ABSTRACT

THE AVAILABILITY AND UTILITY OF CONTEMPORARY AMERICAN LITERATURE FOR TEACHER EDUCATION

by Joel Laverne Burdin

Contemporary American novels were studied as a possible supplement to other means for helping teachers to learn about, internalize, and carry out varied teaching roles. The investigator presumed that becoming a teacher involves a wide variety of experiences, beginning with career selection, proceeding through varied stages of course work and student teaching, and continuing growth as a contracted teacher.

Literature was presumed to have specific, unique potentialities for teacher education. It has emotional appeal, vividness, and clarity capable of effecting behavioral changes. It is the literary writer's perception of life. Literary writers not only were presumed to have special sensitivities and perceptions about life, but also special communication skills. Group use of literature under trained guidance was advocated to capitalize upon these potentialities.

The population for the study included contemporary novels which appeared to have student and teacher characters. Selected index categories under the general heading of "fiction" in a standard library reference book were used to find related book reviews. The reviews became a basis for selecting novels which apparently met criteria: (1) student and teacher characterizations, (2) elementary

or secondary private or public school setting, (3) contemporary American scenes. This population was supplemented by reading book reviews, inspecting book shelves, and getting recommendations from others. The resulting population was illustrative rather than representative. An effort was made to develop flexible and productive procedures. Closer examination through reading book jackets, reading first chapters, and scanning whole books was necessary to secure the sample. The first twenty-four novels which met these criteria became the sample.

Analysis forms and keys were developed or adapted for analyzing novels. They were used to rate the comprehensiveness, clarity, and appeal of the sample. (The forms also could be used as individual study aids prior to group study.) Three analysis forms and explanatory keys were developed: (1) a form for recording reviewers' ratings and literary characteristics such as setting, theme, and style; (2) a form for recording ratings of teacher characteristics; (3) a form for recording data about infancy to senescense personality developmental stages. A characteristics approach and a behavioral approach to an understanding of teaching were selected to illustrate the flexibility of literature for teacher education.

The procedures did produce a population and sample of novels with teacher and student characters. Procedures were revised as the study progressed to make them feasible for teacher educators untrained in literary analysis and with limited time to seek supplementary materials. The forms provided data which could be analyzed quantitatively or qualitatively. The forms developed for this study illustrated the feasibility of studying aspects of teacher education such as human growth and development.

The investigator proposed a series of questions related to the psychology of reading effects, derived from accepted principles of social psychology and communications theory. Research was advocated to determine which of the possible reading effects and which related procedures would be most valid for particular school and college settings and for both prospective and also contracted teachers.

Usable novels appear to be available in large numbers. They appear to be comprehensive in their treatment of the human situation in general and of teaching in particular. Their messages are clear and appealing. They are advocated for teacher education on two bases: (1) They may help teachers to become more effective persons as a result of a better understanding of self and others, (2) They may improve role understanding and enactment.

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PREFACE

This exploratory study was an outgrowth of the investigator's interest in the manner in which individuals become teachers. This concern developed through a background of experiences including teaching, school administration, public school and university supervision of student teachers, and teaching college courses.

The usual round of experiences in teacher education has seemed to be effective in varying degrees. Continuing efforts have been made to improve teacher education, in the public schools, colleges, and the profession as a whole. This study was designed to analyze literature and its potential use within teacher education.

The major focus of the study was upon development of procedures for those who are not experts in literary analysis. Prior to developing procedures and using them to analyze selected novels, the investigator examined problems of role induction, Chapter II, and potentialities and limitations of literature, Chapter III. These chapters set the stage for succeeding chapters.

During the analysis of selected novels, mental and written notes were made of possible utilization procedures, reported in Chapter VII. Throughout the study an effort was made to find explanations of the manner in which literature may affect human behavior. Studies in social psychology and communications theory resulted in a series of questions regarding the psychology of reading effects. These questions and utilization alternatives should be adapted to specific situations.

It has been difficult to keep presumptions, theory, and fact

separated and identified. There is need for further study of literature's potentialities, in cooperation with experts from the various disciplines who contributed to this study.

Many persons have provided both assistance and encouragement. It is possible to name only a few. Dr. Floyd Parker has been a valuable contributor both as a professor and doctoral committee chairman. Dr. Charles Blackman has generously contributed more time to this study than is reasonably expected for a committee member. Dr. Donald Leu and Dr. John Useem have also helped as committee members. Numerous friends, associates, and administrators at both Michigan State University and Indiana State University facilitated continued graduate study. Librarians at these institutions and at Indiana University, the public library in Terre Haute, Indiana, and State of Indiana Library were very generous in their assistance. Finally recognition should be given to three book suppliers which contributed more assistance than was warranted by book purchases, namely "The Readmore" and Wabash Valley News Agency, Incorporated, both of Terre Haute, and the "Book Nook" of Bloomington, Indiana.

The family has been both patient and encouraging. To wife Beverly and children Linda, David, Steven, Douglas, and Susan, and to his mother-in-law, Mrs. George Rayle, the writer owes a great deal, in that all have forgone many family activities and have maintained circumstances under which research could continue. This study was in this sense a family venture.

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CHAPTER I

WHY USE FICTION IN TEACHER EDUCATION?

Mr. Lincoln inquired, "Is this the little woman whose book made such a great war?"[1] In reacting in this manner to Harriet Beecher Stowe, Lincoln joined those who historically have attributed great powers to the printed page. Many claims have been made for reading as an instrument of change.[2] This study will be focused upon the availability and potential utility of literature in teacher education.

There are about 2,000 new novels printed annually in the United States.[3] Witham claimed that about half of the novels printed have adolescent characters and that about three fourths of these novels pay "considerable attention to student problems."[4] Witham was studying fiction's portrayal of adolescents, but presumably other school-age students are used as characters. Novels related to school-age boys and girls and their teachers could be used as a supplement to current formal teacher education, broadly conceived in this study to include an individual's formal training, supervised student teaching, induction into the profession, and continued growth--indeed a lifetime process.

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[1]D. H. Russell, "Some Research on the Impact of Reading," English Journal, XLVII (1958), p. 398.

[2]See for example H. I. Brock, "Six Books That Helped Mold the Nation," N.Y. Times Magazine Section (February 25, 1934), p. 10.

[3]Albert J. Guerard, "Introduction," Daedalus, XCII, No. 2 (Spring, 1963), p. 200.

[4]Tasker Witham, "The Forge of Life: Problems of Adolescents in American Novels, 1920-1958" (Published Ph.D. dissertation, University of Illinois, 1961), pp. 2 and 202, published under the title The Adolescent in the American Novel: 1920-1960 (N.Y.: Frederick Unger, 1964).

Statement of Problem

This study will examine contemporary American novels as potential aids in helping prospective, student, and contracted teachers to perceive and implement varied teaching roles. Novels will be analyzed as aids in making a transition from learning about to perceiving, feeling, and implementing varied roles.

An effort will be made to develop simple procedures for finding literature which could illustrate general and specific aspects of teacher education. The potentialities and limitations will be studied. Analysis forms will be developed to encourage a systematic study of selected novels. The analysis forms will be used with selected novels to determine the type of data which can be derived. Certain conclusions will be drawn concerning literary and teacher education data, to determine to what extent and in what manner a person untrained in literary analysis can utilize novels. Certain conclusions will be developed by the investigator who is not trained in literary analysis but is interested in the potentialities and availability of literature for teacher education.

This study will be based upon certain assumptions, mainly that literary writers, in common with other artists, have special competencies in feeling, perceiving, and communicating deep meanings in human relationships. Writers may depict with clarity and appeal the varied ways in which people in different situations carry out their roles. This may lead to an appreciation for and acceptance of individual differences.

A teacher should "find" himself before he can help others. In living others' lives through fiction, a teacher may find an understanding of his own overt and covert motivations. The teacher then may be in a

better position to look at pupils as whole beings living in a manner consistent with their perceptions.

Mature teachers presumably see life as integrated and meaningful. Unless teachers stress meaningful wholes, teaching may become a series of discrete acts carried out in a mechanical, meaningless manner. Gordon Allport has stessed somewhat similar ideas:

> In psychology the font and origin of our curiosity in, and knowledge of, human nature lies in our acquaintence with concrete individuals. To know them in their natural complexity is an essential first step. Starting too soon with analysis and classification, we run the risk of tearing mental life into fragments and beginning with false cleavages that misrepresent the salient organizations and natural integration in personal life. In order to avoid such hasty preoccupations with unnatural segments and false abstractions, psychology needs to concern itself with life as it is lived, with significant total processes....[1]

Allport wrote about the documentation of personal histories, but his emphasis appears to be applicable to the current discussion.

Jerome Bruner suggested that novels may help individuals develop a sense of identity. One of his books has a chapter entitled "Identity and the Modern Novel."[2]

Coser advocated the use of fiction in sociology for several reasons:

> Fiction is not a substitute for systematically accumulated, certified knowledge. But it provides the social scientist with a wealth of sociologically relevant material, with manifold clues and points of departure for sociological theory and research. The creative imagination of the

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[1]Gordon Allport, "The Use of Personal Documents in Psychological Science," Bulletin 49, Social Science Research Council (1942), in Marie Johoda et al, Research Methods in Social Sciences (N.Y.: The Dryden Press, 1951), p. 246.

[2]Jerome Bruner, On Knowing, Essays for the Left Hand (Cambridge: Harvard University Press, 1962), p. 43.

> literary artist often has achieved insights into social processes which have remained unexplored in social science.[1]

Similar claims may be made for the use of fiction in teacher education.

Freud, in analyzing the novel Gradiva, highly praised writers' insights: "Story-tellers are valuable allies, and their testimony is to be rated high, for they actually know many things between heaven and earth that academic wisdom does not even dream of."[2]

Intuition and insight were included among the tools of those who would promote healthy child development in the 1950 White House Conference report: "Properly used...insights and intuition add richness and depth to scientific knowledge, which without them, may be somewhat remote from the intricacies of the individual personality and its developmental needs."[3]

The above writers did not separate science, intuition, and insight into discrete categories. They suggested that the insights and intuitions of the artist may make scientific theory and method concrete, vivid, and meaningful and also point to needed scientific inquiry.

It appears that there is need to study literature systematically for its potentiality in aiding teachers to conceptualize, internalize, and practice varied teaching roles. If this study indicates that literature is available, comprehensive, clear, and appealing in selected aspects

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[1]Lewis Coser, Sociology Through Literature, An Introductory Reader (Englewood-Cliffs: Prentice-Hall, Inc., 1963), p. 3.

[2]Sigmund Freud, Delusion and Dream (New York: Moffat, Yard, and Co., 1922), p. 113, in Witham, p. 1.

[3]Mid-Century White House Conference on Children and Youth, A Healthy Personality for Every Child (Washington: Health Publications Institute, Inc., 1951), p. 5.

of teacher education, presumably techniques could be modified for other dimensions of teacher education. Literature could be used to supplement current materials.

Objectives and Assumptions

There are several objectives for this study:

1) An examination of the potentialities and limitations of literature in general and novels in particular in helping college students to become teachers and contracted teachers to better understand their roles.

2) A study of some possible ways in which literature could be used in teacher education, both in higher education and with contracted teachers.

3) Development of procedures for selecting, analyzing, and summarizing novels which might be used to illustrate general aspects of teaching and two illustrative specific aspects of teacher education (understanding personality development and characteristics of teachers).

4) An analysis of selected novels to determine their comprehensiveness, clarity, and appeal in providing certain types of data which might be useful in activities such as book reviews, group discussions, role playing, and illustrated lectures.

Underlying presumptions for this study include:

1) Literature is available to illustrate varied aspects of teaching in general and specific dimensions, two of which will be considered later.

2) Procedures can be developed to aid those interested in finding illustrative literature, analyzing it for general and specific purposes, and using it to make teacher education vivid, meaningful, and appealing.

3) Literature has a potentiality for helping teachers to conceptualize and internalize varied roles by providing verbal simulation, and

extending their understandings of themselves and their environment, both personal and professional.

4) Literature may have certain unique contributions for teacher education. It utilizes emotional appeal capable of promoting a teacher's self-examination, deepening feelings, clarifying perceptions, and developing self-concepts. It may bridge gaps which exist between the experiences of teachers, pupils, and the community. It may improve communications between teachers and all types of persons, promote teacher understandings of and acceptance of individual differences, and enhance students' self-concepts through improved teacher-pupil relations based upon better understandings.

5) Other presumed advantages in using literature include the following: accessibility for a lifetime, inexpensiveness, variety of themes and characteristics to provide for varied interests and needs, and a number of new publications each year.

Related Literature

A review of related literature revealed that: (1) writers claim that literature develops understandings of the human situation, (2) novels are accurate in portraying teachers and teaching, (3) novels related to school-age children and presumably teachers are available to illustrate varied human needs and situations, (4) literature does alter behavior as is widely claimed.

Literature and The Human Situation

Two studies of existentialist literature advocated the reading of literature to deepen human values. Bedford advocated increased use of

literature in teacher education to increase the teacher's understanding of life.[1] Nesbitt claimed that literature best reveals the human situation and prepares the individual for "self-direction in a world of flux and crisis." He continued, "It should develop creative people as well as informed, understanding persons capable of group activities or leadership free from human manipulation."[2]

Accuracy of Novel's Socio-Psychological Factors

Two writers recently reported that novels reflected changing roles for teachers. Briggs found that the teacher image portrayed by novelists confirmed images found in teacher autobiographies.[3] Kauffman found that writers reflected the changing image which American communities have for their teachers.[4] Fiction may be a trustworthy source of expectations held by American communities.

Van Til and Luecking found that lay writers advocated educational practices consistent with practices sought by a major educational group,

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[1]Charles M. Bedford, "The Concept of the Authentic Individual and Its Implications for Building A Framework for an Existentialist Philosophy of Education" (unpublished Ed.D. dissertation, University of Southern California, 1961), in Dissertation Abstracts, XXII, No. 9 (March, 1962), p. 3112.

[2]Porter Beasley Nesbitt, "Existentialism and Its Implications for Teaching Literature" (unpublished Ed.D. dissertation, University of Cincinnati, 1962), in Dissertation Abstracts, XXVI, No. 5 (November, 1963), p. 1942.

[3]Frances Markham Briggs, "The Changing Concept of Public School Teachers Portrayed in American Novels: 1900-1960" (unpublished Ph.D. dissertation, University of North Carolina, 1962), p. 207.

[4]Melva Grace Kauffman, "An Analysis of the Teacher as Portrayed in Modern Juvenile Fiction" (unpublished Ed.D. dissertation, Columbia University, 1962), p. 242.

the John Dewey Society.[1] While the study dealt with non-fiction magazine articles, it appeared that lay writers have educational insights.

Availability of Novels About School-Age Characters

Two studies showed that fiction writers commonly include school-age characters in novels. A research proposal by Sandefur and Bigge included a listing of novels which described six adolescent tasks. They found forty-eight novels which illustrated "Achieving a New Perception of Independence As a Member of the Family" and dozens of other novels for five other categories of adolescent tasks.[2] Witham, as previously noted, found that about one half of all American novels have adolescent characters and of these three fourths pay considerable attention to student problems. He found about two hundred novels which illustrate six general problem areas.[3]

Fiction's Efficacy

Numerous "testimonials" about literature's efficacy are available. It is more difficult to find validated claims. Selected studies have shown that literature can promote behavioral change. Lorimer's study

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[1]William Van Til and Evelyn Luecking, What Popular Magazines Say About Education, 1946-1948 (Urbana, Illinois: College of Education, 1949, originally published in magazine form as The University of Illinois Bulletin, XLVII, No. 9).

[2]J. T. Sandefur and Jeanette Bigge, "A Study of the Effects of Bibliotherapy on Behavioral Patterns of Selected Adolescents" (Emporia, Kansas: Kansas State Teachers College, December, 1963, mimeographed research proposal), 24 pp.

[3]Witham, pp. 2 and 202.

revealed that attitudes held by college freshmen can be changed through study of novels under the direction of an instructor.[1] Blount found that novels could produce attitudinal changes about the "ideal" novel in ninth and tenth grade classes.[2] Tatara studied the effects of novels upon student ideas related to scientists and reported that selected novels changed student ideas to a more positive direction.[3] He recommended that high school science teachers include novels, with positive images of scientists, in lists of supplementary readings.[4] Hilda Taba used novels as one of her tools to bring about attitudinal changes in ideas related to inter-group relations. She concluded after her study of eighth grade students:

> It is evident that the use of fiction for teaching understanding of human values is a method which allows a comfortable integration of emotional insights and concept building, that this integration is of great aid in deepening understanding and developing capacity to transfer.[5]

Two summaries by Waples *et al* and Gray provided a listing of influences claimed for reading but not the reading of fiction exclusively. Waples *et al* stated:

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[1]Margaret Lorimer, "A Comparison of Responses Made to Selected Pieces of Literature by High Scorers and Low Scorers on the Inventory of Beliefs" (unpublished Ph.D. dissertation, Michigan State University, 1959).

[2]Nathan Samuel Blount, "The Effects of Selected Junior Novels and Selected Adult Novels on Student Attitudes Toward the 'Ideal' Novel" (unpublished Ph.D. dissertation, Florida State University, 1963), in *Dissertation Abstracts*, XXIV, No. 3 (September, 1963), p. 1091.

[3]Walter T. Tatara, "Effects of Novels on Ideas About Scientists," *Journal of Educational Research*, LVIII, No. 1 (September 1, 1964), p. 5.

[4]*Ibid.*, p. 9.

[5]Hilda Taba, *With Perspective on Human Relations* (Washington: American Council on Education, 1955), p. 137.

> Reading clarifies; formulates, hence helps to express the ideas born of the readers' common experiences....It relates the reader to his environment, and it conditions that relationship ....Through reading the individual may extend his secondary relationships with the environment; and they may do as much to condition him, to make him what he is, as do his primary relationships.[1]

Gray summarized the "sociology of reading" as follows:

> A summary of findings led to the conclusion that reading may and does influence, to a greater or less extent and in varied directions, the understanding, attitudes, interests, beliefs, morals, judgments, and actions of readers.[2]

Limitations of This Study

Simple processes will be developed for selecting, analyzing, and utilizing novels for general and specific teacher education purposes. Criteria for novels used in the study include: (1) comprehensiveness in treating varied dimensions of teaching and/or personality development, (2) clarity, (3) appeal for a person untrained in the intricacies of literary analysis.

No attempt was made:

1) To develop a comprehensive, systematic treatment of role theory.

2) To develop a comprehensive treatment of a specific hypothesis about the dimensions of personality development.

3) To utilize comprehensive and systematic processes of content analysis.

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[1]Douglas Waples, Bernard Berelson, and Franklyn R. Bradshaw, What Reading Does To People (Chicago: University of Chicago Press, 1940), p. 1.

[2]William S. Gray, "The Social Effects of Reading," School Review, LV (1947), pp. 269-77, in Walter S. Monroe (ed.), Encyclopedia of Educational Research (N.Y.: The Macmillan Company, 1960), p. 1094.

4) To prove empirically any of the assumptions in this study. (The preliminary aspects were extensive; testing of the assumptions and procedures seemed to be part of a separate investigation.)

5) To reject types of literature other than novels.

6) To propose that literature is a panacea in teacher education or to propose sweeping changes.

7) To propose that literature used in teacher education programs should be substituted for literature taught as part of general education.

8) To propose definitive conclusions about such diverse and specialized fields as literature, personality theory, role theory, communications analysis, curriculum, psychology, and sociology. (Specialists in these and other fields could undoubtedly improve the investigator's conclusions from diverse fields. Specialists should undoubtedly be included in planning and implementing procedures and selecting materials to be used in teacher education in schools and colleges.)

While answers to certain questions should be sought, no effort was made to seek answers to them. To have done so would have expanded the study beyond reasonable bounds. The following questions should be considered in relation to this study. Can literary models stimulate individual thinking, perceiving, and feeling? Can literary models help teachers to internalize roles without inducing mechanical efforts to imitate "good" teaching? Can literature help teachers to find their own very personal operational conceptualization of teaching?

Definition of Terms

Terms which are used in a specific part of this study are defined within their context. A few terms used throughout the study are defined below. Other terms when used without definition are used in their generalized meaning.

1) Teacher education: "all formal and informal activities and experiences that help to qualify a person to assume the responsibilities of a member of the educational profession or to discharge his responsibilities more effectively..."[1] In this study preservice education and inservice activities are included in the term.

2) Teacher: "...a person who has included a professional curriculum in a teacher education institution and whose training has been officially recognized by the award of an appropriate teaching certificate; a person who instructs others."[2] Unless otherwise specified, persons in all phases of teacher education are included in the term, in the assumption that the potential values of literature apply to some degree. Administrators, guidance personnel, and other professional educators are also included in the term "teacher," in the assumption that educational personnel may be jointly considered in relation to this study's goals.

3) Literature: writings of artists with skills, sensitivities, and insights which set them apart from other types of writers dealing

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[1]Carter V. Good, Dictionary of Education (N.Y.: McGraw-Hill Book Co., Inc., 1959), p. 550.

[2]Ibid., p. 550.

strictly with utilitarian topics; novels, autobiographies, and biographies are included in the term in this study.

4) Novel: prose fiction of considerable length, sufficient to permit the development of a plot which portrays how people live.

5) Appeal: a forceful interest resulting from stimulation of the senses; in this study a strong interest felt during and following the reading of a novel.

6) Behavior: the total response of an individual to stimuli, typically in this study the response of a person to other persons.

7) Presumption: an idea taken for granted on the basis of inference, experience, perception, or other basis which appears logical and reasonable but which has not been proven satisfactorily to the knowledge of the investigator.

8) Perception: "In its most limited sense, awareness of external objects, conditions, relationships..., more broadly, awareness of whatever sort, however brought about."[1]

9) Role: "behavior patterns of functions expected of or carried out by an individual in a given societal context."[2]

Guideline Presumptions in Developing Procedures

The focus of this study will be upon literature as a tool in teacher education. During the development of procedures and the analysis of novels, the following presumptions will be as guidelines.

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[1]*Ibid.*, p. 389.

[2]*Ibid.*, p. 471.

Presumption 1. Readers of novels take to their reading certain predispositions. They will take away from reading that which supports their own predispositions unless professional guidance and group interactions modify these predispositions.

Presumption 2. Literature has both assets and liabilities. It is an artist's impression of life. It takes much time and space to portray a point. It has limited settings. It may not be correct in its social assumptions and in fact may contain propaganda. Literature will be studied only as a supplementary tool.

Presumption 3. Literature is a specialized field of study. Utilization of novels should be guided in part by literary specialists, but some supervised study can be conducted by teacher educators.

Presumption 4. The process for using literature should be simple. Therefore an English guide such as Shefter's Guide to Better Compositions may be a sufficient guide for non-experts analyzing novels.[1]

Presumption 5. Literary factors must not limit the primary teacher education function. If a novel is unusually useful in teacher education but mediocre as literature, the investigator will consider it for the sample. Novels presumably could be ultimately selected, through a cooperative study by persons such as educators, literary experts, and psychologists, to meet both educational and literary criteria.

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[1]Harry Shefter, Shefter's Guide to Better Compositions (N.Y.: Washington Square Books, Inc., 1960), pp. 198-230.

The use of literature in teacher education could bog down in literary problems. Literature will be studied as a possible tool in helping to induct teachers into their complex and varied roles. Literary factors will be studied when they presumably could develop educational insights.

CHAPTER II

ROLE THEORY AND LITERATURE

Teachers in common with other professionals must transcend the feeling and fact of being laymen and learners as they begin their professional training. This process includes: (1) learning about the profession, including its traditions, skills, socio-psychological factors, and its methodology, (2) supervised practice under the direction of recognized professionals, (3) living and working in the professional world, (4) the all-pervasive but often subtle ways of reacting, communicating, dressing, and otherwise behaving in a "correct" manner. The transition is completed subtly and gradually. During the process radical changes occur. The manner in which the professional spends his waking hours, his sleeping hours, and even his dying hours is significantly different from that of other occupational patterns.

The professional's life patterns proceed according to his perceptions. Perceptual theory suggests that people behave according to what appears to be so and what appears to be self-enhancing. Literature emphasizes subtle meanings and may help teachers to become more perceptive in relation to themselves and others. Role enactment may become more accurate after teachers live vicariously in different school social systems, community cultural patterns, and varied life patterns of parents, pupils, and other professionals. With perceptions sharpened, teachers may build up some response patterns needed in teaching.

Significance of Teacher Roles

Experienced teachers eventually adjust in some manner to varied role expectations as they perceive them. Beginning teachers face the difficult task of making these adjustments. Nelson in his study found that there are both formal and informal manners of becoming inducted into the profession in general and into a specific school social system.[1] The induction process includes faculty meetings, joking among teachers, lunchroom banter, and informal advice from veteran teachers. In The Blackboard Jungle, for example, the induction processes are clearly portrayed.[2]

Allen concluded from his study that it is possible "to identify the professional role of the teacher, including the specific jobs of the classroom teacher."[3] The Blackboard Jungle and other novels could add vividness to formal instruction about teacher roles.

Sarbin noted the importance of having role expectations clearly in mind:

> A person cannot enact a role for which he lacks the necessary role expectations. These must be acquired through experience.... The actions which are patterned into roles are learned through two broadly defined processes, intentional instruction and incidental learning. It should be explicitly stated that both

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[1]Frankie Beth Nelson, "Beginning Teachers' Induction Into the Social System of an Elementary School" (unpublished Ed.D. dissertation, Columbia University, 1962), in Dissertation Abstracts, XXIV, No. 5 (November, 1963), p. 1941.

[2]Evan Hunter, The Blackboard Jungle (N.Y.: Pocket Books, Inc., 1953-1954), pp. 17-32.

[3]Arthur Thomas Allen, "Teachers in the Becoming: A Case Study of an Initial Professional Experience for Prospective Elementary School Teachers" (unpublished Ed.D. dissertation, Wayne State University, 1960), in Dissertation Abstracts, XXII, No. 1 (July, 1961), p. 169.

forms of acquiring roles may operate conjointly.[1]

What happens when role expectations are unclear to people? Sarbin stated:

> A person must move cautiously and uncertainly when role expectations of others are partly known or entirely unknown (or unknowable). Role-role and self-role conflicts are likely to follow from ambiguous role expectations. The persisting need for solution of such conflicts may lead to socially invalid role enactments.[2]

Rose noted that teachers work predominately in a world of children, removed from critical adult eyes.[3] The teacher therefore needs to self-analyze role performance. "Teacher behavior is most usefully conceived in terms of role theory," stated Rose, who claimed that the novice teacher needs to learn how to identify and promote desirable teacher roles.[4]

Olmsted further clarified role. He stated that its function is

> to maintain consistency among sets of behavioral expectations, so that people know what behavior to expect of certain persons, and how to react to them. This facilitates everyday predictability of behavior and reinforces our belief that we are interpreting situations properly.[5]

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[1]Theodore Sarbin, in Gardner Lindsey (ed.), Handbook of Social Psychology (Cambridge: Addison-Wesley, 1954), p. 226.

[2]Ibid., p. 227.

[3]Gale W. Rose, "Performance Evaluation and Growth in Teaching," Phi Delta Kappan, XLV, No. 1 (October, 1963), p. 52, based upon Judson T. Shaplin, "Practice in Teaching," Harvard Educational Review, XXXI, No. 1 (Winter, 1961), pp. 33-59.

[4]Ibid., p. 50, based upon H. H. Remmers et al, "Report of the Committee on the Criteria of Teacher Effectiveness," Review of Educational Research, XXII (June, 1962), pp. 238-63.

[5]Donald W. Olmsted, Social Groups, Roles and Leadership: An Introduction to the Concepts (East Lansing, Michigan: Institute for Community Development and Services, Michigan State University, 1961), p. 26.

Olmsted provided a word of caution. Role theory does not supply rigid predictability for human behavior:

> As personal psychological organization and social systems are themselves 'fluid' and incompletely ordered, so the behavioral and attitudinal interrelations summarized by the notion of social role can be expected to consist of likelihoods and tendencies rather than one-to-one correspondence.[1]

Fiction may sensitize teachers to the fluidity of role enactment. Fiction proceeds in ragged progressions, that is, there are conflicts, distractions, and enticing alternatives open to characters. Fiction may help teachers to understand the complexities faced by all people, including themselves, in processing and living varied role expectations. Novelists do not portray simple and easy paths to successful role attainment; they do show many ways of attaining roles. Novels may promote flexible attitudes about role enactments in the school social system.

Clarifying role expectations for contracted teachers and inducting new teachers into their roles are monumental tasks. Teachers already constitute the largest professional group in the world, and their number is increasing. Graubard has stated that there is a need to double the number of high school teachers and triple the number of college teachers during the 1955-1970 period.[2] If the new teachers are not inducted into their roles adequately, such large numbers of teachers could dramatically change the American educational scene.

There are specialized roles in specific teaching positions, but

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[1]Ibid., p. 35.

[2]Stephen R. Graubard, "Introduction," Daedalus, XCII, No. 4 (Fall, 1963), p. 649.

there are also common roles for all teachers. Ryans noted this fact when he stated:

> Experience indicated...., that while teacher behaviors at the elementary and secondary levels differ in setting, they do not appear to differ greatly in kind, and that it was not only feasible but also desirable to employ a single assessment form for both groups.[1]

It is on this basis that novels were studied for their potentiality in increasing understanding of the teacher role in a general sense. Novels will be sampled without regard to grade level or public and private school settings.

Role Stereotypes

Lawrence found that students accepting or rejecting teaching careers had pre-conceived notions about teaching roles. She stated, "A study of their personal opinions and attitudes showed that inaccurate concepts about teaching and unfavorable teacher stereotypes do exist."[2] These may impair teachers' self-images and influence teacher-student-laymen relationships.

Certain questions arise in relation to stereotypes. To what extent may teachers imitate stereotypes unconsciously? To what extent may teacher-pupil-laymen relations be impaired by negative, hostile teacher stereotypes? The stereotype may be superficial, unfair, or unrealistic; but, as Charters pointed out, the image of different

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[1]David G. Ryans, Characteristics of Teachers: A Research Study (Washington: American Council on Education, 1960), p. 85.

[2]Bessie F. Lawrence, "Factors Which Influence Academically Bright Students in Selecting or Rejecting Teaching as a Profession" (unpublished Ed.D. dissertation, Northwestern University, 1960), in Dissertation Abstracts, XXI, No. 10 (April, 1961), p. 2946.

occupational groups held by the "man on the street" is the basis of the layman's perceptions of those groups.[1]

Novels do portray some teacher stereotypes. Stereotyped characters may be useful to illustrate the diversity of views held about teachers. Stereotypes of characters may stimulate self-analysis about personal motivations for entering teaching careers, an evaluation of the effects of stereotypes upon teaching relationships, and a thinking through of ways in which individual teachers may break through the stereotype to project a warm, supportive, highly individualized person seeking to help other unique individuals, collectively stereotyped and categorized as "students," "parents," and "laymen."

The Teacher as a Person Concept

Discussion of role theory could lead to an over-emphasis on teaching as a series of acts carried out in a prescribed manner. In practice, an individual should adapt role expectations to his unique personality. Getzels and Jackson emphasized the point as follows:

> The personality of the teacher is a significant variable in the classroom. Indeed, some would argue it is the most significant variable. The educational impact of an Ichabod Crane or a Mark Hopkins, of a Mr. Chips or a Socrates, is surely not due solely to what he knows, or even what he does, but in a very real sense to what he is.[2]

Combs reviewed several approaches to studying teacher competencies and then advocated a "personal approach" to good teaching.[3] Combs

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[1]W. W. Charters, "The Social Background of Teaching," in N. L. Gage (ed.), Handbook of Research on Teaching (Chicago: Rand-McNally Co., 1964), pp. 760-61.

[2]J. W. Getzels and P. W. Jackson, "The Teacher's Personality and Characteristics," in N. L. Gage, pp. 506-76.

[3]Arthur W. Combs, "The Personal Approach to Good Teaching," Educational Leadership, XXI, No. 6 (March, 1964), p. 369.

advocated a "self as instrument" approach to define teaching.

> A good teacher is first and foremost a person....apparently, there can be no such thing as a "good" or "bad" method of teaching....The good teacher is not one who behaves in a 'given' way. He is an artist, skillful in producing a desirable result.[1]

Teacher education, according to Combs, should be based upon a personal view of teaching.

> The production of this kind of person is not a question of teaching him what to do. Modern perceptual psychology tells us that a person's behavior is the direct result of his perceptions, how things seem to him at the moment of his behaving. To change an individual's behavior, it is necessary to help him see himself and his world differently.[2]

How would Combs define an effective teacher? The effective teacher, he declared, is defined "as a unique human being who has learned to use his self effectively and efficiently for carrying out his own and society's purposes."[3]

Can Literature Serve as a Bridge?

Adequate induction into the teacher role has been advocated. Role theory suggests a degree of predictability of individuals carrying out role expectations. It has also been noted that the teacher is first of all a human being. The "self as instrument" concept implies individualizing teacher education.

What may bridge role theory and "self as instrument" concepts? What are the relationships between role study, formally conceived, and

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[1]Ibid., p. 372.

[2]Ibid., p. 373.

[3]Ibid., p. 373.

literature as part of induction, broadly conceived? The questions imply that there is need for formal instruction about role and also a focus in teacher education upon the very personal, human aspects of teaching.

What are the bridges which link role and "self as instrument" concepts?

1) Through formal instruction and experience, teachers may learn about role expectations.[1]

2) A degree of consistency in role expectations may help the individual teacher to grow in confidence, security, and satisfaction--bases from which he can provide supportive relationships with pupils.

3) Role expectations may help the teacher derive some order out of human relations. There is still plenty of room for accepting individual variations within the broad scope of role expectations.

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[1]Examples of materials which might be helpful as background for formal instruction about role include:

W. W. Charters, "An Approach to the Formal Organization of the School," National Society for the Study of Education, Behavioral Science and Education Administration, 1964 Yearbook (Chicago: University of Chicago Press), pp. 243-61. (Topics such as the work structure of a school, division of labor, and organizational maintenance.)

Howard S. Becker and Anselm Strauss, "Careers, Personality, and Adult Socialization," in Maurice Stein et al, Identity and Anxiety (Glencoe, Illinois: The Free Press of Glencoe, 1960), pp. 205-18. (Topics such as upward movement and personal identity in the world of work.)

Laurence Iannacone, "An Approach to Informal Organization of the School," National Society for the Study of Education, Behavioral Science and Educational Administration, 1964 Yearbook (Chicago: The University of Chicago Press, 1964), pp. 223-41. (Topics such as legal power, decision making, and extra-legal power.)

Ernest Greenwood, "Attributes of a Profession," Social Work (July, 1957), pp. 45-55. (Topics such as attributes of a profession and degrees of professionalism.)

Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (N.Y.: John Wiley and Sons, Inc., 1958). (An intensive study of the school superintendent's role but also a good general reference for graduate study.)

4) Fiction may make role theory vivid and meaningful. Fiction, through its use of situations wherein the individual finds himself confronted by the roles, whims and wishes, and conflicts of others, may contribute a tolerant attitude of varied ways of living varied roles.

5) Fiction may help teachers to identify hidden motivations for entering the profession and remaining in it, and thus contribute to a realistic adjustment to the teacher's current situation.

6) Fiction may help teachers to understand stereotypes. Conscious of these stereotypes, the teacher may be able to react confidently to stereotypes.

7) Fiction may help the teacher to establish and maintain himself as a unique person. Fiction as a treasure house of the society's traditions, aspirations, and accomplishments may become a means for finding identity. Having "found" himself, the teacher thus is able to work with immature students seeking to find their own individual paths to identity.

8) Fiction may help the individual teacher to sharpen his own perceptions of life. His own perceptual world may then become a basis for reasonable and rational behavior, at least to a greater degree than it is when the teacher is immature, insecure, and unstable.

It appears that teachers should develop a professional competence based upon research and expert opinion. Role theory suggests a degree of predictability concerning roles for which teachers should be prepared. In addition emphasis should be given to the unique manner in which individual teachers adapt the general teaching role to their own experiences, competences, and goals. It appears that literature may both help the teacher to conceptualize the teaching task and also

to advance understandings of self in relation to the school and general society. Literature may thus bridge learning about and living varied roles adequately. Literature may provide both formal instruction and experience. It may both teach and be a living experience.

CHAPTER III

LITERATURE'S POTENTIALITIES AND LIMITATIONS

The use of literature in teacher education was discussed previously. A further examination reveals additional potentialities and limitations of the use of literature. The following discussion could be applied to literature in general and to a specific form of literature such as novels. Both potentialities and limitations should be studied prior to the use of literature.

A Further Look at Potentialities

Novels have arisen to provide models toward which modern man may aspire, according to Bruner.[1] He notes the demise of myths which provided explanatory models about life. Such models may include diverse themes such as the meaning of life and death, the self-made man, and the desirability of death in order to attain eternal life. The demise of myths increases modern man's search for identity; the void of meaning provided by myths may be filled in part by novels. "A people who feel that they are living at the full limit of what is possible will have no crises of identity. Our challenge now is to use those portions of fate that we have taken over."[2]

Novelists are very much concerned with modern man's identity. "As far as I am aware, the writing of fiction is more conducive to

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[1]Bruner, pp. 38-41.

[2]*Ibid.*, p. 165.

honesty than is any other form of writing or any other activity," wrote Simon O. Lesser in a discussion of the freedom with which novelists can admit or hide their own feelings and at the same time share perceptions about the meaning of life.[1] The reader of fiction struggles for identity with the characters and may find his own identity in part through reading.

Pooley made even more extensive claims for literature. Among his claims for high school literature, which presumably apply to adult literature also, were:

1) That it provides good times through books.

2) That materials vary enough to provide for individual differences.

3) That literature helps youth solve problems.

4) That readers are introduced to the whole world through literature.

5) That literature is available to promote self-understanding.

6) That literature contributes to the development of critical thinking.

7) That literature gives readers a personal experience with life itself.[2]

While he made extensive claims for literature, Pooley noted that most research deals with skills of literary utilization.

Waples et al noted that reading has certain unique advantages

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[1]Simon O. Lesser, "The Role of Unconscious Understanding in Flaubert and Dostoevsky," Daedalus, XCII, No. 2 (Spring, 1963), p. 381.

[2]Robert C. Pooley, "Literature," in Walter S. Monroe (ed.), Encyclopedia of Educational Research (New York: The Macmillan Company, 1960), pp. 470-72.

in comparison to other mass media:

1) It is not restricted in time and location.

2) It is available to anyone who can read.

3) It can develop the amount of detail desired and needed.

4) It is used according to the rate desired by the reader.

5) It can be re-read.[1]

Literature's Limitations

Literature appears to have certain unique potentialities and also limitations. Certain limitations should be noted at this point:

1) Literature is highly individualized in its potentiality. Certain professors and certain students presumably may derive considerable benefits from reading literature; others perhaps would gain more from other learning activities.

2) Individuals may find support for their preconceived notions about teachers and learners.

3) Literature cannot be a substitute for scientific study of education and for other phases of general education.

Lorimer summarized several limitations in the use of literature:

> What a student takes with him from a piece of literature depends as much upon what he brings with him to the reading as it does upon what the author says.... His meanings are sure to be selected and abstracted on the basis of these pre-dispositions.[2]

She observed that low scorers on tests of values tended to misinterpret authors' purposes, noted literature which confirmed prejudices, rejected selections which attacked them or increased anxiety, and missed subtle

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[1]Waples et al, pp. 4 and 29.

[2]Lorimer, p. 2.

literary overtones.[1] These problems may also apply in part to other teacher education experiences. Lorimer reported another limitation from the literature. Readers tend to select and remember materials which support their social attitudes.[2]

D. H. Russell, while chairman of the National Council of Teachers of English Committee on Research, summarized factors which may limit reading effects: (1) clarity and credibility of the message, (2) readers' conformity with or independence of the group, (3) readers' susceptibility to persuasion and social influence, (4) the situation in which reading is done, (5) overt purpose of reading, (6) conscious and unconscious needs, (7) personality traits which affect conduct.[3]

Waples et al noted additional limiting social factors: (1) forces may block publications challenging contemporary views, (2) publications which present views contrary to readers' views may be relatively inaccessible.[4]

The same authors noted some additional personal limiting factors such as: (1) limited opportunities to read reviews, (2) failure to be included on mailing lists from publishers, (3) insufficient money with which to buy books.[5] It appears that teachers could overcome these potential problems in securing a variety of reading materials.

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[1]Lorimer, "Abstract," p. 2.

[2]Jerome Levine and Gardner Murphy, "Learning and Forgetting Controversial Material," Journal of Abnormal and Social Psychology, XXXVIII (1943), pp. 507-17, in Lorimer, p. 6.

[3]D. H. Russell, "Some Research on the Impact of Reading," English Journal, XLVII (1958), pp. 400-406.

[4]Waples et al, p. 180.

[5]Ibid., p. 55.

"Taboos" of conventional writers may limit the scope of reading topics. Writers may leave out whole segments of life which could be significant in the lives of students, teachers, and community.

Maren Elwood listed the following taboos: (1) racial intermarriage, (2) sexual perversion or too realistic presentations of sex, (3) controversial questions, (4) religion, (5) villains identifiable with a specific group, (6) non-American heroes in foreign scenes, (7) excessive suffering and details of suffering, (8) victory for villains or successful conclusion to wrong doing, (9) deaths of likeable characters, funerals, serious illness, drug addiction, sordidness in characters, and insanity, (10) the supernatural, (11) disrespect for motherhood, (12) criticism of Big Business, (13) disrespect for authorities, (14) accidental or co-incidental solutions to problems.[1] These taboos are of course not observed by many writers. Teachers may need to search out novels of significance for their communities.

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[1]Maren Elwood, Characters Make Your Story (Boston: The Writer, Inc., 1942), pp. 179-82.

CHAPTER IV

PROCEDURES

Study procedures were developed to assist teacher education personnel interested in possible values and uses of literature but who were untrained in literary utilization. Procedures were focused upon selection of novels, analyzing and recording data, and possible use in teacher education, both of prospective and contracted teachers seeking to continue their professional growth. The focus was upon developing procedures rather than validating them. This focus provided a reasonable delimitation for the study. Where procedures were adapted during the study, an effort was made to develop procedures requiring a reasonable amount of time and effort. Such procedures presumably could increase the use of literature in teacher education.

The investigator did not concentrate upon determining the literary quality of novels included in the study. Dale and Williams noted that there are many unanswered questions about the quality of mass media, which have multiplied faster than knowledge about their quality and effects:

> We are certainly increasing the scope and range of indirect experiences. But the quality of these experiences has received scant study. Are we producing superficiality and passivity? It is not a simple task to put our scattered findings together and neatly sum up the total effect of these new and old media on groups and individuals.... Nevertheless it is better to work with partial data than with no data at all.[1]

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[1]Edgar Dale and Harold A. Williams, "Mass Media," in Walter S. Monroe (ed.), Encyclopedia of Educational Research (New York: The Macmillan Co., 1960), p. 795.

Content Analysis

Content analysis procedures were developed to secure, analyze, and categorize data into meaningful relationships and conclusions. Berelson noted two prerequisites needed to avoid sheer subjectivity: (1) categories of analysis sufficiently precise to permit different investigators to replicate findings, (2) quantification either through numerical or verbal categories. His definition brought out these points: "Content analysis is a research technique for the objective, systematic, and quantitative description of manifest content of communication."[1]

Berelson also differentiated between quantitative and qualitative analysis. Qualitative analysis, in contrast to quantitative analysis: (1) may be based upon small, incomplete samples, (2) may have a higher ratio of non-content emphases, for example, investigators' inferences about effects of content, (3) may have less concern about content than with other phenomena, (4) may have less formalized and less precise categories, (5) may have complex themes inter-related with other themes (a "gestalt") rather than small analysis units.[2]

Characters, according to Berelson, may be units of analysis.[3] While this study utilized both quantitative and qualitative analyses,

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[1]Bernard Berelson, "Content Analysis in Communication Research" (mimeographed, 1948), p. 18. (Also published in book form by the Free Press of Glencoe, Illinois, 1952).

[2]*Ibid.*, pp. 120-26.

[3]Bernard Berelson, "Content Analysis," in Gardner Lindsey (ed.), *Handbook of Social Psychology*, I (Cambridge: Addison-Wesley Publishing Co., Inc., 1954), p. 509.

the investigator utilized a qualitative approach predominantly. Units of analysis were derived from a teacher characteristics study, a verbal model of human personality development, and selected literary factors. None of the analysis sheets used to record data had been developed previous to this study. The categories and definitions used in the analysis sheets were derived from verbal models described next.

Ryans' Characteristics of Teacher Study

Ryans' study sought to ascertain aspects of teaching which characterize American teachers in general and in relation to data such as age and subjects taught. It was selected for this study to determine the comprehensiveness with which novelists portray teachers.

Ryans concluded that teacher behavior is predictable, consistent, and at the same time influenced by personal teacher characteristics and environmental factors. Predictability of the dimensions of teaching provides a basis for helping teachers to internalize possible reactions to varied situations. Formal instruction, observations of teaching, participation in teaching, and presumably reading about teaching could help teachers to develop general principles and simulated alternatives. This does not suggest that teaching can, or should, become semi-automatic; but it does imply that teaching is more than a hodge-podge of unrelated, isolated, or conflicting teaching acts. Van Dalen said in this context, "We are stating simply that teacher behavior...is not haphazard or fortuitous, but instead is consistent, or reliable, and therefore is capable of being predicted."[1]

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[1]Deobald V. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Book Co., Inc., 1962), p. 373. The investigator is indebted to Van Dalen's analysis of Ryans' study. Pages 392-96 are quoted extensively below. Van Dalen, incidentally, discussed Ryans' study as "An Example of Constructing a Theoretical Framework."

Ryans developed two major assumptions and several sub-assumptions. Their number is sufficiently small to lead the investigator to presume that literature could be selected and utilized to make the assumptions concrete and meaningful. Ryans' assumptions are summarized next, largely with quotations from Van Dalen's discussion.

"Assumption I: Teacher behavior is a function of situational factors and characteristics of the individual teacher." Teacher behavior was conceived by Ryans to be a function of situations and learned-unlearned characteristics. "Postulates" which follow include these characteristics: (1) "some degree of consistency," (2) "a limited number of responses," (3) a probability rather than a certainty, (4) partly an outgrowth of personal characteristics, (5) "a function of general features of the situation in which it takes place," (6) "a function of the specific situation in which it takes place."

"Assumption II: Teacher behavior is observable." Postulates which follow state that teaching behaviors are: (1) "distinguishable" into "core components" which yield "generalized descriptions," (2) "classifiable qualitatively and quantitatively" on the basis of their general similarities and few dissimilarities, (3) "revealed through overt behavior and also by symptoms or correlates of behavior."[1]

Ryans' scale appeared to meet two criteria established by Heyns and Lippitt for rating scales:

> In the ideal rating scale, productive of maximum reliability, there is a clear definition of the dimension of observation <u>and</u> a specification of the properties which behavior must

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[1]<u>Ibid</u>., p. 392.

> have in order to be appropriately assigned a number on the scale.[1]

They also note:

> When other conditions are optimal, the human being is more accurate when he makes ordinal judgments than when he makes judgments on absolute subjective scales....[2]

The Ryans' study of teacher characteristics was, according to Getzel and Jackson, "The most extensive study of teachers to date."[3] It produced clear definitions of teaching characteristics and provided a continuum on which observers could make ordinal placements. While designed for direct classroom observations, the scale seemed to be adaptable for this study.

The investigator felt that characteristics of teachers portrayed in novels could be placed upon the Ryans scale and that such ratings would indicate the comprehensiveness with which novelists portray teaching. The novelist's emphasis upon varied forces in human relations may help teachers to become more observant of classroom interaction. The use of procedures such as those used in this study may increase teachers' awareness of the characteristics of teachers.

Exposure to teaching situations through varied media presumably builds in what Kersh calls "a learning set towards a specific class of problems--a way of operating within certain behavioral

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[1]Roger W. Heyns and Ronald Lippitt, "Systematic Observational Techniques," in Gardner Lindsey (ed.), Handbook of Social Psychology, I (Cambridge: Addison-Wesley Publishing Co., Inc., 1964), p. 372.

[2]Ibid., p. 400.

[3]J. W. Getzels and P. W. Jackson, "The Teacher Characteristics Study," in N. L. Gage (ed.), Handbook for Research on Teaching (Chicago: Rand-McNally, 1964), p. 566.

boundaries."[1] In Kersh's study, classroom situations were simulated by motion pictures, slides, and printed pictures. The experiment presupposed that patterned responses could be developed prior to actual classroom teaching.[2]

Novels appear to have both advantages and disadvantages in comparison to Kersh's simulation media. Kersh's media had more fidelity in relation to actual classroom situations, for they were visual representations of typical classrooms. They also used varied perceptions widely. Novels, on the other hand, are less dependent upon elaborate equipment and can include more varied situations, historical times, and geographical settings. Novels can encompass the whole human situation, limited only by the ingenuity of novelists. Some human situations cannot be duplicated in a classroom; novels in this sense have greater flexibility.

Neither novels nor other simulation materials such as those used by Kersh could be considered basic teacher education; both may be valuable supplements. Both seek to minimize the abstract nature of some teacher education. Kersh noted that "teachers learn to teach from teaching experience in the classroom; they learn to verbalize about teaching from their experience as students in college classrooms."[3]

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[1]Bart Y. Kersh, Classroom Simulation: A New Dimension in Teacher Education (Monmouth: Oregon State System of Higher Education, June 30, 1963), Final Report, Project No. 886, National Defense Education Act of 1958, p. 3.

[2]For a discussion of simulation techniques for administrative training, see Richard Wynn, "Simulation--Terrible Reality in the Preparation of School Administrators," Phi Delta Kappan, XLVI, No. 4 (December, 1964).

[3]Kersh, p. 14.

Kersh presumed that simulation controlled by expert supervisors could shape teacher behavior "by reinforcing successive approximations of the desired behavior."[1]

Teacher educators using novels to illustrate teaching situations could not control content as completely as Kersh did, for they would be dependent upon novelists for content. However, novels may have potentialities related to Kersh's study. Kersh implied that teacher education practices should be broadened when he stated that "educational methods and theory courses taught by lecture and discussion could not be expected to change the classroom behavior of the beginning teacher."[2]

In his concluding statement, Kersh said:

> Perhaps it makes little difference during actual instruction whether the stimulus materials are more or less "realistic" just so they provide the teacher with the opportunity to analyze and to enact responses repeatedly under supervision.[3]

Kersh was discussing the relative merits of still versus motion pictures. The statement presumably could be related to novels. Since individual teachers vary so greatly in perceptions and motivations, it appears to the investigator that a varied simulation program, including fictional simulation, could be incorporated into teacher education programs.

Edmund Farrell made a specific claim that literature can provide models of teaching:

> If textbook criteria do not serve and if observations of live teachers before live students in valid context are impossible,

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[1] Ibid.

[2] Ibid.

[3] Ibid.

> where are we to go to find teachers who are models of greatness? The answer, I hold, is to literature, to those short stories, essays, novels, and biographies containing descriptions of or portrayals of teachers.[1]

Ryans has provided characteristics which can be verbally simulated for teacher education purposes. Teacher characters from literature may help teachers to analyze varied situations and their own characteristics. Ryans' model was selected to illustrate one way in which literature could be used to illustrate a specific dimension of teacher education.

Erikson's Eight Ages of Man

In addition to Ryans' model, Erikson's personality hypotheses, condensed into "Eight Ages of Man," were selected to provide a behavioral set of analyses. These analyses will provide a second example of using literary analysis to illustrate a dimension of teacher education.

The Erikson hypotheses about the psychosocial developmental patterns of man are dynamic. They focus attention upon successive "ages" developed from and maintained by psychosexual patterns, physical development, cognitive development, and motor development. The Eight Ages of Man model provides a "cradle to grave" framework for understanding human development. The model provided the investigator with another test for novels' comprehensiveness and clarity.

The need for teachers to understand total developmental patterns, in contrast to seeing people only in daily or weekly discrete behavioral patterns, was summarized by Kuhlen:

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[1]Edmund J. Farrell, "Toward the Definition of a Great Teacher," Phi Delta Kappan, XLV, No. 9 (June, 1964), p. 453.

> It does seem desirable in studying any phase of life that it be put in the perspective of what has gone before and what follows. Unless this is done, characteristics of a particular age group, as adolescents, are all too likely to be viewed as peculiar to that group although actually they may be simply characteristics of people. And certainly the adjustments made by adolescents, though currently important, can most meaningfully be evaluated in terms of their post-adolescent outcomes. A broader developmental psychology is needed to provide a context in which the character and significance can be studied.[1]

Earlier Kuhlen had noted, "It is generally accepted that a basic continuity characterizes human psychological development, in the sense that patterns of personality and adjustment once established tend to persist over long periods of time."[2]

Novels may be useful in illustrating developmental patterns. Novels do not portray development in a smooth, uninterrupted progression from childhood to senescence; there are upsets, regressions, spurts, and quiescent periods. Increased awareness of literary characterization may aid teachers to become aware of the unfolding psychological development of students.

Kohlberg noted that novelists portray psychological phenomena. He claimed that it is possible to psychoanalyze literary characters.[3] This article supported one of the investigator's presumptions: that under expert guidance novels could aid teachers in understanding psychological phenomena.

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[1]Raymond G. Kuhlen, "Adolescence," in Walter S. Monroe (ed.), Encyclopedia of Educational Research (New York: The Macmillan Co., 1960), p. 29.

[2]Ibid., p. 28.

[3]Lawrence Kohlberg, "Psychoanalysis and Literary Form: A Study of the Doubles in Dostoevsky," Daedalus, XCII, No. 2 (Spring, 1963), pp. 345-62.

A Description of Erikson's Eight Ages of Man

According to Erikson, "Personality can be said to develop according to steps predetermined in the human organism's readiness to be driven toward, to be aware of, and to interact with a widening social radius, beginning with a dim image of a mother and ending with an image of mankind..."[1] The progression of an individual through life is not unbroken, ever forward. Each "age," according to Erikson, must be fought through before the next one is reached and many earlier battles from earlier "ages" must be refought within the context of new circumstances, internal and external. Erikson pointed out:

> In each crisis, under favorable conditions, the positive is likely to outbalance the negative, and each reintegration builds strength for the next crisis. But the negative is always with us to some degree in the form of a measure of infantile anxiety, fear of abandonment--a residue of immaturity carried throughout life, which is perhaps the price man has to pay for a childhood long enough to be the learning and teaching animal, and thus achieve his particular mastery of reality.[2]

The Population and Sample

After the units of analysis were selected from Ryans and Erikson's models, the investigator then turned to the selection of novels which met certain criteria.

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[1]Erik H. Erikson, in William C. Morse and G. Max Wingo, Readings in Educational Psychology (Chicago: Scott, Foresman, and Co., 1962), p. 41.

[2]Erik H. Erikson, "Youth and the Life Cycle," Children, VII, No. 2 (March-April, 1960), pp. 43-49, in William C. Morse and G. Max Wingo, p. 39.

The Population

The population included books indexed under the category of "fiction" in the Book Review Digest, which is widely available in library reference rooms.[1] Certain categories were selected from the general heading of "fiction" when there seemed to be a reasonable chance that children, youth, and teachers might be portrayed. Thirty-five sub-headings were included in the search for novels in the most recent twelve months cumulative index available (March 1963-February 1964). Categories such as "adolescence," "boys," "Negroes," and "psychological stories," led the investigator to Book Review Digest reviews. These reviews were the basis for a "preliminary acceptance" or "rejection" rating by the investigator. Books tentatively accepted became a refined population.

Some categories such as "children, stories about," "orphans," and "poverty" led to no books for the population. Still other headings, while they led the investigator to accept books tentatively, were of limited value; for they indexed books largely found under another heading. An example of this was the heading "boys" which indexed one tentatively accepted book, which was also indexed under the heading of "brothers." In still other cases certain headings provided a number of tentatively accepted books not indexed under other headings used by the investigator, but the proportion of tentatively accepted books was so low that it seemed inefficient to continue to use these headings. There were twenty-one novels indexed under "psychological stories"; of

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[1]Book Review Digest (Chicago: H. W. Wilson and Co., published monthly, semi-annually, and annually).

these, eight met the investigator's criteria. Of these eight acceptable books, only three were not indexed under other headings. In other words, the investigator read twenty-one reviews in order to find three new titles which appeared to have student and teacher characters working together in a contemporary American elementary or secondary school.

On the basis of experiences with the reviews in the March 1963-February 1964 Book Review Digest, the investigator elected to cut the number of headings used and titles reviewed. In an effort to develop a procedure which could be followed within reasonable time limits, index categories were used only when they indexed books which met criteria for "preliminary acceptance" in at least half of the cases and in turn when at least forty per cent of the tentatively accepted books were not indexed under other index categories used. Exceptions were made for some headings. Such headings as "school life" and "teachers" did not place a high proportion of accepted novels in the population (since they often had foreign schools or colleges titles indexed), but they seemed to be logical index headings to use.

Criteria for placement of novels in the population, partially stated previously, will now be summarized.

1) Novels were to have favorable reviews in Book Review Digest. Some novels with mixed reviews (some favorable and some unfavorable) were placed in the population when the novels appeared to have unusual potentiality for illustrating the Erikson or Ryans' models. Another exception was made for two novels for which no reviews were found in Book Review Digest, since the novels appeared to be unusually useful for this study.

2) Reviews were to state either that student or teacher characters were in novels or imply that they might be included.

3) Characters were to be associated with American public or private elementary and secondary schools.

4) Contemporary novels were to have been written after 1940 and have settings later than 1930.

5) Books accepted for the population were to be available in paperbound editions for at least half of the titles. Paperbound Books in Print was used to determine which tentatively accepted books were available in paperbound editions.[1] Paperbound Books in Print was a useful source of information about paperbound novels published under the same titles as the clothbound originals and for novels still available. No way was found to determine which clothbound books may have been published in paperbound editions under new titles other than to write to the publishers. Whether or not efforts to find books available in paperbound editions would be justified in a particular institution would be determined by the importance of finding inexpensive novels. Libraries which bind paperbound editions would find savings small; individuals buying selected novels for their own libraries would enjoy sizable savings by buying paperbound editions.

Population procedures were changed after it became apparent that the above procedures were too time consuming for most potential teacher education personnel. Some novels were placed in the population as a result of the investigator's inspection of: (1) library fiction sections, (2) the family library, (3) book lists and reviews. A further source

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[1]Paperbound Books in Print (N.Y.: R. R. Bowker Co., published monthly and cumulatively every three months.)

was recommendation of other persons. After books were located it was generally possible to find reviews in the Book Review Digest for the period close to the novels' publication dates.

The resulting population was illustrative of novels related to certain aspects of teacher education. The population was not intended to be representative. Increasingly flexible procedures were used to develop methods which presumably would be feasible for teacher educators.

Sampling Procedures

The tentative sample included books whose reviews met selected criteria. The investigator read the synopses printed on covers of many books, leafed through the novels, and read opening chapters to screen out books not acceptable for the study. In many cases the Book Review Digest reviews did not indicate that a novel had a foreign or early American setting, or the investigator may have inferred that a novel had a school setting and found that there was none. In still other cases there were school settings so briefly described that analysis was not feasible. The final sample of twenty-four novels included situations which appeared to the investigator to illustrate the Ryans and/or Erikson models.

Analysis

While the study was focused primarily upon determining novels' availability, comprehensiveness, clarity, and reader appeal, the investigator was interested in carrying on an exploratory testing of data-gathering instruments which he developed and/or adapted.

There were three categories of analysis: (1) literary and teacher characteristics, (2) literary and personality development ages, (3) literary, teacher characteristics and personality development ages. After a preliminary reading of twenty-four novels, the investigator assigned each novel to one of the three categories above and utilized appropriate data-gathering instruments described below. Eight novels were analyzed for each of the three categories.

Data-Gathering Forms

Data-gathering forms developed for this study are described below. The forms themselves are at the end of this chapter. Photographic copies of the forms with appropriate data typed in will be included in Chapter V.

Population

Forms #1 and #2 were developed for recording data related to the population. Form #1 was used to record preliminary data about novels. Novels which received a "preliminary acceptance" were checked against Paperbound Books in Print. Novels were then either placed in the population or rejected. This review process started with current bound issues of Book Review Digest. Preceding Book Review Digests were studied in reverse chronological order from most recent to less recent until an adequate sample was secured.

Form #2 summarized the total number of novels indexed under each heading originally used in the Book Review Digest index, the number tentatively accepted for the population, and the number of novels indexed under different headings. Form #2 is further explained on the form.

Form #3 summarized literary analyses. Form #4 was the key for Form #3.

Form #5 summarized Ryans' characteristics of teachers portrayed in selected novels. Form #6 was a "glossary" for Form #5. The investigator on Form #5 established a partial continuum with lowest numbers for negative characteristics and largest numbers for positive characteristics. Ryans' rating scale was cut from eight places to four. It was felt that fine observation ratings possible in direct observations would not be possible in rating characters in novels.

Form #7 provided for recording Erikson's Ages of Man categories illustrated in novels. Form #8 was developed to define characteristics of the different "ages."

These forms were developed to provide units of analysis for the Ryans and Erikson models. They could be used in evaluating novels for instructional purposes. They could also be used as study guides prior to group discussions. Forms developed for other teacher educators would reflect their specific purposes in using literature.

Summary

This chapter has summarized several steps:

1) A study of factors related to content analysis.

2) The selection of two verbal models related to teaching and the adaptation of these models to provide units of analysis which could be used to test novels' comprehensiveness, clarity, and appeal.

3) The development of population, sampling, and analysis procedures.

4) The development of data-gathering forms and related keys for those forms.

The forms and keys are included next in this chapter for convenient reference. Chapter V illustrates the type of information and conclusions which can be derived through a use of such forms.

Form # 1 _____19____

POPULATION: Individual Reviews of Novels

Author: _____

Title: _____

Hardback Publisher: _____

Pages_____ Cost: $_____

Paperback Publisher: _____

Pages_____ Cost: $_____

Book Review Digest Issue

_____19__ to _____19__

Page

Index Category:

_____

_____

_____

Other Source of Title:

_____

IDENTIFYING SYNOPSIS:
(Setting, main characters, etcetra)

INVESTIGATOR'S RATINGS:

____Preliminary Rejection
____Preliminary Acceptance

____Final acceptance
____Final rejection:

_____

REVIEWS:_____ Generally positive; _____ Generally negative; ____ Mixed.

Number of Reviews Listed But Not Summarized in Book Review Digest.

AVAILABILITY:

____"Readmore"
____Wabash News Agency
____I.S.C. Library
____Fairbanks Public
____State Library
____:Other_____
____:Other_____

Form #2

POPULATION: "Preliminary Acceptance" Novels
by Index Headings in Book Review Digest,
_____19__ to _____19__

(These numbers correspond to numbered headings above.)

	"Fiction"	1.Adolescence	2.Aristocracy	3.Blind	4.Boys	5.Brothers	6.Child Story	7.Class Dist.	8.Deaf	9.Fam. Chron.	10.Fam. Life	11.Fath/Son	12. Girls	13.Guilt	14.Incest	15.Juv.Del.	16.Loneliness	17.Miscegen.	18.Moth/Dau.	19.Moth/Son	20.Negroes	21.Orphans	22.Par/Child	23.Phy. Hand.	24.Poverty	25.Psy. Stor.	26.Race Pr.	27.Sch. Life	28.Sex Pr.	29.Sisters	30.Speech	31.Sub. Life	32.Suicide	33.Teachers	34.Wealth	35.Youth
1.																																				
2.																																				
3.																																				
4.																																				
5.																																				
6.																																				
7.																																				
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31.																																				
32.																																				
33.																																				
34.																																				
35.																																				

Explanations: (a) fraction's numerator: number of "Preliminary Acceptance" novels, (b) fraction's denominator: total number of indexed specified headings, (c) corresponding numbers for headings in left column: number of times different headings used to index the same title.

Summary: __Total number of novels indexed in above headings. __Total of "Preliminary Acceptance" novels. __Headings yielding 40% "Preliminary Acceptance."

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: _____

Title: _____

Edition analyzed: _____

Publisher: _____

Pp.____ Cost____ Publ.date_____

Other publisher: _____

Pp.____ Cost____ Publ.date_____

I. Book Review Digest Synopsis:

P.____ (Investigator's abstract)

II. Book Review Digest Reviews:

Index categories_____

A. Number of reviews:

___unfavorable x 0 = ...__

___mixed x 1 = ...__

___acceptbl/favorbl x 2= __

___(Total) Avg. . . __

B. Investigator's conclusions:

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... ___
   b. Investigator's avg..... ___
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement___
   b. No. tchrs. analyzed.....___
   c. No. traits depicted.....___
   d. Invest. composite rating..___
      (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted.....___
   b. No. influential tchrs.....___
   c. Invest. composite rating..___
4. Conclusions/Recommendations:
   a. Invest. Overall Rating....___
   b. Comments on uses/limitations:
      (based on above and other data)

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low("0") to ("3") high.

....A. Appropriateness: /1 /2 /3 /4 /5 :( )

....B. Story setting (19_____): /1 /2 /3 /4 /5

....C. Teacher: _____ /1 /2 /3 /4 /5 /6

Position: _____ /7

....D. Teacher aspiration/role conflicts:

1. Type/source: _____

2. Reactions: _____

....E. Story synopsis data:

1. Tchr. characterization: /a /b /c :( )

2. Theme: /a

/b /c

/d /e

3. Style: /a /b /c /d /e /f

_____

(Average "A-E")

F. Material factors: / 1 / 2

Form #4 LITERARY ANALYSIS KEY[1]

Dimensions of Data Recorded on Form #3 Composite Sheet

DIMENSIONS AND DATA

Key: Y, yes; N, no; M, mixed; NS, not specified.

A. APPROPRIATENESS:
1. Language appropriate to the story: Y, N, M.
2. Moral standards integral part of the story: Y, N, M.
3. Goal attainment appropriate for teacher characters: Y, N, M, NS.
4. Propagandizing limited: Y, N, M.
5. Writers' "taboos" generally observed in the story: Y, N, M. (Except _____)

B. SETTING (TIME AND PLACE):
1. School: HS, hi. sch.; JH, jr. hi.; El, elem.; C, combination.
2. Community location: E, east; S, south; MW, midwest; W, west; NS.
3. Setting: LC, large city; C, city; T, town; V, village; R, rural; NS.
4. Significance attached to setting: Y, N, M.
5. National/racial/religious factors influential in story: _____

C. TEACHER DATA (MAIN TEACHER CHARACTER):
1. Sex: M, F. 2. Approximate age: _____
3. Marital status: S, single; M, married; D, divorced; S, separated; W, widow (ed, er); NS.
4. Number of offspring: _____
5. Present socio-economic status: U, UM, M, LM, L, NS. (U, upper; M, middle; L, lower)
6. Parents' status: U, UM, M, LM, L, NS. 7. Professional training.

D. TEACHER'S ASPIRATIONS AND ROLE CONFLICT (MAIN CHARACTER):
1. Type and/or source of aspirations and/or role conflicts: _____
2. Teacher's reactions to aspirations and/or role conflicts: _____

E. STORY SYNOPSIS DATA:
1. Teacher Characterization: a. "real" rather than "typed": Y, N, M. b. characterization smooth: Y, N, M. c. characters varied: Y, N, M.
2. Theme: (the author's message) a. Purpose/situations: _____ b. Problems/situations to which teacher responds: sympathies, ties, obligations; likes, dislikes, hates; alliances; intentions/desires; envy, contempt, admiration. c. Reaction to the theme: _____ d. General attitudes conveyed about teachers: _____ e. Teacher's religious, social, political values: _____
3. Style: a. Scenes presented well: Y, N, M. b. Varied senses used: Y, N, M. c. Emotions portrayed appealingly: Y, N, M. d. Characters, actions, settings related and harmonious: Y, N, M. e. Readability high: Y, N, M. f. Character type which reader encouraged to identify with: _____

F. MATERIAL FACTORS:
1. Cover description: _____
2. Printing quality: acceptable, poor.

---

[1]The investigator is indebted to the following authors whose ideas were adapted in this Literary Analysis Key: Maren Elwood, Characters Make Your Story (Boston: The Writer, Inc., 1942); Edwin A. Peeples, A Professional Storywriter's Handbook (Garden City, New York: Doubleday and Company, 1960); Harry Shefter, Shefter's Guide to Better Compositions (New York: Washington Square Press, Inc., 1960).

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of

KEY: [2]

1= Extreme 2= Moderate	12	0	34	Novel: 3= Moderate 4= Extreme	ILLUSTRATIONS OF CHARACTERISTICS Profile No./Pages/(Length)
1. Partial	..	.	..	Fair	
2. Autocratic	..	.	..	Democ.	
3. Aloof	..	.	..	Respnsv.	
4. Restricted	..	.	..	Understn.	
5. Harsh	..	.	..	Kindly	
6. Dull	..	.	..	Stimltg.	
7. Stereotyped	..	.	..	Orignl.	
8. Apathetic	..	.	..	Alert	
9. Unimpressive	..	.	..	Attrctv.	
10. Evading	..	.	..	Respnbl.	
11. Erratic	..	.	..	Steady	
12. Excitable	..	.	..	Poised	
13. Uncertain	..	.	..	Confdnt.	
14. Disorganized	..	.	..	Systmtc.	
15. Inflexible	..	.	..	Adaptbl.	
16. Pessimistic	..	.	..	Optmstc.	
17. Immature	..	.	..	Integrtd.	
18. Narrow	..	.	..	Broad	

Teacher Profile Summary:

___Number dimensions depicted.
  ___No. rated "1" or "2"
  ___No. rated "3" or "4"
___Investigator's avg. rating:
  ___Comprehensiveness
  ___Clarity
  ___Appeal
___Total pages analyzed above
___Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1_____	10_____
2_____	11_____
3_____	12_____
4_____	13_____
5_____	14_____
6_____	15_____
7_____	16_____
8_____	17_____
9_____	18_____

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form # 6

ANALYSIS: Individual Teacher Characteristics "Glossary"

TEACHER BEHAVIORS[1]

1. Partial
   1.1 Repeatedly slighted a pupil.
   1.2 Corrected or criticized certain pupils repeatedly.
   1.3 Repeatedly gave a pupil special advantages.
   1.4 Gave most attention to one or a few pupils.
   1.5 Showed prejudice (favorable or unfavorable) toward some social, racial, or religious groups.
   1.6 Expressed suspicion of motives of a pupil.

   Fair
   1.1 Treated all pupils approximately equally.
   1.2 In case of controversy pupil allowed to explain his side.
   1.3 Distributed attention to many pupils.
   1.4 Rotated leadership impartially.
   1.5 Based criticism or praise on factual evidence, not hearsay.

2. Autocratic
   2.1 Told pupils each step to take.
   2.2 Intolerant of pupils'ideas.
   2.3 Mandatory in giving directions; orders to be obeyed at once.
   2.4 Interrupted pupils although their discussion was relevant.
   2.5 Always directed rather than participated.

   Democratic
   2.1 Guided pupils without being mandatory.
   2.2 Exchanged ideas with pupils.
   2.3 Encouraged (asked for) pupil opinion.
   2.4 Encouraged pupils to make own decisions.
   2.5 Entered into activities without domination.

3. Aloof
   3.1 Stiff and formal in relations with pupils.
   3.2 Apart; removed from class activity.
   3.3 Condescending to pupils.
   3.4 Routine and subject matter only concern; pupils as persons ignored.
   3.5 Referred to pupil as "this child" or "that child."

   Responsive
   3.1 Approachable to all pupils.
   3.2 Participated in class activity.
   3.3 Responded to reasonable requests and/or questions.
   3.4 Spoke to pupils as equals.
   3.5 Commended effort.
   3.6 Gave encouragement.
   3.7 Recognized individual differences.

---

[1]The "teacher behaviors" are directly quoted by permission; the numbering system used for this form is different since four "pupil behaviors" are not included.

4. Restricted
   4.1 Recognized only academic accomplishments of pupils; no concern for personal problems.
   4.2 Completely unsympathetic with a pupil's failure at a task.
   4.3 Called attention only to very good or very poor work.
   4.4 Was impatient with a pupil.

Understanding
   4.1 Showed awareness of a pupil's personal emotional problems and needs.
   4.2 Was tolerant of error on part of pupil.
   4.3 Patient with a pupil beyond ordinary limits of patience.
   4.4 Showed what appeared to be sincere sympathy with a pupil's viewpoint.

5. Harsh
   5.1 Hypercritical; fault-finding.
   5.2 Cross; curt.
   5.3 Depreciated pupil's efforts; was sarcastic.
   5.4 Scolded a great deal.
   5.5 Lost temper.
   5.6 Used threats.
   5.7 Permitted pupils to laugh at mistakes of others.

Kindly
   5.1 Went out of way to be pleasant and/or to help pupils; friendly.
   5.2 Gave a pupil a deserved compliment.
   5.3 Found good things in pupils to call attention to.
   5.4 Seemed to show sincere concern for a pupil's personal problem.
   5.5 Showed affection without being demonstrative.
   5.6 Disengaged self from a pupil without bluntness.

6. Dull
   6.1 Uninteresting, monotonous explanations.
   6.2 Assignments provided little or no motivation.
   6.3 Failed to provide challenge.
   6.4 Lacked animation.
   6.5 Failed to capitalize on pupil interests.
   6.6 Pedantic, boring.
   6.7 Lacked enthusiasm; bored-acting.

Stimulating
   6.1 Highly interesting presentation; got and held attention without being flashy.
   6.2 Clever and witty, though not smart-alecky or wisecracking.
   6.3 Enthusiastic; animated.
   6.4 Assignments challenging.
   6.5 Took advantage of pupil interests.
   6.6 Brought lesson successfully to a climax.
   6.7 Seemed to provoke thinking.

7. Stereotyped
   7.1 Used routine procedures without variation.
   7.2 Would not depart from procedure to take advantage of a relevant question or situation.
   7.3 Presentation seemed unimaginative.
   7.4 Not resourceful in answering questions or providing explanations.

Original
   7.1 Used what seemed to be original and relatively unique devices to aid instruction.
   7.2 Tried new materials or methods.
   7.3 Seemed imaginative and able to develop presentation around a question or situation.
   7.4 Resourceful in answering questions; had many pertinent illustrations available.

8. Apathetic
   8.1 Seemed listless; languid; lacked enthusiasm.
   8.2 Seemed bored by pupils.
   8.3 Passive in response to pupils.
   8.4 Seemed preoccupied.
   8.5 Attention seemed to wander.
   8.6 Sat in chair most of time; took no active part in class activities.

Alert
   8.1 Appeared buoyant; wide-awake; enthusiastic about activity of the moment.
   8.2 Kept constructively busy.
   8.3 Gave attention to, and seemed interested in, what was going on in class.
   8.4 Prompt to "pick up" class when pupils' attention showed signs of lagging.

9. Unimpressive
   9.1 Untidy or sloppily dressed.
   9.2 Inappropriately dressed.
   9.3 Drab, colorless.
   9.4 Posture and bearing unattractive.
   9.5 Possessed distracting personal habits.
   9.6 Mumbled; inaudible speech; limited expression; disagreeable voice tone; poor inflection.

Attractive
   9.1 Clean and neat.
   9.2 Well-groomed; dress was in good taste.
   9.3 Posture and bearing attractive.
   9.4 Free from distracting personal habits.
   9.5 Plainly audible speech; good expression; agreeable voice tone; good inflection.

10. Evading
   10.1 Avoided responsibility; disinclined to make decisions.
   10.2 "Passed the buck" to class, to other teachers, etc.
   10.3 Left learning to pupil, failing to give adequate help.
   10.4 Let a difficult situation get out of control.
   10.5 Assignments and directions indefinite.
   10.6 No insistence on either individual or group standards.
   10.7 Inattentive with pupils.
   10.8 Cursory.

Responsible
   10.1 Assumed responsibility; made decisions as required.
   10.2 Conscientious.
   10.3 Punctual.
   10.4 Painstaking; careful.
   10.5 Suggested aids to learning.
   10.6 Controlled a difficult situation.
   10.7 Gave definite directions.
   10.8 Called attention to standards of quality.
   10.9 Attentive to class.
   10.10 Thorough.

11. Erratic
   11.1 Impulsive; uncontrolled.
   11.2 Course of action easily swayed by circumstances of the moment.
   11.3 Inconsistent.

Steady
   11.1 Calm; controlled.
   11.2 Maintained progress toward objective.
   11.3 Stable, consistent, predictable.

12. Excitable
   12.1 Easily disturbed and upset; flustered by classroom situation.
   12.2 Hurried in class activities; spoke rapidly using many words and gestures.
   12.3 Was "jumpy"; nervous.

Poised
   12.1 Seemed at ease at all times.
   12.2 Unruffled by situation that developed in classroom; dignified without being stiff and formal.
   12.3 Unhurried in class activities; spoke quietly and slowly.
   12.4 Successfully diverted attention from a stress situation in classroom.

13.	Uncertain	Confident
	13.1 Seemed unsure of self; faltering, hesitant.	13.1 Seemed sure of self; self-confident in relations with pupils.
	13.2 Appeared timid and shy.	13.2 Undisturbed and unembarrassed by mistakes and/or criticism.
	13.3 Appeared artificial.	
	13.4 Disturbed and embarrassed by mistakes and/or criticism.	
14.	Disorganized	Systematic
	14.1 No plan for classwork.	14.1 Evidence of a planned though flexible procedure.
	14.2 Unprepared.	14.2 Well prepared.
	14.3 Objectives not apparent; undecided as to next step.	14.3 Careful in planning with pupils.
	14.4 Wasted time.	14.4 Systematic about procedure of class.
	14.5 Explanations not to the point.	14.5 Had anticipated needs.
	14.6 Easily distracted from matter at hand.	14.6 Provided reasonable explanations.
		14.7 Held discussion together; objectives apparent.
15.	Inflexible	Adaptable
	15.1 Rigid in conforming to routine.	15.1 Flexible in adapting explanations.
	15.2 Made no attempt to adapt materials to individual pupils.	15.2 Individualized materials for pupils as required; adapted activities to pupils.
	15.3 Appeared incapable of modifying explanation or activities to meet particular classroom situations.	15.3 Took advantage of pupils' questions to further clarify ideas.
	15.4 Impatient with interruptions and digressions.	15.4 Met an unusual classroom situation competently.
16.	Pessimistic	Optimistic
	16.1 Depressed; unhappy.	16.1 Cheerful; good-natured.
	16.2 Skeptical.	16.2 Genial.
	16.3 Called attention to political "bad."	16.3 Joked with pupils on occasion.
	16.4 Expressed hopelessness of "education today," the school system, or fellow educators.	16.4 Emphasized potential "good."
	16.5 Noted mistakes; ignored good points.	16.5 Looked on bright side; spoke optimistically of the future.
	16.6 Frowned a great deal; had unpleasant facial expression.	16.6 Called attention to good points; emphasized the positive.

17. Immature
    17.1 Appeared naive in approach to classroom situations.
    17.2 Self-pitying; complaining; demanding.
    17.3 Boastful; conceited.

Integrated
    17.1 Maintained class as center of activity; kept self out of spotlight; referred to class's activities, not own.
    17.2 Emotionally well controlled.

18. Narrow
    18.1 Presentation strongly suggested limited background in subject or material; lack of scholarship.
    18.2 Did not depart from text.
    18.3 Failed to enrich discussion with illustrations from related areas.
    18.4 Showed little evidence of breadth of cultural background in such areas as science, arts, literature, and history.
    18.5 Answers to pupils' questions incomplete or inaccurate.
    18.6 Noncritical approach to subject.

Broad
    18.1 Presentation suggested good background in subject; good scholarship suggested.
    18.2 Drew examples and explanations from various sources and related fields.
    18.3 Showed evidence of broad cultural background in science, art, literature, history, etc.
    18.4 Gave satisfying, complete, and accurate answers to questions.
    18.5 Was constructively critical in approach to subject matter.

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel:

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or -	(See Notes Below)	Not Analyzed
AVG. ___ ___ ___ ___ (1=low, 2=medium, 3=high)					NO. INFLU. TCHRS.___	TOTAL PP. NUMBER "AGES"	TOTAL PP. ANALYZED___

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #8 KEY: DESCRIPTION OF ERIKSON'S EIGHT AGES OF MAN[1]

I. INFANCY. ("Drive and Hope") (p. 274)[2]

"Basic Trust" vs.	"Basic Mistrust"
"The general state of trust... implies not only that one has learned to rely on the sameness and continuity of the outer providers, but also that one may trust oneself and the capacity of one's own organs to cope with urges; and that one is able to consider oneself trustworthy..." (p.248). A state characterized by "sensitive care of the baby's individual needs and a firm sense of personal trustworthiness within the trusted framework of their culture's life style." (p. 249)	"But even under the most favorable circumstances, this stage seems to introduce into psychic life...a sense of inner division and universal nostalgia for a paradise forfeited...a sense of having been divided, of having been deprived, and of having been abandoned..." (p. 250). There may be a neurotic "loss of societal meaning..." (p. 250). In extreme forms that may be infantile schizophrenia, and among adults without basic trust there may be schizoid and depressive states habitually. (p. 248)

II. EARLY CHILDHOOD. ("Self-control and Willpower") (p. 274)

"Autonomy" vs.	"Shame and Doubt"
"Muscular maturation sets the stage for experimentation..." with "holding on and letting go." (p. 251) "This stage...becomes decisive for the ratio of love and hate, cooperation and willfulness, freedom of self-expression and its suppression." (p. 254) A sense of control may lead to "a lasting sense of good will and pride" and "a sense of rightful dignity and lawful independence..." (p. 254).	A lack of autonomy may lead to "a lasting propensity for doubt and shame." (p. 254) Shame may be "rage turned against the self." (p. 252) "Too much shaming" may lead to "a secret determination to try to get away with things" if there is too much pressure on the child to "consider himself, his body, and his wishes as evil and dirty..." (p. 253).

III. PLAY AGE. ("Direction and Purpose") (p. 274)

"Initiative" vs.	"Guilt"
The child at this age appears " 'more himself,' more loving, relaxed and brighter in his judgment, more activated..." (p. 255). "He is eager and able to make things cooperatively...and to emulate ideal prototypes." (p. 258)	"The danger of this stage is a sense of guilt over the goals contemplated and acts initiated in one's exuberant enjoyment of new locomotor and mental power..." (p. 255). "In adult pathology, the residual conflict..." is expressed in "hysterical denial" or in "over-compensatory showing off..." (p. 257).

[1]Erik H. Erikson, Childhood and Society, Second Edition (New York: W. W. Norton and Co., Inc., 1950-1963), pp. 247-74. Quoted by special permission of the W. W. Norton and Co., Inc.; all quotes in Form #8 are from Childhood and Society, except those noted on the following page.

[2]The strengths enclosed in parentheses are a result of what Erikson describes as "favorable ratios" for each "age."

IV. SCHOOL AGE. ("Method and Competence") (p. 274)

"Industry" vs.	"Inferiority"
"The child must forget past hopes and wishes, while his exuberant imagination is tamed and harnessed to the laws of impersonal things..." (p. 258). The child "learns to win recognition by producing things." (p. 259) A desire to be "productive...gradually supersedes the whims and wishes of play." (p. 259) Systematic instruction begins.	"The child's danger...lies in a sense of inadequacy and inferiority ...The child despairs of his equipment in the tool world and in anatomy, and considers himself doomed to mediocrity or inadequacy...Many a child's development is disrupted when family life has failed to prepare him for school, or when school life fails to sustain the promises of earlier stages." (p. 260)

V. ADOLESCENCE ("Devotion and Fidelity") (p. 274)

"Identity" vs.	"Role Confusion"
"Youth begins. But in puberty and adolescence all sameness and continuities relied on earlier are more or less questioned again..." (p. 261). "The sense of ego identity then is the accrued confidence...of one's meaning for others, as evidenced in the tangible promise of a 'career'." (p. 261) "To a considerable extent adolescent love is an attempt to arrive at a definition of one's identity by projecting one's diffused ego image on another and by seeing it thus reflected and gradually clarified." (p. 262)	"The danger of this stage is role confusion. Where this is based on a strong previous doubt as to one's sexual identity, delinquent and outright psychotic episodes are not uncommon." (p. 262) "The adolescent mind is essentially a mind of the moratorium, a psychosocial stage... between the morality learned by the child, and the ethics to be developed by the adult." (p. 263) There may be a "devoted attempt to become what parents, class, or community do not want him to be."[1] This is also a time for "distrust for things once trusted, doubts about the future..." "total commitment and total repudiation...", and violence resulting from passivity of an urban culture.[2]

VI. YOUNG ADULTHOOD. ("Affiliation and Love") (p. 274)

"Intimacy" vs.	"Isolation"
"The strength acquired at any stage is tested by the necessity to transcend it in such a way that the individual can take chances in the next stage...Thus, the young adult, emerging from the search for and the insistence on identity, is eager...to fuse his identity with	"The counterpart...is distantiation: the readiness to isolate and, if necessary, to destroy those forces and people whose essence seems dangerous to one's own..." (p. 264). Dangers include "intimate, competitive, and combative relations..." "with and against the self-same

[1]William G. Morse and G. Max Wingo, Readings in Educational Psychology (Chicago: Scott, Foresman, and Co., 1962), p. 41.

[2]Erik H. Erikson, "Youth and the Life Cycle," Children, VII, NO. 2 (March-April, 1960), pp. 43-49, in William G. Morse and G. Max Wingo, pp. 42-43.

VI. YOUNG ADULTHOOD continued. ("Affiliation and Love") (p. 274)

"Intimacy" vs.	"Isolation"
that of others" (through "close affiliations," "sexual unions," "close friendships and in physical combat" and "inspiration by teachers." (pp. 263-64)	people." (p. 264) Isolation "is the avoidance of contacts which commit to intimacy." (p. 266)

VII. ADULTHOOD. ("Production and Care") (p. 274)

"Generativity" vs.	"Stagnation"
"Generativity...is primarily the concern in establishing and guiding the next generation..." (not necessarily one's own offspring) (p. 267). This stage is the "central one, for this term encompasses the evolutionary development which had made man the teaching and instituting as well as the learning animal." (p. 266) "Mature man needs to be needed, and maturity needs guidance as well as encouragement from what has been produced and must be taken care of." (pp. 266-67)	"Where such enrichment fails altogether, regression to an obsessive need for pseudo-intimacy takes place, often with a pervading sense of stagnation and personal impoverishment." (p. 267) This may take the form of indulging one's self, to the point of "early invalidism, physical or psychological," which becomes the "vehicle of self-concern." (p. 267)

VIII. SENESCENCE. ("Renunciation and Wisdom") (p. 274)

"Ego Integrity"	vs. "Despair"
"Only in him who in some way has taken care of things and people and has adapted himself to the triumphs and disappointments adherent to being, the originator of others or the generator of products and ideas--only in him may gradually ripen the fruit of these seven stages.... It is the ego's accrued assurance of its proclivity for order and meaning ...It is comradeship with the ordering ways of distant times and distant pursuits..."(p. 268) "In such final consolidation, death loses its sting."(p. 268) "And it seems possible to further paraphrase the relation of adult integrity and infantile trust by saying that healthy children will not fear life if their elders have integrity enough not to fear death." (p. 269)	"The lack or loss of this accrued ego integration is signified by fear of death: the one and only life cycle is not accepted as the ultimate of life. Despair expresses the feeling that the time is now short, too short for an attempt to start another life and try out alternative roads to integrity. Disgust hides despair, if often only in the form of 'a thousand little disgusts' which do not add up to one big remorse..."(p. 269)

CHAPTER V

THE UTILITY OF ANALYSIS FORMS

A major goal of the study was to develop forms which would be functional both in screening books being evaluated for teacher education and also as study guides prior to a group use, for example, a panel discussion related to novels which deal with the "culturally deprived." Certain conclusions about the forms and data will be noted in the first part of this chapter, and selected data forms will be included in the second part to illustrate the type of information and conclusions which can be derived from selected analyses of novels.

Extensive conclusions and implications derived from data forms would vary with the unique orientations of those using the data. The following conclusions about the data are largely qualitative rather than quantitative. Presumably screening novels and studying them in teacher education would be rather qualitative. However, if a particular teacher educator wished to have rigid quantification of data, the forms could be revised to provide data as desired. Selected conclusions from the three forms used in the analysis of twenty-four novels will be summarized below. Explanatory keys for the forms were included in Chapter IV, "Procedures."

Form #3, "Composite of Literary Analysis"

"Appropriateness" was analyzed in relation to language, general moral standards, goal attainment, propagandizing, and "taboos." The data forms revealed frequent references to race, nationality, religion

sexual excursions, profanity, and some inappropriate behavior such as child buying and teachers having "crushes" on students. It appears that such themes are acceptable for adult readers and desirable for teachers who work with many kinds of people. For those whose sensitivities might be offended, there are books in which appropriateness is more narrowly defined, for example, Good Morning, Miss Dove.[1] The investigator concluded that it would be stimulating for teachers to think about the effects of varied portrayed situations upon teachers and students.

The "setting" was usually identified in the novels. The date of setting often was difficult to ascertain. Sometimes the approximate date could be inferred from the setting; sometimes it was stated. Often it was necessary to read far into a novel before finding the date. A wide variety of settings was found. Public schools were more common than private schools. Schools in the East and Mid-west predominated in this sample.

"Teacher data" was often incomplete, particularly in novels where teachers were minor characters. The principal in Baldwin's Go Tell It On the Mountain[2] was included for a fleeting but most significant moment in the life of the main character. Nothing was told concerning such factors as age, marital status, or aspirations. Some teacher characters were portrayed through the eyes of adolescents, who apparently perceived

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[1]Frances Gray Patton, Good Morning, Miss Dove (New York: Dodd, Mead and Co., 1954).

[2]James Baldwin, Go Tell It On the Mountain (New York: The American Library of World Literature, Inc., 1954).

some teachers as peripheral characters so insignificant that names were not even given! If detailed characterizations were sought, it was usually necessary to find novels in which teachers were major characters. Thirteen of the novels analyzed had teacher main characters.

"Teacher aspirations and role conflicts" were clearly and extensively portrayed in novels where teachers were main characters, for example, Craig's Tales Out of School,[1] Walker's Body of a Young Man,[2] and Hersey's The Child Buyer.[3]

It appeared that writers should be highly rated in their characterizations, development of theme, and style. The investigator's ratings for these literary qualities were highly subjective and made without benefit of training in literature. As previously noted, there may be a place in teacher education for some training in literary analysis, in the presumption that increased awareness of literary factors in a story may transfer to a greater awareness of the manner in which individuals reveal themselves in person.

The general quality of paper and typographical features was acceptable. Clothbound books without jackets were drab and unappealing. Clothbound books with jackets and paperbound books had appealing covers which increased interest.

In conclusion, it seemed that the literary analysis form and its key were functional. Additional training and use could make them very

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[1]Joshua M. Craig, Tales Out of School (Boston: Houghton-Mifflin Co., 1961).

[2]Mildred Walker, Body of a Young Man (New York: Harcourt, Brace and World, Inc., 1961).

[3]John Hersey, The Child Buyer (New York: Alfred A. Knopf, Inc., 1960).

useful in screening and studying novels. The key, Form #4, was developed as a convenient reference in completing Form #3. The key could have included more adequate explanations of data sought. It did appear that selected aspects of literary analysis could be successfully included in a form used by educators.

Form #5, "Individual Teacher Characteristics"

The form emphasized selected characteristics of classroom teaching. Ryans originally developed the categories to guide direct classroom observation by trained observers. The form appeared to be quite satisfactory for analyzing novels, even where the teachers were outside formal classroom teaching situations. It also was usable with other types of personnel, such as guidance workers and administrators. Teachers who were minor characters illustrated relatively few of the characteristics, for the teacher-pupil interactions usually occured outside the classroom. Major teacher characteristics commonly were illustrated extensively, both inside and outside classrooms.

The form could be useful in making readers aware of the varied characteristics of teaching behavior. The Ryans' "glossary," Form #6, was very useful.

An examination of the profile for teachers in novels indicated that they were usually portrayed positively or with mixed characteristics. Varied portrayals may more effectively stimulate thinking than would idealistic portrayals such as Yates' Nearby, where the teacher seemed almost too good![1]

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[1]Elizabeth Yates, Nearby (New York: Coward-McCann, Inc., 1947).

Form #7, "Erikson's Personality 'Ages' of Students and Teachers"

The form and its key were functional in categorizing behaviors illustrative of personality stages. Many examples of the different "ages" were found. It was difficult in many novels to find illustrations in which teachers overtly contributed to pupil personality development in a classroom setting. There were numerous examples in which teachers had strong influences even though they were minor characters, for example, some of the teachers in Parks' The Learning Tree.[1]

The form increased understanding of and appreciation for human personality developmental patterns. There was an increased interest in observing personality development and concern for being more accepting and supportive of other persons.

The younger "ages" were rarely illustrated. Some novels appeared to best illustrate just one "age," for example, Salinger's The Catcher in the Rye.[2] The portrayal was very extensive and effective.

Supplementary Recorded Data

An interest emerged in recording data relative to educational problems and issues. This information was recorded on the back of the literary analysis worksheet without any particular order. Novelists showed considerable insight about educational problems and issues.

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[1]Gordon Parks, The Learning Tree (Greenwich, Conn.: Fawcett Publications, Inc., 1964).

[2]J. D. Salinger, The Catcher in the Rye (New York: Bantam Books, Inc., 1964).

They included: (1) teachers' personal problems (mental illness, "moonlighting," and community rumors about teachers' personal lives), (2) teachers' professional problems ("extra duties," the concept of the comprehensive high school, and teacher dismissal procedures), (3) students' problems (extortion rings; use of drugs, cigarettes, and alcoholic drinks; and effects of poverty on school behavior), (4) school board and community relations (P.T.A. fund raising activities, distinction between board members' duties and duties of professional personnel, and community pressure groups seeking special programs for the "gifted").

Notes Concerning Analysis Techniques

The analysis of novels became routine. Personal copies were marked or notes were inserted in library copies to indicate data to be copied later. Specific illustrations of personality "ages" and teacher characteristics were selected following the reading of a novel. Limited space curtailed the number of illustrations which could be recorded in long-hand. In actual use in teacher education, the forms could be supplemented to provide for additional analysis. Exceptionally good data not recorded in detail were noted with page and length reference. Notations about length of illustrative material were rounded off: (1) one half page or less summarized as "1/2" a page, (2) more than one half page rounded off to the next whole number. The exact length of illustrative materials seemed unimportant. While only illustrative pages were recorded, in some cases, a complete novel portrayed teacher characteristics of personality "ages." An example

was Faasen's The Toyfair, written entirely from an adolescent viewpoint.[1]

Illustrative Data Recorded on Forms #3, #5, and #7

The three categories of analysis will be reviewed to aid the reader. Data were recorded on Forms #3, #5, and #7. Forms #4, #6, and #8 were keys which defined the type of data to be recorded and selected abbreviations to be recorded on the data-gathering forms. These keys, it will be recalled, may be found in Chapter IV, "Procedures." The three categories of analysis will be labeled "A," "B," and "C" for subsequent reference:

1) Analysis Category A: Form #3, "Composite of Literary Analysis"
Form #5, "Individual Teacher Characteristics"

2) Analysis Category B: Form #3, "Composite of Literary Analysis"
Form #7, "Personality Ages of Students and Teachers"

3) Analysis Category C: Form #3, "Composite Literary Analysis"
Form #5, "Individual Teacher Characteristics"
Form #7, "Personality Ages of Students and Teachers"

Some of the novels could have been placed in more than one analysis category. Since they tended to have fewer teacher characters, novels in Category "B" were least interchangeable. However, they provided acceptable illustrations of personality development.

Analysis forms for Category "C" will be included next in this chapter to illustrate the type and extent of data which can be derived from the forms developed for this study. The data sheets will be arranged alphabetically by authors. Data forms for Category "A" and

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[1]Neal Faasen, The Toyfair (New York: Simon and Schuster, Inc., 1963).

Category "B" will be found in Appendix C and Appendix D. Category "C" was selected for inclusion in this chapter since it contained all three analysis forms.

Table I Assignment of novels by categories[1]

AUTHORS	TITLES	CATEGORIES "A"	"B"	"C"
Auchincloss	Venus in Sparta	X		
Baldwin	Go Tell It on the Mountain		X	
Carleton	The Moonflower Vine			X
Craig	Tales Out of School	X		
Faasen	The Toyfair		X	
Hamner	Spencer's Mountain			X
Lee	To Kill a Mockingbird			X
Hawley	The Lincoln Lords		X	
Hersey	The Child Buyer	X		
Hunter	The Blackboard Jungle	X		
Knowles	A Separate Peace		X	
Metalious	The Tight White Collar			X
Parks	The Learning Tree			X
Patton	Good Morning, Miss Dove	X		
Robbins	Never Love a Stranger		X	
Ross	Requiem for a Schoolgirl			X
Salinger	The Catcher in the Rye			X
Shulman	Children of the Dark		X	
Siegel	The Principal	X		
Stuart	Taps for Private Tussie		X	
Updike	The Centaur			X
Walker	Body of a Young Man		X	
Weil	The Teachers	X		
Yates	Nearby	X		

[1]Analysis forms with data recorded may be found in two places: Category "C" novel analyses in the following section of this chapter and Category "A" and Category "B" in Appendix "C" and Appendix "D" respectively.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: Jetta Carleton

Title: The Moonflower Vine

Edition analyzed: Hardback

Publisher: Simon and Schuster

Pp. 352 Cost 4.95 Publ. date 1962

Other publisher:

Pp. ____ Cost ____ Publ. date ____

I. Book Review Digest Synopsis:

P. 169 (Investigator's abstract)

Missouri farming/teaching family chronicle. The Moonflower Vine named for flower which has a fragile white beauty and bitter-sweet scent, an allegory descriptive of a family's development. A teacher and administrator's relationships with family, pupils, and other teachers.

(Library Journal)

(Teacher the major character)

II. Book Review Digest Reviews:

Index categories Family Life

A. Number of reviews:

1 unfavorable x 0 = . . . 0

mixed x 1 = ...

2 acceptbl/favorbl x 2 = 4

3 (Total) Avg. . . 1

B. Investigator's conclusions:

This novel is good literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg. 1
   b. Investigator's avg. 3
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement 7
   b. No. tchrs. analyzed. 1
   c. No. traits depicted. 2
   d. Invest. composite rating. . 3
   (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted. 3
   b. No. influential tchrs. 6
   c. Invest. composite rating. . 3
4. Conclusions/Recommendations:
   a. Invest. Overall Rating. . . . 2
   b. Comments on uses/limitations:
   (based on above and other data)
   Good for general use in showing a public school father-teacher-administrator faced with varied roles and for a presentation of personality "ages" of a family. Real people faced with varied human situations. Recommended especially for contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low ("0") to ("3") high.

...xA. Appropriateness: /1 Y /2 Y /3 Y /4 Y /5 Y :( )

...xB. Story setting (1900-50): /1 C /2 M /3 V /4 N /5 N

...xC. Teacher: Mr. Soames /1 M /2 O+ /3 M /4 4 /5 M /6 LM

Position: Teacher/ Supt. /7 Six Months in teacher's college

...xD. Teacher aspiration/role conflicts:

1. Type/source: Conflict between parent/teacher/farmer roles.
2. Reactions: Sense of failure and inadequacy.

...xE. Story synopsis data:

1. Tchr. characterization: /a Y /b Y /c Y :( )
2. Theme: /a Family interaction as four daughters grow up.
   /b Feelings of guilt. /c Sympathy and pity.
   /d Condescending /e Strict religious views
3. Style: /a Y /b Y /c Y /d Y /e Y /f Lovable daughters

3

(Average "A-E")

F. Material factors: /1 Colorful /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Matthew Soames

KEY:[2] Novel: Carleton's The Moonflower Vine

1= Extreme 2= Moderate	12	0	34	3= Moderate 4= Extreme
1. Partial	x.	.	..	Fair
2. Autocratic	..	x	..	Democ.
3. Aloof	..	x	..	Respnsv.
4. Restricted	..	x	..	Understn.
5. Harsh	x.	.	..	Kindly
6. Dull	.x	.	..	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	.x	.	..	Alert
9. Unimpressive	..	x	..	Attrctv.
10. Evading	.x	.	..	Respnbl.
11. Erratic	..	x	..	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	.x		..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	..	x	..	Adaptbl.
16. Pessimistic	.x	.	..	Optmstc.
17. Immature	..	x	..	Integrtd.
18. Narrow	..	x	..	Broad

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#1, partial (pp. 134-38, 4 pp.)
Special poetry session with high school girl (who kissed him without encouragement), a repetition of previous infatuations with certain students. (also pp. 142-44, 144-45, 178-84; 10pp)

#5 harsh (pp. 122-23, 2pp.)
Extremely critical of twelve-year old pupil-daughter's "unladylike" behavior (black bloomers revealed).

#16, pessimistic (pp. 127-33, 6pp)
Depression about student behavior, dirty school conditions, and unsocial behavior of a student. Also #6, autocratic; #5, harsh.

Inferred Characteristics for Mr. Soames:
#8, Apathetic
#10, Evading
#13, Uncertain

General Teacher Characterization:
Negative and weak but idealistic.

Teacher Profile Summary:
6 Number dimensions depicted.
6 No. rated "1" or "2"
0 No. rated "3" or "4"
3 Investigator's avg. rating:
3 Comprehensiveness
3 Clarity
2 Appeal
18 Total pages analyzed above
0 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	Numerous	10	Numerous
2	Suitable	11	Suitable
3	Pages	12	Pages
4	"	13	"
5	"	14	"
6	"	15	"
7	"	16	"
8	"	17	"
9	"	18	"

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Carleton's The Moonflower Vine

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ. + or -	Page (Length) (See Notes Below)	Other Usable Pp. Not Analyzed
	Comp	Clar	Appeal	AVG			
5	3	3	3	3	None[1]	pp.150-59(9)	pp. 237-38 (½)
6	3	3	3	3	None[2]	pp.167-73(6½)	
7	2	3	1	2	Negative[3]	p. 173 (1)	pp. 176-77 (2)
7	2	3	3	3	None[4]	p. 177 (1)	pp. 248-49 (2)
7	3	3	3	3	None[5]	p. 54 (1)	
7	3	3	2	3	None[6]	p. 23-24 (2)	
7	3	3	3	3	Negative[7]	p. 134 (1)	
7	3	3	3	3	None[8]	p. 141-42(2)	
AVG.	3	3	3	3	NO. INFLU. TCHRS. 1	TOTAL PP 23½ NUMBER "AGES"	TOTAL PP. 4½ ANALYZED 3

(1=low, 2=medium, 3=high)

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	150ff.	1. In a flashback to adolescence, Mr. Soames' recollection of his search for identity and reaction to girl, including loneliness which kept him from being carefree and a physical drive "to prove something."
6	167ff.	2. As young adults, the Soames' sense of both purposeful work and vague discontent.
7	173	3. Mr. Soames' sense of attainment in becoming teacher.
7	177	4. Mr. Soames' love of teaching and public life and inability to share public life with his wife, resulting in a gradual and finally complete separation of public and private life.
7	54	5. Mr. Soames' "objectivity" in dealing with own children in school. Some degree of yearning for travel and knowledge.
7	23f.	6. Mrs. Soames' always waiting for life.
7	134	7. Mrs. Soames' worn out feelings about her role (also recurring loneliness).
7	141f.	8. Mr. Soames' portrayal of himself as a lecherous father.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: Earl Hamner, Jr.

Title: Spencer's Mountain

Edition analyzed: Paperback

Publisher: Dell Publishing Co.

Pp. 253 Cost .50 Publ.date 1963

Other publisher: Dial Press

Pp. 247 Cost 4.50 Publ.date 1961

I. Book Review Digest Synopsis:
P. 509 (Investigator's abstract)

A year's story of an upland Virginia family. Clay Boy's 16th year through entry into college one year later. (N.Y. Herald-Tribune). Close-knit family, a first love, and a sensitive, supportive teacher.

(Teacher an important minor character).

II. Book Review Digest Reviews:
Index categories
Adolescence

A. Number of reviews:
___ unfavorable x 0 = . . . ___
3 mixed x 1 = ... 3
5 acceptbl/favorbl x 2 = 10
8 (Total) Avg. . . 2

B. Investigator's conclusions:

This novel is good literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... 2
   b. Investigator's avg..... 2
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement 4
   b. No. tchrs. analyzed..... 1
   c. No. traits depicted..... 5
   d. Invest. composite rating.. 3
      (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted..... 4
   b. No. influential tchrs..... 1
   c. Invest. composite rating.. 3
4. Conclusions/Recommendations:
   a. Invest. Overall Rating.... 3
   b. Comments on uses/limitations:
      (based on above and other data)

Excellent portrayal of adolescence at its awakening and identification with a supportive family; limited portrayal of minor public school teacher characters who are most helpful. Recommended for all ages of prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low("0") to ("3") high.

...x A. Appropriateness: /1 Y /2 Y /3 Y /4 N /5 N :(Baptists, Jews)

..x. B. Story setting (1930's): /1 HS /2 S /3 R /4 Y /5 N

.x.. C. Teacher: Miss Parker /1 F /2 50 /3 S /4 -- /5 M /6 NS

Position: Hi. Sch. Tchr. /7 NS

...x D. Teacher aspiration/role conflicts:

1. Type/source: Dreams for children vs. reality of area's poverty.
2. Reactions: Dynamic actions to implement dreams.

...x E. Story synopsis data:

1. Tchr. characterization: /a Y /b Y /c N :( )
2. Theme: /a Youth needs help
   /b Sympathy for boy /c Strong sympathy
   /d Positive /e Yes
3. Style: /a y /b y /c y /d y /e y /f Human, warm, sincere

2 (Average "A-E")

F. Material factors: /1 Appealing boy/girl /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Miss Parker

KEY: [2] Novel: Hamner's Spencer's Mountain

1= Extreme 2= Moderate	12	0	34	3= Moderate 4= Extreme
1. Partial	..	x	..	Fair
2. Autocratic	..	x	..	Democ.
3. Aloof	..	x	..	Respnsv.
4. Restricted	..	.	.x	Understn.
5. Harsh	..	.	.x	Kindly
6. Dull	..	.	.x	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	..	x	..	Alert
9. Unimpressive	..	.	.x	Attrctv.
10. Evading	..	.	.x	Respnbl.
11. Erratic	..	x	..	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	..	x	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	..	x	..	Adaptbl.
16. Pessimistic	..	x	..	Optmstc.
17. Immature	..	x	..	Integrtd.
18. Narrow	..	x	..	Broad

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#4, understanding (pp.173-74, 2pp.)
Words of philosophy in Clay-Boy's autograph book a source of direction for him.

#5, kindly (p. 81, ½p.)
Praise to Clay-Boy for good work.

#6, stimulation (p. 91, 1p.)
Educational philosophy: encouragement of beauty, good citizenship, and inquiring minds.

#9, attractive (p. 91, 1p.)
Smiles, dyed hair to keep pretty.

#10, responsibility (pp. 82-84, 3pp.)
Encouragement to parents to send Clay-Boy to College.

#10, responsibility (pp.96-101, 6pp.)
Efforts to promote library to provide job for Clay-Boy and needed library for community.

General Teacher Characterization
Very positive.

Teacher Profile Summary:
5 Number dimensions depicted.
0 No. rated "1" or "2"
5 No. rated "3" or "4"
2 Investigator's avg. rating:
1 Comprehensiveness
3 Clarity
3 Appeal
13½ Total pages analyzed above
0 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	10
2	11
3	12
4	13
5	14
6	15
7	16
8	17
9	18

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Hamner's Spencer's Mountain

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or - (See Notes Below)		Not Analyzed
5	3	3	3	3	None[1]	pp.7-24 (18)	pp.106-109(4)
5	2	3	1	2	None[2]	pp.35-39(4)	pp.131-38 (8)
5	2	2	2	2	Positive[3]	pp.173-74(1)	p.105 (1)
6	3	3	3	3	None[4]	pp.209-16(8)	
6	2	2	2	2	None[5]	pp.247-48(1)	
7	2	3	3	3	None[6]	pp.29-30 (1)	
7	3	3	3	3	None[7]	pp.240-42(2)	
8	3	3	3	3	None[8]	pp.199-207(8)	
AVG.	3	3	3	3	NO. INFLU.	TOTAL PP. 43	TOTAL PP. 13
(1=low, 2=medium, 3=high)					TCHRS. 1	NUMBER "AGES"	ANALYZED 1

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	7ff.	1. Clay Boy's sleepless night after receiving hunting knife symbolizing manhood status as a hunter.
5	35ff.	2. Clay Boy's observation of bull-cow's mating and discussion of reproduction with father.
5	173f.	3. Miss Parker's words of philosophy in Clay Boy's autograph book a source of direction.
6	209ff.	4. Clay Boy and Claris' discovery of physical love on Spencer's Mountain.
6	247f.	5. Clay Boy's sense of love and anticipation of college prompted by love.
7	29f.	6. Aunt's wish that babies wouldn't grow up; expressed fear of what might happen to them.
7	240ff.	7. Father's sense of pride in family.
8	199ff.	8. Grandfather's serene death; contribution for Clay Boy's college education.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3
COMPOSITE OF LITERARY ANALYSES
Author: Harper Lee
Title: To Kill a Mockingbird
Edition analyzed: Hardback
Publisher: Lippincott
Pp. 296 Cost 3.95 Publ.date 1960
Other publisher: Popular Library
Pp. ___ Cost .60 Publ.date 1962

I. Book Review Digest Synopsis:
P. 797 (Investigator's abstract)

A small Alabama town's reaction to a rape trial of an accused Negro, as seen by a little girl whose father is the defense lawyer.

(Teacher a minor character)

II. Book Review Digest Reviews:
Index categories
No index heading used.
A. Number of reviews:
___ unfavorable x 0 = . . . ___
6 mixed x 1 = ... 6
9 acceptbl/favorbl x 2 = 18
15 (Total) Avg. . . 2
B. Investigator's conclusions:

This novel is good literature.

COMPOSITE OF ALL ANALYSES
1. Literary Factors Ratings:
a. Reviewers' avg..... 2
b. Investigator's avg..... 2
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement 1
b. No. tchrs. analyzed..... 1
c. No. traits depicted..... 12
d. Invest. composite rating.. 2
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted..... 5
b. No. influential tchrs..... 1
c. Invest. composite rating.. 3
4. Conclusions/Recommendations:
a. Invest. Overall Rating.... 2
b. Comments on uses/limitations:
(based on above and other data)
Excellent for portraying the parent's influence upon young children's personality development, also for portrayal of community conflicts. Limited value for portrayal of public school as a vital place. Recommended for all ages of prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low("0") to ("3") high.
..x. A. Appropriateness: /1 Y /2 Y /3 Y /4 Y /5 N :(race and rape)
...x B. Story setting (19 30-40's): /1 EL /2 S /3 T /4 N /5 Y race
.x.. C. Teacher: Miss Caroline /1 F /2 21 /3 S /4 N /5 M /6 NS
Position: El. teacher /7 college
...x D. Teacher aspiration/role conflicts:
1. Type/source: Teacher's goals vs. children's attitudes and interests
2. Reactions: Mechanical, cold performance of duty
..x E. Story synopsis data:
1. Tchr. characterization: /a N /b M /c Y :( )
2. Theme: /a Individual's dignity
/b Dislike for some pupil /c Empathy, tolerance
/d Negative /e Conservative
3. Style: /a Y /b Y /c Y /d Y /e Y /f Warm, tolerant persons
2
(Average "A-E")
F. Material factors: /1 Plain blue /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Miss Caroline

Novel: Lee's To Kill a Mockingbird

KEY: [2]
1= Extreme
2= Moderate
3= Moderate
4= Extreme

	12	0	34	
1. Partial	..	x	..	Fair
2. Autocratic	.x	.	..	Democ.
3. Aloof	.x	.	..	Respnsv.
4. Restricted	.x	.	..	Understn.
5. Harsh	x.	.	..	Kindly
6. Dull	.x	.	..	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	.x	.	..	Alert
9. Unimpressive	..	.	.x	Attrctv.
10. Evading	..	x	..	Respnbl.
11. Erratic	..	x	..	Steady
12. Excitable	x.	.	..	Poised
13. Uncertain	.x	.	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	x.	.	..	Adaptbl.
16. Pessimistic	..	x	..	Optmstc.
17. Immature	.x	.	..	Integrtd.
18. Narrow	.x	.	..	Broad

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#5, harsh (p. 20, ½p.)
Use of ruler on hands of pupils.

#9, attractive (p. 20, ½p.)
"Looked and smelled like a peppermint drop"; well dressed.

#12, excitable (pp. 28-30, 1½pp)
Scream at a "cootie" climbing from a boy's hair!

#15, inflexible (pp. 21-22, 2pp.)
Statement to student that her father didn't know how to teach reading.

#15, inflexible (p. 35, 1p.)
Everyone on a "treadmill" of inflexible instruction. (Student's description of school).

Inferred Characteristics:
#2, autocratic
#4, restricted
#6, dull
#8, apathetic
#13, uncertain
#17, immature
#18, narrow

General Teacher Characterization:
Operators of a tiresome treadmill, mechanical forces to be endured as a sign of legality.

Teacher Profile Summary:
12 Number dimensions depicted.
11 No. rated "1" or "2"
1 No. rated "3" or "4"
2 Investigator's avg. rating:
1 Comprehensiveness
2 Clarity
2 Appeal
5½ Total pages analyzed above
0 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	10
2	11
3	12
4	13
5	14
6	15
7	16
8	17
9	18

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Lee's To Kill a Mockingbird

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or -	(See Notes Below)	Not Analyzed
3	3	3	3	3	None[1]	pp.41-42 (2)	
3	3	3	3	3	None[2]	pp.75-77 (1)	pp.82-84 (3)
4	3	3	3	3	Negative[3]	pp.58-59 (½)	
5	3	3	3	3	None[4]	pp.109-10(2)	
6	3	3	3	3	None[5]	p. 176 (1)	
7	3	3	3	3	None[6]	p. 34 (1)	
AVG.	3	3	3	3	NO. INFLU.	TOTAL PP. 7½	TOTAL PP. 3
(1=low, 2=medium, 3=high)					TCHRS. 1	NUMBER "AGES"	ANALYZED 5

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
3	41f.	1. Children's wide variety of games in which varied roles played in which an initial sense of identity with society develops. (Teacher not recognized for any involvement with play activity.)
3	75f.	2. Relatives' over zealousness: efforts to develop guilt feelings about Finch children's experimentation with swearing.
4	58f.	3. Scout's description of school as "grim" (not perceived as a place for meaningful learning.)
5	109f.	4. Jem's developing adolescent tendencies; housekeeper's willingness to let him change.
6	176	5. Girl's loneliness leading to suggestiveness and false rape charges.
7	34	6. Father's reflection of sense of dignity in helping children grow in wisdom and understanding.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: Grace Metalious

Title: The Tight White Collar

Edition analyzed: Paperback

Publisher: Dell Publishing Co.

Pp. 318 Cost .60 Publ. date 1962

Other publisher: Julian Messner

Pp. 288 Cost 3.95 Publ. date 1960

I. Book Review Digest Synopsis:

P. 974 (Investigator's abstract)

A young teacher's story about being chased out of town by those who should not "throw the first stone". (N.Y. Times)
A struggle of a storekeeper's son to find identity outside immigrant parent's values.

(Teacher a major character)

II. Book Review Digest Reviews:

Index categories

No index heading used.

A. Number of reviews:

6 unfavorable x 0 = . . . 0

3 mixed x 1 = ... 3

acceptbl/favorbl x 2 =

9 (Total) Avg. . . 0

B. Investigator's conclusions:

This is poor literature; its themes are too obvious.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... 0
   b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement 4
   b. No. tchrs. analyzed.....6
   c. No. traits depicted.....6
   d. Invest. composite rating..2
   (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted.....6
   b. No. influential tchrs.....0
   c. Invest. composite rating..3
4. Conclusions/Recommendations:
   a. Invest. Overall Rating....3
   b. Comments on uses/limitations:
   (based on above and other data)
   Excellent for those who can see beyond the sex-saturated content. Traces current situations back to earlier life. Illustrates community-public school interaction. Recommended for all ages of prospective and contracted teachers with discretion.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low ("0") to ("3") high.

...xA. Appropriateness: /1Y /2N /3M /4Y /5N :(several)

...xB. Story setting (1940-50's): /1S /2E /3T /4N /5 Greek/Catholic

...xC. Teacher: Mr. Pappas /1M /2O /3M /4Z /5M /6LM

Position: Hi. Sch. Tchr. /7 University graduate

...xD. Teacher aspiration/role conflicts:

1. Type/source: Desire to teach well, vs. community interference.
2. Reactions: Sincere attempt to teach well.

...xE. Story synopsis data:

1. Tchr. characterization: /aY /bY /cY :( )
2. Theme: /a Teachers pawns in community
   /b Tchr. goals vs. self /c Identification/sympathy
   /d Positive /e Strongly portrayed
3. Style: /aM /bY /cM /dN /eY /f "Underdog"

3 (Average "A-E")

F. Material factors: /1 Sensational /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Chris Pappas

KEY:[2] Novel: Metalious' The Tight White Collar

1= Extreme 2= Moderate	12	0	34	3= Moderate 4= Extreme
1. Partial	..	.	.x	Fair
2. Autocratic	..	x	..	Democ.
3. Aloof	..	x	..	Respnsv.
4. Restricted	..	x	..	Understn.
5. Harsh	..	.	.x	Kindly
6. Dull	..	x	..	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	..	x	..	Alert
9. Unimpressive	..	.	.x	Attrctv.
10. Evading	..	.	.x	Respnbl.
11. Erratic	..	x	..	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	..	x	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	..	.	.x	Adaptbl.
16. Pessimistic	..	x	..	Optmstc.
17. Immature	..	x	..	Integrtd.
18. Narrow	..	.	x.	Broad

Teacher Profile Summary:

6 Number dimensions depicted.
- 0 No. rated "1" or "2"
- 6 No. rated "3" or "4"

2 Investigator's avg. rating:
- 2 Comprehensiveness
- 2 Clarity
- 3 Appeal

3 Total pages analyzed above

0 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	10
2	11
3	12
4	13
5	14
6	15
7	16
8	17
9	18

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#1, fair (p. 33, 1p.)
Idealistic, failed daughter of school board member after being warned and was fired. Also #18, broad (broadminded about Russians, American History)

#10, responsible (pp.81-82, 2pp.)
Mr. Pappas' efforts to actually help mentally retarded students (not "wards" as described by school supt.) (Also #5, kindly)

Inferred Characteristics:
#9, attractive
#15, adaptable

OTHER TEACHERS:

#3, aloof (pp.39-41 2½pp)
Mr. Chatterson't lack of smiling and laughter.

#3, aloof (pp. 145-47 2pp.)
Mr. Strong's description of students as "clods" and "greasy-faced". Also #8, apathetic.

General Teacher Characterization
Teachers were portrayed sympathetically with varied strengths and weaknesses.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Metalious' The Tight White Collar

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ. + or - (See Notes Below)	Page (Length)	Other Usable Pp. Not Analyzed
	Comp	Clar	Appeal	AVG			
1	2	3	1	2	None[1]	pp.212-14 (2)	
2	3	3	3	3	None[2]	pp. 151-61 (10)	
5	3	3	3	3	None[3]	pp.46-51 (5⅓)	
6	2	3	1	3	None[4]	pp.164-65(1)	
7	3	3	3	3	None[5]	pp.75-77(2⅓)	pp.240-1 (1)
7	3	3	3	3	None[6]	pp.316-18 (2⅓)	p. 81 (1)
8	2	3	3	3	None[7]	pp. 310 (⅓)	
AVG.	3	3	2	3	NO. INFLU. TCHRS. 0	TOTAL PP.24 NUMBER "AGES"	TOTAL PP. 2 ANALYZED 6
(1=low, 2=medium, 3=high)							

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
1	212ff.	1. Doctor's recollection of happy childhood and trust in parents.
2	151ff.	2. Music teacher's recollection of childhood of feelings of shame and sinfulness from mother and expectation of defeat from insensitive, overwhelming father (purity vs. masculinity).
5	46ff.	3. The Pappas' as adolescents suffering from identity diffusion, seeking to reject both sets of parents' wishes for them and find themselves through love.
6	164f.	4. Music teacher's inability as young adult to be "one of the boys," to feel intimacy with associates.
7	75ff.	5. Mrs. Chris Pappas' sense of being "trapped" in mother's role; "a husband and a child and poverty". (p. 76)
7	316ff.	6. Mrs. Chris Pappas' realization of generativity after mother's death.
8	310	7. Parents' feelings that Chris had failed them by becoming teacher instead of taking over the store.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: Gordon Parks

Title: The Learning Tree

Edition analyzed: Paperback

Publisher: Fawcett Publications

Pp. 240 Cost .60 Publ.date 1964

Other publisher: Harper

Pp. 303 Cost 4.95 Publ.date 1963

I. Book Review Digest Synopsis:

P.785 (Investigator's abstract)

Newt's adolescence in a small Kansas town; his family, his loves, and his fights; told with freshness, sincerity.

(Library Journal)

(Teachers minor characters)

II. Book Review Digest Reviews:

Index categories Negroes, Adolescents, Boys

A. Number of reviews:

___ unfavorable x 0 = . . . ___

___ mixed x 1 = ... ___

3 acceptbl/favorbl x 2 = 6

3 (Total) Avg. . . 2

B. Investigator's conclusions:

This novel is good literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... 2
   b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement 2
   b. No. tchrs. analyzed..... 1
   c. No. traits depicted..... 6
   d. Invest. composite rating.. 3
      (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted..... 3
   b. No. influential tchrs..... 2
   c. Invest. composite rating.. 3
4. Conclusions/Recommendations:
   a. Invest. Overall Rating.... 3
   b. Comments on uses/limitations:
      (based on above and other data)

Excellent for portrayals of a boy's search for identity, in relations with peers and adults, and for examples of ways in which public school teachers effect behavior. Recommended for all ages of prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low("0") to ("3") high.

...xA. Appropriateness: /1 Y/2 Y/3 M/4 Y/5 N :(race, death)

...xB. Story setting (1930-40): /1 C/2MN/3 T/4 N/5 Y

.x..C. Teacher: Prof. Jones /1M /2NS/3NS/4NS/5LM/6NS

Position: Jr. Hi. Prin. /7 NS

...xD. Teacher aspiration/role conflicts:

1. Type/source: School superintendent and discrimination
2. Reactions: Submissiveness

...xE. Story synopsis data:

1. Tchr. characterization: /a Y/b Y/c Y:( )
2. Theme: /a Identity possible under difficult situations.
   /b Hopes vs. fears /c Positive, sympathetic
   /d Teachers vary greatly /e NS
3. Style: /a Y/b Y/c Y/d Y/e Y/f Negroes

3

(Average "A-E")

F. Material factors: /1 Appealing boy /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Mr. Ebon Jones

KEY:[2] Novel: Parks' The Learning Tree

1= Extreme 2= Moderate	12	0	34	3= Moderate 4= Extreme
1. Partial	..	x	..	Fair
2. Autocratic	..	x	..	Democ.
3. Aloof	.x	.	..	Respnsv.
4. Restricted	..	x	..	Understn.
5. Harsh	.x	.	..	Kindly
6. Dull	..	x	..	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	..	x	..	Alert
9. Unimpressive	x.	.	..	Attrctv.
10. Evading	.x	.	..	Respnbl.
11. Erratic	..	x	..	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	.x	.	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	..	x	..	Adaptbl.
16. Pessimistic	.x	.	..	Optmstc.
17. Immature	..	x	..	Integrtd.
18. Narrow	..	x	..	Broad

Teacher Profile Summary:

6 Number dimensions depicted.
- 6 No. rated "1" or "2"
- 0 No. rated "3" or "4"

3 Investigator's avg. rating:
- 3 Comprehensiveness
- 3 Clarity
- 3 Appeal

9 Total pages analyzed above

7 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	103-107 (4)	10	
2	159-69 (½)	11	
3		12	
4	141-42 (1)	13	
5		14	
6		15	99 (1)
7		16	
8		17	
9	138-39 (½)	18	

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#5, harsh (p. 85, 1p.)
Student's description about the time when Mr. Jones told a student that he "musta been sleeping in the devil's privy when the Lord handed out sense." (Also forced students to write f-o-o-l-s for an hour, as punishment for laughter. (Also #9 unimpressive, #3 aloof.)

#13, uncertain (pp.100-107, 8pp.)
Mr. Jones' conflict of interest, as a Negro seeking better education and as an employee of a white superintendent. (Also #10, evading, #16, pessimistic).

OTHER TEACHERS

#1, partial (pp.145-49, 4pp.)
Miss McCinock's discouragement of Newt's college ambitions because of his race.

#3, responsive (pp.159-50, ½p.)
Mr. Rodeakor's encouragement of Newt by inviting him to be in a special science seminar.

#1, fair (pp. 145-49, 4pp.)
Mr. Hall's continued encouragement of Newt for achievements and solution of pupil-teacher conflicts.

General Teacher Characterization
Teachers are portrayed sympathetically with varying strengths and weaknesses.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Parks' The Learning Tree

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or -	(See Notes Below)	Not Analyzed
5	3	3	3	3	None[1]	pp.128-34 (7)	
5	3	3	3	3	Positive[2]	pp.118 (1)	
5	3	3	3	3	Positive[3]	pp.145-59 (4)	
5	2	3	3	3	Positive[4]	p. 151 (1)	
5	3	3	3	3	Positive[5]	pp.159-60 (½)	
5	3	3	3	3	None[6]	pp.191-205(14)	
5	3	3	3	3	None[7]	pp.231-32 (2)	
7	3	3	3	3	None[8]	pp.26-27 (2)	
8	2	3	3	3	None[9]	p. 227 (1)	
AVG.	3	3	3	3	NO. INFLU.	TOTAL PP 32½	TOTAL PP.
(1=low, 2=medium, 3=high)					TCHRS. 4	NUMBER "AGES"	ANALYZED 3

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	128ff.	1. Newt's degrading experiences with white circus fight promoter. (He felt degraded at being exhibited before white man.)
5	118	2. Newt's feelings at graduation (pride and nervousness).
5	145ff.	3. Newt's continued encouragement by Mr. Hall for achievements (Help in pupil-teacher resolving of conflicts).
5	151	4. Newt's excitement over newspaper picture as basketball player.
5	159f.	5. Newt's encouragement by Mr. Rodeakor to take science seminar.
5	191ff.	6. Newt's wrestling with conscience regarding knowledge of murder. (Newt testifies in dramatic court scene.)
5	231f.	7. Newt's defeat of fears related to death by sleeping next to Mother's casket.
7	26f.	8. Clint's feeling of being "trapped" by his family.
8	227	9. Dying mother's expression of pride in her son and her readiness for death.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: Ivan T. Ross

Title: Requiem for a Schoolgirl

Edition analyzed: Paperback

Publisher: Bantam

Pp. 153 Cost .40 Publ.date 1962

Other publisher: Simon and Schuster

Pp. 245 Cost 3.50 Publ.date 1961

I. Book Review Digest Synopsis:

P. 1215 (Investigator's abstract)

A mystery story. The mystery: why a girl commits suicide. The solution: a high school teacher's discovery of students' extra-curricular activities: call-girl, B-girl, dope addict, thug, and gangster's girl! Some scenes of high school teaching; many scenes of sensational sleuthing.

(Teacher the major character)

II. Book Review Digest Reviews:

Index categories

No index headings used

A. Number of reviews:

unfavorable x 0 = . . .

2 mixed x 1 = ... 2

6 acceptbl/favorbl x 2 = 12

8 (Total) Avg. . . 2

B. Investigator's conclusions:

This novel is better than average literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... 2
   b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement 4
   b. No. tchrs. analyzed..... 1
   c. No. traits depicted..... 10
   d. Invest. composite rating.. 3
      (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted..... 2
   b. No. influential tchrs..... 1
   c. Invest. composite rating.. 3
4. Conclusions/Recommendations:
   a. Invest. Overall Rating.... 3
   b. Comments on uses/limitations:
      (based on above and other data)

   Good for portrayals of sensationalism: adolescent drug addiction, sex, and suicide; and questions of public school teacher ethics. Recommended for prospective teachers to stimulate discussion and also contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low("0") to ("3") high.

...x A. Appropriateness: /1 Y/2 Y/3 Y/4 Y/5 N :(Suicide, drugs)

...x B. Story setting (19 60's): /1 HS/2 NS/3 C /4 N /5 N

...x C. Teacher: Mr. Gordon /1 M/2 3 0/3 S/4--/5 M/6 NS

Position: Hi. Sch. Eng. /7 NS

...x D. Teacher aspiration/role conflicts:

1. Type/source: Formal teacher roles vs. outside student contacts.

2. Reactions: Amateur sleuthing to seek answers

...x E. Story synopsis data:

1. Tchr. characterization: /a Y/b Y/c Y:( )

2. Theme: /a Awareness of student problems

/b Personal involvement /c Mixed

/d Humane /e Social reformer

3. Style: /a Y/b Y/c Y/d Y/e Y/f "Do-gooder"

3 (Average "A-E")

F. Material factors: /1 Sensational /2 Acceptable.

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Mr. Gordon

Novel: Ross' Requiem for a Schoolgirl

KEY: [2]
1= Extreme
2= Moderate

	12	0	34	3= Moderate 4= Extreme
1. Partial	..	x	..	Fair
2. Autocratic	..	.	.x	Democ.
3. Aloof	..	.	.x	Respnsv.
4. Restricted	..	.	.x	Understn.
5. Harsh	.x	.	..	Kindly
6. Dull	..	.	.x	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	..	.	.x	Alert
9. Unimpressive	.x	.	..	Attrctv.
10. Evading	..	.	.x	Respnbl.
11. Erratic	..	x	..	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	..	.	.x	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	..	x	..	Adaptbl.
16. Pessimistic	..	x	..	Optmstc.
17. Immature	..	x	..	Integrtd.
18. Narrow	..	.	.x	Broad

Teacher Profile Summary:
10 Number dimensions depicted.
2 No. rated "1" or "2"
8 No. rated "3" or "4"
3 Investigator's avg. rating:
3 Comprehensiveness
3 Clarity
2 Appeal
9 Total pages analyzed above
0 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	10
2	11
3	12
4	13
5	14
6	15
7	16
8	17
9	18

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#4, understanding (p. 87, 1p.)
Introspection about varied student problems.

#5, harsh, (pp. 1-2, 1p.)
Use of sarcasm about studies.

#4, understanding (p. 7, ½p.)
Lessening of homework during hot spring weather.

#6, stimulating (p. 2, ½p.)
Positive reference to family backgrounds in tracing effects of immigration upon literature.

#6, stimulating (pp.5-6, 2pp.)
Classroom discussion about revealing true feelings.

#9, unimpressive (pp. 23-26, 3pp.)
Visit to bar, fight with customer, gift of cigarette to girl student.

#10, responsible (p. 17, 1p.)
Concern about cause of Laurie's death to point of seeking cause and risking personal danger.

Inferred characteristics:
#2, democratic
#3, responsive
#8, alert
#13, confident
#18, broad

General Teacher Characterization:
Teachers were portrayed sympathetically and rather positively.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Ross' Requiem for a Schoolgirl

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or -	(See Notes Below)	Not Analyzed
5	2	3	3	3	Negative[1]	p. 3 (1)	pp. 53-54 (1½)
5	3	3	3	3	Positive[2]	pp. 5-6 (2)	
5	3	3	2	3	Positive[3]	pp.7-12 (5½)	
5	3	3	2	3	None[4]	pp.24-26(2½)	
7	3	3	3	3	Positive[5]	pp.17-21 (5)	pp.78-79 (2)
7	3	3	3	3	None[6]	pp.70-72(2½)	pp.106-109 (3½)
AVG.	3	3	3	3	NO. INFLU.	TOTAL PP.18½	TOTAL PP. 7
(1=low, 2=medium, 3=high)					TCHRS. 1	NUMBER "AGES"	ANALYZED 2

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	3	1. Laurie Michell's verbal rebellion against Mr. Gordon's values.
5	5ff.	2. Laurie's thoughts about revealing true self in human relations, as part of class discussion.
5	7ff.	3. Laurie's periodic rebellion against Mr. Gordon's efforts, nonconforming clothing, lack of association with others, and suicide.
5	24ff.	4. Iris' defiance in defending "B girl" job in a bar; "...more fun than hanging around my house." (p. 26)
7	17ff.	5. Laurie's parents dejection at her suicide and appreciation for Mr. Gordon's visit to home.
7	70ff.	6. Parents lack of satisfaction with Iris and recollections of a bright son killed in Korea.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: J.D. Salinger

Title: The Catcher in the Rye

Edition analyzed: Paperback

Publisher: Bantam Books

Pp. 214 Cost .75 Publ.date 1964

Other publisher: Little,Brown,Co.

Pp. 277 Cost 3.00 Publ.date 1951

I. Book Review Digest Synopsis:

P. 772 (Investigator's abstract)

Holden Caulfield's three day pre-Christmas seeing and suffering visit in New York City, after dropping out of school without parents' knowledge.

(Two minor teacher characters)

II. Book Review Digest Reviews:

Index categories

No index heading used

A. Number of reviews:

2 unfavorable x 0 = . . . 0

2 mixed x 1 = ... 2

5 acceptbl/favorbl x 2 = 10

9 (Total) Avg. . . 1

B. Investigator's conclusions:

This is average literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... 1
   b. Investigator's avg..... 2
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement 3
   b. No. tchrs. analyzed..... 2
   c. No. traits depicted..... 8
   d. Invest. composite rating.. 2
      (Compre.,clarity,appeal)
3. Personality "Ages":
   a. No. "ages" depicted..... 1
   b. No. influential tchrs..... 0
   c. Invest. composite rating.. 3
4. Conclusions/Recommendations: 2
   a. Invest. Overall Rating....
   b. Comments on uses/limitations:
      (based on above and other data)

Excellent in portrayal of adolescent struggle for identity; limited value for portrayal of private school teachers who are classified as phonies along with others.

Recommended for prospective and contracted teachers, not offended by extensive profanity.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low("0") to ("3") high.

..x. A. Appropriateness: /1Y /2Y /3M /4N /5 N :(mental breakdown

...x B. Story setting (19 40's): /1HS /2E /3LC /4N /5 Catholics/Negroes

.x.. C. Teacher: Mr. Antoli /1 M /250 /3 M /4-- /5UM /6 NS

Position: Hi.Sch.Eng. /7 NS

.x.. D. Teacher aspiration/role conflicts:

1. Type/source: Helping boys learn game of life vs. their immaturity.
2. Reactions: Sympathetic discussion.

...x E. Story synopsis data:

1. Tchr. characterization: /aN /bY /cY :( )
2. Theme: /a Phoniness of people
   /b Sincere effort to help /c Powerful
   /d Negative /e NS
3. Style: /a Y /b Y /c Y /d Y /e M /f Soul-searching Holden

2

(Average "A-E")

F. Material factors: /1 Maroon, unappealing /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Mr. Antoli

KEY: [2] Novel: Salinger's Catcher in the Rye

1= Extreme 2= Moderate	12	0	34	3= Moderate 4= Extreme
1. Partial	..	x	..	Fair
2. Autocratic	..	.	x.	Democ.
3. Aloof	..	.	x.	Respnsv.
4. Restricted	..	.	x.	Understn.
5. Harsh	..	.	.x	Kindly
6. Dull	..	x	..	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	..	x	..	Alert
9. Unimpressive	.x	.	x.	Attrctv.
10. Evading	..	x	..	Respnbl.
11. Erratic	..	x	..	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	..	x	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	..	x	..	Adaptbl.
16. Pessimistic	..	x	..	Optmstc.
17. Immature	..	.	x.	Integrtd.
18. Narrow	..	.	.x	Broad

Teacher Profile Summary:

8 Number dimensions depicted.
- 1 No. rated "1" or "2"
- 7 No. rated "3" or "4"

2 Investigator's avg. rating:
- 1 Comprehensiveness
- 2 Clarity
- 3 Appeal

17 Total pages analyzed above

22½ Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1		10	
2	pp.10-14(5)	11	
3	pp.10-16(7)	12	
4		13	
5	pp.6-16(9½)	14	
6		15	
7		16	
8	p.8(½)	17	
9	p.6(½)	18	

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#2, democratic (pp.182-90, 9pp.)
In exchange with Holden, e.g. question whether Holden could see instructor's goal in speech class and in school problems; kindly, expressed concern. Also #3, responsive; #4, understanding; #5, kindly; #17, integrated.

#3, responsive (p. 174, ½p.)
Approachable, could "kid around with," without losing students' respect.

#5, kindly, (pp. 194-95, 2pp.)
Second thoughts regarding Mr. Antoli, even if he's perverted. (Holden thinks).

#9, attractive (p. 174, ½p.)
"pretty young guy"

#9, unimpressive (pp. 191-93, 3pp.)
Mr. Antoli's stroking of Holden's head (Related to Holden's fear of"perverts" at school. Implied he attracts perverts--"guys" seem "perverty" when Holden's around.)

#18, broad (pp. 189-90, 2pp.)
Expression of confidence in broad applicability of knowledge in solving personal problems.

General Teacher Characterization:
Teachers were portrayed as persons with good intention but ineffectual in helping adolescents. Some were depicted for money-grabbing and favoritism.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Salinger's The Catcher in the Rye

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ. + or - (See Notes Below)	Page (Length)	Other Usable Pp. Not Analyzed
	Comp	Clar	Appeal	AVG			
5	3	3	3	3	None[1]	pp.38-39(2)	pp.45-46(½)
5	3	3	3	3	None[2]	pp.91-104(14)	pp.79-80(1)
5	3	3	3	3	None[3]	p. 131 (1)	p.100(1)
5	3	3	3	3	None[4]	pp.197-214(18)	pp.179-80(1½)
AVG.	3	3	3	3	NO. INFLU.	TOTAL PP. 35	TOTAL PP. 4
(1=low, 2=medium, 3=high)					TCHRS. 0	NUMBER "AGES"	ANALYZED 1

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	38ff	1. Holden's uncertainty about own identity; wonders why brother Allie died from Leukemia and he (Holden) lived.
5	91ff	2. Holden's conversation with a prostitute (for a non-sexual experience, for someone to talk to).
5	131	3. Holden's recollection about "phonies" at school (all stick together and exclude Holden, even bridge players and Book-of-Month students!).
5	197ff	4. Holden's complete sense of estrangement from everyone except his younger sister, Phoebe. (a) Appeal to dead brother Allie. (b) Thoughts about playing a deaf mute to avoid "stupid" conversations with anyone. (c) Suspicions of school attended by Phoebe. (d) Desire to kill those who wrote "f--- you" where Phoebe could see the words. (e) Institutionalization for treatment.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: John Updike
Title: The Centaur
Edition analyzed: Hardback
Publisher: Alfred A. Knopf
Pp. 303 Cost 4.00 Publ. date 1962
Other publisher: Fawcett
Pp. 222 Cost .60 Publ. date 1963

I. Book Review Digest Synopsis:
P1019 (Investigator's abstract)

Two levels, the real and the mythological, combined to tell the story of three days in the life of a Pennsylvania science teacher and his son. Mythological reference to Chiron, the centaur, instructor to heroes.

(Teacher the main character)

II. Book Review Digest Reviews:
Index categories
Fathers and Sons
A. Number of reviews:
1 unfavorable x 0 = . . . 0
1 mixed x 1 = ... 1
1 acceptbl/favorbl x 2 = 2
3 (Total) Avg. . . 1
B. Investigator's conclusions:

This novel is average literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
a. Reviewers' avg..... 1
b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement 2
b. No. tchrs. analyzed..... 1
c. No. traits depicted..... 11
d. Invest. composite rating.. 3
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted..... 2
b. No. influential tchrs..... 1
c. Invest. composite rating.. 3
4. Conclusions/Recommendations: 3
a. Invest. Overall Rating....
b. Comments on uses/limitations:
(based on above and other data)

Excellent even though Greek mythology interfered with reading. The "like" father, like son" theme was stimulating. Public school teaching was portrayed as uninspired and unimaginative. Care needs to be taken to avoid an empty feeling after reading the novel. Recommended for all ages of prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low ("0") to ("3") high.

..x A. Appropriateness: /1 Y /2 Y /3 Y /4 Y /5 Y :( )
...x B. Story setting (19 47): /1 HS /2 E /3 T /4 N /5 N
...x C. Teacher: Mr. Caldwell /1 M /2 O /3 M /4 1 /5 M /6 NS
Position: Hi. Sch. Science /7 NS
...x D. Teacher aspiration/role conflicts:
1. Type/source: Desire to do good job vs. insecurity.
2. Reactions: Indecisiveness/apologetic nature.
...x E. Story synopsis data:
1. Tchr. characterization: /a Y /b Y /c Y :( )
2. Theme: /a Life goes on regardless
/b Obligations /c Evoked sympathy
/d Negative /e Weak
3. Style: /a Y /b Y /c Y /d M /e M /f Weak, uncertain individuals

3
(Average "A-E")
F. Material factors: /1 Mythological-Centaur /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Mr. George Caldwell

KEY: [2]
1= Extreme
2= Moderate

Novel: The Centaur

	12	0	34	3= Moderate 4= Extreme
1. Partial	.x	.	..	Fair
2. Autocratic	..	x	..	Democ.
3. Aloof	x.	.	..	Respnsv.
4. Restricted	x.	.	..	Understn.
5. Harsh	.x	.	..	Kindly
6. Dull	.x	.	..	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	.x	.	..	Alert
9. Unimpressive	.x	.	..	Attrctv.
10. Evading	.x	.	..	Respnbl.
11. Erratic	..	x	..	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	.x	.	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	..	x	..	Adaptbl.
16. Pessimistic	.x	.	..	Optmstc.
17. Immature	.x	.	..	Integrtd.
18. Narrow	..	x	..	Broad

Teacher Profile Summary:

11 Number dimensions depicted.
- 11 No. rated "1" or "2"
- 0 No. rated "3" or "4"

2 Investigator's avg. rating:
- 3 Comprehensiveness
- 2 Clarity
- 2 Appeal

9½ Total pages analyzed above

0 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	10
2	11
3	12
4	13
5	14
6	15
7	16
8	17
9	18

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#1, partial (pp.105-109, 4pp.)
Out of pity, answers given to a quiz to be given next day.

#1, partial (pp.110, ½p.)
Religious sensibilities of pupils offended in discussing evolution.

#5, harsh (p. 110, ½p.)
Hitting of a student with a steel rod.

#5, harsh (p. 104-105, 1½pp.)
Accusation of a member of the swimming team (lying about smoking).

#6, dull (pp. 108-109, 2pp.)
Descriptive knowledge as a "sickening thing." (Also description of lecturing in absence of student responses, p. 110.)

#16, pessimistic (pp. 290-91, 1p.)
"Kill or be killed" philosophy expressed; any other attitude categorized as "suicide".

Inferred characteristics:
#3, aloof
#4, restricted
#8, apathetic
#9, unimpressive
#10, evading
#13, uncertain
#17, immature

General Teacher Characterization:
Teachers were portrayed as weak and untrustworthy.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Updike's The Centaur

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or -	(See Notes Below)	Not Analyzed
5	3	3	3	3	None[1]	pp.243-47(4½)	pp.201-7(7)
5	3	3	3	3	Negative[2]	pp.99-105(6)	pp.117-22(5)
7	3	3	3	3	None[3]	pp.86-91(5)	pp.67-70 (4)
							109-13 (4)
							258-265(7)
AVG.	3	3	3	3	NO. INFLU.	TOTAL PP. 15½	TOTAL PP. 27
(1=low, 2=medium, 3=high)					TCHRS. 1	NUMBER "AGES"	ANALYZED 2

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	243ff.	1. Peter's positive sense of identification when he finally shows his girl friend the skin blemishes which have so disturbed him all his life.(Page 246 is especially sensitive and appealing, for the girl assures him that the spots are part of Peter and that her love encompasses all of him!)
5	99ff.	2. Peter's negative sense of identification when he hears Coach Caldwell praising a member of the swimming team, (Mr. Caldwell is not sensitive to the embarrassment felt by Peter that he cannot swim, since this would expose his hideous skin blemishes.)
7	86ff.	3. Mr. Caldwell's negative sense of generativity, a pervading sense of impoverishment. (Mr. Caldwell reveals his sense of futility when he discusses his life with a "bum" whom he has picked up: reminesces about wanting to travel as his passenger had done and his inability to remember something besides "misery and horror". He also describes his teaching as "fifteen years of Hell" (p.111), Other symptoms of his feelings and life's futility include: recollections of his friendless adolescence (p. 116), cold relations with Mrs. Calwell who hates a man "...who hates sex" (p.69), and psychosomatic illness and pain.(p.77).

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Conclusions

An effort was made to develop forms which could facilitate the selection of usable novels and provide a guide for intensive study. The forms were illustrative of those which could be developed or modified to meet specific goals of teacher educators.

The forms encouraged a closer reading of novels. It appeared that their use resulted in a greater consciousness of the varied dimensions of human behavior in general and teaching behavior specifically. It appeared that analysis forms could be useful in helping teachers to find novels which meet certain criteria and in studying for group utilizations.

A number of conclusions about individual novels were noted on the data forms. Each individual reading the data will find numerous conclusions which are meaningful to him. Since a major study goal was the development of analysis procedures, it seemed appropriate to include an illustrative group of the data forms in this chapter.

The main effect of having three analysis categories appeared to be upon assignment of the novels to particular categories. Novels with major teacher characters tended to be placed in Analysis Category "A" since they illustrated teacher characteristics extensively. Novels with relatively unimportant teacher characters tended to be placed in Analysis Category "B." Category "C" was the most flexible since it included novels which had illustrations of both teacher characteristics and personality "ages."

Certain analysis problems arose. Analyses derived from the different forms were not adequately coordinated. There was a tendency

to use each form separately with different incidents from a particular novel. More adequate provisions should have been made for unifying the analyses from the forms. The space provided for a composite analysis on Form #3 tended to be used for routine conclusions and recommendations. Perhaps the mechanical act of recording data distorted the analysis toward specific data rather than upon comprehensive analysis and conclusions. A conscious effort to find specific data tended to promote superficial reading for somewhat discrete details. There appeared to be some dangers that the use of detailed analysis forms could promote mechanical reading. A second reading presumably could improve comprehension and retention of the plot.

CHAPTER VI

SELECTED QUESTIONS RELATED TO A PSYCHOLOGY OF READING UTILIZATION

Exposure to "great" literature often is presented as a means of becoming educated. But mere reading is not enough. What one does with what one reads is a major determinant of the ultimate impact of the use of literature. Both the potentialities and also the limitations of literature are recognized in this study.

This chapter summarizes some possible explanations of the manner in which reading changes behavior. This study led to a conclusion that literature should be used in teacher education but did not produce a conclusive psychology of reading effects. In the absence of this, alternative utilizations rather than specific recommendations are reported in Chapter VII. Utilizations selected by particular users should be an outgrowth of the aspects of a psychology of reading effects which seem most appropriate to an educational setting.

A cooperative study by professors of education, psychologists, and literary specialists would be helpful to select explanations of reading effectiveness and utilization activities most relevant for a particular school or college. Theories and practices could be altered as needed. In suggesting the need for such consideration, the investigator is avoiding a dilemma which appeared with increasing forcefulness as the study proceded since: (1) literature seems to have a valid place in the education of teachers, on the basis of its attested and researched values, (2) at the same time a psychology of reading effects does not appear to be available to guide the development of utilization

procedures. Assuming that literature should be used in teacher education and recognizing the need for further study, a series of questions is posed in this chapter. Specific conclusions and recommendations will be stated in the following chapter.

Some Selected Questions

In planning procedures for teacher education, there is need to examine these questions, among others: (1) what experiences are sufficient to induce desired behavioral changes, (2) what experiences are necessary to induce desired behavioral changes? The investigator proposes that literature is sufficient under certain circumstances to induce behavioral changes but that literature is not necessary to bring about those changes.

The questions in this section are illustrations of questions derived while studying selected books in social psychology, mass communications, and literature. The verb "can" was selected to suggest needed clarification of accepted principles in relation to literature. The principles inherent in the questions are in themselves validated; their relationship to literature effects is conjectural.

1) Can literature provide a type of catharsis which enables a teacher to escape temporarily frustrations and tensions? Some teaching problems may appear to be insoluable and inescapable, and a temporary respite may provide rest and renewal which affect a teacher's behavior. Living another's triumphs, failures, causes, and affections through literature may provide an emotional release conducive to sound mental hygiene. A negative possibility should also be noted: may literature become a compensation for blocked goals and an escape mechanism which

reduces efforts to solve problems?

2) Can literature provide an individual teacher with a sense of identification with great causes, in the sense of Bruner's "myth" discussed in an earlier chapter?[1] Novels, it may be recalled, may be a source of "finding oneself," and this may give a positive direction to behavioral changes.

3) Can literature help teachers to become their best selves, functioning up to their maximum potentiality on the basis of accurate perceptions? The unique perceptions of writers may enable teachers to clarify their own perceptions to a point where personal functioning is improved. Literature may also improve perspectives, as readers expose themselves to varied situations. With improved perceptions and perspectives, teachers may be able to attain their maximum potentiality, in relation to goals, capacities, fears, and frustrations--all of which may be understood and controlled. The behavior of such persons presumably would be notably different from those with blurred perceptions and perspectives. Literature may have a special effectiveness in motivating readers to seek the improvement of their situations. Novelists seeking to sell their writings are particularly conscious of "...the needs for security, status, belongingness, understanding, freedom from constraint, love, freedom from anxiety, and so forth."[2] As they increase consciousness of these needs, novels may motivate individuals to seek to attain their best and minimize that which

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[1]Bruner, p. 43.

[2]Wilbur Schramm, The Process and Effects of Mass Communications (Urbana: University of Illinois Press, 1954), p. 14.

blocks attainment of needs. Novels depict individuals seeking to work out their own destinies and may contribute to individual skills needed for living life to its fullest measure.

4) Can literature reinforce values, goals, and attitudes currently held, to a degree that individuals behave more or less confidently, aggressively, or optimistically, depending upon the type of behavior reinforced? Literature may be especially effective in reinforcing congruent behavior, that is, closely related behavior of characters and individuals. Teachers' role enactment may become more or less effective, depending upon predispositions reinforced. On the positive side, teachers may receive reinforcement of positive behavior in a verbally-simulated, non-threatening situation. On the other hand, as Krech et al pointed out:

> Man acts upon his ideas. His irrational acts no less than his rational acts are guided by what he thinks, what he believes, what he anticipates... Every man, through "cognitive work", attempts to construct for himself a meaningful world.[1]

The negative possibility is that negative predispositions may be reinforced by reading into novels negative reactions congruent with presently-held views. Presumably this negative possibility is increased by age and length of service in a role, for negative behavior may have been reinforced many times. Another negative possibility should be considered. Waples et al note the possibility that readers may receive reinforcement of predispositions unfavorable to self and that this may increase anxieties and efforts to find relief. They

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[1]David Krech, Richard S. Crutchfield, and Egerton L. Ballachey, Individual In Society (New York: McGraw-Hill Book Co., Inc., 1952), p. 17.

noted that readers may confirm "...frustrations by explaining them."[1] The investigator feels that these negative reinforcement possibilities should be considered not only in a study of literature but also in other types of instructional materials as well.

5) Can literature encourage introspection leading to new or increased understandings which change behavior? Teachers may be able to build up a backlog of experiences through reading which may be synthesized into new bases for decision making.

6) Can literature alter or develop needs of individuals to a point where they are open to new experiences? Can teachers be stimulated to seek new teaching experiences and relationships? Krech et al noted that a felt need for change must precede changed cognitions.[2] Individual teachers may respond to literary stimulation more easily than to other media which appears to be thrust upon them. The readers control and hence may feel less pressured by stimuli working on their needs through non-pressure materials such as novels.

7) Can literature set up a "cognitive dissonance," a gap between personal values and writers' values, to a degree that personal values are altered to narrow the gap? Values portrayed in novels, presented in a dynamic manner, may force such adjustments particularly when personal values are weak. To the extent that an individual teacher seeks to balance his cognitive structure, teaching behavior may be altered.[3] Krech et al credited Festinger with the theory of "cognitive dissonance,"

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[1]Waples et al, p. 136.

[2]Krech et al, p. 35.

[3]Ibid., p. 66.

the impelling need for individuals to rid themselves of the discomfort felt while holding "inconsistent cognitions."[1]

8) Can literature help an individual to formulate his "ideal self," helping him to decide, for example, what type of teacher he would like to be? This ideal self tends to become a two-edged sword: a standard against which to measure behavior and a goal toward which to strive. Novels' ideal teachers may provide models for an ideal self. Krech et al note that the self-concept is based upon a comparison of self to a reference group. The self-concept in turn determines which wants and goals will predominate in the individual's efforts to enhance and defend his self-concept.[2]

9) Can literature help the individual to develop values and wants, which in themselves are powerful determinants of behavior? Values, as defined by Krech et al are "beliefs about what is 'desirable' or 'good'." Wants are defined through synonyms such as "drives" and "needs" (positive) and "fears" and "aversions" (negative), all of which repel or drive individuals to attainment of wants.[3]

10) Can literature provide individual teachers with models of good teaching? To the extent that a teacher may seek to "incorporate the attributes of the other individual or group, and to display similar behavior..." identification may be a significant factor in altering

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[1]L. Festinger and J. M. Carlsmith, "Cognitive Consequences of Forced Compliance," Journal of Abnormal Psychology, LVIII (1959), pp. 203-210, in Krech et al, pp. 266 and 269.

[2]Krech et al, pp. 84 and 101.

[3]Ibid., p. 102.

teacher behavior.[1]

11) Can literature sensitize the cognitive structure to objects and persons to be perceived? Only certain objects and persons are perceived, and of these only certain characteristics are perceived. Literature may sensitize teachers to certain characteristics of objects and individuals, thus affecting behavior through altered perceptions.[2]

12) Can literature help teachers to become more aware of stereotypes which may affect their relationships with others, to a degree that behavior affected by stereotypes can be consciously controlled?[3] Literature may make teachers more conscious of stereotypes which are a part of their cognitions and which affect the relationships of laymen and teachers.

13) Can literature stimulate interest in educational issues, to a degree that teachers may take public positions on educational issues and thereby increase the likelihood that those positions would be individually practiced?[4] Literature in comparison to other media may be more effective in stimulating group discussions and public commitment.

14) Can literature help teachers to improve their communications with others and also improve the effective functioning of their groups? Communication has been defined as "the interchange of meanings among people." It is also said to be both a reflection of personality and

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[1]*Ibid.*, p. 134.

[2]*Ibid.*, pp. 20 and 66.

[3]*Ibid.*, p. 67.

[4]*Ibid.*, pp. 228-229.

a shaper of personality.[1] Novelists are presumed to have special competencies in communication. Teachers reading and reacting to good communications may learn to improve their communications skills and thereby modify their behavior.

15) Can literature have an instrumental effect, that is, add to knowledge and skills needed by persons in a particular role? Information may be a factor in modifying behavior.[2] Teachers may find in novels some specific information or skill useful to them. This investigator tends to minimize this role but does not reject it. The textbook, lecture, observation, and supervised teaching are among teacher education practices which appear to have more promise in providing knowledge and skills.

These fifteen questions about the psychology of reading effects point to the gap which exists between advocacy of the use of literature and a sound theory of utilization. Utilization could be more effectively studied if these questions were answered extensively. In the meantime it seems justifiable to suggest that literature be used in experimental programs. The concluding chapter includes some illustrative uses which need to be researched in teacher education, concurrent with efforts to study the psychology of reading effects.

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[1]*Ibid.*, p. 307.

[2]Waples *et al*, p. 136.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Literature in general and novels in particular were studied to determine their availability and potential utility in teacher education. Literature was presumed to have certain unique potentialities in helping prospective and contracted elementary and secondary teachers to conceptualize, internalize, and implement varied roles.

Becoming a teacher involves more than learning about teaching and receiving supervised practice. Literature was studied as a supplementary aid in helping teachers to make the gradual but dramatic transition from being interested in teaching to becoming a professional teacher, a process which hopefully lasts a lifetime.

Tentative answers were sought for questions about the comprehensiveness, clarity, and reader appeal of contemporary novels which have student and teacher characters. The investigator developed a process for selecting, analyzing, and recording data from novels. The focus of this study was upon the development of procedures rather than validating them.

Potentialities of Literature

A series of questions was developed concerning a psychology of reading effects. It appeared that teacher educators should select procedures for using literature based upon a unified psychology of reading effects and consistent with institutional goals and resources. The use of literature should be individualized, thus it was possible

only to propose some alternative psychology of reading effects and related utilization possibilities.

Novels were studied as potential aids in increasing teachers' understandings of the human situation. They may create an empathy for and acceptance of varied human motivations and life patterns. Teachers may expand their perceptions and perspectives through fiction and become more understanding and supportive of others. Teachers may increase their understanding of themselves. Secure in a sense of identity, teachers may be able to understand, accept, and support the emerging identities of students within a specific school and community setting.

This level of adult maturity is difficult to attain. Teachers not only need to "find themselves" and understand their total situation; but they also must attain the facts, skills, and understandings required of the profession. Literature appears to be available in quantity to help teachers understand themselves, others, their communities, and their roles. It appears to be vivid, appealing, and meaningful.

Among the limitations of literature which need to be recognized are: (1) the possibility that individuals may take away from reading mainly that which they take to it, (2) the possibility that individuals may find in literature support for personal biases, insecurities, and practices, (3) the possibility that writers observing certain "taboos" may leave out important factors which need to be understood by teachers.

Those using literature should: (1) develop utilization procedures harmonious with a psychology of reading effects feasible for a particular institutional setting, (2) recognize the limitations of literature,

(3) use literature in a group setting to capitalize upon literature's potentialities and minimize its limitations.

Study Procedures

Since the focus of the study was upon developing feasible procedures, it seemed justifiable to adapt procedures as needed to improve them. The procedures were developed for two possible uses in teacher education: (1) to aid in screening and evaluating novels for teacher education, (2) to aid individuals in studying selected aspects of novels for later study activities. There were five phases in the study: (1) population, (2) sample, (3) analysis, (4) data recording, (5) evaluation of data.

The population originally included novels indexed under selected categories of "fiction" in a standard reference.[1] It was possible to find index categories which led to reviews of novels which appeared to be useful for teacher education. The index headings were extremely general, for example, "schools and colleges" indexed novels with elementary, secondary, and college settings; private and public school settings; American and foreign settings; and recent and historical settings.

Originally only novels published in paperbound editions were considered for the population. Since it was difficult to find paperbound novels which met criteria and also were available locally, the population was broadened to include hardbound books in approximately half the titles. Considerable time was required to check tentatively

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[1]Book Review Digest (H. W. Wilson Co.)

accepted titles to determine the ones available in paperbound editions. However, the study did show that paperbound novels which illustrate teaching are available, both through local suppliers and also by means of direct purchase from certain publishers. Some local suppliers will include special orders with their regular orders, but the frequency with which special orders are sent to publishers will vary with the sales volume of a particular publisher. Those seeking to keep informed about new titles may check current book displays, read previews in Paperbound Books In Print,[1] and read the reviews of paperbound books in the book review section of papers such as the New York Times. It appears that the effort required to secure paperbound editions is justifiable only when low cost is highly significant.

In an effort to find procedures which would be feasible for those with limited time, procedures were adapted in a variety of ways. Originally novels were accepted for the population only if they had classroom scenes portrayed; ultimately novels were included if they had teacher and student characters in some situation, portrayed in detail sufficient for analysis. Furthermore, administrators and guidance workers were accepted as teacher characters. Selection procedures were broadened to include not only books found through a study of selected headings in Book Review Digest but also through an inspection of library bookshelves, bookstore displays, book reviews, and recommendations of associates. The final sample was selected through a reading of reviews, information on book jackets, first chapters, and other chapters casually. This process was needed to clarify the existence of portrayals which

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[1]Paperbound Books in Print (R. R. Bowker and Co.)

met study criteria which previously had been inferred. The first twenty-four novels which met the criteria became the sample, which was read carefully and analyzed on the forms developed for this study.

Some Conclusions About the Forms and Data

The forms developed or adapted for this study were functional. They increased awareness of the many facets of teaching and personality development. They provided an illustration of the type of raw data which can be secured through analysis. They were illustrative of the kinds of forms which can be developed to screen books for possible use for specific purposes in teacher education and to help individuals study for a group activity such as a discussion, panel presentation, or book review.

Form #3, "Composite Literary Analysis," indicated that there are wide variations in the manner in which students and teachers are portrayed. It appeared that adult readers could benefit from living vicariously in novels' varied human situations. Those especially concerned about rigid standards of sexual conduct, language, and manner of attaining goals could find novels which are quite "proper;" those interested in a variety of situations could find the sordidness, sensationalism, violence, infidelity, and the general range of behavior found in fiction. General information about a story's setting, except the date, was easy to find. Teacher data, except for teacher main characters, were incomplete. Even though characterization of teachers was limited in many novels, teachers' influence may be great.

Novels were rated highly in characterization, theme development, and style. Presumably some additional study could have increased

discrimination between poor, medium, and high quality literature.

Form #5, the "Individual Teacher Characteristics" form, was functional for analyzing teacher behavior both in the classroom and outside. It provided an analysis of characteristics for both classroom teachers, and personnel such as administrators and counselors. It increased an awareness of varied dimensions of teaching. Several teacher characteristics could be illustrated in books where teachers were major characters; few stood out in some novels. In some books, teachers could not have been profiled at all, for they were on the periphery of student life. Sometimes they were nameless. They often were portrayed through student eyes as "villains" who did not understand adolescents and who were in a sense "out to get them." Most of the novels did not illustrate teacher-student interaction in classroom settings. However, it appeared that novels adequately illustrated varied teacher characteristics.

Form #7, "Personality Ages of Students and Teachers," was very functional in increasing an awareness of forces which facilitate, hinder, or have no apparent influence upon personality development. The form was most useful in plotting the "cradle to the grave" aspects of personality development. The importance of early years was emphasized in several stories. Certain "ages," such as adolescence, were often portrayed. Other "ages," such as the play age and school age, were not often portrayed. Presumably it would be possible to find a wider distribution of "ages" if this were important. A professor of early childhood education, for example, would presumably seek a distribution of "ages" different from that of a librarian looking at books for a high school professional library.

An effort was made to determine the extent to which novelists depict teachers and students in relation to two dimensions, teacher characteristics and personality "ages." The forms were developed to measure novels' comprehensiveness, clarity, and appeal. The study created a greater interest in and awareness of the dimensions studied.

When forms related to teacher characteristics and personality traits were used in an analysis of the same novel, the analyses were not related extensively. The analysis tended to proceed one form at a time. "Hindsight" suggested that greater insights may have accrued if identical incidents had been analyzed simultaneously upon the teacher characteristics and personality ages analysis forms. Perhaps one analysis form with both dimensions incorporated would have focused more attention upon unified teacher-learner relationships.

Selected General Conclusions

Certain general conclusions about the importance of teachers in novels may be drawn. In novels where the teacher was a minor character, there was limited characterization. Often there was little influence attributed to the teacher; perhaps it was taken for granted. In novels written from the viewpoint of a child or adolescent, which was the case in several of the twenty-four novels, the teacher usually was portrayed in either a negative or mixed light. Most novels portrayed teachers as reasonable and helpful. Rarely was the teacher a "bad" individual. He was not always strong and dynamic, but neither was he a "villain." The teacher was seldom flagrantly immoral, illegal in actions, or subversive.

A wide variety of educational issues and problems were raised in novels. No provision was made originally to record data relative to

teachers' professional problems, teachers' personal problems, students' problems, and school board and community relations. Over twenty-five such issues were recorded from the novels. This information was recorded on the back of Form #3.

Some Alternatives in Utilization

Personnel in teacher education normally are not expected to be proficient in literary analysis. Presumably educators interested in using literature are more concerned with content than literary factors. "Good" literature in teacher education presumably will be that which helps teachers grow personally and professionally.

This investigator does feel that utilization effectiveness could be improved through an educational program in the use of literature. This is not to suggest a major emphasis. Perhaps a movie such as "The Novel," narrated by Clifton Fadiman, would help teachers to look at novels as living literature.[1] A cooperative lecture about a selected novel with a school setting could be planned by educators and literary specialists. Panel discussions and classroom discussions based upon books with school settings could increase awareness of the manner in which novelists portray human interaction and development. In addition to these illustrative literary training activities, training could be carried on with the utilization alternatives mentioned in later paragraphs. Simplified analysis forms could be developed, explained, and used in both training and regular activities. Combinations of

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[1]The Novel: What It Is, What It's About, What It Does (color), Lesson I (Encyclopedia Britanica Films), 34 minutes.

instruction in and the use of literature functionally related to a specific teacher education task are advocated here.

An illustrative example may be appropriate. If a teacher education study is focused upon individual differences, it may be possible to train teachers to use novels as a means of sensitizing them about the ways in which individual differences are revealed. Goff has suggested a practical application of such sensitivity:

> If unacquainted with the individual, observers can glean clues from his conduct and appearance which allow them to apply their previous experience with individuals roughly similar to the one before them.

Earlier Goff had noted:

> Information about the individual helps to define the situation, enabling others to know in advance what he will expect of them and what they may expect of him. Informed in these ways, the others will know how best to act in order to call forth a desired response from him.[1]

Novelists appear to the investigator to be especially competent in portraying such personal factors as "insignia of office; clothing; sex, age, and racial characteristics; size and looks; posture; speech patterns; facial expressions; bodily gestures; and the like," defined by Goff as parts of a personal front.[2] Training in observing individuals in novels may be useful in making teachers more observant of individual differences in the classroom. The novelist portrays characters so vividly that they "live" to many readers and have considerable effect. Reading novels may help teachers to observe individual pupils in their total setting, to a degree that pupils are

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[1]Erving Goff, The Presentation of Self in Everyday Life (Garden City, New York: Doubleday Anchor Books, Doubleday and Company, Inc., 1959), p. 1.

[2]Ibid., p. 24.

seen as unique personalities unfolding in this context, in their own ways, but partially observable to sensitive teachers.

Concurrent with helping teachers to use literature, a group feeling should be developed to encourage teachers to respond freely and frankly. Face-to-face communication presumably could increase literature's effect. Wright notes several advantages: (1) it cannot be avoided as easily as other forms of mass communication, (2) it can be adapted to group interests and reactions, (3) it provides feedback reactions such as rewards and punishments immediately, (4) it involves familiar and trustworthy communicators, (5) it is forceful.[1]

Literature utilization should be initially provincial, that is, closely related to teachers' experiences and interests, problems needing solutions, and alternative solutions. Put another way, teachers concerned about inner city problems probably should not begin with Spencer's Mountain, a useful novel for them ultimately, but quite removed from inner city's frustrations and challenges.[2] According to Schramm et al mass media are more likely to be received if they are related to personality needs and suggested ways of meeting them.

"Teacher education" has been used in this study to include the process of selecting teaching careers, training of all kinds, and continued growth on the job. The following types of utilization are illustrative of activities which could be adapted to fit specific situations in schools and colleges:

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[1]Charles R. Wright, Mass Communication, A Sociological Perspective (New York: Random House, 1959), pp. 62-63.

[2]Earl Hamner, Jr., Spencer's Mountain (New York: Dell Publishing Co., Inc., 1963).

1) Discussions could be held relative to situations in novels which illustrate educational principles. A format suggested by Hodgkinson could be used in a study of novels: (a) "What are the important issues involved in this case?" (b) "What is my stand on these issues?" (c) "As a consequence of these issues and my stand on them, what action would I take if I were in the position of decision-maker?" He suggested that this procedure would, when used to discuss case studies, increase educational interpretations, understandings of educational complexities, and personal convictions.[1] Drayer suggested a "deductive-inductive" approach to improve thinking through and evaluating possible solutions to educational problems: (a) discussion of principles, (b) illustrating and discussing them, (c) deriving further principles through discussion.[2] Taba suggested a two phase discussion of literature: (a) projection: "attempts to understand the story, to explain and evaluate behavior, and to propose reasonable action for the solution of the dilemmas described," (b) generalizations: "namely interpretations carried beyond the immediate facts given in the story, which involves distillations of many facts and attempts to express principles governing the events and behaviors."[3] Discussion procedures selected for a particular situation would vary with the competencies of the discussion leader and his relationship with his group.

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[1]Harold Hodgkinson, Educational Decisions: A Casebook (Englewood-Cliffs, N.J.: Prentice-Hall, Inc., 1962), pp. x-xi.

[2]Adam M. Drayer, Problems and Methods in High School Teaching (Boston: D. C. Heath and Co., 1963), p. ix.

[3]Taba, With Perspective on Human Relations, pp. 110-111.

2) Professors could use literary selections to illustrate their lectures, both to add interest and also to clarify points.

3) Individuals in teacher groups and professional education classes could select from fiction materials for role playing, dramatizations, graphic illustrations, and oral reading.

4) An interdisciplinary college seminar could utilize literature to bring out educational, psychological, sociological, historical, philosophical, and literary insights. Interdisciplinary discussion groups could also be organized for elementary and secondary teachers where leadership is available.

5) Literature could be used prior to field trips to sensitize individuals to the aspects of a school or community setting to be observed carefully. Literature could also be used following a field trip to provide focus upon aspects of observations which were most significant and deepen understandings of phenomena observed. Perhaps literature could substitute to a degree for actual field trips, by providing vicarious experiences beyond the limits of college classrooms.[1]

6) A group could analyze procedures, such as the ones developed for this study, to increase awareness of certain educational factors illustrated in novels. A structured discussion, based upon specific data gathered on guide forms, could stimulate discussions of general and specific dimensions of teaching.[2]

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[1]For a fuller discussion of this idea, see Louise M. Rosenblatt, Literature as Exploration (N.Y.: Appleton-Century Co., Inc., 1938), pp. 284-86.

[2]Perhaps procedures such as those developed by Flanders could be used to study classroom interaction portrayed in literature. See Ned A. Flanders et al, Helping Teachers Change Their Behavior (Ann Arbor: The University of Michigan, Project numbers 1721012 and 7-32-0560-171.0, Title VII, National Defense Education Act, April, 1963).

7) Small groups could explore a variety of solutions for situations portrayed in novels. "Brainstorming," in a setting in which all ideas may be freely discussed, could promote creative thinking. Fictional situations developed into role playing could also provide bases for "brainstorming."[1]

8) Sensitivity training could be carried on in small groups, for example, a group of teachers seeking to understand a new cultural group moving into a changing neighborhood. Taba identified steps in sensitivity training based upon literature: (a) restatement of what is being discussed, (b) "identification and comparison of feelings," (c) "identification with some personal experience," (d) "assessment and application." An example of a sensitizing question noted by Taba was, "How did these persons seem to feel?"[2]

9) Informal book "forums" could be held for faculty and students. Refreshments could create a relaxed atmosphere for activities such as panel discussions, book reviews, oral readings of significant passages, and question-answer periods.[3]

10) A group studying educational philosophy could use fictional incidents to stimulate discussions concerning issues such as the nature

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[1]Thelen has attempted to combine elements of role, organization, and communications theory in a chapter of The Association for Student Teaching, Improving Instruction in Professional Education, Thirty-seventh Yearbook (Cedar Falls, Iowa: The Association for Student Teaching, 1958), pp. 92-96.

[2]Hilda Taba, Leadership Training in Intergroup Education (Washington: American Council on Education, 1953), pp. 86-87. See also Intergroup Education in Cooperating Schools Staff, Reading Ladders in Human Relations (Washington: American Council on Education, 1949).

[3]Ibid., pp. 93-95.

of man, the manner in which man reacts to his environment, and the role of the schools in relation to both man and society. William Faulkner in accepting his Nobel Prize called upon writers to help man find meaning in life: "The poet's voice need not merely be the record of man, it can be one of the props to help him endure and prevail."[1]

11) A group studying the history of education could transcend by means of literature barriers of time and distance to re-live some educational situations which have led to the present.

12) A group of administrators could read fiction to increase understandings of community, pupil, and teacher expectations and situations. A variety of verbally simulated conditions could perhaps improve on-the-job performance. Perhaps literature could improve "basic elements" of leadership, identified by Lippitt as: "insight into self," "appropriate sensitivity to situations" related to interpersonal factors, "diagnostic ability" in relation to complex interactions of human personality, "flexibility in one's role relationships," and "self-actualization and continuous learning." An awareness of the manner in which literary characters live in facing "failures, frustrations, disappointments, achievement, and despair" may enhance the administrator's ability to do likewise.[2]

13) Prior to student teaching, students could read novels and biographies which illustrate teaching in general and specific types

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[1]William Faulkner, in Leonard F. Dean (ed.), The College Omnibus (N.Y.: Harcourt, Brace, and Co., 1951), unpaged Preface.

[2]See Gordon L. Lippitt, "Elements of Leadership Growth," in National Training Laboratories, National Education Association, Leadership in Action, Selected Reading Series Two (Washington: National Education Association, 1961), pp. 94-96.

of teaching situations related to the impending student teaching experience.

14) In an individual readings course, a student could read, analyze, and discuss with a trained instructor literature selected to promote reader understandings of himself in relation to his circumstances.[1]

15) Classes in economics, political science, sociology, and other academic disciplines could utilize literature to make courses vivid and meaningful. Courses related to teachers' needs could be useful in relation to certain aspects of teacher education and also for their general education values.

These suggested uses of literature for elementary and secondary teachers and prospective teachers are illustrative of many others which could be developed by teacher educators for their particular fields. Hopefully skills and interests developed in group activities would be maintained for a lifetime by individual teachers.

Literature should be used in a manner consistent with a psychology of reading effects feasible for a particular school or college, especially in relation to the unique skills, interests, and needs of those responsible for initiating and maintaining teacher education, whether they be professor, administrator, or program chairman for a teachers club. Literature should be used extensively when it has great potential in a particular setting and incidentally when other materials are more useful.

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[1]For an extensive treatment of this idea, see Esther Raushenbush, Literature for Individual Education (N.Y.: Columbia University Press, 1942), pp. 133-159. The whole book is recommended for its summary of an individualized readings course in general education.

Recommendations

Literature should be considered by those responsible for teacher education in the schools and colleges. Utilization, as has been previously noted, should be adapted to the unique circumstances of those using the literature. The following steps are illustrative of those which could be used to increase awareness of literature available for teacher education and presumably thereby increase utilization.

1) Basic lists of novels for varied teacher education purposes could be developed. One person in a particular staff could assume responsibility for informing others about new novels. A reviewing committee could analyze novels to determine which ones should be recommended for purchase, within guidelines of cooperatively developed purchasing policies.

2) College librarians, librarians responsible for school system professional libraries, and public librarians could be encouraged to purchase educational novels related to teaching in general and applicable to particular communities, for example, stories about rural teachers for a rural community library.

3) Speakers and writers could utilize situations from novels to make their points more vivid and meaningful. Illustrative content could clarify both generalizations and principles.

4) College libraries, education departments, and school libraries could permit sales racks for paperbound novels with student and teacher characters.

5) Professional magazines could carry reviews of novels related to education. Annual annotated bibliographies also could be developed.

6) Reviewers in magazines and library reference publications could more clearly indicate the geographical setting, date, type of school portrayed, grade level or teaching responsibility, and other specific details needed by those seeking novels for specific purposes.

7) Guidance collections could include novels about teaching for secondary and college students considering teaching careers.

8) Books of educational readings could include some fictional materials. Complete books of selected materials from novels could be developed for teacher education.

Needed Research

Research relative to the utilization of literature is needed to answer the following questions:

1) What differences exist in rationale and procedures for different forms of literature, for example, novels, biography, and autobiography?

2) What behavioral changes can be attributed to literature when used extensively in teacher education?

3) To what extent and under what circumstances are principles of social psychology and communications theory applicable to literature in teacher education?

4) To what extent and under what circumstances are principles of group processes applicable and essential for effective use of literature?

5) To what extent and under what circumstances are different types of literary utilizations effective in teacher education?

Study Limitations

The conclusions in this study are applicable to the investigator's illustrative sample of novels. Presumably the procedures and forms could be adapted to specific situations in specific teacher education settings. The study constitutes a modest proposal for supplementary formal teacher education materials whenever they may be used in the schools, colleges, and universities. The investigator's presumptions, drawn from several dimensions of education and academic disciplines, should be critically examined by experts in the appropriate disciplines.

While answers to certain questions should be sought, no effort was made in this study to answer them. To have sought answers to the following questions would have extended the study beyond reasonable bounds. Can literary models help teachers to internalize roles without eliciting efforts to imitate "good" teaching? Can literature stimulate thinking, perceiving, and feeling? Can literature help teachers to find their own personal operational conceptualization of teaching? To raise such questions is to point to the possible magnitude of a study permitted to become too inclusive, hence the investigator's efforts to recognize certain limitations for this study.

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APPENDIX

APPENDIX A

Publishers of Novels Analyzed

Bantam Books, Inc., 271 Madison Ave., New York, N.Y.

Coward-McCann, Inc., 200 Madison Ave., New York, N.Y.

Dell Publishing Co., 750 Third Ave., New York, N.Y.

Dodd, Mead and Co., 432 Park Ave., New York, N.Y.

E. P. Dutton and Co., Inc., 201 Park Ave., New York, N.Y.

Fawcett Publications, Inc., Greenwich, Conn.

Harcourt, Brace and World, Inc., 757 Third Ave., New York, N.Y.

Harper and Row, Publishers, Inc., 49 E. 33rd St., New York, N.Y.

Henry Holt and Co., New York, N.Y.

Houghton Mifflin Co., 2 Park St., Boston, Mass.

Little, Brown and Co., 34 Beacon St., Boston, Mass.

J. B. Lippincott Co., 8 Washington Square, Philadelphia, Pa.

The Macmillan Co., 60 5th Ave., New York, N.Y.

The New American Library of World Literature, Inc., 501 Madison Ave., New York, N.Y.

Pocket Books, Inc., 1 West 39th St. New York, N.Y.

Simon and Schuster, Inc., 630 5th Ave., New York, N.Y.

APPENDIX B

"Preliminary Acceptance" Novels by Index Headings

Form #2 POPULATION: "Preliminary Acceptance" Novels by Index Headings in Book Review Digest, March 1963 to Feb. 1964

(These numbers correspond to numbered headings above)

"Fiction"	1.Adolescence 2/9	2.Aristocracy 0/1	3.Blind	4.Boys 1/8	5.Brothers 0/1	6.Child.Stories 1/6	7.Class Dist. 1/2	8.Deaf	9.Fam.Chron. 5/11	10.Fam.Life 3/5	11.Fath/Son 0/1	12.Girls 0/2	13.Guilt 0/5	14.Incest	15.Juv.Delin. 0/1	16.Loneliness 1/5	17.Miscegnation	18.Moth./Daugh. 2/4	19.Moth./Sons 0/4	20.Negroes 3/8	21.Orphans	22.Parent/Child 1/1	23.Phy.Handicap 0/1	24.Poverty 0/1	25.Psy.Stories 3/21	26.Race Prob. 1/4	27.Sch.Life 2/4	28.Sex Prob. 1/5	29.Sisters 1/1	30.Speech Disorder 0/1	31.Suburban Life 0/4	32.Suicide 0/1	33.Teachers 2/6	34.Wealth 0/2	35.Youth 1/5
1.									1											1													1		
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35.																																			

Explanations: (a) fraction's numerator: number of "Preliminary Acceptance" novels, (b) fraction's denominator: total number of indexed specified headings, (c) corresponding numbers for headings in left column: number of times differ different headings used to index the same novel.

Summary: 126 Total number novels indexed in above headings. 31 Total of "Preliminary Acceptance" novels. 6 Headings yielding 40% "Preliminary Acceptance".

APPENDIX C

Analysis Category "A": "Composite of Literary Analyses"
"Individual Teacher Characteristics"

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: Louis Auchincloss

Title: Venus in Sparta

Edition analyzed: Hardback

Publisher: Houghton Mifflin

Pp. 280 Cost 3.50 Publ.date 1958

Other publisher:

Pp. ___ Cost ___ Publ.date ___

I. Book Review Digest Synopsis:

P. 44 (Investigator's abstract)

An upper income executive's frustrations in family, extra-family affairs (both he and his wife search elsewhere for love).

(Library Journal)

Flashbacks used to develop the characters' insecurities and frustrations of adolescence in school and college and in adult life.

(Two teacher minor characters)

II. Book Review Digest Reviews:

Index categories

No index headings used.

A. Number of reviews:

1 unfavorable x 0 = . . . 0

8 mixed x 1 = ... 8

3 acceptbl/favorbl x 2 = 4

11 (Total) Avg. . . 1

B. Investigator's conclusions:

This novel is average literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... 1
   b. Investigator's avg..... 2
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement 3
   b. No. tchrs. analyzed..... 2
   c. No. traits depicted..... 6
   d. Invest. composite rating.. 1
      (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted..... --
   b. No. influential tchrs..... --
   c. Invest. composite rating.. --
4. Conclusions/Recommendations:
   a. Invest. Overall Rating.... 1
   b. Comments on uses/limitations:
      (based on above and other data)

   Good for portrayal of modern man's search for identity and secure love; limited value for school scenes since the private school headmasters are minor characters. Recommended for experienced contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low("0") to ("3") high.

...xA. Appropriateness: /1 Y /2 M /3 Y /4 Y /5 N :(incest)

...xB. Story setting (19 20-40's): /1 HS /2 E /3 LC /4 N /5 High society

.x..C. Teacher: Mr. Mainturn /1 M /2 NS /3 NS /4 NS /5 M /6 NS

Position: Headmaster /7 NS

x...D. Teacher aspiration/role conflicts:

1. Type/source: NS

2. Reactions: NS

...xE. Story synopsis data:

1. Tchr. characterization: /a N /b N /c Y :( )

2. Theme: /a Search for identity and love

/b Obligation vs. job /c Negative

/d Positive /e Upper class prejudice

3. Style: /a Y /b Y /c Y /d Y /e Y /f Pity for vacillating main character.

2

(Average "A-E")

F. Material factors: /1 Free design, simple /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])
Characterisitics profile of Mr. Minturn

KEY: [2]
1= Extreme
2= Moderate
3= Moderate
4= Extreme

Novel: Auchincloss' Venus in Sparta

	12	0	34	
1. Partial	.x	.	..	Fair
2. Autocratic	.x	.	..	Democ.
3. Aloof	..	x	..	Respnsv.
4. Restricted	..	.	.x	Understn.
5. Harsh	..	x	..	Kindly
6. Dull	..	x	..	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	..	x	..	Alert
9. Unimpressive	..	x	..	Attrctv.
10. Evading	..	.	.x	Respnbl.
11. Erratic	..	.	.x	Steady
12. Excitable	..	.	.x	Poised
13. Uncertain	..	x	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	..	x	..	Adaptbl.
16. Pessimistic	..	x	..	Optmstc.
17. Immature	..	x	..	Integrtd.
18. Narrow	..	x	..	Broad

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#1, partial (p.55, 1p)
Student's view of Mr. Minturn as a representative of middle class snobbery.

#2, autocratic (p. 56, ½p.)
Mr. Minturn's backstage manipulation of election for student prefects.

#4, understanding (pp. 64-65, 1p)
Understanding for student's unwillingness to "tattle" on others accused of drinking.

#10, responsible (p. 65, ½p.)
Made decision about expelling students, even when this meant arousing wrath of parents and trustees. Also #11, steady and #12, poised.

Teacher Profile Summary:
6 Number dimensions depicted.
2 No. rated "1" or "2"
4 No. rated "3" or "4"
1 Investigator's avg. rating:
1 Comprehensiveness
2 Clarity
1 Appeal
3 Total pages analyzed above
6 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	44-48 (5)	10	45 (1)
2		11	
3		12	
4		13	
5		14	
6		15	
7		16	
8		17	
9		18	

OTHER TEACHER:

#1, partial (pp.44 and 48, 2 p.)
Mr. Fitch, successor to Mr. Minturn, discriminates in relation to Negro-Jewish students.

#10, evading (p. 45, 1p.)
Mr. Fitch "passed the buck" to a father of a boy in trouble.

General Teacher Characteristics
Teachers appear to be opportunistic and only partially sensitive to student needs.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: Joshua M. Craig

Title: Tales Out of School

Edition analyzed: Hardback

Publisher: Houghton Mifflin

Pp. 208 Cost 3.75 Publ.date 1961

Other publisher:

Pp.____ Cost____ Publ.date____

I. Book Review Digest Synopsis:

P.____ (Investigator's abstract)

No reviews found.

(Teacher major character)
(Author currently an elementary principal)

II. Book Review Digest Reviews:

Index categories

No index headings used.

A. Number of reviews:

x unfavorable x 0 = . . . x
x mixed x 1 = ... x
x acceptbl/favorbl x 2= x
x (Total) Avg. . . x

B. Investigator's conclusions:

This novel is average literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... 1
   b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement 4
   b. No. tchrs. analyzed..... 1
   c. No. traits depicted..... 5
   d. Invest. composite rating.. 3
   (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted..... --
   b. No. influential tchrs..... --
   c. Invest. composite rating.. --
4. Conclusions/Recommendations:
   a. Invest. Overall Rating.... 3
   b. Comments on uses/limitations:
   (based on above and other data)
   Excellent for portrayals of an inner city public school's efforts to overcome indifference, hostility, and apathy and secure a meaningful curriculum, a new building, and a sense of pride within faculty and students. Recommended for all prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low("0") to ("3") high.

...*A. Appropriateness: /1 Y /2 Y /3 Y /4 Y /5 N : (Violence)

...*B. Story setting (1950's): /1 El /2 NS /3 C /4 Y /5 N

...*C. Teacher: Mr. King /1 M /2 40 /3 M /4 2 /5 M /6 NS

Position: El. Principal /7 NS

...*D. Teacher aspiration/role conflicts:

1. Type/source: Assignment as principal to worst school in city.
2. Reactions: Fights to make it a good school.

...*E. Story synopsis data:

1. Tchr. characterization: /a Y /b Y /c Y : ( )
2. Theme: /a Conflicts, frustrations, and victories of a principal.
   /b Sympathy and obligation /c Empathy
   /d Positive /e Ed/soc. equality for all
3. Style: /a Y /b Y /c Y /d Y /e Y /f Humane principal

3
(Average "A-E")

F. Material factors: /1 Attractive/colorful / 2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Mr. Jim King

KEY: [2] Novel: Craig's Tales Out of School

1= Extreme 2= Moderate	12	0	34	3= Moderate 4= Extreme
1. Partial	..	x	..	Fair
2. Autocratic	.x	.	..	Democ.
3. Aloof	..	x	..	Respnsv.
4. Restricted	..	.	.x	Understn.
5. Harsh	..	.	.x	Kindly
6. Dull	..	.	.x	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	..	x	..	Alert
9. Unimpressive	..	x	..	Attrctv.
10. Evading	..	.	.x	Respnbl.
11. Erratic	..	x	..	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	..	x	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	..	x	..	Adaptbl.
16. Pessimistic	..	x	..	Optmstc.
17. Immature	..	x	..	Integrtd.
18. Narrow	..	x	..	Broad

Teacher Profile Summary:

5 Number dimensions depicted.
- 1 No. rated "1" or "2"
- 4 No. rated "3" or "4"

3 Investigator's avg. rating:
- 3 Comprehensiveness
- 3 Clarity
- 3 Appeal

15 Total pages analyzed above

2 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	10
2 pp.42-43(2)	11
3	12
4	13
5	14
6	15
7	16
8	17
9	18

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#2, autocratic (pp.3-4,6-8, 5p.)
Orders given without discussion with custodial and faculty personnel. (Oddly in this book the principal arrives on the job on opening day of school, hence has only minutes to get set for 1200 students!)

#4, understanding (pp.29-30, 2pp)
Use of humor with little boys accused of pinching girls, then use sterness to make a point.

#4, understanding (pp.93-95, 2pp.)
Use of humor and price in developing school spirit (via basketball at an assembly).

#5, kindly (pp. 75-76, 2pp.)
Private recommendations to teachers and public praise.

#6, stimulating (p.62, 1p.)
Stimulation of pride in school posture by large school banner.

#6, Stimulating (pp.38-40, 2pp.)
Use of praise for good patrol members who formerly caused trouble.

#10, responsibility (p. 19, 1p.)
Pleas for industrial arts and homemaking teachers for older students, who needed more than a straight academic program.

General Teacher Characteristics
Teachers portrayed as sincere persons seeking to make the school meaningful to students and community.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: John Hersey

Title: The Child Buyer

Edition analyzed: Paperback

Publisher: Bantam Books

Pp. 229 Cost .60 Publ. date 1961

Other publisher: Alfred A. Knopf

Pp. 257 Cost 4.00 Publ. date 1960

I. Book Review Digest Synopsis:

P. 622 (Investigator's abstract)

A state legislative committee's hearing in a town where a man was seeking to buy a male child: effects upon the child's family, friends, and teachers. A conflict between what's enhancing for adults and the boy genius to be made into a thinking machine for a "brain" corporation.

(Several teacher major characters)

II. Book Review Digest Reviews:

Index categories

No index heading used.

A. Number of reviews:

1 unfavorable x 0 = . . . 0

2 mixed x 1 = ... 2

1 acceptbl/favorbl x 2 = 2

4 (Total) Avg. . . 1

B. Investigator's conclusions:

This novel is average literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... 1
   b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement 4
   b. No. tchrs. analyzed..... 4
   c. No. traits depicted..... 14
   d. Invest. composite rating.. 3
   (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted..... --
   b. No. influential tchrs..... --
   c. Invest. composite rating.. --
4. Conclusions/Recommendations:
   a. Invest. Overall Rating.... 3
   b. Comments on uses/limitations:
   (based on above and other data)
   Excellent for portrayals of school-community interaction and public school teachers' personal and professional role conflicts. Reads like science fiction but very stimulating and disturbing. Recommended for all prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low("0") to ("3") high.

..x. A. Appropriateness: /1 Y /2 Y /3 N /4 Y /5 N : (Child buying)

...x B. Story setting (19 50's): /1 E /2 E /3 C /4 N /5 N

...x C. Teacher: Dr. Gozar /1 F /2 67 /3 S /4 N /5 M /6 LM

Position: El. principal /7 Ph.D. and several other degrees

...x D. Teacher aspiration/role conflicts:

1. Type/source: Desire to be helpful, challenging vs. desire for degrees.

2. Reactions: Real sympathy and interest in boy.

..x E. Story synopsis data:

1. Tchr. characterization: /a Y /b Y /c Y : (several teachers)

2. Theme: /a Hearing on child buying

/b Self-enhancement /c Powerful/disturbing

/d Negative: weakness /e Not significant

3. Style: /a Y /b Y /c Y /d Y /e Y /f Conscientious/courageous

3 (Average "A-E")

F. Material factors: /1 Lurking man/ innocent child /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Dr. Gozar

KEY:[2] Novel: Hersey's The Child Buyer

1= Extreme 2= Moderate	12	0	34	3= Moderate 4= Extreme
1. Partial	..	x	..	Fair
2. Autocratic	..	.	.x	Democ.
3. Aloof	..	.	.x	Respnsv.
4. Restricted	..	.	.x	Understn.
5. Harsh	..	.	.x	Kindly
6. Dull	..	.	.x	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	..	.	.x	Alert
9. Unimpressive	..	.	.x	Attrctv.
10. Evading	..	.	.x	Respnbl.
11. Erratic	..	.	.x	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	..	.	.x	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	..	.	.x	Adaptbl.
16. Pessimistic	..	.	.x	Optmstc.
17. Immature	..	.	.x	Integrtd.
18. Narrow	..	.	.x	Broad

Teacher Profile Summary:
14 Number dimensions depicted.
___ No. rated "1" or "2"
14 No. rated "3" or "4"
3 Investigator's avg. rating:
3 Comprehensiveness
3 Clarity
3 Appeal
10 Total pages analyzed above
___ Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	Several other	10	
2	teacher char-	11	
3	acteristics	12	
4	illustrate var-	13	
5	ied character-	14	
6	istics.	15	
7		16	
8		17	
9		18	

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#2, democratic (p. 51, 1p)
Ideal democracy defined as getting people to attain potentiality.

#3, responsive (pp.54-55, 2pp.)
Working with Barry, mutual stimulation. Strengthening of Barry's interest in chemistry. Also #6 stimulating.

#4, understanding (p. 168, 1p.)
Disturbance of a meeting by state supervisor in protest of treating children as "things" to be studied scientifically.

#5, kindly, (p. 222, 1p.)
Personal concern for Barry's problems.

#6, stimulating (p. 126, 1p.)
Challenging assignments based on pupil interests.

#8, alert (p. 90, 1p.)
Chemical research before school started and involvement of Barry in it.

#9, attractive (p. 14, 1p.)
Honest, frank, dynamic, self-reliant.

#10, responsible (pp. 220-22, 2p)
Decision to support child buying scheme after carefully deciding that Barry could maintain his identity. Also #13, confident, #15, adaptable, #16 optimistic, #17, integrated, #18, broad.

General Teacher Characteristics
Teachers portrayed as having a "price" for capitulating to a child-buying scheme.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: Evan Hunter

Title: The Blackboard Jungle

Edition analyzed: Paperback

Publisher: Pocket Books, Inc.

Pp. 309 Cost .50 Publ.date 1955

Other publisher: Simon and Schuster

Pp. 309 Cost .50 Publ.date 1953

I. Book Review Digest Synopsis:

P. 448 (Investigator's abstract)

Idealistic beginning English teacher in N.Y.C. thwarts case of attempted rape of a teacher, gang beating, attempted knifing, and other problems faced by those working with low ability, unmotivated trade school students.

(Library Journal)

(Teacher major characters)

(Author formerly a teacher in a vocational high school)

II. Book Review Digest Reviews:

Index categories

No index heading used.

A. Number of reviews:

___ unfavorable x 0 = . . . ___

___ mixed x 1 = ... ___

6 acceptbl/favorbl x 2 = 12

6 (Total) Avg. . . 2

B. Investigator's conclusions:

This novel is good literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... 2
   b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement 2
   b. No. tchrs. analyzed..... 1
   c. No. traits depicted..... 10
   d. Invest. composite rating.. 3
   (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted..... --
   b. No. influential tchrs..... --
   c. Invest. composite rating.. --
4. Conclusions/Recommendations:
   a. Invest. Overall Rating.... 3
   b. Comments on uses/limitations:
   (based on above and other data)

   Excellent for portrayals of effects of teaching in a large city vocational high school and the challenge of fighting back, literally and figuratively, against suspicion, hostility, and indifferences. Recommended for all prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low ("0") to ("3") high.

..x. A. Appropriateness: /1 Y/2 Y/3 Y/4 Y/5 Y :( )

...x B. Story setting (19 49): /1HS/2 E/3LC/4 Y/5 Y Race/nationality

..x. C. Teacher: Mr. Dadier /1M /230/3 M/4 N/5LM/6 NS

Position: Hi.Sch.English /7 Hunter College, B.A.

...x D. Teacher aspiration/role conflicts:

1. Type/source: English vs. pupil hostility

2. Reactions: Sarcasm, then good teaching

...x E. Story synopsis data:

1. Tchr. characterization: /aY /bY /cY :( )

2. Theme: /a Good teachers thwarted in efforts to help students.

/b Obligations, contempt /c Disturbing

/d Futility of role /e Not significant

3. Style: /a Y/b Y/c Y/d Y/e Y/f Teachers fighting overwhelming odds.

3

(Average "A-E")

F. Material factors: /1 Knife in apple /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Mr. Dadier

Novel: Hunter's The Blackboard Jungle

KEY:[2]
1= Extreme
2= Moderate
3= Moderate
4= Extreme

	12	0	34	
1. Partial	.x	.	..	Fair
2. Autocratic	..	x	..	Democ.
3. Aloof	..	x	..	Respnsv.
4. Restricted	x.	.	..	Understn.
5. Harsh	x.	.	..	Kindly
6. Dull	.x	.	.x	Stimltg.
7. Stereotyped	..	.	.x	Orignl.
8. Apathetic	..	x	..	Alert
9. Unimpressive	..	x	..	Attrctv.
10. Evading	.x	.	..	Respnbl.
11. Erratic	x .	.	..	Steady
12. Excitable	.x	.	..	Poised
13. Uncertain	..	x	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	.x	.	.x	Adaptbl.
16. Pessimistic	. .	.	x .	Optmstc.
17. Immature	..	x	. x	Integrtd.
18. Narrow	..	x	..	Broad

Teacher Profile Summary:
10 Number dimensions depicted.
8 No. rated "1" or "2"
5 No. rated "3" or "4"
3 Investigator's avg. rating:
3 Comprehensiveness
3 Clarity
3 Appeal
9½ Total pages analyzed above
6 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1		10	
2	51 (1)	11	
3		12	
4		13	
5	(51)(1)	14	
6		15	
7		16	60 (1)
8		17	118-20 (3)
9		18	

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#5, harsh, (p. 67, 1)
Mr. Dadier's use of sarcasm in relation to Spanish student's name ("Toro means "bull",... common Bull.")

#6, stimulating, (p. 122, 1)
Mr. Dadier's use of magazine article interesting to his poor students (everyone!). Also #7, original.

#15, adaptable (p. 123, 1)
Mr. Dadier's change of plans to capitalize upon surprising interest.

#16, optimistic (p. 59, 1)
Mr. Dadier's assertion that all students can't be bad.

#1, partial (p. 144, 1)
Mr. Dadier's placement of blame upon one student for groups' punishment.

#17, immature, (p. 159-163, 4⅓)
Mr. Dadier's "boast" language about his male exploitations.

Other inferred characteristics

#11, erratic	#10, evading
#4, restricted	#12, excitable
#6, dull	#15, inflexible

General Teacher Characteristics
Teachers portrayed rather negatively (Seductive, indifferent, calloused) until Mr. Dadier seeks to involve students in a meaningful education.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: Frances Gray Patton

Title: Good Morning, Miss Dove

Edition analyzed: Hardback

Publisher: Dodd, Mead, and Co.

Pp. 218 Cost 2.75 Publ.date 1954

Other publisher:

Pp.____ Cost____ Publ.date____

I. Book Review Digest Synopsis:
P. 695 (Investigator's abstract)

A story of Miss Dove, an elementary geography teacher for 35 years, seemingly to some too many years until her hospitalization brings to mind what she has meant to the students she has taught.

(Teacher major character)

II. Book Review Digest Reviews:
Index categories
No index heading used

A. Number of reviews:
___ unfavorable x 0 = . . . __
___ mixed x 1 = ...
6 acceptbl/favorbl x 2 = 12
6 (Total) Avg. . . 2

B. Investigator's conclusions:
This novel is good literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... 2
   b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement 3
   b. No. tchrs. analyzed..... 1
   c. No. traits depicted..... 6
   d. Invest. composite rating.. 2
      (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted..... --
   b. No. influential tchrs..... --
   c. Invest. composite rating.. --
4. Conclusions/Recommendations:
   a. Invest. Overall Rating.... 2
   b. Comments on uses/limitations:
      (based on above and other data)
      Good to portray a stereotype of a dedicated, selfless, iron-willed teacher living only for others. Recommend for contracted teachers but not for prospective teachers who could not identify with Miss Dove.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low("0") to ("3") high.

...xA. Appropriateness: /1Y /2 Y/3 Y/4 Y/5 Y :( )

..x.B. Story setting (19 30-50's): /1EL/2 NS/3C /4N /5N

...xC. Teacher: Miss Dove /1F /2SO/3S /4N /5M /6UM

Position: El. Geography /7

...xD. Teacher aspiration/role conflicts:

1. Type/source: Normal personal vs. redemption of father's name.
2. Reactions: Firm resolve and dedication

...xE. Story synopsis data:

1. Tchr. characterization: /aY /bM /cY :( )
2. Theme: /a Life must go on
   /b Family obligations /c Limited
   /d Awe /e None significant
3. Style: /aY /b M/c M/d Y/eY /f Dedicated servants

3
(Average "A-E")

F. Material factors: /1 Title Only /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Miss Dove

KEY:[2] Novel: Patton's Good Morning Miss Dove

1= Extreme 2= Moderate	12	0	34	3= Moderate 4= Extreme
1. Partial	..	x	..	Fair
2. Autocratic	..	x	..	Democ.
3. Aloof	x.	.	..	Respnsv.
4. Restricted	..	x	..	Understn.
5. Harsh	x	.	..	Kindly
6. Dull	..	x	..	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	..	x	..	Alert
9. Unimpressive	.x	.	..	Attrctv.
10. Evading	..	x	.x	Respnbl.
11. Erratic	..	x	.x	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	..	x	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	.x	.	..	Adaptbl.
16. Pessimistic	..	x	..	Optmstc.
17. Immature	..	x	..	Integrtd.
18. Narrow	..	x	..	Broad

Teacher Profile Summary:

6 Number dimensions depicted.
- 4 No. rated "1" or "2"
- 2 No. rated "3" or "4"

2 Investigator's avg. rating:
- 3 Comprehensiveness
- 3 Clarity
- 1 Appeal

14 Total pages analyzed above

218 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1 (Total book	10
2 illustrative of	11
3 many characteristics)	12
4	13
5	14
6	15
7	16
8	17
9	18

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#1, aloof (p. 27, 1p.)
Community looked upon her as deity. (Mothers afraid of her)

#5, harsh (pp. 9-12, 3pp.)
Mouths washed out with yellow laundry soap for disciplinary violations.

#9, unimpressive (p. 5, ½p.)
"Mousey hair" in a little "bun" Also (p. 19, 1p.) thin, unpainted mouth.

#10, responsible (pp. 33-34, 2p.)
Payment for father's embezzlement, sister's education, and mother's medical and burial expenses.

#10, responsible (p. 82, 1p.)
Introspection: acceptance at 54 of teacher's role in contrast to more human mother's role.

#10, responsible (p. 107, 1p.)
Real responsibility for helping students to develop high standards. (She dedicated her whole life to this task!)

#11, steady (pp. 12-14, 2pp.)
All robins picture required to be identical. Taught students to pass annual state exams.

#11, steady (p. 1, ½p.)
"Impartial justice, the admantive regulations, and the grey, calm, neutral eyes..." Also, p. 8, no moods apparent.

General Teacher Characteristics
This teacher was portrayed as a machine which had had an influence upon many lives.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #3
COMPOSITE OF LITERARY ANALYSES
Author: Benjamin Siegel
Title: The Principal
Edition analyzed: Hardback
Publisher: Harcourt, Brace
Pp. 253 Cost 4.95 Publ.date 1963
Other publisher:
Pp.____ Cost____ Publ.date____

I. Book Review Digest Synopsis:
P. 924 (Investigator's abstract)

Suburban principal replaces beloved principal who has retired and finds varied school problems and love for an English teacher.

(Several teacher main characters)

II. Book Review Digest Reviews:
Index categories
Suburban life, School life.
A. Number of reviews:
2 unfavorable x 0 = . . . 0
__ mixed x 1 = ... __
2 acceptbl/favorbl x 2= 4
4 (Total) Avg. . . 1
B. Investigator's conclusions:
This novel is average literature

COMPOSITE OF ALL ANALYSES
1. Literary Factors Ratings:
a. Reviewers' avg..... 1
b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement 3
b. No. tchrs. analyzed.....3
c. No. traits depicted.....12
d. Invest. composite rating..3
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted.....--
b. No. influential tchrs.....--
c. Invest. composite rating..--
4. Conclusions/Recommendations:
a. Invest. Overall Rating....3
b. Comments on uses/limitations:
(based on above and other data)

Excellent for portrayals of principal-teacher-superintendent student-community relationships and a variety of personal and professional problems in public schools.
Recommended for all prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low("0") to ("3") high.
...xA. Appropriateness: /1 Y/2 Y/3 Y/4 N/5 Y :( )
...xB. Story setting (19 40's): /1HS/2E /3SC/4 N/5 N
...xC. Teacher: Mr. Evans /1M /2 41/3W /4N /5N /6NS
Position: Hi. School Prin. /7 M.A.
...xD. Teacher aspiration/role conflicts:
1. Type/source: Urgency to have the school accredited vs. "brakes"
2. Reactions: Headaches, frustration; relaxation through romance
...xE. Story synopsis data:
1. Tchr. characterization: /aY /bY /cY :( )
2. Theme: /a Role requires specific images.
/b Educational needs /c Rather forceful
/d Positive /e Not significant
3. Style: /aY /bY /cY /dY /eY /f Active "human" professional
3
(Average "A-E")
F. Material factors: /1 School/trees /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Robert Evans

KEY:[2] Novel: Siegel's The Principal

1= Extreme 2= Moderate	12	0	34	3= Moderate 4= Extreme
1. Partial	..	.	.x	Fair
2. Autocratic	.x	.	..	Democ.
3. Aloof	..	x	..	Respnsv.
4. Restricted	..	.	.x	Understn.
5. Harsh	x.	.	.x	Kindly
6. Dull	..	x	..	Stimltg.
7. Stereotyped	..	x	..	Orignl.
8. Apathetic	..	.	.x	Alert
9. Unimpressive	..	.	.x	Attrctv.
10. Evading	..	.	.x	Respnbl.
11. Erratic	..	x	..	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	..	x	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	x.	.	.x	Adaptbl.
16. Pessimistic	..	.	.x	Optmstc.
17. Immature	..	.	.x	Integrtd.
18. Narrow	..	.	.x	Broad

Teacher Profile Summary:

12 Number dimensions depicted.
- 2 No. rated "1" or "2"
- 9 No. rated "3" or "4"

3 Investigator's avg. rating:
- 3 Comprehensiveness
- 3 Clarity
- 3 Appeal

15½ Total pages analyzed above

5½ Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	p. 80, 243 (1½)	10	
2	(1½)	11	
3		12	
4		13	
5	pp.89-92(4)	14	
6		15	
7		16	
8		17	
9		18	

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#1, fair (pp. 128-31, 3½ pp.)
Suspension of School Board member's son as first violator for leaving school without permission.

#2, autocratic (p. 104, 1p.)
Demanded absolute order in first assembly; students sent back to rooms with a demand to return correctly. Also p. 106, restrictions concerning leaving building.

#4, understanding (p. 164-63, 1½p.)
Joe Maxwell's need for a motor scooter; sympathy with Joe's feelings.

#5, harsh (p. 106, 1p.)
Sarcasm in auditorium speech concerning restrictions.

#5, kindly (p. 216, 1p.)
Help for a student needing a special English test. Also #15, adaptable in meeting needs.

#10, responsible (p. 246-52, 6½pp.)
Decisions made aggressively; insistance that teachers be retained in face of false accusations.

#15, adaptable (p. 225, 1p.)
Optimistic about being more flexible, less inclined to antagonize needlessly. Also #16 optimistic, #17, integrated.

Inferred characteristics
#8, alert, #9, attractive, #18, broad.

General Teacher Characteristics
Teachers are portrayed in various manners, none excessively critical.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #3
COMPOSITE OF LITERARY ANALYSES
Author: Jerry Weil
Title: The Teachers
Edition analyzed: Paperback
Publisher: New American Library
Pp. 256 Cost .60 Publ.date 1963
Other publisher:
Pp.____ Cost____ Publ.date____

I. Book Review Digest Synopsis:
P.____ (Investigator's abstract)

No reviews found.

(Several teacher main characters)

II. Book Review Digest Reviews:
Index categories
No index heading used
A. Number of reviews:
x unfavorable x 0 = . . . x
x mixed x 1 = ... x
x acceptbl/favorbl x 2= x
x (Total) Avg. . . x
B. Investigator's conclusions:
This novel is average literature.

COMPOSITE OF ALL ANALYSES
1. Literary Factors Ratings:
a. Reviewers' avg..... --
b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement 4
b. No. tchrs. analyzed..... 6
c. No. traits depicted..... 3
d. Invest. composite rating.. 2
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted..... --
b. No. influential tchrs..... --
c. Invest. composite rating.. --
4. Conclusions/Recommendations:
a. Invest. Overall Rating.... 3
b. Comments on uses/limitations:
(based on above and other data)

Excellent for portrayals of the "ups and downs" of several major teacher characters in relation to teachers, pupils, and the community, also for portrayals of personal and professional problems. Especially recommended for college readers and also contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low("0") to ("3") high.
..xA. Appropriateness: /1 Y /2 Y /3 Y /4 Y /5 Y :( )
..xB. Story setting (19 50's): /1HS /2NS /3C /4N /5N
..xC. Teacher: Mr. Loren /1M /2O /3 S /4M /5 UM /6 NS
Position: Hi. Sch. History /7 MA
..xD. Teacher aspiration/role conflicts:
1. Type/source: Need for community vs. personal loneliness.
2. Reactions: Withdrawal and shyness, later aggressiveness.
..xE. Story synopsis data:
1. Tchr. characterization: /a Y /b Y /c Y :( )
2. Theme: /a Early years linger on in their influence.
/b Intentions and desires /c Forceful identity
/d Sympathetic /e Social concerns
3. Style: /a Y /b Y /c Y /d Y /e Y /f Soul-searching, dedicated
3
(Average "A-E")
F. Material factors: /1 Subdued, colorful /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Ken Loren

Novel: Weil's The Teachers

KEY:[2]
1= Extreme
2= Moderate
3= Moderate
4= Extreme

	12	0	34	
1. Partial	..	x	..	Fair
2. Autocratic	..	x	..	Democ.
3. Aloof	..	x	..	Respnsv.
4. Restricted	..	x	..	Understn.
5. Harsh	..	x	..	Kindly
6. Dull	..	.	.x	Stimltg.
7. Stereotyped	..	.	.x	Orignl.
8. Apathetic	..	x	..	Alert
9. Unimpressive	..	x	..	Attrctv.
10. Evading	..	x	..	Respnbl.
11. Erratic	..	x	..	Steady
12. Excitable	..	x	..	Poised
13. Uncertain	..	x	..	Confdnt.
14. Disorganized	..	x	..	Systmtc.
15. Inflexible	..	x	..	Adaptbl.
16. Pessimistic	..	x	..	Optmstc.
17. Immature	..	x	..	Integrtd.
18. Narrow	..	.	.x	Broad

Teacher Profile Summary:
3 Number dimensions depicted.
No. rated "1" or "2"
3 No. rated "3" or "4"
2 Investigator's avg. rating:
1 Comprehensiveness
3 Clarity
3 Appeal
1 Total pages analyzed above
15 Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	pp.80-81(1) 102-1010(9)		
2		11	
3		12	
4	p. 43 (1)	13	111-12(1)
5		14	
6		15	
7	pp.112-13(2)	16	
8		17	
9		18	111-12(1)

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#7, Original (pp. 57-58, 1p.)
Development of new materials to correlate local and United States History. Also #6, stimulating, #18, broad. (Mr. Loren, the main character, was not portrayed in a class room, but his methods were described.)

OTHER TEACHERS

#3, responsive (pp.16-17, 2pp.)
"Pop" Gorman's humor and openness, trust even among rebels. Also #5, kindly, #8 alert.

#10, responsible (p. 173-1p.)
"Pop" Gorman's encouragement of high standards and pride in good workmanship.

#2, autocratic (pp. 32-33, 2pp.)
Dr. Corwin's absolute direction of total class procedures. Also #3, aloof; #4, restricted; #5, harsh; #7, stereotyped; #15, inflexible; #16 pessimistic; #17, immature (self-pitying and complaining).

#6, stimulating (pp. 193-97, 4pp.)
Dr. Corwin's change to meaningful instruction. Also #7, original, #5, adaptable.

Note: Although Mr. Loren was the main character very little was said about his classroom teaching, as can be noted above. Other teachers classroom scenes were numerous.

General Teacher Characteristics
Very human teachers seek answers to personal and professional problems.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: Elizabeth Yates
Title: Nearby
Edition analyzed: Hardback
Publisher: Coward-McCann
Pp. 276 Cost 2.75 Publ.date 1947
Other publisher:
Pp. ___ Cost ___ Publ.date ___

I. Book Review Digest Synopsis:
P. 995 (Investigator's abstract)

A beginning, city-bred teacher's choice of teaching in a one-room New England school and her successful efforts to develop meaningful personal and social attitudes.

(Main character teacher)

II. Book Review Digest Reviews:
Index categories
No index heading used.
A. Number of reviews:
___ unfavorable x 0 = . . .
3 mixed x 1 = ... 3
2 acceptbl/favorbl x 2 = 4
5 (Total) Avg. . . 1
B. Investigator's conclusions:

This novel is average literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
a. Reviewers' avg..... 1
b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement 4
b. No. tchrs. analyzed..... 1
c. No. traits depicted..... 18
d. Invest. composite rating.. 3
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted..... --
b. No. influential tchrs..... --
c. Invest. composite rating.. --
4. Conclusions/Recommendations:
a. Invest. Overall Rating.... 3
b. Comments on uses/limitations:
(based on above and other data)
Excellent for portrayal of a public one-room school program and its teacher's efforts to develop a program which was comprehensive and meaningful for both pupils and also the community. (Moral lessons about prejudice sometimes interferes with the story.) Recommended for all prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low ("0") to ("3") high.

...xA. Appropriateness: /1 Y /2 Y /3 Y /4 Y /5 Y :( )
...xB. Story setting (19 40's): /1 EL /2 E /3 V /4 Y /5 N
...xC. Teacher: Miss Rowan /1 F /2 25 /3 S /4 N /5 M /6 M
Position: El. Teacher /7 College degree
...xD. Teacher aspiration/role conflicts:
1. Type/source: Desire to teach in rural community where needed.
2. Reactions: Conscientious efforts/freedom of expression
...xE. Story synopsis data:
1. Tchr. characterization: /a Y /b Y /c Y :( )
2. Theme: /a Challenge of teaching individuals
/b Understanding/love /c Almost "too perfect"
/d Positive /e Very high ideals
3. Style: /a Y /b Y /c Y /d Y /e Y /f "ideal" teacher, lovable children

3
(Average "A-E")
F. Material factors: /1 Plain cloth /2 Acceptable

Form #5 ANALYSIS: Individual Teacher Characteristics
(Adapted from Ryans' Characteristics of Teachers Inventory[1])

Characterisitics profile of Miss Rowen

KEY:[2] Novel: Yates' Nearby

1= Extreme 2= Moderate	12	0	34	3= Moderate 4= Extreme
1. Partial	..	.	.x	Fair
2. Autocratic	..	.	.x	Democ.
3. Aloof	..	.	.x	Respnsv.
4. Restricted	..	.	.x	Understn.
5. Harsh	..	.	.x	Kindly
6. Dull	..	.	.x	Stimltg.
7. Stereotyped	..	.	.x	Orignl.
8. Apathetic	..	.	.x	Alert
9. Unimpressive	..	.	.x	Attrctv.
10. Evading	..	.	.x	Respnbl.
11. Erratic	..	.	x.	Steady
12. Excitable	..	.	.x	Poised
13. Uncertain	..	.	x.	Confdnt.
14. Disorganized	..	.	.x	Systmtc.
15. Inflexible	..	.	.x	Adaptbl.
16. Pessimistic	..	.	.x	Optmstc.
17. Immature	..	.	.x	Integrtd.
18. Narrow	..	.	.x	Broad

Teacher Profile Summary:
18 Number dimensions depicted.
0 No. rated "1" or "2"
18 No. rated "3" or "4"
3 Investigator's avg. rating:
3 Comprehensiveness
3 Clarity
2 Appeal
25 Total pages analyzed above
8½ Other usuable pages which "stand out" but not analyzed

Other Suitable Pages (Length)

1	(all 18 dimen-	10	(all 18 dimensions
2	sions depicted	11	depicted in story)
3	in story)	12	
4		13	
5	p.50 (2½)	14	
6	pp.205-208(4)	15	
7	60-62 (2)	16	
8		17	
9		18	

ILLUSTRATIONS OF CHARACTERISTICS
Profile No./Pages/(Length)

#1, fair (pp.30-31, 1p.)
Introspection concerning need to know all students and treat each as an individual.

#4, understanding (pp.94-99,4½pp.)
Help for pupil in facing death of father, also provision for dignified class discussion about death and patriotism. Also #12 poised.

#5, kindly (p.17, 1p.)
Admiration for new dress and pretty things like flowers, setting the stage for affection and warmth. (Also pp.20-21, 1½p). Teacher-pupil sharing of other interests. Also #3 responsive.

#6, stimulating (pp.142-48, 5½pp.)
Discussion about the classroom as a place for facing problems (called "challenges" in later life, Miss Rowen notes) and learning to accept differences of skin and speech.

#14, systematic (p.64, 1p.)
Smooth organization of varied class activities. Also #12, poised in facing "crisis", brought on by swearing in classroom, through a quiet individual conference. Also #11 steady.

#16, optimistic (p. 210-11, 2pp.)
Walk with students, productive of joyous optimism.

#18, broad (p. 258, 1p.)
Educational goals: being supportive of the unloved, teaching tolerance, stimulating thinking and searching for pupil personal answers.

1. David G. Ryans, Characteristics of Teachers (Washington: American Council on Education, 1960), pp. 86-92. The Council's permission to adapt and use the above terms and "Glossary" in Form #6 is gratefully acknowledged by the investigator.

2. An "0" stands for mixed or non-portrayed characteristics.

APPENDIX D

Analysis Category "B": "Composite of Literary Analyses"
"The Personality 'Ages' of Students and Teachers"

Form #3
COMPOSITE OF LITERARY ANALYSES
Author: James Baldwin
Title: Go Tell It On the Mountain
Edition analyzed: Paperback
Publisher: New American Library
Pp. 191 Cost .60 Publ.date 1954
Other publisher: Alfred Knopf
Pp 203 Cost 3.50 Publ.date 1952

I. Book Review Digest Synopsis:
P. 33 (Investigator's abstract)

A story of a fourteen year old Harlem boy's dramatic religious experience; and through flash-backs, the lives and sins of three generations, both young and old.

(Very important teacher minor character)

II. Book Review Digest Reviews:
Index categories
No index heading used
A. Number of reviews:
unfavorable x 0 = ...
2 mixed x 1 = ... 2
10 acceptbl/favorbl x 2 = 20
12 (Total) Avg. . . 2
B. Investigator's conclusions:

This novel is good literature.

COMPOSITE OF ALL ANALYSES
1. Literary Factors Ratings:
a. Reviewers' avg..... 2
b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement --
b. No. tchrs. analyzed..... --
c. No. traits depicted..... --
d. Invest. composite rating.. --
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted..... 4
b. No. influential tchrs..... 1
c. Invest. composite rating.. 3
4. Conclusions/Recommendations:
a. Invest. Overall Rating.... 3
b. Comments on uses/limitations:
(based on above and other data)
Excellent for brief but exceedingly important public school principal's contribution (a sense of identity) and detailed development of personality stages, particularly in their negative manifestations. Recommended for all ages of prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low("0") to ("3") high.
...x A. Appropriateness: /1 Y/2 Y/3 NS/4 Y/5 Y :( )
...x B. Story setting (19 30-40's): /1EL/2 E/3LC/4 Y/5 Negro
x... C. Teacher: Not named /1F /2 NS/3NS/4NS/5NS/6 NS
Position: El. Principal /7 None specified
x... D. Teacher aspiration/role conflicts:
1. Type/source: NS
2. Reactions: NS
...x E. Story synopsis data:
1. Tchr. characterization: /a N /b N /c N: ( )
2. Theme: /a Search for identity
/b Intentions /c Powerful empathy
/d Positive /e None
3. Style: /a Y /b Y /c Y /d Y /e Y /f The downtrodden
2
(Average "A-E")
F. Material factors: /1 Line drawing of boy /2 Acceptable

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Baldwin's Go Tell It On the Mountain

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or - (See Notes Below)		Not Analyzed
4	1	2	2	2	Positive[1]	pp. 18-19 (1½)	
5	1	3	3	2	None[2]	pp. 11 (1)	
5	2	2	2	2	None[3]	pp.16-18 (3)	pp. 28-29 (2)
5	3	3	3	3	None[4]	pp.170-82 (12)	
7	3	3	3	3	None[5]	pp. 127-29(3)	pp.117-255(3)
8	3	3	3	3	None[6]	pp. 58-59 (2)	pp. 155-58(2)
AVG.	2	3	3	3	NO. INFLU.	TOTAL PP.22½	TOTAL PP. 12
(1=low, 2=medium, 3=high)					TCHRS. 1	NUMBER "AGES"	ANALYZED 4

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
4	18f	1. Unnamed principal's awakening in first grader (John) a sense of "his individual existence," his identity through which he could raise himself, win the love for which he yearned, and sustain himself through beatings and other adversities.
5	11	2. John's fear and sense of estrangement when mother was pregnant (after each return from delivery a little more of a stranger).
5	16ff.	3. John's conflicts between becoming a preacher and insistent biological urgings (a sense of sin produced).
5	120ff.	4. John's shame in looking upon his father's nakedness, his felt relationship to the sin of Noah's son and his ultimate conversion.
7	127ff.	5. Deborah's feelings of futile sterility and barren relationships with husband Gabriel.
8	58f.	6. Aunt Florence's despair, loneliness, and unbelief while facing death; recollections of conflicts and defeats.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3
COMPOSITE OF LITERARY ANALYSES
Author: Neal Faasen
Title: The Toyfair
Edition analyzed: Hardback
Publisher: Simon and Schuster
Pp. 186 Cost 3.95 Publ.date 1963
Other publisher:
Pp. ___ Cost ___ Publ.date ___

I. Book Review Digest Synopsis:
P. 318 (Investigator's abstract)

Thirteen year old "warfare" with conventional teachers and parents. Rarely-found trustworthy adults. A run-away's efforts to find his run-away father (with the aid of two run-away girls).
(Best Seller)

(Teacher minor characters)

II. Book Review Digest Reviews:
Index categories Adolescents. Tchr, Psych.
A. Number of reviews:
1 unfavorable x 0 = . . . 11
___ mixed x 1 = ... ___
2 acceptbl/favorbl x 2= 4
3 (Total) Avg. . . 1
B. Investigator's conclusions:

This novel is average literature.

COMPOSITE OF ALL ANALYSES
1. Literary Factors Ratings:
a. Reviewers' avg..... 1
b. Investigator's avg..... 2
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement --
b. No. tchrs. analyzed..... --
c. No. traits depicted..... --
d. Invest. composite rating.. --
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted..... 2
b. No. influential tchrs..... 1
c. Invest. composite rating.. 3
4. Conclusions/Recommendations:
a. Invest. Overall Rating.... 3
b. Comments on uses/limitations:
(based on above and other data)
Excellent for portrayals of adolescent rejection of adults as insensitive and incapable of being helpful; public school teachers portrayed as inhuman. Recommended for all prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low("0") to ("3") high.
...*A. Appropriateness: /1 Y/2 Y/3NS/4 N/5 Y :( )
...*B. Story setting (19 40's): /1NS/2MW/3 T/4 N/5 Y Dutch/Negroes
*...C. Teacher: Mr. Henry /1 M/2NS/3NS/4NS/5NS/6 NS
Position: Hi. Sch. Principal /7 NS
*...D. Teacher aspiration/role conflicts:
1. Type/source: NS
2. Reactions: NS
...*E. Story synopsis data:
1. Tchr. characterization: /aN /bM /cN :( )
2. Theme: /a Futility of living.
/b Dislike for rebels /c Same sympathy
/d Unsympathetic /e NS
3. Style: /a Y/b Y/c Y/d Y/e Y/f The adolescent rebel
2
(Average "A-E")
F. Material factors: /1 Plain, clothbound /2 Acceptable

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Faasen's The Toyfair

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ. + or - (See Notes Below)	Page (Length)	Other Usable Pp. Not Analyzed
	Comp	Clar	Appeal	AVG			
5	3	3	3	3	Negative[1]	pp.9-35 (27)	pp.81-82 (2)
5	3	3	3	3	Negative[2]	pp. 18-21(3⅓)	
5	3	3	3	3	Negative[3]	pp. 21-40(19⅓)	
5	3	3	3	3	None[4]	pp. 47-48 (2)	
5	3	3	3	3	None[5]	pp.55-60 (6)	p. 100 (1)
5	3	3	3	3	Negative[6]	pp. 107-108(2)	pp.112-13 (1⅓)
7	3	3	3	3	None[7]	pp.181-86 (5⅓)	
AVG.	3	3	3	3	NO. INFLU.	TOTAL PP65½	TOTAL PP. 4½
(1=low, 2=medium, 3=high)					TCHRS. 4	NUMBER "AGES"	ANALYZED2

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	9ff.	1. Student's open defiance of school attendance rules (sat out in play area during a class); "who cares" attitude about men teachers who were too "chummy" and women teachers who were too "crabby"; feelings that teachers put up with students only to get paid.)
5	18ff.	2. Mr. Henry's suspension of student and mother's "fake" tears.
5	22ff.	3. Mr. Henry's "sickening" explanations about student's "broken home"; students' plan to run away to find father, who seemed like a"ghost"; student's feelings that everybody hates everybody else in school.
5	47f.	4. Girl's self-consciousness about her eye-catching figure and problems with mixed-up emotions, including staff and students.
5	55ff.	5. Girl's rejection of home: a place of "yelling," trouble, and phony parents.
5	107f.	6. Student's reasons for skipping school (adult not worth listening to, no interest, no understanding, and instruction isolated from life.)
7	181ff.	7. Father's rejection of son and other responsibilities.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3
COMPOSITE OF LITERARY ANALYSES
Author: Cameron Hawley
Title: The Lincoln Lords
Edition analyzed: Hardback
Publisher: Little, Brown, and Co.
Pp. 534 Cost 5.00 Publ.date 1960
Other publisher: Bantam
Pp. ___ Cost .75 Publ.date ___

I. Book Review Digest Synopsis:
P. 613 (Investigator's abstract)

A handsome executive's ups and downs with temperamental staff and treacherous competitors in the business world and with his wife and adolescent son.
(Library Journal)

(Teacher main character)

II. Book Review Digest Reviews:
Index categories
No index heading used.
A. Number of reviews:
1 unfavorable x 0 = . . . 0
6 mixed x 1 = ... 6
3 acceptbl/favorbl x 2 = 6
10 (Total) Avg. . . 1
B. Investigator's conclusions:
This novel is average literature.

COMPOSITE OF ALL ANALYSES
1. Literary Factors Ratings:
a. Reviewers' avg..... 1
b. Investigator's avg..... 1
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement --
b. No. tchrs. analyzed..... --
c. No. traits depicted..... --
d. Invest. composite rating.. --
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted..... 2
b. No. influential tchrs..... 1
c. Invest. composite rating.. 3
4. Conclusions/Recommendations:
a. Invest. Overall Rating.... 2
b. Comments on uses/limitations:
(based on above and other data)

Recommended for its portrayal of personality development in a business world and the insecurities which may haunt adolescents living in an indifferent private school environment.
Recommended for experienced contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low("0") to ("3") high.
...X A. Appropriateness: /1 Y /2 Y /3 N/4 Y/5 Y :( )
.X.. B. Story setting (19 30-40): /1 HS/2 E/3 C /4 N/5 Jews
X... C. Teacher: Dr. Summerfield /1 M /2 NS /3 NS/4 NS/5 M/6 NS
Position: Hi.Sch.Principal /7 NS
.X.. D. Teacher aspiration/role conflicts:
1. Type/source: Teacher portrayed only in terms of money-seeking.
2. Reactions: NS
...X E. Story synopsis data:
1. Tchr. characterization: /a N /b Y /c N:( )
2. Theme: /a Power vs. security
/b Private school financing /c Compromise
/d Negative /e NS
3. Style: /a Y/b Y/c Y/d Y/e Y/f Insecure but sincere
1
(Average "A-E")
F. Material factors: /1 Colorful, attractive /2 Acceptable

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)
Novel: Hawley's The Lincoln Lords

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or -	(See Notes Below)	Not Analyzed
5	3	3	3	3	Negative[1]	pp.19-27 (8⅓)	pp.5 (1)
5	3	3	3	3	None[2]	pp.380-82(2)	
5	2	3	2	2	None[3]	pp.530-31(1⅓)	
7	3	3	3	3	None[4]	pp.56-57 (2)	pp.15-18(4)
7	3	3	3	3	None[5]	pp.372-75(4)	
7	2	3	3	3	None[6]	pp.532-34(3)	
AVG.	3	3	3	3	NO. INFLU.	TOTAL PP. 21	TOTAL PP.5
(1=low, 2=medium, 3=high)					TCHRS. 0	NUMBER "AGES"	ANALYZED 2

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	19ff	1. Kip Lord's statement regarding housemaster's dismissal for homosexual tendencies; Kip's intimations about Forgehill Academy's indifference to its students (even though it was the most expensive school in the East). Kip's rebellious and shocking statements about his father and his school.
5	380ff	2. Kip's job secured on his own.
5	530f.	3. Kip's identification with father's problems and need for understanding for the father.
7	56f.	4. Mrs. Lord's feelings of defeatism about her husband's being ex-president of several companies.
7	372ff	5. Mr. Lord's uncomfortable feeling of "odd discomfiture" in his son's presence; also poor judgments in dealing with the boy.
7	532ff	6. Mr. Lord's sense of really belonging and being needed by a company and his wife's feeling of love for husband being the right guide to faith in the future.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3
COMPOSITE OF LITERARY ANALYSES
Author: John Knowles
Title: A Separate Peace
Edition analyzed: Hardback
Publisher: Macmillan Co.
Pp. 186 Cost 3.50 Publ.date 1961
Other publisher: Dell
Pp. ___ Cost .50 Publ.date ___

I. Book Review Digest Synopsis:
P. 753 (Investigator's abstract)

A man's reminescences about New Hampshire boarding school experiences, about roommate's athletic prowess and charm, problems of getting studies done, and guilt concerning a boy seriously injured in boyish dangerous "game."

(Two teachers minor characters)

II. Book Review Digest Reviews:
Index categories
No index headings used.
A. Number of reviews:
1 unfavorable x 0 = . . . 0
5 mixed x 1 = ... 5
13 acceptbl/favorbl x 2 = 26
19 (Total) Avg. . . 2
B. Investigator's conclusions:
This novel is very good literature.

COMPOSITE OF ALL ANALYSES
1. Literary Factors Ratings:
a. Reviewers' avg..... 2
b. Investigator's avg..... 2
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement --
b. No. tchrs. analyzed..... --
c. No. traits depicted..... --
d. Invest. composite rating.. --
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted..... 3
b. No. influential tchrs..... 2
c. Invest. composite rating.. 2
4. Conclusions/Recommendations: 3
a. Invest. Overall Rating.... ___
b. Comments on uses/limitations:
(based on above and other data)

Excellent for private school portrayals of adolescent feelings about school, society, and themselves and for the insignificance of teachers for some adolescents. Recommended for all ages of prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low ("0") to ("3") high.
...xA. Appropriateness: /1Y /2 Y/3NS/4 M/5 M :(pacifism)
...xB. Story setting (19 40's): /1HS/2E /3R /4N /5N
..x.C. Teacher: Mr. Ludsbury /1M /2NS/3NS/4NS/5NM/6 NS
Position: Hi.Sch.Tchr. /7 NS
..x.D. Teacher aspiration/role conflicts:
1. Type/source: NS
2. Reactions: NS
...xE. Story synopsis data:
1. Tchr. characterization: /a N/bY /cN :(both cold, indifferent)
2. Theme: /a Life is a quandry.
/b Student infractions /c Analytical, impersonal
/d Negative /e NS
3. Style: /a Y/b Y/c Y/d Y/e Y/f The questioning cynic
2
(Average "A-E")
F. Material factors: /1 Grey cloth /2 Acceptable

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Knowles' A Separate Peace

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating Comp	Clar	Appeal	AVG	Tchr.Influ. + or - (See Notes Below)	Page (Length)	Other Usable Pp. Not Analyzed
5	2	3	2	2	Negative[1]	p.15 (1)	p.72 (1)
5	3	3	3	3	None[2]	pp.31-33(2½)	p.77 (1)
5	3	3	2	3	None[3]	pp.45-49(5)	
5	2	2	1	2	Negative[4]	pp.68-70(2½)	
5	3	3	3	3	Negative[5]	pp.106-107(1½)	
6	3	3	3	3	None[6]	pp.122-35(16)	pp.172-73 (2)
AVG.	3	3	2	3	NO. INFLU.	TOTAL PP. 28½	TOTAL PP. 4
(1=low, 2=medium, 3=high)					TCHRS. 2	NUMBER "AGES"	ANALYZED 2

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	15	1. Student's statement about teachers "uncoiling" during the summer session, tending to disbelieve students only half the time and to believe that students spent only half of the time making fools of teachers.
5	31ff.	2. Student's examination of self in relation to America's past and present (an attempt to synthesize his sensations at age of sixteen).
5	45ff.	3. Student's suicide: society's test of courage.
5	68ff.	4. Teacher's arbitrary interrogation about student gambling, which was strictly prohibited.
5	106f.	5. Student's rejection of a teacher's "rare trace of personal interest". (p. 106)
6	122ff.	6. Young man's reaction to peacetime army: monotonous routines and uselessness; also a young man's refusal to hear out the details of a close friend's breakdown in the service.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3
COMPOSITE OF LITERARY ANALYSES
Author: Harold Robbins
Title: Never Love a Stranger
Edition analyzed: Paperback
Publisher: Pocket Books, Inc.
Pp. 467 Cost .75 Publ.date 1961
Other publisher: Alfred Knopf
Pp 467 Cost 3.50 Publ.date 1948

I. Book Review Digest Synopsis:
P.722 (Investigator's abstract)

Frank Kane's life story: birth in a mid-wife's home, childhood in a Catholic orphanage, adolescence with Jewish relatives, and adult struggles by himself in an adult world.

(Teacher minor characters)

II. Book Review Digest Reviews:
Index categories
No index heading used
A. Number of reviews:
unfavorable x 0 = . . .
4 mixed x 1 = ... 4
acceptbl/favorbl x 2=
4 (Total) Avg. . . I
B. Investigator's conclusions:
This novel is average literature.

COMPOSITE OF ALL ANALYSES
1. Literary Factors Ratings:
a. Reviewers' avg..... 1
b. Investigator's avg..... 2
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement --
b. No. tchrs. analyzed..... --
c. No. traits depicted..... --
d. Invest. composite rating.. --
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted..... 4
b. No. influential tchrs..... 3
c. Invest. composite rating.. 3
4. Conclusions/Recommendations:
a. Invest. Overall Rating.... 2
b. Comments on uses/limitations:
(based on above and other data)
Average in portraying various "ages" of personality development and possible supportive relationships of teachers in private and public schools. Recommended for younger prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low("0") to ("3") high.
.x..A. Appropriateness: /1 Y/2M /3N /4N /5M :(Negro-white love affair
...xB. Story setting (1920-40's): /1 C/2 E/3LC/4 Y/5Jews/Catholics
.x..C. Teacher: Bro. Bernhard /1M /2NS/3 S/4 N/5LM/6 NS
Position: El. Sch. Principal/7 NS
..xD. Teacher aspiration/role conflicts:
1. Type/source: Conflicts between discipline and affection
2. Reactions: Sympathy for boy
...xE. Story synopsis data:
1. Tchr. characterization: /a Y/b Y/c Y:( )
2. Theme: /a Early "wounds" heal slowly
/b Sympathy and affection/c Strong
/d Positive /e Catholic
3. Style: /ay /by /cy /dy /ey /f Unloved people
2
(Average "A-E")
F. Material factors: /1 Sensational type /2 Acceptable.

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Robbins' Never Love a Stranger

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or - (See Notes Below)		Not Analyzed
5	2	3	3	3	Positive[1]	pp.65-69 (5)	pp.96-99 (4)
5	3	3	3	3	None[2]	pp.76-79 (4)	pp.126-27 (2)
5	3	3	1	2	None[3]	pp.86-90 (5)	pp.136-37 (1½)
							pp.218-22 (3)
6	1	2	3	2	None[4]	p. 152 (1)	
7	1	3	1	2	None[5]	p. 171 (1)	pp.208 (1)
							pp.371-75 (5)
7	3	3	3	3	None[6]	pp.456-58 (3)	pp.298-316(19)
8	2	3	3	3	None[7]	p. 164 (1)	
AVG.	2	3	2	3	NO. INFLU.	TOTAL PP. 20	TOTAL PP. 35½
(1=low, 2=medium, 3=high)					TCHRS. 3	NUMBER "AGES"	ANALYZED 4

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	65ff.	1. Brother Berhnard's reassurance to Frankie Cane (who has just been told that he's not a Catholic but is a Jew raised in a Catholic orphanage).
5	76ff.	2. Frankie's partial identification with his mother, vicariously, as his guardian aunt talks about the past. (Mother's picture seems to be smiling at him in dark.)
5	86ff.	3. Frankie's rejection of religion, feeling of self-adequacy, and identification with a "nice" girl.
6	152	4. Frankie's sense of fear and being alone in a strange city.
7	171	5. Frankie's negative feelings about lack of accomplishment in the Navy.
7	456ff.	6. Frankie's marriage and feelings of completeness.
8	164	7. A "madam" senses her aloneness when Frankie leaves his post as bouncer.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3
COMPOSITE OF LITERARY ANALYSES
Author: Jesse Stuart
Title: Taps for Private Tussie
Edition analyzed: Hardback
Publisher: F.P. Dutton Co.
Pp. 303 Cost 2.75 Publ.date 1943
Other publisher: Pocket Books Lib.
Pp. ___ Cost .50 Publ.date ___

1. Book Review Digest Synopsis:
P. 783 (Investigator's abstract)

A poor Southern family receives a $10,000 insurance check for a soldier believed to be dead: the story of the windfall through the eyes of young Tussie. (He finds his identity at home and family through school.)

(Teacher helpful minor character)

II. Book Review Digest Reviews:
Index categories
No index heading used.
A. Number of reviews:
1 unfavorable x 0 = . . . 0
1 mixed x 1 = ... 1
3 acceptbl/favorbl x 2 = 6
5 (Total) Avg. . . 1
B. Investigator's conclusions:

COMPOSITE OF ALL ANALYSES
1. Literary Factors Ratings:
a. Reviewers' avg..... 1
b. Investigator's avg..... 2
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement --
b. No. tchrs. analyzed..... --
c. No. traits depicted..... --
d. Invest. composite rating.. --
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted..... 3
b. No. influential tchrs..... 1
c. Invest. composite rating.. 2
4. Conclusions/Recommendations:
a. Invest. Overall Rating.... 2
b. Comments on uses/limitations:
(based on above and other data)

Average value for portraying a grade school boy's struggle for existence in world of ambiguous adults; above average for portraying a kindly, helpful public school teacher. (The Mountain dialect both "flavors" the story and interferes with the readability.) Recommended for experienced contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low("0") to ("3") high.
...%A. Appropriateness: /1 y /2 y /3 y /4 y /5 y :( )
...%B. Story setting (19 30-40's): /1EL /2S /3R /4Y /5N
%...C. Teacher: Miss Clark /1F /2NS /3 S /4 N /5 M /6 NS
Position: El. Teacher /7 NS
%...D. Teacher aspiration/role conflicts:
1. Type/source: NS
2. Reactions: NS
...%E. Story synopsis data:
1. Tchr. characterization: /aY /bY /cY :( )
2. Theme: /a Love overcomes all
/b Poverty /c Diligent effort
/d Positive /e NS
3. Style: /ay /by /cy /dy /eM /f "Real" people
2
(Average "A-E")
F. Material factors: /1 Line drawing /2 Acceptable

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Stuart's Taps for Private Tussie

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or -	(See Notes Below)	Not Analyzed
4	3	2	1	2	None[1]	pp.11-27(16⅓)	
4	2	3	3	3	Positive[2]	pp.221-22(2)	p.229 (⅓)
4	3	3	2	3	Positive[3]	pp.224-26(3)	pp.254-58(4)
4	2	3	2	2	None[4]	pp.248-51 (4)	
7	3	3	3	3	None[5]	pp.294-98(4)	p.301 (1)
8	2	3	2	2	None[6]	pp.241-42 (2⅓)	pp.266-72 (6⅓)
8	2	3	3	3	None[7]	pp.258-61 (2⅓)	p.279 (⅓)
AVG.	2	3	2	2	NO. INFLU.	TOTAL PP.33½	TOTAL PP.12½
(1=low, 2=medium, 3=high)					TCHRS. 1	NUMBER "AGES"	ANALYZED 3

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
4	11ff.	1. Sid's shame at being dirty and ill-clad at soldier uncle's funeral and subsequent observations of correct ways to react to relatives and the dead.
4	221f.	2. Miss Clark's kindly assistance when Sid enters school for first time and faces ridicule because of clothing, hair, and general appearance; Miss Clark's help in overcoming Sid's fears.
4	224f.	3. Miss Clark's encouragement of Sid's enjoyment of school and sense of accomplishment there.
4	248ff.	4. Sid's mixed-up thoughts about life: the fiddle music which expressed the world of nature, the sounds of lovemaking from the honeymooners bed on the other side of the quilt partition, and the newly developed reading ability.
7	294ff.	5. Uncle Kim's expression of desire to assume responsibility for Sid's future, so long neglected.
8	241f.	6. Grandpa's pride in grandson's school accomplishments and future as a citizen; Sid's positive feelings about school.
8	258ff.	7. Grandpa's "voices" which prepare him for death, inevitable and acceptable.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3

COMPOSITE OF LITERARY ANALYSES

Author: Irving Shulman

Title: Children of the Dark

Edition analyzed: Hardback

Publisher: Holt Co.

Pp 270 Cost 3.00 Publ.date 1956

Other publisher: Popular Books

Pp. ___ Cost .35 Publ.date ___

I. Book Review Digest Synopsis:

P. 853 (Investigator's abstract)

A thriving midwestern community's indifference toward its youth until a boy dies in a flaming stolen car and a precocious boy wanted for murder duels with the police.

(Library Journal)

(Teachers minor characters)

II. Book Review Digest Reviews:

Index categories

No index heading used

A. Number of reviews:

1 unfavorable x 0 = . . . 0

1 mixed x 1 = ... 1

3 acceptbl/favorbl x 2 = 6

5 (Total) Avg. . . 1

B. Investigator's conclusions:

This novel is average literature.

COMPOSITE OF ALL ANALYSES

1. Literary Factors Ratings:
   a. Reviewers' avg..... 1
   b. Investigator's avg..... 1
2. Teacher Characteristics Profile:
   a. Avg. tchr. prfl. placement --
   b. No. tchrs. analyzed..... --
   c. No. traits depicted..... --
   d. Invest. composite rating.. --
      (Compre., clarity, appeal)
3. Personality "Ages":
   a. No. "ages" depicted..... 2
   b. No. influential tchrs..... 0
   c. Invest. composite rating.. 3
4. Conclusions/Recommendations:
   a. Invest. Overall Rating.... 2
   b. Comments on uses/limitations:
      (based on above and other data)

   Good for illustrating adolescent search for "kicks," indifferent parents, and public school teachers who seem to be only a peripheral influence. Another book which capitalizes on youthful rebellion for a plot. Recommended for younger prospective and contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)

0123 Key: Continuum--low("0") to ("3") high.

...xA. Appropriateness: /1 Y /2 Y /3 NS /4 Y /5 N :(Insanity)

...xB. Story setting (1940's): /1 HS /2 MW /3 C /4 N /5 N

x...C. Teacher: Nameless /1 NS /2 NS /3 NS /4 NS /5 NS /6 NS

Position: Hi.Sch.Teachers /7 NS

.x..D. Teacher aspiration/role conflicts:

1. Type/source: Student boisterousness vs. rigid "rules"

2. Reactions: "Shh!"

x...E. Story synopsis data:

1. Tchr. characterization: /a N /b N /c N :( )

2. Theme: /a Adolescent search for life meaning

/b None /c Shocking

/d Negative /e NS

3. Style: /a Y /b Y /c Y /d Y /e Y /f Frustrated youth.

1

(Average "A-E")

F. Material factors: /1 Plain red cloth /2 Acceptable

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)

Novel: Shulman's Children of the Dark

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or -	(See Notes Below)	Not Analyzed
5	3	3	3	3	None[1]	pp.1322 (9)	pp.31-35 (5)
5	3	3	3	3	None[2]	pp.37-40 (4)	pp.29-30 (2)
5	3	3	3	3	None[3]	pp.93-108(14)	pp.174-76 (2)
5	1	3	2	2	Positive[4]	p.110 (½)	
5	2	3	3	3	None[5]	p.114 (½)	
5	1	3	1	2	Negative[6]	p.117 (½)	
5	3	3	3	3	None[7]	pp.199-206(8)	pp.51-70 (20)
	2	3	2	2			pp.159-69 (9)
5					None[8]	p.204-205(2)	
5	3	3	3	3	None[9]	pp.223-36(13)	
AVG.	2	3	3	3	NO. INFLU.	TOTAL PP.51½	TOTAL PP.38
(1=low, 2=medium, 3=high)					TCHRS. 3	NUMBER "AGES"	ANALYZED1

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	13ff.	1. Adolescents' party in a wealthy boy's home: boredom turns into sheer destructiveness and orgiastic behavior ("movement, destruction, and wanton excitement,")(p.21).
5	37ff.	2. Students' indifference to teachers at lecture about astronomy; students' whispered plans for after school drag race.
5	93ff.	3. Steve's pretending to be a sailor and revulsion toward prostitute and girl; yearning for warm, real relationship.
5	110	4. Teachers' seeming sympathy after boy killed in drag race, (Didn't give much school work that day.)
5	114	5. Other student's admiration for dead boy's crowd.
5	117	6. Student's reference to chemistry teacher: "Old Musclehead" (p.117), rapid switch to other topics.
5	199ff.	7. Adolescents' trust of each other in midst of meaningless school and indifferent, "stupid" parents.
5	204	8. Buzzy's plan to get out of school by setting off bomb scare in school, "the camp of the enemy." (p.204).
5	223ff	9. Judy's ridicule and Plato's sense of aloneness except for friend, Steve who stands by even when Judy asks Steve to choose between them; Plato's idealistic future plans.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.

Form #3
COMPOSITE OF LITERARY ANALYSES
Author: Mildred Walker
Title: Body of a Young Man
Edition analyzed: Hardback
Publisher: Harcourt, Brace, World
Pp. 186 Cost 3.75 Publ.date 1960
Other publisher:
Pp.____ Cost____ Publ.date____

I. Book Review Digest Synopsis:
P. 1481 (Investigator's abstract)

Summer in New England for two college friends, one of whom is now teaching in a high school, where his pressures pushed a former student into college and ultimate suicide. (The New Yorker) The other friend, a college instructor unsuccessful in practicing guidance, about which he is writing a book. (Teacher major characters)

II. Book Review Digest Reviews:
Index categories "Teachers"
A. Number of reviews:
1 unfavorable x 0 = . . . 0
1 mixed x 1 = ... 1
4 acceptbl/favorbl x 2 = 8
6 (Total) Avg. . . 2
B. Investigator's conclusions:

This novel is good literature.

COMPOSITE OF ALL ANALYSES
1. Literary Factors Ratings:
a. Reviewers' avg..... 2
b. Investigator's avg..... 3
2. Teacher Characteristics Profile:
a. Avg. tchr. prfl. placement --
b. No. tchrs. analyzed..... --
c. No. traits depicted..... --
d. Invest. composite rating.. --
(Compre., clarity, appeal)
3. Personality "Ages":
a. No. "ages" depicted..... 3
b. No. influential tchrs..... 2
c. Invest. composite rating.. 2
4. Conclusions/Recommendations:
a. Invest. Overall Rating.... 3
b. Comments on uses/limitations:
(based on above and other data)

Excellent for psychological analyses of a sincere teacher's struggle with conscience, (Did he motivate a gifted student to his death?), a counselor's inadequate efforts to help the teacher, and personality "ages". Recommended for experienced contracted teachers.

III. Investigator's Summary of Literary Factors: (See "Key", Form 4)
0123 Key: Continuum--low ("0") to ("3") high.
...x A. Appropriateness: /1 Y /2 Y /3 Y /4 Y /5 N :(Suicide)
..x B. Story setting (19 50's): /1 HS /2 MW /3 C /4 N /5 N
...x C. Teacher: Mr. Cutler /1 M /2 40 /3 M /4 I /5 M /6 NS
Position: Hi.Sch. Physics /7 C
...x D. Teacher aspiration/role conflicts:
1. Type/source: Guilt feelings regarding boy's suicide.
2. Reactions: Withdrawal into self and rejection of help.
...x E. Story synopsis data:
1. Tchr. characterization: /a Y /b Y /c Y: (two teachers on vacation)
2. Theme: /a Reconciliation of guilt feelings and pride in teaching
/b Need for understanding /c Sympathy and identification
/d Positive /e NS
3. Style: /a Y /b Y /c Y /d Y /e Y /f Soul-searching person
3
(Average "A-E")
F. Material factors: /1 Attractive /2 Acceptable

Form #7 ANALYSIS: Personality "Ages" of Students and Teachers
(Adapted from Erikson's Ages of Men 1)
Novel: Walker's Body of A Young Man

KEY: #1, Infancy #4, School Age #7, Adulthood
#2, Early Childhood #5, Adolescence #8, Senescence
#3, Play Age #6, Young Adulthood
(Characteristics of each age described in Form #8)

"AGE"	Investigator's Rating				Tchr.Influ.	Page (Length)	Other Usable Pp.
	Comp	Clar	Appeal	AVG	+ or -	(See Notes Below)	Not Analyzed
5	3	3	3	3	None[1]	p.89 (1)	
5	2	3	3	3	None[2]	pp.77-78 (1½)	
5	1	2	1	1	Positive[3]	pp.20-21 (½)	
5	2	2	2	2	None[4]	pp.68-70 (2½)	
6	1	1	1	1	Positive[5]	pp.57-58 (½)	p.85 (1)
6	2	3	3	3	Negative[6]	pp.151-52 (1½)	
6	3	3	3	3	Positive[7]	pp.156 (½)	
7	2	3	3	3	Positive[8]	pp.22-3 (2)	
7	3	3	2	3	Positive[9]	pp.34-35 (1½)	
7	3	3	3	3	Positive[10]	pp. 36-37 (2)	pp.164-65 (1½)
AVG.	2	3	2	2	NO. INFLU.	TOTAL PP.13½	TOTAL PP. 2½
(1=low, 2=medium, 3=high)					TCHRS. 2	NUMBER "AGES"	ANALYZED 3

Descriptions of teachers or others' influences or of other circumstances:

"AGE"	PAGE	
5	89	1. Adult's recollection of hated parents for sending her to private school, away from them.
5	77f.	2. Boy's discussion about lack of real friends.
5	20f.	3. Mr. Cutler's friendly relationship with students and friend's children.
5	68ff.	4. Boys' "just talking" for hours at a campfire.
6	57f.	5. Mr. Cutler's willingness to tutor student having difficulty in college physics.
6	151f.	6. Son's aloofness from father in making decision about college.
6	156.	7. Boy's warmth toward Mr. Cutler for accepting the right to make decisions about college.
7	22ff.	8. Mr. Cutler's feelings of blame for a college student's suicide (former high school student who was actively encouraged to attend college by Mr. Cutler.)
7	34f.	9. Mr. Cutler's guidance philosophy sought to give answers to young people.
7	36ff.	10. Mr. Cutler's encouragement and aid to bright boy in securing a scholarship.

1. Erik H. Erikson, Childhood and Society, Second Edition (N.Y.: W.W. Norton and Company, Inc., 1963), pp. 247-69. Adapted.