
623.8	SUBMARINES
623.82	MODEL BUILDING, BOATS
625.1	TRAINS, (RAILROADS)
625.19	MODEL BUILDING, TRAINS
629.133	MODEL BUILDING, AIRPLANES
629.221	MODEL BUILDING, CARS

DDC NO.	SUBJECT HEADINGS
629.222	AUTOMOBILES (CARS)
629.223	TRUCKS
629.2272	BICYCLES
629.2275	MOTORCYCLES
629.4	SPACE TRAVEL
629.8	ROBOTS
635	GARDENING
636	CARE OF ANIMALS, RABBITS
636.1	CARE OF ANIMALS, HORSES
636.6	CARE OF ANIMALS, BIRDS
636.7	CARE OF ANIMALS, DOGS
636.8	CARE OF ANIMALS, CATS
641.5	COOKING
646	SEWING
652	CIPHERS & CODES
666	CERAMICS & POTTERY
728.8	CASTLES & FORTS
736	WOODCRAFTS
737.4	COIN COLLECTING
738	CERAMICS & POTTERY
739.7	ARMS & ARMOR
741	DRAWING
742	DRAWING
743	DRAWING
745	CRAFTS
751	PAINTING
759.56	STAMP COLLECTING
770	PHOTOGRAPHY
781.91	MUSICAL INSTRUMENTS
784.6	SONG BOOKS
790	PLAYS

DDC NO.	SUBJECT HEADINGS
791.4	MOVIES & TV
791.5	PUPPETS
792.8	BALLET
793.3	DANCING
793.8	MAGIC
794.1	CHESS
796.32	VOLLEYBALL
796.323	BASKETBALL
796.332	FOOTBALL
796.334	SOCCER
796.342	TENNIS
796.357	BASEBALL
796.4	GYMNASTICS; EXERCISES
796.54	CAMPING
796.426	RUNNING
796.72	RACING; CARS
796.75	RACING; MOTORCYCLES
796.8	MARTIAL ARTS
796.9	SKIING
796.91	ICE SKATING
796.96	HOCKEY
797.1	BOATS & BOATING
797.2	SWIMMING
798.2	HORSEBACK RIDING
799.1	FISHING
799.2	HUNTING
808.7	JOKES & RIDDLES
808.8	JOKES & RIDDLES
808.81	POETRY
811.08	POETRY
817	JOKES & RIDDLES
909	WORLD HISTORY

DDC NO.	SUBJECT HEADINGS
910	GEOGRAPHY
917.8	COWBOYS
921	BIOGRAPHIES
940.03	W.W. I
940.53	W.W. II
951.9	KOREAN WAR
959.704	VIETNAMESE WAR
970	AMERICAN HISTORY
970.1	INDIANS
973	AMERICAN HISTORY
973.2	COLONIAL AMERICAN HISTORY

DEWEY DECIMAL CLASSIFICATION NUMBERS AND
SUBJECT HEADING CLUSTERS

DDC NO. SPAN BY TENS	SUBJECT HEADINGS
001-009	COMPUTERS; UFOS
030-039	GUINNESS WORLD RECORD BOOKS
130-139	GHOSTS
150-159	FEELINGS
200-289	RELIGION
290-299	MYTHOLOGY
330-339	CAREERS/OCCUPATIONS
350-359	PRESIDENTS; ARMS & ARMOR; TANKS
380-389	TRAINS; AIRPLANES
390-399	COSTUMES; FOLKTALES; DRAGONS; MONSTERS
400-499	FOREIGN LANGUAGE
500-509	SCIENCE EXPERIMENTS
520-529	ASTRONOMY
530-539	ELECTRICITY
540-549	CHEMISTRY
550-559	GEOLOGY; VOLCANOES; OCEANS; WEATHER
560-569	FOSSILS; DINOSAURS
580-589	FLOWERS; TREES
590-599	SEASHELLS; INSECTS; BUTTERFLIES & MOTHS; MAMMALS; REPTILES; BIRDS;
610-619	HEALTH; HUMAN BODY; FIRST AID; KEEPING FIT
620-629	ELECTRICITY; CASTLES & FORTS; ARMS & ARMOR; MODEL BUILDING; AUTOMOBILES; TRUCKS; SPACE TRAVEL; ROBOTS; MOTORCYCLES; TRAINS; SUBMARINES; BICYCLES
630-639	GARDENING; CARE OF ANIMALS
640-649	COOKING; SEWING
650-659	CIPHERS, CODES, & SECRET MESSAGES
660-669	CERAMICS & POTTERY

DDC NO.
SPAN BY TENS

SUBJECT HEADING

720-729	CASTLES & FORTS
730-739	WOODCRAFTS; ARMS & ARMOR; CERAMICS & POTTERY; COIN COLLECTING
740-749	DRAWING; CRAFTS
750-759	PAINTING; STAMP COLLECTING
770-779	PHOTOGRAPHY
780-789	MUSICAL INSTRUMENTS; SONG BOOKS
790-799	PLAYS; MOVIES & TV; PUPPETS; BALLET; DANCING; MAGIC; CHESS; SPORTS; MARTIAL ARTS; RACING; GYMNASTICS; EXERCISING; BOATS & BOATING; SWIMMING; HORSEBACK RIDING; FISHING; HUNTING
800-819	JOKES & RIDDLES; POETRY
900-909	WORLD HISTORY
920-929	BIOGRAPHIES
940-949	WORLD WAR I; WORLD WAR II
950-959	KOREAN WAR; VIETNAMESE WAR
970-979	AMERICAN HISTORY; INDIANS; COLONIAL AMERICAN HISTORY

APPENDIX D

SUMMARY OF CLASSIFICATION NUMBERS AND SUBJECT HEADINGS,
AND CLASSIFICATION NUMBERS AND SUBJECT HEADING
CLUSTERS SUMMARY

TABLE V
SUMMARY OF DEWEY DECIMAL CLASSIFICATION NUMBERS AND SUBJECT HEADINGS

DDC No.	Subj. Headings	Interest Summary				DDC Tens Summary	
		Subj. Indicated		Percentage		Books Checked Out	Percent-age
		Specific	General ^a	Specific	General		
001.6	COMPUTERS	21	55	1.79	1.69		
001.9	UFOs	15	39	1.28	1.19	43	2.23
032	GUINNESS	14	32	1.19	.98	50	2.59
133.1	GHOSTS	21	45	1.79	1.38	23	1.19
152.4	FEELINGS	5	12	.42	.37	10	.52
200	RELIGION	0	7	0	.22	10	.52
291	MYTHS	10	21	.85	.65	22	1.14
331.7	CAREERS/ OCCUPATIONS	3	8	.25	.25	1	.05
351.03	PRESIDENTS	1	10	.08	.31		
355.8	ARMS & ARMOR	14	22	1.19	.67		
358.18	TANKS	22	40	1.88	1.23	51	2.64
359.3	SUBMARINES	10	30	.85	.92		

^a"Specific" represents the items the students indicated as "most interested" (could mark up to ten items). "General" represents the general items of interest (could mark as many as they wanted).

TABLE V--Continued

DDC No.	Subj. Headings	Interest Summary				DDC Tens Summary	
		Subj. Indicated		Percentage		Books Checked Out	Percent-age
		Specific	General	Specific	General		
385	TRAINS	0	10	0	.31	6	.31
387.7	AIRPLANES	7	28	.59	.86		
391	COSTUMES	2	10	.17	.31		
398	FOLKTALES	6	18	.51	.55		
398	MONSTERS	14	37	1.19	1.14	97	5.02
398.2	DRAGONS	21	39	1.79	1.19		
400	FOREIGN LANGUAGES	17	38	1.45	1.17	19	.98
507	SCIENCE EXPERIMENTS	5	16	.42	.49	8	.41
523	ASTRONOMY	10	33	.85	1.01	82	4.25
537	ELECTRICITY	4	16	.34	.49	14	.73
540	CHEMISTRY	7	23	.59	.71	13	.67
550	GEOLOGY	1	15	.08	.46		
551.21	VOLCANOES	4	31	.34	.95	32	1.66
551.46	OCEANS	6	19	.51	.58		
551.6	WEATHER	0	9	0	.28		

TABLE V--Continued

DDC No.	Subj. Headings	Interest Summary				DDC Tens Summary	
		Subj. Indicated		Percentage		Books Checked Out	Percent-age
		Specific	General	Specific	General		
560	FOSSILS	5	19	.42	.58	50	2.59
567.9	DINOSAURS	6	23	.51	.71		
568.1	DINOSAURS ^b						
582	FLOWERS	7	20	.59	.62	3	.15
582.16	TREES	1	10	.08	.31		
594	SEASHELLS	1	21	.08	.65		
595.7	INSECTS	2	16	.17	.49		
595.78	BUTTERFLIES & MOTHS	2	18	.17	.55	139	7.20
598.1	REPTILES	7	31	.59	.95		
598.2	BIRDS	7	32	.59	.98		
599	MAMMALS	41	86	3.50	2.64		
611	HUMAN BODY	4	18	.34	.55		
613	HEALTH	0	19	0	.58		
613.7	KEEPING FIT	5	18	.42	.55	8	.41
614.8	FIRST AID ^b						

^b Indicates the old classification

TABLE V--Continued

DDC No.	Subj. Headings	Interest Summary				DDC Tens Summary	
		Subj. Indicated		Percentage		Books Checked Out	Percent-age
		Specific	General	Specific	General		
616.02	FIRST AID	12	28	1.02	.86		
623.1	CASTLES & FORTS	13	42	1.11	1.29		
623.82	MODEL BUILDING BOATS	4	22	.34	.67		
625.19	MODEL BUILDING TRAINS	4	14	.34	.43		
629.133	MODEL BUILDING AIRPLANES	9	30	.76	.92		
629.221	MODEL BUILDING CARS	10	38	.85	1.17		
629.222	AUTOMOBILES (CARS)	10	28	.85	.86	83	4.30
629.223	TRUCKS	1	10	.08	.31		
629.2272	BICYCLES	16	47	1.36	1.45		
629.2275	MOTORCYCLES	21	38	1.79	1.17		
629.4	SPACE TRAVEL	8	21	.68	.65		
629.8	ROBOTS	3	33	.25	1.01		

TABLE V--Continued

DDC No.	Subj. Headings	Interest Summary				DDC Tens Summary	
		Subj. Indicated		Percentage		Books Checked Out	Percent-age
		Specific	General	Specific	General		
635	GARDENING	5	15	.42	.46		
636	ANIMAL CARE RABBITS	15	49	1.28	1.51		
636.1	ANIMAL CARE HORSES	42	61	3.58	1.88		
636.6	ANIMAL CARE BIRDS	7	30	.59	.92	134	6.94
636.7	ANIMAL CARE DOGS	29	63	2.47	1.94		
636.8	ANIMAL CARE CATS	26	59	2.22	1.81		
641.5	COOKING	18	36	1.53	1.11	29	1.50
646	SEWING	4	16	.34	.49		
652	CIPHERS & CODES	8	37	.68	1.14	3	.15
666	CERAMICS & POTTERY	7	17	.59	.52	2	.10
736	WOODCRAFTS	7	24	.59	.74		
737.4	COIN COLLECTING	7	23	.59	.71	26	1.35

TABLE V--Continued

DDC No.	Subj. Headings	Interest Summary				DDC Tens Summary	
		Subj. Indicated		Percentage		Books Checked Out	Percent-age
		Specific	General	Specific	General		
741	DRAWING	33	82	2.82	2.52	247	12.79
745	CRAFTS	12	38	1.02	1.17		
751	PAINTING	8	23	.68	.71		
759.56	STAMP COLLECTING	11	32	.94	.98	2	.10
770	PHOTOGRAPHY	3	14	.25	.43	1	.05
781.91	MUSICAL INSTRUMENTS	13	29	1.11	.89	6	.31
784.6	SONG BOOKS	3	18	.25	.55		
790	PLAYS	13	32	1.11	.98		
791.4	MOVIES & TV	17	51	1.45	1.57		
791.5	PUPPETS	5	16	.42	.49		
792.8	BALLET	3	6	.25	.18		
793.3	DANCING	14	3	1.19	.09		
793.8	MAGIC	21	53	1.79	1.63		
794.1	CHESS	8	22	.68	.67		
796.32	VOLLEYBALL	2	26	.17	.80		
796.323	BASKETBALL	18	47	1.53	1.45		

TABLE V--Continued

DDC No.	Subj. Headings	Interest Summary				DDC Tens Summary	
		Subj. Indicated		Percentage		Books Checked Out	Percent-age
		Specific	General	Specific	General		
796.332	FOOTBALL	25	31	2.13	.95	360	18.64
796.334	SOCCER	5	36	.42	1.11		
796.342	TENNIS	7	24	.59	.74		
796.357	BASEBALL	27	56	2.30	1.72		
796.4	GYMNASTICS, EXERCISE	17	32	1.45	.98		
796.54	CAMPING	20	57	1.70	1.75		
796.426	RUNNING	7	22	.59	.67		
796.72	RACING, CARS	6	28	.51	.86		
796.75	RACING, MOTORCYCLES	18	30	1.53	.92		
796.8	MARTIAL ARTS	20	31	1.70	.95		
796.9	SKIING	14	40	1.19	1.23		
796.91	ICE SKATING	17	46	1.45	1.41		
796.96	HOCKEY	7	6	.59	.18		
797.1	BOATS & BOATING	7	22	.59	.67		
797.2	SWIMMING	20	61	1.70	1.88		

TABLE V--Continued

DDC No.	Subj. Headings	Interest Summary				DDC Tens Summary	
		Subj. Indicated		Percentage		Books Checked Out	Percent-age
		Specific	General	Specific	General		
798.2	HORSEBACK RIDING	34	60	2.90	1.84		
799.1	FISHING	20	50	1.70	1.53		
799.2	HUNTING	22	34	1.83	1.05		
808.7 817	JOKES & RIDDLES ^c	16	63	1.36	1.94		
808.81 811.08	POETRY ^c	3	11	.25	.33	251	13.00
909	WORLD HISTORY	1	22	.08	.67	3	.15
910	GEOGRAPHY	5	20	.42	.62	27	1.39
917.8	COWBOYS	3	12	.25	.37		
921	BIOGRAPHIES	4	14	.34	.43	21	1.08
940.03	WORLD WAR I	6	28	.51	.86	20	1.03
940.53	WORLD WAR II	9	29	.76	.89		
951.9	KOREAN WAR	12	32	1.02	.98		
959.704	VIETNAMESE WAR	6	24	.51	.74	4	.20

^cThe DDC span 800-809 and 810-819 were combined since the same books were contained in both spans.

TABLE V--Continued

DDC No.	Subj. Headings	Interest Summary					DDC Tens Summary	
		Subj. Indicated		Percentage			Books Checked Out	Percent-age
				Specific	General	Specific		
970	AMERICAN HISTORY	4	16	.34	.49	31	1.60	
970.1	INDIANS	5	16	.42	.49			
973	AMERICAN HISTORY	4	16	.34	.49			
973.2	COLONIAL AMERICAN HISTORY	1	16	.08	.49			
TOTALS:		1170	3252	99.38	99.88	1931	99.94	

TABLE VI

DEWEY DECIMAL CLASSIFICATION NUMBERS AND SUBJECT HEADING CLUSTERS SUMMARY

DDC Span	Interest Summary				DDC Tens Summary	
	Subj. Indicated		Percentage		Books Checked Out	Percentage
	Specific	General	Specific	General		
000-009	36	94	3.08	2.89	43	2.23
030-039	14	32	1.19	.98	50	2.59
130-139	21	45	1.79	1.38	23	1.19
150-159	5	12	.42	.37	10	.52
200-289	0	7	0	.22	10	.52
290-299	10	21	.85	.65	22	1.14
330-339	3	8	.25	.25	1	.05
350-359	47	102	4.02	3.14	51	2.64
380-389	7	38	.59	1.17	6	.31
390-399	43	104	3.68	3.20	97	5.02
400-499	17	38	1.45	1.17	19	.98
500-509	5	16	.42	.49	8	.41
520-529	10	33	.85	1.01	82	4.25
530-539	4	16	.34	.49	14	.73
540-549	7	23	.59	.71	13	.67
550-559	11	74	.94	2.28	32	1.66

TABLE VI--Continued

DDC Span	Interest Summary				DDC Tens Summary	
	Subj. Indicated		Percentage		Books Checked Out	Percentage
	Specific	General	Specific	General		
560-569	11	42	.94	1.29	50	2.59
580-589	8	30	.68	.92	3	.15
590-599	60	204	5.13	6.27	139	7.20
610-619	21	83	1.79	2.55	8	.41
620-629	99	323	8.46	9.93	83	4.30
630-639	124	277	10.60	8.52	134	6.94
640-649	22	52	1.88	1.60	29	1.50
650-659	8	37	.68	1.14	3	.15
660-669	7	17	.59	.52	2	.10
730-739	14	47	1.19	1.45	26	1.35
740-749	45	120	3.85	3.69	247	12.79
750-759	19	55	1.62	1.69	2	.10
770-779	3	14	.25	.43	1	.05
780-789	16	47	1.37	1.45	6	.31
790-799	394	922	33.68	28.35	360	18.64
800-819	19	74	1.62	2.28	251	13.00
900-909	1	22	.08	.67	3	.15

TABLE VI--Continued

DDC Span	Interest Summary				DDC Tens Summary	
	Subj. Indicated		Percentage		Books Checked Out	Percentage
	Specific	General	Specific	General		
910-919	8	32	.68	.98	27	1.39
920-929	4	14	.34	.43	21	1.08
940-949	15	57	1.28	1.75	20	1.03
950-959	18	56	1.53	1.72	4	.20
970-979	14	64	1.19	1.97	31	1.60
TOTALS:	1170	3252	99.89	100.00	1931	99.94

APPENDIX E

RATIO OF BOOKS CHECKED OUT TO MEASURED INTEREST

TABLE VII

RATIO OF BOOKS CHECKED OUT OF THE LIBRARY MEDIA CENTER
TO MEASURED INTEREST ARRANGED BY DEWEY DECIMAL
CLASSIFICATION TENS SPAN

Classes by Groups of Tens	Specific Interest	General Interest	Books Checked Out	Ratio of Books Checked Out to Interest	
				Spe- cific	Gen- eral
000-009	36	94	43	1.2	.5
030-039	14	32	50	3.6	1.6
Class total	50	126	93	1.9	.7
130-139	21	45	23	1.1	.5
150-159	5	12	10	2.0	.8
Class total	26	57	33	1.3	.6
200-289	0	7	10	0	1.4
290-299	10	21	22	2.2	1.0
Class total	10	28	32	3.2	1.1
330-339	3	8	1	.3	.1
350-359	47	102	51	1.0	.5
380-389	7	38	6	.9	.2
390-399	43	104	97	2.3	.9
Class total	100	252	155	1.6	.6
400-499	17	38	19	1.1	.5
Class total	17	38	19	1.1	.5
500-509	5	16	8	1.6	.5
520-529	10	33	82	8.2	2.5
530-539	4	16	14	3.5	.9
540-549	7	23	13	1.9	.6
550-559	11	74	32	3.0	.4
560-569	11	42	50	4.5	1.2
580-589	8	30	3	.4	.1

TABLE VII--Continued

Classes by Groups of Tens	Specific Interest	General Interest	Books Checked Out	Ratio of Books Checked Out to Interest	
				Spe- cific	Gen- eral
590-599	60	204	139	2.3	.7
Class total	116	438	341	3.0	.8
610-619	21	83	8	.4	.1
620-629	99	323	83	.8	.3
630-639	124	277	134	1.1	.5
640-649	22	52	29	1.3	.6
650-659	8	37	3	.4	.1
660-669	7	17	2	.3	.1
Class total	281	789	259	.9	.3
730-739	14	47	26	1.9	.6
740-749	45	120	247	5.5	2.1
750-759	19	55	2	.1	.04
770-779	3	14	1	.3	.07
780-789	16	47	6	.4	.1
790-799	394	922	360	.9	.4
Class total	491	1205	642	1.3	.5
800-819	19	74	251	13.2	3.4
Class total	19	74	251	13.2	3.4
900-909	1	22	3	3.0	.1
910-919	8	32	27	3.4	.8
920-929	4	14	21	5.2	1.5
940-949	15	57	20	1.3	.4
950-959	18	56	4	.2	.07
970-979	14	64	31	2.2	.5
Class total	60	245	106	1.8	.4
TOTALS:	1170	3252	1931	1.7	.6

APPENDIX F

STUDENT INTEREST INVENTORY SPECIFIC AND GENERAL
DESIRES AND BOOKS CHECKED OUT

TABLE VIII

STUDENT INTEREST INVENTORY SPECIFIC DESIRES AND BOOKS CHECKED OUT OF THE
LIBRARY BY DEWEY DECIMAL CLASSIFICATION TENS SPANS

DDC Tens Span	X ^a	Y ^b	x	y	xy	X ²	Y ²
000-009	36	43	4.38	-9.2	-40.30	19.18	84.64
030-039	14	50	-17.62	-2.2	38.76	310.46	4.84
130-139	21	23	-10.62	-29.20	310.10	112.78	852.64
150-159	5	10	-26.62	-42.20	1123.36	708.62	1780.84
200-289	0	10	-31.62	-42.20	316.2	999.82	1780.84
290-299	10	22	-21.62	-30.2	652.92	467.42	912.04
330-339	3	1	-28.62	-51.2	1465.34	819.10	2621.44
350-359	47	51	15.38	-1.2	-18.46	236.54	1.44
380-389	7	6	-24.62	-46.2	1137.44	606.14	2134.44
390-399	43	97	11.38	44.8	509.82	129.50	2007.04
400-499	17	19	-14.62	-33.2	485.38	213.74	1102.24
500-509	5	8	-26.62	-44.2	1176.60	708.62	1953.64
520-529	10	82	-21.62	29.8	-644.28	467.42	888.04
530-539	4	14	-27.62	-38.2	1055.08	762.86	1459.24
540-549	7	13	-24.62	-39.2	965.10	606.14	1536.64
550-559	11	32	-20.62	-20.2	416.52	425.18	408.04
560-569	11	50	-20.62	-2.2	45.36	425.18	4.84
580-589	8	3	-23.62	-49.2	1162.10	557.90	2420.64

TABLE VIII--Continued

DDC Tens Span	X	Y	x	y	xy	x^2	y^2
590-599	60	139	28.38	86.8	2463.38	805.42	7534.24
610-619	21	8	-10.62	-44.2	469.40	112.78	1953.64
620-629	99	83	67.38	30.8	2075.30	4540.06	948.64
630-639	124	134	92.38	81.8	7556.68	8534.06	6691.24
640-649	22	29	-9.62	-23.2	223.18	92.54	538.24
650-659	8	3	-23.62	-49.2	1162.10	557.90	2420.64
660-669	7	2	-24.62	-50.2	1235.92	606.14	2520.04
730-739	14	26	-17.62	-26.2	461.64	310.46	686.44
740-749	45	247	13.38	194.8	2606.42	179.02	37947.04
750-759	19	2	-12.62	-50.2	633.52	159.26	2520.4
770-779	3	1	-28.62	-51.2	1465.34	819.10	2621.44
780-789	16	6	-15.62	-46.2	72.64	243.98	2134.44
790-799	394	360	362.38	307.8	111540.56	131319.26	94740.84
800-819	19	251	-12.62	198.8	2508.86	159.26	39521.44
900-909	1	3	-30.62	-49.2	1506.50	937.58	2420.64
910-919	8	27	-23.62	-25.2	595.22	557.90	635.04
920-929	4	21	-27.62	-31.2	861.74	762.86	973.44
940-949	15	20	-16.62	-32.2	535.16	276.22	1036.84

TABLE VIII--Continued

DDC Tens Span	X	Y	x	y	xy	x ²	y ²
950-959	18	4	-13.62	-48.2	656.48	185.50	2323.24
970-979	14	31	-17.62	-21.2	373.54	310.46	449.44
SUMS:	1170	1931			149160.62	160046.36	232570.52

$\bar{X} = 31.62$; $\bar{Y} = 52.19$; $N = 38$; N = the number of Dewey Decimal Classification (DDC) tens spans actually observed and evaluated.

^aX = Student Interest Inventory specific desires.

^bY = Library books actually checked out.

TABLE IX

STUDENT INTEREST INVENTORY GENERAL DESIRES AND BOOKS CHECKED OUT OF THE
LIBRARY BY DEWEY DECIMAL CLASSIFICATION TENS SPANS

DDC Tens Span	X ^a	Y ^b	x	y	xy	X ²	Y ²
000-009	94	43	6.11	-9.2	-56.21	37.33	84.64
030-039	32	50	-55.89	-2.2	122.96	3123.69	4.84
130-139	45	23	-42.89	-20.20	1252.39	1839.55	852.64
150-159	12	10	-75.89	-42.20	3202.56	5759.29	1780.84
200-289	7	10	-80.89	-42.20	3413.56	6543.19	1780.84
290-299	21	22	-66.89	-30.2	2020.08	4474.27	912.04
330-339	8	1	-79.89	-51.2	4090.37	6382.41	2621.44
350-359	102	51	14.11	-1.2	-16.93	199.09	1.44
380-389	38	6	-49.89	-46.2	2304.92	2489.01	2134.44
390-399	104	97	16.11	44.8	721.73	259.53	2007.04
400-499	38	19	-49.89	-33.2	1656.35	2489.01	1102.24
500-509	16	8	-71.89	-44.2	3177.54	5168.17	1953.64
520-529	33	82	-54.89	29.8	-1635.72	3012.91	888.4
530-539	16	14	-71.89	-38.2	2746.20	5168.17	1459.24
540-549	23	13	-64.89	-39.2	2543.69	4210.71	1536.64
550-559	74	32	-13.89	-20.2	280.58	192.93	408.04
560-569	42	50	-45.89	-2.2	100.96	2105.89	4.84
580-589	30	3	-57.89	-49.2	2848.19	3351.25	2420.64

TABLE IX--Continued

DDC Tens Span	X	Y	x	y	xy	$\bar{x}^2$	$\bar{y}^2$
590-599	204	139	116.11	151.8	17625.50	13481.53	23043.24
610-619	83	8	-4.89	30.8	-150.61	23.91	948.64
620-629	323	83	235.11	270.8	63667.79	55762.71	73332.64
630-639	277	134	189.11	224.8	42511.93	35762.59	50535.04
640-649	52	29	-35.89	-0.2	7.18	1288.09	0.04
650-659	37	3	-50.89	-15.2	733.53	2589.79	231.04
660-669	17	2	-70.89	-35.2	2495.33	5025.39	1239.04
730-739	47	26	-40.89	-5.2	212.63	68367.76	27.04
740-749	120	247	32.11	67.8	2177.06	1031.05	4596.84
750-759	55	2	-32.89	2.8	-92.09	1081.75	7.84
770-779	14	1	-73.89	-27.62	2040.84	5459.73	762.86
780-789	47	6	-40.89	-5.2	212.63	1671.99	27.04
790-799	922	360	834.11	869.8	725508.87	695739.49	756552.04
800-819	74	251	-13.89	21.8	-302.80	192.93	475.24
900-909	22	3	-65.89	-21.62	1424.54	4341.49	467.42
910-919	32	27	-55.89	-20.62	1152.45	3123.69	425.18
920-929	14	21	-73.89	-28.62	2114.73	5459.73	819.10
940-949	57	20	-30.89	4.8	-148.27	954.19	23.04

TABLE IX--Continued

DDC Tens Span	X	Y	x	y	xy	x ²	y ²
950-959	56	4	-36.89	-48.2	1778.10	1360.87	2323.24
970-979	64	31	-23.89	11.8	-281.90	570.73	139.24
SUMS:	3252	1931			891500.66	959609.81	937929.32

$\bar{X}$ = 87.89; $\bar{Y}$ = 52.19; N = 38; N = the number of Dewey Decimal Classification (DDC) tens spans actually observed and evaluated.

^aX = Student Interest Inventory general interest areas.

^bY = Library books actually checked out.