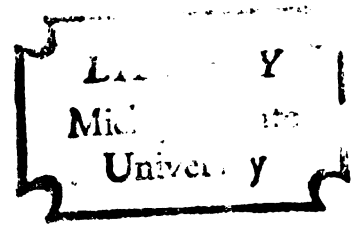


THEMATIC ANALYSIS AND DEMOCRATIC VALUE  
IDENTIFICATION IN  
REALISTIC FICTION FOR CHILDREN CONCERNING  
AMERICAN WARTIME INVOLVEMENT, 1939 - 1971

Thesis for the Degree of Ph. D.  
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## ABSTRACT

### THEMATIC ANALYSIS AND DEMOCRATIC VALUE IDENTIFICATION IN REALISTIC FICTION FOR CHILDREN CONCERNING AMERICAN WARTIME INVOLVEMENT, 1939-1971

By

Mary Ann McLaughlin

The purpose of this study was to determine the extent to which democratic themes and values were identified in literature for children (ages ten through fourteen) concerning American wartime involvement, 1939-1971. The problem was deemed significant because of the widespread concern in the world today over communication problems that people are experiencing. Perhaps these difficulties are due to the fact that people hold different values, and are unwilling to consider those important to others. When communication has become totally impossible, men have often declared physical confrontation in the form of war to "solve" the problem. Since war is assumed by the researcher to be the ultimate act seen necessary for the preservation of the democratic values in America and therefore indicative of a strong threat to the basic foundations of the culture, she

attempted to ascertain the extent to which the values were inherent in stories containing wartime content.

Given a definition of theme, the study was attempted in order to determine the extent to which the researcher and other adults and children would agree on their decisions. This aspect of the study was attempted as a means to determine the reliability of the researcher in recognizing themes and values in the literature used in the study.

In Part I of the study, the researcher read and evaluated 83 books identified through five professional bibliographic sources. Content-analysis was used as the data collection technique to determine the extent to which thematic and value determinations were those inherent in the democratic philosophy present in the literature about the designated wars. The three major concepts of individualism, the social order and intelligence were those the researcher designated as values inherent in the democratic philosophy.

In Part II, the reliability study, 12 adult professionals and 224 fifth and sixth grade children were queried regarding their evaluations of the same themes and values contained in three selected books.

Two instruments were devised for the study, and administered by the researcher. The Thematic-Analysis query was an open-ended response form. The Value-Questions form was a checklist which required a decision

for each of 25 values, regarding absence, presence or stress in each story evaluated.

Data analysis included several forms amenable to comparison, namely frequencies, percentages, Chi-squares and an analysis of variance.

The results of Part I of the study indicated that fiction for children concerning American wartime involvement does in fact contain the themes and values defined as democratic by the researcher. The thematic inclusion of every book considered and the presence or stress of 21 of 25 values over the ninetieth percentile across the 83 stories considered gives credence to this conclusion.

The reliability study resulted in the fact that both children and adult majorities affirmed themes and values classified by the researcher as representative of democracy inherent as present or stressed in the three field-tested books evaluated.

Results of individual and combined-group analyses proved that boys and girls agree with the professional adults in their school world to a large extent, on the themes and values found in wartime-fiction experienced and considered critically.

Comparative evaluations between the researcher and combined subjects indicated that on thematic assessment there was not specific-determination agreement, though as defined and categorized regarding democracy, all evaluations were inclusive.

Mary Ann McLaughlin

The researcher and rater-groups agreed closely on determinations of values present or stressed in the field-tested materials.

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By

Mary Ann McLaughlin

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To my Mother, who knew; my Father, the epitome of faith and encouragement; and Anna Marie Dant, who so generously cared, I dedicate the effort.

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## CHAPTER I

### THE IMPORTANCE OF THE STUDY

The American public school is the institution traditionally given the major responsibility for social acculturation of each individual, beginning usually at age five. Some educators have accepted their obligation to function as value-transmitters. Education in general, at this point in time, is under attack from all aspects of American life, individual, social, political and economic, for not fulfilling its widely perceived function of producing both self-actualizing and positively-socialized contributors to our democracy. Concern is widespread over the seemingly ineffective transfer of long cherished societal values to school children by educators, specifically, and the public in general.

Several recently published articles in nationally circulated magazines attest to the pertinence of this research which is concerned with values dramatized in literature for children. In "The Climate of Repression," an editorial, "Erich Fromm and the Reform of Education" by David Riesman, and "Education for Thought," and ". . .

Albert Shanker on the Public Schools,"<sup>1</sup> the posit is strongly implied that the necessity now exists, for perhaps the first time in American history, to ask whether there will be much left of our public school system in the near future.

A large percentage of young people today appear to be questioning individual, familial, religious, and democratic/social values long held sacred and commonly verbalized by the adult-culture:

One of the four significant values of American life . . . that is considered "sacred" is democracy. The others are individualism, equality, and human perfectability. They are referred to as "sacred" because they remain relatively stable, and are the ideals toward which we strive . . . but though possessed by all Americans, are practiced by few.<sup>2</sup>

#### Purpose of the Study

Literature for children, like that of the adult world, consistently reflects the prevailing societal values. The purpose of this study was to determine, through thematic assessment and value-identification, the themes

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<sup>1</sup>The Progressive, The Progressive Inc., Madison, Wisconsin, 1971, pp. 3-11; Kurtz, Paul, "Humanism and Free Thought" and "An Interview with Albert Shanker on the Public Schools," The Humanist, Buffalo, New York, Volume XXXI, No. 4, July/August, 1971; Riesman, David, "Erich Fromm and the Reform of Education," Change Magazine, Educational Change, Inc., Vol. 3, No. 4, Summer, 1971, and Cattle, Thomas, "Education for Survival."

<sup>2</sup>J. W. Getzels, "The Child in the Changing Society: Implications for the Librarian," Library Quarterly, XXVI (October, 1957), 270-271.

and democratic/social values inherent in realistic fiction for children, ages ten through fourteen, concerning American wartime involvement, 1939-1971.

### Significance of the Study

The results of the study should provide worthy data for teachers, librarians, and interested others, working with children, books, and value education.

Additionally, thematic assessment, value-identification, nor comparative opinions of professionals and children have been widely researched with regard to children's literature. These aspects of the study indicate its relevance and urgency.

The widely-acknowledged generation-gap concept has served to facilitate this agreement on the part of youth and adults alike that there is, in fact, a divergence of opinion regarding basic value-conceptions of the world in which we co-exist. Despite the obvious differences of opinion, however, the school is significantly and widely regarded as a value-transmission institution. As such, it is expected to successfully accomplish the task for each American it serves:

. . . . No democratic society can hope to survive, increase in stature and leadership unless its citizens are well-educated and well-informed. Citizens of a democracy must be able to make intelligent decisions when they meet with controversy.

The importance of providing material on all aspects of a controversy and the importance of providing opportunities for students to

identify the implications inherent in each position . . . becomes obvious when one recalls the ease with which the American prisoners in the Korean War fell prey to the brainwashing techniques of the Communists.<sup>3</sup>

The values inherent in the school's culture-milieu are learned in many ways, the primarily effective one first-hand experience. Another way in which the same task is accomplished, however, is attributable to the quantity and quality of the literary experience a child has had, and his reactions to it. That literature for children, as well as that for adults, contains inherent values has been widely attested to by numerous notable educators and scholars of literature. Miller<sup>4</sup> states that:

In every work of literature there is a perspective on the world and on life. In this perspective there is implicit or explicit what is called variously a moral dimension, a system of values, a vision of the nature of things, a truth . . .

The experiencing of a work of literature means in some sense an absorption into the drama of the work; this imaginative experience parallels in its elements the nature of a real experience. Thus, as real experience frequently calls into play moral judgment, so the imaginative experiencing of work of literature frequently calls into being the moral imagination.

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<sup>3</sup>Patricia J. Cianciolo, "Criteria for the Use of Trade Books in the Elementary School Program," (unpublished Ph.D. dissertation, The Ohio State University, 1963, p. 51).

<sup>4</sup>James E. Miller, Jr., "Literature and the Moral Imagination," in Response to Literature, ed. by James R. Squire (Champaign, Ill.: National Council of Teachers of English, 1968), p. 29.

"Good literature," according to May Hill Arbuthnot, "gives children insight, satisfies curiosities, provides them with a zest for living, and imbues them with a reverence for life. These are unassailable reasons for teaching literature in the elementary school."<sup>5</sup>

Ferne Shipley<sup>6</sup> feels that new and socially meaningful understandings can be transmitted to children through literature. She says that:

Literature and social learning reinforce each other . . . children learn orderly living when they understand themselves in relation to their tasks . . . Living in a democratic society means living in a changing society . . . Deliberate planning and encouragement of positive learning at timely moments lets children take their own next steps . . . Literature may be an important part of the teacher's planning, and should be available for the children's choosing and accepting.

In an article discussing the definitive aspects of the American style of living as reflected through literature for children, Patricia J. Cianciolo<sup>7</sup> indicates the presence of consistently recurrent themes: respect for

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<sup>5</sup>William A. Jenkins, "Reading Skills in Teaching Literature in the Elementary School," Elementary English (Champaign, Ill.: National Council of Teachers of English, Nov. 1964), p. 780.

<sup>6</sup>Ferne Shipley, "Relating Literature to Other School Learnings," in Using Literature with Young Children, ed. by Leland B. Jacobs (Columbia University, New York: Teachers College Press, 1965), p. 52.

<sup>7</sup>Patricia J. Cianciolo, "Children's Books Can Reflect the American Style of Living," Elementary English (Champaign, Ill.: National Council of Teachers of English, November, 1964), pp. 773-777.



humanity, individuality and freedom, group welfare and the life-realities of openness and change.

To further validate the contention that values are indeed present in literature is the statement from Reading Ladders for Human Relations,<sup>8</sup> a book that reviews human-relations literature for children according to certain problem areas:

The child and the youth put themselves to many tests of value. They must, as they meet the tasks of learning to become increasingly effective persons in their own right, check their own best sense of direction against the many admonitions proposed to them by older and more experienced persons . . . Many books, perhaps all good books, provide opportunities for testing one's own sense of what really counts.

We value, too, the growth in sensitivity to problems of judgment that can come from acquaintance with many less highly personalized experiences presented imaginatively by gifted writers. Here is the place for the symbolic in literature that cannot always be recounted by the reader at the verbal level, but the impact of which, upon both mind and heart, may be as lasting as the influence of the more easily understood.

Doubts and distinctions arise in the minds of most of use along the way; What is really important? What helps and what hinders the development of others? What do I really want from life? How do I decide between values when they seem to conflict? How do older persons come to the point of being better able to make wise choices or decisions? What is really involved in courage? Or heroism? Or service to others?

In addition to the value-statement above, the publication included 136 annotated titles of literature for children

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<sup>8</sup>Muriel Crosby, ed., Reading Ladders for Human Relations, 4th ed. (American Council on Education, 1968), pp. 89-91.

and young adults in the chapter entitled, "The Search for Values," and approximately 165 entries under "Living As A Free People." While discussing the qualities in human relations that are inherent in living freely, it is stated that:

Probably we have never been more conscious than we now are of the need to think through all the implications . . . Part of the pressure to find clearer answers may come . . . from our new sensitivity to how we are regarded around the world, but much of it comes from a quiet revolution deep within ourselves and our culture. We seem to be newly self-critical about the extent to which we have succeeded in creating an economic, political and social environment that is more open to and better for all of us, that demands more of, but also offers more to, everyone.

Children and youth in our society have many resources for learning what it means to live as a free people. If they are to be helped to make sharper distinctions about the problems we face in improving all the relationships between and among persons in a dynamic democracy, they will need more than ever to look thoughtfully at our beliefs and behavior. In this process of self-scrutiny, the use of books has a major role to play.<sup>9</sup>

Emma Peller,<sup>10</sup> in her discourse on the literature for children involving international understanding says:

This paper is based on two fundamental premises. First, that the relationship between children's literature and world understanding is essentially the same . . . that exists between any literature and (the same) . . . Second, a relationship between literature and world understanding is

---

<sup>9</sup> Ibid., p. 179.

<sup>10</sup> Emma C. Peller, "Children's Literature and World Understanding," in Children and Literature, ed. by Jane Catterson (Newark, Delaware: International Reading Association, 1970), p. 22.

intrinsic in the definition of literature, inherent in the very nature and function of literature.

Literature elicits thought, perception and feeling . . . but does more . . . It implores the reader to examine and appreciate the complexity of human relations. While leading the reader to broaden his understanding of himself, literature solicits the reader's compassion for mankind . . . it challenges, begs, encourages, incites, provokes, and charges human beings to be human.

This is the kind of knowledge literature conveys. This is its truth . . . Here . . . lies the cross-roads where literature, educational goals and world understanding meet, become inseparably involved, and coalesce.

Relating to the democratic values of individualism and intelligence, Peller<sup>11</sup> states:

In education . . . the American ideal asserts the supreme importance of the individual . . . . Hand in hand with the supreme importance of the individual in National life goes the overall educational goal of American education . . . to develop the rational powers of students.

Ruth K. Carlson<sup>12</sup> in her specification of values inherent in good children's reading says:

Literature . . . enhances an appreciation of beauty and a kinship with the terror of loneliness in an alien world; many novels help readers to become compassionate and sensitive . . . human beings; some literature helps to improve the self concept of children who feel alienated from a middle class . . . culture; literature is world wide in scope and its values are universal.

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<sup>11</sup>Ibid., p. 22.

<sup>12</sup>Ruth K. Carlson, "Ten Values of Children's Literature," in Children and Literature, ed. by Jane Catterson (Newark, Delaware: International Reading Association, 1970), p. 34.

Dora V. Smith<sup>13</sup> in a summary statement concerning the fact that books help children keep pace with their world, posits that:

Books have kept pace with the children's world and with the immediacy of the need to know and to understand which confronts every human being today . . . In distinguished books by distinguished authors, movements and forces are examined in ways which children can understand, illuminating social, economic and cultural influences in our national life. The place of our nation in the history of the world by periods and in terms of geological and anthropological forces through the centuries has been described in books outstanding in text and illustration.

In a discussion of the practical aspects of teacher-attitudes toward children's literature, Whitehead<sup>14</sup> states that the objectives listed below are some that should be understood as goals:

- 1) to help the child understand himself and his present problems: The current period of accelerated scientific and social change, which brings confusion and anxiety to individuals . . . increasingly forces a child to call upon his resources to solve his problems. The child needs to know that he has many a ready ally in solving his problems in the form of literature characters who have been successful in their encounters with similar problems.
- 2) to develop an appreciation of Country and American Ideals: An important objective of education in the American society is to implant in children a deep and lasting love for their country.

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<sup>13</sup>Dora V. Smith, Fifty Years of Children's Books (Champaign, Ill.: National Council of Teachers of English, 1963), p. 91.

<sup>14</sup>Robert Whitehead, Children's Literature: Strategies of Teaching (Prentice-Hall, Inc., 1963), pp. 6, 7.

- 3) to increase the child's knowledge and understanding of the problems of others: . . . Literature helps the child appreciate and understand other people at home and abroad . . . Literature provides the means whereby the child can learn about many other cultures and countries. The child comes to see the similarities between his own experiences and those of children elsewhere, and this helps friendships and understandings develop and ripen.

In view of the above-mentioned professional opinions and rationale, one might conclude that literature for children does indeed contain values that are not only important, but crucial for the school to consider as part of its curricular offering.

In order to examine the inclusion of values in literature for young people, the researcher analyzed the literary genre of realistic fiction for children concerning American wartime involvement, 1939-1971. The choice of realistic fiction was made because of the considerable evidence that children prefer this type of literature in preference to any other. Gray<sup>15</sup> says:

- 1) Students in both elementary and secondary schools read more fiction than any other type of material, and like it better;
- 2) Children and young people tend to avoid factual or informational books for recreational reading;
- 3) Students at all age levels, with but rare exceptions, prefer prose to poetry.

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<sup>15</sup>William S. Gray, Encyclopedia of Educational Research, ed. by Chester Harris, III (New York: Macmillan Co., 1970), p. 1106.

Marie Rankin,<sup>16</sup> who conducted a year-long study of circulation statistics of eight libraries, also found that children prefer to read realistic fiction.

Betty Peltola,<sup>17</sup> in 1965, reported that "realistic stories were chosen more often than make-believe stories."

No delineation as to modern or historical fiction was made. The researcher decided that modern realistic fiction, since it portrays only contemporary life, would not be sufficiently inclusive; and a study of the historical, alone, would by definition delimit consideration to only past settings. Both modern and historical fiction are realistic as opposed to fanciful forms.

The specification of books relevant to American involvement in wartime was based on the researcher's assumption that, since wartime involvement by definition suggests a threat to democratic values, literature about the subject would include the values. All wartime fiction between the years 1939-1971 were chosen for inclusion because the investigator felt it necessary to provide an overview for the study which encompassed all years pertinent to American involvement in World War II, Korea and Vietnam.

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<sup>16</sup>Marie Rankin, "Children's Interests in Library Books of Fiction," Contributions to Education, No. 906 (New York: Teachers College, Columbia University, 1944).

<sup>17</sup>Bette J. Peltola, "A Study of the Indicated Literary Choices and Measured Literary Knowledge of Fourth and Sixth Grade Boys and Girls" (unpublished doctoral dissertation, University of Minnesota, Minneapolis, 1965).

Cianciolo and LePere<sup>18</sup> state that:

. . . Stories of fiction will help the student realize that he is a witness to the making of history . . . Junior novels about problems and practices in . . . life are numerous. They tell what people . . . are doing, how and why they are doing it. If the writer is competent, he will also lead his reader to take a particular stand on what he thinks about these problems . . . the cold war between Communist governments and democratic governments . . .

Whether they are read now or years hence, they will serve the indisputable worthy purpose of helping the reader to appreciate what mankind has in common as well as mankind's diverse motives and needs . . . will help the reader realize that actions of individuals, groups or governmental bodies have short . . . and long-term effects on each other.

The realistic-fiction selections for this study were determined from a comprehensive compilation of titles from the following lists, which are commonly used by teachers, librarians and others concerned with providing good literature for children:

Best Books for Children, Editions one through thirteen (1959 through 1971), Xerox Corporation, R. R. Bowker, Co., N.Y., N.Y.

Books for Children 1960-1965--A compilation of the American Library Association's Children's Books section of The Booklist and Subscription Review. American Library Association, Chicago, Illinois, 1966.

Good Books for Children, A selection of Outstanding Children's Books published 1948-57, compiled by Mary K. Eakin, The University of Chicago Press, 1st edition, 1959, 2nd edition, 1962, 3rd edition, 1966.

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<sup>18</sup>Patricia J. Cianciolo and Jean M. LePere, The Literary Timeline in American History, R<sub>x</sub> for Social Studies (Garden City: Doubleday and Co., 1969), pp. 40-41.

The Booklist and Subscription Review, American Library Association, Chicago, Illinois,  
(Jan. 1939-Aug. 1959), (Sept. 1965-Aug. 1970),  
(Sept. 1970-Aug. 1971).

The Bulletin of the Center for Children's Books,  
University of Chicago Press, September,  
1966 through August, 1971.

Thematic consideration of the selections was determined relevant by the researcher because of its generally accepted and rather "wide" definition, "the message of the author; his reason for writing" and expanded by her to include, "and the reader's understanding of the writer's message." According to Lillian H. Smith:<sup>19</sup>

The idea, or the theme of a writer tells us not only what the writer is trying to say . . . but also . . . whether it has significance for the reader. When it is intended for children, they . . . will give the final verdict, because children cannot long be deceived by the books to which their instinctive response is that of their kinship with joy, wonder and delight.

A theme should be woven into the structure of the book naturally and consistently, and should develop with the story . . . through the action or events of the book and through the characters and conversation.

Considering the attitudes of children while reading, Catterson<sup>20</sup> believes that:

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<sup>19</sup>Lillian H. Smith, The Unreluctant Years (New York: The Viking Press, 1953), p. 40.

<sup>20</sup>Jane H. Catterson, "Interpretation and Appreciation: The Mind Set for Reading Literature," in Children and Literature (Newark, Delaware, International Reading Association, 1970), p. 100.



The reader of a novel should understand from the beginning that the serious author writes for the purpose of conveying to us his statement about living. The reader's mind-set, then, must always be in the direction of discerning this purpose or theme.

Therefore, since it has been demonstrated that many hold the schools responsible for value-transmission, that some literature contains values, that realistic fiction as a genre of literature is largely preferred by children, that literature written about American wartime involvement is likely to contain values significant to democracy, and that thematic consideration is important, the study has been deemed worthy of research.

### Assumptions

1. The school is one of American society's major value-transmission agencies.
2. The very fact of American involvement in war-time indicates the presence of a threat to the basic democratic values on which our country was founded and continues to revere.
3. Children's values may be influenced through the literature to which they are exposed.
4. Every literary work possesses a theme.

### Questions

#### Part I

1. To what extent are the themes identified in realistic fiction for children, ages ten through fourteen,

concerning American wartime involvement 1939-1971 those which represent individualism, the social order or intelligence?

2. To what extent are the democratic/social values of individualism, the social order and intelligence evaluated as present or stressed in the literature concerned?

## Part II

1. To what extent do professional adult evaluators of three selected books agree in determining themes as those which represent individualism, the social order or intelligence?

2. To what extent do professional adult evaluators of three selected books agree in determining whether democratic/social values are either present or stressed?

3. To what extent do child evaluators of three selected books agree in determining themes as those which represent individualism, the social order or intelligence?

4. To what extent do child evaluators of three selected books agree in determining whether democratic/social values are either present or stressed?

5. To what extent do child and adult evaluators of themes agree?

6. To what extent do child and adult evaluators of values agree?

7. What is the overall inter-rater reliability coefficient of all subjects regarding values?

8. To what extent do combined thematic evaluations of children and adults approximate those of the researcher?

9. To what extent do combined value determinations of children and adults approximate those of the researcher?

#### Limitations

1. The specification of the democratic values of individualism, intelligence and the social order precluded consideration of any other, perhaps related values inherent in fiction concerning American wartime involvement.

2. Thematic analysis was the sole literary consideration in the study; no attempt was made to determine the quality of fiction selected. The only classification of quality possible was resultant from the selection of bibliographic sources used to determine the sample.

3. Realistic fiction was the sole genre of literature considered.

4. Novels of realistic fiction were examined, exclusively, thereby excluding short stories or story collections.

5. Literature concerning American wartime involvement was the sole content-concern.

6. The inclusion of literature published between January, 1939 and August, 1971 precluded any fiction on the subject previous to or following those dates.

7. Of the 182 books determined cogent by the researcher, 83 were found to be out of print in 1971. Since the possibility of teachers or children finding these books at this point in time and in the future would be quite unlikely, they were not included in the study. The actual sample of children's books read by the researcher numbered 98. Fifteen of the 98 books were judged inappropriate to the study, due to one of the following reasons: no wartime concern; no American involvement; factual (autobiography or biography) instead of fictional literature. Therefore only 83 books were determined pertinent to Part I of the study.

#### Definition of Terms

Achievement--success; good job, well done; accomplishment.

Aggression--admitted anger toward others; acting out of mad feelings; initiative.

Boy-Girl Relationships--friendships between male and female children.

Children's Realistic Fiction--that genre of literature fulfilling the qualifications for realistic fiction and written specifically for children within the age range of ten through fifteen.

Cognitive Intelligence--that aspect of mental functioning involved in perceiving, knowing and understanding,

sometimes measured through the use of problems involving relationships.<sup>21</sup>

Comfortable Living--physical needs met; warm enough, not hungry.

Content Assessment--a research technique used in non-quantitative studies of communication. It consists of "judgment about content which does not refer to the precise magnitude with which the symbols appear."<sup>22</sup>

Context Unit--is the amount of material read.

Cooperation--willingness to work and play with others; tolerance for others' ideas.

Creative Expression--imagination; originality, inventive activity; "do your thing."

Democracy--government by the people; the belief and practice of social equality; a way of living which:

- a. stresses individual worth and the integrity of the human personality;
- b. has faith in the intelligence and wisdom of men acting together;
- c. is characterized by social relationships that reflect such qualities as mutual respect, cooperation, tolerance and fair play.<sup>23</sup>

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<sup>21</sup>Carter V. Good, ed., Dictionary of Education (New York: McGraw Hill Book Co., 1945).

<sup>22</sup>Bernard Berelson, Content Analysis in Communication Research (Glencoe, Illinois: The Free Press, 1952), p. 8.

<sup>23</sup>Good, op. cit.

Dominance--influence over people; leadership; power.

Economic--food, shelter, clothing available without too many problems.

Friendship--knowing and liking other people; sociable.

General Intelligence--the ability to make successful and rapid adaptation to new situations, and to learn from and integrate experience.<sup>24</sup>

Good Health--well; enough food and rest.

Happiness--hope, cheerfulness, contentment.

Humor--liking what is funny; kidding, nonsense, laughter.

Independence--not reliant on or dominated by others; free; spontaneous.

Individualism--the characteristic found in certain individuals or groups which encompasses a sense of freedom, naturalness, presence of a desire not to be dominated and a lack of conformity.<sup>25</sup>

Knowledge--intelligent, smart, clever, logical, thinker and learner.

Love of Family--concern and caring about people at home.

New Experiences--excitement, surprise, change, "interestingness," variety--not bored.

Ownership--respect for possessions, own and others.

Play Activity--active fun, recreation, sports.

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<sup>24</sup>Ibid.

<sup>25</sup>Ibid.

Practical--sensible, realistic, useful, effective, possible.

Realistic Fiction--the genre of literature that imaginatively depicts plausible events that are logical extrapolations of known facts.

Recognition--attention, notice, honor, respect from others.

Safety--freedom from danger, or fear of it.

Security--peace of mind; feelings of well-being; accepted by others; not fearful or worried.

Self-Regard--self-respect, self-confidence, pride, assurance.

Social Values--aspects of human interaction that are regarded as being worthy, important or significant for the proper functioning of group life; aspects that the members of society seek to conserve or promote.<sup>26</sup>

Theme--the message of the author; his purpose for writing as interpreted by the reader.

Value--a normative standard, distinctive of an individual or characteristic of a group, which influences the selection of a desirable from available means of action.<sup>27</sup>

Value Judgment--a decision concerning those factors which should regulate the formation of desires, affections and enjoyments; usually distinguished from a judgment of fact or . . . practice.<sup>28</sup>

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<sup>26</sup>Ibid.

<sup>28</sup>Ibid.

<sup>27</sup>Ibid.

Value System--an inclusive set of deep-lying attitudes and beliefs that tend to direct the person's habitual responses in various situations.<sup>29</sup>

Work--meaningful, worthwhile, necessary activity.

### Overview

In Chapter I, the importance of the study has been indicated, including the need for the research, purpose of the study, assumptions, questions and a definition list of terminology used. Chapter II contains the review of the literature and research pertinent to the study. In Chapter III, the design of the study is presented, including a description of the sample and the specific methodological procedures utilized. An analysis of the data-compilation is included in Chapter IV. In Chapter V, the summary, conclusions and recommendations for further research are compiled.

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<sup>29</sup>Ibid.



## CHAPTER II

### REVIEW OF THE LITERATURE

This study was conceived as a result of the researcher's interest in the value-transmission aspect of children's literature, particularly related to the social and democratic values inherent in American education. The techniques of thematic-analysis and intensity-identification of values were utilized, as found in fictional novels about wartime, 1939-1971.

The review included consideration of the following related areas. The Literary Experience was studied first, for the effects it has on the internalization and thoughtful consideration of meaningful living by child-readers. The importance of thematic understanding of realistic fiction was presented, in addition.

Values in Literature were researched regarding their significance to a democratic way of life. Values alone were discussed initially, followed by a consideration of value-transmission through literature.

The necessity for rational and critical thinking in the formulation of values in a democratic society was

reported in the third section, along with the inherent problems involved in Value Education in a Democracy.

War in Literature for Children, the final area, specified the necessity for awareness of the personal and social effects, and their disastrous consequences, that war brings to human beings involved.

### The Literary Experience

The present educational system suffers on the one hand from the abundance of learning matter handed down through the ages as being of cultural value, and on the other the strident demands of the present day. Many contemporary educators consider that a general education in the sense of an overall survey of all fields of knowledge a thing of the past, and its inclusion in school curricula in a number of school systems of less than primary importance now. The public schools throughout the United States claim to pass on hundred-year-old cultural traditions and at the same time do justice to present life-needs. One of the most important tasks of today's education in America, therefore, is to intensify and supplement these introductions to cultural traditions, and to a large extent it can be accomplished through stressing these themes in good juvenile literature. As the story becomes part of the young reader's own experience, he identifies himself with its characters and

develops his propensities on the lines of his reading.<sup>1</sup> Thus through the use of literature, educators can provide for children the traditions inherent in their democratic culture.

Historically, the early 1940's were times of depression-emergence for the United States, and entry into World War II. Americans were very much concerned with the effect the impact of these two social problems would have on such rights and values as regard for the human spirit, respect for the dignity of individuality, personal freedom and other aspects inherent in the democratic process.

The realm of children's books . . . took on the responsibility of maintaining old values and establishing new ones . . . books were to focus on the new areas of conflict--to inform children about our enemies and to introduce our friendly neighbors . . .<sup>2</sup>

Books were to keep our established values before us--the good old books as well as the new ones that spoke of the dignity of the individual, regard for the human spirit, and the necessity for individual freedom.<sup>3</sup>

At the same time (the early '40's), an award was inaugurated by the Child Study Association of America, "for a book for children which deals realistically with problems

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<sup>1</sup>Richard Bamburger, "The Importance of Juvenile Literature," Reading and Children's Books (International Institute for Children's Juvenile and Popular Literature), p. 42.

<sup>2</sup>Ellen Lewis Buell, "Big Spring Lists Offer Variety in Children's Books," Publishers Weekly, Vol. 142 (April 18, 1942), p. 1481.

<sup>3</sup>Agnes DeLime, "Children's Reading in Wartime," Publishers Weekly, Vol. 142 (April 18, 1942), p. 1486.

in their contemporary world."<sup>4</sup> The award was established at that point in time because children were living through many difficult situations. Books, to be eligible for the honor, even today, must present an honest theme, be convincing and realistic in approach, and not too obviously purposeful--books which children would enjoy reading as a story, but in which they would realize also the deeper implications intrinsic.<sup>5</sup> The values stressed in such stories were those of the democratic philosophy; individual freedom, social conscience and intelligent decision-making, with its subsequent consequences.

During later years, that is the late 1940's and early '50's, there was ushered into the world of English a "lofty" time, wherein preoccupation with moral guides to life became prevalent, yet the effects of literature on children were bland. Moralizing, through firsthand experience or literary, has rarely been appreciated by those subject to its didactic and less-than-subtle "persuasion." In reaction to the blandness, a "New Criticism" response appeared, turning literature into a discipline.<sup>6</sup> At present, a time of synthesis seems to be

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<sup>4</sup>Dora V. Smith, Fifty Years of Children's Books (National Council of Teachers of English, 1963), p. 49.

<sup>5</sup>Ibid.

<sup>6</sup>Herbert J. Mueller, The Uses of English (New York: Holt, Rinehart, Winston, 1967), pp. 61, 62, 70.

evident, in which "engagement" with literature is the term preferred. Following the Anglo-American Seminar on the Teaching of English which met at Dartmouth College in September of 1966, Mueller said that "the immediate object of the teacher should be to get the child "engaged," or actively involved."<sup>7</sup>

To further substantiate that the content and theme of literature should stimulate thoughtfulness on the part of the reader, Bamburger points out the fact that the reading experience has intrinsic value to the individual when he says:

Reading means collecting oneself, retreat, quiet dialogue, confrontation, evaluation. This breadth of the content of the concept of reading becomes clear if we consider the highly divergent levels of understanding in reading; factual content is assimilated, explanation of content becomes necessary, criticism and evaluation of content follow.<sup>8</sup>

Peller states that literature can elicit thought, perception and feeling.

It directs the reader's attention to the particular, while relating the particular to the universal . . . It implores the reader to examine and appreciate the quality of the world around him; the complexities of human beings and thus human relations. It challenges, encourages, incites, provokes and charges human beings to be human.<sup>9</sup>

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<sup>7</sup>Ibid.

<sup>8</sup>Bamburger, op. cit., p. 21.

<sup>9</sup>Emma Peller, "Children's Literature and World Understanding," in Children and Literature, edited by Jane H. Catterson (Newark, Delaware: International Reading Association, 1970), p. 22.

According to Lillian H. Smith,

Books of imagination . . . furnish the mind . . . They give it scope and awareness, beauty, growth. Growth comes only through contact with what is larger and greater than oneself--something to "stretch" the mind and give direction to the imagination . . . Within his growing faculties and expanding awareness, it is also true that the acquisition of wisdom is necessarily the loss of innocence. The humanist, above all, takes into account the realities of the human condition . . . and those realities are compounded of hope and fear, of doubt, reassurance, need and need-fulfillment. It is in the encounter with these human facts that we develop uniquely human values and they are the ones we seek to develop in and share with children.<sup>10</sup>

Louise M. Rosenblatt, in the Preface to her updated revision of Literature As Exploration contends that a child's involvement in a literary experience will lead him to ask personally meaningful questions . . . and thus lead him to seek valid answers, and have impetus to further inquiry.<sup>11</sup> She goes on to say that though the enjoyment of literature remains always the source from which values spring, its study can have a "central relation to the points of growth in the social and cultural life of a democracy."<sup>12</sup>

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<sup>10</sup>Lillian H. Smith, The Unreluctant Years (The American Library Association, 1953), pp. 38, 25.

<sup>11</sup>Louise M. Rosenblatt, Literature as Exploration, revised ed. (New York: Noble and Noble Publishers, Inc., 1968), p. viii.

<sup>12</sup>Ibid., p. ix.

Writing of literature as a medium of exploration, Rosenblatt additionally postulates that:

. . . the habits of mind, the general approach to other people and to life, the fundamental concepts about human nature and society . . . are engendered by the experience and study of literary works . . . We need to know what human insight, what habits of mind, will enable our students to attain ever higher literary satisfactions, and to derive from them the equipment to embark on increasingly fruitful explorations of . . . life.<sup>13</sup>

Of all devices open to mankind, Crowder distinguishes literature as one of the best vehicles for creating good will, promoting understanding, and clearing up misconceptions.<sup>14</sup> He goes on to say that through the act of reading, many people share a common pursuit, and get to know one another's lives better; the mirror for the self is found in literary experience, and a reflection in which a person may also see the great moments of his country's history as well as its darker moments. Literature gives perspective and balance, particularly through awareness of the similarity of problems between nations, and man's quest for peace.<sup>15</sup>

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<sup>13</sup>Ibid., p. xi.

<sup>14</sup>William W. Crowder, "The Role of Literature in Fostering International Relations," in Reaching Children and Young People Through Literature, edited by Helen W. Painter (Newark, Delaware: International Reading Association, 1971), pp. 66-71.

<sup>15</sup>Ibid.

Finally, Bamberger contends that:

Juvenile literature is often . . . and quite rightly . . . described as the third power in education, alongside home and school . . . . As such, it deserves our whole care and attention, for it depends on us whether our children will grow up into independent human beings free from prejudice or whether they will succumb to the temptations of an inferior culture standardized by the purchasing power of masses without personality and taste.<sup>16</sup>

### Fiction

Given the facts as stated thus far that literature is a worthwhile and educationally important, even crucial area of concern, the researcher set out to ascertain what type of literature children prefer to read, thus enabling one to offer children the type of selections they will enjoy the greatest, respond to more openly and think about with greater depth and intensity. Several studies have been undertaken to answer this question.

In order to determine the popularity of Newbery Medal-winning books compared to those of high circulation, Marie Rankin<sup>17</sup> studied checkouts by children from the circulation departments of eight libraries over a year-long period, and found that fictional stories having in common titles indicating content and settings familiar to American children were most preferred.

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<sup>16</sup>Bamberger, op. cit., p. 92.

<sup>17</sup>Marie Rankin, "Children's Interests in Library Books of Fiction," Contributions to Education, No. 906 (New York: Teachers College, Columbia University, 1944).



More recently, in 1965, Peltola<sup>18</sup> queried 3,187 fourth and sixth grade boys and girls regarding their favorite book characters, and found that fourth graders named significantly more recommended books than did sixth graders, that realistic stories were preferred more often than those of make-believe, and that those children choosing books not recommended were higher, reading-achievement wise, than those choosing from recommended sources.

A 1970 study by Mott had as its major purpose synthesizing the results of studies related to the reading interests of adolescents, as compiled from United States' theses and dissertations. His examination showed that children aged seven through twelve preferred adventurous fiction,<sup>19</sup> the peak reading ages being thirteen and fourteen. He also bemoaned the fact that few studies have investigated the relationships of personal and cultural values to reading interests.<sup>20</sup>

### Historical Fiction

In addition to those having studied the popularity of modern realistic fiction for children, there are many

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<sup>18</sup>Bette J. Peltola, "A Study of the Indicated Literary Choices and Measured Literary Knowledge of Fourth and Sixth Grade Boys and Girls" (unpublished Ph.D. dissertation, University of Minnesota, 1965).

<sup>19</sup>John Homer Mott, "Reading Interests of Adolescents: A Critical Study of Fifty Years of Research" (unpublished Ph.D. dissertation, University of Northern Colorado, 1970), p. 279.

<sup>20</sup>Ibid., p. 290.

who feel that the genre of historical fiction is equally appealing. According to Lockhead:

The teaching of history has changed and developed--but human nature continues to be the most fascinating study for . . . readers of every age and in every period. The question of what heroes and heroines and the common people of history were like, especially when young, must always interest modern children of any intelligence and curiosity.<sup>21</sup>

Smith stressed that a historical novel, to a child, is first of all a tale of adventure,<sup>22</sup> and adventure stories are among the most popular type of literature with children. In historical fiction there is basically the story the writer is telling, then the fabric of history into which the story must be woven . . . the fusion of imagination, chronicle and writing skill. In its finest form, historical fiction brings to a child the experience of living in other times; a sense of the significance and color of the past that transcends history. The facts are interwoven with the human thoughts and feelings of the people involved, and the impact of their period on the lives of whom history, itself, has no record.<sup>23</sup>

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<sup>21</sup>Marion Lockhead, "Clio Junior: Historical Novels for Children," in Only Connect: Readings on Children's Literature, edited by Sheila Egoff, G. T. Stubbs and L. F. Ashley (Oxford University Press, Canadian Branch, John Deyell, Ltd., 1969), p. 143.

<sup>22</sup>Lillian H. Smith, The Unreluctant Years, A Critical Approach to Children's Literature (New York: The Viking Press, 1953), p. 164.

<sup>23</sup>Ibid.

Leland Jacobs, in his consideration of the non-material culture in historical fiction for children feels that it is "an art-concerned with significant subjects and themes . . . which affords . . . an opportunity to share vicariously in the fictional characters and their total environment within the culture."<sup>24</sup>

Children's historical fiction of American life can . . . increase the reader's imaginative capacity to understand something of the meaning of living in a heterogeneous democratic society that is seeking experimentally to create more successful ways of achieving adequate nurture and security for all its people.<sup>25</sup>

#### Theme

Paralleling the researcher's interest in studying the genre of literature that children best like, the treatment of thematic consideration was of importance. This aspect of the study of literature for children has rarely been researched. It seems to the researcher that it should be emphasized as cogent in literary appreciation, so that readers may become aware of themes as such, and thereby bring a greater depth of significance to what they read. For these reasons, thematic identification in the fictional literature was included in this study.

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<sup>24</sup>Leland B. Jacobs, "Democratic Acculturation in American Children's Historical Fiction" (unpublished Ph.D. dissertation, Ohio State University, 1945), p. 270.

<sup>25</sup>Ibid., p. 271.

Nancy Larrick says that a thematic treatment of literature awakens interest and identifies the kinds of human experience that are rendered meaningful.<sup>26</sup> Intrinsic in contemporary children's literature are themes that tend to indicate that the American way of life is not only one that has culturally retained many of its traditional and persistent values, but is also a culture that has changed and continues to change, as time goes on.<sup>27</sup>

In an article describing the positive yet often untapped possibilities a school's staff has for encouraging and motivating children to read widely and enjoy the activity to the fullest, Robert J. Bone postulates that, referring to reading interests of children, one of the most exciting types of . . . activities is "theme reading."<sup>28</sup>

Catterson discusses theme-study in light of its significance for the reader, personally, through identification with the major protagonists, and the reader's necessary awareness of the author's statement about living, through the stories:

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<sup>26</sup>Nancy Larrick, A Teacher's Guide to Children's Books (Columbus, Ohio: Charles E. Merrill Pub. Co., 1960).

<sup>27</sup>Ibid.

<sup>28</sup>Robert J. Bone, "The School's Influence," Children, Books and Reading, Perspectives in Reading Number 3 (Newark, Delaware: International Reading Association, 1964), p. 73.

The reader of a novel should understand from the beginning that the serious author writes for the purpose of conveying . . . his statement about living. The reader's mind-set, then, must always be in the direction of discerning this purpose or theme. He will assume that the author will not state his theme directly but will use a "surface-structure" of events, characters, and setting to convey his statement.<sup>29</sup>

### Values and Literature

The fact that values are an inherent aspect of the human experience leads one to hypothesize that they are, then, present in the vast realm of literature which offers, through vicarious identification, broadening insight into the self and others. Commonly authors recommended the acceptance or rejection of certain values in the themes of their fictional writings.

### Values

Clyde Kluckhohn states that values, definitively, are abstract and enduring standards held by individuals or groups.<sup>30</sup>

Louis Rathes describes them specifically by saying that values are "those elements that show how a person

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<sup>29</sup>Jane H. Catterson, "Interpretation and Appreciation: The Mind Set for Reading Literature," Children, Books and Reading, Perspectives in Reading Number 3 (Newark, Delaware: International Reading Association, 1964), p. 100.

<sup>30</sup>Clyde Kluckhohn, "The Study of Values," in Values in America, edited by Donald Barrett (Notre Dame: University of Notre Dame Press, 1961), p. 17.

has decided to use his life . . . an outgrowth of experience toward decision-making, from alternatives."<sup>31</sup>

Barrett postulates that though each person has his own value hierarchy, everyone seems to agree that values are important behavior-determinants, because they involve standards of choice and degrees of commitment.<sup>32</sup>

Getzels considers American values in two categories, sacred and secular. The sacred category, consisting of democracy, individualism, equality and human perfectability, are those which he says all Americans profess, but few practice. His second category consists of those values which, in his opinion, make up our society's operating and functional beliefs.<sup>33</sup> They are:

- The work-success ethic, in which achievement takes precedence over simply being;
- Time orientation toward the future, in lieu of past and present;
- The Puritan morality, including thrift, respectability, self-denial and sexual inhibition.

In light of Getzels' categories, the professed sacred values that are not practiced by Americans remain

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<sup>31</sup>Louis E. Raths, Merrill Harmin and Sidney B. Simon, Values and Teaching (Columbus: Charles E. Merrill, 1966), p. 19.

<sup>32</sup>Donald Barrett, ed., "Value Problems," in Values in America, op. cit.

<sup>33</sup>J. W. Getzels, "The Child in the Changing Society," Library Quarterly, XXVI (October, 1957), 270-275.

relatively stable as ideals, whereas the secular values are in the process of constant change and re-evaluation. The work-success-achievement ethic has changed toward emphasis on sociability and satisfying interpersonal relationships; the futuristic time-orientation has evolved into that of the present taking precedence; compliance to the group has gained favor compared to independence and autonomy; moral attitudes have become relativistic, therein moving away from the past value of strong personal commitments.<sup>34</sup>

The results of the above changes in society's secular-value orientation have thus actuated a culture in which our values are in conflict with one another, creating flux at all levels: chronological, economic, sociological, psychological, political, religious and educational.

Considering the above postulations, it seems to follow that though each individual holds values for the basis of his judgments, these very judgments themselves are of necessity strongly influenced by the society in which he lives. In an attempt to classify the value process as to extent and quality of values held, the work of Krathwohl, Bloom and Masia has come to be a respected guideline. In their Taxonomy of Educational Objectives, Handbook II, The Affective Domain, they have categorized affective positive values into a hierarchical structure, which at the lowest end consists of "Receiving" (attending)

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<sup>34</sup>Ibid.

and moves up in sequential steps, through "Responding," and "Valuing" and "Organizing," to "Characterization by a Value Complex."<sup>35</sup>

The domain itself especially considers objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection . . . often referred to in the professional literature as "interests, attitudes, appreciations, values and emotional sets or biases."<sup>36</sup>

The outline of the taxonomy, itself, is reproduced in Figure 1, page 38.

Ralph K. White found 50 basic values that are considered important in American society, as a result of eight years of research with materials such as advertising copy, job-application questionnaires, dictionaries and political materials. He formally defines value as "any goal or standard of judgment which in a given culture is ordinarily referred to as if it were self-evidently desirable."<sup>37</sup> White uses the two categories of Goals and Judgments to classify all 50 value-components. A copy of his scale may be found in Appendix A.

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<sup>35</sup>David R. Krathwahl, Benjamin S. Bloom and Bertram B. Masia, Taxonomy of Educational Objectives, Handbook II, Affective Domain (New York: David McKay Company, Inc., 1964), pp. xii, xiii, xiv.

<sup>36</sup>Ibid., p. 7.

<sup>37</sup>Ralph K. White, Value Analysis, The Nature and Use of the Method (New York: Society for the Psychological Study of Social Issues, 1971), p. 13.



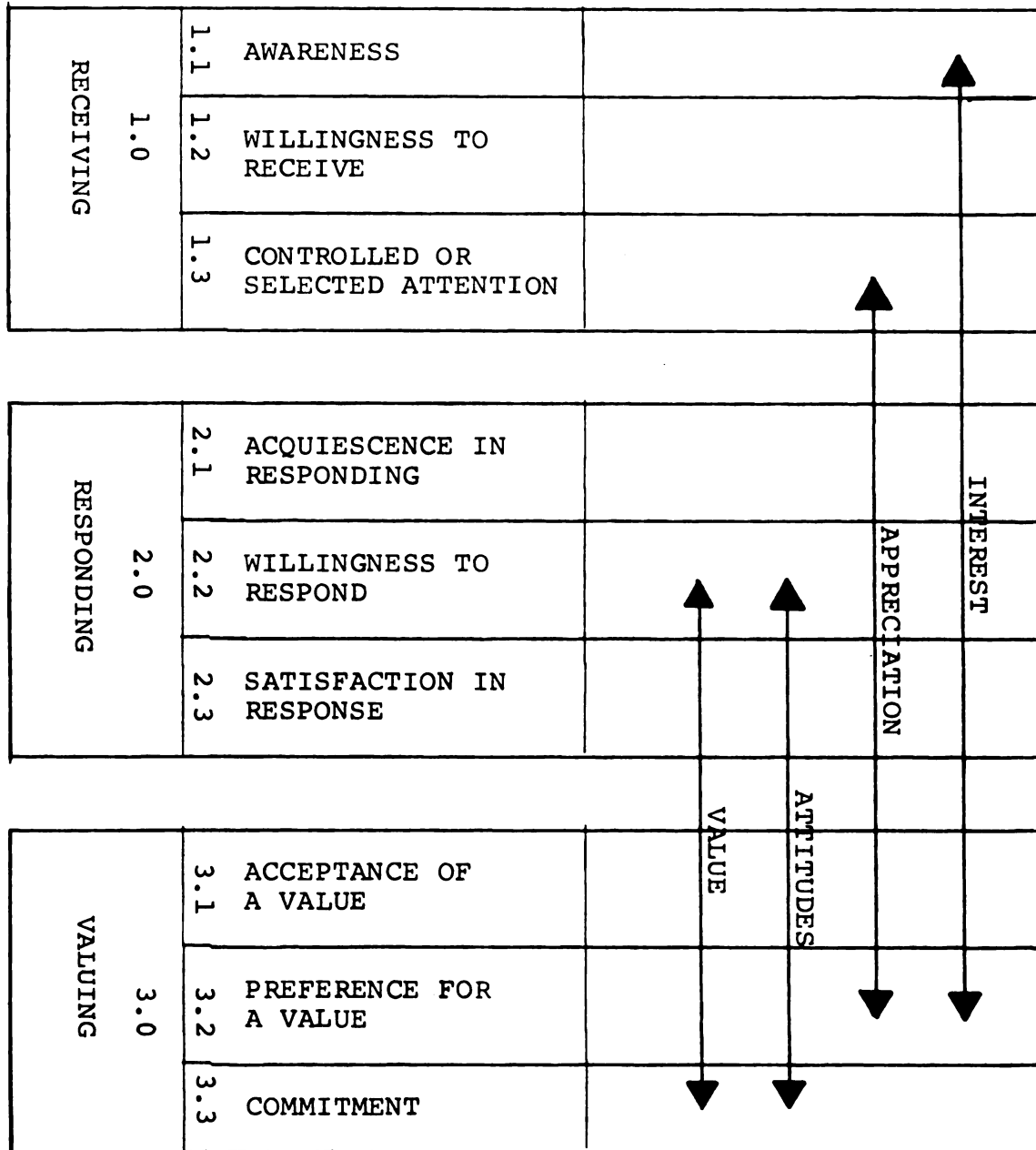


Figure 1.--The Range of Meaning Typical of Commonly Used Affective Terms Measured Against the Taxonomy Continuum.\*

\* David R. Krathwahl, Benjamin S. Bloom and Bertram B. Masia, Taxonomy of Educational Objectives, Handbook II, Affective Domain (New York: David McKay Company, Inc., 1964), pp. xii, xiii, xiv.

In 1960, at the University of Notre Dame, a symposium on "Values in America" was held. Crucial value-concerns were cited by Williams<sup>38</sup> as:

1. An attempt at active mastery rather than passive acceptance.
2. An interest in the external world rather than in the inner experience of meaning and affect.
3. A world view that is open rather than closed; emphasis on change, flux and movement.
4. A belief in rationalism rather than traditionalism.
5. Equality rather than hierarchy.
6. Emphasis on individual personality rather than group identity, though this is changing.

As a result of the report of this meeting and the foregoing value-opinions of researchers in the field, it seems that values are of concern to American society, and that traditional value-orientations are being critically considered and strongly questioned.

#### Values in Literature

This study was concerned with thematic-analysis and value-identification of the social and democratic values inherent in realistic fiction for children, concerning American wartime involvement.

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<sup>38</sup>Robin Williams, "Values and Modern Education," in Values in America, edited by Donald N. Barrett (Notre Dame, Indiana: Notre Dame Press, 1961).

Only one study was found in the professional and related literature to be directly pertinent to the researcher's specific interest, though several were concerned with various aspects of value in literature.

Leland B. Jacobs, in 1945, studied the incidences of material and non-material culture in children's historical fiction.<sup>39</sup> His major purpose was the investigation of the democratic acculturation embedded in the content of the outstanding children's historical fiction of American life written during the first half of the Twentieth Century.<sup>40</sup> Even at that time, nearly 30 years ago, Jacobs stated that the various instruments of communication were continually being harnessed for the presentation of divergent views concerning the meaning of democracy. Cleavages had confused the culture, complicating every man's interpretation of democracy in action, because of the mixed value-allegiance of the people.<sup>41</sup> In discussing his non-material culture interest, he states that the culture, as such, is concerned with the subtle psychology of a people . . . the beliefs, ideals and points of view that give direction to the life of the people at a

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<sup>39</sup>Leland B. Jacobs, "Democratic Acculturation in American Children's Historical Fiction" (unpublished Ph.D. dissertation, Ohio State University, 1945).

<sup>40</sup>Ibid., p. 55.

<sup>41</sup>Ibid., p. 114.

given moment . . .<sup>42</sup> In literature, he postulates that the values that any given book champions are those embedded in the thought of the main character and his "group"--the protagonist's world. His study was based on the assumption that democratic values consist of three major considerations: individualism, intelligence and the social order.

The democratic ideal of the optimal development of the individual springs from the prizing of the common man--his quest for significant personality, as such achieving leaves its effect in the patterning of the life of the democratic society.<sup>43</sup>

Democratic progress depends on consistent exercise of critical and creative individual intelligence. (The man who) thinks relates his actions to consequences and anticipates future events in the light of past experiences.<sup>44</sup>

The democratic society is composed of individuals who are held together by common general purposes; these individuals operating collectively in a social context tend to extend, preserve or refine the societal living in that they are participating in an interdependent society.<sup>45</sup>

In addition to these brief explanations, Jacobs specifically listed questions pertinent to each of the three democratic attributes explained above. These specification-lists may be found in Appendix B.

As a result of his study of the non-material culture, in which he analyzed in depth 39 books, he

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<sup>42</sup>Ibid., p. 276.

<sup>43</sup>Ibid., p. 144.

<sup>44</sup>Ibid., p. 159.

<sup>45</sup>Ibid., p. 148.

concluded that indeed, the ideological content of democracy was inherent, according to his previously delineated definitions.

In this literature democratic values are presented in: 1) the themes or subjects selected by the author, 2) the total plot developments growing out of the selection of these themes or subjects, 3) the personality traits of the main characters, 4) the choice of incidents, descriptions, or details, 5) the sequence of events, 6) the conversations of the characters, or 7) the direct assertions of the author.<sup>46</sup>

Many studies have been done on the subject of values, since the late 1950's. The following research had specific relevance to this study, in that each indicates some presence of value-transmission through literature for children.

In 1958, Alice McGuire queried 42 authors of children's books who answered affirmatively to the question of whether they had particular values in mind, when writing.<sup>47</sup> When appraised by children, the values as stated by the authors were correctly identified. The study concluded that not only are values inherent in children's literature, but that children can recognize them.

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<sup>46</sup> Ibid., p. 403.

<sup>47</sup> Alice Brooks McGuire, "Developmental Values in Children's Literature" (unpublished Ph.D. dissertation, University of Chicago, 1958).

Richard Mandel, in 1964, analyzed two sets of children's books, published 100 years apart, to determine which values were included as representative of their time-periods. His conclusions indicated that "our children's books mirror broad trends in methods of inculcating American social character."<sup>48</sup>

An exploratory study to determine the presence of selected social values in literature for children ages five through nine was conducted by Dewey Chambers in 1965. The study involved 29 reading textbooks from two publishing companies, and the conclusions resultant indicated that the values were presented in a weak manner, and that the same values appeared in the books from both publishers.<sup>49</sup>

In 1966, three studies were undertaken. The first to be considered, by Mary Yeazell, utilized content-analysis of values inherent in 137 short stories from eight anthologies for ninth-graders.<sup>50</sup> She conducted the study to affirm her contention that values are embedded in the fabric of our literary heritage and found that every

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<sup>48</sup>Richard L. Mandel, "Children's Books: Mirrors of Social Development," Elementary School Journal, Vol. 64 (January, 1964), pp. 190-191.

<sup>49</sup>Dewey Woods Chambers, "An Exploratory Study of Social Values in Children's Literature" (unpublished Ph.D. dissertation, Wayne State University, 1965).

<sup>50</sup>Mary Francis Yeazell, "A Qualitative Analysis of the Value Content of Selected Literature for Ninth Grade English" (unpublished Ed.D. dissertation, University of Illinois, 1966).

story contained the value of man's right to be an individual, in addition to many other values. Thus, her results were positive.

Jean Duncan Shaw found that the utilization of a historical survey proved her hypothesis that the one outstanding theme in the books perused was a value-quest.<sup>51</sup>

In order to determine whether 54 books published between 1935 and 1964 accurately portrayed people and customs of Japan, Miriam Burris evaluated fiction on the subject, and found that the authors do present accurate concepts of another country's children.<sup>52</sup>

Heath Lowry, in 1968, researched the hypothesis that American middle-class values were present in Newbery Award-winning books from 1922-1966, by examining the frequency of occurrence during five-year historical time-periods.<sup>53</sup> He concluded that all of the books contained some of the values, and some of the books included all of them, though in the majority of cases the value treatment was of only moderate intensity. The years 1932-1936 indicated strong intensity; 1957-1961 even stronger; and 1962-1966 resulted in a sharp decrease.

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<sup>51</sup>Jean Duncan Shaw, "An Historical Survey of Themes Recurrent in Selected Children's Books Published in America Since 1850" (unpublished Ed.D. dissertation, Temple University, 1966).

<sup>52</sup>Miriam Burris, "Japan in Children's Fiction," Elementary English, 43 (January, 1966), pp. 29-38.

<sup>53</sup>Heath W. Lowry, "A Content Analysis; Middle Class Moral and Ethical Values in the Newbery Books," The English Record, New York State English Council, Vol. 18, No. 4 (April, 1968).

Value implications in textbook reading materials from five publishers were analyzed by Howard Ozmon,<sup>54</sup> to determine the values reflected and their relationship to educational philosophy. He found 56 value-themes recurrent, each of which he then assigned to the educational philosophies of perennialism, essentialism, progressivism, reconstructionism, and existentialism. His conclusion was that the philosophy of progressivism is a dominant theme in children's basal readers, and thus consistent with societal trends today.

Eric Kimmel, in a research review of 1968, states that ". . . objective studies of the affective qualities of children's books are few, open to question, and sometimes contradictory."<sup>55</sup> He goes on to postulate that content-analyses are probably the best type available in the field, and those least open to question, since the content of books can be measured and recorded statistically, whereas the response of children to books cannot.<sup>56</sup> He concludes by saying that it may be true that books play a significant part in changing an individuals' thinking, but the means through which this is done and the lasting

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<sup>54</sup>Howard A. Ozmon, Jr., Value Implications in Children's Reading Material (Washington, D.C.: U.S. Office of Education, 1968), pp. 1-3.

<sup>55</sup>Eric A. Kimmel, "Can Children's Books Change Children's Values?", Educational Leadership, Vol. 28, No. 2 (November, 1970), p. 209.

<sup>56</sup>Ibid., p. 210.



effects are largely open to question. The problem is one of insisting that behavior change is the only measurable way of indicating any change in attitudes or values, and herein lies the present day problem of educators: Are statistically-"clean" and objective studies the only ones we can be sure of as sound? Or is it remotely possible that a change in attitudes and/or values may be internalized, and an observable change in behavior not evident? This question of the validity of observations similar to Mr. Kimmel's is one foremost in the concerns of thoughtful educators today.

Judith Noble, in 1970, researched the values within children's modern, fictional literature concerning home, school and church.<sup>57</sup> She found, in summary, that there was evidenced an attitude of permissiveness and subsequent lack of responsibility on the part of children, and rejection by child readers of familial value-systems. The present study is concerned with the overt and obvious responsibilities of children in their acceptance or rejection of democratic values both within and without the familial context.

To research the social values contained in tenth-grade literature anthologies, James Duggins employed the

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<sup>57</sup>Judith Ann Noble, "The Home, The Church, and The School as Portrayed in American Realistic Fiction for Children, 1965-1969) (unpublished Ph.D. dissertation, Michigan State University, 1970), p. 258.

technique of content-analysis.<sup>58</sup> Postulating that the most distinguishing act involving man is his introspection about values, he implies that the school, if it is to adopt a humanistic role in which differences and apathies are examined rather than merely accepted, needs to carefully examine literature which might be dealt with in a way that moves students toward a conscious attempt at examining their own values through the reading experience.<sup>59</sup> His conclusion regarding the stories he analyzed was that the anthologies, themselves, contain a very narrow range of predictable or measurable values.<sup>60</sup>

The impact of technology on human-values in Science Fiction for children was reported by Marilyn Jean Greenlaw in 1971. She established the fact that the genre of literature is a means of helping people formulate values, and thus has an effect on them. Her data-analysis indicated that . . . individualism, specifically, and other general values were to a high degree present in the literature with regard to both thematic and specific content, those emphasized being individualism, privacy, freedom and curiosity.<sup>61</sup> In addition, she noted that today's youth

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<sup>58</sup>James Harry Duggins, Jr., "Certain Social Values in Tenth-Grade Literature Anthologies: A Content Analysis" (unpublished Ph.D. thesis, University of California, Berkeley, 1970).

<sup>59</sup>Ibid., p. 6.

<sup>60</sup>Ibid., p. 137.

<sup>61</sup>Marilyn Jean Greenlaw, "A Study of the Impact of Technology on Human Values as Reflected in Modern Science Fiction for Children" (unpublished Ph.D. thesis, Michigan State University, 1970), pp. 154-158.

are challenging the established social order . . . and searching for an ideal of honor, of society, and of personal achievement, in light of our "Future Shock" contemporary world.<sup>62</sup>

In a 1971 study concerning social values reflected in realistic fiction for children, Carolyn Carmichael's purpose was to ascertain whether social values and the corresponding value-themes of belief in opportunity for all people, acceptance of responsibility, obedience to laws and recognition of the importance of education and knowledge were expressed in contemporary realistic fiction for children.<sup>63</sup> She found that children at the 5th and 6th grade levels are, indeed, capable of reading this genre of literature and analyzing their reading for values as they perceive them inherent; that literature can be used to develop critical reading and critical thinking skills, because children see in literature an acceptance or rejection of social values; and that the literature of today definitely provides an insight from the past.<sup>64</sup>

#### Value Education in a Democracy

In order to adequately consider the inter-relationships between values and democracy as such, it would seem

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<sup>62</sup>Ibid., pp. 149-157.

<sup>63</sup>Carolyn W. Carmichael, "A Study of Selected Social Values as Reflected in Contemporary Realistic Fiction for Children" (unpublished Ph.D. thesis, Michigan State University, 1971).

<sup>64</sup>Ibid.

appropriate to begin with a definition of democracy. The following explanation was postulated by Max Otto, as a result of reading the educational philosophy of John Dewey:

Democracy is not a mere association of individuals whose purposes or acts are individualistic in the laissez faire sense. It is not even primarily a form of government. It is an intelligent use of cooperative means for the progressive attainment of significant personalities. Significant personalities cannot be unfolded from within; they must be acquired by individuals in union with other individuals intent upon a similar quest.<sup>65</sup>

The Burton Lectureship was initiated in 1955, in order to stimulate interest and research in elementary education. One of its most esteemed lecturers was George Spindler who wrote a treatise on the transmission of American culture. Spindler notes that "the American culture is notable for the conflicts of its value system."<sup>66</sup>

Our value system consists, according to George Counts,<sup>67</sup> of a cluster of five basic modalities:

- 1) the Judeo-Christian ethic;
- 2) the humanistic spirit;
- 3) the scientific method;
- 4) the rule of law;
- 5) the democratic faith.

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<sup>65</sup>Max C. Otto, "John Dewey's Philosophy," The Social Frontier, III (June, 1937), p. 266.

<sup>66</sup>George Dearborn Spindler, The Transmission of American Culture, The Burton Lecture, 1957 (Harvard University Press, 1959), p. 2.

<sup>67</sup>George S. Counts, Education and American Civilization (New York: Bureau of Publications, Teachers College, Columbia University, 1952), pp. 220-291.

The value system indicates little more than idealized philosophizing, however, without identifiable ways for it to be implemented.

Our educational theory implements our value system in the schools by encouraging freedom of choice on the part of the individual student, developing a balanced curriculum . . . minimizing emphasis on artificial standards, maximizing emphasis on educational opportunity for all, and emphasizing learning through participation. Most important, it makes the individual the focal point of all educational activities, and places the responsibility for the young completely in the hands of local and state agencies.<sup>68</sup>

Rudman goes on to say that a person is democratic to the extent that he's been afforded the opportunity to live in an environment that functions democratically.

In a review of research, John Patrick,<sup>69</sup> stated that:

In our pluralistic, democratic society there is continuous conflict between desires to tolerate diversity, non-conformity, and dissent, and pressures toward homogeneity, conformity and orthodoxy. Democracy entails institutionalization of the right to reasonable dissent and toleration of heterodoxy.

It seems incredible that man has made so little headway in values education and conflict

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<sup>68</sup>Herbert Rudman, "Urban Schooling: Dimensions of the Problem," in Urban Schooling, edited by Herbert C. Rudman and Richard L. Featherstone (Harcourt Brace and World, Inc., 1968), p. 15.

<sup>69</sup>John J. Patrick, Political Socialization of American Youth, Implications for Secondary School Social Studies, Research Bulletin No. 3, National Council for the Social Studies, NEA, 1967, p. 15.

resolution.<sup>70</sup> Man is such an enigma! He professes good and activates evil, because his behavior is inconsistent or even contrary to the values he expresses.<sup>71</sup>

In a policy statement concerning what might be done to more effectively achieve the ends of American Education, the Educational Policies Commission, in 1961, formulated a significant report concerning the importance of rationality and valuing through American educational processes. Statements from the report follow.

Education must be interfused with the process of thinking and the attitude of thoughtfulness . . . Our emphasis on thinking as a central outcome of education stresses the pervasiveness of rationality in all the purposes of education.<sup>72</sup>

The freedom which exalts the individual and by which the worth of the society is judged has many dimensions: . . . It requires that citizens act responsibly in all ways. It cannot be preserved in a society whose citizens do not value freedom. Active belief in the values of freedom depend on awareness of them and of their role in life. The person who best supports these values is one who has examined them, . . . and who accepts them as worthy of his own support.<sup>73</sup>

To be free, a man must be capable of basing his choices and actions on understandings which he . . . achieves and on values which he examines for himself. He must understand the values by which he lives, the assumptions on which they rest, and the consequences to which they lead.<sup>74</sup>

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<sup>70</sup>John Jarolimek, Values Education: Rationale, Strategies and Procedures, edited by Lawrence E. Metcalf, 41st Yearbook (Washington, D.C.: National Council for the Social Studies, 1971), Preface, p. v.

<sup>71</sup>Ibid., p. vi.

<sup>72</sup>The Central Purpose of American Education, Educational Policies, National Education Association, 1961, forward.

<sup>73</sup>Ibid., p. 3.

<sup>74</sup>Ibid.

In a free society, ethics, morality and character have meaning to the extent that they represent affirmative, thoughtful choices by individuals. The ability to make these choices depends on awareness of values and their role in life.<sup>75</sup>

A person who understands and appreciates his own values is most likely to act on them. He learns that his values are of great moment for himself, and he can look objectively and sympathetically at the values held by others. Thus, by critical thinking, he can deepen his respect for the importance of values and strengthen his sense of responsibility.

The rational powers of the human mind have always been basic in establishing and preserving freedom. They are central to individual dignity, human progress and national survival.<sup>76</sup>

. . . the higher mental processes involve more than simple awareness of fact; they depend also on the ability to conceive what might be as well as what is, to construct mental images in new and original ways. Experiences in literature . . . may well make a larger contribution to these abilities than studies usually assumed to develop abstract thinking.<sup>77</sup>

The school should encourage the student to live the life of dignity which rationality offers.<sup>78</sup>

Jerome Disque<sup>79</sup> says that American education has a historic commitment to perpetuating values which achieve delicate balance between individual freedom and social obligation. Yet social change occurs so rapidly today that imbalances are constantly presented to us in the

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<sup>75</sup>Ibid., p. 7.

<sup>76</sup>Ibid., p. 11.

<sup>77</sup>Ibid., p. 18.

<sup>78</sup>Ibid., p. 20.

<sup>79</sup>Jerome C. Disque, Forward to Teaching Reading for Human Values in High School, compiled by James Duggins (Columbus, Ohio: Charles E. Merrill Publishing Co., 1972), p. vii.

forms of brutality and violence, world disunity and economic poverty. Irrationality outweighs rationality and American youth, along with the adults who teach them, are confused about where to find the value fulcrum which will restore society to more humanistic behavior. Reading for human values, he says, is an active reaffirmation of one's own culture.

Emma Peller states that a series of relationships between literature and world understanding is intrinsic in the definition of literature, and in its very nature and function.<sup>80</sup> World understanding represents the most mature, challenging and all inclusive humanizing application of seeing the universal beyond the particular . . . . If literary works fulfill their aesthetic functions, cultural differences that tend to separate people fade away in the face of the similarities that unite mankind.<sup>81</sup>

Wilson postulates that:

What is badly needed is a renewed effort to build bridges between groups and nations--to probe the motives and feelings of others, to detect and understand problems others encounter--in order to forge a lasting world peace.

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<sup>80</sup>Emma Peller, "Children's Literature and World Understanding," in Children and Literature, edited by Jane Catterson (Newark, Delaware: International Reading Association, 1970), p. 18.

<sup>81</sup>Ibid., p. 24.



International education attempts to sensitize students to national characteristics, customs, beliefs and attitudes, enabling them to realize and appreciate differences and similarities between groups of people. Plainly, then, intercultural studies should strengthen rather than undermine the individual's sentiments.<sup>82</sup>

Louise Rosenblatt states that:

The teaching of Literature inevitably involves the conscious or unconscious reinforcement of ethical attitudes. It is practically impossible to treat any novel or drama . . . in a vital manner without confronting some problem of ethics and without speaking out of the context of some social philosophy. A framework of values is essential to any discussion of human life.<sup>83</sup>

Related directly to the educational setting, Rosenblatt<sup>84</sup> says that:

. . . Literature has many potentialities that dynamic and informed teaching may sustain.

Literature fosters the kind of imagination needed in a democracy--the ability to participate in the needs and aspirations of other personalities and to envision the effect of our actions on their lives.

Literature acts as one of the agencies in our culture that transmit images of behavior, emotional attitudes clustering about different social relationships, and social and personal standards.

Literature can reveal to the adolescent the diversity of possible ways of life . . . and philosophies from which he is free to choose in a . . . rapidly changing democratic society.

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<sup>82</sup>Ward E. Wilson, "Education for International Education," in Social Studies in the Elementary School, edited by Nelson B. Henrey, 55th Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1956).

<sup>83</sup>Rosenblatt, op. cit., p. 16.

<sup>84</sup>Ibid., pp. 222-223.

Literature may help him to make sound choices through imaginative trial and error or experimentation--through experiencing in the literary work the consequences of alternative actions.

Literature, through which the . . . reader encounters a diversity of temperaments and systems of value, may free him from fears, guilt and insecurity engendered by too narrow a view of normality.

The major premise of James Miller<sup>85</sup> is that English should be the heart of the curriculum and literature should be the central subject of English.

#### War in Literature

In 1970, Jane Hornburger prepared a teacher's manual for the purpose of "developing a teacher's guide for suggested activities for the enhancement of children's understandings of human relations values embodied in selected juvenile literature."<sup>86</sup> One of her main postulations in developing the reference manual was that if children are given a chance to read and think about values in literature, our own teachers will perhaps realize that literature has an effect on human relationships that is so important that books were burned, as in Warsaw, when the Nazi's invaded that country.

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<sup>85</sup>James E. Miller, Jr., "Literature as a Way of Knowing," Elementary English, XLVI (March, 1969), pp. 260-262.

<sup>86</sup>Jane M. Hornburger, "A Teacher's Manual with Suggested Activities for the Enhancement of Children's Understandings of Human Relations Values Embodied in Selected Juvenile Literature" (Ed.D. dissertation, New York University, 1970), pp. 1-8.

In 1957, Margaret C. Scoggin,<sup>87</sup> reviewer of "The Outlook Tower" column of The Horn Book Magazine, said of war literature:

I sometimes wonder how much horror and suffering is too much in realistic accounts of war and imprisonment. There are incidents in some . . . books which make me acutely uncomfortable. Yet when authors present facts with compassion, when they do not write of sensation for sensation's sake, when they show how human beings can be above brutality and cruelty, I believe their books have a place in young people's hands. War is horrible--let us not try to evade that fact.

In a recent consideration of the same subject, Hopkins and Arenstein examined the presentation of war-time concerns in books for children today:

For many American children, war is an abstract term; it is something which they cannot understand because they have no direct involvement in it; for some it means a brother or cousin has gone away to fight, for others it has deeper meaning--their loved ones went away and will never come home again.<sup>88</sup>

The past years have given birth to several books dealing with war and peace; the 1970's will certainly see the production of many others.<sup>89</sup>

In the same journal, a poem written by a young girl was published, which reflects the cynicism of children

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<sup>87</sup>Margaret C. Scoggin, "This is War," The Horn Book Magazine (August, 1957), p. 318.

<sup>88</sup>Lee Bennett Hopkins and Misha Arenstein, "Nervose of the Thought: War and Peace in Children's Books," Elementary English (May, 1971), p. 460.

<sup>89</sup>Ibid., p. 461.

resulting from the things adults say, and the actions they undertake:<sup>90</sup>

Untitled

It was a small battle:  
 We suffered only light casualties--  
 21 dead.  
 Their deaths affect only a few:  
 42 parents and  
   21 wives  
     or girlfriends  
 and  
 42 children  
   and  
   21 sisters  
     or brothers  
   and  
   631 friends  
 Their deaths affect only a few:  
   only 757  
 It was a small battle:  
 We suffered only light casualties.

Deborah Rehm  
 Augusta Raa Junior High  
 Tallahassee, Florida.

Summary

The research included in Chapter II was divided into four considerations. The first, concerned with The Literary Experience, presented a review of the constant and timely interest of educators and professionals in the field of English, and the possibilities that it inherently contains in effecting the internalization and thoughtful consideration of meaningful living, on the part of children who participate in the reading experience, especially in the aspect of thematic understanding of realistic fiction.

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<sup>90</sup>Ibid., p. 462.

In part two, the values contained in literature for children in a democracy were considered. Values, themselves, were first examined and then the significant effects of value-transmission through literary exposure.

The third aspect, Value Education in a Democracy, explained the necessity for rational and critical thinking in the formulation of values in a society which professes a democratic philosophy. Included was an explanation of the extremely difficult task of accomplishing the objective, effectively.

The final consideration was that of the importance of presenting literature to children in which war is specifically and obviously treated, in order that readers become more fully aware of the personal and social effects of its disastrous consequences.

## CHAPTER III

### METHODOLOGY

#### Introduction

This research was initiated to establish the extent to which realistic fiction for children ages ten through fourteen concerning American wartime involvement from 1939 to 1971 reflects the prevailing social and democratic values of our society, through thematic analysis and value identification in the literature.

The study is based on the researcher's assumptions that:

1. The school is one of American society's major value-transmission agencies;

2. The very fact of American involvement in war-time indicates the presence of a threat to the basic democratic values on which our country was founded and continues to revere;

3. Children's values may be influenced through the literature to which they are exposed;

4. Every literary work possesses a theme.

Due to the necessity for specificity regarding the aspects for inclusion in this study the value-identification

and thematic analysis in wartime literature, the following limitations were delineated:

1. The specification of the Democratic values of individualism, intelligence and the social order precluded consideration of any other, perhaps related values inherent in fiction concerning American wartime involvement.

2. Thematic analysis was the sole literary consideration in the study; no attempt was made to determine the quality of fiction selected. The only classification of quality possible was resultant from the selection of bibliographic sources used to determine the sample.

3. Realistic fiction was the sole genre of literature considered.

4. Novels of realistic fiction were examined, exclusively, thereby excluding short stories or story collections.

5. Literature concerning American wartime involvement was the sole content-concern.

6. The inclusion of literature published between January, 1939 and August, 1971 precluded any fiction on the subject previous to or following those dates.

The research consisted of two parts: Part I contained the researcher's examination of children's fiction pertinent to American wartime involvement (1939-1971); Part II consisted of a Reliability Study involving responses of children and adults to a select sampling of children's fiction on the same subject. The purpose of

the latter aspect of the research was to determine the degree of agreement with the researcher's designation of values and themes resulting from Part I, as well as to obtain comparative opinions of children and adults exposed to the identical literary experience.

### Part I

Since it was established in Chapter I that value-identification and thematic analysis of realistic fiction for children would be the focus of the study, the following questions were decided on as significant to the researcher:

1. To what extent are the themes identified in realistic fiction for children, ages ten through fourteen, concerning American wartime involvement 1939-1971 those which represent individualism, the social order or intelligence?

2. To what extent are the democratic/social values of individualism, the social order and intelligence evaluated as present or stressed in the literature considered?

### Sample of Books Read by the Researcher

To gain a totally inclusive array of novels concerning American wartime involvement, 1939-1971 (World War II, Korea and Vietnam) all annotations from the following sources were examined in intensive detail to determine titles relevant to the study. These sources are selection tools that are generally consulted by professional librarians and children's literature



authorities in choosing literature to recommend for children. A total of 182 titles about American wartime involvement were identified by examining the following sources.

Best Books for Children, Editions one through thirteen (1959 through 1971) Xerox Corporation, R. R. Bowker Co., N.Y., N.Y.

Books for Children 1960-1965, A compilation of the American Library Association's Children's Books section of The Booklist and Subscription Review. American Library Association, Chicago, Illinois, 1966.

Good Books for Children, A selection of outstanding children's books published 1948-57, compiled by Mary K. Eakin, The University of Chicago Press, 1st edition, 1959, 2nd ed. 1962, 3rd ed. 1966.

The Booklist and Subscription Review, American Library Association, Chicago, Illinois (Jan. 1938-August 1959), (Sept. 1965-Aug. 1970), (Sept. 1970-August 1971).

The Bulletin of the Center for Children's Books, University of Chicago Press, September, 1966, through August, 1971.

Of the 182 books determined cogent by the researcher, 83 were found to be out of print in 1971.<sup>1</sup> Since the possibility of teachers or children finding these books at this point in time and in the future would be quite unlikely, they were not included in the study. The titles of the Children's Books Out of Print are listed in a bibliography at the end of the study. Thus, the actual sample of children's books read by the researcher numbered 98. After the titles were selected from the bibliographic

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<sup>1</sup>Books in Print (New York: R. R. Bowker Co., 1971).

sources and read by the researcher, 15 of the 98 books were judged inappropriate to the study, due to one of the following reasons: no wartime concern; no American involvement; factual (autobiography or biography) instead of fictional literature. Therefore, 83 books were determined pertinent to Part I of the study. The list of the 83 titles included in the study may be found in the Bibliography of Children's Books. The 15 books read and found inappropriate to the study are located in Appendix C.

### Method

The technique of qualitative content assessment was used as the means of data-collection to answer the questions posed by this study, using the entire book as the content unit. The technique was used by all participants in the study; researcher, adults and children.

Qualitative analysis, as defined here by Berelson,<sup>2</sup> refers to

. . . judgment about content which does not refer to the precise magnitude with which the symbols appear . . . . Qualitative analysis is often based upon presence-absence of particular content (rather than relative frequencies) . . . . as such than with content as a "reflection of 'deeper' phenomena"; . . . . employs less formalized categorization than quantitative analysis . . . . utilizes more complex themes than quantitative analysis.

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<sup>2</sup>Bernard Berelson, Content Analysis in Communication Research (Glencoe, Illinois: The Free Press, 1952), pp. 119-128.

## Themes

Thematic analysis is a special content-category. Though a theme is one unit of analysis, it can be placed into larger units, depending on the analyst's ability to ascertain general motifs and recognize them in their variant statement-forms.<sup>3</sup> Since thematic consideration in response to literature has to this researcher's knowledge rarely before been examined, the question seemed warranted. Theme has been defined by the researcher as "the author's message to the reader." To assess the thematic content, each book was read in its entirety by the researcher. She then completed the Thematic Analysis query described herein. The questionnaire regarding theme was developed by the researcher to determine what overall message the reader internalized, having been exposed to the wartime literary experience. The query was left "open-ended," so that the respondent would feel free to determine judgments without the suggestion of exclusive and predetermined choices.

## Themes Instrument

Question A asked for the reader's overall response, and was stated as follows: What theme do you think the author of \_\_\_\_\_ (book title) had in mind when the book was written?

\_\_\_\_\_

<sup>3</sup>Richard W. Budd, Robert K. Thorp and Lewis Donohew, Content Analysis of Communications (New York: The MacMillan Co., 1967).

The next four questions were designed to aid the respondent in determining reasons for the answers given.

These questions follow:

B) Give two (2) reasons for what you mentioned.

The reasons may be quotations directly from the book, or stated in your own words:

C) What do you think of \_\_\_\_\_?

(main character in the story).

D) Would you have liked him as a personal friend?

Yes \_\_\_\_\_ No \_\_\_\_\_ Why or why not?

E) Do you have any other comments about the book?

A copy of the Thematic Analysis query is included in Appendix D. Immediately after reading each of the 75 books in the sample selected from the bibliographic sources, the researcher completed a Thematic Analysis sheet, describing the major message and the reasons for her choice, stated in a maximum of two sentences. In addition, she categorized the theme for each book under one of five headings that seemed most apparent, after describing the themes narratively. The five areas were: 1) war; 2) orphans; 3) friendship; helpfulness; 4) poverty; 5) other. These classifications were determined as an attempt by the researcher to remain completely objective in considering every specific book on its own merit, without having to use the predetermined vocabulary of individualism, the social order and intelligence. Another reason was to have

a more open response to deal with, as was anticipated from those who acted as subjects in the reliability study. Each of the areas can be categorized under one or more of these major determinations as follows, and as described at length by Jacobs et al. in Appendices A, B and E.

War: social order, threat to democratic way of life.

Orphans: social order, individualism, human suffering, intelligence in coping with problems.

Friendship, helpfulness: social order, individual responsibility, intelligent and considered response to needs of self and others.

Poverty: social order, awareness of needs of those less fortunate than we may be, intelligence in applying effective solutions to problems.

Other: open for the purpose of clumping theme-statements not able to be categorized under any of the preceding four titles because of wording, yet in every case representative of the democratic/social values defined.

Frequencies and percentages were then tabulated for each category.

Having read and coded each book regarding thematic determination, the researcher then calculated frequencies and percentages for every category mentioned.

### Values

In Chapters I and II, strongly held beliefs and specific research studies were cited, attesting to the fact that values are indeed apparent through the literature which adults and children read.

The method chosen to determine the data necessary to answer the value questions posed in this study was content-analysis. As defined by Berelson, it is "the objective, systematic, and quantitative description of the manifest content of communication."<sup>4</sup>

Berelson states that objective results are obtainable in content analysis if precise definitions of terms and categories are utilized, since the respondents' opinions are limited to the boundaries of the particular definition. Additionally, Berelson says that it is impossible to standardize these categories to any scientifically respectable extent, since they must precisely relate to the problem or question of the specific query.

### Values Instrument

The development of an original instrument for measuring value-inclusion was undertaken by the researcher to meet Berelson's qualifications. The checklist was formulated to determine whether or not the postulations previously mentioned were true, specifically regarding realistic novels for children concerning American wartime involvement 1939-1971. Twenty-five value-categories, each including a definition, comprised the substance of the

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<sup>4</sup>Bernard Berelson, Content Analysis in Communication Research (New York: The Free Press of Glencoe, 1952), p. 16.

researcher's questionnaire, asking the respondent to decide, for every value listed, whether it was: Not In Story; In Story, but not stressed; Stressed, important.

The researcher's instrument was based on a match between two major sources, and general agreement with two others.

In 1945, Leland B. Jacobs, through an investigation of democratic acculturation in children's historical fiction, identified the three values of individualism, the social order and intelligence as those basic to democracy. Specification of the aspects inherent or in typical of each of Jacobs'<sup>5</sup> values is included here.

Ralph K. White did an eight-year-long empirical study of the value-system of American society, and developed, as a result, a widely-accepted set of 50 categories which he feels represent American culture.<sup>5</sup> The values were categorized by White as shown on page 70.

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<sup>5</sup>Jacobs, op. cit., pp. 280, 281, 282.

<sup>6</sup>Ralph K. White, Value Analysis: The Nature and Use of the Method (New York: Society for the Psychological Study of Social Issues, 1951), p. 12.

- I. Concerning the Optimum Development of the Individual
  - A. Is the individual human life precious?  
Is the common man valued in his society?
  - B. Is the individual, living in a dynamic universe, viewed as a developing, changing organism, emergent and becoming?
  - C. Is the personality development of every individual viewed as a unique development? Is this uniqueness viewed as being the result both of biological inheritance and the interaction of the individual with his natural-social environment?
  - D. Does every individual live equally freely with all other individuals, regardless of race, color, or creed?
  - E. Does every individual have the opportunity to develop to his optimum capacity, limited only by the similar rights of others?
  - F. Does the individual have sufficient nurture and security to achieve, in terms of his unique potentialities, a significant personality?
  - G. Is the individual's behavior viewed as purposive and goal-seeking?
  - H. Is the individual, in his personality development, viewed as seeking to maintain equilibrium for the integration of his total life pattern?
  - I. Is the individual, in his total growth pattern, viewed as developing through his experiences and his interpretations of the meanings of these experiences?
  
- II. Concerning the Nature of the Democratic Social Order.
  - A. Is the democratic society presented as recognizing its responsibility for promoting the optimal development of its every individual?
  - B. Is the democratic society presented as an interdependent society in which the individual and the society emerge and develop interactively?
  - C. Is the democratic society viewed as a voluntary society?
  - D. Is the democratic society viewed as a mobile, evolutionary society?
  - E. Is the democratic society presented as an "experimentally-minded" society?
  - F. Is the democratic society presented as distinctively cooperative?
 

Is cooperation presented as fostering the desire and disposition to participate and share in the solution of social problems?

Is cooperation presented as utilizing the combined intelligence of all its people in facing up to the cleavages and problems of the democratic social order?

Is the democratic society presented as solving its problems by widening and deepening the areas of common interests and common concerns?
  - G. Is the democratic society presented as fostering the tolerant consideration of others who hold values differing from one's own?
  
- III. Concerning the Utilization of the Method of Intelligence
  - A. Is the universe viewed as an emerging unitary system which sustains no a priori laws from which man may deduce final truth?
  - B. Is human progress presented as dependant upon the persistent exercise of critical and creative individual and group intelligence?
  - C. Is the common man, thinking and acting cooperatively with his fellow men, viewed as capable of making intelligent decisions for the promotion of the group life?
  - D. Are democratic decisions and solutions to problems arrived at on the basis of reason rather than on the basis of blind emotion, random trial and error, or absolute authority?
  - E. Is intelligent behavior viewed as insightful, purposeful, and experimental? Is intelligent behavior viewed as denying fixed standards, absolute authority, a priori laws, or supernatural dictates?
  - F. Is intelligent behavior viewed as assuming reflection upon all issues involved, suspension of judgment until all relevant, obtainable data are evaluated, and action taken in full consideration of possible consequences?
  - G. Are ideals, social patterns, and standards of conduct and morality viewed as relative? Are they viewed as creations of man? Are they viewed as arising from and being tested by experience?
  - H. Are practices and standards viewed as being true or moral or valid to the extent that they prove reliable when tested by experience?



<u>Goals</u>	<u>Standards of Judgment</u>
<u>Physiological</u>	<u>Moral</u>
Food	Morality
Sex	Truthfulness
Rest	Justice
Activity	Obedience
Health	Purity
Safety	Religion
Comfort	
<u>Social</u>	<u>Social</u>
Sex-Love	Pleasant Personality
Family-Love	Likeness or Conformity
Friendship	Manners
	Modesty
	Generosity
	Tolerance
	Group Unity
<u>Egoistic</u>	<u>Egoistic</u>
Individualism	Strength
Achievement	Determination
Recognition	Intelligence
Self-Regard	Appearance
Dominance	
Aggression	
<u>Fearful</u>	<u>Miscellaneous</u>
New Experience	Carefulness
Excitement	Cleanliness
Beauty	Culture
Humor	Adjustment
Creative Self-Expression	
<u>Practical</u>	
Practicality	
Economic Value	
Ownership	
Work	
<u>Cognitive</u>	
Knowledge	
<u>Miscellaneous</u>	
Happiness	
Value-in-general	

The comparison of the two major sources was achieved by the following matches. Jacob's categories were coded regarding "fit" to White's listing as follows:

Jacob's Categories

Researcher's Instrument (Utilizing White's Categories)	I. Individualism	II. The Social Order	III. Intelligence
GOOD HEALTH (well, enough food and rest)	A	A	D
PLAY ACTIVITY (active fun, recreation, sports)		B, C, E, F	B, D, E,
SAFETY (freedom from danger or fear of it)	A	B	E
COMFORTABLE LIVING (physical needs met; warm enough, not hungry)		A	G
LOVE OF FAMILY (concern and caring about people at home)		B, E	H
FRIENDSHIP (knowing and liking other people; sociable)		A, B, D, E, F, G,	B, C, E, F, H
COOPERATION (willingness to work and play with others; tolerance for others' ideas)	D	B, C, D, F, G	B, C
BOY-GIRL RELATIONSHIPS		B, C, D, F, G	B, C
VALUE-SYSTEM (the things a person <u>cares</u> about; beliefs that are <u>important</u> to people)	H, I	A, B, C, D, E	A, B, C, E, F, G, H

Researcher's Instrument (Utilizing White's Categories)	Jacob's Categories		
	I. Individualism	II. The Social Order	III. Intelligence
<b>INDEPENDENCE</b> (not reliant on or dominated by others; free; spontaneous)	E,F,I.	A,B,C,D,E	A,E,F,G,H
<b>ACHIEVEMENT</b> (success; good job, well done, accomplishment)	G	A,E	A,B,E,H
<b>RECOGNITION</b> (attention, notice, honor, respect from others)		A,B,E,G	A,B,C,D,G
<b>SELF-REGARD</b> (self-respect, self confidence, price, assurance)	F	A	B,E,H
<b>DOMINANCE</b> (influence over people; leadership, power)		B,E	D,E,F,G,H
<b>AGGRESSION</b> (admitted anger toward others; acting out of mad feelings; initiative)			E,F,G,H
<b>SECURITY</b> (peace of mind; feelings of well-being; accepted by others; not fearful or worried)	E,F	A,B,E,G	E,H

## Jacob's Categories

Researcher's Instrument (Utilizing White's Categories)	Jacob's Categories		
	I. Individualism	II. The Social Order	III. Intelligence
HAPPINESS (hope, cheerfulness, contentment)	B,E,F,I	A,B,E	A,B,C,E,G,H
NEW EXPERIENCES (excitement, surprise, change, "interesting-ness," variety-- not bored)	E,F,I	D,E	A,B,E,G,H
HUMOR (liking what is funny; kidding, nonsense, laughter)		B,E	A,B,E,G,H
CREATIVE EXPRESSION (imagination; originality, inventive activity; "do your thing")	E,I	A,D,E,G	A,B,E,G,H
PRACTICAL (sensible, realistic, useful, effective, possible)	E,F	A,B,D	C,D,F,H
ECONOMIC (food, shelter, clothing available without too many problems)	E,F,H	A	
OWNERSHIP (respect for possessions, own and others)		B,G	C,D
KNOWLEDGE (intelligent, smart, clever, logical, thinker and learner)	E,F,G,H	A,D,E	A,B,C,D,E, F,G,H
WORK (meaningful, worthwhile, necessary activity)	E,F,G	A,C,D	A,B,C,D,E, F,G,H

The listing of the Characteristics of a Good Democratic Citizen<sup>6</sup> was the result of a compilation of opinions of a National Council for the Social Studies committee and a group of leading authorities in civic education. The list of specific characteristics is located in Appendix D. This third source contributed to final decision-making for the researcher, in the development of her value-checklist. Specifically relevant matches have been starred by the researcher.

Additionally, the definitions and categories were checked for accuracy with Carter Good's Dictionary of Education,<sup>7</sup> and found to be nearly identical. The finalized version of the instrument yielded the democratic and social values specific to the study. The researcher determined the importance of each value in every book included in the study, as well as compiled frequencies and percentages for an overall assessment of values present or stressed in the total group of books evaluated. A copy of the value instrument used by the researcher, adults and children is reproduced here as well as in Appendix E.

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<sup>6</sup>Ryland W. Crary, (ed.), Education for Democratic Citizenship, 22nd Yearbook, National Council for the Social Studies, 1951.

<sup>7</sup>Carter Good, Dictionary of Education, (New York: McGraw Hill Book Co., 1945).

VALUE QUESTIONS

Name \_\_\_\_\_ Name of Book \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

To the Reader: Values are beliefs that are important to everyone. Some we think about and some we never do. When a person writes a book, he builds values into his story. I would like to know what values you think were important when this book was written.

I will read each value to you, with its definition. Then I would like you to mark an "X" in the box where you think it fits. One box on every line should be marked, and only one.

Please turn the page, and we'll begin.

Value	<u>Not</u> <u>In</u> <u>Story</u>	<u>In Story</u> <u>but not</u> <u>stressed</u>	<u>Stressed</u> <u>(Important)</u>
GOOD HEALTH (well; enough food and rest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAY ACTIVITY (active fun, recreation, sports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAFETY (Freedom from danger or fear of it)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMFORTABLE LIVING (physical needs met; warm enough, not hungry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOVE OF FAMILY (concern and caring about people at home)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIENDSHIP (knowing and liking other people; sociable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Value	<u>Not</u> <u>In</u> <u>Story</u>	<u>In Story</u> <u>but not</u> <u>stressed</u>	<u>Stressed</u> <u>(Important)</u>
COOPERATION (willingness to work and play with others; tolerance for others' ideas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BOY-GIRL RELATIONSHIPS			
VALUE-SYSTEM (the things a person <u>cares</u> about; beliefs that are <u>important</u> to people)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDEPENDENCE (not reliant on or dominated by others; free; spontaneous)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACHIEVEMENT (success; good job, well done; accomplishment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RECOGNITION (attention, notice, honor, respect from others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELF-REGARD (self-respect, self-confidence, pride, assurance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMINANCE (influence over people, leader- ship; power)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AGGRESSION (admitted anger toward others; <u>acting out</u> of mad feelings; initiative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECURITY (peace of mind; feelings of well-being; accepted by others; not fearful or worried)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HAPPINESS (hope, cheerfulness, contentment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NEW EXPERIENCES (excitement, surprise, change, "interesting-ness," variety-- not bored)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HUMOR (liking what is funny; kidding, nonsense, laughter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Value	<u>Not In Story</u>	<u>In Story but not stressed</u>	<u>Stressed (Important)</u>
CREATIVE EXPRESSION (imagination; originality, inventive activity; "do your thing")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICAL (sensible, realistic, useful, effective, possible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ECONOMIC (food, shelter, clothing available without too many problems)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OWNERSHIP (respect for possessions, own and others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KNOWLEDGE (intelligent, smart, clever, logical, thinker and learner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORK (meaningful, worthwhile, nec- essary activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part II: The Reliability Study

Since Berelson has stated that reliability has often been considered problematical in content-analysis,<sup>8</sup> the researcher decided to conduct a study to determine the reliability of decisions among adult professionals and children, regarding their thematic analyses and value identifications of three selected books. The decisions

<sup>8</sup>Berelson, op. cit., p. 173.



of the raters were crucial to this study because one of the researcher's major interests was determining the extent of similarity or difference between the opinions of children regarding literary responses, and those of the professional adults in their school world.

In order to adequately order the researcher's reliability concerns, the following questions were formulated for specific answers:

1. To what extent do professional adult evaluators of three selected books agree in determining themes as those which represent individualism, the social order or intelligence?

2. To what extent do professional adult evaluators of three selected books agree in determining whether democratic/social values are either present or stressed?

3. To what extent do child evaluators of three selected books agree in determining themes as those which represent individualism, the social order or intelligence?

4. To what extent do child evaluators of three selected books agree in determining whether democratic/social values are either present or stressed?

5. To what extent do child and adult evaluators of themes agree?

6. To what extent do child and adult evaluators of values agree?

7. What is the overall inter-rater reliability coefficient of all subjects regarding values?

8. To what extent do combined thematic evaluations of children and adults approximate those of the researcher?

9. To what extent do combined value-determinations of children and adults approximate those of the researcher?

#### Sample of Books Read by Subjects

One novel for children ages ten through fourteen representative of each American wartime involvement 1939-1971 (World War II, Korea and Vietnam conflicts) was identified by the researcher as appropriate for the study. In her opinion, each book contained the democratic/social values under consideration, as well as a worthwhile theme. The three books chosen were:

Buck, Pearl S., Matthew, Mark, Luke and John, illus. by Mamoru Funai (New York: The John Day Company, 1966). (Korea)

Dunn, Mary Lois, The Man in the Box: A Story from Vietnam (New York: McGraw-Hill Book Company, 1968). (Vietnam)

Haugaard, Erik Christian, The Little Fishes, illus. by Milton Johnson (Boston: Houghton Mifflin Company, 1967). (World War II)

#### Adults' Responses to Select Titles

##### Sample of Adult Raters

The 12 adults who participated in the study were all volunteers. Two of the professionals were librarians recommended to the researcher by Miss Mildred Nickel, Director of the Lansing Public School Libraries. Three individuals knowledgeable in the area of literature for children were personally contacted by the researcher

and all agreed to participate. The criterion for inclusion of these adults was their having taught a graduate-level course in the area of children's literature at least once. Five of the adult subjects were teachers, and members of the researcher's graduate-level children's literature course during Spring Term, 1972. Two of the five teachers asked one friend each (teachers located in their schools) to participate and were affirmatively answered. Thus the 12 adult subjects were secured for the study.

### Procedures

Directions.--Each adult was provided with a set of three selected titles, and asked to read the books. Immediately following the completion of each, the subjects were requested to fill out two forms, one concerning thematic analysis and the other a checklist related to value questions. When all six forms were completed for the three books, the subjects were asked to return them to the researcher, along with the books, which all did.

Data Collection.--On receipt of the 72 instruments from the 12 subjects (six from each, two pertaining to each book read), the data was compiled by the researcher according to frequencies and percentages for each category of Thematic Analysis and Value Questions.

Children's Responses to Select TitlesSample of Child Raters

Two hundred fifty-seven children from grades five and six originally agreed to participate in the study, all volunteers. They were asked by their teachers if they would like to be subjects, understanding that they would be required to do only two things: first, listen to all three stories read to them by their teacher; and second, fill out two forms, administered by the researcher immediately following each book's conclusion. Two hundred twenty-four of the children followed the study through its completion. The 33 who failed to complete the experience were those absent during part or all of the time while one or more stories were being read and those who were unable to complete the forms accurately, due to misunderstanding or lack of ability to communicate their decisions in writing.

In order to describe the sample of children as completely as possible, their teachers were requested to respond to a brief list of four questions relevant to the social, economic and intellectual traits of their classes. A copy of the query is reproduced here, and may also be located in Appendix F.

Dear \_\_\_\_\_

To finalize the information I need to describe the population of readers for my doctoral study, would you please answer the following with brief descriptions as you personally assess your "situation"?

Thanks sincerely,

Mary Ann McLaughlin

1. Town:
  - A. economically (major occupations, etc.)
  - B. intellectually
2. Child population:
  - A. socially:
  - B. intellectually:

Teacher-responses to the questions about child-participants of the six schools involved in the research resulted in the following descriptions:

1. Town:
  - A. Economically:

Two of the towns were described as average: blue-collar, agricultural, business, educationally concerned. Two others were described as slightly below-average: rural, non-farm majority; blue-collar, small-business, state workers. The final two were described as above-average: many professionals and business executives, those involved in industrial growth, white collar.
  - B. Intellectually:

One was described as average or above, four were considered average with a wide-range inherent, and one felt the town to be well above-average.
2. Child population:
  - A. Socially:

Four teachers indicated that the children were friendly, "normal," middle-class types, and two replied that their children were above-average in social awareness and the importance of success in this respect.

B. Intellectually:

Three teachers indicated that their children were average or above in this area; two described the children as wide-range average; and one considered her students above-average, or high.

In summary, it would seem that the children of the six schools included in the study represented an average cross-section of middle-class children attending urban, suburban and rural schools within a fifty-mile radius of Lansing, Michigan. In the main, the economic, social and intellectual levels as judged by their teachers seemed to reflect well the heterogeneous communities in which the children lived.

Procedures for Administering  
Instruments to Children

Immediately following the reading of each book to their class(es), the teachers were asked to call the researcher, and did. She then visited the school as soon as possible, to administer the two questionnaires.

The teachers had been previously given the option to read the books in any order they chose, though they were cautioned not to discuss any particular with the children previous to or following their participation in the listening experience, until the forms were completed. These directions were provided in order to assure the results of overall chance regarding order of books read and any effect it might have on results, and to discourage contamination of adult-views effecting child-decisions regarding themes and values.

### Thematic Analysis

The researcher administered the Thematic Analysis query first to each class, because of its general consideration of the entire book as a whole, and the opportunity inherent in the form options for children to freely answer the questions without undue direction.

The children were asked to fill in the appropriate information at the top of each form, thus identifying the book under consideration, themselves, their school, age and date. Following this activity, the children were requested to wait, after each response was written, since the entire form would be read aloud, one question at a time by the researcher, in case questions came up. This was done to ensure that all understood each question, as well as to easily adjust the amount of time necessary for the answers to be recorded. Each group was told to be sure to ask if there were any questions in their minds as to interpretation of answers sought. The children were also appraised, again and again, that the intent of the questions was to find out their thinking, and, therefore, no wrong or incorrect answers were possible, as far as the researcher was concerned.

An administration of the Thematic Analysis questions to the children related the following:

A. The children had extreme difficulty expressing the theme. Question A asked "What theme do you think the

author of \_\_\_\_\_ (book title) had in mind when the book was written?" They asked many questions related to clarification, the major one responded to by the researcher saying, "Why do you think \_\_\_\_\_ (author) bothered to spend all the time it takes to write a book like \_\_\_\_\_ (book title)? What message do you think (he/she) wanted to get across to you through the story?" The most likely reason for the difficulty involved in the children's responses to this question was their obvious lack of experience in considering literary material they've been exposed to in this manner, crucial to understanding and appreciation though it is.

B. In every case, the children responded to question B ("Give two reasons for what you mentioned.") in their own words. This was understandable, since they did not have the book in their hands to check specific quotations. In the researcher's view this was even better than the use of quotations, since it involved, 100 percent of the time, the personal decisions of each individual. The children responded easily to this question, when given enough time.

C. Question C ("What do you think of \_\_\_\_\_ (main character)?") involved the child's response to the major protagonist in the story. Since characterization is a major way by which those who read or listen



to books identify with them, this question was easy for the children to discern.

D. Question D ("Would you have liked him as a personal friend? Yes \_\_\_\_\_ No \_\_\_\_\_?") called for entirely personal response of the individual child as to the degree of significance the main character had to his life. The question "why" helped each respondent clarify his decision.

E. Question E ("Do you have any other comments about the book?") was a free response item which the children could answer or not, as they preferred. In most cases, it was either left blank (I think they were tired of thinking!) or a positive comment was recorded. In no instance was a negative comment made about any particular story, except for the upset of some children over an unhappy, unresolved or a "too perfect" ending, depending on the book being evaluated. Two of the three had unresolved endings, and one an unrealistically "perfect" one.

In subsequent administrations of the instruments, since the Thematic Analysis took more "thinking time," it was administered after the Value Questions, on which, in order to respond, the rater need only mark an "X" in the appropriate box.

Having administered the three Thematic Analysis questionnaires to each class, the researcher subsequently

coded all results according to the five areas of war, orphans, friendship, poverty and other. Frequencies and percentages were then calculated from the compiled data to determine the extent to which the 224 child-raters agreed on their thematic assessments of each book individually and the three combined.

### Value Questions

The Value Questions form was administered to the children following the Thematic Analysis sheet in the first administration only. For the last two presentations, it was handled first, due to economy of time and effort on the part of the children, as determined by observations of the researcher. The form, available for perusal in Appendix F, was given to the class, and the researcher asked that the children fill in the appropriate information on the cover sheet, then wait to open the checklist. The researcher then read aloud the directions "To the reader," reminded them that sincere questions were to be asked at any time, and proceeded with the group to the formal consideration of the values inside. The children were told that their opinions were the researcher's interest, and therefore no "wrong" answers were possible. In fact, until she found what their opinions really were, there would be no possibility of making any judgments about responses at all.

When administering the form the researcher read each value, with its definition, aloud. The value/

definition statement was followed by the researcher stating: "Was there a concern in this story (title) about (value)? Was it in the story? Was it important to the story? Or not?" The name of the value was then repeated. This procedure was followed throughout the list of 25 values, at every administration.

The above-mentioned format was sufficient for approximately half of the values considered by the children, 12 of the 25. For the remaining 13, some clarification was indicated pertinent. The statements seemingly worth restatement or re-definition and those which would probably have resulted in more ease of response are explained here.

For the values GOOD HEALTH, COMFORTABLE LIVING, SECURITY, HAPPINESS and ECONOMIC, the children had difficulty determining whether or not the value was in the story, since, in every case, the negative aspect of the value was that noticed by them. Some explanation regarding negative as well as positive statement-choices might have made the coding easier for the subjects.

COOPERATION, INDEPENDENCE, RECOGNITION, SELF-REGARD, DOMINANCE, CREATIVE EXPRESSION and PRACTICAL were the seven values questioned by some subjects, regarding their meanings. Many children have not been made familiar with the terminology used, nor could they internalize the concepts, even when defined in vocabulary similar to their

own. Questions asked indicated a lack of conceptual awareness on the children's part, of the ideas involved. If the subject never had an experience wherein he considered himself dominant, creative or practical, for example, he would find it difficult to determine these qualities (or lack of them) in others.

The BOY-GIRL RELATIONSHIPS category was interpreted by some children to mean any male-female relationship, including those of adults', until questions were raised and the intent made clear by the researcher.

To determine the degree to which children agreed on the values contained in each book and the three combined, frequency and percentage tabulations were calculated.

To assess answers to the remaining questions, the researcher posed early in this Chapter, the following procedures were employed:

To determine the extent to which child and adult evaluators agreed on themes as well as values, frequencies, percentages and Chi-square tests at the .05 level of probability were applied to the data.

This test is fitting . . . since the purpose of the measure is to test the significance of the differences between a set of observed frequencies and a set of frequencies expected on the basis of a hypothesis concerning a particular population.<sup>9</sup>

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<sup>9</sup>Gilbert Sax, Empirical Foundations of Educational Research (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968), p. 422.

Sax goes on to say that Chi-square tests the significance of the differences between the obtained or observed frequencies and those which could be expected by chance. The underlying assumptions of the measure include: 1) normal distributions within cell sizes if populations are large (over 5 per cell); and 2) if the Chi-squares have only one degree of freedom a correction should be applied.<sup>10</sup>

To specify the extent of inter-rater reliability between all adult-child raters on values, an analysis of variance formula was applied to all value-data obtained from the subjects.

To determine the extent to which evaluations by the researcher on the thematic and value decisions were verified by those of the combined raters, the researcher compared her findings with the majority-percentage decisions of the combined groups, on every theme and value.

#### Summary

This study was initiated to determine whether or not children's books about wartime reflect the democratic and social values of the American philosophy of life, through:

- a) literary consideration of theme, and
- b) value questions related specifically to democracy.

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<sup>10</sup>Ibid., p. 423.

In Part I, the researcher's examination of children's novels about American wartime involvement (1939-1971) was described, specifically related to the themes and values present in the stories. The technique utilized to determine the data collection was content-analysis, for both thematic and value determinations.

The sample consisted of 83 books identified through bibliographic annotations (1939-1971) from five highly respected sources in the world of literature for children:

Best Books for Children; Books for Children; Good Books for Children; The Booklist and Subscription Review; and The Bulletin of the Center for Children's Books.

Two instruments were devised for the study; a Thematic Analysis query and a Value Questions checklist. The thematic instrument was designed to obtain personal and open-ended responses to the basic message of the books' authors as determined by the readers. The value instrument was prepared by matching Leland B. Jacobs' democratic value descriptions with Ralph K. White's social-value scale and The Characteristics of a Good Democratic Citizen.

Frequencies and percentages were compiled which showed that the researcher found democratic/social themes present in every book read, and values inherent in the stories to a high degree.

Part II of the research consisted of a reliability study in which a series of measures were used to determine the comparative views of 12 adults and 224 children on a select sampling of three books concerning American wartime involvement (1939-1971), as well as provide credence for the decisions on themes and values determined by the researcher on the same three books. Nine questions were specified to test the comparative evaluations of theme and value decisions between adults as a group, children as a group, adults vs. children, and the total rater-group contrasted to the researcher. Frequencies, percentages, Chi-squares and an inter-rater reliability analysis of variance were the measures used to determine the significance of the comparative data obtained.

## CHAPTER IV

### ANALYSIS OF RESULTS

This chapter includes research results that are organized into two sections: Part I contains the results of the researcher's thematic and value consideration of children's fiction pertinent to American wartime involvement (1939-1971). The data included in Part I is in the form of frequencies and percentages of each of the themes and values considered. The five themes definitively enumerated by the researcher were: War, Orphans, Friendship, Poverty and Other, each representative of one or more of Leland B. Jacobs' democratic value categories of individualism, the social order or intelligence. The values numbered 25, and included good health, play activity, safety, comfortable living, love of family, friendship, cooperation, boy-girl relationships, value-system, independence, achievement, recognition, self-regard, dominance, aggression, security, happiness, new experiences, humor, creative expression, practical, economic, ownership, knowledge and work. Part II consists of the reliability-study results, involving the responses of adults and children to a select sampling of children's



fiction on the same topic, American wartime involvement. This data is presented in several forms amenable to comparison, namely frequencies, percentages, chi-squares and an overall inter-rater reliability measure, analysis of variance.

### Questions

#### Part I

1. To what extent are the themes identified in realistic fiction for children, ages 10 through 14, concerning American wartime involvement 1939-1971 those which represent individualism, the social order or intelligence?

2. To what extent are the democratic/social values of individualism, the social order and intelligence evaluated as present or stressed in the literature considered?

#### Part II

1. To what extent do professional adult evaluators of three selected books agree in determining themes as those which represent individualism, the social order or intelligence?

2. To what extent do professional adult evaluators of three selected books agree in determining whether democratic/social values are either present or stressed?

3. To what extent do child evaluators of three selected books agree in determining themes as those which represent individualism, the social order or intelligence?

4. To what extent do child evaluators of three selected books agree in determining whether democratic/ social values are either present or stressed?

5. To what extent do child and adult evaluators of themes agree?

6. To what extent do child and adult evaluators of values agree?

7. What is the overall inter-rater reliability coefficient of all subjects regarding values?

8. To what extent do combined thematic evaluations of children and adults approximate those of the researcher?

9. To what extent do combined value determinations of children and adults approximate those of the researcher?

## Part I

### Question One

To what extent are the themes identified in realistic fiction for children, ages 10 through 14, concerning American wartime involvement 1939-1971 those which represent individualism, the social order or intelligence?

The results of the Thematic Analysis query completed after reading each of the 83 books identified through bibliographic sources indicated that the researcher found the following frequencies and percentages apparent:

War appeared primary in 43 (51.8%) of the 83 books, for the highest total of decisions made. Orphans comprised a frequency of 6 books, or 7.2 percent of the evaluations. Friendship was the category involving decisions on 25 books, encompassing 30.1 percent of the total determinations. Poverty was the most unique area, in that this theme was chosen only twice (2.4%) in the books read. Other was chosen as the theme for seven books, or 8.4 percent of the entire group. The specifics noted for this category were: "survival against negative odds"; "personal identity"; "everyday life"; "be true to yourself"; "belief in others"; and "survival of the fittest," which was mentioned twice.

In Table 4.1 the frequencies and percentages of the researcher's thematic analyses are presented.

TABLE 4.1.--Themes Determined by Researcher.

Theme	Frequency	Percentage
War	43	51.8
Orphans	6	7.2
Friendship	25	30.1
Poverty	2	2.4
Other	7	8.4
Totals	83	99.9

Consideration of the breakdown of researcher-decisions on thematic determinations of the books read revealed that the two outstanding categories were War and Friendship.

The war stories were those including excitement, adventure and suspense experienced by the major protagonist as well as the supporting characters. Robb White, an outstanding writer of war fiction for children has actually lived the adventurous life he portrays through his books, in that he has been a pilot, served on submarines, carriers, sailboats and once a rubber life raft. In Flight Deck, the problems and heroics of two brothers serving on an aircraft carrier during World War II are presented, with one giving his life so the other and many more may live. The thoughts and conversations of the characters in this book and Surrender, involving two children left orphaned in the Pacific, exhibit the belief White holds in intelligent, inventive and clear thinking about self and others in traumatic, life-threatening situations. The warmth and compassion, as well as practicality, of his subjects are sincerely and honestly highlighted through their concerned interactions with one another. In The Survivor, White tells of the way in which individuals on a secret mission tend to lose their identity through devotion to a cause. The cruelty and debasement of war activity is strikingly shown, yet avoids the macabre.

Another writer who has through his stories preserved the dignity of the individual worth and the importance of concern for others in danger-frought situations is Howard Pease. Pease, in The Black Tanker, considers the inter-relationships between and among shipmates involved in mystery and intrigue. His well-known superhero Tod Moran is involved in counter-intelligence and help for persecuted Jews in Heart of Danger, an international effort achievement. Leadership, friendliness and concern for others are obviously present in this survival episode.

Stephen W. Meader has been a unique and prolific writer of war-related literature for children, having written nearly 30 books. His patriotism combined with adventure and mystery make the stories exciting and pleasurable to read. In Sabre Pilot he describes the activities of a flight-training crew. The Long Trains Roll presents the importance the railroads had in this country during World War II, and through enlisting the interest and abilities of children as primary subjects of the story, Meader provokes thought and serious reflection of a vanishing aspect of Americana, and the contributions it made. Shadow in the Pines discusses the activity of the alert citizen of our shores during the war, in intrigue and suspicion of traitorous activities by unknowns in an area.

Frank Bonham's stories, Burma Rifles, The Ghost Front and War Beneath the Sea are primarily concerned with

pinpointing the importance of comradeship and responsibility toward others, through the wartime experience-setting of necessary reliance on others for survival. Warmth, compassion, and concern for others through cooperation are portrayed by Bonham. Another writer who utilizes setting effectively is William Butterworth, in his two novels about Vietnam, Orders to Vietnam: A Novel of Helicopter Warfare and Stop and Search: A Novel of Small Boat Warfare off Vietnam. The dangerous activities of sailors and helicopter pilots on duty in this confusing atmosphere where one cannot tell friends from enemies is suspensefully handled, mainly through thoughts of the characters as they approach each new duty.

Several authors were found highly effective by the researcher in communicating their feelings about interpersonal relationships and brotherhood. James Forman's Ceremony of Innocence details the commitment to freedom of the non-Nazi Germans through publishing of an underground newspaper, until their deaths for treason. His message of "don't sell out" is forcefully made. In My Enemy, My Brother, Forman tells the story of a Polish Jew who survived the unbelievable tortures of a concentration camp, a nerve-shattering experience which the reader effectively shares, through exquisite descriptions and thoughts of the major character who must decide whether caring, hoping and striving are worth it, considering the past. The Skies of Crete is Forman's work concerning the

value of being true to oneself, whether agreed with by others or not. The value-conflicts in the story are those involved in one family's attempt to avoid the 1941 Nazi invasion of the small island of Crete, a stronghold and bulwark of freedom.

Novels by Sally Watson (To Build a Land), Marie McSwigan (Snow Treasure), Erik Haugaard (The Little Fishes), Pearl Buck (Matthew, Mark, Luke and John), Mary Lois Dunn (The Man In The Box), Jill (Gillian) Paton Walsh (The Dolphin Crossing and Fireweed), John Tunis (His Enemy, His Friend and Silence Over Dunkerque) and Hester Burton (In Spite of All Terror) bring to the mind of the reader the basic interest and responsibility of the human condition, caring for oneself and others. The artistry of the authors in describing the events of import from the point of view of the character-interrelationships is not only fascinating, but stirring and consciousness-raising for the reader. In every story specified above, the writers have significantly set their stories in wartime to achieve the message of interdependence of all human beings; a message necessary for every person to internalize, for growth, happiness and contentment.

### Question Two

To what extent are the democratic-social values of individualism, the social order and intelligence determined present or stressed in the literature considered?

Chart 4.1 contains frequencies and percentages of the researcher's value determinations on the 25 values considered in the 83 books evaluated for Part I of the study. The following 21 of the 25 values were determined present or stressed by the researcher, over the 90th percentile.

The 13 values of SAFETY, COMFORTABLE LIVING, FRIENDSHIP, VALUE-SYSTEM, INDEPENDENCE, ACHIEVEMENT, RECOGNITION, SELF-REGARD, DOMINANCE, SECURITY, NEW EXPERIENCES, PRACTICAL AND KNOWLEDGE each comprised 83 evaluations of presence or stress, for 100 percent of the determinations on each item.

The following four values included choices of presence or stress 82 times each, for percentages of 98.8; LOVE OF FAMILY, COOPERATION, CREATIVE EXPRESSION and ECONOMIC.

Eighty-one determinations were made for the values of GOOD HEALTH and WORK, a total of 97.6 percent each. The value of AGGRESSION contained 80 citations, for 96.4 percent of the total 83 possible, and HAPPINESS was the value category containing 77 (92.8%) of the classifications.

The only values not considered present or stressed above the 90th percentile in the researcher's assessments on the 83 books were the following four: PLAY ACTIVITY, BOY-GIRL RELATIONSHIPS, HUMOR and OWNERSHIP. Table 4.2 contains the frequencies and percentages for these values.



CHART 4.1.1.--Frequencies and Percentages of Researcher's Value Determinations of the 83 Books Read.

Values	Not In Story		In Story		Stressed		Totals		Totals in Story and Stressed	
	f	%	f	%	f	%	f	%	f	%
Good Health	2	2.4	24	28.9	57	68.7	83	100.0	81	97.6
Play activity	30	36.1	34	41.0	19	22.9	83	100.0	53	63.9
Safety	0	0.0	8	9.6	75	90.4	83	100.0	83	100.0
Comfortable living	0	0.0	29	34.9	54	65.1	83	100.0	83	100.0
Love of family	1	1.2	9	10.8	73	88.0	83	100.0	82	98.8
Friendship	0	0.0	5	6.0	78	94.0	83	100.0	83	100.0
Cooperation	1	1.2	6	7.2	76	91.6	83	100.0	82	98.8
Boy-girl relationships	45	54.2	19	22.9	19	22.9	83	100.0	38	45.8
Value-System	0	0.0	6	7.2	77	92.8	83	100.0	83	100.0
Independence	0	0.0	17	20.5	66	79.5	83	100.0	83	100.0
Achievement	0	0.0	8	9.6	75	90.4	83	100.0	83	100.0
Recognition	0	0.0	19	22.9	64	77.1	83	100.0	83	100.0
Self-Regard	0	0.0	4	4.8	79	95.2	83	100.0	83	100.0
Dominance	0	0.0	22	26.5	61	73.5	83	100.0	83	100.0
Aggression	3	3.6	9	10.8	71	85.6	83	100.0	80	96.4
Security	0	0.0	6	7.2	77	92.8	83	100.0	83	100.0
Happiness	6	7.2	23	27.7	54	65.1	83	100.0	77	92.8

CHART 4.1--continued.

Values	Not In Story		In Story		Stressed		Totals		Totals in Story and Stressed	
	f	%	f	%	f	%	f	%	f	%
New Experiences	0	0.0	19	22.9	64	77.1	83	100.0	83	100.0
Humor	14	16.9	57	68.7	12	14.4	83	100.0	69	83.1
Creative Expression	1	1.2	13	15.7	69	83.1	83	100.0	82	98.8
Practical	0	0.0	1	1.2	82	98.8	83	100.0	83	100.0
Economic	1	1.2	32	38.6	50	60.2	83	100.0	82	98.8
Ownership	12	14.5	30	36.1	41	49.4	83	100.0	71	85.5
Knowledge	0	0.0	9	10.8	74	89.2	83	100.0	83	100.0
Work	2	2.4	12	14.5	69	83.1	83	100.0	81	97.6
Totals	118	5.7	421	20.3	1536	74.0	2075	100.0	1957	94.3

TABLE 4.2.--Value Determinations of Less Than Ninety Percent Presence or Stress by Researcher.

Value	Frequency	Percentage
Play activity	53	61.3
Boy-Girl Relationships	38	45.8
Humor	69	83.1
Ownership	71	85.5
Totals	231	68.9

To summarize the researcher's determinations on presence or stress of the 25 values in the 83 books evaluated, it has been shown that 21 of the values were found present or stressed over the 90th percentile in all books. Only four values did not comprise presence or stress to that percentile. The values of PLAY ACTIVITY, BOY-GIRL RELATIONSHIPS, HUMOR and OWNERSHIP are certainly social values, but in the researcher's mind were not highly inherent in the war stories she read.

The total of 2075 researcher judgments indicates that only 118 (5.6%) of the decisions were determined "Not In Story." The 12 values comprising this section and their frequencies and percentages are specified in Table 4.3.

TABLE 4.3.--Researcher Determinations of Values "Not in Story" over the 83 Books Evaluated.

Value	Frequency	Percentage
Good Health	2	2.4
Play Activity	30	36.1
Love of family	1	1.2
Cooperation	1	1.2
Boy-girl relationships	45	54.2
Aggression	3	3.6
Happiness	6	7.2
Humor	14	16.9
Creative Expression	1	1.2
Economic	1	1.2
Ownership	12	14.5
Work	2	2.4
Totals	118	11.8

## Part II

### Question One

To what extent do professional adult evaluators of the three selected books agree in determining themes as those which represent individualism, the social order or intelligence?

The results of the Thematic Analysis query answered by the 12 adults revealed that there was no widespread agreement on any one specific theme across the three books, although all the decisions made were those representing individualism, the social order or intelligence. The adult-responses were compiled into frequencies and percentages representing every theme in each of the three selected books.

In The Little Fishes, only two categories were chosen by the adult evaluators. War comprised six (50.0%) of the

12 determinations, and Other, the remaining six (50.0%). Specific mentions in the latter classification were: "belief in oneself"; "man's inhumanity to man"; "survival of the fittest"; and "survival" three times.

Many of the adults' comments on The Little Fishes were directly related to Guido, the protagonist. Remarks about him included the fact that he was trustworthy, brave, loyal, and absolutely determined; seemingly much more mature than his 12 years would indicate, in that he didn't hate, even considering all the terrible things that happened during his short life. He was considered by the commentators as strong, cunning, inventive, intelligent, and dependable, with strength as well as gentleness of spirit in caring about others, and tremendous insight for a child.

Other statements by the adult subjects were more generalized, relating to the story as a whole. The point was often mentioned that children are victims in a war-time situation, and the effects of conflict are strikingly pathetic for them in their innocence and lack of "survival skills," thus their attitudes and behavior are necessarily distorted. "The children lost, eventually, in all circumstances." "War is foolishness, and Mario's death seemed to represent all the unnecessary suffering."

Several comments were made indicating that the story contained too much description for this age-level, and too much philosophizing. One evaluator viewed the story as

unrealistic because of the plethora of unfortunate events occurring in the life of one child, and another, in contrast, considered the book a beautifully written narrative concerning values and self-awareness.

Table 4.4 presents the 12 adult thematic determinations on The Little Fishes.

TABLE 4.4.--Adult thematic determinations on The Little Fishes.

Theme	Frequency	Percentage
War	6	50.0
Orphans	0	0.0
Friendship	0	0.0
Poverty	0	0.0
Other	6	50.0
Totals	12	100.0

The Man in the Box, was evaluated by the adults as follows: War contained one citation, (8.3%); Orphans comprised no determinations; Friendship was classified as inherent in eight (66.7%) mentions; Poverty was left completely without evaluation; and the category of Other comprised three mentions (25.0%). The last category included statements such as: "man's loyalties override any obstacles," "all men are basically the same--good and bad," and "belief in one's own conscience, and oneself."

Eight of the 12 adults chose the theme Friendship as their determination. The comments added credence to the decisions through reflections of concern for the warmth,

courage, determination and compassion illuminating the human need for ties that will inevitably be satisfied, despite even gross horrors of daily living. Chau-Li epitomized the fact that the universal emotion of compassion can overcome cultural differences when one has a compulsion to care about any human being dying with dignity, known personally or not. The sense of purpose and strong personal motives derived from one's belief in principle resulted in a story that was brutally realistic and highly commendable for its outstanding, inspiring, timely and timeless theme and development.

Table 4.5 contains the twelve adult thematic determinations on The Man in the Box.

TABLE 4.5.--Adult Thematic Determinations on The Man in the Box.

Theme	Frequency	Percentage
War	1	8.3
Orphans	0	0.0
Friendship	8	66.7
Poverty	0	0.0
Other	3	25.0
Totals	12	100.0

Adults determined thematic inclusions for Matthew, Mark, Luke and John in the following manner. War contained two (16.7%) of the determinations; Orphans was considered prime by one subject (8.3%); Friendship comprised

six (50.0%) of the decisions, for the highest category; Poverty included no judgments; and the last area, Other, contained three (25.0%) mentions. The specifics noted regarding the last category were: "fight for survival," "identity," and "interdependence of humans."

The majority of statements by subjects concerned Matthew, the responsible, caring, mature, realistic and resourceful protagonist. The raters felt that the story had inherent messages that are relevant to any serviceman of the United States regarding the responsibilities of actions wherever he may be serving his country; that war universally affects children and their need for "belonging" to someone and thus caring for them, and vice versa. "One wonders what happens to orphans who are never adopted"; "shouldn't we do something about 'those'?"; "the ending was 'sugar-coated' and thus contrived and realistic." One subject mentioned that the story had been published in a December issue of Good Housekeeping magazine, and was meant as a Christmas story seemingly written more for adults about children than a story for children themselves.

Data on adult thematic determinations on Matthew, Mark, Luke and John are located in Table 4.6.

Across all three books, the thematic identifications, then, were determined as follows: War comprised a total of nine (25.0%) decisions; Orphans was the category containing only one (2.8%) mention; Friendship was



TABLE 4.6.--Adult Thematic Determinations on Matthew, Mark, Luke and John.

Theme	Frequency	Percentage
War	2	16.7
Orphans	1	8.3
Friendship	6	50.0
Poverty	0	0.0
Other	3	25.0
Totals	12	100.0

coded as important 14 (38.9%) times; the category of Poverty was not cited by one reader; and the Other contained a total of 12 (33.3%) appraisals. The individual and grouped data for adult determinations of theme over each and all books is located in Table 4.7. The results show that the adult subjects divided their determinations over the three books into three major categories; Friendship was cited 14 (38.9%) times, for the highest rank; Other was determined primary 12 (33.3%) times, for a close second; and War was cited nine (25.0%) times. Orphans as a category was the reply chosen only once, for 2.8 percent of the 36 evaluations, and Poverty was completely overlooked as a primary concern.

#### Question Two

To what extent do professional adult evaluators of three selected books agree in determining whether democratic/social values are either present or stressed?

TABLE 4.7.--Themes Determined by Adults.

Theme	The Little Fishes		Man in the Box		Matthew, Mark, Luke and John		Compiled Books	
	f	%	f	%	f	%	f	%
War	6	50.0	1	8.3	2	16.7	9	25.0
Orphans	0	0.0	0	0.0	1	8.3	1	2.8
Friendship	0	0.0	8	66.7	6	50.0	14	38.9
Poverty	0	0.0	0	0.0	0	0.0	0	0.0
Other	6	50.0	3	25.0	3	25.0	12	33.3
Totals	12	100.0	12	100.0	12	100.0	36	100.0

In The Little Fishes, 275 (91.7%) of the 300 possible value decisions were located in the categories of In Story or Stressed.

Eleven (44.0%) of the 25 values considered by the 12 adult professionals resulted in 100 percent agreement regarding their presence or stress in the story. The values so judged were: SAFETY, FRIENDSHIP, COOPERATION, VALUE-SYSTEM, INDEPENDENCE, SELF-REGARD, DOMINANCE, AGGRESSION, PRACTICAL, KNOWLEDGE and WORK. The number of adult determinations on these values numbered 132 (48.0%) of the 275 decisions made.

The values agreed on as present or stressed by 11 of the 12 adults numbered eight (32.0%). They were: GOOD HEALTH, COMFORTABLE LIVING, LOVE OF FAMILY, ACHIEVEMENT, RECOGNITION, SECURITY, HAPPINESS and OWNERSHIP. Adult decisions on these values numbered 88 (32.0%) of the 275 choices cited.

Two of the values (8.0%), CREATIVE EXPRESSION and ECONOMIC, accounted for 20 (7.3%) of the 275 adult decisions of presence or stress in The Little Fishes.

The three values (12.0%) determined present or stressed by 9 of the 12 adults were BOY-GIRL RELATIONSHIPS, NEW EXPERIENCES and HUMOR. Twenty-seven (9,8%) of the 275 adult decisions were classified in these categories.

Only eight (2.9%) of the possible 275 adult decisions determined that the value of PLAY ACTIVITY (4.0%) was present or stressed in The Little Fishes.

Table 4.8 includes the frequencies and percentages for adult evaluations of presence or stress for the 25 values in The Little Fishes.

TABLE 4.8.--Adult Determinations of Presence or Stress for the 25 Values in The Little Fishes.

	Values		Adults		Adult Determinations	
	f	%	f	%	f	%
	11	44.0	12	100.0	132	48.0
	8	32.0	11	91.7	88	32.0
	2	8.0	10	83.3	20	7.3
	3	12.0	9	75.0	27	9.8
	1	4.0	8	66.7	8	2.9
Totals	25	100.0			275	100.0

The Man in the Box included 254 (84.7%) of the 300 decisions allocated by the 12 adults to the categories of presence or stress.

Ten (40.0%) of the 25 values considered by the 12 adults resulted in 100 percent agreement on 120 (47.2%) of the 254 possible decisions of presence or stress in The Man in the Box. The values were: GOOD HEALTH, SAFETY, LOVE OF FAMILY, FRIENDSHIP, COOPERATION, VALUE-SYSTEM, INDEPENDENCE, SELF-REGARD, PRACTICAL AND KNOWLEDGE.

The values agreed on by 11 adults for 66 (26.1%) of the possible 254 adult decisions regarding presence or stress in The Man in the Box numbered six (24.0%). They

were: COMFORTABLE LIVING, ACHIEVEMENT, AGGRESSION, HAPPINESS, OWNERSHIP and WORK.

The following four values (16.0%) were classified as present or stressed in the story in 40 (15.7%) of the possible 254 decisions by ten adult raters: RECOGNITION, SECURITY, NEW EXPERIENCES and CREATIVE EXPRESSION.

The two values (8.0%) determined present or stressed by nine adults accounted for 18 (7.1%) of the 254 citations on DOMINANCE and ECONOMIC.

HUMOR was the one value (4.0%) agreed upon by eight adults' decisions (3.1%) as being present or stressed in this story.

The two values (8.0%) determined present or stressed by only one adult each (0.8%) were the categories of PLAY ACTIVITY and BOY-GIRL RELATIONSHIPS.

In Table 4.9 are located the frequencies and percentages for adult evaluations of presence or stress of the 25 values in The Man in the Box.

In Matthew, Mark, Luke and John, 264 (88.0%) of the 300 value judgments were determined present or stressed by the 12 adult subjects.

The following twelve (48.0%) values were judged as present or stressed in this story by all 12 adults, for 144 (54.5%) of the possible 264 determinations: SAFETY, FRIENDSHIP, COOPERATION, VALUE-SYSTEM, INDEPENDENCE, ACHIEVEMENT, SELF-REGARD, DOMINANCE, NEW EXPERIENCES, PRACTICAL, KNOWLEDGE and WORK.

TABLE 4.9.--Adult Determinations of Presence or Stress for the 25 Values in The Man in the Box.

	Values		Adults		Adult Determination	
	f	%	f	%	f	%
	10	40.0	12	100.0	120	47.2
	6	24.0	11	91.7	66	26.1
	4	16.0	10	83.3	40	15.7
	2	8.0	9	75.0	18	7.1
	1	4.0	8	66.7	8	3.1
	2	8.0	1	8.3	2	0.8
Totals	25	100.0			254	100.0

The values agreed on by 11 of the 12 for 77 (29.2%) of the possible 264 decisions of presence or stress in this book numbered seven (28.0%). They were: GOOD HEALTH, COMFORTABLE LIVING, LOVE OF FAMILY, RECOGNITION, SECURITY, ECONOMIC and OWNERSHIP.

The one (4.0%) value of AGGRESSION was rated present or stressed by ten raters for 3.8 percent of the possible 264 adult determinations.

The following three values (12.0%) were agreed on as present or stressed in the story by nine people, for 27 (10.2%) of the 264 possible decisions: NEW EXPERIENCES, HUMOR and CREATIVE EXPRESSION.

Only five adults determined affirmative choices regarding the presence or stress of PLAY ACTIVITY (4.0%) in Matthew, Mark, Luke and John, for 1.9 percent inclusion.

The value category of BOY-GIRL RELATIONSHIPS (4.0%) was judged present or stressed by only one adult on this book, for a determination of 0.4 percent.

Table 4.10 includes the frequencies and percentages for adult evaluations of presence or stress for the 25 values in Matthew, Mark, Luke and John.

TABLE 4.10.--Adult Determinations of Presence or Stress for the 25 Values in Matthew, Mark, Luke and John.

	Values		Adults		Adult Determinations	
	f	%	f	%	f	%
	12	48.0	12	100.0	144	54.5
	7	28.0	11	91.7	77	29.2
	1	4.0	10	83.3	10	3.8
	3	12.0	9	75.0	27	10.2
	1	4.0	5	41.7	5	1.9
	1	4.0	1	8.3	1	0.4
Totals	25	100.0			264	100.0

Of the 900 possible determinations on the presence or stress of 25 values by 12 adult subjects, 793 (88.1%) were cited as inclusive. Table 4.11 contains the overall frequencies and percentages for adult value decisions of presence or stress on the three field-tested books, severally and collectively.

The extent to which adults agreed on rating specific values is described here.

TABLE 4.11.--Adult Value-Determinations of Presence or Stress over the Three Field-Tested Books.

Book	f	%	f possible	% possible
<u>The Little Fishes</u>	275	(91.7)	300	(100.0)
<u>The Man in the Box</u>	254	(84.7)	300	(100.0)
<u>Matthew, Mark, Luke and John</u>	264	(88.0)	300	(100.0)
Totals	793	(88.1)	900	(100.0)

Over all books rated, the 36 evaluations by 12 adults on the following eight values were unanimously agreed upon as In Story or Stressed, 100 percent of the time: SAFETY, FRIENDSHIP, COOPERATION, VALUE-SYSTEM, INDEPENDENCE, SELF-REGARD, PRACTICAL and KNOWLEDGE.

The next highest value rated as In Story or Stressed by 35 (97.2%) of the 36 adult decisions of the 12 adults was WORK.

The third category in order of In Story or Stressed importance determined by 34 (94.5%) of 36 adult decisions included the four values of GOOD HEALTH, LOVE OF FAMILY, ACHIEVEMENT and HAPPINESS. The decisions on these values numbered 136.

The next grouping in order of importance regarding presence or stress in the stories was determined by 33 (91.7%) of the 36 adults and comprised the four values of COMFORTABLE LIVING, DOMINANCE, AGGRESSION, and



OWNERSHIP. The determinations numbered 132 (91.7%) of the possible 134.

In descending order of presence or stress importance, the remaining value decisions were made by the adults as follows: RECOGNITION comprised 32 (88.9%) of 36 possible evaluations, as did SECURITY; ECONOMIC constituted 30 (83.3%) citations of the possible 36; 29 (80.5%) mentions were accorded CREATIVE EXPRESSION; 28 (77.8%) decisions named NEW EXPERIENCES; 26 (72.2%) choices were determined favorable regarding HUMOR; PLAY ACTIVITY contained only 14 (38.9%) judgments, and BOY-GIRL RELATIONSHIPS included only 11 (30.5%) adult mentions of presence or stress over the three field-tested books.

Table 4.12 includes descending order of frequencies and percentages determined by all adult subjects regarding the extent of agreement on presence or stress accorded to each value considered over the combined field-tested books. The averaged totals over all values in all books as judged by all adults resulted in 793 (88.1%) citations of presence or stress, of the 900 determinations possible. Seventeen (68.0%) of the 25 values were determined present or stressed by the adults above the 90th percentile.

### Question Three

To what extent do child evaluators of three selected books agree in determining themes as those which represent individualism, the social order or intelligence?

TABLE 4.12.--Descending Frequency and Percentage Order of Adult Agreement on Presence or Stress of Every Value Considered over the Combined Field-tested Books.

Value	Frequency	Percentage
Safety	36	100.0
Friendship	36	100.0
Cooperation	36	100.0
Value System	36	100.0
Independence	36	100.0
Self-Regard	36	100.0
Practical	36	100.0
Knowledge	36	100.0
Total--(8)	(288)	
Work	35	
Total--(1)	(35)	
Good health	34	94.5
Love of family	34	94.5
Achievement	34	94.5
Happiness	34	94.5
Total--(4)	(136)	
Comfortable living	33	91.7
Dominance	33	91.7
Aggression	33	91.7
Ownership	33	91.7
Total--(4)	(132)	
Recognition	32	88.9
Security	32	88.9
Economic	30	83.3
Creative expression	29	80.5
New experiences	28	77.8
Humor	26	72.2
Play activity	14	38.9
Boy-Girl relationships	11	30.5
Total--(8)	(202)	
Grand Total--(25)	793	88.1

The responses of the 224 child-evaluators to the Thematic Analysis for indicated that Friendship was the majority theme inherent, overall. The returns were compiled into frequencies and percentages representing every thematic assessment cited on the three books severally and collectively.

After reading The Little Fishes, the children decided that themes were present as follows: War was determined as the prevalent theme in 59 (26.3%) of the determinations; Orphans as a category contained 59 (26.3%) decisions; Friendship was mentioned as the choice 38 (17.0%) times; the Poverty classification included 49 (21.9%) of the judgments; and Other was composed of 19 (8.5%) of the evaluations. The last category consisted of various statements, quoted here: "adventure"; "be yourself"; "what happens to people before and after a war"; "what it was like in Italy at the time"; "some people are nice, others are not"; "unlucky kids"; "children struggling"; "fear of death"; "people didn't care if they died"; "how lucky we are to be free"; "little fishes meant the boy that died."

Since The Little Fishes is a story which includes all aspects of theme described by the researcher as definitive, it is not surprising that the children's responses were relatively equally divided among the four categories of War, Orphans, Friendship and Poverty. The story takes place in war-torn Italy where the three

children involved are all pitifully poor orphans who develop a strong friendship to help sustain them for survival. One character, Guido, assumes leadership naturally, and guides the small troupe towards hope and promise of better things to come.

The child-evaluators felt strongly about the characterization of Guido, in that many disliked him. The following comments were made by the children as to their not wanting him for a friend: "we'd have nothing in common"; "he's too old"; "brave, but wierd"; "he doesn't speak English and he's a beggar"; "he liked to always be the leader"; "because I'm not poor"; "who wants a beggar friend?"; "he just doesn't seem like a kind kid"; "I can't speak his jibber-jabber"; "I already have too many friends"; "I don't like older kids telling me what to do"; "his temper changed a lot"; "he was all dirty."

Those who viewed Guido positively remarked: "I could have him to supper a lot"; "He was smart, clever and wise"; "he cared and helped other people"; "he had experience and leadership"; "it seems he wouldn't have many friends"; "no matter how sad he was, he would always look for the bright side of things."

Many of the children, in the comment section, expressed the desire to hear the book again, and also wished that the ending wouldn't have been so up-in-the-air.

The frequencies and percentages of children's thematic determinations on The Little Fishes are specified in Table 4.13.

TABLE 4.13.--Children's Thematic Determinations on The Little Fishes.

Theme	Frequency	Percentage
War	59	26.3
Orphans	59	26.3
Friendship	38	17.0
Poverty	49	21.9
Other	19	8.5
Totals	224	100.0

Having considered The Man in the Box thematically, the child-raters accorded these decisions: War comprised 72 (31.2%) of the determinations; Orphans was coded pertinent in no evaluations. Friendship totaled 134 (59.8%) of the statements; Poverty accounted for 2 (0.9%) conclusions; and Other included 16 (7.1%) choices. The last category, Other, evidenced ideas expressed by the children as follows: "smart kid"; "what was happening in Vietnam"; "how lucky we are in comparison"; "what some children go through in life"; "concern for other people"; "how cruel people can be"; "life isn't always good-- doesn't have a happy ending"; "don't run away and get involved in other people's business"; "people can hurt others"; "responsibility due to past experience";

"something can be done to help others without being sure of the exact reason."

Other comments made by the children, particularly concerning Chau-Li, the boy in the major character role were almost entirely positive: he was "smart, helpful, brave, exciting"; "a true friend"; "an escape artist"; "never was about to give up"; and "has feelings most people don't."

The few negative reactions included concerns that he had "many strange ways"; "I'd never see him again"; "after that experience he would be too grown up and probably not any fun"; "he might throw a grenade at me"; "I do not like boys as friends."

One child, in the "comment" area, wrote: "No! You've covered it all!"

Table 4.14 contains the frequencies and percentages of the children's thematic decisions on The Man in the Box.

TABLE 4.14.--Children's Thematic Determinations on The Man in the Box.

Theme	Frequency	Percentage
War	72	31.2
Orphans	0	0.0
Friendship	134	59.8
Poverty	2	0.9
Other	16	7.1
Totals	224	99.0

The thematic analysis returns on Matthew, Mark, Luke and John disclosed results according to the following dispositions: War was judged relevant 11 times (4.9%); Orphans was designated prime in 106 instances (47.3%); Friendship seemed most important 61 times (27.2%); Poverty comprised a total of 11 (4.9%) decisions; and Other included 35 (15.6%) of the descriptions. Those in the latter classification, in the main, were expressions of the presence of prejudice. Other comments made were: "you shouldn't steal"; "honesty pays"; all people are created equal"; "you can be happy anywhere if you try hard enough"; "to learn"; "irresponsible husbands"; "don't give up hope"; "everyone has somewhere to go"; "what Korean-American children had to go through"; "unlucky kids"; "survival"; "attitude toward people."

When considering the character of Matthew in this book, comments by the children were almost 100 percent favorable. He was: "kind"; "caring"; "loving"; "loyal"; "understood others"; "because he was American, he tried to do his best in everything"; "I'm not prejudiced"; "a kid that lived under a bridge can't be all bad!"; "he never got mad!"; "I have three sisters--I'll take anything!"

The only negative aspect frequently mentioned by the children was the fact that Luke stole. This behavior really upset them, and provided extensive opportunity for critical thinking about why people do steal.

Many of the children requested hearing the story again, and two were specific in their reasons: "I like stories about kids on their own and I like books on boys"; and a beautiful tribute to Pearl Buck, "She did a good job on the book--she should've got a blue bow."

Table 4.15 includes the data compilation of children's thematic analyses of Matthew, Mark, Luke and John.

TABLE 4.15.--Children's Thematic Determinations on Matthew, Mark, Luke and John.

Theme	Frequency	Percentage
War	11	4.9
Orphans	106	47.3
Friendship	61	27.2
Poverty	11	4.9
Other	35	15.6
Totals	224	99.9

Results of the Thematic Analyses by children were consolidated into a frequency and percentage table by the researcher, including specifications for each book alone, and the grouped responses over the three selections. The overall result of the possible 672 decisions over the three books was that of a frequency-high of 233 (34.7%) for Friendship. War was mentioned 142 (21.1%) times. Poverty decisions numbered 62 (9.2%). Other contained 70 (10.4%) of the opinions. Table 4.16 contains a complete listing of frequencies and percentages over each book and



TABLE 4.16. --Themes Determined by Children.

Theme	The Little Fishes		The Man in the Box		Matthew, Mark, Luke and John		All Books	
	f	%	f	%	f	%	f	%
War	59	26.3	72	32.1	11	4.9	142	21.1
Orphans	59	26.3	0	0.0	106	47.3	165	24.5
Friendship	38	17.0	134	59.8	61	27.2	233	34.7
Poverty	49	21.9	2	0.0	11	4.9	62	9.2
Other	19	8.5	16	7.1	35	15.6	70	10.4
Totals	224	100.0	224	99.9	224	99.9	672	100.0

all three combined, as determined by the 224 children regarding thematic analyses.

Question Four

To what extent do child-evaluators of three selected books agree in determining whether democratic values are either present or stressed?

In The Little Fishes, 4533 (80.9%) of the 5600 possible decisions by children indicated presence or stress of the values considered. The tabulations may be found in Table 4.17.

TABLE 4.17.--Frequencies and Percentages of Child Determinations on Values found Present or Stressed in The Little Fishes.

	Values		Percentiles	Child Determinations	
	f	%		f	%
	4	16.0	90+	834	18.5
	13	52.0	(80-90)	2504	55.2
	5	20.0	(70-80)	855	18.8
	3	12.0	(1-70)	340	7.5
Totals	25	100.0		4533	100.0

Four (16.0%) of the 25 were determined present or stressed above the 90th percentile. Those so cited were: FRIENDSHIP (97.7%), SAFETY (94.2%), VALUE-SYSTEM (90.2%) and PRACTICAL (90.2%).

The following 13 (52.0%) values were rated present or stressed by the children between the 80th and 90th percentiles. The values were: BOY-GIRL RELATIONSHIPS (89.7%), DOMINANCE (89.7%), GOOD HEALTH (88.4%), LOVE OF FAMILY (87.5%), SECURITY (87.0%), ECONOMIC (86.2%), OWNERSHIP (85.3%), COOPERATION (85.2%), KNOWLEDGE (84.8%), WORK (84.8%), RECOGNITION (84.3%), HAPPINESS (83.1%), and INDEPENDENCE (81.7%).

Five (20.0%) of the values were determined by the children to be present or stressed between the 70th and 80th percentiles. They were COMFORTABLE LIVING (79.5%), SELF-REGARD (78.1%), ACHIEVEMENT (76.4%), NEW EXPERIENCES (75.9%), and AGGRESSION (71.9%).

The three (12.0%) values comprising the least number of presence/stress citations by children were CREATIVE EXPRESSION (67.9%), HUMOR (49.5%), and PLAY ACTIVITY (34.3%).

Table 4.18 includes the descending order of frequencies and percentages for children's evaluations of presence and stress of the 25 values in The Little Fishes.

The Man in the Box included 4342 (77.6%) of the 5600 possible decisions allocated by the 224 children to the categories of presence or stress.

Six (24.0%) of the 25 values were rated by the children as present or stressed above the 90th percentile.

TABLE 4.18.--Descending Frequency and Percentage order of Children's Determinations of Presence or Stress for the 25 Values in The Little Fishes.

Value	Frequency	Percentage
Friendship	219	97.7
Safety	211	94.2
Value System	202	90.2
Practical	202	90.2
Total--4	(834)	
Boy-Girl Relationships	201	89.7
Dominance	201	89.7
Good Health	198	88.4
Love of Family	196	87.5
Security	195	87.0
Economic	193	86.2
Ownership	191	85.3
Cooperation	191	85.2
Knowledge	190	84.8
Work	190	84.8
Recognition	189	84.3
Happiness	186	83.1
Independence	183	81.7
Total--13	(2504)	
Comortable Living	178	79.5
Self-Regard	175	78.1
Achievement	171	76.4
New Experiences	170	75.9
Aggression	161	71.9
Total--5	(855)	
Creative Expression	152	67.9
Humor	111	49.5
Play Activity	77	34.3
Total--3	(340)	
Totals--25	4533	80.9

The values were: FRIENDSHIP (95.5%), GOOD HEALTH (94.7%), SAFETY (94.2%) VALUE-SYSTEM (93.3%), SECURITY (92.4%), and PRACTICAL (92.4%).

The nine (36.0%) values comprising presence or stress between the 80th and 90th percentiles in this book were: LOVE OF FAMILY (89.7%), WORK (89.3%), KNOWLEDGE (87.6%), ECONOMIC (86.2%), RECOGNITION (84.8%), ACHIEVEMENT (83.0%), DOMINANCE (81.3%), OWNERSHIP (81.2%) and HAPPINESS (80.4%).

The six (24.0%) values coded by the children as present or stressed between the 70th and 80th percentiles were: AGGRESSION (77.7%), COMFORTABLE LIVING (77.3%), SELF-REGARD (77.3%), NEW EXPERIENCES (77.3%), COOPERATION (75.9%), and INDEPENDENCE (74.5%).

The remaining four (16.0%) values under consideration by children regarding The Man in the Box were determined present or stressed below the 70th percentile. The values were: CREATIVE EXPRESSION (65.7%), HUMOR (38.0%), BOY-GIRL RELATIONSHIPS (31.7%) and PLAY ACTIVITY (17.4%).

Table 4.19 includes frequencies and percentages of children's evaluations of presence or stress for the 25 values in The Man in the Box.

TABLE 4.19.--Frequencies and Percentages of Child Determinations on Values found Present or Stressed in The Man in the Box.

	Values		Percentiles	Child Determinations	
	f	%		f	%
	6	24.0	90 +	1260	29.0
	9	36.0	(80 - 90)	1710	39.4
	6	24.0	(70 - 80)	1030	23.7
	4	16.0	(1 - 70)	342	7.9
Totals	25	100.0		4342	100.0

In order to summarize child determinations on values found present or stressed in The Man in the Box, Table 4.20. was prepared, and may be seen below.

TABLE 4.20.--Descending Frequency and Percentage Order of Children's Determinations of Presence or Stress for the 25 Values in The Man in the Box.

Value	Frequency	Percentage
Friendship	214	95.5
Good Health	212	94.7
Safety	211	94.2
Value-System	209	93.3
Security	207	92.4
Practical	207	92.4
Total--6	(1260)	
Love of Family	201	89.7
Work	200	89.3
Knowledge	196	87.6
Economic	193	86.2
Recognition	190	84.8
Achievement	186	83.0
Dominance	182	81.3
Ownership	182	81.2
Happiness	180	80.4
Total--9	(1710)	
Aggression	174	77.7
Comfortable Living	173	77.3
Self-Regard	173	77.3
New Experiences	173	77.3
Cooperation	170	75.9
Independence	167	74.5
Total--6	(1030)	
Creative Expression	147	65.7
Humor	85	38.0
Boy-Girl Relationships	71	31.7
Play Activity	39	17.4
Total--4	(342)	
Totals--25	4342	77.6

In Matthew, Mark, Luke and John, 4554 (81.3%) of the 5600 possible decisions indicated presence or stress of the values considered.

Nine (36.0%) of the 25 values in this book were rated present or stressed by the children above the 90th percentile. The values cited as such were: FRIENDSHIP (96.9%), LOVE OF FAMILY (92.9%), HAPPINESS (92.9%), DOMINANCE (92.4%), OWNERSHIP (92.0%), GOOD HEALTH (90.7%), PRACTICAL (90.6%), ECONOMIC (90.6%) and WORK (90.2%).

The following twelve (48.0%) values were determined by the children as present or stressed between the 80th and 90th percentiles. They were: RECOGNITION (88.9%), ACHIEVEMENT (88.4%), SECURITY (88.4%), SAFETY (86.6%), VALUE SYSTEM (85.8%), COMFORTABLE LIVING (85.7%), COOPERATION (85.7%), KNOWLEDGE (85.7%), SELF-REGARD (84.9%), NEW EXPERIENCES (82.1%), INDEPENDENCE (80.8%), AGGRESSION (80.8%).

The four (16.0%) values judged by children as having the least percentage were comprised of those deemed present or stressed under the 70th percentile. They were: HUMOR (63.8%), CREATIVE EXPRESSION (63.4%), PLAY ACTIVITY (37.1%), and BOY-GIRL RELATIONSHIPS (16.1%).

Table 4.21 comprises the frequencies and percentages for children's evaluations of presence and stress of the 25 values in Matthew, Mark, Luke and John.

TABLE 4.21.--Frequencies and Percentages of Child Determinations on Values Found Present or Stressed in Matthew, Mark, Luke and John.

	Values		Percentiles	Child Determinations	
	f	%		f	%
	9	36.0	90 +	1857	40.8
	12	48.0	(80-90)	2293	50.3
	4	16.0	(1-70)	404	8.9
Totals	25	100.0		4554	100.0

In order to summarize child determinations on values found present or stressed in Matthew, Mark, Luke and John, Table 4.22 was prepared and may be found on page 134.

Table 4.23 contains, in descending frequency and percentage order, all child-subject determinations regarding the extent of agreement on presence or stress accorded to each value considered over the combined field-tested books. The total number of values in all books as judged by all children resulted in 13, 429 (79.9%) citations of presence or stress, of the 16,800 possible. Five (20.0%) of the values were determined present or stressed by the children above the 90th percentile. Thirteen (52.0%) values were considered in the stories or stressed between the 80th and 90th percentiles. Three (12.0%) values were appraised present or stressed between the 70th and 80th percentiles, and four (16.0%) were cited as present or stressed below the 70th percentile.



TABLE 4.22.--Descending Frequency and Percentage Order of Children's Determinations of Presence or Stress for the 25 Values in Matthew, Mark, Luke and John.

Value	Frequency	Percentage
Friendship	217	96.9
Love of Family	208	92.9
Happiness	208	92.9
Dominance	207	92.4
Ownership	206	92.0
Good Health	203	90.7
Practical	203	90.6
Economic	203	90.6
Work	202	90.2
Total--9	(1857)	
Recognition	199	88.9
Achievement	198	88.4
Security	198	88.4
Safety	194	86.6
Value System	192	85.8
Comfortable Living	192	85.7
Cooperation	192	85.7
Knowledge	192	85.7
Self-Regard	190	84.9
New Experiences	184	82.1
Independence	181	80.8
Aggression	181	80.8
Total--12	(2293)	
Humor	143	63.8
Creative Expression	142	63.4
Play Activity	83	37.1
Boy-Girl Relationships	36	16.1
Total--4	(404)	
Totals--25	4554	81.3

TABLE 4.23--Descending Frequency and Percentage Order of the Extent of Child Agreement on Presence or Stress of Every Value Considered over the Combined Field-Tested Books.

Value	Frequency	Percentage
Friendship	650	96.7
Safety	616	91.7
Good Health	613	91.3
Practical	612	91.1
Love of Family	605	90.0
Total--5	(3096)	
Value-System	603	89.7
Security	600	89.3
Work	592	88.1
Dominance	590	87.8
Economic	589	87.7
Ownership	579	86.2
Recognition	578	86.0
Knowledge	578	86.0
Happiness	574	85.4
Achievement	555	82.6
Cooperation	553	82.3
Comfortable Living	543	80.8
Self-Regard	538	80.0
Total--13	(7472)	
Independence	531	79.0
New Experiences	527	78.4
Aggression	516	76.8
Total--3	(1574)	
Creative Expression	441	65.6
Humor	339	50.4
Boy-Girl Relationships	308	45.8
Play Activity	199	29.6
Total--4	(1287)	
Totals--25	13,429	79.9

### Question Five

To what extent do child and adult evaluators of themes agree?

In order to answer question five, Chi-square tests were run on each book to determine the extent of agreement between adults and children on thematic analysis.

Table 4.24 contains the frequencies, percentages and Chi-square results of adult-child thematic decisions on The Little Fishes. Adult/child comparisons revealed a Chi-square of 28.67 with 4 degrees of freedom, for a difference which was significant at the .05 level of probability.

The 224 children divided their decisions among the five categories as follows: War comprised 59 (26.3%) of the determinations; Orphans included the same number and percentage; Friendship contained 38 (17.0%) mentions; Poverty was cited 49 times (21.9%) and Other was chosen for 19 citations (8.5%).

The twelve adults, in contrast, chose only two of the five thematic categories for The Little Fishes. Six of their determinations (50.0%) indicated War as the dominant theme, and the other six (50.0%) chose Other as the category preferred.

In The Man in the Box, comparisons of the two groups resulted in a Chi-square of 6.79 with 3 degrees of freedom, for no significant difference at the .05 level of probability. The degrees of freedom on Table 4.25 are three

TABLE 4.24.--Adult-Child Thematic Comparisons: The Little Fishes.

	War		Orphans		Friendship		Poverty		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%
Children	59	26.3	59	26.3	38	17.0	49	21.9	19	8.5	224	94.9
Adults	6	50.0	0	0.0	0	0.0	0	0.0	6	50.0	12	5.1
Totals	65	27.5	59	25.0	38	16.1	49	20.8	25	10.6	236	100.0

Chi-square = 28.67

df = 4

SD at the .05 level

TABLE 4.25.--Adult-Child Thematic Comparison: The Man in the Box.

	War		Orphans		Friendship		Poverty		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%
Children	72	32.1	0	0.0	134	59.8	2	0.9	16	7.1	224	94.9
Adults	1	8.3	0	0.0	8	66.7	0	0.0	3	25.0	12	5.1
Totals	73	30.9	0	0.0	142	60.2	2	0.8	19	8.1	236	100.0

Chi-square = 6.79

df = 3

NSD at the .05 level.

instead of four, because for this book, not one of the 236 raters determined the category Orphans as thematically pertinent, and therefore only four categories were considered in the comparative analysis.

War was chosen by children 72 (32.1%) times; Friendship was determined prime 134 times (59.8%); Poverty included only two (0.9%) mentions; and Other comprised 16 (7.1%) of the 224 thematic decisions.

War was the category chosen as relevant by only one adult (8.3%) on this book; Friendship was cited most important by eight (66.7%) of the 12; Poverty received no mentions; and Other comprised three (25.0%) decisions.

In Matthew, Mark, Luke and John, the groups compared showed a Chi-square of 9.96 with 4 degrees of freedom, a significant difference at the .05 probability level, shown in Table 4.26.

Child responses on thematic determinations of this book indicated that 11 (4.9%) of the 224 chose War as the theme; 106 (47.3%) cited Orphans as prevalent; 61 (27.2%) determined Friendship significant; 11 (4.9%) mentioned Poverty; and 35 (15.6%) decided upon Other.

The adult group determined themes in Matthew, Mark, Luke and John as follows: two (16.7%) chose War as the prevailing theme; only one (8.3%) considered Orphans primary; six (50.0%) of the 12 cited Friendship most important; Poverty was not chosen by one evaluator

TABLE 4.26.--Adult-Child Thematic Comparisons: Matthew, Mark, Luke and John.

	War		Orphans		Friendship		Poverty		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%
Children	11	4.9	106	47.3	61	27.2	11	4.9	35	15.6	224	94.9
Adults	2	16.7	1	8.3	6	50.0	0	0.0	3	25.0	12	5.1
Totals	13	5.5	107	45.3	67	28.4	11	4.7	38	16.1	236	100.0

Chi-square = 9.96

df = 4

SD at the .05 level

(0.0%); and Other comprised three (25.0%) of the 12 decisions on this book.

The additive Chi-square result for adult/child thematic determinations over the three books considered was 45.42 with ten degrees of freedom, indicative of a significant difference at the .05 level between the rater groups. Children and adults agreed on thematic decisions over the three novels on only one, The Man in the Box, the test for which resulted in no significant difference between the rater groups. The test scores for The Little Fishes and Matthew, Mark, Luke and John were shown to be significantly different at .05 between the adult/child raters of thematic assessment. Table 4.27 contains the comparative data on thematic determination for the two groups of raters.

#### Question Six

To what extent do child and adult evaluators of values agree?

To answer question six, Chi-square tests were run on each of the following books: The Little Fishes, The Man in the Box and Matthew, Mark, Luke and John. The scores were compiled to determine the significance of comparative data on value-inclusion from children and adults. Tables 4.28 through 4.52 contain the comparative data (frequencies, percentages and chi-squares) for each of the 25 values under consideration by all raters. Abbreviations used on tables are the following:



TABLE 4.27.--Chi-square Tests on Adult-Child Thematic Comparisons on each and all Field-Tested Books.

	War		Orphans		Friendship		Poverty		Other		Totals		
	f	%	f	%	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>													
Children	59	26.3	59	26.3	38	17.0	49	21.9	19	8.5	224	94.9	Chi-square 28.67
Adults	6	50.0	0	0.0	0	0.0	0	0.0	6	50.0	12	5.1	df = 4
Totals	65	27.5	59	25.0	38	16.1	49	20.8	25	10.6	236	100.0	SD @ .05
<u>The Man in the Box</u>													
Children	72	32.1	0	0.0	134	59.8	2	0.9	16	7.1	224	94.9	Chi-square 6.79
Adults	1	8.3	0	0.0	8	66.7	0	0.0	3	25.0	12	5.1	df = 3
Totals	73	30.9	0	0.0	142	60.2	2	0.8	19	8.1	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>													
Children	11	4.9	106	47.3	61	27.2	11	4.9	35	15.6	224	94.9	Chi-square 9.96
Adults	2	16.7	1	8.3	6	50.0	0	0.0	3	25.0	12	5.1	df = 4
Totals	13	5.5	107	45.3	67	28.4	11	4.7	38	16.1	236	100.0	SD @ .05
Compiled Totals	151	21.3	166	23.4	247	34.9	62	8.8	82	11.6	708	100.0	Additive Chi-square 45.42 df = 10 SD = .05

NIS = Not in Story

IS = In Story

S = Stressed

f = Frequency

% = Percentage

SD = Significant difference

NSD = No significant difference

df = Degrees of freedom.

#### GOOD HEALTH

In Table 4.28, the value GOOD HEALTH is presented as to the frequencies, percentages and Chi-square tests regarding its inclusion as Not In Story, In Story or Stressed in the three field-tested books by the combined groups.

In The Little Fishes, the value was determined Not In Story 27 times (11.4%); In Story 31 times (13.1%) and in 178 instances (75.4%) Stressed. The Chi-square test result on evaluations of the book was determined as 2.20 with two degrees of freedom, indicating no significant difference at the .05 probability level between child and adult raters of this book.

Consideration of this value in The Man in the Box resulted in determinations of Not In Story 12 times (5.1%), In Story 46 times (19.5%) and Stressed in 178 instances (75.4%). The Chi-square test resulted in a score of 1.89 with two degrees of freedom, indicating no significant

TABLE 4.28.--Chi-Square Tests on GOOD HEALTH Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	26	11.6	31	13.8	167	74.6	224	94.9	Chi-square 2.20
Adults	1	8.3	0	0.0	11	91.7	12	5.1	df = 2
Totals	27	11.4	31	13.1	178	75.4	236	100.0	NSD @ .05
<u>The Man in the Box</u>									
Children	12	5.4	45	20.1	167	74.6	224	94.9	Chi-square 1.89
Adults	0	0.0	1	8.3	11	91.7	12	5.1	df = 2
Totals	12	5.1	46	19.5	178	75.4	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	21	9.4	53	23.7	150	67.0	224	94.9	Chi-square 1.63
Adults	1	8.3	1	8.3	10	83.3	12	5.1	df = 2
Totals	22	9.3	54	22.9	160	67.8	236	100.0	NSD @ .05
Compiled Totals	61	8.6	131	18.5	516	72.9	708	100.0	Additive Chi-square 5.72 df = 6 NSD @ .05

difference at the .05 probability level between the rater-groups on this book.

The value of GOOD HEALTH was shown in Matthew, Mark, Luke and John as Not In Story 22 times (9.3%); In Story 54 (22.9%) times; and Stressed 160 (67.8%) times. The Chi-square test result of 1.63 with two degrees of freedom determined no significant difference at the .05 level, between the rater groups on this book.

The combined frequencies and percentages over the three books considering this same value (GOOD HEALTH) indicated that, of the 708 ratings made, (236 people x 3 books) Not In Story was chosen 61 times (8.6%), In Story 131 times (18.5%) and Stressed 516 times (72.9%). The additive Chi-square result over the three books yielded 5.72 with 6 degrees of freedom, indicating no significant difference at the .05 level of probability for the value of GOOD HEALTH as determined by the two rater-groups.

#### PLAY ACTIVITY

Frequencies, percentages and Chi-square tests of adult-child determinations on the value PLAY ACTIVITY (active fun, recreation, sports) are presented in Table 4.29.

Evaluations by children and adults on The Little Fishes indicated that of the 236 responses, PLAY ACTIVITY was determined Not In Story 151 times (64.0%), In Story 67 times (28.4%) and Stressed in 18 decisions (7.6%).

TABLE 4.29.--Chi-square Tests on PLAY ACTIVITY Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 SD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	147	65.6	59	26.3	18	8.0	224	94.9	9.34
Adults	4	33.3	8	66.7	0	0.0	12	5.1	df = 2
Totals	151	64.0	67	28.4	18	7.6	236	100.0	SD @ .05
<u>The Man in the Box</u>									
Children	185	82.6	36	16.1	3	1.3	224	94.9	Chi-square
Adults	11	91.7	1	8.3	0	0.0	12	5.1	0.70
Totals	196	83.1	37	15.7	3	1.3	236	100.0	df = 2 NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	141	62.9	68	30.4	15	6.7	224	94.9	Chi-square
Adults	7	58.3	5	41.7	0	0.0	12	5.1	1.31
Totals	148	62.7	73	30.9	15	6.4	236	100.0	df = 2 NSD @ .05
Compiled Totals	495	69.9	177	25.0	36	5.1	708	100.0	Additive Chi-square 11.35 df = 6 NSD @ .05

The Chi-square test on this value yielded a score of 9.34 with 2 degrees of freedom, which showed no significant difference between the two groups at the .05 probability level for determinations of PLAY ACTIVITY in The Little Fishes.

Opinions of raters concerning the same value (PLAY ACTIVITY) in The Man in the Box were as follows: 196 (83.1%) decisions judged the value as Not In Story; 37 (15.7%) determined it In Story; and only 3 (1.3%) indicated that PLAY ACTIVITY was Stressed in the book. The Chi-square test comparing child and adult sentiments on the inclusion of PLAY ACTIVITY in The Man in the Box yielded a score of .70 with 2 degrees of freedom, a result not significantly different at the .05 level.

Analysis of PLAY ACTIVITY determinations in Matthew, Mark, Luke and John showed that in 148 (62.7%) decisions the value was judged Not In Story; 73 (30.9%) determinations deemed it In Story; and 15 (6.4%) judged PLAY ACTIVITY Stressed. The Chi-square test score was 1.31 with 2 degrees of freedom indicating that adult and child responses to PLAY ACTIVITY in Matthew, Mark, Luke and John were not significantly different at the .05 probability level.

Combined data over the three books considered by the adult-child raters showed that 495 (69.9%) of the 708 determinations made indicated that decisions on PLAY ACTIVITY were judged Not In Story; 177 (25.0%) were judged

In Story; and only 36 (5.1%) were judged Stressed. The additive Chi-square result was 11.35 with 6 degrees of freedom, indicating no significant difference at the .05 probability level between the two groups on appraisals of PLAY ACTIVITY across the three books.

#### SAFETY

The value of SAFETY is presented in Table 4.30, according to frequencies, percentages and Chi-square tests on adult-child determinations for each and across all three field-tested books.

SAFETY was judged regarding The Little Fishes as Not In Story 13 (5.5%) times, In Story in 38 (16.1%) determinations and Stressed in 185 (78.4%) instances by the 236 people comprising the rater-groups. The Chi-square test yielded a score of 3.48 with 2 degrees of freedom, indicating no significant difference at the .05 probability level between adult and child groups on determinations of SAFETY inherent in The Little Fishes.

Analysis of adult and child ratings of the same value in The Man in the Box resulted in SAFETY being determined Not In Story 13 (5.5%) times; In Story 31 (13.1%) times, and Stressed in 192 (81.4%) decisions of the 236 judgments made. The Chi-square test score was .82 with 2 degrees of freedom, proving no significant difference at the .05 level between the child and adult rater groups on the identification of the value SAFETY in this book.

TABLE 4.30.--Chi-square Tests on SAFETY Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 NSD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	13	5.8	38	17.0	173	77.2	224	94.9	
Adults	0	0.0	0	0.0	12	100.0	12	5.1	3.48
Totals	13	5.5	38	16.1	185	78.4	236	100.0	NSD @ .05
<u>The Man in the Box</u>									
Children	13	5.8	29	12.9	182	81.3	224	94.9	
Adults	0	0.0	2	16.7	10	83.3	12	5.1	0.82
Totals	13	5.5	31	13.1	192	81.4	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	30	13.4	62	27.7	132	58.9	224	94.9	
Adults	0	0.0	3	25.0	9	75.0	12	5.1	2.12
Totals	30	12.7	65	27.5	141	59.7	236	100.0	NSD @ .05
Compiled Totals	56	7.9	134	18.9	518	73.2	708	100.0	Additive Chi-square 6.42 df = 6 NSD @ .05



Consideration of this value in the 236 evaluations on Matthew, Mark, Luke and John resulted in 30 (12.7%) decisions of Not In Story; 65 determinations (27.5%) of In Story; and 141 (59.7%) judgments deemed Stressed. The Chi-square test score was 2.12 with 2 degrees of freedom, proving no significant difference at the .05 probability level between the two groups' determinations on the value SAFETY in Matthew, Mark, Luke and John.

Combined frequencies and percentages over the three books concerning the value SAFETY, indicated that, of the 708 decisions made, 56 (7.9%) were classified Not In Story; 134 (18.9%) were judged In Story; and 518 (73.2%) were determined Stressed.

The additive Chi-square over the three books was 6.42 with 6 degrees of freedom, showing no significant difference at the .05 probability level between child and adult raters of the value SAFETY.

#### COMFORTABLE LIVING

In Table 4.31, frequencies, percentages and Chi-square test results between child and adult appraisers of the value COMFORTABLE LIVING (physical needs met; warm enough, not hungry) are disclosed.

Of the 236 judgments made on this value in The Little Fishes, 47 (19.9%) were determined Not In Story; 52 (22.0%) were rated In Story; and 137 (58.1%) opinions were classified as Stressed. The Chi-square test score was

TABLE 4.31.--Chi-square Tests on COMFORTABLE LIVING Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	46	20.5	52	23.2	126	56.3	224	94.9	Chi-square 6.09
Adults	1	8.3	0	0.0	11	91.7	12	5.1	df = 2
Totals	47	19.9	52	22.0	137	58.1	236	100.0	SD @ .05
<u>The Man in the Box</u>									
Children	51	22.8	62	27.7	111	49.6	224	94.9	Chi-square 1.77
Adults	1	8.3	3	25.0	8	66.7	12	5.1	df = 2
Totals	52	22.0	65	27.5	119	50.4	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	32	14.3	46	20.5	146	65.2	224	94.9	Chi-square 1.71
Adults	1	8.3	1	8.3	10	83.3	12	5.1	df = 2
Totals	33	14.0	47	19.9	156	66.1	236	100.0	NSD @ .05
Compiled Totals	132	18.6	164	23.1	412	58.2	708	99.9	Additive Chi-square 9.56 df = 6 NSD @ .05

6.09, with 2 degrees of freedom, indicative of a significant difference at the .05 probability level between child and adult evaluations of COMFORTABLE LIVING in this book.

In The Man in the Box, the same value was determined Not In Story 52 (22.0%) times; In Story 65 (27.5%) times, and Stressed in 119 (50.4%) decisions. The Chi-square score of 1.77 with 2 degrees of freedom was not significantly different at the .05 probability level for comparative responses of 236 children and adults on the value of COMFORTABLE LIVING in this book.

Analysis of the 236 specifications gleaned from children and adults for the value COMFORTABLE LIVING in Matthew, Mark, Luke and John revealed that 33 (14.0%) decisions were judged Not In Story; 47 (19.9%) were assessed In Story; and 156 (66.1%) were affirmed Stressed. The Chi-square test yielded the score of 1.71 with 2 degrees of freedom at the .05 probability level, effecting no significant difference between child and adult opinions concerning COMFORTABLE LIVING in this book.

Of the 708 decisions made by children and adults on this value over the three books combined, frequencies and percentages were totaled as follows: 132 (18.6%) evaluations appraised the value as Not In Story; 164 (23.1%) responses were determined In Story and 412 (58.2%) replies were classified Stressed.

The additive Chi-square over the three books was 9.56 with 6 degrees of freedom, which at the .05 probability

level, signified no significant difference between the child and adult appraisers of the value COMFORTABLE LIVING.

#### LOVE OF FAMILY

In Table 4.32, the value LOVE OF FAMILY is presented as to its presence, absence or stress in each and all stories considered by the adult and child rater-groups.

This value was assessed, in The Little Fishes, as Not In Story for a total of 29 (12.3%) of the 236 judgments; In Story for 57 (24.2%) determinations and Stressed in 150 (63.6%) decisions. The Chi-square test yielded a result of 0.65 with 2 degrees of freedom, evidencing no significant difference at the .05 probability level between adult and child raters of LOVE OF FAMILY in this book.

Consideration of the same value in The Man in the Box resulted in declarations of Not In Story 23 (9.7%) times; In Story 62 (26.3%) times, and Stressed in 151 (64.0%) decisions of the 236. The Chi-square test yielded a score of 1.48 with 2 degrees of freedom. At the .05 probability level, this means that there was no significant difference between the judgments of children and adults on their ratings concerning LOVE OF FAMILY in this book.

In Matthew, Mark, Luke and John, this value was affirmed Not in Story for 17 (7.2%) of the 236 decisions; In Story for 39 (16.5%) of them; and 180 (76.3%) were assessed as Stressed by the subjects. The Chi-square test score was 0.62 with 2 degrees of freedom, resulting, at the

TABLE 4.32.--Chi-square Tests on LOVE OF FAMILY Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 NSD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	28	12.5	53	23.7	143	63.8	224	94.9	
Adults	1	8.3	4	33.3	7	58.3	12	5.1	
Totals	29	12.3	57	24.2	150	63.6	236	100.0	
<u>The Man in the Box</u>									
Children	23	10.3	58	25.9	143	63.8	224	94.9	
Adults	0	0.0	4	33.3	8	66.7	12	5.1	
Totals	23	9.7	62	26.3	151	64.0	236	100.0	
<u>Matthew, Mark, Luke and John</u>									
Children	16	7.1	38	17.0	170	75.9	224	94.9	
Adults	1	8.3	1	8.3	10	83.3	12	5.1	
Totals	17	7.2	39	16.5	180	76.3	236	100.0	
Compiled Totals	69	9.7	158	22.3	481	68.0	708	100.0	
									Additive Chi-square 2.75 df = 6 NSD @ .05

.05 probability level, in no significant difference between the rater-groups on LOVE OF FAMILY in this story.

The combined frequencies and percentages considering this same value (LOVE OF FAMILY) evidenced that, of the 708 judgments made, Not In Story was chosen 69 (9.7%) times; In Story 158 (22.3%) times; and Stressed 481 (68.0%) times. The additive Chi-square result over the three books was 2.75 with 6 degrees of freedom, disclosing, at the .05 probability level, no significant difference between child-adult decisions on LOVE OF FAMILY.

#### FRIENDSHIP

The value FRIENDSHIP is presented in Table 4.33. Frequencies, percentages and Chi-square tests on adult-child assessments for each book and across all three field-tested stories are included.

FRIENDSHIP was judged, regarding The Little Fishes as Not In Story 5 (2.1%) times; In Story 52 (22.0%) times; and Stressed in 179 (75.8%) decisions of the 236 made by the combined rater-groups. The Chi-square test score on this value was 0.52 with 2 degrees of freedom, resolving that, at the .05 level of probability, there was no significant difference between child and adult groups on determinations of FRIENDSHIP in this story.

Analysis of adult and child evaluations of the same value in The Man in the Box resulted in FRIENDSHIP being determined Not In Story 10 (4.2%) times; In Story 82 (34.7%)

TABLE 4.33.--Chi-square Tests on FRIENDSHIP Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 NSD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	5	2.2	50	22.3	169	75.4	224	94.9	
Adults	0	0.0	2	16.7	10	83.3	12	5.1	
Totals	5	2.1	52	22.0	179	75.8	236	100.0	
<u>The Man in the Box</u>									
Children	10	4.5	78	34.8	136	60.7	224	94.9	
Adults	0	0.0	4	33.3	8	66.7	12	5.1	
Totals	10	4.2	82	34.7	144	61.0	236	100.0	
<u>Matthew, Mark, Luke and John</u>									
Children	7	3.1	53	23.7	164	73.2	224	94.9	
Adults	0	0.0	2	16.7	10	83.3	12	5.1	
Totals	7	3.0	55	23.3	174	73.7	236	100.0	
Compiled Totals	22	3.1	189	26.7	497	70.2	708	100.0	Additive Chi-square 1.89 df = 6 NSD @ .05

times, and Stressed in 144 (61.0%) decisions of the 236 made. The Chi-square test score was 0.60 with 2 degrees of freedom, proving no significant difference at the .05 level between the child and adult rater-groups on identification of the value FRIENDSHIP in this book.

Consideration of this value in the 236 judgments on Matthew, Mark, Luke and John resulted in 7 (3.0%) decisions of Not In Story; 55 (23.3%) assessments of In Story; and 174 (73.7%) judgments deemed Stressed. The Chi-square test result was 0.77 with 2 degrees of freedom, evidencing no significant difference at the .05 probability level between the adult and child subjects on the inherence of FRIENDSHIP in this story.

Combined frequencies and percentages over the three books concerning the value FRIENDSHIP indicated that, of the 708 determinations made, 22 (3.1%) were judged Not in Story; 189 (26.7%) were assessed In Story; and 497 (70.2%) were determined Stressed. The additive Chi-square was 1.89 with 6 degrees of freedom, yielding no significant difference at the .05 probability level between the two groups compared on their sentiments regarding FRIENDSHIP across the three books.

#### COOPERATION

In Table 4.34, frequencies, percentages, and Chi-square test results between child and adult raters of the value of COOPERATION (willingness to work and play with others; tolerance for others' ideas) are consolidated.



TABLE 4.34.--Chi-square Tests on COOPERATION Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 SD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	33	14.7	85	37.9	106	47.3	224	94.9	
Adults	0	0.0	2	16.7	10	83.3	12	5.1	6.17
Totals	33	14.0	87	36.9	116	49.2	236	100.0	df = 2 SD @ .05
<u>The Man in the Box</u>									
Children	54	24.1	83	37.1	87	38.8	224	94.9	
Adults	0	0.0	3	25.0	9	75.0	12	5.1	7.00
Totals	54	22.9	86	36.4	96	40.7	236	100.0	df = 2 SD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	32	14.3	75	33.5	117	52.2	224	94.9	
Adults	0	0.0	1	8.3	11	91.7	12	5.1	7.21
Totals	32	13.6	76	32.2	128	54.2	236	100.0	df = 2 SD @ .05
Compiled Totals	119	16.8	249	35.2	340	48.0	708	100.0	Additive Chi-square 20.38 df = 6 SD @ .05

Of the 236 judgments made on this value in The Little Fishes, 33 (14.0%) were determined Not In Story; 87 (36.9%) were rated In Story; and 116 (49.2%) were classified Stressed. The Chi-square test score was 6.17, with 2 degrees of freedom, indicative of a significant difference at the .05 level of probability between child and adult evaluations of COOPERATION in this book.

In The Man in the Box, the same value was considered Not In Story 54 (22.9%) times; In Story 86 (36.4%) times, and Stressed in 96 (40.7%) decisions. The Chi-square score of 7.00 with 2 degrees of freedom evidenced a significant difference at the .05 probability level for comparative responses of 236 children and adults on the value of COOPERATION in this book.

Analysis of the 236 specifications gleaned from children and adults for the value COOPERATION in Matthew, Mark, Luke and John revealed that 32 (13.6%) of the decisions were judged as Not In Story; 76 (32.2%) were assessed In Story; and 128 (54.2%) were affirmed Stressed. The Chi-square test yielded the score of 7.21 with 2 degrees of freedom at the .05 probability level, effecting a significant difference between child and adult opinions concerning COOPERATION in this book.

Of the 708 decisions made by children and adults on this value over the three books combined, frequencies and percentages were totaled as follows: 119 (16.8%) evaluations appraised the value as Not In Story; 249 (35.2%)

were determined In Story; and 340 (48.0%) replies were classified Stressed.

The additive Chi-square over the three books was 20.38 with 6 degrees of freedom which, at the .05 probability level, showed a significant difference between the child and adult appraisers of the value COOPERATION.

#### BOY-GIRL RELATIONSHIPS

Adult-child assertions on the concern BOY-GIRL RELATIONSHIPS are itemized in Table 4.35.

Evaluations by children and adults on The Little Fishes declared that of the 236 responses, BOY-GIRL RELATIONSHIPS was resolved Not In Story 26 (11.0%) times; In Story 66 (28.0%) times; and Stressed in 144 (61.0%) ratings. The Chi-square test on this value yielded a score of 2.53 with 2 degrees of freedom, which showed no significant difference between the two groups at the .05 probability level for determinations of this value in The Little Fishes.

Opinions of raters concerning the same value (BOY-GIRL RELATIONSHIPS) in The Man in the Box were as follows: 164 (69.5%) decisions judged the value as Not In Story; 54 (22.9%) assessed it In Story; and only 18 (7.6%) indicated that the value was Stressed in the book. The Chi-square test comparing child and adult sentiments on the inclusion of BOY-GIRL RELATIONSHIPS in this book gave a score of 3.02 with 2 degrees of freedom, a result not significant at the .05 level.

TABLE 4.35.--Chi-square Tests on BOY-GIRL RELATIONSHIPS Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals	
	f	%	f	%	f	%	f	%
<u>The Little Fishes</u>								
Children	23	10.3	63	28.1	138	61.6	224	94.9
Adults	3	25.0	3	25.0	6	50.0	12	5.1
Totals	26	11.0	66	28.0	144	61.0	236	100.0
<u>The Man in the Box</u>								
Children	153	68.3	53	23.7	18	8.0	224	94.9
Adults	11	91.7	1	8.3	0	0.0	12	5.1
Totals	164	69.5	54	22.9	18	7.6	236	100.0
<u>Matthew, Mark, Luke and John</u>								
Children	188	83.9	23	10.3	13	5.8	224	94.9
Adults	11	91.7	1	8.3	0	0.0	12	5.1
Totals	199	84.3	24	10.2	13	5.5	236	100.0
Compiled Totals	389	54.9	144	20.4	175	24.7	708	100.0
Additive								
							Chi-square	6.37
							df = 6	NSD @ .05

Analysis of BOY-GIRL RELATIONSHIPS in Matthew, Mark, Luke and John showed that in 199 (84.3%) decisions the value was Not In Story; 24 (10.2%) determinations deemed it In Story; and 13 (5.5%) judged BOY-GIRL RELATIONSHIPS Stressed. The Chi-square score was 0.82 with 2 degrees of freedom, meaning that adult and child responses to BOY-GIRL RELATIONSHIPS in this book were not significantly different at the .05 probability level.

Comprehensive data over the three books considered by the adult-child raters showed that 389 (54.9%) of the 708 total determinations made on BOY-GIRL RELATIONSHIPS were Not In Story; 144 (20.4%) were judged In Story and 175 (24.7%) were assessed Stressed. The additive Chi-square result was 6.37 with 6 degrees of freedom, indicating no significant difference at the .05 probability level between the two groups on their appraisals of BOY-GIRL RELATIONSHIPS across the three books.

#### VALUE SYSTEM

In Table 4.36 the topic VALUE-SYSTEM is presented regarding its determinations of Not In Story, In Story or Stressed by the combined adult/child raters.

The value was determined Not In Story 22 (9.3%) times; In Story 63 (26.7%) times; and in 151 (64.0%) instances Stressed. The Chi-square test resulted in a score of 7.11 with 2 degrees of freedom, indicating a

TABLE 4.36.---Chi-square Tests on VALUE SYSTEM Between Child and Adult Raters on each and all Field-Tested Books.

	<u>Not In Story</u>		<u>In Story</u>		<u>Stressed</u>		<u>Totals</u>		
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	22	9.8	63	28.1	139	62.1	224	94.9	Chi-square 7.11
Adults	0	0.0	0	0.0	12	100.0	12	5.1	df = 2
Totals	22	9.3	63	26.7	151	64.0	236	100.0	SD @ .05
<u>The Man in the Box</u>									
Children	15	6.7	50	22.3	159	61.0	224	94.9	Chi-square 1.21
Adults	0	0.0	2	16.7	10	83.3	12	5.1	df = 2
Totals	15	6.4	52	22.0	169	71.6	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	32	14.3	53	23.7	139	62.1	224	94.9	Chi-square 7.12
Adults	0	0.0	0	0.0	12	100.0	12	5.1	df = 2
Totals	32	13.6	53	22.5	151	64.0	236	100.0	SD @ .05
Compiled Totals	69	9.8	168	23.7	471	66.5	708	100.0	Additive Chi-square 15.44 df = 6 SD @ .05

significant difference at the .05 level of probability between child and adult raters of The Little Fishes.

Consideration of this value in The Man in the Box resulted in determinations of Not In Story 15 times (6.4%); In Story 52 (22.0%) times; and Stressed in 169 (71.6%) instances. The Chi-square test score was 1.21 with 2 degrees of freedom, indicative of no significant difference at the .05 level of probability between the rater-groups on this book.

The topic VALUE-SYSTEM was shown in Matthew, Mark, Luke and John as Not In Story 32 (13.6%) times; In Story 53 (22.5%) times; and Stressed 151 (64.0%) times. The Chi-square test result of 7.12 with 2 degrees of freedom determined a significant difference at the .05 probability level between adult and child subjects rating this book.

The combined frequencies and percentages over the three books considering this same concern (VALUE-SYSTEM) determined that, of the 708 decisions made, Not In Story was chosen 69 (9.8%) times; In Story 168 (23.7%) times; and Stressed 471 (66.5%) times.

The additive Chi-square yielded 15.44 with 6 degrees of freedom, showing a significant difference at the .05 level of probability for the compared ratings of children and adults on VALUE-SYSTEM.

## INDEPENDENCE

Frequencies, percentages and Chi-square tests of adult-child determinations on the value INDEPENDENCE (not reliant on or dominated by others; free; spontaneous) are presented in Table 4.37.

Evaluations by children and adults on The Little Fishes indicated that of the 236 responses, INDEPENDENCE was determined Not In Story 41 (17.4%) times; In Story 81 (34.3%) times; and Stressed in 114 (48.3%) decisions. The Chi-square test on this value resulted in a score of 6.55 with 2 degrees of freedom, which showed a significant difference between the two groups at the .05 probability level, for citations of INDEPENDENCE in this story.

Opinions of raters concerning the same value (INDEPENDENCE) in The Man in the Box were as follows: 57 (24.2%) decisions judged the value as Not In Story; 73 (30.9%) determined it In Story; and 106 (44.9%) assessed it Stressed. The Chi-square test comparing adult-child sentiments on the inclusion of INDEPENDENCE in The Man in the Box yielded a score of 11.29 with 2 degrees of freedom, a result showing a significant difference at the .05 level between the rater groups.

Analysis of INDEPENDENCE decisions in Matthew, Mark, Luke and John showed that in 43 (18.2%) determinations the value was deemed Not In Story; 91 (38.6%) judgments cited it In Story; and 102 (43.2%) assessed INDEPENDENCE as Stressed. The Chi-square test score was 16.61 with 2



TABLE 4.37. --Chi-square Tests on INDEPENDENCE Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 SD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	41	18.3	79	35.3	104	46.4	224	94.9	
Adults	0	0.0	2	16.7	10	83.3	12	5.1	
Totals	41	17.4	81	34.3	114	48.3	236	100.0	
<u>The Man in the Box</u>									
Children	57	25.4	72	32.1	95	42.4	224	94.9	
Adults	0	0.0	1	8.3	11	91.7	12	5.1	
Totals	57	24.2	73	30.9	106	44.9	236	100.0	
<u>Matthew, Mark, Luke and John</u>									
Children	43	19.2	91	40.6	90	40.2	224	94.9	
Adults	0	0.0	0	0.0	12	100.0	12	5.1	
Totals	43	18.2	91	38.6	102	43.2	236	100.0	
Compiled Totals	141	19.9	245	34.6	322	45.5	708	100.0	Additive Chi-square 34.45 df = 6 SD @ .05

degrees of freedom, indicating a significant difference between adult and child responses to the value at the .05 probability level in this book.

Combined data over the three books considered by the adult-child raters showed that 141 (19.9%) of the 708 decisions on INDEPENDENCE were judged Not In Story; 245 (34.6%) were deemed In Story; and 322 (45.5%) were determined Stressed. The additive Chi-square result was 34.45 with 6 degrees of freedom, indicative of a significant difference between adult and child raters of this value over all three books at the .05 level of probability.

#### ACHIEVEMENT

The value of ACHIEVEMENT (success; good job, well done; accomplishment) is presented in Table 4.38, according to frequencies, percentages and Chi-square tests on adult-child determinations for each and across all three field-tested books.

ACHIEVEMENT was judged in relation to The Little Fishes as Not In Story 54 (22.9%) times, In Story in 73 (30.9%) decisions; and Stressed in 109 (46.2%) instances by the 236 people comprising the combined rater-groups. The Chi-square test yielded a score of 2.46 with 2 degrees of freedom, indicating no significant difference at the .05 probability level between adult and child groups on determinations of ACHIEVEMENT in this book.

Analysis of adult and child ratings of the same value in The Man in the Box resulted in ACHIEVEMENT being

TABLE 4.38. --Chi-square Tests on ACHIEVEMENT Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	53	23.7	70	31.3	101	45.1	224	94.9	Chi-square 2.46
Adults	1	8.3	3	25.0	8	66.7	12	5.1	df = 2
Totals	54	22.9	73	30.9	109	46.2	236	100.0	NSD @ .05
<u>The Man in the Box</u>									
Children	38	17.0	44	19.6	142	63.4	224	94.9	Chi-square 4.27
Adults	1	8.3	0	0.0	11	91.7	12	5.1	df = 2
Totals	39	16.5	44	18.6	153	64.8	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	26	11.6	59	26.3	139	62.1	224	94.9	Chi-square 2.41
Adults	0	0.0	5	41.7	7	58.3	12	5.1	df = 2
Totals	26	11.0	64	27.1	146	61.9	236	100.0	NSD @ .05
Compiled Totals	119	16.8	181	25.5	408	57.6	708	99.9	Additive Chi-square 9.14 df = 6 NSD @ .05

determined Not In Story 39 (16.5%) times; In Story 44 (18.6%) times, and Stressed in 153 (64.8%) decisions of the 236 judgments made. The Chi-square test score was 4.27 with 2 degrees of freedom, proving no significant difference at the .05 level between the child and adult rater-groups on the identification of the value ACHIEVEMENT in this book.

Consideration of this value in the 236 evaluations on Matthew, Mark, Luke and John resulted in 26 (11.0%) decisions of Not In Story; 64 determinations (27.1%) of In Story; and 146 (61.9%) judgments deemed Stressed. The Chi-square test score was 2.41 with 2 degrees of freedom, proving no significant difference at the .05 probability level between the two groups' determinations on the value ACHIEVEMENT in Matthew, Mark, Luke and John.

Combined frequencies and percentages over the three books concerning the value ACHIEVEMENT indicated that, of the 708 decisions made, 119 (16.8%) were classified Not In Story; 181 (25.5%) were judged In Story; and 408 (57.6%) were determined Stressed.

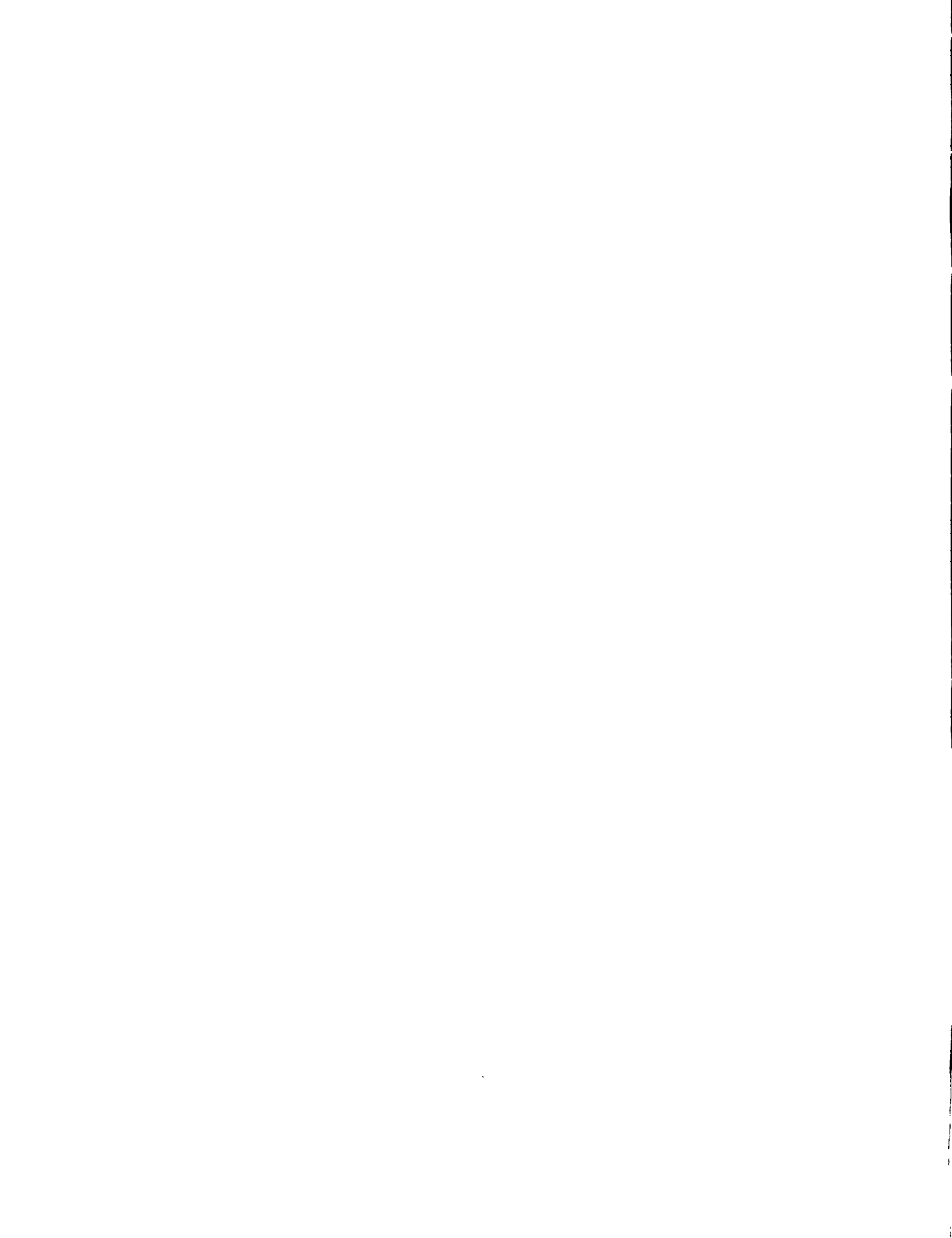
The additive Chi-square over the three books was 9.14 with 6 degrees of freedom, showing no significant difference at the .05 probability level between child and adult raters of the value ACHIEVEMENT.

#### RECOGNITION

In Table 4.39, frequencies, percentages and Chi-square test results between child and adult appraisers of

TABLE 4.39.--Chi-square Tests on RECOGNITION Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 NSD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	35	15.6	87	38.8	102	45.5	224	94.9	
Adults	1	8.3	8	66.7	3	25.0	12	5.1	3.66
Totals	36	15.3	95	40.3	105	44.5	236	100.0	NSD @ .05
<u>The Man in the Box</u>									
Children	34	15.2	84	37.5	106	47.3	224	94.9	Chi-square 0.14
Adults	2	16.7	5	41.7	5	41.7	12	5.1	df = 2
Totals	36	15.3	89	37.7	111	47.0	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	25	11.2	73	32.6	126	56.3	224	94.9	Chi-square 1.55
Adults	1	8.3	6	50.0	5	41.7	12	5.1	df = 2
Totals	26	11.0	79	33.5	131	55.5	236	100.0	NSD @ .05
Compiled Totals	98	13.8	263	37.2	347	49.0	708	100.0	Additive Chi-square 5.35 df = 6 NSD @ .05



the value of RECOGNITION (attention, notice, honor, respect from others) are disclosed.

Of the 236 judgments made on this value in The Little Fishes, 36 (15.3%) were rated Not In Story; 95 (40.3%) were determined In Story' and 105 (44.5%) opinions were classified as Stressed. The Chi-square test score was 3.66 with two degrees of freedom, indicative of no significant difference at the .05 probability level between child and adult evaluators of RECOGNITION in this book.

In The Man in the Box the same value was determined Not In Story 36 (15.3%) times; In Story 89 (37.7%) times; and Stressed in 111 (47.0%) decisions. The Chi-square test score of 0.14 with 2 degrees of freedom was not significantly different at the .05 probability level for comparative responses of 236 children and adults on the value of RECOGNITION in this book.

Analysis of the 236 specifications gleaned from children and adults for the value RECOGNITION in Matthew, Mark, Luke and John revealed that 26 (11.0%) decisions were judged Not In Story; 79 (33.5%) were assessed In Story; and 131 (55.5%) were affirmed Stressed. The Chi-square test yielded the score of 1.55 with 2 degrees of freedom at the .05 probability level, effecting no significant difference between child and adult opinions concerning RECOGNITION in this book.

Of the 708 decisions made by children and adults on this value over the three books combined, frequencies and





percentages were totaled as follows: 98 (13.8%) evaluations appraised the value as Not In Story; 263 (37.2%) responses were determined In Story; and 347 (49.0%) replies were classified as Stressed.

The additive Chi-square over the three books was 5.35 with 6 degrees of freedom, which at the .05 probability level, signified no significant difference between the child and adult appraisers of the value RECOGNITION.

#### SELF-REGARD

In Table 4.40 the value SELF-REGARD (self-respect, self-confidence, pride, assurance) is presented as to its absence, presence or stress in each and all stories considered by the child and adult rater-groups.

This value was assessed, in The Little Fishes, as Not In Story for a total of 49 (20.8%) of the 236 judgments; In Story for 85 (36.0%) determinations; and Stressed in 102 (43.2%) decisions. The Chi-square test yielded a result of 6.00 with 2 degrees of freedom, evidencing a significant difference at the .05 probability level between adult and child raters of SELF-REGARD in this book.

Consideration of the same value in The Man in the Box resulted in declarations of Not In Story 51 (21.6%) times; In Story 78 (33.1%) times; and Stressed in 107 (45.3%) decisions of the 236. The Chi-square test yielded a score of 11.05 with 2 degrees of freedom. At the .05

TABLE 4.40.--Chi-square Tests on SELF-REGARD Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 SD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	49	21.9	82	36.6	93	41.5	224	94.9	6.00
Adults	0	0.0	3	25.0	9	75.0	12	5.1	6.00
Totals	49	20.8	85	36.0	102	43.2	236	100.0	df = 2 SD @ .05
<u>The Man in the Box</u>									
Children	51	22.8	77	34.4	96	42.9	224	94.9	11.05
Adults	0	0.0	1	8.3	11	91.7	12	5.1	df = 2 SD @ .05
Totals	51	21.6	78	33.1	107	45.3	236	100.0	df = 2 SD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	34	15.2	96	42.9	94	42.0	224	94.9	11.45
Adults	0	0.0	1	8.3	11	91.7	12	5.1	df = 2 SD @ .05
Totals	34	14.4	97	41.1	105	44.5	236	100.0	df = 2 SD @ .05
Compiled Totals	134	18.9	260	36.7	314	44.3	708	99.9	Additive Chi-square 28.50 df = 6 SD @ .05

probability level, this means that there was a significant difference between the judgments of adults and children on their ratings concerning SELF-REGARD in this book.

In Matthew, Mark, Luke and John this value was affirmed Not In Story for 34 (14.4%) of the 236 decisions; In Story for 97 (41.1%) of them; and 105 (44.5%) were assessed as Stressed by the subjects. The Chi-square test score was 11.45 with 2 degrees of freedom, resulting, at the .05 probability level, in a significant difference between the rater groups of SELF-REGARD in this story.

The combined frequencies and percentages considering the same value (SELF-REGARD) evidenced that, of the 708 judgments made, Not In Story was chosen 134 (18.9%) times; In Story 260 (36.7%) times; and Stressed 314 (44.3%) times. The additive Chi-square result over the three books was 28.50 with 6 degrees of freedom, disclosing, at the .05 probability level, a significant difference between child-adult decisions on SELF-REGARD.

#### DOMINANCE

The value DOMINANCE (influence over people; leadership; power) is presented in Table 4.41. Frequencies, percentages, and Chi-square tests on adult-child assessment, for each book and across all three field-tested stories are included.

DOMINANCE was judged, regarding The Little Fishes, as Not In Story 23 (9.7%) times; In Story 51 (21.6%) times;

TABLE 4.41.--Chi-square Tests on DOMINANCE Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	23	10.3	46	20.5	155	69.2	224	94.9	Chi-square 3.78
Adults	0	0.0	5	41.7	7	58.3	12	5.1	df = 2
Totals	23	9.7	51	21.6	162	68.6	236	100.0	NSD @ .05
<u>The Man in the Box</u>									
Children	42	18.8	71	31.7	111	49.6	224	94.9	Chi-square 5.25
Adults	3	25.0	7	58.3	2	16.7	12	5.1	df = 2
Totals	45	19.1	78	33.1	113	47.9	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	17	7.6	45	20.1	162	72.3	224	94.9	Chi-square 1.92
Adults	0	0.0	4	33.3	8	66.7	12	5.1	df = 2
Totals	17	7.2	49	20.8	170	72.0	236	100.0	NSD @ .05
Compiled Totals	85	12.0	178	25.2	445	62.8	708	100.0	Additive Chi-square 10.95 df = 6 NSD @ .05

and Stressed in 162 (68.6%) decisions of the 236 made by the combined rater-groups. The Chi-square test score on this value was 3.78 with 2 degrees of freedom, resolving that, at the .05 level of probability, there was no significant difference between child and adult groups on determinations of DOMINANCE in this story.

Analysis of adult and child evaluations of the same value in The Man in the Box resulted in DOMINANCE being determined Not In Story 45 (19.1%) times; In Story 78 (33.1%) times; and Stressed in 113 (47.9%) decisions of the 236 made. The Chi-square test score was 5.25 with 2 degrees of freedom, proving no significant difference at the .05 level between the child and adult rater-groups on identification of the value DOMINANCE in this book.

Consideration of this value in the 236 judgments on Matthew, Mark, Luke and John resulted in 17 (7.2%) decisions of Not In Story; 49 (20.8%) assessments of In Story; and 170 (72.0%) judgments deemed Stressed. The Chi-square test result was 1.92 with 2 degrees of freedom, evidencing no significant difference at the .05 probability level between the adult and child subjects on the inherence of DOMINANCE in this story.

Combined frequencies and percentages over the three books concerning the value DOMINANCE indicated that, of the 708 determinations made, 85 (12.0%) were judged Not In Story; 178 (25.2%) were assessed In Story; and 445 (62.8%) were determined Stressed. The additive Chi-square

was 10.95 with 6 degrees of freedom, yielding no significant difference at the .05 probability level between the two groups compared on their sentiments regarding DOMINANCE across the three books.

#### AGGRESSION

In Table 4.42, frequencies, percentages and Chi-square test results between child and adult raters of the value of AGGRESSION (admitted anger toward others; acting out of mad feelings; initiative) are consolidated.

Of the 236 judgments made on this value in The Little Fishes, 63 (26.7%) were determined Not In Story; 86 (36.4%) were rated In Story; and 87 (36.9%) were classified as Stressed. The Chi-square test score was 5.05 with two degrees of freedom, indicative of no significant difference at the .05 level of probability between child and adult evaluations of AGGRESSION in this book.

In The Man in the Box, the same value was considered Not In Story 51 (21.6%) times; In Story 85 (36.0%) times; and Stressed in 100 (42.4%) decisions. The Chi-square score of 3.21 with 2 degrees of freedom evidenced no significant difference at the .05 level for comparative responses of 236 children and adults on the value of AGGRESSION in this novel.

Analysis of the 236 specifications gleaned from children and adults for the value AGGRESSION in Matthew, Mark, Luke and John revealed that 45 (19.1%) of the decisions were judged Not In Story; 97 (41.1%) were

TABLE 4.42.--Chi-square Tests on AGGRESSION Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 NSD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	63	28.1	81	36.2	80	35.7	224	94.9	
Adults	0	0.0	5	41.7	7	58.3	12	5.1	
Totals	63	26.7	86	36.4	87	36.9	236	100.0	
<u>The Man in the Box</u>									
Children	50	22.3	82	36.6	92	41.1	224	94.9	
Adults	1	8.3	3	25.0	8	66.7	12	5.1	
Totals	51	21.6	85	36.0	100	42.4	236	100.0	
<u>Matthew, Mark, Luke and John</u>									
Children	43	19.2	89	39.7	92	41.1	224	94.9	
Adults	2	16.7	8	66.7	2	16.7	12	5.1	
Totals	45	19.1	97	41.1	94	39.8	236	100.0	
Compiled Totals	159	22.5	268	37.8	281	39.7	708	100.0	
									Additive Chi-square 12.00 df = 6 NSD @ .05

assessed In Story; and 94 (39.8%) were affirmed Stressed. The Chi-square test yielded the score of 3.75 with two degrees of freedom at the .05 probability level, effecting no significant difference between child and adult opinions concerning AGGRESSION in this story.

Of the 708 decisions made by children and adults on this value over the three books combined, frequencies and percentages were totaled as follows: 159 (22.5%) evaluations appraised the value as Not In Story; 268 (37.8%) were determined In Story; and 281 (39.7%) replies were classified Stressed.

The additive Chi-square over the three books was 12.00 with 6 degrees of freedom, which at the .05 probability level indicated no significant difference between the child and adult appraisers of the value AGGRESSION.

## SECURITY

Adult-child assertions on the value SECURITY (peace of mind; feelings of well-being; accepted by others; not fearful or worried) are itemized in Table 4.43.

Evaluations by children and adults on The Little Fishes declared that of the 236 responses, SECURITY was resolved Not In Story 30 (12.7%) times; In Story 50 (21.2%) times; and Stressed in 156 (66.1%) ratings. The Chi-square test on this value yielded a score of 4.12 with 2 degrees of freedom, which showed no significant difference



TABLE 4.43.--Chi-square Tests on SECURITY Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 NSD @ .05	
	f	%	f	%	f	%	f	%		
<u>The Little Fishes</u>										
Children	29	12.9	50	22.3	145	64.7	224	94.9		
Adults	1	8.3	0	0.0	11	91.7	12	5.1		
Totals	30	12.7	50	21.2	156	66.1	236	100.0		
<u>The Man in the Box</u>										
Children	17	7.6	65	29.0	142	63.4	224	94.9		
Adults	2	16.7	2	16.7	8	66.7	12	5.1		
Totals	19	8.1	67	28.4	150	63.6	236	100.0		
<u>Matthew, Mark, Luke and John</u>										
Children	26	11.6	70	31.3	128	57.1	224	94.9		
Adults	1	8.3	2	16.7	9	75.0	12	5.1		
Totals	27	11.4	72	30.5	137	58.1	236	100.0		
Compiled Totals	76	10.7	189	26.7	443	62.6	708	100.0		
Additive										
								Chi-square	7.44	df = 6
								NSD @	.05	

between the two groups at the .05 probability level for determinations of this value in The Little Fishes.

Opinions of raters concerning the same value (SECURITY) in The Man in the Box were as follows: 19 (8.1%) decisions judged the value Not In Story; 67 (28.4%) assessed it In Story; and 150 (63.6%) indicated that the value was Stressed in this book. The Chi-square test comparing child and adult sentiments on the inclusions of SECURITY in this book gave a score of 1.79 with 2 degrees of freedom, a result not significant at the .05 level.

Analysis of SECURITY in Matthew, Mark, Luke and John showed that in 27 (11.4%) decisions the value was Not In Story; 72 (30.5%) determinations deemed it In Story; and 137 (58.1%) judged SECURITY Stressed. The Chi-square score was 1.53 with 2 degrees of freedom, meaning that adult and child responses to SECURITY in this book were not significantly different at the .05 probability level.

Comprehensive data over the three books considered by the adult-child raters showed that 76 (10.7%) of the 708 total determinations made on SECURITY were Not In Story; 189 (26.7%) were judged In Story; and 443 (62.6%) were assessed Stressed.

The additive Chi-square result was 7.44 with 6 degrees of freedom, indicating no significant difference at the .05 probability level between the two groups on their appraisals of SECURITY across the three books.

## HAPPINESS

In Table 4.44 frequencies, percentages and Chi-square test results between child and adult raters of the value HAPPINESS (hope, cheerfulness, contentment) are considered.

HAPPINESS was determined Not In Story 39 (16.5%) times; In Story 78 (33.1%) times; and Stressed in 119 (50.4%) citations. The Chi-square test resulted in a score of 1.42 with 2 degrees of freedom, indicating no significant difference at the .05 level of probability between child and adult raters on The Little Fishes.

Consideration of this value in The Man in the Box resulted in determinations of Not In Story 45 (19.1%) times; In Story 83 (35.2%) times; and Stressed in 108 (45.8%) instances. The Chi-square test score was 5.52 with 2 degrees of freedom, indicative of no significant difference at the .05 level between the rater-groups on HAPPINESS in this book.

The value HAPPINESS was shown in Matthew, Mark, Luke and John as Not In Story 16 (6.8%) times; In Story 83 (35.2%) times; and Stressed 137 (58.1%) times. The Chi-square test result of 1.03 with 2 degrees of freedom determined no significant difference at the .05 level between adult and child subjects rating this novel.

The combined frequencies and percentages over the three books considering the same value (HAPPINESS) determined that, of the 708 decisions made, Not In Story was

TABLE 4.44.--Chi-Square Tests on HAPPINESS Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 NSD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	38	17.0	75	33.5	111	49.6	224	94.9	
Adults	1	8.3	3	25.0	8	66.7	12	5.1	
Totals	39	16.5	78	33.1	119	50.4	236	100.0	
<u>The Man in the Box</u>									
Children	44	19.6	75	33.5	105	46.9	224	94.9	
Adults	1	8.3	8	66.7	3	25.0	12	5.1	
Totals	45	19.1	83	35.2	108	45.8	236	100.0	
<u>Matthew, Mark, Luke and John</u>									
Children	16	7.1	79	35.3	129	57.6	224	94.9	
Adults	0	0.0	4	33.3	8	66.7	12	5.1	
Totals	16	6.8	83	35.2	137	58.1	236	100.0	
Compiled Totals	100	14.1	244	34.5	364	51.4	708	100.0	
									Additive Chi-square 7.97 df = 6 NSD @ .05

chosen 100 (14.1%) times; In Story 244 (34.5%) times; and Stressed 364 (51.4%) times.

The additive Chi-square over the three books yielded 7.97 with 6 degrees of freedom, showing no significant difference at the .05 probability level between compared ratings of children and adults on the value HAPPINESS.

#### NEW EXPERIENCES

Frequencies, percentages and Chi-square tests of adult-child determinations on the value NEW EXPERIENCES (excitement; surprise; change; "interesting-ness"; variety--not bored) are presented in Table 4.45.

Evaluations by children and adults on The Little Fishes indicated that of the 236 responses, NEW EXPERIENCES was determined Not In Story 57 (24.2%) times; In Story 85 (36.0%) times; and Stressed in 94 (39.8%) decisions. The Chi-square test on this value resulted in a score of 2.40 with 2 degrees of freedom, which showed no significant difference between the two groups at the .05 probability level, for citations of NEW EXPERIENCES in this story.

Opinions of raters concerning the same value (NEW EXPERIENCES) in The Man in the Box were as follows: 53 (22.5%) decisions judged the value Not In Story; 81 (34.3%) determined it In Story; and 102 (43.2%) assessed it Stressed. The Chi-square test comparing adult-child

TABLE 4.45.--Chi-square Tests on NEW EXPERIENCES Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	54	24.1	83	37.1	87	38.8	224	94.9	Chi-square 2.40
Adults	3	25.0	2	16.7	7	58.3	12	5.1	df = 2
Totals	57	24.2	85	36.0	94	39.8	236	100.0	NSD @ .05
<u>The Man in the Box</u>									
Children	51	22.8	79	35.3	94	42.0	224	94.9	Chi-square 2.94
Adults	2	16.7	2	16.7	8	66.7	12	5.1	df = 2
Totals	53	22.5	81	34.3	102	43.2	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	40	17.9	56	25.0	128	57.1	224	94.9	Chi-square 2.70
Adults	3	25.0	5	41.7	4	33.3	12	5.1	df = 2
Totals	43	18.2	61	25.8	132	55.9	236	100.0	NSD @ .05
Compiled Totals	153	21.6	227	32.0	328	46.3	708	99.9	Additive Chi-square 8.04 df = 6 NSD @ .05

sentiments on the inclusion of this value in The Man in the Box yielded a score of 2.94 with 2 degrees of freedom, a result that showed no significant difference at the .05 probability level between the rater-groups.

Analysis of NEW EXPERIENCES decisions in Matthew, Mark, Luke and John showed that in 43 (18.2%) determinations the value was deemed Not In Story; 61 (25.8%) judgments cited it In Story; and 132 (55.9%) assessed the value as Stressed. The chi-square test score was 2.70 with 2 degrees of freedom, indicative of no significant difference between adult and child responses to this value at the .05 level of probability in this novel.

Combined data over the three books considered by the adult-child raters showed that 153 (21.6%) of the 708 decisions on NEW EXPERIENCES were judged Not In Story; 227 (32.0%) were deemed In Story; and 328 (46.3%) were determined Stressed. The additive Chi-square result was 8.04 with 6 degrees of freedom, indicative of no significant difference between adult and child raters of this value over all three books, at the .05 level of probability.

#### HUMOR

In Table 4.46 the value HUMOR (liking what is funny, kidding, nonsense, laughter) is presented with the frequencies, percentages and Chi-square test results of its inclusion as Not In Story, In Story or Stressed in the three field-tested books by the combined rater-groups.

TABLE 4.46.--Chi-square Tests on HUMOR Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 NSD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	113	50.4	82	36.6	29	12.9	224	94.9	
Adults	3	25.0	8	66.7	1	8.3	12	5.1	4.38
Totals	116	49.2	90	38.1	30	12.7	236	100.0	NSD @ .05
<u>The Man in the Box</u>									
Children	139	62.1	71	31.7	14	6.3	224	94.9	
Adults	4	33.3	7	58.3	1	8.3	12	5.1	4.07
Totals	143	60.6	78	33.1	15	6.4	236	100.0	df = 2 NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	81	36.2	104	46.4	39	17.4	224	94.9	
Adults	3	25.0	9	75.0	0	0.0	12	5.1	4.43
Totals	84	35.6	113	47.9	39	16.5	236	100.0	df = 2 NSD @ .05
Compiled Totals	343	48.4	281	39.7	84	11.9	708	100.0	Additive Chi-square 12.88 df = 6 SD @ .05



In The Little Fishes, HUMOR was determined Not In Story 116 (49.2%) times; In Story 90 (38.1%) times, and Stressed in 30 (12.7%) instances.

Consideration of this value (HUMOR) in The Man in the Box resulted in determinations of Not In Story 143 (60.6%) times; In Story 78 (33.1%) times; and Stressed in 15 (6.4%) instances. The Chi-square test resulted in a score of 4.38 with 2 degrees of freedom, indicating no significant difference at the .05 probability level between the rater-groups on this novel.

HUMOR was cited in Matthew, Mark, Luke and John as Not In Story 84 (35.6%) times; In Story 113 (47.9%) times; and Stressed in only 39 (16.5%) instances. The Chi-square test result of 4.43 with 2 degrees of freedom at the .05 level indicated no significant difference between the rater-groups of HUMOR in this book.

The combined frequencies and percentages of HUMOR inclusion over the three books indicated that, of the 708 ratings made, Not In Story was chosen 343 (48.4%) times; In Story 281 (39.7%) times; and Stressed in 84 (11.9%) citations. The additive Chi-square result over the three books yielded 12.88 with 6 degrees of freedom resulting in a significant difference at the .05 probability level between the child and adult raters of HUMOR.

## CREATIVE EXPRESSION

Frequencies, percentages and Chi-square tests of adult-child determinations of the value CREATIVE EXPRESSION (imagination; originality, inventive activity; "do your thing") are presented in Table 4.47.

Evaluations by children and adults on The Little Fishes indicated that of the 236 total responses, CREATIVE EXPRESSION was determined Not In Story 74 (31.4%) times; In Story 85 (36.0%) times; and Stressed in 77 (32.6%) decisions. The Chi-square test on this value yielded a score of 1.55 with 2 degrees of freedom, which showed no significant difference between the two groups at the .05 probability level for determinations of CREATIVE EXPRESSION in this book.

Opinions of raters concerning the same value (CREATIVE EXPRESSION) in The Man in the Box were as follows: 79 (33.5%) decisions judged the value Not In Story; 68 (28.8%) determined it In Story; and 89 (37.7%) deemed the value Stressed. The Chi-square test comparing child and adult sentiments on this value in The Man in the Box yielded a score of 1.66 with 2 degrees of freedom, a result showing no significant difference at the .05 probability level between adult and child citations.

Analysis of CREATIVE EXPRESSION citations in Matthew, Mark, Luke and John showed that in 85 (36.0%) decisions the value was judged Not In Story; 83 (35.2%) determinations deemed it In Story; and 68 (28.8%) cited it

TABLE 4.47.--Chi-square Tests on CREATIVE EXPRESSION Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 NSD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	72	32.1	79	35.3	73	32.6	224	94.9	
Adults	2	16.7	6	50.0	4	33.3	12	5.1	
Totals	74	31.4	85	36.0	77	32.6	236	100.0	
<u>The Man in the Box</u>									
Children	77	34.4	64	28.6	83	37.1	224	94.9	
Adults	2	16.7	4	33.3	6	50.0	12	5.1	
Totals	79	33.5	68	28.8	89	37.7	236	100.0	
<u>Matthew, Mark, Luke and John</u>									
Children	82	36.6	79	35.3	63	28.1	224	94.9	
Adults	3	25.0	4	33.3	5	41.7	12	5.1	
Totals	85	36.0	83	35.2	68	28.8	236	100.0	
Compiled Totals	238	33.6	236	33.3	234	33.0	708	99.9	Additive Chi-square 4.37 df = 6 NSD @ .05

Stressed. The Chi-square test score of 1.16 with 2 degrees of freedom indicated no significant difference at the .05 level between rater-groups on the value of CREATIVE EXPRESSION in this book.

Combined data over the three books considered by the adult-child raters showed that 238 (33.6%) of the 708 determinations made indicated that decisions on CREATIVE EXPRESSION were judged Not In Story; 236 (33.3%) were chosen as In Story; and 234 (33.0%) were cited as Stressed. The additive Chi-square result was 4.37 with 6 degrees of freedom, indicative of no significant difference at the .05 probability level between the two groups on appraisals of CREATIVE EXPRESSION across the three field-tested books.

#### PRACTICAL

The value named PRACTICAL (sensible; realistic; useful; effective; possible) is presented in Table 4.48. according to frequencies, percentages, and Chi-square tests of its inclusion by adult-child determinations for each and all field-tested books.

PRACTICAL was judged regarding The Little Fishes as Not In Story 22 (9.3%) times; In Story 70 (29.7%) times; and Stressed in 144 (61.0%) instances by the 236 people comprising the rater-groups. The Chi-square test yielded a score of 5.06 with 2 degrees of freedom, indicating no significant difference at the .05 probability

TABLE 4.48.--Chi-square Tests on PRACTICAL Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	22	9.8	69	30.8	133	59.4	224	94.9	Chi-square 5.06
Adults	0	0.0	1	8.3	11	91.7	12	5.1	df = 2
Totals	22	9.3	70	29.7	144	61.0	236	100.0	NSD @ .05
<u>The Man in the Box</u>									
Children	17	7.6	73	32.6	134	59.8	224	94.9	Chi-square 2.85
Adults	0	0.0	2	16.7	10	83.3	12	5.1	df = 2
Totals	17	7.2	75	31.8	144	61.0	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	21	9.4	71	31.7	132	58.9	224	94.9	Chi-square 8.08
Adults	0	0.0	0	0.0	12	100.0	12	5.1	df = 2
Totals	21	8.9	71	30.1	144	61.0	236	100.0	SD @ .05
Compiled Totals	60	8.5	216	30.5	432	61.0	708	100.0	Additive Chi-square 15.99 df = 6 SD @ .05

level between adult and child determinations of PRACTICAL inherent in this book.

Analysis of adult-child ratings of the same value in The Man in the Box resulted in PRACTICAL being determined Not In Story 17 (7.2%) times; In Story 75 (31.8%) times; and Stressed in 144 (61.0%) decisions of the 236 made. The Chi-square test score was 2.85 with 2 degrees of freedom, proving no significant difference at the .05 level between the rater-groups of PRACTICAL in this story.

Consideration of this value in the 236 evaluations of Matthew, Mark, Luke and John resulted in 21 (8.9%) decisions of Not In Story; 71 (30.1%) citations of In Story; and 144 (61.0%) mentions of Stressed. The Chi-square test score was 8.08 with 2 degrees of freedom, proving a significant difference apparent between adult and child evaluations of PRACTICAL in this book, at the .05 probability level.

Combined frequencies and percentages over the three books concerning PRACTICAL indicated that, of the 708 decisions made, 60 (8.5%) were classified Not In Story; 216 (30.5%) were judged In Story; and 432 (61.0%) were determined Stressed. The additive chi-square over the field-tested books was 15.99 with 6 degrees of freedom, a result which showed a significant difference between child and adult ratings of the value PRACTICAL at the .05 level of probability.

## ECONOMIC

In Table 4.49, frequencies, percentages and Chi-square test results between child and adult appraisers of the value ECONOMIC (food; shelter; clothing available without too many problems) are disclosed.

Of the 236 judgments made on this value in The Little Fishes, 33 (14.0%) were determined Not In Story; 42 (17.8%) were rated In Story; and 161 (68.2%) opinions were classified Stressed. The Chi-square test score was 2.73 with 2 degrees of freedom, indicative of no significant difference at the .05 probability level between child and adult evaluations of ECONOMIC in this book.

In The Man in the Box, the same value was determined Not In Story 34 (14.4%) times; In Story 45 (19.1%) times; and Stressed in 157 (66.5%) citations. The Chi-square score of 3.53 with 2 degrees of freedom showed no significant difference at the .05 level between comparative responses of the 236 children and adults on the ECONOMIC value in this novel.

Analysis of the 236 specifications from children and adults for the value ECONOMIC in Matthew, Mark, Luke and John revealed that 22 (9.3%) of the decisions were judged Not In Story; 32 (13.6%) were affirmed In Story; and 182 (77.1%) were assessed Stressed. The Chi-square test yielded the score of 2.07 with 2 degrees of freedom at the .05 probability level, effecting no significant

TABLE 4.49.--Chi-square Tests on ECONOMIC Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	31	13.8	42	18.8	151	67.4	224	94.9	Chi-square 2.73
Adults	2	16.7	0	0.0	10	83.3	12	5.1	df = 2
Totals	33	14.0	42	17.8	161	68.2	236	100.0	NSD @ .05
<u>The Man in the Box</u>									
Children	31	13.8	45	20.1	148	66.1	224	94.9	Chi-square 3.53
Adults	3	25.0	0	0.0	9	75.0	12	5.1	df = 2
Totals	34	14.4	45	19.1	157	66.5	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	21	9.4	32	14.3	171	76.3	224	94.9	Chi-square 2.07
Adults	1	8.3	0	0.0	11	91.7	12	5.1	df = 2
Totals	22	9.3	32	13.6	182	77.1	236	100.0	NSD @ .05
Compiled Totals	89	12.6	119	16.8	500	70.6	708	100.0	Additive Chi-square 8.33 df = 6 NSD @ .05



difference between rater-groups concerning the ECONOMIC value in this story.

Of the 708 decisions made by children and adults on this value over the three field-tested books, frequencies and percentages were totaled as follows: 89 (12.6%) evaluations appraised the value as Not In Story; 119 (16.8%) responses determined it In Story; and 500 (70.6%) replies were classified Stressed. The additive Chi-square over the three books was 8.33 with 6 degrees of freedom, which at the .05 probability level, indicated no significant difference between the child and adult appraisers of the value ECONOMIC.

#### OWNERSHIP

In Table 4.50, the value OWNERSHIP (respect for possessions, own and others) is presented as to its absence, presence or stress in each and all stories considered by the adult and child rater-groups.

This value was assessed, in The Little Fishes, as Not In Story for a total of 34 (14.4%) of the 236 judgments; In Story for 82 (34.7%) determinations; and Stressed in 120 (50.8%) decisions. The Chi-square test gave a result of 2.96 with 2 degrees of freedom, evidencing no significant difference at the .05 probability level between adult and child raters of OWNERSHIP in this book.

Consideration of the OWNERSHIP value in The Man in the Box resulted in declarations of Not In Story 43 (18.2%)

TABLE 4.50.--Chi-square Tests on OWNERSHIP Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 NSD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	33	14.7	80	35.7	111	49.6	224	94.9	
Adults	1	8.3	2	16.7	9	75.0	12	5.1	
Totals	34	14.4	82	34.7	120	50.8	236	100.0	
<u>The Man in the Box</u>									
Children	42	18.8	93	41.5	89	39.7	224	94.9	
Adults	1	8.3	6	50.0	5	41.7	12	5.1	
Totals	43	18.2	99	41.9	94	39.8	236	100.0	
<u>Matthew, Mark, Luke and John</u>									
Children	18	8.0	58	25.9	148	66.1	224	94.9	
Adults	1	8.3	1	8.3	10	83.3	12	5.1	
Totals	19	8.1	59	25.0	158	66.9	236	100.0	
Compiled Totals	96	13.6	240	33.9	372	52.5	708	100.0	Additive Chi-square 5.75 df = 6 NSD @ .05

times; In Story 99 (41.9%) times; and Stressed in 94 (39.8%) decisions of the 236 made. The Chi-square result was 0.88 with 2 degrees of freedom. At the .05 probability level, this means that there was no significant difference between the judgments of children and adults on their ratings concerning OWNERSHIP in this novel.

In Matthew, Mark, Luke and John, OWNERSHIP was affirmed Not In Story for 19 (8.1%) of the 236 decisions; In Story for 59 (25.0%); and Stressed in 158 (66.9%) decisions. The chi-square test score was 1.91 with 2 degrees of freedom, resulting at the .05 probability level, in no significant difference between the rater-groups on OWNERSHIP in this story.

The combined frequencies and percentages on OWNERSHIP evidenced that, of the 708 judgments made, Not In Story was chosen 96 (13.6%) times; In Story 240 (33.9%) times; and Stressed 372 (52.5%) times. The additive Chi-square result over the three books was 5.75 with 6 degrees of freedom, disclosing, at the .05 probability level, no significant difference between child and adult decisions on OWNERSHIP.

#### KNOWLEDGE

The value KNOWLEDGE (intelligent; smart; clever; logical thinker and learner) is presented in Table 4.51. Frequencies, percentages and Chi-square tests on adult-child

TABLE 4.51.--Chi-square Tests on KNOWLEDGE Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 NSD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	34	15.2	77	34.4	113	50.4	224	94.9	3.44
Adults	0	0.0	3	25.0	9	75.0	12	5.1	df = 2
Totals	34	14.4	80	33.9	122	51.7	236	100.0	NSD @ .05
<u>The Man in the Box</u>									
Children	28	12.5	70	31.3	126	56.3	224	94.9	3.74
Adults	0	0.0	2	16.7	10	83.3	12	5.1	df = 2
Totals	28	11.9	72	30.5	136	57.6	236	100.0	NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	32	14.3	72	32.1	120	53.6	224	94.9	2.08
Adults	0	0.0	4	33.3	8	66.7	12	5.1	df = 2
Totals	32	13.6	76	32.2	128	54.2	236	100.0	NSD @ .05
Compiled Totals	94	13.3	228	32.2	386	54.5	708	100.0	Additive Chi-square 9.26 df = 6 NSD @ .05

assessments for each book and across all three field-tested stories are included.

KNOWLEDGE was judged, regarding The Little Fishes, as Not In Story 34 (14.4%) times; In Story 80 (33.9%) times; and Stressed in 122 (51.7%) decisions of the 236 made by the combined rater-groups. The Chi-square test score on this value was 3.44 with 2 degrees of freedom, resolving that, at the .05 level of probability, there was no significant difference between child and adult groups on determinations of KNOWLEDGE in this story.

Analysis of adult-child evaluations of the same value in The Man in the Box resulted in KNOWLEDGE being determined Not In Story 28 (11.9%) times; In Story 72 (30.5%) times; and Stressed in 136 (57.6%) of the 236 decisions made. The Chi-square test score was 3.74 with 2 degrees of freedom, proving no significant difference at the .05 level between child and adult raters of KNOWLEDGE inclusion in this book.

Consideration of this value in the 236 judgments for Matthew, Mark, Luke and John resulted in 32 (13.6%) decisions of Not In Story; 76 (32.2%) assessments of In Story; and 128 (54.2%) choices deemed Stressed. The Chi-square result was 2.08 with 2 degrees of freedom, evidencing no significant difference at the .05 level between rater-groups on KNOWLEDGE in this novel.

Combined frequencies and percentages over the three books concerning KNOWLEDGE indicated that, of the 708

determinations made, 94 (13.3%) were judged Not In Story; 228 (32.2%) were assessed In Story; and 386 (54.5%) were deemed Stressed. The additive Chi-square was 9.26 with 6 degrees of freedom, yielding no significant difference at the .05 probability level between the rater-groups on their sentiments regarding KNOWLEDGE in the three books considered.

#### WORK

In Table 4.52, frequencies, percentages and Chi-square tests results between child and adult raters of the value of WORK (meaningful; worthwhile; necessary activity) are consolidated.

Of the 236 judgments made on this value in The Little Fishes, 34 (14.4%) were determined Not In Story; 69 (29.2%) were rated In Story and 133 (56.4%) were classified Stressed. The Chi-square test score was 9.06 with 2 degrees of freedom, indicating a significant difference at the .05 probability level between child and adult evaluations of WORK in this story.

In The Man in the Box, the same value was considered Not In Story 25 (10.6%) times; In Story 45 (19.1%) times; and Stressed in 166 (70.3%) decisions of the 236 made. The Chi-square test score was 1.66 with 2 degrees of freedom, indicative of no significant difference at the .05 level between rater-groups on WORK in The Man in the Box.

TABLE 4.52.--Chi-square Tests on WORK Between Child and Adult Raters on each and all Field-Tested Books.

	Not In Story		In Story		Stressed		Totals		Chi-square df = 2 SD @ .05
	f	%	f	%	f	%	f	%	
<u>The Little Fishes</u>									
Children	34	15.2	61	27.2	129	57.6	224	94.9	9.06
Adults	0	0.0	8	66.7	4	33.3	12	5.1	df = 2
Totals	34	14.4	69	29.2	133	56.4	236	100.0	SD @ .05
<u>The Man in the Box</u>									
Children	24	10.7	41	18.3	159	71.0	224	94.9	Chi-square
Adults	1	8.3	4	33.3	7	58.3	12	5.1	1.66
Totals	25	10.6	45	19.1	166	70.3	236	100.0	df = 2 NSD @ .05
<u>Matthew, Mark, Luke and John</u>									
Children	22	9.8	48	21.4	154	68.8	224	94.9	Chi-square
Adults	0	0.0	1	8.3	11	91.7	12	5.1	2.98
Totals	22	9.3	49	20.8	167	69.9	236	100.0	df = 2 NSD @ .05
Compiled Totals	81	11.4	163	23.0	464	65.5	708	99.9	Additive Chi-square 13.70 df = 6 SD @ .05

Analysis of the 236 determinations gleaned from children and adults on the value WORK in Matthew, Mark, Luke and John revealed that 22 (9.3%) judgments were classified as Not In Story; 49 (20.8%) were deemed In Story; and 165 (69.9%) were cited Stressed. The Chi-square test yielded the score of 2.98 with 2 degrees of freedom at the .05 probability level, effecting no significant difference between rater-group decisions on WORK in this novel.

Of the 708 decisions made by children and adults on WORK over the three books combined, frequencies and percentages were totaled as follows: 81 (11.4%) evaluations appraised the value as Not In Story; 163 (23.0%) citations determined it In Story; and 464 (65.5%) mentions deemed it Stressed. The additive Chi-square over the three books was 13.70 with 6 degrees of freedom, showing a significant difference at the .05 probability level between child and adult evaluations of WORK.

#### Summary

There were 75 specific Chi-square tests analyzed to determine the extent of agreement between the 12 adult subjects and the 224 child raters on 25 values contained in each of three field-tested books.

At the .05 probability level, no significant difference was found between raters' judgments on 16 (64.0%) of the values over all three books, which included 48



(64.0%) of the 75 individual Chi-square test results. The values so designated were: GOOD HEALTH, SAFETY, LOVE OF FAMILY, FRIENDSHIP, BOY-GIRL RELATIONSHIPS, ACHIEVEMENT RECOGNITION, DOMINANCE, AGGRESSION, SECURITY, HAPPINESS, NEW EXPERIENCES, CREATIVE EXPRESSION, ECONOMIC, OWNERSHIP, and KNOWLEDGE.

Additional specifications of no significant difference were accorded to 12 of 75 (16.0%) individual tests on six (24.0%) values. The values and number of tests that resulted in no differences significant were: PLAY ACTIVITY--2; COMFORTABLE LIVING--2; VALUE-SYSTEM--1; HUMOR--3; PRACTICAL--2; and WORK--2.

Thus, 60 (80.0%) of the 75 specific Chi-square tests on adult-child value comparisons determined that there was no significant difference between the raters at the .05 probability level.

In addition, there were 25 additive Chi-square totals computed to determine comparative adult-child value decisions on the field-tested books.

Eighteen (72.0%) of the 25 tests resulted in no significant difference at the .05 level of probability between rater-groups. The values were: GOOD HEALTH, PLAY ACTIVITY, SAFETY, COMFORTABLE LIVING, LOVE OF FAMILY, FRIENDSHIP, BOY-GIRL RELATIONSHIPS, ACHIEVEMENT, RECOGNITION, DOMINANCE, AGGRESSION, SECURITY, HAPPINESS, NEW EXPERIENCES, CREATIVE EXPRESSION, ECONOMIC, OWNERSHIP and KNOWLEDGE.

The seven (28.0%) values determined as having significant differences at the .05 probability level between groups as a result of the additive Chi-square tests were: COOPERATION, VALUE-SYSTEM, INDEPENDENCE, SELF-REGARD, HUMOR, PRACTICAL and WORK. The value of HUMOR was unique here, because on the individual tests, it was significantly different at .05 in no case. In the additive situation, however, the result showed significant difference.

#### Question Seven

What is the overall inter-rater reliability coefficient of all subjects regarding values?

The absence, presence or stress of all values in each and all three books was determined as follows:

Not In Story was determined relevant by raters of The Little Fishes for a frequency of 1092 (18.5%). In The Man in the Box, Not In Story was cited for 1304 (22.1%) decisions, and in Matthew, Mark, Luke and John, this category contained 1082 (18.3%) of the determinations. The total number of decisions classified over the three books as Not In Story resulted in 3478 (19.6%) of the total 17,700 determinations made. Table 4.53 contains the frequencies and percentages for each and all books regarding values Not In Story.

In Story was judged the appropriate value-category in 1,715 (28.7%) reader-decisions on The Little Fishes. Evaluations of The Man in the Box resulted in 1,675 (28.4%) citations of In Story. Matthew, Mark, Luke and John was

TABLE 4.53.--Value-Determinations of Not In Story by all Subjects, over the Three Field-Tested Books.

Book	<u>Not In Story</u>	
	f	%
<u>The Little Fishes</u>	1092	18.5
<u>The Man in the Box</u>	1304	22.1
<u>Matthew, Mark, Luke and John</u>	1082	18.3
Totals	3478	19.6

the book which included 1,662 (28.2%) of In Story determinations. Over the three books combined, the designation In Story was mentioned 5,052 (28.4%) times of the 17,700 decisions possible. Table 4.54 presents the frequencies and percentages for the three books severally and collectively regarding values judged In Story.

TABLE 4.54.--Value Determinations of In Story by all Subjects Over the Three Field-Tested Books.

Book	<u>In Story</u>	
	f	%
<u>The Little Fishes</u>	1715	28.7
<u>The Man in the Box</u>	1675	28.4
<u>Matthew, Mark, Luke and John</u>	1662	28.2
Totals	5052	28.4

In The Little Fishes, values were determined Stressed in 3093 (53.2%) of the 17,700 evaluations possible. In The Man in the Box, Stressed was determined relevant 2921 (49.5%) times. In Matthew, Mark, Luke and John, the ratings given Stressed were 3156 (53.5%). For the three books compiled, the frequency for Stressed was 9170 (52.0%). Table 4.55 contains frequencies and percentages of values determined Stressed in each and all books.

TABLE 4.55.--Value-Determinations of Stressed by all Subjects Over the Three Field-Tested Books.

Book	Stressed	
	f	%
<u>The Little Fishes</u>	3093	53.2
<u>The Man in the Box</u>	2921	49.5
<u>Matthew, Mark, Luke and John</u>	3156	53.5
Totals	9170	52.0

Combined frequencies and percentages over all three books revealed, in summary, the fact that determinations of Not In Story revealed 3478 (19.6%) mentions; In Story resulted in 5052 (28.4%) of the evaluations, and Stressed revealed the majority of 9170 (52.0%) of the value citations made. Table 4.56 includes the combined decisions of all subjects on the 25 values rated for all of the field-tested books.

TABLE 4.56.--Compiled Rater Decisions over the 25 Value-Determinations in all Field-Tested Books as Not In Story, In Story and Stressed.

Determinations	Frequency	Percentage
Not In Story	3478	19.6
In Story	5052	28.4
Stressed	9170	52.0
Totals	17,700	100.0

Chart 4.2 contains all numerical data pertinent to the preceding specifics regarding absence, presence or strength of value determinations by all subjects over all books.

To assess the overall inter-rater reliability of all subjects on value-determinations, the researcher used the analysis of variance formula below. She then applied the formula to her data, and the resultant reliability coefficient for the 236 subjects on the 25 values considered in the three books was determined as .89. This high score indicated strong agreement between and among all subjects in the study, regarding their value-decisions. Table 4.57 contains the formula used and the application of it to the researcher's data on the reliability of the subjects' ratings on values.

#### Question Eight

To what extent do combined thematic evaluations of children and adults approximate those of the researcher?

CHART 4.2.--Value Determinations by All Subjects on All Values as Not in Story, In Story or Stressed, Over the Three Field-Tested Books.

Values	Not in Story						In Story						Stressed						Totals
	TLF	TMIB	MMIJ	3 bks	TLF	TMIB	MMIJ	3 bks	TLF	TMIB	MMIJ	3 bks	TLF	TMIB	MMIJ	3 bks			
Good Health	(f)	27	12	22	61	31	46	54	131	178	178	178	178	178	160	516	708		
	(%)	11.4	5.1	9.3	8.6	13.1	19.5	22.9	18.5	75.4	75.4	75.4	75.4	75.4	67.8	72.9	100.0		
Play Activity	(f)	151	196	148	495	67	37	73	177	18	3	15	3	15	36	708	708		
	(%)	64.0	83.1	62.7	69.9	28.4	15.7	30.9	25.0	7.6	1.3	6.4	5.1	6.4	5.1	100.0	100.0		
Safety	(f)	13	13	30	56	38	31	65	134	185	192	141	185	192	141	518	708		
	(%)	5.5	5.5	12.7	7.9	16.1	13.1	27.5	18.9	78.4	81.4	59.7	73.2	81.4	59.7	73.2	100.0		
Comfortable Living	(f)	47	52	33	132	52	65	47	164	137	119	156	412	156	412	708	708		
	(%)	19.5	22.0	14.0	18.6	22.0	27.5	19.9	23.1	58.1	50.4	66.1	58.2	66.1	58.2	99.9	99.9		
Love of Family	(f)	29	23	17	69	57	62	39	158	150	151	180	481	151	180	481	708		
	(%)	12.3	9.7	7.2	9.7	24.2	26.3	16.5	22.3	63.6	64.0	76.3	68.0	64.0	76.3	68.0	100.0		
Friendship	(f)	5	10	7	22	52	82	55	189	179	144	174	497	174	497	708	708		
	(%)	2.1	4.2	3.0	3.1	22.0	34.7	23.3	26.7	75.8	61.0	73.7	70.2	61.0	73.7	70.2	100.0		
Cooperation	(f)	33	54	32	119	87	86	76	249	116	96	128	340	96	128	340	708		
	(%)	14.0	22.9	13.6	16.8	36.9	36.4	32.2	35.2	49.2	40.7	54.2	48.0	40.7	54.2	48.0	100.0		
Boy-Girl Relationships	(f)	26	164	199	389	66	54	24	144	144	18	13	175	18	13	175	708		
	(%)	11.0	69.5	84.3	54.9	28.0	22.9	10.2	20.4	61.0	7.6	5.5	24.7	61.0	7.6	24.7	100.0		
Value-system	(f)	22	15	32	69	63	52	53	168	151	169	151	471	151	169	471	708		
	(%)	9.3	6.4	13.6	9.8	26.7	22.0	22.5	23.7	64.0	71.6	64.0	66.5	64.0	71.6	66.5	100.0		
Independence	(f)	41	57	43	141	81	73	91	245	114	106	102	322	106	102	322	708		
	(%)	17.4	24.2	18.2	19.9	34.3	30.9	38.6	34.6	48.3	44.9	43.2	45.5	48.3	44.9	45.5	100.0		
Achievement	(f)	54	39	26	119	73	44	64	181	109	153	146	408	109	153	408	708		
	(%)	22.9	16.5	11.0	16.8	30.9	18.6	27.1	25.5	46.2	64.8	61.9	57.6	46.2	64.8	61.9	99.9		
Recognition	(f)	36	36	26	98	95	89	79	263	105	111	131	347	105	111	347	708		
	(%)	15.3	15.3	11.0	13.8	40.3	37.7	33.5	37.2	44.5	47.0	55.5	49.0	44.5	55.5	49.0	100.0		
Self-regard	(f)	49	51	34	134	85	78	97	260	102	107	105	314	102	107	314	708		
	(%)	20.8	21.6	14.4	18.9	36.0	33.1	41.1	36.7	43.2	45.3	44.5	44.3	43.2	45.3	44.3	99.9		

Dominance	(f)	23	45	17	85	51	78	49	178	162	113	170	445	708
	(%)	9.7	19.1	7.2	12.0	21.6	33.1	20.8	25.2	68.6	47.9	72.0	62.8	100.0
Aggression	(f)	63	51	45	159	86	85	97	268	87	100	94	281	708
	(%)	26.7	21.6	19.1	22.5	36.4	36.0	41.1	37.8	36.9	42.4	39.8	39.7	100.0
Security	(f)	30	19	27	76	50	67	72	189	156	150	137	443	708
	(%)	12.7	8.1	11.4	10.7	21.2	28.4	30.5	26.7	66.1	63.6	58.1	62.6	100.0
Happiness	(f)	39	45	16	100	78	83	83	244	119	108	137	364	708
	(%)	16.5	19.1	6.8	14.1	33.1	35.2	35.2	34.5	50.4	45.8	58.1	51.4	100.0
New Experiences	(f)	57	53	43	153	85	81	61	227	94	102	132	328	708
	(%)	24.2	22.5	18.2	21.6	36.0	34.3	25.8	32.0	39.8	43.2	55.9	46.3	99.9
Humor	(f)	116	143	84	343	90	78	113	281	30	15	39	84	708
	(%)	49.2	60.6	35.6	48.4	38.1	33.1	47.9	39.7	12.7	6.4	16.5	11.9	100.0
Creative Expression	(f)	74	79	85	238	85	68	83	236	77	89	68	234	708
	(%)	31.4	33.5	36.0	33.6	36.0	28.8	35.2	33.3	32.6	37.7	28.8	33.0	99.9
Practical	(f)	22	17	21	60	70	75	71	216	144	144	144	432	708
	(%)	9.3	7.2	8.9	8.5	29.7	31.8	30.1	30.5	61.0	61.0	61.0	61.0	100.0
Economic	(f)	33	34	22	89	42	45	32	119	161	157	182	500	708
	(%)	14.0	14.4	9.3	12.6	17.8	19.1	13.6	16.8	88.2	66.5	77.1	70.6	100.0
Ownership	(f)	34	43	19	96	82	99	59	240	120	94	158	372	708
	(%)	14.4	18.2	8.1	13.6	34.7	41.9	25.0	33.9	50.8	39.8	66.9	52.5	100.0
Knowledge	(f)	34	28	32	94	80	72	76	228	122	136	128	386	708
	(%)	14.4	11.9	13.6	13.3	33.9	30.5	32.2	32.2	51.7	57.6	54.2	54.5	100.0
Work	(f)	34	25	22	81	69	45	49	163	133	166	165	464	708
	(%)	14.4	10.6	9.3	11.4	29.2	19.1	20.8	23.0	56.4	70.3	69.9	65.5	99.9
TOTALS	(f)	1092	1304	1082	3478	1715	1675	1662	5052	3093	2921	3156	9170	17700
	(%)	18.5	22.1	18.3	19.6	28.7	28.4	28.2	28.4	53.2	49.5	53.5	52.0	100.0

TABLE 4.57.--Analysis of Variance Formula and Application to Data on all Subjects, Books and Values.\*

MS values - MS interaction (values and subjects) - MS triple interaction - MS interaction (books and values)

MS values

$$r = \frac{70.47029 - .5553000 - .3728999 - 7.314300}{79.47029}$$

$$r = \frac{71.22779901}{79.47029}$$

r = .89

\*MS = Mean score.



To answer question eight, Chi-square results of child/adult comparisons on thematic analyses were examined, as well as majority percentages on decisions made for each theme on each and all three field-tested books, for the purpose of determining the extent of researcher-agreement with the majority percentages of combined rater-group determinations.

Table 4.58 contains the frequencies and percentages of rater-group and researcher determinations on themes in The Little Fishes. The Chi-square test result of 28.6 with 4 degrees of freedom revealed that there was a significant difference at the .05 probability level between the two groups on their determinations of theme in this book.

Child-decisions were divided as to majority percentage in that 59 (26.3%) determinations were equally accorded to War and Orphans. Adult-decisions were equally divided among War and Other, for six (50.0%) citations each. Combined frequencies and percentages of the adult/child subjects indicated that 65 (27.5%) of the raters agreed that War was the prevailing theme.

The researcher determined the theme for The Little Fishes as Other (survival of the fittest). Only 19 (8.5%) decisions by children agreed, and but six adults (50.0%) chose Other as the prevailing theme. Therefore, only 25 (10.6%) of the combined rater-group decisions were in agreement with those of the researcher on this book.

TABLE 4.58.--Comparative Thematic Decisions of Rater-Group and Researcher on The Little Fishes.

	War		Orphans		Friendship		Poverty		Other*		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%
Children	59	26.3	59	26.3	38	17.0	49	21.9	19	8.5	224	94.9
Adults	6	50.0	0	0.0	0	0.0	0	0.0	6	50.0	12	5.1
Totals	65	27.5	59	25.0	38	16.1	49	20.8	25	10.6	236	100.0

Chi-square = 28.6

df = 4

SD @ .05

\*Researcher theme - determination.

Researcher thematic determination on Table 4.58 is indicated by a star above the name of the theme chosen.

Table 4.59 includes the frequencies and percentages of rater-group and researcher's decisions regarding themes apparent in The Man in the Box. The Chi-square test result of 6.79 with 3 degrees of freedom showed no significant difference at the .05 probability level between determinations made by children and adults on this book.

The majority decision on theme in The Man in the Box was assigned to Friendship by 134 (59.8%) children. Eight (66.7%) of the adult-raters agreed that Friendship was the primary theme, also, for a majority of their opinions. Together, 142 (60.2%) of the combined rater-groups determined Friendship as the major theme in this book. The researcher's opinion agreed with that of the combined subject-group on the decision that Friendship was the predominant theme. The researcher's determination is indicated in Table 4.59 by a star above the name of the theme chosen.

The comparison of thematic decisions by adult and child subjects determined by a Chi-square test result of 9.96 with 4 degrees of freedom on Matthew, Mark, Luke and John showed a significant difference at the .05 level between the two groups.

One hundred six (47.3%) child decisions indicated that Orphans was the predominant theme category on this book in the opinion of the majority of child-evaluators.

TABLE 4.59.--Comparative Thematic Decisions of Rater-Group and Researcher on The Man in the Box.

	War		Orphans		Friendship*		Poverty		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%
Children	72	32.1	0	0.0	134	59.8	2	0.9	16	7.1	224	94.9
Adults	1	8.3	0	0.0	8	66.7	0	0.0	3	25.0	12	5.1
Totals	73	30.9	0	0.0	142	60.2	2	0.8	19	8.1	236	100.0

Chi-square = 6.79

df = 3

NSD @ .05

\*Researcher theme - determination.

Friendship was the majority category-choice determined by six (50.0%) of the 12 adults. Combined frequencies and percentages of the adult/child subjects indicated a majority choice of 107 (45.3%) decisions for Orphans as the prevailing theme in Matthew, Mark, Luke and John, as did the researcher.

Therefore, even though the Chi-square result indicated a significant difference between the two subject-groups as such, their combined results agreed with the researcher's determination of Orphans as the prevalent theme, indicated by a star (\*) above the name of the value Orphans on Table 4.60, which contains all data relevant to this question.

Over the three field-tested books, the researcher agreed with majority-percentage decisions of the combined adult/child raters on theme in two of the three books evaluated, and disagreed on one.

In The Man in the Box, the researcher agreed with the majority rater-percentage of 142 decisions (60.2%) on the fact that Friendship was the prevailing theme. The comparison of researcher and rater-decisions were also in agreement on Matthew, Mark, Luke and John, in that 107 (45.3%) rater-decisions determined, as did the researcher, that Orphans was the significant theme. Disagreement was evident on The Little Fishes. The researcher chose Other (survival of the fittest) as the important theme, while

TABLE 4.60.--Comparative Thematic Decisions of Rater-Group and Researcher on Matthew, Mark, Luke and John.

	War		Orphans*		Friendship		Poverty		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%
Children	11	4.9	106	47.3	61	27.2	11	4.9	35	15.6	224	94.9
Adults	2	16.7	1	8.3	6	50.0	0	0.0	3	25.0	12	5.1
Totals	13	5.5	107	45.3	67	28.4	11	4.7	38	16.1	236	100.0

Chi-square = 9.96

df = 4

SD @ .05

\*Researcher theme - determination.

thematic evaluations by children and adults were highest for War. A majority of 65 (27.5%) subjects chose this category.

#### Question Nine

To what extent do combined evaluations of children and adults approximate those of the researcher, regarding values?

The number of value-decisions made by the combined population of adults and children on the three field-tested books regarding values was 17,700 (236 subjects x 3 books x 25 values). The number of decisions made by the researcher was 75 (1 person x 3 books x 25 values).

The extent of agreement between researcher and raters was determined by comparing researcher's decisions to the majority percentages of those determined by the adult/child population on each value in every book.

Comparisons on 17 (68.0%) of the 25 values revealed perfect agreement between researcher determinations and subjects' majority percentages on each and every book. Every value listed below was designated Stressed by both raters and the researcher: GOOD HEALTH, SAFETY, COMFORTABLE LIVING, FRIENDSHIP, COOPERATION, VALUE-SYSTEM, INDEPENDENCE, ACHIEVEMENT, RECOGNITION, DOMINANCE, SECURITY, PRACTICAL, ECONOMIC, KNOWLEDGE and WORK.

Determinations of Stressed for the 15 values in The Little Fishes numbered 2152 (60.8%); those in The Man in the Box resulted in 2134 (60.3%); and decisions on

Matthew, Mark, Luke and John totaled 2215 (62.6%). The compilation of frequencies and percentages over the three books showed that in 6501 (61.2%) decisions by all raters over the three books evaluated, each of the 15 values was judged Stressed by researcher and rater-group majority.

Table 4.61 contains majority frequencies and percentages of all subjects' determinations on the 15 values judged Stressed in the three field-tested books, severally and collectively.

Perfect agreement was also shown on two (8.0%) additional values over the three books by the rater group and the researcher, PLAY ACTIVITY and OWNERSHIP.

PLAY ACTIVITY contained majority determinations of Not In Story for each and every book considered as did all researcher decisions. Citations of Not In Story for PLAY ACTIVITY in The Little Fishes numbered 151 (64.0%); those in The Man in the Box totaled 196 (83.1%); and decisions on Matthew, Mark, Luke and John resulted in 148 (62.7%) decisions. Over the three books combined, Not In Story encompassed a total of 495 (69.9%) of the possible 708 decisions by the rater groups, each of which was in agreement with researcher-determinations on this value.

OWNERSHIP contained the majority of 120 (50.8%) determinations by subjects as Stressed in The Little Fishes, in agreement with the researcher's determination on this book. For The Man in the Box, the researcher as well as



TABLE 4.61. --Majority Frequencies and Percentages of all Subjects and the Researcher on the 15 Values Determined Stressed in each and all Field-Tested Books.

Value	The Little Fishes		The Man in the Box		Matthew, Mark, Luke and John		Totals	
	f	%	f	%	f	%	f	%
Good Health	178	75.4	178	75.4	160	67.8	516	72.9
Safety	185	78.4	192	81.4	141	59.7	518	73.2
Comfortable Living	137	58.1	119	50.4	156	66.1	412	58.2
Friendship	179	75.8	144	61.0	174	73.7	497	70.2
Cooperation	116	49.2	96	40.7	128	54.2	340	48.0
Value-System	151	64.0	169	71.6	151	64.0	471	66.5
Independence	114	48.3	106	44.9	102	43.2	322	45.5
Achievement	109	46.2	153	64.8	146	61.9	408	57.6
Recognition	105	44.5	111	47.0	131	55.5	347	49.0
Dominance	162	68.6	113	47.9	170	72.0	445	62.8
Security	156	66.1	150	63.6	137	58.1	443	62.6
Practical	144	61.0	144	61.0	144	61.0	432	61.0
Economic	161	68.2	157	66.5	182	77.1	500	70.6
Knowledge	122	51.7	136	57.6	128	54.2	386	54.5
Work	133	56.4	166	70.3	165	69.9	464	65.5
Totals	2152	60.8	2134	60.3	2215	62.6	6501	61.2

the majority of 99 (41.9%) subjects chose the value as In Story. In Matthew, Mark, Luke and John, researcher and subject-group decisions were again in accord, in that the majority of 158 (66.9%) rater-decisions determined OWNERSHIP Stressed in this story. Therefore, on evaluations of all three books, OWNERSHIP was agreed upon by both subject majority and researcher in all instances; Stressed in The Little Fishes and Matthew, Mark, Luke and John, and In Story for The Man in the Box.

Comparisons of evaluations made by the researcher and subjects on the following six values revealed that differences were apparent, but were comprised of either In Story or Stressed categorization differences. For the total number of 18 researcher decisions possible on the 6 values of LOVE OF FAMILY, BOY-GIRL RELATIONSHIPS, SELF-REGARD, AGGRESSION, HAPPINESS, and NEW EXPERIENCES, the subjects' determinations were those of the researcher in 11 of the possible 18 over the three books considered.

Evaluations on The Little Fishes revealed that the researcher and the subject-majority of 150 (63.6%) agreed that LOVE OF FAMILY was Stressed. For Matthew, Mark, Luke and John, researcher and majority decisions of 180 (76.3%) were on Stressed. Determinations of raters and researcher evidenced disagreement on The Man in the Box. The rater-majority of 151 (64.0%) determined LOVE OF FAMILY Stressed while the researcher deemed it simply In Story.

The majority of subjects' determinations on the value of BOY-GIRL RELATIONSHIPS agreed with those of the researcher on two of the three books evaluated, and disagreed on one. Disagreement was evident on determinations of this value in The Little Fishes; the majority of 144 (61.0%) subjects cited the value as Stressed, and the researcher determined it In Story. On The Man in the Box, comparisons showed agreement in that the rater-majority of 164 (69.5%) people agreed with the researcher's decision of Not In Story. The same result was evidenced through results on Matthew, Mark, Luke and John in that 199 (84.3%) of the subjects determined BOY-GIRL RELATIONSHIPS Not In Story, as did the researcher.

On determinations of SELF-REGARD, the majority subject group and researcher determinations were the same on two of the three books, The Little Fishes and The Man in the Box. In both books, all evaluators determined SELF-REGARD Stressed, as did the researcher. The Little Fishes contained the majority percentage of 43.2, for 102 decisions; The Man in the Box totaled 107 (45.3%) determinations of Stressed, similar to the researcher's choice. Evaluations of Matthew, Mark, Luke and John indicated a difference in researcher and majority-percentage agreement. While the researcher determined SELF-REGARD In Story, in this book, 105 (44.5%) of the subjects cited it Stressed.

Evaluations by the rater group and the researcher on the value of AGGRESSION indicated agreement over two of the three books considered, and disagreement on one. AGGRESSION was determined Stressed by the researcher and the majority of 87 (36.9%) raters on The Little Fishes. One hundred (42.4%) of the subjects determined this value Stressed in The Man in the Box, as did the researcher. Only in Matthew, Mark, Luke and John were subject-researcher ratings different. The subject-majority of 97 (41.1%) determined AGGRESSION AS In Story, while the researcher cited it Stressed.

Results of researcher-rater group determinations on HAPPINESS determined that the two agreed on one book, and differed on their evaluations for the other two. For The Little Fishes, 119 (50.4%) raters determined that HAPPINESS was Stressed, while the researcher chose In Story. The Man in the Box comparisons indicated that the majority of 108 (45.8%) raters saw the value as Stressed, while the researcher deemed it In Story. Agreement was determined on Matthew, Mark, Luke and John in that the majority of 137 (58.1%) of the raters determined HAPPINESS Stressed in the book, as did the researcher.

Comparative determinations on the value of NEW EXPERIENCES on each of the three books resulted in the fact that subjects and the researcher agreed on two of the evaluations, and disagreed on one.

For The Little Fishes, both researcher and the majority of 94 (39.8%) raters agreed on the value as Stressed. In The Man in the Box, the same conclusion was reached by the researcher and 102 (43.2%) of the raters. Matthew, Mark, Luke and John was the story evaluated differently by the rater-group and researcher, in that the majority of 132 (55.9%) subjects determined NEW EXPERIENCES Stressed in this story, while the researcher cited it In Story.

In Table 4.62 may be found data concerning the extent of agreement between researcher and subject-majority on the six values of LOVE OF FAMILY, BOY-GIRL RELATIONSHIPS, SELF-REGARD, AGGRESSION, HAPPINESS and NEW EXPERIENCES. Researcher agreement is indicated by a star below majority-percentages where agreement is indicated. Researcher nonagreement is indicated by the letter "N," and placed in the column of the researcher's choice for each value determination which was contrary to the majority-percentage decisions.

The table clearly shows that of the 18 decisions made by the researcher on the six values over the three books, the researcher agreed with the subject majority on 11 (61.1%) of the 18 decisions, and disagreed on seven (38.9%) of them. No disagreement involved inclusion of the values in the stories, merely presence or stress of the values judged.

TABLE 4.62--Extent of Agreement Between Determinations of Researcher and Subject-Majority on the Six Values of LOVE OF FAMILY, BOY-GIRL RELATIONSHIPS, SELF-REGARD, AGGRESSION, HAPPINESS and NEW EXPERIENCES.

Value	The Little Fishes				The Man in the Box				Matthew, Mark, Luke and John						
	Not In Story		In Story		Not In Story		In Story		Not In Story		In Story		Stressed		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Love of Family			150	63.6*	(N)	151	64.0			199	84.3*			180	76.3*
Boy-Girl Relationships		(N)	144	61.0		164	69.5*						(N)	105	44.5
Self-Regard			102	43.2*		107	45.3*							97	41.1 (N)
Aggression			87	36.9		100	42.4*								
Happiness		(N)	119	50.4		108	45.8							137	58.1*
New Experience			94	39.8*		102	43.2*						(N)	132	55.9

\* = researcher agreement.

N = researcher non-agreement.

The two values of HUMOR and CREATIVE EXPRESSION were the only ones wherein differences occurred between researcher and rater-majority as to whether or not the values were In Story or Not In Story, on one or two of the three book evaluations. In no case did the researcher and rater-group disagree across all three books on any value as being determined Not In Story as opposed to In Story or Stressed.

The value of HUMOR was determined by the majority of 116 (49.2%) subjects as Not In Story in The Little Fishes. The researcher disagreed with the raters in this instance, citing the value as In Story. One hundred forty-three (60.6%) of the subjects, in like manner, determined HUMOR as Not In Story in The Man in the Box, while the researcher rated in In Story for this book. The researcher and majority rater-group agreed that HUMOR was In Story in Matthew, Mark, Luke and John in that 113 (47.9%) of the subjects agreed with the researcher's decision.

Examination of results of researcher versus rater-evaluations of CREATIVE EXPRESSION in the three books evidenced that the researcher agreed with the majority-subjects on one of the books, and disagreed on two of them.

In The Little Fishes, the researcher disagreed with the raters in deciding that CREATIVE EXPRESSION was Stressed, while 85 (36.0%) of the subjects determined it In Story.

The Man in the Box' results showed that 89 (37.7%) of the raters agreed with the researcher's decision of Stressed on CREATIVE EXPRESSION in this book.

For Matthew, Mark, Luke and John, disagreement was again noticeable. The researcher determined CREATIVE EXPRESSION Stressed in the book, while the majority of 85 (36.0%) subjects determined it Not In Story.

Results determined that the researcher agreed specifically and entirely with the rater-group majority on 51 (69.0%) of her 75 value decisions made over the three books. These decisions were compiled from determinations on the following 17 values: GOOD HEALTH, SAFETY, COMFORTABLE LIVING, FRIENDSHIP, COOPERATION, VALUE-SYSTEM, INDEPENDENCE, ACHIEVEMENT, RECOGNITION, DOMINANCE, SECURITY, PRACTICAL, ECONOMIC, KNOWLEDGE, WORK, PLAY ACTIVITY and OWNERSHIP.

On 11 additional decisions of the 75 (14.7%), the researcher chose either In Story or Stressed, while the majority rater-group chose the other option of the two. The six values considered in this category were: LOVE OF FAMILY, BOY-GIRL RELATIONSHIPS, SELF-REGARD, AGGRESSION, HAPPINESS, and NEW EXPERIENCES.

Only two values of the 25 were those showing disagreement between researcher and the majority of raters' decisions; (HUMOR and CREATIVE EXPRESSION) and then not total disagreement, since only three of the six possible determinations on these two values were seen as those not



in agreement regarding whether the values were In Story or Not in Story. In every case of the three, the researcher saw the values as In Story (twice) or Stressed (once) and the majority of subjects determined that all three were Not In Story. On three decisions of the six made by the researcher on HUMOR (one) and CREATIVE EXPRESSION (two), agreement with rater-majority was evident. Therefore, on 62 (83.7%) of the 75 value decisions made by the researcher, the raters and researcher agreed that each value was included in the story, either as present or stressed. In summary, the researcher agreed with the rater-majority on 65 (86.7%) of her 75 value decisions over the books.

#### Summary--Part I

For Part I of the study, 83 children's books concerning American wartime involvement were read and coded by the researcher regarding thematic analysis and democratic value-identification. Analysis of the data showed that:

1. Every theme of the 83 evaluated was determined representative of one or more of the democratic concepts of individualism, the social order or intelligence by the researcher. Categories delineated included War, Orphans, Friendship, Poverty and Other.

2. Twenty-one (84.0%) of the 25 values considered in the 83 books evaluated by the researcher were found to be present or stressed above the 90th percentile.

Four (16.0%) of the values were determined present or stressed in the stories by the researcher, but to a percentile less than the ninetieth.

The average percentage of presence or stress over the 25 values in the 83 books determined by the researcher was 94.3 percent.

3. Peoples represented in one or more of the 83 books read and evaluated by the researcher numbered 17. The following ethnic groups were depicted: Americans, Australians, Chinese, Danes, Dutch, English, French, Germans, Greeks, Italians, Japanese, Jews, Koreans, Norwegians, Poles, Vietnamese and West Indians.

#### Summary--Part II

In Part II, 12 adults and 224 children were subjects of an inter-rater reliability study to determine the extent of agreement between and among subject-groups on the themes and values contained in three field-tested books, as well as provide credence for researcher-decisions through comparison with majority subject-group decisions. Analysis of the data showed that:

1. The twelve adult subjects evaluated every theme considered in the field-tested books as representative of one or more of the democratic concepts of individualism, the social order, or intelligence.

2. Seventeen (68.0%) of the 25 values were determined present or stressed over the three field-tested books by the 12 adults over the 90th percentile.

Eight (32.0%) of the values were determined present or stressed by the adults but to a percentile less than the ninetieth.

The average percentage of presence or stress over the 25 values in the three field-tested books as determined by adults was 88.1 percent.

3. The 224 child-subjects evaluated every theme considered in the field-tested books as representative of one or more of the democratic concepts of individualism, the social order or intelligence.

4. Five (20.0%) of the 25 values were determined present or stressed over the three field-tested books by the 224 children over the 90th percentile.

Thirteen (52.0%) of the 25 values were determined by the children as present or stressed between the 80th and 90th percentiles.

Seven (28.0%) of the values were determined present or stressed by the children below the 80th percentile.

The average percentage of presence or stress over the 25 values in the three field-tested books as determined by children was 79.9 percent.

5. Chi-square tests on adult-child thematic comparisons over each and all field-tested books revealed that on two of the three books, as well as in the additive score, the differences between the groups were significant at the .05 level of probability.

6. The 25 additive Chi-square tests on adult-child value comparisons over each and all books revealed that there were no significant differences at the .05 probability level on 18 (72.0%) of the 25 values considered, while significant differences at the .05 level were evident on seven (28.0%) of them.

The 75 individual Chi-square tests on 25 values over the three books resulted in the fact that 60 (80.0%) of the 75 tests showed no significant differences at the .05 probability level between child and adult raters, while 15 (20.0%) of the tests showed significant differences at the .05 level.

7. The inter-rater reliability of all subjects on all value determinations across all books was determined through an analysis of variance formula as having a coefficient of .89.

8. Combined thematic determinations of the majority percentages of adult and child groups agreed with those of

the researcher on two books of the three, while the subjects disagreed with the researcher on only one of the book's major themes.

9. Over the three field-tested books, combined value determinations of the majority percentage of adult-child groups agreed with those of the researcher as follows:

On 17 (68.0%) of the 25 values, perfect agreement was resultant from comparisons of researcher and subject-group determinations. These results included 51 (69.0%) decisions of 75 possible by the researcher.

On six (24.0%) values (which comprised 18 [24.0%] of the 75 possible researcher decisions), 11 (14.7%) determinations between the researcher and the rater-group were the same.

On two values of the 25 (which comprised six researcher decisions of her 75), the rater-group and researcher agreed on three of the six determinations.

Therefore, the researcher, in summary, agreed with the majority percentage of rater-group decisions on 65 (86.7%) of her 75 value determinations.

## CHAPTER V

### SUMMARY, IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary and Implications

The purpose of this study was to determine the extent to which democratic themes and values were identified in literature for children (ages ten through fourteen) concerning American wartime involvement, 1939-1971. The problem was deemed significant because of the widespread concern in the world today over communication problems that people are experiencing. Perhaps these difficulties are due to the fact that people hold different values, and are unwilling to consider those important to others. When communication has become totally impossible, men have often declared physical confrontation in the form of war to "solve" the problem. Since war is assumed by the researcher to be the ultimate act seen necessary for the preservation of the democratic values in America and therefore indicative of a strong threat to the basic foundations of the culture, she attempted to ascertain the extent to which the values were inherent in stories containing war-time content.

Given a definition of theme, the study was attempted in order to determine the extent to which the researcher and other adults and children would agree on their decisions. This aspect of the study was attempted as a means to determine the reliability of the researcher in recognizing themes and values in the literature used in the study.

In Part I of the study, the researcher read and evaluated 83 books identified through five professional bibliographic sources. Content-analysis was used as the data collection technique to determine the extent to which thematic and value determinations were those inherent in the democratic philosophy present in the literature about the designated wars. The three major concepts of individualism, the social order and intelligence were those the researcher designated as values inherent in the democratic philosophy.

In Part II, the reliability study, 12 adult professionals and 224 fifth and sixth grade children were queried regarding their evaluations of the same themes and values contained in three selected books.

Two instruments were devised for the study, and administered by the researcher. The Thematic-Analysis query was an open-ended response form. The Value-Questions form was a checklist which required a decision for each of 25 values, regarding absence, presence or stress in each story evaluated.

Part I

In Part I of the research, the following two questions were asked and answered:

Question One: To what extent are the themes identified in realistic fiction for children, ages ten through fourteen, concerning American wartime involvement 1939-1971 those which represent individualism, the social order and intelligence?

Every theme of the 83 books evaluated was determined representative of one or more of the democratic concepts of individualism, the social order or intelligence by the researcher. Categories delineated included War, Orphans, Friendship, Poverty and Other.

Question Two: To what extent are the democratic/social values of individualism, the social order and intelligence evaluated as present or stressed in the literature considered?

Twenty-one (84.0%) of the 25 values considered in the 83 books evaluated by the researcher were found to be present or stressed above the 90th percentile.

Four (16.0%) of the values were determined present or stressed in the stories by the researcher, but to a percentile less than the ninetieth.

The average percentage of presence or stress over the 25 values in the 83 books determined by the researcher was 94.3 percent.

In her evaluations of wartime-content literature for children, the researcher found that themes and values representative of the basic democratic concepts were highly prevalent in the books. The authors of the many stories



devoted their attention to intelligence as necessary for survival. The book characters exercise the ideal of intelligence as: facing the threat of imminent death; taking precautions for fear of collaborators in their environment; outwitting or outmaneuvering the enemy or occupation force through "underground" activities; publishing secret newspapers dependent on secret distribution and assisting refugees through fantastically well-organized international escape routes. Richard Armstrong both in Fight for Freedom and Ship Afire!; Paul Berna in They Didn't Come Back; Frank Bonham in Burma Rifles and The Ghost Front; Anton Catherall in Yugoslav Mystery; Miriam by Aimee Sommerfelt and the books by Howard Pease, Robb White, Gordon Shirrefs and Armstrong Sperry all contained exciting and authentically tension-filled concerns regarding intelligent behavior in the face of threat.

Individualism was treated through two specific techniques:

1. Basing stories on the lives of child protagonists to secure reader-identification in the graphic action and adventure;
2. Presenting the participatory point of view of those activated for war, whether through the draft or voluntary association with their country's interest.

Books relating to the individualistic approach were Elliott Arnold's A Kind of Secret Weapon, Balderson's When Jays Fly to Barmo, Bernhardsen's Fight in the Mountains and McKown's Janine.

Particularly outstanding writers of this personal approach to immediate and continuing identification on the part of the reader through reasons put forth and carried through the stories so effectively were: Constance Savery (Enemy Brothers); John Tunis (His Enemy His Friend and Silence Over Dunkerque); James Forman (Ceremony of Innocence; My Enemy, My Brother; Skies of Crete); Jill Walsh (Fireweed; The Dolphin Crossing); Anne Holm (North to Freedom) and Florence Crannel Means (The Moved-Outers). Each involved a personal commitment to the cause which the individual chose to determine for himself, yet always considering the others in his close relationships while determining his specific direction.

Social conscience was a pervading theme in most of the books, because the writers, in dealing with wartime fiction, had a message to convey regarding the interpersonal and societal importance of its effects on the lives and destinies of the characters involved.

Authors whose major concern seemed pertinent to this classification were Pearl Buck (Matthew, Mark, Luke and John), Hestor Burton (In Spite of all Terror), Meindert De Jong (House of Sixty Fathers), Mary Dunn, (The Man in the Box), Erik Haugaard (The Little Fishes), Josef Grund (Never to be Free), Marie McSwigan (Snow Treasure), Irving Werstein (The Long Escape), Sally Watson, (To Build a Land), and Sigurd Senje (Escape!).

The researcher's value consideration of the books resulted in her finding 21 (84.0%) of the 25 values determined present or stressed above the 90th percentile over the 83 stories evaluated.

The values of Independence, Achievement, Recognition, Knowledge, Self-Regard, Dominance and Aggression and Practical were most obvious in the stories of wartime action, mystery, intrigue and adventure, as specified by author and title in the thematic discussion of Intelligence. Individualism as a theme included the values of Security, Happiness, Humor, Creative Expression, Friendship, Value-System, New Experiences, Safety, Good Health and Boy-Girl Relationships. These values were obvious in the books cited under thematic consideration of Individualistic novels.

Under the thematic concern Social Order, the values of Play Activity, Comfortable Living, Love of Family, Cooperation, Economic and Ownership were notable in the stories mentioned.

### Conclusions--Part I

The results of Part I of the study indicated that fiction for children concerning American wartime involvement does in fact contain the themes and values defined as democratic by the researcher. The thematic inclusion of every book considered and the presence or stress of 21 of 25 values over the 90th percentile across the 83 stories considered gives credence to this conclusion.

As a result of the evidence, teachers, librarians and interested others working with children have been provided with a significant number of literary selections to use in helping children become more conscious of and interested in their American way of life. The stories have provided, through wartime content, some threat to democracy. Value-consideration and thematic analysis of the overall messages in the literature may be thoughtfully considered and evaluated by interested readers.

## Part II

In Part II, the reliability study, nine questions were asked. The questions, answers and implications are here presented.

Question One: To what extent do professional adult evaluators of three selected books agree in determining themes as those which represent individualism, the social order or intelligence?

The 12 adult subjects evaluated every theme considered in the field-tested books as representative of one of the democratic concepts listed above. The 36 determinations of theme by the raters were determined in descending order of importance as: Friendship (38.9%), Other (33.3%), War (25.0%), and Orphans (2.8%).

These results indicate that, through content analysis, adult professionals find American democratic concepts in children's wartime-content literature. The thematic assessment of these books and any like them would

probably transmit the ideological and societal concerns of America for the interest, enjoyment and evaluation of the children with whom they function in school.

Question Two: To what extent do professional adult evaluators of three selected books agree in determining whether democratic/social values are either present or stressed?

Seventeen (68.0%) of the 25 values were determined present or stressed over the three field-tested books by the adult group over the 90th percentile.

Eight (32.0%) of the values were determined present or stressed by the adults, but to a percentile less than the ninetieth.

The average percentage of presence or stress over the 25 values in the field-tested books as determined by adults was 88.1 percent.

Because of the high percentage of value-inclusion determined by adults, the fact seems clear that they would not hesitate to share with children these particular books or any like them, in order to help children find interesting, worthwhile and significant literary selections through which they can vicariously participate in democratic value-concerns.

Question Three: To what extent do child evaluators of three selected books agree in determining themes as those which represent individualism, the social order or intelligence?

The 224 child-subjects evaluated every theme considered in the field-tested books as representative of one of the democratic concepts listed above.

In descending order of determination, child-decisions were: Friendship (34.7%), Orphans (24.5%), War (21.1%), Other (10.4%) and Poverty (9.2%).

One hundred percent of the 224 children determined themes in the field-tested books as democratically oriented. It seems evident that boys and girls are capable of determining themes inherent in literature. If children, therefore, were given a chance to respond more often to the stories they experience, positive results in development of critical reading and thinking skills and attitudes would probably become significantly apparent to teachers and librarians who work with them.

For a child to have the opportunity to develop critical and creative thinking through reading, he must first be made aware of the concepts and possibilities available. Foreshadowing, point of view and mood are techniques deliberately used by writers to create interest and motivation. The child may then decide to interact with the words literally or go beyond what the selection specifically states.

More time should be spent in school on literary interaction. The basis for offering children the best that literature has to offer would be to assist in aiding children to actualize their reading and thinking potential. In order to express their thoughts, boys and girls must be given time and opportunity to read, listen to, identify with, internalize, evaluate and judge what they've read, and

contemplate alternatives resultant. It is our responsibility to see that the time and opportunity are afforded them.

Question Four: To what extent do child evaluators of of three selected books agree in determining whether democratic/social values are either present or stressed?

Five (20.0%) of the 25 values were determined present or stressed over the three field-test books by the 224 children over the 90th percentile.

Thirteen (52.0%) of the 25 values were determined by the children as present or stressed between the 80th and 90th percentiles.

Seven (28.0%) of the values were determined present or stressed by the children below the 80th percentile.

The average percentage of presence or stress over the 25 values in the three field-tested books as determined by children was 79.9 percent.

As a result of the high percentage of child agreement on evaluations of presence or stress of democratic values in the field-tested books, it seems very likely that given the opportunity, boys and girls can identify, delineate between and compare their personal and individual value responses to literature. This fact needs to be recognized by both professionals and children, themselves, so that all may have motivation and confidence in further enjoyable, critical and creative reading and thinking.

Another result of such high inter-rater agreement implies that the majority of those exposed to the

field-tested books were able to decidedly recognize the values that the author presented, consciously or unconsciously.

If the 224 children who participated in this study were able to recognize specific values as present or stressed, there is no reason to believe that similar results would not be resultant from other studies of this nature. Therefore, it would seem that children are aware of and can discriminate value-identification in response to literature.

Question Five: To what extent do child and adult evaluators of themes agree?

Chi-square tests of adult-child thematic comparisons over each and all field-tested books revealed that on two of the three books, as well as in the additive score, the differences between the groups were significant at the .05 level of probability.

Since children and adults significantly disagreed on their determinations of themes in two of the books evaluated, it might be assumed that the groups (adults and children) consistently assess themes in a disparate manner.

Evaluations on The Man in the Box revealed no significant difference between adult and child thematic comparisons. For The Little Fishes, adults chose only the two categories of War and Other, while children's responses were spread across all five choices. The fact,



in this case, was that the adults were more specific and discriminating in their choices of theme, because in half of the instances they chose Other, and described their personal opinion in their "remarks"; whereas the children tended to decide on a statement and not elaborate at length. Thus, child-responses were more generally stated, and not lengthily explained. On the Matthew, Mark, Luke and John, six (50.0%) adults chose Friendship as the theme, and none chose Poverty; while the children's determinations were again widely scattered across all possibilities.

Question Six: To what extent do child and adult evaluators of values agree?

The 25 additive Chi-square tests on adult-child value comparisons over each and all books revealed that there were no significant differences at the .05 probability level on 18 (72.0%) of the 25 values considered, while significant differences at the .05 level were evident on seven (28.0%) of them.

The 75 individual Chi-square tests on 25 values over the three books resulted in the fact that 60 (80.0%) of the 75 tests showed no significant differences at the .05 probability level between child and adult raters, while 15 (20.0%) of the tests showed significant differences at the .05 level.

The results specified above add credence to the postulation that professional adults and children indeed do see similar democratic values inherent in the literature

to which they've been exposed. In many cases, adult professionals are accused of not being able to judge for or think like a child, and therefore are not effective in recommending good literature for children's enjoyment and growth. That perception seems to have been disproved through the results of this study. The findings herein are heartening and supportive.

Question Seven: What is the overall inter-rater reliability coefficient of all subjects regarding values?

The inter-rater reliability of all subjects on all value determinations across all books was determined through an analysis of variance formula as having a coefficient of .89.

A reliability coefficient as high as .89 indicates, particularly in consideration of such personal, subjective and individually unique perceptions as literary values, a significantly strong agreement between those determining value identification on these books.

If this could be proven true more often, postulations that adults and children derive different understandings from literature could well be proved entirely false.

Question Eight: To what extent do combined thematic evaluations of children and adults approximate those of the researcher?

Combined thematic determinations of the majority percentages of adult and child groups agreed with those of the researcher on two books of the three, while the

subjects disagreed with the researcher on one of the books' major themes.

On The Little Fishes, only 25 (10.6%) of the rater group agreed with the researcher on her thematic choice of Other (survival of the fittest). The majority of 65 (27.5%) raters chose War.

On The Man in the Box, the researcher's opinion agreed with that of the majority of 142 (60.2%) raters that Friendship was the theme dominant.

In Matthew, Mark, Luke and John, the majority of 107 raters (45.3%) agreed with the researcher's thematic determination of Orphans as dominant.

Therefore, the researcher and rater-majority closely approximated one another's decisions in two of the three evaluations. This supports the fact that adults, children and the researcher determined similar conclusions in thematic decisions on two of the three books judged by all.

Question Nine: To what extent do combined value determinations of children and adults approximate those of the researcher?

Over the three field-tested books, combined value determinations of the majority percentage of adult-child groups agreed with those of the researcher as follows:

On 17 (68.0%) of the 25 values, perfect agreement was resultant from comparisons of researcher and subject-group determinations. These results included 51 (69.0%) decisions of 75 possible by the researcher.

On six (24.0%) values (which comprised 18 [24.0%] of the 75 possible researcher decisions), 11 (14.7%) determinations between the researcher and the rater-group were the same.

The researcher agreed with the rater-group majority on 51 (69.0%) of the 75 decisions made regarding 17 (68.0%) of the 25 values, and agreed with the majority additionally on 11 (14.7%) of the decisions regarding six other values.

Consideration of the two remaining values, Creative Expression and Humor indicated that the researcher agreed with the rater-majority on three of the six possible decisions; in one instance on Humor, and in two evaluations of Creative Expression.

In summation, the researcher and rater-group decisions were in agreement on 65 (86.7%) of her possible 75 value determinations over the three selected books.

The reliability of the researcher's value decisions reflects substantial credence, then, as a result of this study on the books specified.

### Conclusions--Part II

The reliability study resulted in the fact that both children and adult majorities affirmed themes and values classified by the researcher as representative of democracy inherent as present or stressed in the three field-tested books evaluated.

Results of individual and combined-group analyses proved that boys and girls agree with the professional adults in their school world to a large extent, on the themes and values found in wartime-fiction experienced and considered critically.

Comparative evaluations between the researcher and combined subjects indicated that on thematic assessment there was not specific-determination agreement, though as defined and categorized regarding democracy, all evaluations were inclusive.

The researcher and rater-groups agreed closely on determinations of values present or stressed in the field-tested materials.

### General Conclusions

The conclusions resultant from both aspects of this study may be generalized as follows:

1. As a result of the literary experience achieved through wartime content books, a vast field of available material is pertinent and promising, as identified through this study, for value identification and thematic analysis of democratic value transmission, a major responsibility of the school as a social institution.

2. Children and adults in this country, through examination of the literature, may become more aware and perceptive regarding the negative efficacy of war as a problem-solver to communication breakdown. The books

identified herein may provide outstanding vicarious experience in understanding the horrors and finality of personal investment, and thereby will have the awareness necessary to consider almost any alternative possibility available.

3. Thematic analysis is possible and effectively done by both children and adults regarding the same literary selections, as is value-identification.

4. Children and the adult-professionals in their school world agree with one another to a high degree, concerning evaluations of themes and values in three field-tested books.

5. The subject group agreed strongly with the researcher on evaluations of value contained in the stories, and it would thus seem promising for others to undertake similar literary research to help broaden and strengthen the appreciation and values inherent in literature for children.

#### Recommendations

Recommendations for further research as well as possible extended uses of this study are noted here.

The reactions of child-listeners might be investigated using the thematic and value instruments developed for this study to examine any genre of literature: biography, autobiography, science fiction, historical fiction, etc. Values are transmitted through literature

of every genre, and specifying themes and values could help children clarify what the reasons are for learning about any area through literary consideration.

The reactions of individual readers might be analyzed through a study similar to this one. Individual readers may respond in ways similar or different from children listening to stories. The person reading alone could adjust his rate of internalization and response while having no classmates with whom to discuss ideas inherent in the books.

Oral taping of comments on theme and value questions might be used in lieu of written responses. Listening and speaking are prerequisite and personally preferable to most people because the interaction includes non-verbal behavior. Recording views may result in the fact that children respond sooner and more enthusiastically to questions asked. The child who has difficulty expressing himself in writing can usually speak with less painful or personally frustrating results. The possibilities of feeling time-pressure and peer participation could have negative effects, too.

Book checkouts by children in any library might be utilized to secure voluntary subjects for literary responses on reading choices of children, and willing subjects might then be asked to participate in a study similar to this, regarding response to literature's thematic and value inclusions. This would broaden the number of

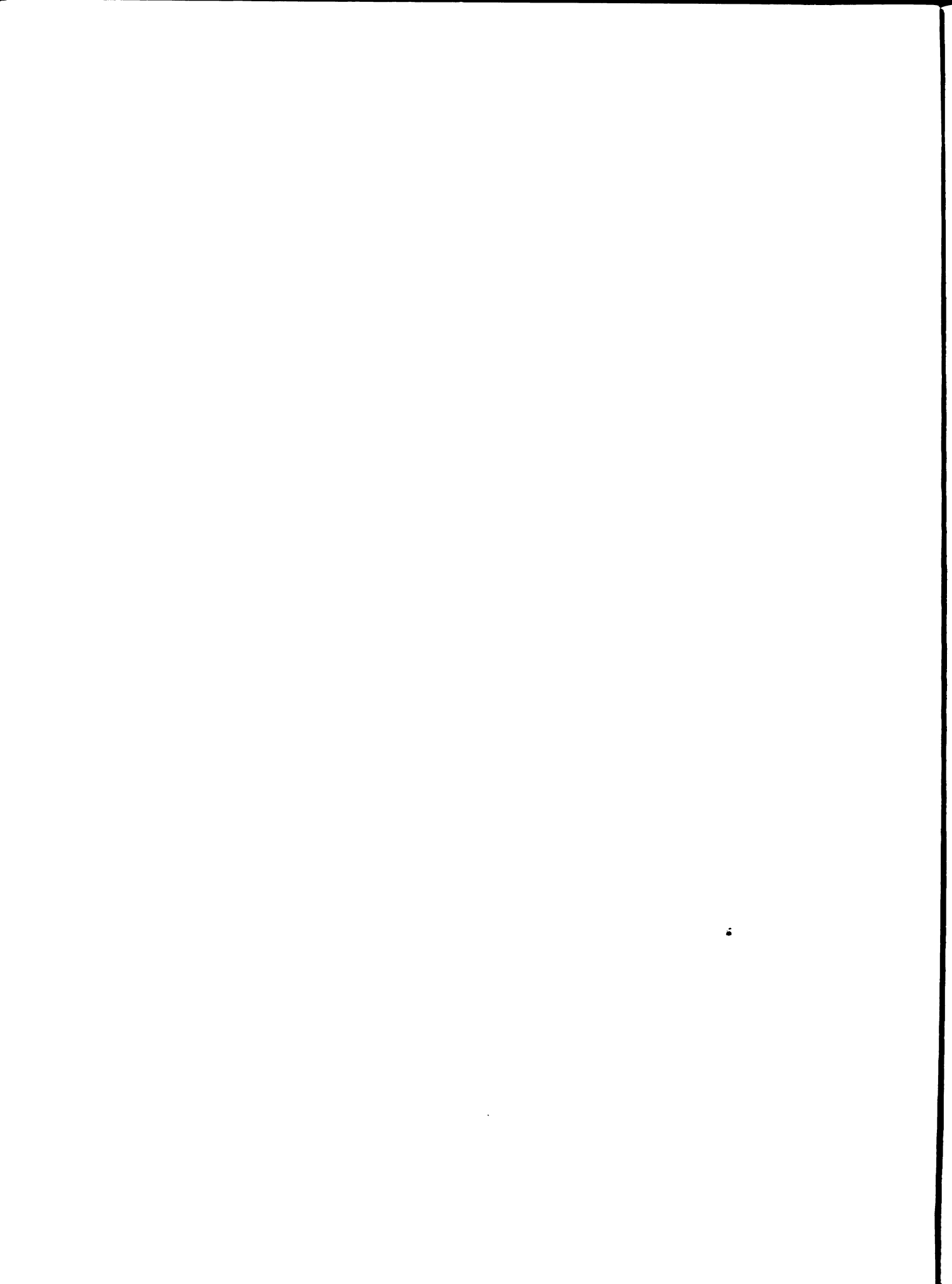
children becoming consciously aware of literature's many facets, and add evidence on thematic and value decisions made by them regarding literature.

A study similar to this might be undertaken by teachers or librarians themselves, in an informal manner. This activity might help the professionals to become more aware of the fact that children are able and willing to express their opinions, if given the opportunity. We assume to know many things we are at best, unsure about. Any research that focuses on children and their reading should be of value and interest to both children and adults.

Examination of the themes and values in factual literature could well be compared with fictional offerings, thus promoting critical reading skills of comparative-source reliability, the importance of weighing evidence, and judgment and evaluation of information. The critical skills mentioned here are rarely taught in any manner except adjunctively, through the sixth grade level. Helping children to learn the habit of critical thinking and the pleasure involved in doing so would add positively to both personal and cognitive understanding.

A study of factual literature from other countries concerning wartime periods might yield interesting point-of-view differences compared to American history selections. The translated fiction identified and read for Part I of this research contained the point-of-view of the country in which the protagonist was located during the





war. Factual literature that children read in school may reflect a very different view than the fictional books, because each individual and country is concerned that their ideals be transmitted to their children. If censorship were not so ingrained and if wide and alternative reading were encouraged, readers would have more of a basis for the things they believe in, having experienced divergent expressions on any given subject.

It has been said that all literature contains themes and values. Any further study to focus on the awareness of thematic and value identification would be advantageous to children and adults alike. The fact that themes and values are present in literature hardly anyone questions. Whether readers are aware of them is another question. Since awareness is one of the first steps toward personal involvement and identification, it would seem pertinent for anyone to learn and refine their own.

A wider, more broadly encompassing study might be done using random sampling techniques and/or longitudinal follow-up. For generalization purposes it is necessary to select samples for research randomly. This procedure aids in enhancing the reliability of various measures for predictive purposes. Longitudinal studies are few, because of the time elements involved and the difficulty of locating subjects as their geographical settings change.

Benefit can be gained through administrations over time in many ways, one of the most interesting that of the change and growth noticeable from intervening experience.

A study utilizing equal numbers of adults and children might reveal interesting one-to-one comparative responses. This type of study could provide information on many specific titles, and would best be amenable to a home or library setting, in that school interaction of necessity involves fewer adults to available numbers of children. Since people mainly base what they think on their personal experience, adult-child responses here would provide an interesting aspect of literary response rarely researched, in the academic sense of the word.

Biographies of children's book authors might be examined, to determine point-of-view and the extent of involvement of a person's life evident in his writing. Such material could also be used motivate interest in the humanitarian aspect of proving to children that books are written by people . . . a fact which many boys and girls have never thought about.

Books by selected authors from this study might be read and compared as to the various components of literature, such as style, plot, characterization, etc. Literary appreciation might well flourish through analysis of this type, when voluntarily entered into by children.

A follow-up study might investigate the extent of agreement on themes and values determined by a large

sampling of professional adults involved in the world of children and their books. Such a study would provide more information on the subject of adults' responses to literature classified as "children's," and thereby provide more extensive credibility toward the conclusion that, in fact, views of the groups are amazingly similar.

Articles in newspapers and magazines might be used as subject matter for thematic determination and value-inclusion. This aspect of literary research would provide everyday, down-to-earth, practical consideration of a familiar aspect, content-wise, of a child's life. Awareness of skewed reporting, editorial opinion and truth in advertising are all interesting and realistic concerns that people need to know about. Evaluative judgments based on multiple sources provide cognizance of the necessity for being well-informed, in order to function as an effective and efficient member of society.

The question of present definitions of democratic values as assessed by children and adults might reveal interesting concepts prevalent in the U.S. today, our society having so recently decided to withdraw from foreign-war entanglements, whatever the concern. The request of such information might reveal startling differences of opinion regarding the basic tenets of democracy; whether it is still functional in the minds of those living in our culture today; which aspects are most personally valued, etc.

In the past, the trend was that American books were most often translated for consideration of other countries and cultures because of our economic ability to do so, in contrast to the political and economic situations elsewhere in the world, that did not permit it to as great an extent. Translations are becoming increasingly more available for Americans, and the opportunity is more present for us to gain international points-of-view and inter-cultural understandings that were previously difficult to internalize. Perceptions, identifications and insights into others should help international understanding, and hopefully be pertinent to positive communication in lieu of the ignorance and mistrust that can lead to war.

The significant opportunity to read so many war-time books was a rewarding experience for the researcher, in learning of the many outlooks, situations and nationalistic points of view of countries involved in wartime conflict, through the eyes of child-protagonists. The abilities of the children to cope with the varying yet poignant and fearful survival activities were fascinating, unbelievable at times and highly encouraging, at the very least. The children honestly faced and were able to cope with the problems confronting them, whether those of personal threat, "resistance" for the benefit of others or familial and friendship involvements. The stories, to a great extent, ended realistically, necessarily thus including many

unhappy or unresolved endings, requiring that the reader know and weigh the values inherent in the wartime setting.

In the reliability study, the adults and children became very involved in the books. The boys and girls refused to accept the realistic end of The Man in the Box (wrote to the author in protest!) and chose to ignore the destiny of the people concerned in The Little Fishes.

The one aspect of the study that proved somewhat interesting regarding future research on the subject was the choice of terms and definitions for values. As explained in the description of the administration of the children's value-questions checklist, some of the values were unclear to the boys and girls because of the positive-negative inherence in the stories, or their inability to understand and identify with the specifics expressed.

If both adults and children are able to broaden their awareness and perspectives of life through literature, then our educational and democratic/social ideals of individualism, social conscience and intelligence will have become significant goals toward which to strive in understanding of the self and others.

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## APPENDICES

APPENDIX A

RALPH K. WHITE'S VALUE CATEGORIES



RALPH K. WHITE'S VALUE CATEGORIES<sup>1</sup>

<u>Goals</u>	<u>Standards of Judgment</u>
<u>Physiological</u>	<u>Moral</u>
Food	Morality
Sex	Truthfulness
Rest	Justice
Activity	Obedience
Health	Purity
Safety	Religion
Comfort	
<u>Social</u>	<u>Social</u>
Sex-Love	Pleasant Personality
Family-Love	Likeness or Conformity
Friendship	Manners
	Modesty
<u>Egoistic</u>	Generosity
Individualism	Tolerance
Achievement	Group Unity
Recognition	
Self-Regard	<u>Egoistic</u>
Dominance	Strength
Aggression	Determination
	Intelligence
<u>Fearful</u>	Appearance
Emotional Security	
<u>Playful</u>	<u>Miscellaneous</u>
New Experience	Carefulness
Excitement	Cleanliness
Beauty	Culture
Humor	Adjustment
Creative Self-Expression	
<u>Practical</u>	
Practicality	
Economic Value	
Ownership	
Work	
<u>Cognitive</u>	
Knowledge	
<u>Miscellaneous</u>	
Happiness	
Value-in-general	

<sup>1</sup>Ralph K. White, Value Analysis: The Nature and Use of the Method (New York: Society for the Psychological Study of Social Issues, 1951), p. 12.

APPENDIX B

LELAND B. JACOBS' LISTING  
OF DEMOCRATIC VALUES

LELAND B. JACOBS' LISTING OF  
DEMOCRATIC VALUES

Leland B. Jacob's specification of democratic values:

- I. Concerning the Optimum Development of the Individual
  - A. Is the individual human life precious? Is the common man valued in his society?
  - B. Is the individual, living in a dynamic universe, viewed as a developing, changing organism, emergent and becoming?
  - C. Is the personality development of every individual viewed as a unique development? Is this uniqueness viewed as being the result both of biological inheritance and the interaction of the individual with his natural-social environment?
  - D. Does every individual live equally freely with all other individuals, regardless of race, color, or creed?
  - E. Does every individual have the opportunity to develop to his optimum capacity, limited only by the similar rights of others?
  - F. Does the individual have sufficient nurture and security to achieve, in terms of his unique potentialities, a significant personality?
  - G. Is the individual's behavior viewed as purposive and goal-seeking?
  - H. Is the individual, in his personality development, viewed as seeking to maintain equilibrium for the integration of his total life pattern?
  - I. Is the individual, in his total growth pattern, viewed as developing through his experiences and his interpretations of the meaning of these experiences?
  
- II. Concerning the Nature of the Democratic Social Order
  - A. Is the democratic society presented as recognizing its responsibility for promoting the optimal development of its every individual?

- B. Is the democratic society presented as an inter-dependent society in which the individual and the society emerge and develop interactively?
- C. Is the democratic society viewed as a voluntary society?
- D. Is the democratic society viewed as a mobile evolutionary society?
- E. Is the democratic society presented as an "experimentally-minded" society?
- F. Is the democratic society presented as distinctively cooperative?

Is cooperation presented as fostering the desire and disposition to participate and share in the solution of social problems?

Is cooperation presented as utilizing the combined intelligence of all its people in facing up to the cleavages and problems of the democratic social order?

Is the democratic society presented as solving its problems by widening and deepening the areas of common interests and common concerns?

- G. Is the democratic society presented as fostering the tolerant consideration of others who hold values differing from one's own?

### III. Concerning the Utilization of the Method of Intelligence

- A. Is the universe viewed as an emerging unitary system which sustains no a priori laws from which man may deduce final truth?
- B. Is human progress presented as dependent upon the persistent exercise of critical and creative individual and group intelligence?
- C. Is the common man, thinking and acting cooperatively with his fellow men, viewed as capable of making intelligent decisions for the promotion of the group life?
- D. Are democratic decisions and solutions to problems arrived at on the basis of reason rather than on the basis of blind emotion, random trial and error, or absolute authority?

- E. Is intelligent behavior viewed as insightful, purposeful, and experimental? Is intelligent behavior viewed as denying fixed standards, absolute authority, a priori laws, or supernatural dictates?
- F. Is intelligent behavior viewed as assuming reflection upon all issues involved, suspension of judgment until all relevant, obtainable data are evaluated, and action taken in full consideration of possible consequences?
- G. Are ideals, social patterns, and standards of conduct and morality viewed as relative? Are they viewed creations of man? Are they viewed as arising from and being tested by experience?
- H. Are practice and standards viewed as being true or moral or valid to the extent that they prove reliable when tested by experience?

APPENDIX C

CHILDREN'S BOOKS INAPPROPRIATE  
TO THE STUDY

CHILDREN'S BOOKS INAPPROPRIATE

TO THE STUDY

This short booklist contains titles that were identified through bibliographic sources as pertinent to the study, read by the researcher, and determined irrelevant because of no wartime concern, no American involvement or factual in lieu of fictional stories:

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- Gray, Elizabeth, Janet. Sandy. New York: The Viking Press, 1945.
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- White, Robb. Secret Sea. New York: Scholastic Book Services, Scholastic Magazines, Inc., 1971. (1947 originally.)
- Whittle, Tyler. The Spinning Tops of Naples. Philadelphia: Chilton Books, 1965.
- Yong-Ik, Kim. The Happy Days. Illus. by Arthur Markonia. Boston: Little, Brown & Co., 1960.
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APPENDIX D

THEMATIC ANALYSIS FORM

THEMATIC ANALYSIS

Book Title: \_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

To the reader: Every book has a theme. It has been defined as "the author's message to the reader."

A. What theme do you think the author of \_\_\_\_\_ had in mind when the book was written?

B. Give 2 reasons for what you mentioned:  
(The reasons may be quotations directly from the book, or stated in your own words.)

1.

2.

C. What did you think of \_\_\_\_\_?

D. Would you have liked him as a personal friend? Yes \_\_\_ No \_\_\_  
Why or why not?

E. Do you have any other comments about the book?

APPENDIX E

CHARACTERISTICS OF THE GOOD  
DEMOCRATIC CITIZEN

# CHARACTERISTICS OF THE GOOD DEMOCRATIC CITIZEN<sup>1</sup>

## The Good Citizen

- \*1. Believes in equality of opportunity for all people:
  - a. Treats all men with respect, regardless of their station in life;
  - b. Rejects distinctions based on race, creed, or class;
  - c. Exerts his influence to secure equal opportunity for all, in accordance with ability;
  - d. Upholds the principle that all men are equal before the law and entitled to the equal protection of the law;
  - e. Believes that the right to vote should not be denied on the basis of race, sex, creed, or economic status.
  
- \*2. Values, respects, and defends basic human rights and privileges guaranteed by the U.S. Constitution:
  - a. Knows the provisions of the Bill of Rights;
  - b. Upholds freedom of speech for ideas he doesn't like;
  - c. Goes beyond legal requirements by observing the spirit of the Bill of Rights in situations not covered by law.
  
- \*3. Respects and upholds the law and its agencies:
  - a. Upholds the idea of government by law;
  - b. Insists upon equality before the law and equal protection of the law for all;
  - c. Insists upon the use of due process in all legal action;
  - d. Obeys the law, condemns lawbreaking and supports officials in their work of law enforcement;
  - e. Willingly performs jury service, regarding it as one of his contributions toward law enforcement;
  - f. Respects and supports officers who enforce the law, but does not permit his zeal for law enforcement to encourage officials to infringe upon guaranteed civil rights;
  - g. Understands what perjury means and testifies honestly.

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<sup>1</sup>Ryland W. Crary, (ed.), Education for Democratic Citizenship, 22nd Yearbook National Council for the Social Studies, 1951, 154-160.

\*Points relevant to development of researcher's Value-Questions checklist.

- \*4. Understands and accepts the following democratic principles as guides in evaluating his own behavior and the policies and practices of other persons and groups, and judges his own behavior and the behavior of others by them:
- \*a. That each individual possesses dignity and worth as a person and is entitled to consideration as a person;
  - \*b. That governments exist by the consent of the governed;
  - c. That each citizen has certain civil rights guaranteed by the Constitution; -
  - d. That government is by law, not by men;
  - e. That in a large nation with diverse social and economic groups compromise is frequently necessary;
  - \*f. That since the people are intelligent enough to govern themselves, they do not need protection by censorship--hence free speech, a free press, and academic freedom are necessary.
- \*5. Understands that in the long run people will govern themselves better than any self-appointed group would govern them:
- a. Rejects all group claims to special privilege based on birth, wealth, place of origin, or place of residence;
  - b. Consults the advice of experts within their field of competence by considering their recommendations within a framework of total needs;
  - \*c. Expands his range of interests to gain some basic knowledge in many fields where his vote may help make a decision;
  - \*d. Favors better and more education as a means for improving the quality of government;
  - \*e. Realizes that democracy is, and has been, challenged by ideologies which reject its principles.
- \*6. Puts the general welfare above his own whenever a choice between them is necessary:
- a. Avoids the abuse of public benefits, e.g., the misuse of unemployment compensation by a process of malingering;
  - b. Devotes time to community organizations and services without pay;
  - c. Has enough insight to realize that in the general welfare may be his own long-term welfare.

- \*7. Feels that he has inherited an unfinished experiment in self-government which it is his duty and privilege to carry on:
- \*a. Realizes the dangers to democracy from internal pressures arising from bigotry and prejudice;
  - b. Realizes that methods for meeting current economic problems such as labor-management relations and boom-depression cycles can be improved;
  - c. Denies to any group the right to use illegal or extra-legal methods of installing or enforcing its program;
  - \*d. Recognizes the dangers to democracy of a totalitarian philosophy based on fascism, communism, or excessive nationalism;
  - \*e. It is critically aware of differences between democratic ideals and accomplishments, but works to improve accomplishment and refuses to become cynical about the differences. Recognizes that one function of idealism is to achieve a better reality.
- \*8. Exercises his right to vote:
- a. Rejects emotional appeals when such appeals have little relation to the issues discussed;
  - b. Realizes that in a community where voters are apathetic a small minority may hold the power to govern;
  - c. Will find out how, when, where to register in order to be qualified to vote;
  - d. Votes habitually in primaries, recognizing the importance of the primary in selecting candidates;
  - e. Avoids narrow advantages based on parochialism and provincialism in consideration of candidates and issues;
  - f. Studies the main issue in each bond issue, referendum on public questions, and other issues to be decided by the electorate at the polls.
9. Accepts civic responsibilities and discharges them to the best of his ability:
- a. Regards a public office as a public trust;
  - b. Gives the holding of public office a high priority among the obligations he owes to society;
  - c. Refuses to act arbitrarily or approve of arbitrary official action even when his own party or faction stands to gain from it;
  - d. Recognizes his obligation to render military service or other appropriate service in time of war.

- \*10. Knows techniques of social action (e.g., how to win support for desirable legislation) and can cooperate with others in achieving such action:
- a. Relies upon persuasion within a framework of fair play for gaining adherents to his cause;
  - b. Avoids exaggerated claims for his program which may encourage a reaction when the promised benefits fail to appear;
  - c. Does not allow his enthusiasm for the success of his project to lead him to accept compromises which are prejudicial to the general welfare;
  - \*d. Accepts the necessity for honest compromise as a part of the democratic process;
  - \*e. Realizes that the best opportunity for a single individual to influence public decision is through cooperation;
  - f. Participates in organizational activity at the neighborhood level and knows how to relate this activity to larger social units;
  - g. Attends meetings, uses forums, letters to the papers, and petitions to contribute to plans and programs that lead to public action.
- \*11. Accepts the basic idea that in a democracy the majority has the right to make decisions under the Constitution:
- a. Acts on the basis that as a member of the minority he is free to speak, write and work for a reversal of the majority decision; Does not, as a member of a minority, ignore or sabotage a decision which the majority has legally made;
  - b. Relies upon the courts to decide questions of law and fact and does not take the law into his own hands;
  - c. Understands the device of divide and rule practiced by unscrupulous minorities to make a majority impotent, and guards against it.
- \*12. Assumes a personal responsibility to contribute toward a well-informed climate of opinion on current social, economic, and political problems or issues:
- \*a. Knows and practices the basic skills of critical thinking:
    - a. locates and evaluates evidence relevant to the issues at hand,
    - b. analyzes the elements of a controversial issue and weighs the motives of interested parties,
    - c. understands the methods and devices of the propagandist,

- d. reserves his reasoned decision until considerable evidence has been weighed, then takes a working hypothesis which he acts upon if action is necessary, and
  - e. subjects this working hypothesis to future modification if new evidence warrants it;
  - \*b. Cultivates the habit of keeping well informed on current affairs, through diverse sources of information;
  - \*c. Discusses public issues with others, reflecting and learning from their views, and exerting the force of his own reasoned opinions;
  - \*d. Knows how to use available channels of communication, such as forums, clubs, letters, petitions, speeches, etc., in cooperation with others of like views to influence public decisions for social action;
  - \*e. Learns to express effectively the judgments at which he has arrived;
  - \*f. Before expressing any judgment he tests it for consistency with democratic assumptions;
  - g. Respects the honestly held views of others and minimizes personalities and loyalties to groups in considering ideas.
- \*13. Realizes the necessary connection of education with democracy:
- \*a. Realizes need for academic freedom if education is to make its full contribution to democracy;
  - \*b. Accepts the proposition that if the people are to rule, then the people must be enlightened;
  - c. Upholds the principle of a career open to talents through free education as an alternative to any scheme for aristocratic leadership.
14. Respects property rights, meets his obligations in contracts, and obeys regulations governing the use of property:
- a. Refrains from willfully damaging the property of others, exercises care against accidental damage, and repairs any damage he has caused;
  - b. Does not enter into a contract unless he is reasonably sure of his ability to meet his obligations;
  - c. Recognizes that some controls on the use of property are necessary for the general welfare, such as building regulations, zoning ordinances, etc.



15. Supports fair business practices and fair relations between employers and employees:
  - a. Opposes false and misleading advertising as a form of fraud;
  - b. Recognizes the right of workers to form unions for the purpose of collective bargaining;
  - c. Condemns the use of violence as a means for settling economic issues;
  - d. Regards it as a civic duty to get a job and to do it well;
  - e. Recognizes that he has a stake as a citizen and consumer in disputes between economic groups, particularly if essential services are involved.
  
16. Assumes a personal responsibility for the wise use of natural resources:
  - a. Avoids habits of waste or carelessness which consume or destroy natural resources without raising the standard of living;
  - b. Supports public measures for the preservation of such natural resources as topsoil, irreplaceable minerals, and forests.
  
17. Accepts responsibility for the maintenance and improvement of a competitive economic system assisted and regulated when necessary by governmental action:
  - a. Understands and values what a competitive economic system has already accomplished and its future possibilities;
  - b. Understands that the competitive economic system has relied upon private initiative to release creative and productive energy;
  - c. Understands that the growing interdependence of society has created needs for regulation in the public interest;
  - d. Favors the use of public funds for research and technological development of long-range programs which may add to the nation's wealth in fields where private enterprise has not produced adequate development and in those where private development would be incompatible with the public interest;
  - e. Is aware of the unsolved problems of our economy, e.g., the business cycle, the social and economic consequences of distribution;
  - f. Is aware that economic monopoly carries with it economic power and potentially political power.
  
18. Knows in general how other economic systems operate, including their political and social consequences:
  - a. Knows that communism as an economic system reduces private property to a minimum;

- b. Knows that socialism as an economic system provides for public ownership and operation of public utilities, public services, and basic processing industries as public concerns;
  - c. In studying other economic systems, he gives full consideration to the possible losses to the individual in terms of freedom and to the community in terms of incentive;
  - d. Balances these possible losses against possible gains in security in studying other economic systems.
- \*19. Knows about, critically evaluates, and supports promising efforts to prevent war, but stands ready to defend his country against tyranny and aggression:
- \*a. Recognizes the factors in international relations which lead to armed conflict, economic rivalry, power politics, and ideological differences;
  - \*b. Recognizes achievements made by international organizations in the interest of peace, order, and human welfare;
  - \*c. Has enough perspective to see in events in other countries threats to peace and freedom in his own;
  - d. Studies proposals for preventing future wars and avoids feelings of unjustified optimism or irrational despondency;
  - \*e. Is willing to consider modifying national policies, when democratic values are not at stake, in the interest of international peace;
  - f. Looks with favor upon effective international controls over special phases of technology to prevent war or limit its destructiveness;
  - g. Does not allow his love for peace, or his dread of war, to lead him to abandon democratic values or submit to unilateral pressure from an aggressor;
  - h. Appreciates the role of the armed services (under civilian control) of his country and supports measures to keep them as strong and effective as necessary.
- \*20. Is deeply aware of the interdependence of people and realizes that a good life can be attained only by the organized cooperation of millions of people all over the world:
- a. Supports the maximum use of scientific research for improving human living and human relations;
  - b. Supports all measures for better and more accurate communication among classes and nations;
  - c. Understands the organization and functions of the United Nations and its specialized agencies.

- \*21. Understands cultures and ways of life other than his own:
- \*a. Recognizes that other cultures have made contributions to our own;
  - \*b. Realizes that attempts to impose our way of life on others may bring resentment;
  - \*c. Conducts himself as a worthy representative of his country in his personal and public relations with people he meets at home and abroad.
- \*22. Cultivates qualities of character and personality that have a high value in his culture:
- \*a. Is honest in his relationships with others;
  - \*b. Plays fair, follows the rules of the game, asks for no personal advantage, and refuses to cheat;
  - \*c. Cultivates physical and moral courage;
  - \*d. Is loyal to his ideals;
  - \*e. Is courteous and considerate of the rights and feelings of other people;
  - \*f. Is industrious in his work and respects the time of others;
  - g. Protects his health and safety and is concerned for the health and safety of others.
23. Is a responsible family member and assumes his full responsibilities for maintaining the civic standards of his neighborhood and community:
- a. Does his part to make his family a competent social and economic unit;
  - b. Maintains family property, works out plans and acts with his family to build neighborhood attitudes of friendliness and cooperation;
  - c. Takes a deep interest in questions of general concern to the neighborhood;
  - d. Has the courage to report any unlawful activity in his neighborhood and insist on police and court action for its removal.
24. Recognizes taxes as payment for community services and pays them promptly:
- a. Reviews the services provided by the community and evaluates them against his tax bill;
  - b. In considering all proposals for spending public money he considers ability to pay, public needs, and other relevant factors before voting;
  - c. Opposes proposals for lower taxes if they mean inadequate community services.

APPENDIX F

VALUE QUESTIONS

## VALUE QUESTIONS

Name \_\_\_\_\_ Name of Book \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

To the reader: Values are beliefs that are important to everyone. Some we think about and some we never do. When a person writes a book, he builds values into this story. I would like to know what values you think were important when this book was written.

I will read each value to you, with its definition. Then I would like you to mark an "X" in the box where you think it fits. One box on every line should be marked, and only one.

Please turn the page, and we'll begin.

Value	<u>Not in story</u>	<u>In story but not stressed</u>	<u>Stressed (Important)</u>
GOOD HEALTH (well; enough food and rest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAY ACTIVITY (active fun, recreation, sports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAFETY (freedom from danger or fear of it)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMFORTABLE LIVING (physical needs met; warm enough, not hungry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOVE OF FAMILY (concern and caring about people at home)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIENDSHIP (knowing and liking other people; sociable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COOPERATION (willingness to work and play with others; toler- ance for others' ideas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BOY-GIRL RELATIONSHIP			
VALUE-SYSTEM (the things a person <u>cares</u> about; beliefs that are <u>important</u> to people)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDEPENDENCE (not reliant on or domi- nated by others; free; spontaneous)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACHIEVEMENT (success; good job, well done; accomplishment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RECOGNITION (attention, notice, honor, respect from others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Value	<u>Not</u> <u>in</u> <u>story</u>	In story but <u>not</u> <u>stressed</u>	<u>Stressed</u> <u>(Important)</u>
SELF-REGARD (self-respect, self-confidence, price, assurance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMINANCE (influence over people; leadership; power)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AGGRESSION (admitted anger toward others; <u>acting out</u> of mad feelings; initiative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECURITY (peace of mind; feelings of well-being; accepted by others; not fearful or worried)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HAPPINESS (hope, cheerfulness, contentment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NEW EXPERIENCES (excitement, surprise, change, "interestingness," variety--not bored)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HUMOR (liking what is funny; kidding, nonsense, laughter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CREATIVE EXPRESSION (imagination; originality; inventive activity; "do your thing")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICAL (sensible, realistic, useful, effective, possible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ECONOMIC (food, shelter, clothing available without too many problems)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Value	<u>Not</u> <u>in</u> story	In story but <u>not</u> <u>stressed</u>	<u>Stressed</u> <u>(Important)</u>
OWNERSHIP (respect for possessions, own and others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KNOWLEDGE (intelligent, smart, clever, logical, thinker and learner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORK (meaningful, worthwhile, necessary activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**APPENDIX G**  
**TEACHERS QUERY**

TEACHERS QUERY

Dear \_\_\_\_\_

To finalize the information I need to describe the population of readers for my doctoral study, would you please answer the following with brief descriptions as you personally assess your "situation"?

Thanks sincerely,

\_\_\_\_\_  
Mary Ann McLaughlin

1. Town:

A. economically (major occupations, etc.)

B. intellectually

2. Child population:

A. socially:

B. intellectually:

APPENDIX H

ANNOTATED BIBLIOGRAPHY OF CHILDREN'S  
BOOKS INCLUDED IN THE STUDY

ANNOTATED BIBLIOGRAPHY OF CHILDREN'S

BOOKS INCLUDED IN THE STUDY

Armstrong, Richard. Fight for Freedom. Illus. by Don Lambo. New York: The David McKay Co., Inc., 1963. (First published in London, 1963, under the title, Island Odyssey.)

Recorded facts based on the Battle of Crete (1941-1943) tells of a young apprentice seaman who joins international soldiers for survival against the Nazis. The positive thematic thread of hope during wartime threat encompasses the values of cooperation, achievement, aggression, new experiences and value-system.

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. Ship A Fire! New York: The John Day Co., 1960.

Survival and belief in oneself are the outstanding traits inherent in this story of adventure at sea, experienced by a conglomerate crew of diverse and initially hostile sailors. Dominance, aggression, self-regard, knowledge and achievement are clearly present in the novel of wartime crisis.

Arnold, Elliot. A Kind of Secret Weapon. New York: Charles Scribner's Sons, 1969.

Young Peter becomes a responsible and trustworthy participant in Denmark's "underground" newspaper survival, after his father has been arrested by Nazis. The wartime theme of self-regard is stressed in this remarkable account of a brave and heroic family, whose value/system, independence and practicality save their lives.

Balderson, Margaret. When Jays Fly to Barbmo. Illus. by Victor Ambrus. New York: The World Publishing Co., 1968.

Personal identity and self-regard realized through the viewpoint of a maturing adolescent girl living in Northern Lapland is the prevailing theme of this unusual and introspective novel, told in the first person. The long "dark time" and numerous and mysterious family interactions give rise to a concern for independence, value-system, friendship, boy-girl relationships, love of family.

Benary-Isbert, Margot. The Ark. Translated from the German by Clara and Richard Winston. New York: Harcourt, Brace and Co., 1953.

Familial love, responsibility and cooperation become foremost when considering this warm and tender story of a refugee family in Germany, 1944. Individuality, recognition, achievement and intelligence enable the family to cope with war's necessary encroachment into their lives.

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. The Long Way Home. Translated from the German by Clara and Richard Winston. New York: Harcourt, Brace and Co., 1959.

A young refugee from East Germany meets a U.S. soldier, Larry, during American occupation of his small village, whose effect on his life becomes increasingly significant. The thematic concern for orphans and strong affiliative values of friendship, recognition, self-regard and security make this a memorable novel.

Berna, Paul. They Didn't Come Back. Translated from the French by John Buchanan-Brown. Pantheon Books, Random House, Inc., 1969.

Excitement, adventure, knowledge and independence are portrayed in this unique book, wherein the mystery of a missing French platoon is finally solved, following the war's end, in 1944. War as a determinant of future lifestyle through coping with unresolved problems is portrayed with great suspense and interest.

Bernhardsen, Christian. Fight in the Mountains. Translated from the Danish by Franey Sinding. Harcourt, Brace and World, Inc., 1968.

Chris and his brother Bent join the dangerous Norwegian underground during the invasion of Norway by Nazis in World War II. The wartime presence of hate and its negative effect on the future plans of youths involved with collaborators in their midst provide thought-provoking consideration of the aggression, dominance, practical and safety values of survival.

Bishop, C. H. Pancakes Paris. Illus. by Georges Schreiber. New York: The Viking Press, 1949.

Two American soldiers stationed in Paris develop a friendly and warm relationship with a French family, and provide the food and "know-how"

regarding the delectable treat of pancakes. This short story emphasizes friendship and helpfulness toward those in need, through "light" and humorous antics which would be enjoyed by young children.

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. Twenty and Ten. Illus. by William Péne duBois. New York: The Viking Press, 1952.

Twenty French boys and girls harbor ten Jewish refugee children during the Nazi occupation of rural France in 1944. The intelligence, ingenuity, cooperation, humor and creative expression involved in successfully outwitting German soldiers through an impromptu recapitulation of the Christmas story is cleverly written for young children.

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. Toto's Triumph. Illus. by Claude Ponsot. Eau Claire, Wisconsin: E. M. Hale and Co., 1957.

Friendship and helpfulness are humorously portrayed through the problem of eviction of a French family in postwar Paris. Most effectively presented is Nicholas; a young resourceful, intelligent and creative problem-solver, with the help of Toto, the landlady's pet bird; an enjoyable story that younger children might laughingly appreciate.

Bonham, Frank. Burma Rifles. New York: Thomas Y. Crowell Co.

This outstanding novel tells the based-on-fact story of Merrill's Marauders. These brave and courageous Niseis volunteered for hazardous duty along the Burma Road in order to prove loyalty to America, even though the U.S. was summarily deporting their loyal families into concentration camps here immediately following Pearl Harbor. The book focuses on value-system, self-regard, security, aggression, and intelligence as necessary for proving one's sincerity when suspect.

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. The Ghost Front. New York: E. P. Dutton and Co., Inc., 1968.

Comradeship during the combat episodes of war and the humanistic concerns soldiers have for one another are intensely presented through this story of twins who enlisted together then became separated during the Battle of the Bulge. Cooperation, self-regard, friendship, safety, security and intelligence are highlighted in this story.

. War Beneath the Sea. New York: Thomas Y. Crowell Co., 1962.

This exciting wartime adventure of Casey's Corsairs," a submarine crew, imparts the message of group cohesiveness and cooperation for Keith Stocker, a young man who desires to be a sonar specialist in order to avoid having to kill as such. The submarine is presented as a hunter stalking prey. Growth through outstanding characterization is well recognized in this story.

Bonnell, Dorothy. Passport to Freedom. New York: Julian Messner, 1967.

This novel for older children presents the problems of an American girl; a student at the French Sorbonne, attempting to flee during the 1940 summer as France is caught up in wartime hysteria. The loss of passport and ensuing dangers present safety, friendship, cooperation, security, independence and practical values as significant to the girl's success.

Buck, Pearl S. Matthew, Mark, Luke and John. Illus. by Mamoru Funai. New York: The John Day Company, 1966.

Warmth, friendliness, safety, affiliation, security, practicality and intelligence are focused upon as crucial in this outstanding novel for middle-grade children. The plight of Korean orphans left alone because of their "different looks" points out the agony and coping behavior of victims of rejection and prejudice.

Burton, Hester. In Spite of All Terror. Illus. by Victor G. Ambrus. Cleveland, Ohio: The World Publishing Co., 1969.

Winston Churchill's quote concerning the absolute necessity for "victory at all costs . . . for without victory there is no survival" was the wartime consolation and hope for those left at home in England, to cope with the German invasion as positively as possible, having moved from target cities to rural countrysides during World War II. Safety, cooperation, value-system, self-regard, security, practicality and knowledge were stressed.

Butterworth, William E. Orders to Vietnam, A Novel of Helicopter Warfare. U.S.A.: Little, Brown and Co., 1968.

Bill Byrnes fought following his father's famous footsteps as an outstanding officer during World War II. He enlisted, learned to love and become proficient at helicopter warfare, and eventually learned to "be himself." Interesting story of growth in maturity of a young man highlighting value-system, independence, achievement, recognition, aggression, dominance and happiness.

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. Stop and Search, A Novel of Small Boat Warfare Off Vietnam. U.S.A.: Little, Brown and Co., 1969.

Eddie Czernik's proficiency regarding conservation activities led him toward personal maturity through cooperation with others, independence, aggression and practicality while serving as an enlistee on a slow-moving Vietnamese riverboat. Safety, achievement, recognition, new experiences, creative expression, and knowledge were stressed values.

Catherall, Arthur. Yugoslav Mystery. Lothrop, 1964.

This outstanding story of Yugoslavian underground activities is adventure-filled and exciting, while stressing the humanistic values of concern for others, love of family, cooperation, friendship, creative expression, independence, self-regard and knowledge. A biography by Thomas Raddall, Son of the Hawk, would provide adjunctive information about the resistance of Yugoslavians. Good overcomes evil.

Chamberlain, William. Matt Quarterhill, Rifleman. New York: The John Day Co., 1965.

Matt desperately needs to prove himself worthy of marching "in the company of men," so he opts for combat instead of accepting his West Point appointment. He shows bravery, honesty, leadership and fear as he struggles to become the best soldier possible during the World War II Pacific operation.

Crockett, Lucy Herndon. Pong Choolie, You Rascal! Illus. by author. New York: Henry Holt and Co., 1951.

Survival of the fittest is the lifestyle Pong Choolie, a young Korean boy has to learn. In a desperate attempt to reach the dock where Dick,



his newfound American soldier friend is being evacuated, he learns, unfortunately, that all have gone. From a "con artist" beginning, Pong Choolie grows through self-respect, practical living and new experiences.

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. Teru, A Tale of Yokohama. Illus. by author.  
New York: Henry Holt and Co., 1950.

As the Katayana family returns to Yokohama after the war, they learn to adjust to poverty, the "occupation" American soldiers, and principles of democracy applicable to Japanese daily life. The ravages of war and cultural understanding were experienced by Teru through friendship, cooperation, independence, achievement, recognition, happiness, new experiences, security and work.

Daly, Maureen. The Small War of Sgt. Donkey. Illus. by Wesley Dennis. New York: Dodd, Mead and Co., 1966.

While the Americans are chasing the Germans from South to North in Italy, Chico Filippo, a young Italian boy whose parents have disappeared, helps the U.S. soldiers train and work with donkeys for wartime use. Friendship and helpfulness were predominant values presented, though cooperation, self-regard, independence, achievement, security and happiness were also important to the story.

Davis, Robert. That Girl of Pierre's. Illus. by Lloyd Lozes Goff. New York: Holiday House, 1948.

As Danielle returns to her sleepy French village following wartime evacuation, she learns to build a new life for her grandmother, young brother and herself, as well as spark the poor villagers to courageously develop a cooperative. Outstanding characterization and growth toward maturity of an adolescent girl, during period of post-war poverty.

DeJong, Dola. The Level Land. Illus. by Jon Hoowij. New York: Charles Scribner's Sons, 1943.

The warm and concerned story of a Dutch family who adopt a fleeing Jewish refugee child during pre-war Holland resistance. May appeal to middle-grade child interested in Dutch family life and daily activity. Friendship, cooperation and family loyalty are stressed. Glossary necessary.

\_\_\_\_\_. Return to the Level Land. New York: Charles Scribner's Sons, 1947.

A sequel to The Level Land, this book treats family adjustment of postwar Holland, during which a war refugee returns to the safe home that harbored him from the Nazis. Value conflicts are apparent as the children grow into adolescence.

DeJong, Meindert. The House of Sixty Fathers. Pictures by Maurice Sendak. New York: Harper and Bros., 1956.

The friendship of an American soldier helps Tien Pao grow toward belief in a positive future, after he becomes separated from his family and endures the brutal hardships of active conflict, with his pet pig, Glory-of-the-Republic. An excellent story, warmly presented. Characterization outstanding.

Dunn, Mary Lois. The Man in the Box, A Story from Vietnam. New York: McGraw-Hill Book Co., 1968.

This excellent story, relevant to today, presents the stark realities of war from the viewpoint of children experiencing them. Chau-Li is the protagonist who exemplifies the universal drive to help others for particularly personal reasons, in this case, his father's plight compared to the American soldier's. His strength, independence and achievement are effective and admirable.

Eichelburger, Rosa. Call Me Bronko. Illus. by Hedley Rainnie. Scholastic Book Services, Scholastic Magazines, Inc., 1970. (Originally published as Bronko, 1965.)

The adjustment of a normal, carefree Polish DP to the American way of life is sad, funny, and outstanding in its truth-in-reality of a "different" child and his misconceptions and adventures while becoming enculturated. Warmth, security, cooperation, self-regard, and intelligence aid Bronko in feeling comfortable as "part of the gang."

Fisher, Cyrus. The Avion My Uncle Flew. New York: Scholastic Book Services, 1968. (Originally published in 1946.)

The unique story of belief in oneself while growing to maturity around good friends and family is an exciting tale, wherein Johnny Littlehorn adjusts

to his temporary disability, learns to become trustworthy and loyal, and assists in the mystery of Nazi collaborators in a small French hamlet . . . French phrases introduced most appealingly.

Forman, James. Ceremony of Innocence. Hawthorne Books, Inc., Publishers, 1970.

Sophie and Hans Schall print and distribute underground newspapers in Germany, until they're caught and executed by the Nazis. Outstanding story of "Long Live Freedom," and the lengths to which those who value doing what they believe in will go, despite the fear and personal pain integrity and bravery require. Excellent, idealistic offering for early adolescents.

\_\_\_\_\_. My Enemy My Brother. New York: Meredith Press, 1969.

David Baratz, one of five survivors of a World War II concentration camp for Polish Jews, experiences prejudice and terror in this unforgettable documentary of identity-seeking while committed to a survivalist cause. "Hate or hope? War or Peace? To live or to die? The wheel turns; the pattern goes on; and wherever he turns, Davy is forced to choose, to respond--to live."

\_\_\_\_\_. The Skies of Crete. (A Bell Book.) New York: Farrar, Strauss & Co., 1963.

In early 1941, World War II hit Crete with a vengeance. Conflicting value-systems among members of one family who significantly follow their own beliefs and live by the value-system they believe in provide a story outstanding in its democratic presentation of individualism and social conscience. Excellent!

Glemser, Bernard. Radar Commandos, A Story of WWII. The John C. Winston Company, 1963.

The most important scientific discovery during W.W.II was radar, found in Nazi hands on the French coast. Paul Martin joins a group of British commandoes to dismantle the machinery and bring it to England. Exciting, patriotic and adventurous comradeship. High appeal for early adolescent boys.

Gray, Elizabeth J. The Cheerful Heart. Illus. by Kazuel Mizumura. New York: The Viking Press, 1959.

When Tami's family returns to its bombed-out home in Tokyo following W.W.II, her pleasant and optimistic disposition of friendliness, humor and happiness provide good will for all. A good view of the Japanese culture through view of daily-life situation is presented. Somewhat "sweet."

Grund, Josef Carl. Never to be Free. Translated by Lucille Harrington. Little, Brown and Co., 1970.

This excellent story of war concerns brainwashing (or propaganda) techniques used to enculturate German children to Naziism. The German point of view is presented as Gustav Briel learns of Nazi atrocities, traitors, and collaborators in his midst. Value-systems, friendships, self-regard, and aggression are significantly treated.

Haugaard, Eric. The Little Fishes. Illus. by Milton Johnson. Boston: Houghton Mifflin Co., 1967.

Survival of the fittest determines who will live and who will not, particularly regarding one's belief in oneself. Excellent, beautifully written tale of man's inhumanity to man set in WWII-strafed Italy. Outstanding selection for those aged twelve and over.

Holm, Anne. North to Freedom. Translated from the Danish by L. W. Kingslad. New York: Harcourt, Brace, and World, Inc., 1963.

Fantastically significant story of a boy separated from his family as a child, who has grown up in a Nazi prison. His growth through the basic emotions of love and hate toward acceptance and forgiveness present David as a free person at last, with well-earned self-respect. Outstanding!

Jones, Cordelia. Nobody's Garden. Illus. by Victor Ambrus. New York: Charles Scribner's Sons, 1966.

Hilary and Bridget find and nurture an abandoned garden in bombed-out London in order to restore some beauty to the ugly atmosphere of their environment. Bridget's "unknown" past and her feelings of insecurity resultant provide an interesting twist toward self-regard, belief in others, and security needs of all.

Knight, Ruth Adams. Brave Companions. Doubleday and Co., Inc., 1945.

The security and trust required of a K-9 corps dog and his master are the subject of this warm novel of a blinded veteran. Tom learns to care about living again through the friendship, concern, responsibility and helpfulness of his close associates. Wonderful "man and his dog" story.

Levin, Jane Whitbread. Star of Danger. New York: Harcourt, Brace and World, Inc., 1966.

Brotherhood, friendship and universal concern are the values emphasized in this excellent story of the Danish resistance, helping refugees to neutral Sweden during World War II. Karl, Peter, and Else have fled Nazi Jewish persecution, and possessed bravery, intelligence and strong survival instincts of trusting others.

Levitin, Sonia. Journey to America. Illus. by Charles Robinson. Printed by Halliday Lithograph. Bound by The Book Press, Inc., Brattleboro, Vermont, 1970.

The Platt family, preceded by father, escapes Germany and its Jewish persecution. The importance of intelligence, cooperation, independence, self-regard, practicality and hope are presented in this adventurous story probably most appealing to eight, nine and ten year old girls.

Lide, Alice (Alison) and Margaret Allison Johansen. The Wooden Locket. Illus. by Corydon Bell. New York: The Junior Literary Guild and The Viking Press, 1953.

The Voda's, Polish DP's, arrive in America to make a new life in the Alabama farmland with the symbolic locket an important possession. Their sponsor-family contributes greatly to the security, friendliness and happiness required for adjustment to a new world. Humor, cooperation, independence, new experiences and contentment are values featured. Enjoyable for middle graders.

McKown, Robin. Janine. New York: Julian Messner, Inc., 1960.

This excellent story about a French adolescent girl living in a Nazi-occupied mining village during World War II reflects the hopes and dreams shared

with an American pen pal and first love. The theme of "Be true to yourself" and warm family, friendship and safety-values lend optimism and hope for the future.

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. Patriot of the Underground. Illus. by Edna Kaulo. New York: Putnam, 1964.

Bravery, daring, aggression, dominance, independence, and friendship are the outstanding attributes of French boys engaged in "underground" activities of sabotage and subterranean mine passages. Exciting adventure for middle-graders, dealing with the "Resistance."

McSwigan, Marie. Snow Treasure. Illus. by Mary Reardon. New York: E. P. Dutton and Co., Inc., 1942.

This excellent account based on fact and made into a film tells of the Norwegian children who by sledding down to a freighter anchored in a hidden fiord, saved \$9,000,000 of gold bullion during the Nazi occupation. Warmly humorous and patriotic story of familial trust and strong friendship.

Meader, Stephen W. Sabre Pilot. Illus. by John Polgreen. New York: Harcourt, Brace and Company, 1956.

Kirk Owen longs to become an enlistee in the Korean War and achieves his goal. The exciting events of the training period required and actual fighter-pilot adventures should appeal to middle graders. Values stressed are loyalty, friendship, bravery, achievement, independence, new experiences, knowledge, and happiness.

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. Shadow in the Pines. New York: Harcourt Brace and Co., 1942.

This exciting story of mystery, intrigue, and adventure in the New Jersey pine barrens behind the Fort Dix government complex tells of a backwoods boy's bravery in participation in helping to capture Nazi spies threatening the safety of the Fort. Ecology, safety, friendship, security, and aggression are significant values.

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. The Long Trains Roll. Illus. by Edward Shenton. New York: Harcourt, Brace and Co., 1944.

Randy McDougal catches Nazi espionage agents attempting to sabotage American trains transporting World War II men and supplies. Patriotism via

railroading importance during the war in an Eastern switch-gap of the Alleghenies is the significant setting. Strong adventure.

\_\_\_\_\_. The Sea Snake. Illus. Edward Shenton. New York: Harcourt, Brace and Co., 1943.

A brave and resourceful American boy is captured and held hostage on a Nazi submarine for his shore-defense activities off the North Carolina coast during World War II. Values pertinent are safety, security, friendship, practical knowledge, work. Good adventure.

Means, Florence Crannell. The Moved-Outers. Illus. by Helen Blair. Boston: Houghton Mifflin Company, 1945.

The unbelievable saga, based on actual fact, of the relocation of Japanese-Americans to the Western flatlands is significantly described in this story of the Ohara family, Los Angeles residents during the suspicious pre-World War II hysteria in this country. A remarkably effective story in showing Americans as prejudiced and bigoted even with reasonable doubt apparent.

Norris, Faith and Lumm, Peter. Kim of Korea. Illus. by Kurt Wiese. New York: Julian Messner, Inc., 1955.

A book for younger children, Kim of Korea presents belief in and hope for the future as an orphan survives the war and indomitably and with admirable fortitude, determines to find a family to love. "Happily-ever-after" ending.

Norton, Andre. The Sword is Drawn. New York, Houghton, 1944.

The fantastic story of a young Dutchman who has left his ancestral home but still carries the secret the Nazis want. Mystery and adventure of the "underground" in Holland is deeply interwoven with personal involvements and familial treasures. Action-filled plot, with values of individualism and security inherent.

Pease, Howard. Heart of Danger. Doubleday and Co., 1946.

This well-written tale of a convoy of men near Nazi-occupied France combines French counterintelligence, Jewish refugees and the American hero, Tod Moran, for an exciting and adventure-packed experience including values of patriotism, friendship, security, safety, self-regard and cooperation.

. The Black Tanker. Doubleday and Co., Inc.,  
1955.

The theme of "hold to your beliefs" is strongly presented through this mystery of previous bad luck aboard ship, due to an as yet unknown saboteur. Pre-World War II mystern of an American oil-tanker crew bound for China. Characterization of Rance shows mature development through awareness for others and responsibility.

Postan, Martha Lee. The Girl Without a Country. Illus. by Margaret Ayer. U.S.A.: The Junior Literary Guild and Thomas Nelson & Sons, 1944.

The theme of basic security predestining adaptability for change when necessary is significantly presented in this story of the helpfulness of an American girl raised in China who returned to the U.S. when war threatened. Her outstanding bravery, intelligence, and friendliness achieved assistance for many with whom she came in contact. For ages twelve and up.

Richter, Hans Peter. Friedrich. Holt, Rinehart, Winston Co., 1970.

One of the most outstanding and significantly pertinent books reviewed, this novel phased a fact of a boy growing up in Germany during the Jewish purge is written in the first person and contains the German people's point of view toward Hitler and his destructive leadership. Excellent!

Robertson, Keith. Mascot of the Melroy. Illus. by Jack Weaver. New York: The Viking Press, 1954.

A "light" story about the crew of the ship Melroy finding a Newfoundland puppy and making him their (hidden) mascot. The dog proves his worth by saving hurt and drowning men. Entertaining and enjoyable novel for middle-graders.

Savery, Constance. Enemy Brothers. Decorations by Henry C. Pitz. New York: Longmans, Green and Co., 1943.

With "belief in people" as the theme, this highly perceptive story concerns a boy who has been kidnapped from his original English family at age three and been raised as a Nazi. The family



relationships, individuality and creative expression through unique plot make it an easy-to-identify-with story. Good.

Senje, Sigurd. Escape! Translated from the Norwegian by Evelyn Ramsden. New York: Harcourt, Brace and World, Inc., 1964.

This exciting story of Ingrid and Elling, Norwegian teenagers who attempt to make life easier for Russian prisoners of War in a Nazi camp near their home, has mystery, collaboration, bravery, friendship, cooperation, achievement, recognition, creativity and happiness as values inherent. Excellent.

Serralier, Ian. Escape from Warsaw. Scholastic Book Services, Scholastic Magazines, Inc., Criterion Books, Inc., 1966. (Originally published by Jonathan Cape Ltd. in Great Britain as The Silver Sword.)

The symbolic sword was the talisman of the Baliki family fleeing from Nazi occupation of Warsaw during World War II. Bravery, courage, self-regard, love of family, independence, intelligence, and survival are major values inherent in this outstanding contribution, based on fact.

Shemin, Margaretha. The Empty Moat. New York: Coward McCann, 1969.

Fear for safety, survival, friendship and bravery were values highly stressed in this very interesting novel of a girl attempting to defend her home against both Jewish refugees and Nazi occupation. Growth through characterization is beautifully shown through Elizabeth's maturing responsibilities toward those less fortunate.

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          . The Little Riders. Illus. by Peter Spier. New York: Coward McCann, 1963.

This book for younger children concerns Johanna, trapped in Holland with her grandparents when World War II breaks out. When a German officer is assigned to live in their home, she begins to fear for the "Little Riders" in the bell-tower outside her window, the town's freedom-symbol. Excellent story through which she learns that it is very difficult to hate someone you've grown to know.

Sheriffs, Gordon. The Enemy Seas. Philadelphia: The Westminster Press, 1965.

With survival during wartime as the theme, this adventurous novel concerned cooperative efforts of the U.S. and Australia in effectively portraying life on and off a submarine behind enemy lines. The author has authenticated his story with nine sources, as well as personal experience. Good adventure tale with aggression, dominance, and safety highlighted.

Sommerfelt, Aimee. Miriam. Translated by Mrs. Pat Shaw Iverson. Eau Claire, Wisconsin: Criterion Books, E. M. Hale and Co., 1963.

Significantly outstanding depth of emotion through characterization is the particular unique aspect of this novel involving two girls who learn of one another when Nazi terrorism of Jews forces one to give up her room to the other. Prejudice is referred to as "more contagious than measles or colds." Excellent tale of Norwegian "underground" activities in behalf of those oppressed.

Sperry, Armstrong. Hull Down for Action. Illus. by author. The Junior Literary Guild and Doubleday, Doran and Co., Inc., 1945.

Leadership, intelligence, friendliness, concern for others and how war solidifies and divides people are values considered in this interesting adventure of victims of a Nazi shipboard mutiny in the area of Guadalcanal before the Americans arrived.

Taylor, Theodore. The Cay. Garden City, New York: Doubleday and Co., Inc., 1969.

Survival needs that force dependence on another are highlighted in this outstanding story of Phillip, a blinded white twelve-year old American boy stranded on an island near the coast of Venezuela with a black West Indian at the outset of World War II. The boy learns to overcome prejudice and grow in maturity toward others. Excellent.

Tunis, John. His Enemy His Friend. New York: Camelot Books, Avon Division of the Hearst Corporation, William Morrow and Co., 1967.

This "bitter indictment of the folly and cruelty of war" is an outstanding story of sincere, warm

relationships which turn into a nightmare during a friendly German's occupation of a French sea-coast village during World War II. Athletic focus threads through the novel, brilliantly written, to a chilling climax. Excellent!

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. Silence Over Dunkerque. New York: William Morrow and Co., 1962.

A notable narrative of the World War II invasion and rescue of Dunkerque, the channel port so heavily bombed by the Germans. The warm and friendly story of a young French girl scout who risks her life by befriending two English soldiers. A masterpiece of courage undaunted.

van der Loeff, A. Rutgers. Vassilis On the Run. Illus. by George Mocniak. Chicago: Follett Publishing Co., 1969. (Originally published in Amsterdam, 1962.)

This post-war poverty and adventure story of a young Greek boy accused of stealing in Athens to earn family money shows the growth and maturity possible by a young careless and irresponsible boy. His daring and courage against difficult odds proved his worth to belong.

VanStockum, Hilda. The Winged Watchman. Illus. by author. New York: Farrar, Strauss & Cudahy, 1962.

This excellent World War II story of occupied Holland concerns the Verhagen family, living in a windmill named "The Watchman." Their warm, loving and patriotic pride enables them to help allies to safety and shelter refugees needing assistance.

Vivier, Colette. The House of the 4 Winds. Translated and edited by Miriam Morton. New York: Doubleday and Co., Inc., 1969.

This story presents a good, realistic picture of the living conditions in a Paris apartment during the World War II persecution of Jews by the Nazi occupation forces. Michel, the boy protagonist exhibits courage, bravery, patriotism, and concern for others by "underground" pamphlet writing and distribution. Good for middle-graders.

Walsh, Jill (Gillian) Paton. Fireweed. An Ariel Book.  
New York: Farrar, Strauss & Giroux, 1969.

The warm and beautifully written novel of two young teenage evacuees left to survive on their own in war-blitzed London is a fantastic example of excellence in literature as well as an outstanding value-development story. The survival demands and relations between the children, themselves, provide truth, sensitivity, and insight. Outstanding.

                    . The Dolphin Crossing. London: The MacMillan Company, 1967.

The theme of wartime patriotism of two young boys and their efforts to participate in helping Dunkirk-victims survive (as asked by Churchill) is a marvel of sensitive, perceptive and responsible involvement in a patriotic and personal cause. Excellent.

Watson, Sally. To Build a Land. Illus. by Lili Cassel.  
New York: Grosset and Dunlap, 1957.

Values stressed in this story of Jewish war orphans in Sicily consist of bravery, courage, and optimism. They headed for Israel only to find that the Arab-Jewish conflict stood in the way of long sought peace. Growth through hatred, love, bravery and courage was admirable.

Weaver, Stella. Poppy in the Corn. Pantheon Books, 1960.

A French war orphan, adopted by an English family, struggles toward self-regard and pride in belonging. Courage, self-respect, and honest personable attributes of the Clare family helped Theresa learn to love, trust, and respect herself and others, despite her past.

Werstein, Irving. The Long Escape. New York: Charles Scribner's Sons, 1964.

The fantastic novel of a brave, forceful, maternal head of an orphanage attempting to flee 50 miles in advance of German occupation with 50 small children, toward Dunquerque and hoped-for safety. Unbelievably, the mission was accomplished, due to the fighting spirit of the women in charge.

White, Robb. Flight Deck. Garden City, New York: Doubleday and Co., Inc., 1961.

John and Jeff Lawrence are brothers serving on an aircraft carrier in the Pacific. John dives onto an enemy held island and sets up radio contact warning for Americans on Guadalcanal. An inspiring story of courage, intelligence, independence, achievement, and practicality in the face of strongly negative odds.

\_\_\_\_\_. Surrender. New York: Doubleday and Co., Inc., 1966.

Orphan's survival during December of 1941 and the Bataan "March of Death" of American soldiers are the meat of this story, including friendship, bravery, courage, and uncompromising ideals of those who remain hopeful throughout a hideous combat experience. Excellent characterization and plot.

\_\_\_\_\_. The Survivor. New York: Doubleday and Co., Inc., 1964.

An almost unbelievable novel of the cruelty and misery endured by American marines resultant from a secret mission during World War II, in which individual identity is nearly lost through enemy torture. Fantastic story of how an individual forces himself to adapt, in order to survive. Excellent for older readers.

\_\_\_\_\_. Torpedo Run. Scholastic Magazine Book Services, Scholastic Magazines, Inc., 1968. (Originally published by Doubleday & Co., Inc.)

Cooperation, friendship, loyalty, dominance, leadership, aggression, and intelligence are values inherent in this novel of men serving on a torpedo boat (PT) during World War II. Action, excitement, and adventure appeal.

Zeigler, Alike. Wildcat Under Glass. Translated by Edward Fenton. Holt, Rinehart and Winston, 1968. (Originally published in 1963.)

The stuffed wildcat, a symbol of freedom and democracy, becomes significant to familial tension and patriotic differences due to the points-of-view of Greeks during World War II. Exciting and mysterious story of several generational positions in conflict, presenting values held by all sides. Good!

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