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ABSTRACT

AN EXPLORATORY STUDY OF MASS-PRODUCED FICTION BOOKS FOR CHILDREN TO IDENTIFY SELECTED SOCIAL-PERSONAL VALUES

By

Sally Anne Chant

This study was designed to investigate to what extent social-personal values applicable to young children are reflected in mass-produced fiction books. The investigation included an exploratory content analysis to identify selected values found in inexpensive books for children in an attempt to measure value content frequency. Additionally, realism of story content was surveyed.

One half of the sales volume of children's trade books sold during recent years is the mass-produced variety selling for one dollar or less per copy. The growth trend of this type of children's book since 1963 has been steadily increasing. Recognizing that literature may serve as a means of conveying values to children, the educational worth of this medium was investigated.

Selected books surveyed in this exploratory study were compiled from titles of books retailing for one dollar or less published by Follett, Golden Press, Rand-McNally, Whitman, and Wonder Publishing Companies. An initial list of 375 books was

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cross-referenced in both Bowker publications, Books in Print¹ and Children's Books in Print² to assure current publication. Card catalogs of the Library of Congress, Washington, D.C. were used in an attempt to locate those books emerging from this research. Books listed in the Bowker publications and shelved in the Library of Congress met the criteria for the final sample to be used in this exploratory survey. Sixty-five publications met the criteria established for the sample. Each of these books was then carefully read to identify instances within story content of the ten social-personal values selected for this study. The presence, frequency, and examples of the values were recorded on the investigative instrument designed for this research. A single instrument was employed for each book surveyed. The specific selected values listed on the instrument and included in this study were: ambition, citizenship, compassion, cooperation, honesty, individuality, respect, responsibility, selflessness, and understanding.

The significant findings resulting from this research are as follows.

1. Selected social-personal values are present in mass-produced children's fiction books.
2. Selected values of this study appearing in decreasing order of frequency within mass-produced children's fiction books are: cooperation, responsibility, respect, understanding, citizenship, ambition, compassion, individuality, selflessness, and honesty.
3. The value of cooperation is the most frequently illustrated value in bargain books.

4. Two values of present day society, selflessness and honesty, are not reflected to any notable extent in mass-produced children's fiction books.

5. With the exception of the value of cooperation, mass-produced books are limited in value presentation which may assist young children in developing their social-personal values.

6. Realism is in evidence in bargain books for children. Social-personal values, when presented, were realistically treated in the majority of instances.

Based on this study, it was concluded that mass-produced books are limited in providing vicarious experiences to augment development of young children's value systems.

¹Books in Print (N.Y.: R. R. Bowker, 1969).

²Children's Books in Print (N.Y.: R. R. Bowker, 1969).

AN EXPLORATORY STUDY OF MASS-PRODUCED FICTION
BOOKS FOR CHILDREN TO IDENTIFY SELECTED
SOCIAL-PERSONAL VALUES

By

Sally Anne Chant

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Elementary and Special Education
College of Education

1971

DEDICATION

**Lovingly Dedicated To
My Family**



CHILDREN LEARN WHAT THEY LIVE

- IF A CHILD LIVES WITH CRITICISM.
HE LEARNS TO CONDEMN.
- IF A CHILD LIVES WITH HOSTILITY.
HE LEARNS TO FIGHT.
- IF A CHILD LIVES WITH RIDICULE.
HE LEARNS TO BE SHY.
- IF A CHILD LIVES WITH SHAME.
HE LEARNS TO FEEL GUILTY.
- IF A CHILD LIVES WITH TOLERANCE.
HE LEARNS TO BE PATIENT.
- IF A CHILD LIVES WITH ENCOURAGEMENT.
HE LEARNS CONFIDENCE.
- IF A CHILD LIVES WITH PRAISE.
HE LEARNS TO APPRECIATE.
- IF A CHILD LIVES WITH FAIRNESS.
HE LEARNS JUSTICE.
- IF A CHILD LIVES WITH SECURITY.
HE LEARNS TO HAVE FAITH.
- IF A CHILD LIVES WITH APPROVAL.
HE LEARNS TO LIKE HIMSELF.
- IF A CHILD LIVES WITH ACCEPTANCE AND FRIENDSHIP.
HE LEARNS TO FIND LOVE IN THE WORLD.

DOROTHY LAW HOLTE

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ACKNOWLEDGMENTS

Appreciation and gratitude are extended to Dr. William K. Durr for his expert guidance, helpful assistance, and dependable counsel. The encouragement he provided resulted in the successful completion of this project. Sincere thanks is also conveyed to committee members, Dr. William V. Hicks, Dr. Jean M. LePere, and Dr. E. C. Reynolds, for their genuine interest, support, and assistance throughout this educational pursuit. Furthermore, appreciation is extended to Miss Virginia Haviland and Miss Margaret Coughlin of the Library of Congress for their valuable aid in research, and to Mrs. Gene Richards for administrative support. To family members and close friends, heartfelt gratitude is expressed for their patience, encouragement and source of motivation.

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CHAPTER I

INTRODUCTION

Each year thousands of books directed toward the pre-schooler and beginning reader are published. These range from very inexpensive to expensive, poorly-written to well written, lack of characterization development to strong characterization, and inferior to sturdy bindings. Parents, teachers and children are made aware of these books through the vast media of advertising techniques. They are confronted with books everywhere they go. In the 1967 United States Government book census, children's trade books represented 22 per cent of all trade books published in the United States; this sizable percentage in volume also accounted for \$169 million in gross income for the publishers. It is significant to note that approximately half of the children's trade books published in 1967 retailed for one dollar or less per copy.¹ Even though the total volume of book sales was slightly lower in 1968 and 1969, the sales in this category increased by 2½ per cent.² This identifies an increasing trend in the purchase of books selling for one dollar or less.

¹The following references were consulted, and verify the figures stated: M. R. Bruggeman, "Money in Children's Books," Publisher's Weekly, Vol. 194 (July 8, 1968) p. 155; J. Noyes, "Art of Selling Children's Books," Publisher's Weekly, Vol. 193 (May 6, 1968) pp. 37-9; "Retail Book Sales, 1966, Estimated at \$868 Million," Publisher's Weekly, Vol. 193 (March 25, 1968), p. 31; "Stores Gain in Second Quarter but Fall Below 1966 Figures," Publisher's Weekly, Vol. 192 (August 28, 1967) p. 267.

²"1969 In Review: Statistics, News, Trends," Publisher's Weekly, Vol. 197 (February 9, 1970) p. 27.

The inexpensive variety of children's books are most often displayed in supermarkets, drug stores, magazine racks at transportation terminals, and variety stores. Many homes across the nation contain numerous copies of these books in children's library collections. These may possibly be the only books to which a child is exposed prior to entering school. After noting the large percentage of books retailing for one dollar or less, the scarcity of articles, research studies and reports dealing with this large segment of books published yearly for children is surprising.

Studies support the fact that the early use of books and libraries by children directly influence their adult reading habits. Oral reading to pre-schoolers and early elementary students has been effective in assisting children in choosing "good literature".³ Seventy-five per cent of adult book club members and library users were exposed to books prior to beginning their formal schooling.⁴ In addition, youngsters who own books show greater interest as they begin reading instruction in school.⁵ Advocates of teaching critical reading at early ages are concerned with the content of the material

³Nancy Larrick, A Parent's Guide to Children's Reading, (N.Y.: Pocket Books, Inc., 1964) pp. 3-5; Sarah G. Dickinson, "The Storyteller's Role," Ivory, Apes and Peacocks: The Literary Point of View, Sam L. Sebesta, editor, (Newark, Del.: International Reading Association, Inc., Vol. 12, Part 2, 1968) p. 80.

⁴Phyllis B. Steckler, editor, The Bowker Annual of Library and Book Trade Information, (N.Y.: R. R. Bowker Co., 1968) p. 17.

⁵Nancy Larrick, op. cit., pp. 178-81; May Hill Arbuthnot, Children and Books, 3rd Ed., (Chicago: Scott Foresman & Co., 1964), p. 25.

being read. Literature containing strong themes and values are necessary for the young child to assist the learning of values and attitudes.⁶

The significance of reading and book ownership at an early age is that it contributes to development of character and social-personal values. "Because it enlarges our awareness of values and refines our discrimination among values, literature is a force of tremendous potential for educators."⁷ Literature is the quick, full response to reality.⁸ John Gardner points out that young people need models of what man at his best can be. These models are needed both in the child's environment and in his imagination.⁹ Literature has a tremendous potential for enlarging awareness of valuing and refining discrimination among values. In addition, Lang states that values give meaning and direction to life and that examining, reflecting, and acting on materials containing desirable values,

⁶Several authors who discuss critical reading are: Richard D. Altick, Preface to Critical Reading, 4th ed., (N.Y.: Holt, Rinehart and Winston, 1963) pp. xviii-xxi; Helen Caskey, "Developing Power in Critical Reading," Education Digest, Vol. 29 (October 1963) pp. 51-3; John DeBoer, "Teaching Critical Reading," Elementary English, Vol. 23 (October 1946) pp. 251-4; Paul McKee, Reading, a Program of Instruction for the Elementary School, (N.Y.: Houghton-Mifflin Co. 1966) pp. 379-80; Helen W. Painter, "Critical Reading in the Primary Grades," The Reading Teacher, Vol. 19 (Newark, Del.: International Reading Association, October 1965) pp. 35-9; David H. Russell, "The Prerequisite: Knowing How to Read Critically," Elementary English, Vol. 40 (October 1963) pp. 579-82; E. Elona Sochor, "The Nature of Critical Reading," Issues and Innovations in the Teaching of Reading, Joe L. Frost, ed., (Chicago: Scott Foresman & Co., 1967) pp. 40-55.

⁷Anthony Deiulio, "Youth Education: A Literary Perspective," Youth Education: Problems/Perspectives/Promises, Raymond Muessig, editor, (Washington, D.C.: Association for Supervision and Curriculum Development, National Educational Association, 1968) Chapter 4, p. 58.

⁸Ibid., p. 80.

⁹John Gardner, Self Renewal, (N.Y.: Harper & Row, 1964), p. 124.

aids the student in learning it is not the value which is good or bad, but the individual's actions based on these values.¹⁰ Lawhead reinforces this theory by claiming that values originate through situations in which choices are made.¹¹

Junell discusses value learning as the insight into human behavior and the ability to turn little words into big ideas. Literature supplies the words and with discussion and direction, the words become meaningful to the young child.¹²

Clearly it takes a long time to learn about right and wrong. Books that set forth how such and such consequences come from certain actions are both appealing and educationally significant since anxieties are aroused when a child gets into emotional predicaments he does not understand.¹³

Byerly, in discussing value formation and literature, suggests: "If a book arouses genuine emotional response in the reader, it may help modify his attitudes, values, and behavior." He continues that success in modifying a reader's attitudes, judgments, values, and actions through literature depends on the emotional impact of the writing, the genuineness of the situation portrayed, and the skill in presentation.¹⁴ Ruth Strang's

¹⁰Melvin Lang, "Value Development in the Classroom," Childhood Education, Vol. 41 (November 1964) pp. 123-6.

¹¹Victor B. Lawhead, "Values Through Identification," Educational Leadership, Vol. 21, (May 1964) pp. 515-19.

¹²Joseph S. Junell, "Intelligence Without Morality," Phi Delta Kappan, Vol. 49 (September 1967) pp. 42-6.

¹³Evelyn G. Pitcher, "Values and Issues in Young Children's Literature," Elementary English, Vol. 46 (March 1969) pp. 287-94.

¹⁴Carl L. Byerly, "A School Curriculum for Prevention and Remediation of Deviancy," Ch. IX, Social Deviancy Among Youth, (Chicago: National Society for the Study of Education Yearbook, Part I, 1966) pp. 239-40.

concern with personal and social values an individual derives from reading is emphasized when she says:

A reader through identification and imitation, may achieve insights into his own behavior symptoms and develop an image of his ideal self. Characters may serve as useful objects for identification and imitation. It is possible that many youngsters draw upon various fictional sources for qualities which they may incorporate into their ideal selves. They may get clues for solving their own problems or a good set of values from reading fiction.¹⁵

Rosenheim¹⁶ and Dalglish¹⁷ also support the thesis that values can be transmitted through literature.

Statement of the Problem

This study is designed to investigate to what extent selected social-personal values applicable to young children are reflected in mass-produced books.

Objectives

The objectives of this research are

1. to determine if selected social-personal values are conspicuously absent in children's fiction retailing for one dollar or less, and

¹⁵Ruth M. Strang, The Adolescent Views Himself, (N.Y.: McGraw Hill, 1957) p. 74.

¹⁶Edward W. Rosenheim, Jr., "Children's Reading and Adult's Values," A Critical Approach to Children's Literature, Sara Innis Fenwick, editor, (Chicago, Ill.: University of Chicago Press, 1967) p. 11.

¹⁷Alice Dalglish, "That Pointing Finger," Saturday Review, Vol. 49 (September 17, 1966) pp. 40-41.

2. to determine if social-personal values portrayed in mass-produced fiction books are unrealistic and misleading in regard to current trends of realism in literature for children.

The study is intended to

- a. assist parents, relatives and educators in becoming more critical in their selection of books purchased for children,
- b. assist primary teachers in understanding the value background which might be derived from constant exposure to the inexpensive type of book, and thus to aid teachers and curriculum directors in working with this knowledge to develop social-personal value appreciations in their students through the use of various types of children's literature, and
- c. determine and identify books which might be suitable for inclusion in classroom or school libraries. This would, hopefully, be of particular assistance to administrators who are establishing school or classroom libraries and have limited budgets for accomplishing this goal.

Limitations

1. This study is based on a random selection of mass-produced books found in the PZ 7, 8, and 10 and PE 1119 classifications of the Library of Congress, Washington, D.C. and listed in the 1969 edition of Books in Print¹⁸ and/or the 1969 edition of Children's Books in Print.¹⁹

¹⁸Books in Print, (N.Y.: R. R. Bowker Co., 1969).

¹⁹Children's Books in Print, (N.Y.: R. R. Bowker Co., 1969).

2. The books are written in English, and have been published in the United States.
3. Binding, paper quality, literary quality, and art work are not investigated in this study.
4. Original fiction for children is investigated. Re-written stories, collections of stories, and fairy tales are excluded.
5. Selected social-personal values of this study are limited to those indicated on the instrument.
6. Values presented in each book are identified; the internalization of each value is not a part of the study.
7. The study is not intended to identify values found in all children's literature; merely those values found in the mass-produced variety.
8. All books discussed in this study have washable cardboard covers; flat rough paper; and colored pictures.
9. Paperback and comic books are excluded from this investigation.

Assumptions

1. Fiction books for children can contribute to development of social-personal values.
2. The designed instrument reflects selected social-personal values considered desirable by present-day society.
3. The investigator can measure social-personal value occurrences in the books evaluated in an unbiased manner with the designed instrument.

4. Of the large number of children's mass-produced fiction books, a high percentage are read to or by children.

Operational Definitions

1. Value system - an inclusive set of deep-lying attitudes and beliefs that tend to direct the person's habitual responses in various situations.²⁰
2. Social values - aspects of human interaction that are regarded as being worthy, important, or significant for the proper functioning of group life; expectations that the members of a society seek to conserve or promote.²¹
3. Personal values - any private or individual characteristic deemed important because of psychological, social, moral, or aesthetic considerations.^{22,23}
4. Trade books - a book published for the purpose of giving the reader pleasure and of feeding his interest in reading for pleasure.²⁴
5. Mass media - types of communication, such as radio, television, motion pictures, the press, or books, that are directed not to

²⁰Carter V. Good, editor, Dictionary of Education, 2nd edition, (N.Y.: McGraw Hill, 1959) p. 595.

²¹Ibid.

²²Webster's New World Dictionary of the American Language, (Cleveland & New York, 1962) p. 1092.

²³Carter V. Good, op. cit., p. 593.

²⁴Ibid., p. 64.

a specific student or group of students but to the general public.²⁵

6. Mass-produced fictional trade books - used in this study in conjunction with definitions four and five and the inclusion of "books retailing for one dollar or less." Inexpensive books, nominally-priced books and bargain books will be used synonymously throughout the study.

Definitions of terms used on the investigative instrument are discussed in Chapter III.

Organization of the Study

Chapter I, the introduction, presents a statement of the problem, the objectives of the study, limitations and assumptions, operational definitions, and the organization of the study.

Chapter II is a review of literature covering four areas pertinent to the study: current trends in the sale of children's fiction books; worthwhile American value systems; the effect of various media on value formation; and current trends toward realism in children's literature.

Chapter III, the method of investigation, describes the instrument designed to subjectively measure the selected values reflected in the book sample. Values selected for investigation are based on the opinions of various specialists in early childhood education. Mass-produced fiction books located in the PZ 7, 8, and 10 and PE 1119 sections of the Library of Congress and in current publications constitute the sample. In some

²⁵Ibid., p. 331.

instances a book may have previous publication dates and these are noted. Publishing companies included in the study are: Follett, Golden Press, Rand McNally, Wonder Books, and Whitman.

Chapter IV presents an analysis of the materials studied relating them to the criteria defined under Operational Definitions, Chapter I, the literature reviewed in Chapter II, and the research instrument definitions discussed in Chapter III. Individual research instruments for each book analyzed constitutes Appendix B.

Chapter V provides a summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

The review of literature most directly related to this study is presented in four parts. Part one provides a report on current trends in the sale of literature for children. In the second section, the American value system is reviewed with emphasis on values applicable to young children. A review of past studies and articles concerning the effect various media have on the formation of values constitutes the third section of the chapter. The final part provides a discussion regarding the need for realism in children's literature.

Current Trends In The Sale Of Literature For Children

Fiction books published for children account for approximately 25 per cent of all fiction produced in the United States. In 1966, books written specifically for children accounted for 22.3 per cent of the total book market; in 1968 this category increased to 27.6 per cent.¹

The United States Census of Manufacturer's Juvenile Book Sales, conducted every five years, is an official source of information pertaining to children's books published during the given period. The most

¹Judy Noyes, compiler, "Art of Selling Children's Books, Excerpts from Manual on Bookselling", Publisher's Weekly, Vol. 193 (May 6, 1968) p. 25.

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recent census, conducted in 1967, revealed the following facts relating to publisher's income from the sale of children's books:

TABLE I²

PUBLISHER'S INCOME

<u>Retail Price</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>
Over \$1.00	\$31,257	\$33,000	\$39,000	\$28,000	\$25,000
Under \$1.00	72,678	79,000	88,000	132,000	144,000

(Income in Millions)

It is readily gleaned from the above data that books retailing for one dollar or less have experienced marked growth during this recent period. The significant increase in income for publishers from inexpensive book sales during 1966 and 1967 versus the sharp decline in income from higher priced books is a trend of importance to educators. Official updating of these figures will be available following the 1972 census.

The Publisher's Weekly net sales annual index table compares the number of children's books retailing for over and under one dollar sold between 1963 and 1967 with 1963 given as the parity year.

²"Book Sales - U. S. Census of Manufacturer's Juvenile Book Sales", Publisher's Weekly, Vol. 193, (May 6, 1968) p. 23.

TABLE II³
NET SALES ANNUAL INDEX

<u>Retail Price</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>
Over \$1.00	100	104.3	124.3	88.5	79.3
Under \$1.00	100	102.4	113.0	164.9	180.8

Using 1963 as the base year and giving this base a rating of 100, the annual per cent of change is reported for each year by category. The number of books sold costing over one dollar increased 4.3 per cent in 1964 and 24.3 per cent in 1965. This trend is reversed in 1966 and 1967 when sales of higher priced books decreased 11.5 per cent and 20.7 per cent respectively from the base year. It is noteworthy that in 1966 and 1967 while higher priced book sales were decreasing, books costing under one dollar increased 64.9 per cent and 80.8 per cent over the base year.

Total book sales in 1968 and 1969 were depressed from previous levels. Inexpensive children's books, however, reflect a continuation of the increasing volume of mass-produced books.⁴

Publication of children's books has progressively grown from 771 titles in 1930 to 2,390 titles in 1967.⁵ Continued increase in the demand for children's books should be realized with the growing population

³"Trends, Net Sales Annual Index," Publisher's Weekly, Vol. 193 (May 6, 1968) pp. 24-5.

⁴"1969 In Review: Statistics, News, Trends", Publisher's Weekly Vol. 197 (February 9, 1970) p. 48.

⁵Phyllis B. Steckler, ed., The Bowker Annual of Library and Book Trade Information, (N.Y.: R. R. Bowker, 1968) p. 64.

in the United States. This expanding market for juvenile fiction is a highly profitable one.⁶

There are numerous guides directed to writers of children's literature to assist them in publishing saleable material.⁷ Conspicuously absent in these guides is the consideration and treatment of social-personal values and their importance in human development.

The Development of Worthwhile
American Value Systems in Young Children

The American value system incorporates ideals, attitudes, and behavior patterns which the majority of Americans recognize as acceptable and worthy of emulation. Although sub-values exist within the total system, sociologists and educators agree that the values recognized as harmonious with the American culture are those we consciously and sub-consciously try to transmit to our children.⁸

Each individual's attitude and the manner in which he views life reflects his personal values. It can be said that values are a state of mind. Gibson confirms this in his studies regarding peoples' quest for

⁶Martha R. Bruggeman, "Money in Children's Books", Publisher's Weekly, Vol. 194 (July 8, 1968) p. 55; "Publisher's Weekly Survey: Book-sellers Vote Yes on Children's Books", Publisher's Weekly, Vol. 194 (July 8, 1968) pp. 101-2.

⁷Several authors concerned with methods of writing children's books are: Erick Berry and Herbert Best, Writing for Children; how to Meet the Juvenile Market, (Coral Gables, Florida: University of Miami Press, 1964); Marjorie M. Hinds, How to Write for the Juvenile Market, (N.Y.: Fell Publications, 1966); Phyllis A. Whitney, Writing Juvenile Fiction, revised ed., (N.Y.: Writer, 1960).

⁸Glenwood L. Creech, Vice President for Student Affairs, University of Kentucky, speech, Fort Campbell, Kentucky, December 14, 1970.

happiness. He claims that happy people possess a different set of values than unhappy people.⁹ He concludes that most Americans desire happiness and this goal is attainable through the development of various values and standards of conduct. As Americans live and work in close proximity with each other, a harmonious relationship with our fellow man becomes an essential aspect of personal well-being. The key to this harmonious relationship is a value system incorporating individual worth, appreciation, and respect for others.¹⁰

In 1918 the National Education Association (NEA) published seven cardinal principles for educators. These principles were: health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure time, and ethical character. In 1930, they revised their principles and entitled them "The Purposes of Education in the American Democracy". The modernized version of society's values were: self-realization, human relationships (respect, friendship, cooperation), economic efficiency and civic responsibility (understanding, tolerance, citizenship and justice).¹¹ The NEA's Policy Commission, in a 1938 publication, identified character development ingredients which should be found in all "sincere" books. These were: respect for humanity, friendship,

⁹John E. Gibson, "How Happy Are You", Family Weekly (Newspaper supplement, N.Y.: Family Weekly, Inc., January 10, 1971) p. 18.

¹⁰Glenwood L. Creech, op. cit.

¹¹Hannah Logasa, Book Selection in Education for Children and Young Adults, (Boston: F. W. Faxon, 1965) pp. 81-2.

cooperation, courtesy, appreciation for the home, democracy, social justice, understanding, tolerance, and citizenship.¹²

As times change, so change our values. Smith states:

In periods of much deep anxiety and rapid social change, efforts to preserve or to overthrow value orientations become more intense. The mature, adult members of any society have the responsibility for inducting the young successfully into the value system they wish to sustain and extend.¹³

In the mid-1960's, Spindler voiced the opinion that American values are shifting from traditional to emergent, e.g.:

<u>Traditional</u>	<u>Emergent</u>
Puritan morality (thrift & self-denial)	Sociability
Work-success ethic	Relativistic moral attitude
Individualism	Conformity to group
Future-time orientation	Hedonistic ¹⁴

Friedenberg¹⁵ and Powell¹⁶ are more adamant than Spindler in their views regarding current values. Friedenberg states that schools and society stifle individual development and creativity by conditioned response to rewarding set standards. Powell dwells on the materialization related to

¹²National Education Association (NEA) Policies Commission, The Purposes of Education in American Democracy, (Washington, D.C.: NEA, 1938) pp. 114-7.

¹³Robert R. Smith, "Personal and Social Values", Educational Leadership, Vol. 21 (May 1964) pp. 483-6.

¹⁴Eldon E. Snyder, "Implications of the Changing Cultural Values," Educational Leadership, Vol. 24 (February 1967) pp. 437-9.

¹⁵Edgar Z. Friedenberg, "New Value Conflicts in American Education", School Review, Vol. 74 (Spring 1966) pp. 66-94.

¹⁶Thomas F. Powell, "Teaching American Values", Social Education, Vol. 29 (May 1965) pp. 272-4; Thomas F. Powell, "American Values - What Are They?", Social Education, Vol. 30 (February 1966) pp. 83-7.

the values of respect, generosity, and ambition. He agrees with Friedenberg that individuality "is only verbally admired and in fact is stifled by the dominance of economic motives."¹⁷

Parents, schools and churches expend considerable effort trying to build character or "good values" in youth, but youth is constantly exposed to conflicting models, arguments and beliefs; and they are surrounded with mass-media which often emphasizes undesirable behavior and displays conflicting value systems.¹⁸ America is at a point in its history when adults must work with youth as they never have before in an effort to provide necessary guidance, examples, and responsiveness.¹⁹

Recognizing that values are not inborn, it follows that they must be learned.²⁰ Attitudes and values are composed of personal feelings and emotional involvement having a purpose and worth to the individual. Personal value systems grow from exposure and develop around existing values within the society. Ekstein's definition of the origin of value is "the need of the helpless, met by the constant fulfillment of the trustworthy".²¹

¹⁷Ibid.

¹⁸Conflicting values facing children are discussed by many authors. A few of these are: June M. Bacher, "The Educational Scene", Elementary English, Vol. 45 (November 1968) p. 888; Merrill Harmin, "Values and Teaching: a Human Process", Educational Leadership, Vol. 24 (March 1967), pp. 517-25; Sanford Reichart, "Youth and the Onward Search", Educational Leadership, Vol. 21 (May 1964) pp. 487-90.

¹⁹Glenwood L. Creech, op. cit.

²⁰Rudolph Ekstein, "Origin of Values in Children", Educational Leadership, Vol. 21 (May 1964) pp. 523-6.

²¹Ibid.

At about four years of age children begin to form opinions on values; from five years on, children identify with the prejudices of their environment. In later development these prejudices impact on the individual's values and how he identifies with them.²² The internalization of values within young children is an unconscious formation and one involving only the most basic cognitive discriminations.²³ "Values are needed for desirable outcomes of a socialization process to enable the individual to live with the ideals of our society."²⁴ Much of the development of the individual characteristics takes place at a very young age.²⁵

Children at an early age are highly receptive to direct influence in their formulation of values. This theory was supported by Rogers and Long who researched elementary students' concern for others.²⁶ They learned that early primary students demonstrated greater concern for others than did students in the later elementary grades. The progress from egocentricity to the concern for others as an early social development is posited by Piaget and upheld in more recent years by current researchers.²⁷

²²Charlotte Buhler, "The Problem of Values and Beliefs in Our Times", Educational Leadership, Vol. 21, (May 1964), pp. 520-6.

²³M. Brewster Smith, Social Psychology and Human Values, (Chicago: Aldine Pub. Co., 1969), pp. 108-9.

²⁴David R. Krathwohl, Benjamin S. Bloom and Bertram B. Masia, Taxonomy of Educational Objectives, Handbook II: Affective Domain, (N.Y.: David McKay Co., 1964) pp. 139-53.

²⁵Ibid., p. 45.

²⁶Vincent R. Rogers and Elizabeth Long, "An Exploratory Study of the Development of Social Sensitivity in Elementary School Children", Journal of Educational Research, Vol. 59 (May-June 1966) pp. 392-4.

²⁷James N. Jacobs and Joseph L. Felix, "Testing the Educational and Psychological Development of Pre-Adolescent Children - ages six to twelve", Chapter III Review of Educational Research, Vol. 38 (Washington, D.C.: American Education Research Association, February 1968) pp. 19-28.

Wolfson²⁸, Smith²⁹, Paschal³⁰, and Rath³¹ agree that values and attitudes are learned as well as unlearned. Young children appear to assimilate the values of their society unconsciously; however, values can be transmitted directly through teaching and example, or may be developed intuitively. Values are viable and may be changed, refined, or influenced by first-hand or vicarious experiences. Dewey³², Piaget³³, Powell³⁴, Jewett³⁵, and Torkelson³⁶ support this thesis.

²⁸Bernice J. Wolfson, "Values and the Primary School Teacher", Social Education, Vol. 31, (January 1967), pp. 37-8.

²⁹Robert R. Smith, "Personal and Social Values", Educational Leadership, Vol. 21 (May 1964), pp. 483-6.

³⁰Billy J. Paschal, "How Children Learn Values", Education Digest from (School and Society), Vol. 33, (May 1968), pp. 49-51.

³¹Louis E. Rath, Merrill Harmin and Sidney B. Simon, Values and Teaching: Working With Values in the Classroom, (Columbus, Ohio: Merrill, 1966) p. 27.

³²John Dewey, Theory of Valuation, (Chicago: University of Chicago Press, 1939), p. 60.

³³Vincent R. Rogers discussing Piaget, "Developing Sensitivity and Concern in Children", Social Education, Vol. 31 (April 1967), pp. 299-302.

³⁴Thomas F. Powell, "Teaching American Values", Social Education, Vol. 29 (May 1965) pp. 272-4; Thomas F. Powell, "American Values, What Are They?", Social Education, Vol. 30 (February 1966) pp. 83-7.

³⁵Mary M. Jewett, "Values and Children", New York State Education, Vol. 52 (November 1964) pp. 12-13.

³⁶Gerald M. Torkelson, "Using Learning Resources in Teaching Values", Social Education, Vol. 31 (January 1967), pp. 41-2.

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Lane expresses the opinion that present-day value systems must be built on individual integrity. It is the individual's responsibility to consider the consequences of his behavior by:

observing and thinking and feeling himself to be a part of the human race. Children, then, need a world which values them as they are at this moment, not for what they might become tomorrow.³⁷

"Certain values rooted in Judeo-Christian tradition remain essentially unchanged despite any modern skepticism or ethical reorientation".³⁸ Buhler includes kindness, generosity, love, empathy, understanding, and honesty, and proclaims these to be our greatest heritage.³⁹ Michner emphasizes this by his statement, "Useful old values, cleansed a bit, ought to prove valuable for generations to come."⁴⁰

There is an extensive presentation of values, attitudes and problems for children of all ages in Kircher's book, Behavior Patterns in Children's Books.⁴¹ Included in the category for "small children" are: individuality, consideration, responsibility, kindness, helpfulness, cooperation, courage, and control of imagination.⁴² Logasa reminds readers in two of her books of A. S. Edward's "universal ethics" which include: fairness, honesty,

³⁷Mary B. Lane, "Creative Thinking on Critical Needs of Children", Childhood Education, Vol. 43 (September 1966) pp. 30-9.

³⁸Charlotte Buhler, op. cit.

³⁹Ibid.

⁴⁰James A. Michner, "Revolution in Middle-Class Values", New York Times Magazine, Vol. 118 (August 18, 1968) pp. 20-1.

⁴¹Clara J. Kircher, Behavior Patterns in Children's Books, (Washington, D. C.: Catholic University Press, 1966).

⁴²Ibid.

respect, cooperation, and recognition of needs.⁴³ Even the youngest children need reassurance and achievement according to May Hill Arbuthnot; she includes kindness, courage, curiosity and compassion in her discussion of values.⁴⁴

Another comprehensive listing of values prominent in American culture is presented by Williams. Fifteen emerge as major value-beliefs:

- Activity and work
- Achievement and success
- Moral orientation
- Humanitarianism
- Efficiency and practicality
- Science and secular rationality
- Material conflict
- Progress
- Equality
- Freedom
- Democracy
- External conformity
- Nationalism and patriotism
- Individual personality
- Racism and related group superiority⁴⁵

Many other writers recognize and support the values identified in the preceding paragraphs as essential and comprehensible values for young

⁴³Hannah Logasa, Book Selection Handbook for Elementary and Secondary School, (Boston: F. W. Faxon, 1953) pp. 26-7; Hannah Logasa, Book Selection in Education for Children and Young Adults, op. cit., p. 36.

⁴⁴May Hill Arbuthnot, "Developing Life Values Through Reading", Elementary English, Vol. 43 (January 1966) pp. 10-16.

⁴⁵Robin M. Williams, Jr., "Individual and Group Values", Annals of the American Academy of Political and Social Science, Vol. 371 (May 1967) pp. 20-37.

children.⁴⁶ For the purpose of this research, social-personal values for children ages four through seven are limited to: ambition, citizenship, compassion, cooperation, honesty, individuality, respect, responsibility, selflessness, and understanding.

Stone supports the ideas presented by the Association for Supervision and Curriculum Development (ASCD)⁴⁷ in positing that:

The most important value is the development of the individual into a purposeful, self-respecting, self-controlled, responsible person, free to grow to the limit of his capacity.⁴⁸

In keeping with the theory of allowing each individual to develop as an individual, Snyder suggests that children, depending on their maturity level, be permitted to evaluate the conditions confronting them

⁴⁶Other authors discussing values and value-development in young children who were reviewed and whose material added to the content were: Dewey Chambers, "An Exploratory Study Into the Social Values in Children's Literature" (unpublished doctoral dissertation, Wayne State University, Detroit, Michigan, 1965); Commission on Education and Human Rights, "Education and Human Rights", Phi Delta Kappan, Vol. 49 (April 1968) pp. 418-9; Richard Crosscup, "What do Children Value?", Wilson Library Bulletin, Vol. 39 (October 1964) pp. 146-50; Otto H. Dahlke, Values in Culture and Classroom, (N.Y.: Harper, 1958) pp. 42, 64, and 232-5; Arthur W. Foshay and Kenneth D. Wann, Children's Social Values, (Columbia University: Teacher's College Press, 1954) pp. 103-189; Mary M. Jewett, op. cit.; Heath W. Lowery, "A Review of Five Recent Content Analyses of Related Sociological Factors in Children's Literature", Elementary English, Vol. 46 (October 1969) p. 736; Joseph Samler, "School and Self-Understanding; the Explicit Support of Values", Howard Educational Review, Vol. 35 (Winter 1965), pp. 62-4; Doyle H. Snyder, (unprinted sermon, Monongahela, Pa: First Presbyterian Church, May 11, 1969); Kimball Wiles, "Values and Our Destiny", Educational Leadership, Vol. 21 (May 1964), pp. 501-4; Robin M. Williams, Jr., American Society, A Sociological Interpretation, (N.Y.: Knopf, 1951) pp. 374-5 and 390-432.

⁴⁷Association for Supervision and Curriculum Development (ASCD), Role of Supervisor and Curriculum Director in a Climate of Change, (Washington, D.C.: ASCD, 1965) p. 39.

⁴⁸Walter L. Stone, "Essential Values in a Changing Society", Adult Leadership, Vol. 17 (June 1968) p. 89.

in their daily activities.⁴⁹ Different experiences give rise to different values, therefore Raths suggests criteria to aid children in forming their value systems. These are:

1. Each individual choosing freely.
2. Choosing from among alternatives to see the consequence of choice.
3. Choosing after thoughtful consideration of the consequences of each alternative.
4. Prizing and cherishing from the choices the individual is glad to make.
5. Affirming values chosen -- not being ashamed of them.
6. Acting upon the choices.
7. Repeating the choices on a number of occasions in one's life.⁵⁰

It is emphasized above that presentation of experiences and values should be made available in a multitude of ways.

In general it has been agreed that values exist and can be learned. Society reflects basic values which have developed over the years. Some values may change; many remain unchanged. The majority of authors reviewed support the opinion that the more important or essential social-personal values are those which relate to the individual and his association with his fellow men. Although many of the aspects of self-development pertain to the egocentric and intrinsic fulfillment, the key values center around the individual's relationship with others.

⁴⁹Eldon E. Snyder, op. cit.

⁵⁰James E. Raths, et. al., op. cit., pp. 28-9.

Aiding Development of Value Systems in
Children Through The Use
of Various Media

Everything a child sees, every person a child meets and knows, every good or evil situation he encounters, every beautiful thing he perceives, every ugly one to which he is exposed, have their influence on the child he is now, and on the man he will become.⁵¹

This portion of Chapter II reviews literature pertaining to ways in which children can be assisted in developing their own value systems, and the effect various media have on the formation of values.

In the previous section, literature was reviewed which pointed out that values do change with the times and with the person, and that values are learned. We find that values are communicated in ways other than in formal or oral language. While we have basic values we wish to impart to youth, Allport and others suggest that each child must be assisted in building his own value system.⁵²

Helping individuals find their values is one of the most delicate of all educational endeavors. A teacher's role is not to change the student's values but to assist him in developing values and to enable him to thoroughly understand them. This must be accomplished in a classroom or other social learning situation by selecting and organizing learning experiences through which social-personal values can be examined, refined,

⁵¹Elizabeth H. Gross, quoting Walt Whitman, "There Was a Child Went Forth", Public Library Service to Children, (Dobbs Ferry: Oceana Publications, 1967) p. 12.

⁵²Several authors suggesting value formation by children: Gordon W. Allport, P. E. Vernon and G. Lindzey, A Study of Values, Rev. ed., (Boston: Houghton Mifflin, 1951); James Rath, "A Strategy for Developing Values", Educational Leadership, Vol. 21 (May 1964) pp. 509-14; Louis E. Rath, Merrill Harmin and Sidney B. Simon, Values and Teaching: Working With Values in the Classroom, (Columbus, Ohio: Merrill, 1966).

and transmitted. As in all teaching, the more successful methods involve the child emotionally and sometimes physically. This is also applicable in teaching values. Lang⁵³ and Lawhead⁵⁴ support the theory of overtly examining values. Paschal⁵⁵ and Reichart⁵⁶ reinforce the idea of classroom conditions, atmosphere, and material which are conducive to investigating, discussing, and understanding value systems.

Torkelson suggests that values may be examined and transmitted in four ways:

1. Adoption - acquired from everyday social happenings.
2. Trauma - acquired from experiences.
3. Differentiation - resulting from a general state of dissatisfaction.
4. Integration - highest order of experience reactions.

Both adoption and trauma are applicable to humans of all ages. Personal involvement and overt response, according to Torkelson, are necessary for the development of attitudes and values.⁵⁷

Paschal recommends the teaching technique of questioning as an excellent method to enhance the building of values.⁵⁸ Frank discussions with children and a variety of communication techniques help create in the child a readiness for examining and forming values. James Rathes defends the listening and questioning technique of Paschal, and elaborates on

⁵³Melvin Lang, "Value Development in the Classroom", Childhood Education, Vol. 41 (November 1964) pp. 123-6.

⁵⁴Victor B. Lawhead, "Values Through Identification", Educational Leadership, Vol. 21 (May 1964) pp. 515-9.

⁵⁵Billy J. Paschal, op. cit.

⁵⁶Sanford Reichart, op. cit.

⁵⁷Gerald M. Torkelson, op. cit.

⁵⁸Billy J. Paschal, op. cit.

role playing and special written assignments as alternate methods to be used.⁵⁹ In adhering to Allport's and Kuhie's viewpoint of teaching-learning values, Raths advocates four plans:

1. Teaching by lecture
2. Peer-group pressures
3. Examples
4. Reward and punishment rationale -- indoctrination and habit formation⁶⁰

Personal experiences, involvement, and demonstrated examples have been mentioned by authors referenced earlier as excellent methods to involve children in value concepts at school, home, and other social institutions. John Gardner, in Self Renewal, posits that young people need models to emulate man at his best. These models are necessary both in the child's real environment and in media directed toward his imagination.⁶¹ Two studies investigating value formation and behavior change in youth revealed that young people are concerned about consistency of values in their actions and beliefs. These studies also report that young people identify with models having the greatest similarity to their ideal.⁶²

Books, movies, creative dramatics, role playing, and records are also effective ways to present and transmit values. The empathy which a

⁵⁹James Raths, op. cit.

⁶⁰Ibid.

⁶¹John Gardner, Self Renewal, (N.Y.: Harper and Row, 1964) p. 124.

⁶²T. L. Hilton and J. H. Korn, "Measured Change in Personal Values", Educational and Psychological Measurement, Vol. 24 (Fall 1964) pp. 609-22; Mary A. Rosecrans, "Imitation in Children as a Function of Perceived Similarity to a Social Model and Vicarious Reinforcement", Journal of Personality and Social Psychology, Vol. 7 (1967) pp. 307-15.

child may gain through various media enhances the process of self-examination and influences his values. Creative dramatics and role playing, in particular, permit overt action and response which are considered of key importance in value development. Discussions and examinations of the behavior and emotions depicted in literary characters directly contribute to the child's understanding and clarification of conflicting values.⁶³

The Education Policies Commission of the National Education Association (NEA) suggested in 1951 that values could be taught through textbooks, enacting stories, sports, and mass-media productions. They claim that mass media and low-priced materials have greatly multiplied the means of communicating ideas. It was their view that the impact of mass media on the values of young people was "partly constructive, partly harmful, and partly neutral."⁶⁴ This thesis is further supported by Foshay and Wann who researched children's activities within six elementary schools and one high school in Springfield, Missouri. They reported that vicarious or indirect experiences such as hearsay, reading, and movies lead to the formation of a great many attitudes and values. They concluded that, "learning is the consequence of experience; values are a consequence of experience".⁶⁵

⁶³Gerald M. Torkelson, op. cit.; Bernice J. Wolfson, "Values and the Primary School Teacher", Social Education, Vol. 31 (January 1967) pp. 37-8.

⁶⁴Education Policies Commission, Moral and Spiritual Values in the Public Schools, (Washington, D. C.: NEA, 1951) pp. 64-8 and 89-22.

⁶⁵Arthur W. Foshay and Kenneth D. Wann, Children's Social Values, (Columbia University: Teachers College, 1954).

In research conducted by Chant to determine value modification through active experience, fourth grade pupils were divided into two groups and tested on attitude change relating to the values of compassion, understanding and respect.⁶⁶ One group was tested before and after reading Eleanor Estes' story, The Hundred Dresses⁶⁷ and actively participating in a play based on the book. The other group was tested before and after watching the play in a passive role. This group had no exposure to the book prior to either testing. The value change occurring in the actively-engaged group was greater than the passively-engaged group.

Another study by Whitman questioned 2,600 students in fifty states to identify the one book most significant to each student and reasons for the selection. The majority of the books selected by the students were fiction; the reasons given for their selection centered around the impact the books had on shaping attitudes and values.⁶⁸ Fehl reported on a study dealing with 420 high school students using reading which changed values relating to self concepts and the individual's relationship with others.⁶⁹

⁶⁶Sally A. Chant, (unpublished study, East Lansing, Michigan: Michigan State University, 1967).

⁶⁷Eleanor Estes, The Hundred Dresses, (N.Y.: Harcourt, Brace & World, 1944).

⁶⁸Robert S. Whitman, "Significant Reading Experiences of Superior English Students", Review of Educational Research, Language Arts and Fine Arts, Vol. 37 (Washington, D.C.: American Educational Research Association, (April 1967) p. 142.

⁶⁹Shirley Fehl, "The Influence of Reading on Adolescents", Wilson Library Bulletin, Vol. 43 (November 1968) pp. 256-60.

Deiulio⁷⁰, Fehl⁷¹, Hunt⁷², Hutchinson⁷³, and Strang⁷⁴ advocate that among the means for changing or modifying human behavior, those which appeal to emotion and imagination are far more effective than those directed to reason and intellect alone. Literature has a tremendous potential for enlarging awareness of values and refining discrimination among values. A book that mirrors life and behavior of people honestly and accurately can impress children much more than a sermon on the values we wish to instill. Children can gain clues for solving problems or perceive a high standard of values from reading. The communication of values is a significant aspect of reading.

Samuel Johnson stated, "The essential function of literature is to teach the art of living."⁷⁵ Monica Dickens, granddaughter of Charles, ascertains that there is no fiction -- "all fiction is fact, molded, manipulated, and enriched by the author's imagination."⁷⁶

⁷⁰Anthony Deiulio, "Youth Education: a Literary Perspective", Youth Education: Problems/Perspectives/Promises, Raymond Muessig, ed. (Washington, D.C.: ASCD, 1968) Chapter 4, pp. 58-83.

⁷¹Shirley Fehl, op. cit.

⁷²Irene Hunt, "Books and the Learning Process" (Newberry Award Speech) Horn Book, Vol. 43 (August 1967) pp. 424-9.

⁷³John A. Hutchinson, "Communication of Values", Claremont Reading Conference Yearbook, Malcolm P. Douglas, ed., Vol. 28, (Claremont College, California, 1964) pp. 87-9.

⁷⁴Ruth Strang, The Adolescent Views Himself, (N.Y.: McGraw Hill, 1957) p. 74.

⁷⁵Prudence Dyer quoting Samuel Johnson, "Modern Fiction; a Unifying Experience", Clearing House, Vol. 39, (May 1965) pp. 551-3.

⁷⁶Monica Dickens, "The Facts of Fiction", Writer, Vol. 81 (June 1968) pp. 21-4.

Since the days of the New England Primer, Americans have felt that reading can help create a virtuous life. The things that happen to an individual when reading must happen if reading is to be worth the effort. Reading presents human nature -- the best, the worst, the inbetween, for inspection and study.⁷⁷

As children read, they unconsciously identify themselves with the characters they encounter. Reading provides an extension to an individual's experiences and books are instruments of articulation for his values, attitudes and emotions. Experiences can be realized in books before an individual is physically exposed to the experience in reality. It is beneficial to children to learn through books that others have survived various problems and experiences in life similar to those confronting them.⁷⁸

In Reading Ladders for Human Relations, Crosby suggests that reading increases social sensitivity. Books can provide opportunities for the reader to test his own character and match his standards against what really counts. The main purpose of literature listed by Miss Crosby are to:

1. Develop self-insight
2. Create sensitivity toward others
3. Develop expectations of difference in people
4. Extend these insights into a personal value system.⁷⁹

⁷⁷William A. Jenkins, "Reading for Enjoyment and Personal Development", Educational Leadership, Vol. 24 (February 1967), pp. 404-6.

⁷⁸Several writers support these ideas: May Hill Arbuthnot, op. cit.; Carl L. Byerly, "A School Curriculum for Prevention and Remediation of Deviancy", Social Deviancy Among Youth, (Chicago, Ill.: National Society for the Study of Education, Yearbook, Part I, 1966), Chapter 9, pp. 239-40; Prudence Dyer, op. cit.; Elizabeth Gross, op. cit.; Jean Little, "People in Books", Horn Book, Vol. 42, (April 1966), pp. 159-62; Geneva H. Pilgrim and Mariana K. McAllister, Books, Young People and Reading Guidance, 2nd ed., (N.Y.: Harper and Row, 1968) p. 7.

⁷⁹Muriel Crosby, Reading Ladders for Human Relations, 4th ed. (Washington, D.C.: American Council on Education, 1963) pp. 5-13 and 88-91.

Alice Dalgliesh feels the excellence of a book depends on the inherent moral values -- not advertised values tagged on as an afterthought.

"Truths", she says, "are discovered in reading -- in every book that is worth its salt."⁸⁰

Sanders posits that the first books a child reads, or that are read to him, are of crucial importance in helping him gain mastery of life.⁸¹ Pitcher supports this theory when she states that young children need clear and explicit moral messages in literature to assist them in their learning of right and wrong.⁸²

The authors reviewed in this part of Chapter II support the thesis that values are learned by children in a multitude of ways. Direct teaching can only be a partial transmitter of values. As in all learning, no single experience or method can be identified as accomplishing the job, the use of multi-media has been found to be more effective in reaching the student and consequently an important fact of teaching. However, in this study emphasis is placed primarily on books as one medium which can aid children in identifying with the character and his problems, examining alternatives, and discovering without verbal discourse that certain values and actions are worthwhile.

⁸⁰Alice Dalgliesh, "That Pointing Finger", Saturday Review, Vol. 49 (September 17, 1966) pp. 40-1.

⁸¹Jacquelyn Sanders, "Psychological Significance of Children's Literature", A Critical Approach to Children's Literature, Sara Fenwick, ed., (Chicago: University of Chicago Press, 1967) pp. 15-22.

⁸²Evelyn G. Pitcher, "Values and Issues in Young Children's Literature", Elementary English, Vol. 46 (March 1969) pp. 287-94.

Realism in Children's Fiction Books

Of all the arts, literature is perhaps the most powerful. Literature is a means of eulogizing one's inner thoughts; its basic concern is with reality.⁸³ This is not to say that fantasy and fanciful characters must be banned, but the central theme of a book should provide children with situations and alternatives to enrich their development.⁸⁴ Great books do not present sermons. They tell a story honestly to the conscience, heart and imagination. McElderry defines a good book as one written by someone who wants to communicate and share, and who has a feeling for the written word.⁸⁵

Alice Dalgliesh wisely points out that every book cannot meet the needs of all children, but she supports the idea that realism should be presented in a variety of ways to meet a multitude of needs.⁸⁶ Arbuthnot⁸⁷, Huck and Young⁸⁸, Robinson⁸⁹, and Smith⁹⁰ are authors of books widely used

⁸³James T. Farrell, "Value of Literature," Clearing House, Vol. 42 (January 1968) pp. 315-6.

⁸⁴Kanawha Z. Chavis, "Children's Book Needs in a Changing Society", Publisher's Weekly, Vol. 190, (July 25, 1966) pp. 35-8.

⁸⁵Margaret K. McElderry, "Children's Books -- Must the Boom Be a Bang?", The Reading Teacher, Vol. 20 (May 1967) pp. 783-7.

⁸⁶Alice Dalgliesh, op. cit.

⁸⁷May Hill Arbuthnot, Children and Books, (Chicago: Scott, Foresman & Co., 1964) pp. 426-64.

⁸⁸Charlotte S. Huck and Doris A. Young, Children's Literature in the Elementary School, (N.Y.: Holt, Rinehart & Winston, 1961) pp. 238-72.

⁸⁹Evelyn R. Robinson, ed., Readings About Children's Literature, (N.Y.: David McKay, 1966) pp. 32-44, and 315-18.

⁹⁰James Steel Smith, A Critical Approach to Children's Literature, (N.Y.: McGraw Hill, 1967) pp. 125-47.

in teaching of children's literature and all support the theory that realism in children's fiction is a growing and a significant trend. Little states that the true worth of a book is its ability to convey meaning to the reader, allowing him to see himself and his fellow men experiencing human adventures.⁹¹ Good books deal with personal experiences, moral dilemma, and with the difficulty of human situations. Because Hines earnestly believes this, he states that, "many books will be read, but few will be chosen".⁹²

Both Bruggeman⁹³ and Hunt⁹⁴ recommend that literature should mirror life as it actually is, projecting honesty, humor, and values to cultivate ideas. Because of changes in our economic, political, and moral-ethical climate, Evarts⁹⁵ and Swift⁹⁶ support the opinion that more books are needed which illustrate healthy social adjustments. They encourage teachers and librarians to design programs in which books containing desirable values can be effectively presented. Ruth Hill Viguers refers to twentieth century didacticism in the attempt to approach social problems in books. Her view is that the book market has been flooded with books trying to meet the

⁹¹Jean Little, op. cit.

⁹²Paul Hines, "Quality of Literature for Children", Horn Book, Vol. 44 (June 1968) p. 275.

⁹³Martha R. Bruggeman, op. cit.

⁹⁴Irene Hunt, op. cit.

⁹⁵Peter Evarts, "Suburbia: The Target Area: Paucity of Books Dealing with Social Problems". Wilson Library Bulletin, Vol. 41 (October 1966) pp. 173-6.

⁹⁶Hildegard H. Swift, "Emerging Cultural Values in Children's Books", Claremont Reading Conference Yearbook, ed. Malcolm P. Douglass, Vol. 28, (Claremont, California, 1964) pp. 67-77.

demand for literature addressing current social problems. Miss Viguers pleads for dedicated people to assist children in discovering truly good and honest books.⁹⁷

Little advocates that too many authors of children's books still duck, dodge, and dilute when writing for young people.⁹⁸ Douglass supports Little's view when he questions whether situations in life have anything in common with print on a page.⁹⁹ Jarrell asks, "...and if what you see in LIFE is different from what you see in life, which of the two are you to believe?"¹⁰⁰

Books have been feared, and with reason, for they knock everlastingly at our locked doors and puzzle at the knots that bind the consciousness of man.¹⁰¹

Hannah Logasa formulated criteria for books not to be given to children, and these are quoted in Broderick. A few of these criteria are:

1. Books which are untrue to life, unless frankly imaginative.
2. Books emphasizing murder, cruelty, violence, and low ideals.
3. Books emphasizing riches.
4. Books emphasizing class feelings.¹⁰²

⁹⁷Ruth Hill Viguers, Margin for Surprise, (Boston: Little, Brown & Co., 1964) pp. 64-5.

⁹⁸Jean Little, op. cit.

⁹⁹Malcolm P. Douglass, "Reading and Emerging Cultural Values", Claremont Reading Conference, 28th Yearbook, (California: Claremont College, 1964) pp. 5-9.

¹⁰⁰Randall Jarrell, A Sad Heart at the Supermarket, Essays and Fables, (N.Y.: Atheneum, 1962) p. 78.

¹⁰¹Karl Nyren, "Wild Blueberries; Role of Books Today", Library Journal, Vol. 91 (October 1, 1966) p. 4586.

¹⁰²Dorothy M. Broderick, "Study in Conflicting Values", Library Journal, Vol. 91 (May 15, 1966) pp. 2557-64.

Broderick continues that there will always be conflict in what children see and know to be right, but offers several realistic fiction books written in the sixties which she recommends to overcome this discord.¹⁰³

The climate of our culture is changing. Authors of children's books cannot make readers' decisions for them. The authors must not invent puppets to fight social problems, but rather present a realistic story in today's terms. Neville quotes Essex in his discussion of Hadrian, the deaf boy: "Living as he did in a silent world, he liked to think and dream and make up wonderful stories in which he was always the hero."¹⁰⁴ Neville maintains that fantasy is not a bad experience in itself, but it can go too far. Continuing, she concludes, "Most people are not going to become heroes, and books should present to the reader how hard it is to be a plain, decent, human being."¹⁰⁵

There is abundant support for the conclusion that books for school children as well as pre-schoolers must be realistic if they are to assist them in preparing for the real world. Writing realistically is not an easy task, but the need is in evidence. Authors who have the ability to master this important challenge will provide a powerful tool to help develop desired values in our children.

¹⁰³Ibid.

¹⁰⁴Emily Neville, "Social Values in Children's Literature," A Critical Approach to Children's Literature, Sara Fenwick, ed., (Chicago: University of Chicago Press, 1967) pp. 46-52.

¹⁰⁵Ibid.

Summary

Current trends in the publication of children's literature reflect significant growth in the sale of the inexpensive variety of books. Income received from books retailing for one dollar or less is surpassing the profits from the higher priced books as a result of the large volume involved.

Our society has social-personal values that have developed and endured over the years. Many of these values are learned early in life and are transmitted to the younger generations by a variety of means. What children see, what they hear, and what they experience directly contribute to their learning process. As in all learning, multi-media techniques are most effective in producing a change in personal behavior.

Books conveying realism have an important role in children's development. Although children enjoy fantasy and stories of make-believe, realism in books is necessary to assist the child in anticipating real-life conditions and can help build a foundation for mature reaction to everyday problems. Realistic stories provide a powerful teaching-learning device which can enhance the development of desired social-personal value systems in children.

CHAPTER III

THE METHOD OF INVESTIGATION

This chapter presents a brief history of the evolution of inexpensive books for children, the techniques used in the development of a research instrument to measure the frequency of social-personal values reflected in a selected list of children's books, and the manner in which pertinent data were gathered.

Historical Influence

Inexpensive books for children in this country can be traced to the early 1800's. Their popularity reached a high level in the latter part of the century. By 1880 they came under attack by teachers and librarians. The condemnation voiced by Viguers summarizes the educators' opinions regarding inexpensive books of that time. She states that they were "poorly-told, badly printed and illustrated, often vulgar; nevertheless, having the action and excitement children are always looking for."¹ Viguers was referring to the Chapbooks of the Puritan times which were the forerunners of the "dime novels". Although both Chapbooks and "dime novels" enjoyed large demand, they were not included in public libraries. Carrier quotes librarians of the late 1800's in their dislike

¹Ruth Hill Viguers, Margin for Surprise; About Books, Children, and Librarians, (Boston: Little, Brown and Co., 1964) p. 54

for these low quality, inexpensive books: "It is commonly agreed that no reader needs to be started with books of so low a grade."²

The present-day recognition among educators reflects much the same negative regard for mass-produced children's books. Very few books retailing for one dollar or less can be found in public or school libraries, even though they are abundant on the open market. This current-day contempt for "flats" is supported by Sayers, "particularly the watered-down, distorted, vulgarized books of Walt Disney".³ She continues:

There are too many little books with no dramatic unity, no sense of character, no roots in the mind of the artist or author, no passionate response.⁴

Sayers expresses the opinion that the development of a child is hindered if he is not exposed to various kinds of reading material.⁵ This variety includes books of literary substance reflecting values of the society. Additionally, such books would provide a spectrum of literary and art experience which would enhance behavioral development. Jarrell supports Sayers' feeling in his statement, "The medium is half life and half art, and competes with both life and art. It spoils its audience for both; spoils both for its audience."⁶

²Esther Jane Carrier, Fiction in Public Libraries -- 1876 - 1900, (N.Y.: Scarecrow Press, 1965) p. 185.

³Frances Clarke Sayers, Summoned by Books, compiled by Marjeanne Jensen Blinn, (N.Y.: Viking Press, 1965), p. 49.

⁴Ibid., pp. 143-151.

⁵Ibid.

⁶Randall Jarrell, A Sad Heart at the Supermarket, Essays and Fables, (N.Y.: Atheneum, 1962) p. 81.

Viguers says the market for poor and mediocre books is inevitable, and directed toward people who do not read a variety of children's books. Her suggested remedy is to decrease "nonreaders" within our society, and the market for poor-quality books will automatically decrease. When book purchases are based on quality content, there will be less emphasis on quantity publishing and more on quality publishing.⁷ She further states that librarians, teachers, editors and parents are all critics of children's books and that it is their responsibility "to find, to make known, and to make available to children the truly good books."⁸

One current publisher of inexpensive books in the United States, Golden Press, states on the back cover of many of their books retailing for one dollar or less:

More than one billion Golden Books have gone into the homes of children of all nations. They are far and away the best-known series of books for young people ever published.

The subjects of Golden Books are chosen to entertain and delight children. Many of them are about the young child's own environment, giving him a feeling of belonging. Others begin to acquaint the child with the lives of people around him and extend his awareness of the world.

Although their gay and colorful appearance does not always immediately show it, a number of Golden Books are packed with information. And behind the amusing stories in many of them is the serious purpose of helping the child prepare for difficult adjustments.⁹

In 1960 the first compilation of Little Golden Books was done by Ellen Buell, published by Western Publishing Company, and retailed for \$3.95.

⁷Ruth Hill Viguers, op. cit. p. 33.

⁸Ibid., p. 9.

⁹This quote appears on the back cover of numerous Golden Books. The particular book quoted here is: Gertrude Crampton, Tootle, (N.Y.: Golden Press, 24th Printing, 1969), back outside cover.

In 1969, four Golden Book compilations were published, two are not considered relevant to this study: one, a book about fairy tales, and the other about science and social studies. The two related to this study are:

Golden Favorites (N.Y.: Golden Press, 1969), 384 pages; 14 short original stories published previously as Little Golden Books between 1948 and 1961.

Bedtime Stories (N.Y.: Golden Press, 1969), 384 pages; 13 short original stories published previously as individual Little Golden Books between 1948 and 1968.

The importance of this aggrandizement is that many of these short stories remain in circulation through the compilations which are becoming competitive now with the higher priced books of children's literature.

Inexpensive books have long been criticized and "banned" as good children's literature. It is an interesting fact that no studies addressing the literary value or the social-personal values in mass-produced books have been located by this investigator.

The Sample

The sample of selected books used in this study was compiled from titles of books retailing for one dollar or less. These titles were obtained from several sources: Follett, Golden Press, Rand-McNally, Whitman, and Wonder Publishing Companies provided lists of titles of inexpensive books published in 1969 and 1970. Catalogs were made available as a result of written inquiries to the companies concerned requesting titles published between 1955 and 1970. Since these companies sent only their most current titles, alternate sources were necessary. Two editions of Children's Books for \$1.50 or Less published by the

Association for Childhood Education International were consulted. These references, however, yielded no titles of fiction books retailing for less than one dollar.¹⁰ To provide additional sources, numerous drug stores, supermarkets, and transportation depots in the Washington, D.C. area were visited; displayed books inspected, and applicable reference material recorded. This combined research produced approximately 375 titles of mass-produced books for children.

The compilation of titles was then checked in both Bowker publications, Books in Print and Children's Books in Print¹¹ to insure current publication dates. The list was then cross-referenced in the card catalogs of the Library of Congress, Washington, D. C. If the books were listed in the Bowker publications and shelved in the Library of Congress, they were included in the sample to be studied.

It should be noted that contrary to general belief, all books published in the United States are not automatically shelved at the Library of Congress. They are all categorized and numbered upon receipt from the publisher, then stored until sufficient time, space, and available manpower permit processing, cataloging, and shelving in the Library. Due to the large volume of children's fiction being produced each year, inexpensive books remain in storage for long periods of time awaiting processing. Therefore, many current inexpensive books are not shelved at the Library of Congress.

¹⁰Association for Childhood Education International (ACE), Children's Books for \$1.50 or Less, (Washington, D.C.: ACE, 1967 revision and 1969 revision).

¹¹Books in Print, and Children's Books in Print, (N.Y.: R. R. Bowker Publishing Co., 1969).

The sample of books for this study is limited to the PZ 7, 8, and 10 and PE 1119 sections of the Library of Congress. Original children's fiction are shelved in these sections.

The Bowker books discussed above were consulted to determine whether the title in question was in publication in 1969 and if so, at what price. Several mass-produced titles within the Bowker references retail for both over and under one dollar. Bruggeman attributes this fact to the National Defense Education Act (NDEA) Title II program which allows trade books to be purchased by schools, therefore library binding is used on some mass-produced books in an attempt by the publishers to sell them to schools.¹²

Sixty-five books met both criteria of being listed in the Bowker publications and the Library of Congress catalog and served as the sample for this study.

Investigative Instrument

To document the exploration of social-personal value content reflected in the sample of mass-produced children's books, an investigative instrument was designed. A variety of sources were reviewed to seek out social-personal values as well as methods to measure their frequency of presence within the books examined. The United States Army Officer Efficiency Report, Department of the Army Form 67-6, dated 1 January 1968 was one source used in the development of a list of personal

¹²Martha R. Bruggeman, "Money in Children's Books", Publisher's Weekly, Vol. 194 (July 8, 1968) p. 155.

qualities considered acceptable by our society.¹³ In addition, an instrument used by Dewey W. Chambers in his study of social values in children's literature also proved helpful in the construction of the instrument used in this study.¹⁴ These sources combined with the research outlined in Chapter II resulted in the selected social-personal values comprehensible by children ages four through seven.¹⁵

Information pertinent to each book is included on the instrument. These include: title, type of fiction (realistic or fanciful), retail price, author, illustrator, publisher, year of publication, number of pages of actual reading text, Library of Congress number, cross-reference indicators, and a brief annotation. (Appendix A).

Definitions of each social-personal value reflected on the research device are to be interpreted as follows:

Ambition -- the desire to succeed or achieve; seeking additional and more important responsibilities.¹⁶

¹³Department of the Army, "The United States Army Officer Efficiency Report", Form 67-6, (Washington, D.C.: United States Army) 1 January 1968.

¹⁴Dewey W. Chambers, "An Exploratory Study of Social Values in Children's Literature", unpublished Doctoral dissertation, (Detroit, Michigan: Wayne State University, 1965).

¹⁵Supra., Chapter II.

¹⁶Webster's New World Dictionary of the American Language, (N.Y.: World Publishing Co., 1962); United States Army Officer Efficiency Report, Form 67-6, (Washington, D.C.: Department of the Army, 1 January 1968).

Citizenship	--	respect for the duties, rights, and privileges of all members of our republican form of government. ¹⁷
Compassion	--	sympathy for others with the urge to help; tenderness, kindness. ¹⁸
Cooperation	--	working in harmony with others; working together with others for a common purpose. ¹⁹
Honesty	--	trustworthy, sincere, fair and straightforward. ²⁰
Individuality	--	individual character; being distinct. ²¹
Respect	--	showing consideration for; to be concerned about; courteous regard. ²²
Responsibility	--	thinking and acting rationally and being accountable for one's behavior. ²³
Selflessness	--	unselfishness; putting others' welfare before that of self. ²⁴

¹⁷Ibid.

¹⁸Ibid.

¹⁹Ibid.

²⁰Ibid.

²¹Ibid.

²²Ibid.

²³Ibid.

²⁴Ibid.

Understanding -- appreciation for the needs and viewpoints of others; discernment.²⁵

The numerical key ranging from one through five is based on the rating scale used both by Chambers and the Department of the Army Form 67-6²⁶. In the designed instrument, each number is to be interpreted in the following manner:

1 -- extensively -- vast coverage; covered to a great extent.²⁷ In this study, the value is presented seven or more times in the book.

2 -- frequently -- often, at brief intervals.²⁸ The value is presented five or six times in the book.

3 -- occasionally -- on various occasions.²⁹ The value is presented three or four times.

4 -- infrequently -- rarely, seldom, not too often.³⁰ The value is presented one or two times in the book.

5 -- never -- the value is not present in the book.

The frequency of appearance and the intensity of the value being recorded had to have a base from which to be measured. As reflected

²⁵Ibid.

²⁶Department of the Army Form 67-6, op. cit.; Dewey W. Chambers, op. cit.

²⁷Webster's New World Dictionary of the American Language, op. cit.

²⁸Ibid. ²⁹Ibid. ³⁰Ibid.

above, the number rating is the heart of the instrument. In order to determine what would represent "extensive, frequent, occasional, or infrequent", the researcher conducted a pilot study to develop basic criteria.

The pilot study consisted of reading twelve mass-produced children's books, selected at random from the shelves of the Library of Congress, and apart from the selected sample of the study. It was determined that twenty-five pages was the average number per inexpensive book read in this preliminary study. Based on this average, the number scale was developed. As an example, a value in evidence seven or more times received the highest numerical score of "one" and this was recorded for the applicable value on the instrument. This procedure was followed for each of the 65 books within the sample. In some cases these references to a value were in a negative connotation and these were noted with a minus sign. Since both positive and negative experiences produce learning, these were recorded for future reference only to influence book choice; no reduction in, or alteration to the key numbers was made. Examples of the social-personal values were noted for clarification purposes of the study as well as for future reference. When the number of representations had been recorded for each value depicted in the book, the corresponding key number was assigned. Appendix B presents the 65 surveyed books and the ratings assigned to them on the investigative instruments.

Method of Gathering Data

Each book within the compiled sample was carefully read by the investigator. The presence, frequency, and examples of the selected social-personal values within each book were recorded on the research instrument. A single instrument was employed for each book within the sample.

Summary

Chapter III presented information relating to the techniques used in this research. It noted the sources of data, the construction of the investigative instrument, and the methods used in gathering data pertaining to the study. An analysis of the data will be presented in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

This study centered around the collection of evidence relating to selected social-personal values applicable to children ages four through seven which are reflected in mass-produced fiction books. The investigation was designed to determine (1) if selected social-personal values are conspicuously absent in children's fiction retailing for one dollar or less, and (2) if social-personal values portrayed in mass-produced fiction books for children are unrealistic and misleading in regard to current trends of realism in literature. In addition, the study was designed to identify low cost books suitable for inclusion in classroom or school libraries.

In analyzing data, the investigator attempted to identify the presence of selected social-personal values as well as their frequency in each book reviewed. The designed instrument to record and measure applicable values enabled the investigator to compile data and develop criteria against which a judgment could be rendered as to the presence and frequency of a given value when compared to other nominally-priced children's books.

This chapter provides a summarization of the information recorded on the investigative instruments. The compiled data reflect the specific number of books reviewed in this study and highlight each value as to its presence within bargain books for children. Insight into the analysis is provided in tables throughout the chapter. These tables and the

supporting discussion are intended to be of assistance to those persons purchasing books for young children, and to elementary teachers and administrators in making use of these books in a beneficial classroom situation. Another dimension of this analysis is to determine the realism of the selected social-personal value presentation found within the examined sample. Specific information relating to each book surveyed is provided in Appendix B.

Presence of Selected Values

The sample in this study consisted of sixty-five books located in the PZ 7, 8, and 10 and PE 1119 sections of the Library of Congress, Washington, D.C.

Of the sixty-five books analyzed, no book was void of all ten selected social-personal values, nor did any book reflect more than three of the applicable values to any marked extent. A discussion of specific values investigated appears in the following paragraphs.

Ambition. This value reflects a desire to succeed or achieve and was identified in thirty-seven books surveyed, or 57 per cent of the sample. Within the thirty-seven books alluding to the value of ambition, twenty-six books (40 per cent) treated it infrequently; seven books (11 per cent) occasionally touched upon ambition; three books (5 per cent) frequently included it; and one book, The Color Kittens by M. W. Brown, dealt extensively with ambition.

Citizenship. The respect for the rights and privileges of all members of our society was related in thirty-nine books or 60 per cent

of the sample. Twenty-seven of these books (42 per cent) depicted citizenship infrequently; ten books (15 per cent) occasionally; and two books (3 per cent) frequently. The young child exposed to only inexpensive literature prior to entering school could feasibly have had only limited vicarious experience with this value. The two books presenting the value frequently depict citizenship in a negative connotation. To learn from negative situations normally requires reinforcement or directed discussion to make the negative examples understood and meaningful to the young child. Therefore, special attention will be given the negative presentation of this and other values later in this chapter.

Compassion. Thirty-seven books analyzed, or 57 per cent of the sample, make some reference to the value of compassion. Twenty-four of these books (37 per cent) treat the value infrequently; seven books (11 per cent) occasionally; and in three books (5 per cent) compassion is frequently stressed. No book extensively alluded to this value. Based on the study, mass-produced books are limited in value examples for use as source material to augment instruction designed to assist young children in learning the value of compassion.

Cooperation. In the early primary years, the teaching of cooperation is considered highly important because the child is beginning to depart from his ego-centric world and enter into interaction with other people where cooperation is essential. Fortunately this need has been recognized by authors and many are including examples of cooperation in mass-produced children's books. Fifty-seven books, 88 per cent of those

surveyed, touch on cooperation, the value of working in harmony and getting along with others. However, there is ample opportunity to increase the frequency of its treatment. Only one or two examples of cooperation were found in thirty-six books (55 per cent); sixteen books (25 per cent) occasionally included it; and four books (6 per cent) portrayed cooperation frequently. Only one book, The Color Kittens by M. W. Brown extensively expressed this value.

Honesty. Twenty books, 31 per cent of the survey, made reference to honesty; fourteen books (22 per cent) infrequently addressed this value; and six publications (9 per cent) occasionally alluded to honesty. No book represented this value extensively or frequently. Fair play, sincerity, trustworthiness, and straight forwardness are basic in a free society and are reflected in the value of honesty. Inexpensive books are conspicuously lacking in this value.

Individuality. This is a word heard repeatedly in education, and yet Powell and Friedenberg state that individuality "is only verbally admired and in fact stifled."¹ In support of their observation, individuality is not in evidence to any marked degree in mass-produced children's fiction. On the contrary, the majority of bargain books tends to accentuate "being exactly the same". The manner in which individuality

¹Thomas F. Powell, "Teaching American Values," Social Education, Vol. 29 (May 1965) pp. 272-4; Thomas F. Powell, "American Values -- What Are They?", Social Education, Vol. 30 (February 1966) pp. 83-7; Edgar Z. Friedenberg, "New Value Conflicts in American Education," School Review, Vol. 74 (Spring 1966) pp. 66-94.

is presented within nominally-priced books tends to support Powell's and Friedenberg's comments. In thirty-three books reviewed, 51 per cent of the sample, individuality was in evidence. Twenty-four of the books (37 per cent) containing the value of individuality infrequently make reference to it. There were four books (6 per cent) that occasionally treated the value; four books (6 per cent) frequently; and one book, I Can Fly by Ruth Krauss, included this value extensively.

Respect. Forty-four books, 68 per cent of the sample, depicted the value of respect; thirty-four books (52 per cent) infrequently addressed the value; seven books (11 per cent) occasionally included it; and two books (3 per cent) frequently dealt with this value. One book, I Can Fly by Ruth Krauss, extensively alluded to the value of respect. Since children four to seven years of age are beginning to socialize, it is important for them to be considerate of others. Low-priced books can serve a limited function in providing various examples of respect - based on the evidence gathered in this study.

Responsibility. The value of responsibility is touched on in forty-nine books, or 75 per cent of the sample. Thirty-eight books (58 per cent) rarely reflected responsibility. Nine publications (14 per cent) occasionally alluded to it; while only two books (3 per cent) frequently included this value. The treatment of responsibility was not found to be extensive in any of the books examined. One facet of individualized learning is based on the responsible quality of the learner. Making independent decisions in a responsible manner as an adult is a personal

trait which may be enhanced by exposure at an early age. Based on the analysis of data compiled in this study, mass-produced literature is deficient in presenting this value.

Selflessness. The value of understanding others and consideration for another's welfare also is seldom found in the bargain variety of children's books. Twenty-three books, 35 per cent of the sample, reflected some degree of selflessness. Seventeen books (26 per cent) received infrequent ratings, and four books (6 per cent) received ratings of occasional frequency. Even though a low percentage of the sample depicted this value, two books, Five Little Firemen by M. W. Brown and F. T. Hurd and One Day Everything Went Wrong by Elizabeth Vreeken, extensively treated the value of selflessness. As recorded in Table III, Infra. p. 55, honesty and selflessness are social-personal values least frequently presented in the mass-produced fiction books surveyed in this investigation.

Understanding. The value of understanding appears in forty books, or 62 per cent of the sample. Twenty-nine books (45 per cent) infrequently reflected understanding; six books (9 per cent) presented the value of understanding occasionally while three books (5 per cent) frequently reflected the value. Extensive presentation of understanding appeared in two books (3 per cent): The Color Kittens by M. W. Brown and I Can Fly by R. Krauss. These two books were published in the 1950's and can very well serve as models for today's books in presenting this value. Of the forty-two books published in the 1960's, which make up 65 per cent of the sample, none presented the value of understanding extensively. Three books (5 per cent) frequently treated the value, and these were 1960 through 1969

publications. These three books could also serve as models in presenting the value of understanding. They are: The Little Bear Who Wanted Friends by Edith Lowe, Leander the Gander by David and Sharon Stearns, and One Day Everything Went Wrong by Elizabeth Vreeken.

In developing a recapitulation of frequency rankings of selected social-personal values as found in this study, the investigator ranked in decreasing order the various values in Table III, Infra. p. 55. It is seen that values range within the books surveyed from the value of cooperation with an appearance in fifty-seven books, 88 per cent of the sample, to the value of honesty which was present in only twenty books, 31 per cent of the survey. In order of frequency from highest to lowest, the values applicable to this study found in mass-produced books are: cooperation, responsibility, respect, understanding, citizenship, ambition, compassion, individuality, selflessness, and honesty.

Not reflected in Table III is the frequency of appearances of the selected values within each book, but this information is reported in Table IV, Infra. p. 56. In conjunction with Table III, the data in Table IV more fully present a valid representation of values depicted in nominally-priced books. As an example, fifty-seven books (88 per cent) contain some reference to the value of cooperation; however, only five books (8 per cent) convey cooperation to any frequent extent. Also shown in Table IV is the fact that thirty-six books (55 per cent) of the sample infrequently present the value of cooperation. By using these two tables conjointly, value presentation and the frequency of their treatment is succinctly reported.

TABLE III

SOCIAL-PERSONAL VALUES IN DECREASING ORDER AS
REFLECTED IN 65 BOOKS REVIEWED

<u>Selected Social- Personal Values</u>	<u>Number of Books Presenting Value</u>	<u>Percentage of Sample Containing the Value</u>
Cooperation	57	88%
Responsibility	49	75%
Respect	44	68%
Understanding	40	61%
Citizenship	39	60%
Ambition	37	57%
Compassion	37	57%
Individuality	33	51%
Selflessness	23	35%
Honesty	20	31%

TABLE IV

FREQUENCY RATINGS OF SOCIAL-PERSONAL VALUE APPEARANCE IN 65 BOOKS EXAMINED

<u>Value</u>	<u>Number Of Books In Which Value Appeared</u>	<u>Number Of Books With Ratings Of 4: Infrequent Representation</u>	<u>Number Of Books With Ratings Of 3: Occasional Representation</u>	<u>Number Of Books With Ratings Of 2: Frequent Representation</u>	<u>Number Of Books With Ratings Of 1: Extensive Representation</u>
Cooperation	57	36	16	4	1
Responsibility	49	38	9	2	0
Respect	44	34	7	2	1
Understanding	40	29	6	3	2
Citizenship	39	27	10	2	0
Ambition	37	26	7	3	1
Compassion	37	27	7	3	0
Individuality	33	24	4	4	1
Selflessness	23	17	4	0	2
Honesty	20	14	6	0	0

Table V, Infra., pp. 58-9, is a compilation of nominally-priced books which are conspicuous in their lack of value examples applicable to the primary age child. No book among those surveyed was completely void of value occurrences; however, twenty-three books (35 per cent) of the sample, had infrequent or no representation of the ten selected values of this study. Of these twenty-three books, twenty-one of them retail for one dollar. Although costing one dollar and being comparable in production quality with other mass-produced books, these twenty-one books are deficient in examples relating to value experiences for the reader. Golden Books Publishing Company and Whitman Publishing Company do not have a publication on this list.

As shown in Table V, twenty-three books (35 per cent) of the sample infrequently or never included social-personal values considered in this study. Conversely, Table VI, Infra., pp. 60-1, shows that eighteen books (28 per cent) of the sixty-five-book sample included one or more values with extensive or frequent ratings which are cogent in their value treatment. The list records the three values treated recurrently in five different books. Three books generously allude to ambition, compassion, and respect. Citizenship rates high in one book as does responsibility; selflessness is frequently presented in two publications. No book was found reflecting the value of honesty to any marked extent. The publishing companies most apparent in Table VI and found to be high in value presentation frequency are Follett Publishing Company with eight listed titles, and Golden Press with six.

Table VII, Infra., pp. 63-4, is designed to be of assistance to educators in choosing books presenting frequent or extensive coverage of

TABLE V

BOOKS INFREQUENTLY OR NEVER INCLUDING SOCIAL-PERSONAL VALUES CONSIDERED IN
THIS STUDY

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Price</u>
Asheron, Sara	<u>Little Gray Mouse Goes Sailing</u>	Wonder	\$.49
Barrows, Marjorie	<u>Muggins Becomes a Hero</u>	Rand-McNally	1.00
Barrows, Marjorie	<u>Muggins Big Balloon</u>	Rand-McNally	1.00
Barrows, Marjorie	<u>Muggins Mouse</u>	Rand-McNally	1.00
Bethell, Jean	<u>Barney Beagle and the Cat</u>	Wonder	.59
Bruna, Dick	<u>The Fish</u>	Follett	1.00
Bruna, Dick	<u>Kitten Nell</u>	Follett	1.00
Bruna, Dick	<u>Little Bird Tweet</u>	Follett	1.00
Bruna, Dick	<u>Tilly and Tess</u>	Follett	1.00
Cooper, Marjorie	<u>Jeepers, the Little Frog</u>	Rand-McNally	1.00
Grider, Dorothy	<u>Little Ballerina</u>	Rand-McNally	1.00
Hillert, Margaret	<u>The Little Runaway</u>	Follett	1.00

TABLE V--Continued

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Price</u>
Hillert, Margaret	<u>The Yellow Boat</u>	Follett	\$1.00
Kaune, Merriman	<u>My Own Little House</u>	Follett	1.00
Lattin, Anne	<u>Sparkey's Fireman</u>	Follett	1.00
Meeks, Esther K.	<u>The Curious Cow</u>	Follett	1.00
Watts, Mable	<u>Cub Scout</u>	Rand-McNally	1.00
Watts, Mable	<u>Little Horseman</u>	Rand-McNally	1.00
Williamson, Stanford	<u>The No-Bark Dog</u>	Follett	1.00
Wing, Helen	<u>The Happy Twins</u>	Rand-McNally	1.00
Wing, Helen	<u>The Squirrel Twins</u>	Rand-McNally	1.00
Wing, Helen	<u>The Teddy Bear Twins</u>	Rand-McNally	1.00
Wing, Helen	<u>Tubby Turtle</u>	Rand-McNally	1.00

TABLE VI

INVESTIGATED BOOKS INCLUDING ONE OR MORE VALUES WITH EXTENSIVE OR FREQUENT RATINGS

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Value(s)</u>
Berg, Jean Horton	<u>Big Bug, Little Bug</u>	Follett	Compassion
Bond, Gladys Baker	<u>The Magic Friend Maker</u>	Whitman	Compassion
Bradfield, Roger	<u>There's an Elephant in my Bathtub</u>	Whitman	Individuality
Bradfield, Roger & Joan	<u>Who Are You?</u>	Whitman	Individuality
Brown, Margaret Wise	<u>The Color Kittens</u>	Golden	Ambition Cooperation Understanding
Brown, M.W. & E.T. Hurd	<u>Five Little Firemen</u>	Golden	Cooperation Selflessness
Brown, Margaret Wise	<u>The Sailor Dog</u>	Golden	Individuality
Bruna, Dick	<u>The King</u>	Follett	Responsibility
Cole, Michael & JoAnne	<u>Bod and the Cherry Tree</u>	Follett	Compassion Respect
Geogrady, Nicholas P. & Louis G. Romano	<u>Certie the Duck</u>	Follett	Cooperation Individuality

TABLE VI--Continued

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Value (s)</u>
Krauss, Ruth	<u>I Can Fly</u>	Golden	Ambition Individuality Respect Understanding
Lowe, Edith	<u>The Little Bear Who Wanted Friends</u>	Follett	Ambition Understanding
Lowrey, Janette	<u>The Poky Little Puppy</u>	Golden	Citizenship
Munn, Ian	<u>Johnny and the Birds</u>	Rand-McNally	Respect
Stearns, David & Sharon	<u>Leander the Gander</u>	Follett	Understanding
Vreeken, Elizabeth	<u>Henry</u>	Follett	Cooperation
Vreeken, Elizabeth	<u>One Day Everything Went Wrong</u>	Follett	Selflessness Understanding
Williams, Garth	<u>Baby Farm Animals</u>	Golden	Cooperation

a particular social-personal value. The books listed could be employed within the curriculum to help reinforce particular values and augment instruction in various disciplines, e.g., storytelling, story reading, art, creative dramatics, and social studies. Literary quality, theme, and depth of the story were not considered in this study. Consequently, the suggested books are intended only as a guide in selecting literature emphasizing specific social-personal values.

Eighteen books (25 per cent) within the survey contain the selected social-personal values extensively or frequently. The purchase price for the eighteen books is \$15.14 as suggested in 1969 catalogs. This nominal amount of money could provide a classroom library with a variety of inexpensive volumes deemed beneficial in value content. Table VIII, Infra., pp. 65-6, shows the author, title, publisher, and suggested retail price for these eighteen books.

As discussed in Chapter III, Supra., p. 46, the investigator awarded value frequency rating regardless of the technique used by the author. In some instances a value may have been treated primarily in a negative connotation but its rating would not have been adversely affected. Table IX, Infra., pp. 68-9, was designed to identify those books within the study portraying values only in negative illustrations. Books reflecting the value only extensively, frequently, or occasionally in the negative are listed in Table IX. A noteworthy fact is that all values are included in the table except individuality.

The primary purpose of Table IX is to assist educators in the selection of materials conveying values in a contradictory manner. This

TABLE VII

BOOKS WITH HIGH FREQUENCY RATING
IN A PARTICULAR VALUE

<u>Value</u>	<u>Title</u>	<u>Author</u>
Ambition	<u>The Color Kittens</u>	M. W. Brown
	<u>I Can Fly</u>	R. Krauss
	<u>The Little Bear Who Wanted Friends</u>	E. Lowe
Citizenship	<u>The Poky Little Puppy</u>	J. Lowrey
Compassion	<u>Big Bug, Little Bug</u>	J. Berg
	<u>The Magic Friend Maker</u>	G. Bond
	<u>Bod and the Cherry Tree</u>	M. & J. Cole
Cooperation	<u>The Color Kittens</u>	M. W. Brown
	<u>Five Little Firemen</u>	M. W. Brown & E. T. Hurd
	<u>Gertie the Duck</u>	N. P. Georgrady & L. G. Romano
	<u>Henry</u>	E. Vreeken
	<u>Baby Farm Animals</u>	G. Williams
Honesty	None Identified	
Individuality	<u>There's an Elephant in My Bathtub</u>	R. Bradfield
	<u>Who Are You?</u>	R. & J. Bradfield
	<u>The Sailor Dog</u>	M. W. Brown
	<u>Gertie the Duck</u>	N. P. Georgrady & L. G. Romano
Respect	<u>Bod and the Cherry Tree</u>	M. & J. Cole
	<u>I Can Fly</u>	R. Krauss
	<u>Johnny and the Birds</u>	I. Munn
Responsibility	<u>The King</u>	D. Bruna
Selflessness	<u>Five Little Firemen</u>	M. W. Brown
	<u>One Day Everything Went Wrong</u>	E. Vreeken

TABLE VII--Continued

<u>Value</u>	<u>Title</u>	<u>Author</u>
Understanding	<u>The Color Kittens</u>	M. W. Brown
	<u>I Can Fly</u>	R. Krauss
	<u>The Little Bear Who Wanted</u>	E. Lowe
	<u>Friends</u>	
	<u>Leander the Gander</u>	D. & S. Stearns
	<u>One Day Everything Went Wrong</u>	E. Vreeken

TABLE VIII

SUGGESTED INEXPENSIVE BOOKS FOR CLASSROOM LIBRARIES

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Price</u>
Jean H. Berg	<u>Big Bug, Little Bug</u>	Follett	\$1.00
Gladys B. Bond	<u>The Magic Friend Maker</u>	Whitman	.69
Roger Bradfield	<u>There's an Elephant in My Bathtub</u>	Whitman	1.00
Roger & Joan Bradfield	<u>Who Are You?</u>	Whitman	.69
Margaret W. Brown	<u>The Color Kittens</u>	Golden	.25
Margaret W. Brown & Edith T. Hurd	<u>Five Little Firemen</u>	Golden	.25
Margaret W. Brown	<u>The Sailor Dog</u>	Golden	1.00
Dick Bruna	<u>The King</u>	Follett	1.00
Michael & JoAnne Cole	<u>Bod and the Cherry Tree</u>	Follett	1.00
N. P. Georgrady & L. G. Romano	<u>Gertie the Duck</u>	Follett	1.00
Ruth Krauss	<u>I Can Fly</u>	Golden	.25
Edith Lowe	<u>The Little Bear Who Wanted Friends</u>	Follett	1.00
Janette Lowrey	<u>The Poky Little Puppy</u>	Golden	1.00

TABLE VIII--Continued

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Price</u>
Ian Munn	<u>Johnny and the Birds</u>	Rand-McNally	\$ 1.00
David & Sharon Stearns	<u>Leander the Gander</u>	Follett	1.00
Elizabeth Vreeken	<u>Henry</u>	Follett	1.00
Elizabeth Vreeken	<u>One Day Everything Went Wrong</u>	Follett	1.00
Garth Williams	<u>Baby Farm Animals</u>	Golden	<u>1.00</u>
Total cost for these 18 books			\$15.14

is particularly useful in teaching values and the consequences that can result from deviating from accepted behavioral patterns.

Cost Analysis

Originally, the basic purpose of mass-produced publications was to provide inexpensive trade books readily accessible to the general public which would entertain and delight children.² Eye appeal was an integral part of bargain books and heavily relied upon to attract attention and gain acceptance by the young reader. The purchase price ranged from 15 to 39 cents. Considering the inflationary spiral experienced over the past two decades, it is of interest to examine the cost rise of mass-produced books and note changes in printing, binding, and art work evidenced in selected books of the sample. This is not a specific objective within the study; however, the information compiled tends to support the investigator's premise that current popularity of inexpensive books for children has enabled publishers to demand higher prices.

In his book, How You Can Beat Inflation, David L. Markstein reports that United States currency has eroded at a rapid rate during the past quarter century as a result of inflation.³ His observations are further supported by figures issued by the Bureau of Labor Statistics in Washington, D. C.⁴ These authorities support the conviction that the declining

²Information obtained from binding covers of Golden Press (N.Y.: Golden Press) and Rand McNally (Chicago: Rand McNally & Co.)

³David L. Markstein, How You Can Beat Inflation, (N.Y.: McGraw-Hill, 1970) Chapter 1.

⁴The World Almanac and Book of Facts 1971, L. H. Long, ed., (N.Y.: Newspaper Enterprise Association, Inc. 1971) p. 91.

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TABLE IX

MASS-PRODUCED BOOKS CONTAINING VALUES PRESENTED IN A NEGATIVE MANNER
EXTENSIVELY, FREQUENTLY, OR OCCASIONALLY

<u>Value</u>	<u>Title</u>	<u>Author</u>
Ambition	<u>The Little Engine That Laughed</u>	Alf Evers
Citizenship	<u>The Poky Little Puppy</u> <u>The Animal Hat Shop</u> <u>Curly the Pig</u> <u>Leander the Gander</u> <u>Spunky the Donkey</u> <u>The Kitten Twins</u>	Janette Lowrey Sara Murphy Maria Pia Pezzi David & Sharon Stearns David & Sharon Stearns Helen Wing
Compassion	<u>Leander the Gander</u> <u>Spunky the Donkey</u>	David & Sharon Stearns David & Sharon Stearns
Cooperation	<u>The Little Red Caboose That Ran Away</u> <u>The Little Engine That Laughed</u> <u>The Boy Who Would Not Say His Name</u> <u>This Room Is Mine</u>	Polly Curren Alf Evers Elizabeth Vreken Betty Ren Wright
Honesty	<u>Tootle</u> <u>The Poky Little Puppy</u> <u>Curly the Pig</u>	Gertrude Crampton Janette Lowrey Maria Pia Pezzi
Individuality	None Indicated	

TABLE IX—Continued

<u>Value</u>	<u>Title</u>	<u>Author</u>
Respect	The Little Engine That Laughed	Alf Evers
	Nobody Listens to Andrew	Elizabeth Guilfoile
	The Little Red Caboose	Marian Potter
	Leander the Gander	David & Sharon Stearns
	Spunky the Donkey	David & Sharon Stearns
Responsibility	The Kitten Twins	Helen Wing
	Tootle	Gertrude Crampton
	The Poky Little Puppy	Janette Lowrey
	The Kitten Twins	Helen Wing
	The Little Engine That Laughed	Alf Evers
Selflessness	The Poky Little Puppy	Janette Lowrey
	The Little Engine That Laughed	Alf Evers
Understanding	The Little Engine That Laughed	Edith Lowe
	The Little Bear Who Wanted Friends	Maria Pia Pezzi
	Curly the Pig	David & Sharon Stearns
	Leander the Gander	Elizabeth Vreken
	The Boy Who Would Not Say His Name	

purchasing power of the dollar would have had an across-the-board impact on costs of production and distribution of mass-produced books for children. It is significant, however, that children's books have accelerated in sale price to a more marked extent than the Consumer Price Index (CPI) would justify. An example to illustrate this point can be made by using the CPI base figure of 100 for years 1957 to 1959 and applying this index to three trade books costing 25 cents, 26 cents, and 29 cents in 1958. Based on the CPI for 1969 and using straight line extrapolation, these three books should be priced at 30 cents, 32 cents and 35 cents respectively. Each, in fact, sold for one dollar in 1969.

Specifically, thirteen books (20 per cent) within the sample had original publication dates prior to the 1960's and had subsequent printings. Discussed below are the books which serve as examples to illustrate the evolution of mass-produced books. In addition to the cost increase, format changes are noted where applicable. None of these books underwent a change in story content.

The Color Kittens by Margaret Wise Brown had no change in size; however, the selling price was 26 cents in 1958 and \$1.00 in 1969. Similar price rise with no format alteration is evidenced in the following books:

<u>Five Little Firemen</u> by M. W. Brown & E. T. Hurd	25¢ in 1948 \$1.00 in 1969
<u>Little Ballerina</u> by Dorothy Grider	29¢ in 1958 \$1.00 in 1969
<u>Little Majorette</u> by Dorothy Grider	29¢ in 1959 \$1.00 in 1969
<u>The Poky Little Puppy</u> by Janette Lowrey	25¢ in 1942 \$1.00 in 1969

Johnny and the Birds by
Ian Munn

29¢ in 1950
\$1.00 in 1969

The Little Red Caboose by
Marian Potter

25¢ in 1953 and
1958
\$1.00 in 1969
(5th Printing)

Baby Farm Animals by Garth Williams was published in a smaller edition with paperboard pages in 1953 and sold for 50 cents. In 1967, during the eighth printing, the book was enlarged, paper pages were used, and the price rose to \$1.00. Muggins Mouse by Marjorie Barrows was first printed in 1932 with paperboard pages and sold for 75 cents.⁵ In 1969 the price was one dollar with format changes including book enlargement and the use of paper pages.

Gertrude Crampton's Tootle was first published in 1946 and the 1969 printing was the 24th for this book. It is shelved in the Library of Congress in the Rare Book Collection. Even with its continued popularity and numerous reprints, Tootle still is published in its original format and for the same price of 39 cents.

The Little Engine That Laughed by Alf Evers was first in circulation in 1950 as a large sized book with paperboard pages, selling for 50 cents.⁶ The 1959 and 1969 editions have been reduced one half in size, using paper pages and now sells for 35 cents.

Two books by Wallace Wadsworth, Choo-Choo, The Little Switch Engine (1941, 1954, 1964 and 1969) and Number 9, The Little Fire Engine (1942,

⁵Cumulative Book Index 1933-1937, ed., Mary Burnham (N.Y.: H. W. Wilson Co., 1938) p. 166.

⁶Cumulative Book Index 1949-1952, ed., N. R. Thompson and R. G. Grossman, (N.Y.: H. W. Wilson Co., 1953) p. 630.

1950, and 1969) have increased in price from 29 cents to \$1.00, and 25 cents to \$1.00 respectively. The illustrators of both books changed between the first and second printings, and while the text remains unchanged, the art work has been modernized in the second and subsequent editions.

After reviewing the preceding material, it is obvious that the price increase of these thirteen books is not a result of improved production quality, changed artwork, or better bindings. Nor can the entire increase be justified by the decreased purchasing power of the dollar.

Reviewing mass-produced children's literature published since 1960 also reveals interesting cost data. Two Whitman Publishing Company Books, This Room Is Mine by Betty Ren Wright (1966) and Four to Get Ready by Florence Laughlin (1968) have been published since their first printing in editions retailing for two prices -- one under and one over a dollar. Other books currently being published in over and under one dollar editions are:

The Color Kittens by M. W. Brown
Five Little Firemen by M. W. Brown and E. T. Hurd
I Can Fly by R. Krauss

The one dollar or less publications remain on book racks at supermarkets, drugstores, variety stores, and transportation depots while the higher priced editions using the same print and illustrations are reproduced on more durable paper, bound in cloth bindings, and sold in book stores and educational catalogs.

In Chapter III, Supra. p. 40, it was reported that collections of these stories from mass-produced books are currently being published and retail for \$3.95. Seven books examined in this study are included in the

compilation published by Golden Press in 1969. Baby Farm Animals by Garth Williams and The Color Kittens by M. W. Brown are included in Our Wonderful World (N. Y.: Golden Press, 1969). The Sailor Dog by M. W. Brown is one of the thirteen stories included in Bedtime Stories (N.Y.: Golden Press, 1969) and Golden Favorites (N.Y.: Golden Press, 1969) includes: The Poky Little Puppy by Janette Lowrey, Tootle by Gertrude Crampton, Five Little Firemen by M. W. Brown and E. T. Hurd, and I Can Fly by Ruth Krauss.

This analysis of cost growth in nominally priced books for children highlights the significant increase in gross income realized by publishers of inexpensive books.

Realism Reflected

Since young children enjoy and identify readily with animals, it is not surprising that thirty-four books (52 per cent) within the sample use animals as primary characters in the story. Twenty-two books (34 per cent) use little children as the main characters, while trains, firetrucks, and other objects carry the story in the remaining nine books (14 per cent).

Each value occurrence was considered in the sixty-five books reviewed as to its realism within the story content. As an example, if the value of honesty was presented, the investigator judged its treatment as to veracity and reasonableness in the real world.

Forty-four books (68 per cent) were considered to present values realistically. Six books (9 per cent) were particularly strong in value authenticity and serve here as examples of value realism in mass-produced

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books. The following review highlights the genuineness of the values. The worth of the individual, his home, and possessions, no matter how meager, are emphasized in Who Are You? written by Joan and Roger Bradfield. The book points out that all children have similar needs and likes, regardless of socio-economic background. Helping others, compassion, selflessness, and cooperation, is the theme of Five Little Firemen by Brown and Hurd, and of Bod and the Cherry Tree by Michael and JoAnne Cole. These stories are realistic in their values of compassion and respect for others. The Too Little Fire Engine by Jane Flory discovers that even the small and weak have a place and worth in society, and can contribute in their own way to the best of their ability. Dick Bruna's The King and Tilly and Tess are realistic in viewing the child's problems, e.g., having a friend to play with, and displaying regret in seeing a birthday come to an end.

Sixteen books (25 per cent) within the sample are not realistic in their value presentation. The primary unrealistic presentation in these books are absence of honesty, success resulting from wishes, and lack of improved behavior from negative value presentation. A synopsis of these books indicating their unrealistic presentation is presented in the following paragraphs.

Roger Bradfield portrays childish fantasies as truth in There's an Elephant in My Bathtub. Margaret Wise Brown's The Color Kittens ends with the kittens spilling all their paint and that is the way all the things in the world were painted the correct color. Her book The Sailor Dog gives no explanations of how the dog got his ship, money to buy clothes and oranges, or how he repaired his ship after being shipwrecked. Kitten

Nell by Dick Bruna gets the things she wants because she wishes for them. Little Bird Tweet by the same author has a farm described to him by a dog whose explanations are quite unrealistic.

My Elephant Book by Kathleen Daly suggests that some jobs are appropriate according to tradition; generations must follow in the footsteps of their ancestors in work selection. Joel Dolens accentuates peer approval in Jimmy Paints His House. Jimmy finally paints his house a variety of colors to please his friends.

Alf Evers' story, The Little Engine That Laughed, is a value presentation in the negative connotation. The engine is rewarded for his rebellious manner, and works well only when he has his own way. Little Ballerina by Dorothy Grider portrays ambition in that the child desires to be a ballerina. Little emphasis on practice and hard work is given, however, before she becomes "the star of the show."

The Yellow Boat by Margaret Hillert is weak in value intensity to begin with, and the realism in the values are further weakened in an attempt to control the vocabulary. The story conveys the thought that anything different in the eyes of the viewer is considered funny. The Poky Little Puppy by Janette Lowrey is rewarded on numerous occasions even though he disobeys. None of the puppies in the story learns from negative value occurrences or from punishments received.

In Esther Meeks' The Curious Cow, one experience completely changed the behavior of a formerly most mischievous animal. The Little Red Caboose by Marian Potter emphasizes that being last makes a job unimportant and undesirable. In Leander the Gander by David and Sharon Stearns, Leander gains control of the group through bullying, and this ability to

dominate is accomplished through wishing and magic. Little Horseman by Mable Watts illustrates success without understanding skills needed and practice necessary to accomplish given equestrian acts. Helen Wing's The Kitten Twins are extremely mischievous. No effort to teach them right from wrong is shown; they are excused from responsibility because they are young.

A young child's identification with the characters of these books could well support undesirable behavior pattern development.

Five books (8 per cent) were not categorized into either realistic or unrealistic value presentations because aspects of these stories and values reflected were in the realistic realm, but segments of the story were implausible. Consequently, no attempt was made to categorize these marginal books. The most pronounced example of this problem is found in Nobody Listens to Andrew by Elizabeth Guilfoile. In this story adults are too busy or preoccupied to listen to a child. This is realistic, but the problem the child is experiencing and desires to discuss is extremely imaginary, i.e., a bear hiding under his bed. Four to Get Ready by Florence Laughlin is a very realistic story, but the values are unrealistically portrayed. The youngest child in the family does not clean up her playthings and the three older children must assist her. The youngster who fails to share responsibility is the one rewarded.

My Own Little House by Merriman B. Kaune joins Johnny and the Birds by Ian Munn as carrying messages of didactic moralism. Individuality is strongly stressed in My Own Little House, but the book is weakened by the moralistic preaching. Johnny's perfect behavior in Johnny and the Birds is rewarded by a wild bird eating "without fear" from his hand the first

time Johnny attempts to feed it. David and Sharon Stearns' Spunky the Donkey points up cruelty towards those who are different. Spunky does find at the end of the story that he is not alone in his misfortune. The realistic value presentations in the story are overshadowed, however, by Spunky's reward of an easy life after he runs away from home because he is looking for "less work and more food".

In those instances where values are in evidence, the majority of the time they are reflected in a realistic manner. Although there is support that mass-produced books do present many stories in a true-to-life manner, there is considerable room for strengthening the approach to story writing for children.

Summary

The selected social-personal values included in this study have been found to be present in mass-produced children's books. The value presentations were reflected in varying degrees within the sixty-five books surveyed. Applicable values appearing in order of frequency are: cooperation, responsibility, respect, understanding, citizenship, ambition, compassion, individuality, selflessness, and honesty in that order. In the majority of cases, however, value presentation is of an infrequent nature.

A significant finding of this analysis is the fact that no book within the sample was void of all values considered in this study. Approximately one-third of the sample, however, rarely alluded to the values. Also noteworthy is the fact that two values, selflessness and honesty, were reflected in only one-third of the stories, and for the most part their treatment was infrequent.

Realism in bargain books is in evidence. In over half the books reviewed, selected social-personal values, when present, were realistically treated.

Chapter IV presents tables reporting findings considered useful to educators and parents in their selection of nominally-priced books for primary age children. These tables summarize the analysis of literature reviewed in the study. They report specific facts relating to value presence, treatment, and realism.

The information provided in this analysis supports the thesis that overt and greater awareness on the part of authors and publishers of books for young children is needed in the treatment of values in mass-produced books. Additionally, those who purchase inexpensive books for children are to be alert that some trade books may be useful in exposing the reader to realistic value experiences. Others are conspicuously lacking in educational qualities that relate to vicarious value examples.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND APPLICATIONS, AND RECOMMENDATIONS

Summary

The problem. The purpose of this study was to investigate to what extent social-personal values applicable to young children are reflected in mass-produced books. Included in the investigation was an exploratory content analysis to identify selected values found in inexpensive fiction books for children and to measure value content frequency. Additionally, an effort was made to determine if story content was presented in a realistic manner.

One half of the sales volume of children's trade books sold during recent years is the mass-produced variety selling for one dollar or less per copy. The growth trend of this type of children's book since 1963 has been steadily increasing. The easy access to nominally-priced books in supermarkets, drug and variety stores, and transportation terminals has obviously stimulated sales and enhanced their popularity. Recognizing that literature may serve as a means of conveying values to children, the educational worth of this medium was investigated.

Review of literature. A review of literature supported the premise that values exist in society, are learned, and transmitted. The more essential social-personal values are those relating to the individual and his association with his fellow man. Social-personal values recognized

as important to and comprehensible by young children and selected for investigation in this study were: ambition, citizenship, compassion, cooperation, honesty, individuality, respect, responsibility, selflessness, and understanding.

It was determined that values are communicated to the learner in a variety of ways in addition to oral language. The learner builds his own system of values after exposure to value experiences and the resulting consequences. These value formations may result from adhering to accepted patterns of conduct or deviating from them. Emphasis in this study is placed primarily on books as one medium, within the multi-media approach to teaching values, which can assist children in examining alternatives and discovering without oral discourse that certain values and actions are worthwhile and desirable.

Authorities support the view that literature should mirror life as it actually is, projecting honesty, humor, and values. Books for young children must be realistic if they are to aid in preparing them for adult life. Realism in books can help the child in anticipating real-life conditions and can contribute to developing a solid foundation for mature reactions to everyday problems.

Method of investigation. Selected books surveyed in this exploratory study were compiled from titles of books retailing for one dollar or less published by Follett, Golden Press, Rand-McNally, Whitman, and Wonder Publishing Companies. An initial compilation of 375 titles was obtained from various reference sources. This initial list of books was

cross-referenced in both Bowker publications, Books in Print¹ and Children's Books in Print² to assure current publication. Card catalogs of the Library of Congress, Washington, D.C., were used in an attempt to locate those books emerging from this research. Books listed in the Bowker publications and shelved in the Library of Congress met the criteria for the final sample to be used in this exploratory study. Sixty-five publications met the criteria established for the sample. Each of these books was then carefully read to identify instances within story content of the ten social-personal values selected for this study. The presence, frequency, and examples of the values were recorded on the investigative instrument. A single instrument was employed for each books surveyed (Appendix B).

The instrument designed for this investigation was developed around an investigative form used by Dewey W. Chambers in his doctoral research study³, and the United States Army Officer Efficiency Report form.⁴ The specific selected values listed on the instrument were considered comprehensible by children ages four through seven, and were carefully selected based on a review of literature of specialists in early childhood education. Values selected for inclusion in this study were ambition,

¹Books in Print, (N.Y.: R. R. Bowker, 1969).

²Children's Books in Print, (N.Y.: R. R. Bowker, 1969).

³Dewey W. Chambers, "An Exploratory Study of Social Values in Children's Literature," unpublished Doctoral dissertation, (Detroit, Michigan: Wayne State University, 1965).

⁴Department of the Army, "The United States Army Officer Efficiency Report", Form 67-6, (Washington, D.C.: United States Army) 1 January 1968.

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citizenship, compassion, cooperation, honesty, individuality, respect, responsibility, selflessness, and understanding.

Findings. The first of two primary objectives of this study was to determine if selected social-personal values are conspicuously absent in children's fiction retailing for one dollar or less. Results relating to this first objective are as follows:

1. Of the sixty-five books analyzed, no book was void of all ten selected social-personal values, nor did any book reflect more than three of the applicable values to any marked extent.
2. The frequency of value presentation within the examined books range from the value of cooperation with an appearance in fifty-seven books, 88 per cent of the sample, to the value of honesty found present in only twenty books, 31 per cent of the books reviewed. In descending order of frequency the values applicable to this study reflected in mass-produced books were: cooperation, responsibility, respect, understanding, citizenship, ambition, compassion, individuality, selflessness, and honesty. Additionally, the frequency of the value's presentation within each book was investigated and the majority of the books within the sample were found to rarely include value examples.
3. Within the sixty-five books surveyed, fifty-seven books, 88 per cent of the sample, included the value of cooperation. Only one or two examples of cooperation, however, were found in thirty-six books (55 per cent); sixteen books (25 per cent) rated occasional frequency; four books (6 per cent) received a frequent rating; and one book had extensive presentation of this value.

4. The value of responsibility was touched on in forty-nine books, 75 per cent of the sample. Thirty-eight books (58 per cent) rarely reflected this value. Nine books (14 per cent) occasionally alluded to examples of responsibility; two books (3 per cent) frequently exhibited it. No book, however, illustrated this value extensively.

5. Forty-five books within the sample, 69 per cent, depicted the value of respect; thirty-four books (52 per cent) infrequently addressed the value; seven (11 per cent) occasionally; two (3 per cent) frequently; and one book extensively dealt with respect.

6. The value of understanding appeared in forty books, 62 per cent of the sample. Twenty-nine books (45 per cent) received a rating of infrequent. Six books (9 per cent) presented the value of understanding occasionally; three (5 per cent) frequently; and two (3 per cent) extensively.

7. Examples of citizenship were present in thirty-nine books, 60 per cent, within the sample. Twenty-seven books (42 per cent) depicted citizenship infrequently; ten books (15 per cent) occasionally; and two books (3 per cent) frequently. No examples of extensive presentation were evident.

8. The value of ambition was in evidence in thirty-seven books, 57 per cent of the books reviewed. Twenty-six books (40 per cent) made infrequent reference to the value; seven books (11 per cent) rated occasional treatment; three books (5 per cent) frequently presented ambition; and one book extensively dealt with this value.

9. Compassion appeared in thirty-seven books, 57 per cent of the sample. Twenty-four books (37 per cent) infrequently treated the

value; seven books (11 per cent) occasionally; and three books (5 per cent) frequently depicted compassion. No books extensively exhibited this value.

10. In thirty-three books reviewed, 51 per cent of the sample, individuality was in evidence. Twenty-four of the books (37 per cent) infrequently made reference to this value. There were four books (6 per cent) that occasionally treated the value; and four books (6 per cent) frequently alluded to individuality. One book extensively addressed the value.

11. Selflessness was illustrated in twenty-three books, 35 per cent of the sample. Infrequent appearances of the value occurred in seventeen of the books (26 per cent) and four books (6 per cent) presented occasional examples of selflessness. No book frequently suggested this value; however, two books (3 per cent) extensively demonstrated the value of selflessness.

12. Treatment of honesty within the sixty-five books reviewed was identified in twenty books, 31 per cent of the sample. Occurrences were of an infrequent nature in fourteen publications (22 per cent) and occasional ratings were awarded to six books (9 per cent). No examples of frequent or extensive presentation were noted.

13. Twenty-three books within those surveyed, 35 per cent of the sample, had infrequent or no representation of any of the selected values included in this study.

14. Eighteen books, 28 per cent of surveyed material, represent one or more of the selected values in an extensive or frequent manner. Five books (8 per cent) extensively or frequently illustrated the values of cooperation, individuality, and understanding, and three books

(5 per cent) alluded to ambition, compassion, and respect frequently or extensively. Selflessness is frequently presented in two books (3 per cent). Citizenship and responsibility also received high frequency ratings but only in one book each.

15. In addition to positive illustrations, all the selected values considered in this study, with the exception of the value of individuality, were also treated in a negative connotation. Negative treatment of values ranged from occasional to extensive.

16. No one book was found reflecting the value of honesty to any marked extent.

The second major objective of this research was to determine if social-personal values portrayed in mass-produced fiction books for children ages four through seven are unrealistic and misleading in regard to current trends of realism in literature for children. The results indicated below relate to this second objective.

1. In those instances where values were in evidence within a book, their presentation was found to be realistic in mass-produced books for children in forty-four books, 66 per cent of the sample.

2. Unrealistic or misleading presentation of values relates to the absence of honest explanations, success resulting from wishes, and the absence of appropriate behavior change. Sixteen books, 25 per cent of the sample, were considered unrealistic in their value presentation.

3. Five books within the sample, 8 per cent, were not categorized as either realistic or unrealistic value presentations. Aspects of these stories and the values presented therein were realistic, but parts of the stories were considered implausible. Consequently, these five books did not properly fit into either category.

Conclusions

The conclusions resulting from this research regarding social-personal values reflected in mass-produced children's fiction books are as follows:

1. Social-personal values selected for this study have been found to be present in mass-produced children's fiction books.
2. The designed instrument used in this study was adequate for the frequency measurement of the selected social-personal values found present within mass-produced children's books surveyed.
3. Selected values of this study appearing in decreasing order of frequency within mass-produced children's fiction books are: cooperation, responsibility, respect, understanding, citizenship, ambition, compassion, individuality, selflessness, and honesty.
4. The value of cooperation is the most frequently illustrated value in bargain books. It was found in fifty-seven books, 88 per cent of the sample, and supports the findings of Chambers in his evaluation of trade books published by Harcourt, Brace and World Publishing Company and Viking Press.⁵
5. Two values, selflessness and honesty, are not reflected in mass-produced children's fiction books to any marked extent.
6. Mass-produced books are limited in value examples for use as source material to augment instruction designed to assist young children in learning social-personal values, with the exception of the value of cooperation.

⁵Dewey W. Chambers, op. cit., p. 75.

7. Realism is in evidence in bargain books for children. Social-personal values, when presented, are realistically treated in the majority of instance.

Implications and Applications

Implications. Selected social-personal values included in this investigation have been found to be in evidence in mass-produced children's fiction books. The majority of the books reviewed in this survey, however, treat applicable values infrequently.

The infrequent presentation of values in nominally-priced books suggests that as a general statement this medium contains little worth to the young child as a vicarious transmitter of social-personal values. However, careful selection of mass-produced books can provide specific value experiences as recorded in Tables VI, VII, and VIII, this dissertation.

The need to present the value of cooperation to young children who are beginning to interact with other people has been recognized by authors of bargain books for children, and this value was included in fifty-seven books, 88 per cent of the sample. However, there is ample opportunity to increase the frequency of the treatment of cooperation within inexpensive books.

Based on this study, it was concluded that mass-produced books are limited in value examples applicable for use as source material to augment instruction designed to assist young children in learning values.

There has been a considerable price increase in mass-produced books over the past two decades. An analysis of the increase in the selling price of bargain books was not a specific purpose of the study; however, as reported in Chapter IV, Supra., pp. 67-71, the current popularity of inexpensive books for children has enabled publishers to demand higher prices. The price increase of books surveyed could not be attributed to improved production quality, changed text or artwork, better bindings, or entirely resulting from decreasing purchasing power of the dollar. All books within the sample, however, have not experienced price growth. One book, Tootle, by Gertrude Crampton, is shelved in the Rare Book Collection of the Library of Congress. The 1969 printing was its twenty-fourth and the book still retails for its original price of thirty-nine cents.

Eye appeal is an integral part of bargain books and plays a key role as the publishers attempt to influence the prospective purchaser. It was noted during this investigation that the illustrations in bright colors were appealing and might partially account for the popularity these books are currently enjoying.

Each value illustration identified within story content was considered as to the realism portrayed and reasonableness related to real-life situations. Although forty-four books, 66 per cent of the sample, reflected values in a realistic manner, there remains considerable area for strengthening the quality of stories for children to provide increased realism in value presentations.

Applications. The results of this study should assist parents, relatives, and educators in becoming more critical in their selection of books purchased for children. Secondly, the results should help primary teachers in understanding the value background which might be derived from constant exposure to the inexpensive type of book. This information can aid teachers and curriculum directors in working to develop social-personal value appreciation in their students through the use of various types of children's literature.

Books have been identified which are suitable for inclusion in school or classroom libraries. Hopefully, this will be of particular assistance to administrators and teachers who are establishing school or classroom libraries and have limited budgets for accomplishing this goal.

Recommendations

Further studies. Specific topics relating to mass-produced books for children considered appropriate for future studies are as outlined below:

1. As previously suggested, Supra., p. 88, the illustrations in books surveyed in this study were colorful and eye-appealing. An investigation of the artwork in expensive books as a primary attraction influencing purchase or selection could be conducted.

2. An investigation of the literary value in mass-produced books is considered to be worthwhile. This investigator made no attempt to include literary merit of books surveyed. Using the books within the sample of this study, it would be beneficial to note which books, if any, are strong in literary quality. These findings could then be compared with the books ranking high in social-personal value presentation identified by this research.

3. Many mass-produced books not included in this study are re-written versions of formerly-published children's books. These include both fiction and fairy tales. A comparison between the original story content and the content within bargain books would provide further insights into the evaluation of this segment of children's publications.

4. As a further dimension to the study of inexpensive books, those dealing with science and social studies could be surveyed to determine the accuracy of facts portrayed.

A second category of recommended areas for future studies centers around the social-personal values reflected in children's literature. This investigator found a limited number of research studies dealing with value content within children's books. Subjects dealing with values in children's literature which might be further studied and have surfaced as a result of this research follow.

1. An in-depth study of the selected social-personal values of this exploratory content analysis using frequency ratings with a statistical weighting for each to determine the statistical significance of the findings. A comparison of the results of this research with those of a statistical analysis would be of interest.

2. A replication of this study to compare the presence and frequency of social-personal values in books retailing for one dollar and less versus those retailing for over one dollar. An hypothesis developed around the correlation between the price of a book and the intensity of social-personal value content would constitute an interesting and worthwhile study.

3. Using the social-personal values of this investigation and trade books retailing for over one dollar directed toward children four through seven years of age, it would be of interest to compare the intensity of value treatment with books costing under one dollar as reflected in this study.

4. A replication of this study could be made analyzing social-personal values contained in mass-produced books for children of an age group other than identified in this study.

5. Since five books of this study were found in editions costing both over and under one dollar, a survey of a broad sample of books in this category could be done to compare changes in format, text, and artwork.

6. A longitudinal study be conducted to identify value examples in children's literature and how these values have changed through the decades.

7. More extensive research is needed to determine the internalization of values from vicarious experiences. It was found in this study that value examples are presented in inexpensive books to a limited degree. Is the young audience aware of the presentation, and are they interpreting the presentation as the adult author, publisher, and reader would? It would be of value to conduct an in-depth analysis of the reactions young readers or listeners display after exposure to selected stories used in

this study, and to develop a means to measure their interpretations of the story content, understanding of value treatment, and application of the lesson or lessons learned to a situation within their environment.

Advocacy. This exploratory content analysis has determined that while social-personal values do appear in inextensive books for children, their frequency of treatment is not great. Early childhood is the time when many social-personal value systems begin development. If vicarious experiences are instrumental in this development, closer attention on the part of parents, teachers, and administrators needs to be given to the mass-media influencing children's value understanding and development.

This investigation supports the fact that mass-produced books are popular within modern society and large numbers of books sold suggest many children are exposed to this medium. Consequently, authors and publishers can directly influence this large reading audience with realistic stories for children which include meaningful examples of values considered essential to the democratic way of life. The values researched in this study directly and indirectly impact on these essential aspects of education for the changing world in which we live.

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APPENDICES

APPENDIX A

Investigative Instrument

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title _____	Type of Fiction _____	Price _____
Author _____	Illustrator _____	
	Year of Publication _____	Number of Pages _____
Publisher _____		
Cross referenced:		
1969 Books in Print _____		Library of Congress Number: _____
1969 Children's Books in Print _____		_____
Annotation _____		

Value intensity rating scale:

- 1 . . . The value is represented extensively in this book.
- 2 . . . The value is represented frequently in this book.
- 3 . . . The value is represented occasionally in this book.
- 4 . . . The value is represented infrequently in this book.
- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	_____	_____	_____
Citizenship	_____	_____	_____
Compassion	_____	_____	_____
Cooperation	_____	_____	_____
Honesty	_____	_____	_____
Individuality	_____	_____	_____
Respect	_____	_____	_____
Responsibility	_____	_____	_____
Selflessness	_____	_____	_____
Understanding	_____	_____	_____

APPENDIX B

Research Data

Investigative instruments reflecting data from the sixty-five books surveyed are listed alphabetically by author.

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Little Gray Mouse Goes Sailing</u>	Type of Fiction <u>Fanciful</u>	Price <u>59¢</u>
Author <u>Sara Asheron</u>	Illustrator <u>Claudine Nankivel</u>	
	Year of Publication <u>1965</u>	Number of Pages <u>60</u>
Publisher <u>Wonder Books</u>		
Cross referenced:		
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 10.3.A8696L1</u>

Annotation Gray Mouse is a house mouse who meets Brown Mouse, a field mouse, when he follows the family of the house to the yard for a picnic. The mice surreptitiously join in the picnic, and while playing tag, Brown Mouse falls in the swimming pool. Gray Mouse turns on a fan and uses a toy sail boat to rescue him (all this takes place unnoticed by the family.) Brown Mouse chooses a yard without a pool for his home, but Gray Mouse remains at his present home to enjoy sailing in the pool and singing songs.

Value intensity rating scale:

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- 4 . . . The value is represented infrequently in this book.
- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	<u></u>
Citizenship	<u>2</u>	<u>-4</u>	<u>Mice take food from people.</u>
Compassion	<u>0</u>	<u>5</u>	<u></u>
Cooperation	<u>1</u>	<u>4</u>	<u>Mice work and play cooperatively.</u>
Honesty	<u>0</u>	<u>5</u>	<u></u>
Individuality	<u>1</u>	<u>4</u>	<u>Gray Mouse becomes a sailor.</u>
Respect	<u>1</u>	<u>4</u>	<u>Gray Mouse warns Brown Mouse about danger of the pool.</u>
Responsibility	<u>1</u>	<u>4</u>	<u>Uses toy boat to save Brown Mouse rather than jumping in & trying to swim.</u>
Selflessness	<u>1</u>	<u>4</u>	<u>Gray Mouse saves Brown Mouse without thought for own safety.</u>
Understanding	<u>0</u>	<u>5</u>	<u></u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Muggins Becomes a Hero</u>	Type of Fiction <u>Fanciful in rhyme</u>	Price <u>\$1.00</u>
Author <u>Marjorie Barrows</u>	Illustrator <u>Anne Sellers Leaf</u>	
	Year of Publication <u>1965</u>	Number of Pages <u>20</u>
Publisher <u>Rand McNally</u>		
Cross referenced:		
1969 <u>Books in Print</u>	<u>x Library of Congress Number:</u>	
1969 <u>Children's Books in Print</u>	<u>x PZ 8.3.B253Mp</u>	

Annotation Muggins Mouse admires polka dots on a circus rat and his friend put some on him. After being chased by chickens and spanked by his father, he decides it is best to be himself. While walking in the field he rescues a baby rabbit caught and tied up in a trap by a naughty boy. The rabbit's parents pin a medal on Muggins and he is given a hero's parade home. He now tries to be good, and polishes his medal every day.

Value intensity rating scale:

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- 3 . . . The value is represented occasionally in this book.
- 4 . . . The value is represented infrequently in this book.
- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Muggins tries to do good deeds each day.</u>
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>1</u>	<u>4</u>	<u>Muggins saves baby rabbit.</u>
Cooperation	<u>2</u>	<u>4</u>	<u>Suzy paints dots on Muggins. Muggins saves rabbit.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>2</u>	<u>4</u>	<u>Muggins decides it's best to be himself.</u>
Respect	<u>1</u>	<u>-4</u>	<u>Boy catches rabbit with a trap and ties him up.</u>
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>1</u>	<u>-4</u>	<u>Chickens and father don't understand Muggins' desire to be like circus rat.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Muggins' Big Balloon</u>	Type of Fiction <u>Fanciful in rhyme</u>	Price <u>\$1.00</u>
Author <u>Marjorie Barrows</u>	Illustrator <u>Anne Sellers Leaf</u>	
Publisher <u>Rand McNally</u>	Year of Publication <u>1964</u>	Number of Pages <u>20</u>
Cross referenced:		
1969 <u>Books in Print</u>	<u>x</u> Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u> <u>PZ 8.3.B253Ms</u>	

Annotation Muggins Mouse sails over the ocean in a pail. He rescues a wooden soldier and swims with him to safety. Everyone wants his autograph because he is a hero. After seeing a bat, Muggins uses a balloon to fly. He narrowly escapes becoming an owl's dinner by parachuting to earth with an umbrella. He then wants to stay home and warm his tail by the fire.

Value intensity rating scale:

- 1 . . . The value is represented extensively in this book.
- 2 . . . The value is represented frequently in this book.
- 3 . . . The value is represented occasionally in this book.
- 4 . . . The value is represented infrequently in this book.
- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Wants to fly like bat.</u>
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>1</u>	<u>4</u>	<u>Muggins is kind in rescuing wooden soldier.</u>
Cooperation	<u>1</u>	<u>4</u>	<u>Likes to help others; always "sweet and gay".</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Acts as he wants to.</u>
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>1</u>	<u>4</u>	<u>Tries to fly like a bat.</u>
Selflessness	<u>1</u>	<u>4</u>	<u>Rescues soldier by swimming.</u>
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Muggins Mouse</u>	Type of Fiction <u>Fanciful in rhyme</u>	Price <u>\$1.00</u>
Author <u>Marjorie Barrows</u>	Illustrator <u>Keith Ward</u>	
	Year of <u>1932</u>	Number <u>20</u>
Publisher <u>Rand McNally</u>	Publication <u>1969</u>	of Pages <u>20</u>
Cross referenced:		
1969 <u>Books in Print</u>	<u>x</u> Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u> <u>PZ 8.3 B253 Mu</u>	

Annotation Muggins Mouse was meticulous in his appearance. While celebrating his birthday with a party, Katie the cat appeared. Muggins led her on a merry chase until he finally spilled a vase of water on her. Peter Pup then assisted Muggins by forcing Katie to remain on top of a chest while the birthday party continued.

Value intensity rating scale:

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- 4 . . . The value is represented infrequently in this book.
- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>1</u>	<u>4</u>	<u>Dog cooperated to help mice against cat.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Muggins was a neat and meticulous mouse.</u>
Respect	<u>2</u>	<u>4</u>	<u>Muggins concerned about self & friends; Peter Pup concerned about mice.</u>
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

<u>Title</u>	<u>Big Bug, Little Bug</u>	<u>Type of</u>	<u>Fiction</u>	<u>Fanciful</u>	<u>Price</u>	<u>\$1.00</u>
<u>Author</u>	<u>Jean Horton Berg</u>	<u>Illustrator</u>	<u>Mac Shepard</u>			
<u>Publisher</u>	<u>Follett</u>	<u>Year of</u>	<u>Publication</u>	<u>1964</u>	<u>Number</u>	<u>of Pages</u>
					<u>26</u>	
<u>Cross referenced:</u>						
<u>1969 Books in Print</u>		<u>x Library of Congress Number:</u>				
<u>1969 Children's Books in Print</u>		<u>x PE 1119.B514</u>				

Annotation Big Bug wants to help. Cat and dog say he's too small.
The hen wants a bug for dinner, so Big Bug runs away. He finds an
ant who says he's too big to help, but Big Bug proves to the ant he
can help and is careful not to step on the ant. "Sometimes you're
big; sometimes small - depending on the situation."

Value intensity rating scale:

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- 4 . . . The value is represented infrequently in this book.
- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of</u> <u>Occurrences</u>	<u>Intensity</u> <u>Rating</u>	<u>Examples</u>
Ambition	<u>3</u>	<u>3</u>	<u>Bug desires to be of assistance.</u>
Citizenship	<u>4</u>	<u>3</u>	<u>Big Bug respects wishes of dog, cat, hen and ant.</u>
Compassion	<u>6</u>	<u>2</u>	<u>Bug wants to help others - cat, dog, hen and ant.</u>
Cooperation	<u>1</u>	<u>4</u>	<u>Ant and bug working together.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>1</u>	<u>4</u>	<u>Concern about being careful of not stepping on ant.</u>
Responsibility	<u>1</u>	<u>4</u>	<u>Ant hard worker.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>3</u>	<u>3</u>	<u>Bug understands need of hen; dog and cat don't understand.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Barney Beagle & the Cat</u>	Type of <u>Fiction</u>	Fanciful	Price <u>59¢</u>
Author <u>Jean Bethell</u>	Illustrator <u>Ruth Wood</u>		
Publisher <u>Wonder Books</u>	Year of Publication <u>1965</u>	Number of Pages <u>60</u>	
Cross referenced:			
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 7.B4663 Bar</u>	

Annotation Barney Beagle becomes jealous when his master acquires a new kitten. Barney chases her and gets punished in return. He is delighted when he sees the kitten get locked in a milk truck and driven away; however, he is unable to cheer Alan up. Barney finally takes Alan to the milk truck and Alan and the kitten both become his friends.

Value intensity rating scale:

- 1 . . . The value is represented extensively in this book.
- 2 . . . The value is represented frequently in this book.
- 3 . . . The value is represented occasionally in this book.
- 4 . . . The value is represented infrequently in this book.
- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>2</u>	<u>-4</u>	<u>Barney does not respect rights of boy or cat.</u>
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>2</u>	<u>-4</u>	<u>Barney most uncooperative in treatment of cat.</u>
Honesty	<u>1</u>	<u>-4</u>	<u>Barney lets cat get locked in milk truck.</u>
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>1</u>	<u>4</u>	<u>Typical behavior of a young child in a situation when jealous.</u>
Selflessness	<u>1</u>	<u>4</u>	<u>Finally lets Alan know where cat is.</u>
Understanding	<u>1</u>	<u>-4</u>	<u>Barney didn't understand a boy can have and love two pets.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>When I Grow Up</u>	Type of Fiction <u>Fanciful</u>	in rhyme <u>Price 59¢</u>	
Author <u>Jean Bethell</u>	Illustrator <u>Ruth Wood</u>		
Publisher <u>Wonder</u>	Year of Publication <u>1965</u>	Number of Pages <u>60</u>	
Cross referenced:			
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 8.3.B4643 Wh</u>	

Annotation The imagination of a child in thinking of what she'll be when she grows up. When doctor can't cure ill child, she as the nurse, does it with a pill. She outrides all the cowboys at the rodeo; saves a plane from crashing while an airline hostess; and becomes the star of the ballet. Since all these ideas appeal to her, she decides she will have to wait until she grows up to decide her occupation.

Value intensity rating scale:

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- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Child desires to be something as adult.</u>
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>2</u>	<u>4</u>	<u>Wants to help ill and save plane.</u>
Cooperation	<u>2</u>	<u>4</u>	<u>Imaginary thoughts of helping others.</u>
Honesty	<u>1</u>	<u>4</u>	<u>She will know when she grows up what she wants to be.</u>
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>3</u>	<u>-3</u>	<u>Lack of understanding skills needed to be a doctor, pilot, dancer, horseman.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Magic Friend-Maker</u>	Type of Fiction	Realistic	Price <u>69¢</u>
Author <u>Gladys Baker Bond</u>	Illustrator <u>Stina Nagel</u>		
Publisher <u>Whitman</u>	Year of Publication	<u>1966</u>	Number of Pages <u>22</u>
Cross referenced:			
1969 <u>Books in Print</u>		Library of Congress Number:	
1969 <u>Children's Books in Print</u>		<u>x</u> <u>PZ 7.B6367 Mag</u>	

Annotation A story of an only child's family living in city apartments. A rock is used as an object to meet and make new friends. Jean first has the rock and lets Beth hold and examine it. They become friends. When Jean moves away, she leaves the rock with Beth and Beth uses it in the same manner.

Value intensity rating scale:

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- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>5</u>	<u>2</u>	<u>Strong theme of kindness and tenderness.</u>
Cooperation	<u>0</u>	<u>5</u>	
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>-4</u>	<u>Children presented were only children; quiet and mild mannered.</u>
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>1</u>	<u>4</u>	<u>Use of stone to make friends.</u>
Selflessness	<u>1</u>	<u>4</u>	<u>Jean gives Beth cherished rock.</u>
Understanding	<u>1</u>	<u>4</u>	<u>Need for having a friend and wanting to help someone who was lonely.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Who Are You?</u>	Type of Fiction <u>Fanciful in rhyme</u>	Price <u>69¢</u>
Author <u>Joan & Roger Bradfield</u>	Illustrator <u>Winnie Fitch</u>	
	Year of Publication <u>1966</u>	Number of Pages <u>17</u>
Publisher <u>Whitman</u>		
Cross referenced:		
1969 Books in Print	Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u> <u>PZ 8.3.B727 Wh</u>	

Annotation Amusing rhymes about child's environment. Some are concerned with leaking roofs, crowded conditions within a house, living in such close proximity you can hear the neighbors, and having sufficient room to breathe. Others ask whether the child's socks match, trousers need a patch, and shoes and socks fit. Then on to toys, games, etc. The book portrays differences, but primarily the similar needs of all human beings.

Value intensity rating scale:

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- 2 . . . The value is represented frequently in this book.
- 3 . . . The value is represented occasionally in this book.
- 4 . . . The value is represented infrequently in this book.
- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>4</u>	<u>3</u>	<u>Theme gives children an awareness of various life situations.</u>
Compassion	<u>2</u>	<u>-4</u>	<u>Discussion of some problems, but with no thought of sympathy or urge to help.</u>
Cooperation	<u>0</u>	<u>5</u>	
Honesty	<u>1</u>	<u>4</u>	<u>Many ideas presented in text are fact.</u>
Individuality	<u>5</u>	<u>2</u>	<u>Each person is different; all have concerns, but some are different than others.</u>
Respect	<u>1</u>	<u>-4</u>	<u>Problem situations presented in humorous way rather than with concern.</u>
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>3</u>	<u>3</u>	<u>Everyone has different needs and problems; many needs may be common.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title There's an Elephant in the Bathtub Type of Fiction Fanciful Price \$1.00

Author Roger Bradfield Illustrator Roger Bradfield

Year of 1964 Number 25

Publisher Whitman Publishing Co. Publication 1964 of Pages 25

Cross referenced:

1969 Books in Print x Library of Congress Number:

1969 Children's Books in Print x PZ 7.B7224 Th

Annotation A boy with a vivid imagination has invisible pet animals. As his father crosses the living room to close the window, he trips over the boy's elephant and his pipe catches the curtains afire. While father rushes to call the fire department, the elephant puts out the fire.

Value intensity rating scale:

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- 2 . . . The value is represented frequently in this book.
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- 4 . . . The value is represented infrequently in this book.
- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>3</u>	<u>3</u>	<u>Boy and elephant cooperate.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>5</u>	<u>2</u>	<u>Child believes in his fantasy even though discouraged by all.</u>
Respect	<u>1</u>	<u>-4</u>	<u>Boy's fantasy not accepted by parents.</u>
Responsibility	<u>1</u>	<u>-4</u>	<u>Father doesn't attempt to put fire out; calls fire department.</u>
Selflessness	<u>3</u>	<u>3</u>	<u>Elephant very helpful.</u>
Understanding	<u>1</u>	<u>-4</u>	<u>Parents' not understanding child's dream world.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title	<u>The Color Kittens</u>	Type of Fiction	<u>Fanciful</u>	Price	<u>26¢ (Over & Under \$1.00 Editions)</u>
Author	<u>Margaret Wise Brown</u>	Illustrator	<u>Alice & Martin Provensen</u>		
Publisher	<u>Golden Press</u>	Year of Publication	<u>1958</u>	Number of Pages	<u>20</u>
Cross referenced:					
1969	<u>Books in Print</u>	Library of Congress Number:			
1969	<u>Children's Books in Print</u>	<u>x</u>	<u>PZ 10.3.B7656 Co2</u>		

Annotation Kittens like to play with paint. With all the buckets they had, they had no green paint. Experiment with mixing colors to make green. Then they paint everything they see the colors they think it should be, and get them all right. While jumping for glee, they spill all the paint and everything in the world is painted the correct color, leaving no messes.

Value intensity rating scale:

- 1 . . . The value is represented extensively in this book.
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- 3 . . . The value is represented occasionally in this book.
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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>7</u>	<u>1</u>	<u>Wants to paint all things in world right colors.</u>
Citizenship	<u>4</u>	<u>3</u>	<u>Cooperation in decisions on colors.</u>
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>7</u>	<u>1</u>	<u>Hard work for common purpose.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>1</u>	<u>4</u>	<u>Concern about painting things in world.</u>
Responsibility	<u>1</u>	<u>-4</u>	<u>Spilling paint on everything in world - happens it turned out all right.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>7</u>	<u>1</u>	<u>Discerning in painting things right colors.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title	Five Little Firemen	Type of Fiction	Realistic	Price	25¢ (Over & Under \$1.00 Editions)
Author	Margaret Wise Brown & Edith Thacher Hurd	Illustrator	Tibor Gergely		
Publisher	Simon & Schuster; Golden Press	Year of Publication	1948	Number	
			1969	of Pages	40
Cross referenced:					
1969	Books in Print			Library of Congress Number:	
1969	Children's Books in Print	<u>x</u>		PZ 7.B8163 FK	

Annotation Description of all the activity at the firehouse as the firemen prepare to go to a house on fire. Policeman has reported the fire and evacuated all the occupants, each one taking a treasured possession with him. Father checks to make sure everyone is out of the house, but the cook is missing. She is rescued with a life line. The firemen return to the firehouse and prepare for the next fire. There aren't many fires so they eat a lot. They are the happiest with "the finest fire - the fire that's out".

Value intensity rating scale:

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>1</u>	<u>4</u>	People on streets respecting sirens and making room for firetruck.
Compassion	<u>2</u>	<u>4</u>	Policeman and firemen all desire to help family.
Cooperation	<u>5</u>	<u>2</u>	Everyone in the story cooperates.
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>1</u>	<u>4</u>	Concern about welfare of others.
Responsibility	<u>4</u>	<u>3</u>	Policeman, firemen and family act rationally.
Selflessness	<u>8</u>	<u>1</u>	Policeman, firemen and father all unselfishly search for entire family.
Understanding	<u>2</u>	<u>-4</u>	Lack of respect for cook and firemen being fat.

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Sailor Dog</u>	Type of Fiction <u>Fanciful</u>	Price <u>\$1.00</u>
Author <u>Margaret Wise Brown</u>	Illustrator <u>Garth Williams</u>	
	Year of Publication <u>1953</u>	Number of Pages <u>27</u>
Publisher <u>Golden Press</u>		
Cross referenced:		
1969 Books in Print	<u>x</u>	Library of Congress Number:
1969 Children's Books in Print	<u>x</u>	<u>PZ 10.3.B76568a1</u>

Annotation Scuppers was born at sea and wanted to return to sea. Great explanation of his knowing this is exactly what he wanted. He becomes shipwrecked, but builds a house and mends his ship with a tool kit he finds as a buried treasure. Sails to a foreign port in his ship and buys new clothes and oranges and returns to sea. Weak explanation of how he got ship, shipwrecked, and money to buy new clothes.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>3</u>	<u>3</u>	<u>Nothing could stand in the way of Scuppers' goal.</u>
Citizenship	<u>0</u>	<u>5</u>	<u></u>
Compassion	<u>0</u>	<u>5</u>	<u></u>
Cooperation	<u>0</u>	<u>5</u>	<u></u>
Honesty	<u>0</u>	<u>5</u>	<u></u>
Individuality	<u>6</u>	<u>2</u>	<u>Wants to be a sailor and nothing can sway him.</u>
Respect	<u>0</u>	<u>5</u>	<u></u>
Responsibility	<u>2</u>	<u>4</u>	<u>Built shelter; fixes ship.</u>
Selflessness	<u>0</u>	<u>5</u>	<u></u>
Understanding	<u>0</u>	<u>5</u>	<u></u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Egg</u>	Type of Fiction <u>Fanciful in rhyme</u>	Price <u>\$1.00</u>
Author <u>Dick Bruna</u>	Illustrator <u>Dick Bruna</u>	
Publisher <u>Follett</u>	Year of Publication <u>1968</u>	Number of Pages <u>29</u>
Cross referenced:		
1969 Books in Print	<u>x</u> Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u> <u>PZ 8.3.B826Eg</u>	

Annotation An egg lying in a farm yard is claimed by a hen, cock and black cat, each as his own. When it cracks, a duckling appears and asks for food. The three go off to get it for him while the dog remains to protect him. After eating, the duckling swims away quacking merrily.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>3</u>	<u>-3</u>	<u>Everyone wants to claim egg and all laugh at others for claiming it.</u>
Compassion	<u>2</u>	<u>4</u>	<u>Kindness shown to newborn duckling.</u>
Cooperation	<u>2</u>	<u>4</u>	<u>Work together to feed duckling when it hatches.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>1</u>	<u>4</u>	<u>All show concern for egg.</u>
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>1</u>	<u>-4</u>	<u>No one put welfare of unhatched egg before own selfishness.</u>
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Fish</u>	Type of Fiction	Fanciful	Price <u>\$1.00</u>
Author <u>Dick Bruna (Translated from Dutch by Sandra Greifenstein)</u>			
Illustrator <u>Dick Bruna</u>		Year of <u>1963</u> Number <u>29</u>	
Publisher <u>Follett</u>		Publication <u>1963</u> of Pages <u>29</u>	
Cross referenced:			
1969 Books in Print	<u>x</u>	Library of Congress Number:	
1969 Children's Books in Print	<u>x</u>	<u>PZ 8.3.B826 Fi</u>	

Annotation A hungry fish cannot find food. He sees a little girl feeding ducks and swans, but when she falls in the water, they do not attempt to help her. The fish rescues her and she rewards him with "tons of buns" and he becomes the fattest fish of all.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>2</u>	<u>4</u>	<u>Fish desires to find food.</u>
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>2</u>	<u>4</u>	<u>-Swans and ducks did not help girl.</u> <u>+Girl feeds ducks and swans.</u>
Cooperation	<u>1</u>	<u>4</u>	<u>Fish saved girl and is rewarded with food.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>2</u>	<u>4</u>	<u>Girl feeds fowl; fish saves girl; rewarded.</u>
Selflessness	<u>1</u>	<u>4</u>	<u>Fish saves girl from drowning.</u>
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The King</u>	Type of Fiction <u>Fanciful in rhyme</u>	Price <u>\$1.00</u>
Author <u>Dick Bruna</u>	Illustrator <u>Dick Bruna</u>	
	Year of Publication <u>1968</u>	Number of Pages <u>29</u>
Publisher <u>Follett</u>		
Cross referenced:		
1969 Books in Print	<u>x</u>	Library of Congress Number:
1969 Children's Books in Print	<u>x</u>	<u>PZ 8.3.B826Kh</u>

Annotation Boy king is watched over by two green ladies who get him his wants and needs when he rings a bell. He doesn't like being alone, however. He finds the gardener's daughter, Rose, plays with her and has a grand time. He tells the green ladies he wants Rose to be his queen, but they say he must marry a princess and they'll find him one with golden hair. He takes off his crown to play with Rose because he feels it's more important to have a friend than to be king.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>1</u>	<u>-4</u>	<u>Rose was gardener's daughter and ladies wouldn't let king have her for queen.</u>
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>3</u>	<u>3</u>	<u>Rose and King play harmoniously.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>1</u>	<u>-4</u>	<u>Green ladies are not concerned with King's happiness.</u>
Responsibility	<u>5</u>	<u>2</u>	<u>King acts on own to have a friend. Decided friendship is important.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>1</u>	<u>4</u>	<u>Rose and boy king understood need for friends; green ladies didn't.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Kitten Nell</u>	Type of Fiction <u>Fanciful in rhyme</u>	Price <u>\$1.00</u>
Author <u>Dick Bruna (Translated by Sandra Greifenstein)</u>		
Illustrator <u>Dick Bruna</u>		
Publisher <u>Follett</u>	Year of Publication <u>1963</u>	Number of Pages <u>29</u>
Cross referenced:		
1969 Books in Print <u>x</u>		Library of Congress Number:
1969 Children's Books in Print <u>x</u>		<u>PZ 8.3.B826 Ki</u>

Annotation Nell was a cat who desired to be an Indian. She wanted to be an Indian so badly she cried. Her friends couldn't help, but a fish took her to the Indians, and they made her a headband from bird feathers and helped her pretend she was an Indian. The fish took her home and she had had such a good time she wanted to be an Indian again.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Kept talking of being an Indian until she got to be one.</u>
Citizenship	<u>1</u>	<u>4</u>	<u>Respect for Indian shown.</u>
Compassion	<u>1</u>	<u>-4</u>	<u>No feeling about bird feathers going into Indian headband.</u>
Cooperation	<u>2</u>	<u>4</u>	<u>Fish helped her get to Indians. Indians helped her look like Indian.</u>
Honesty	<u>2</u>	<u>-4</u>	<u>"Indians waved for half a year."</u>
Individuality	<u>1</u>	<u>4</u>	<u>Wanted to be an Indian instead of a cat.</u>
Respect	<u>1</u>	<u>-4</u>	<u>Not concerned about anyone or anything but self.</u>
Responsibility	<u>0</u>	<u>5</u>	<u></u>
Selflessness	<u>0</u>	<u>5</u>	<u></u>
Understanding	<u>0</u>	<u>5</u>	<u></u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Little Bird Tweet</u>	Type of Fiction <u>Fanciful</u>	in rhyme	Price <u>\$1.00</u>
Author <u>Dick Bruna (Translated from Dutch by Sandra Greifenstein)</u>	Illustrator <u>Dick Bruna</u>	Year of Publication <u>1963</u>	Number of Pages <u>29</u>
Publisher <u>Follett</u>	Cross referenced:		
1969 Books in Print <u>x</u>	Library of Congress Number:		
1969 Children's Books in Print <u>x</u>	PZ 8.3B826 Li		

Annotation Bird Tweet sees a spot on the ground which he discovers is a sleeping dog. He awakens the dog to find out if he's asleep. The dog explains how the farm is his and he just lets the farmer think it's his because the farmer works so hard. He tells Tweet how he keeps the chickens in line with five words: "It's time for chicken stew". Tweet asks what hay is and the dog calls him silly. Tweet flies away with the promise to return the following day.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>2</u>	<u>-4</u>	<u>Rights of chickens dominated by dog.</u> <u>"Respect" for hard work of farmer.</u>
Compassion	<u>1</u>	<u>-4</u>	<u>Wakes dog to see if he's asleep.</u>
Cooperation	<u>0</u>	<u>5</u>	
Honesty	<u>4</u>	<u>-3</u>	<u>Farm is dog's; dog keeps</u> <u>animals and farmer "in line".</u>
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>1</u>	<u>-4</u>	<u>Dog calls bird silly when he doesn't</u> <u>recognize something common to dog.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Tilly and Tess</u>	Type of Fiction <u>Realistic in rhyme</u>	Price <u>\$1.00</u>
Author <u>Dick Bruna (Translated by Sandra Greifenstein)</u>	Illustrator <u>Dick Bruna</u>	
Publisher <u>Follett</u>	Year of Publication <u>1963</u>	Number of Pages <u>29</u>
Cross referenced:		
1969 Books in Print <u>x</u>	Library of Congress Number:	
1969 Children's Books in Print <u>x</u>	<u>PZ 8.3.B826 Ti</u>	

Annotation Identical twins celebrating their 4th birthday. One wears green ribbons and one wears blue. They had no oatmeal for breakfast on their birthday, but a treat of milk and a pear. They then had eggs - a birthday custom they would like to give up. At their party, two boys have a fight, and Tilly cries when Punch and Judy puppets have a fight. Tess calls her silly because they're only wood. Both girls cry when their party is over, but smile when they remember birthdays come every year.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>2</u>	<u>-4</u>	<u>Tess not respecting Tilly's compassion for puppets. Boys fighting.</u>
Compassion	<u>1</u>	<u>4</u>	<u>Tilly doesn't like to see puppets hitting.</u>
Cooperation	<u>2</u>	<u>-4</u>	<u>Children not playing nicely together.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>1</u>	<u>4</u>	<u>Tummy aches from overeating on birthday.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>1</u>	<u>4</u>	<u>Mother lets children have breakfast of their choice for birthday.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Bunny Tales (2 Stories)</u>	Type of Fiction <u>Fanciful</u>	Price <u>\$1.00</u>	
		Helen Endres &	
Author <u>Peggy Burrows</u>	Illustrator <u>William Neek</u>		
	Year of <u>1956</u>	Number	
Publisher <u>Rand McNally</u>	Publication <u>1969</u>	of Pages <u>19</u>	
Cross referenced:			
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 10.3.B943 Bu3</u>	

Annotation Wiggin Bunny wants to leave home because it's too crowded and there's too much work to do. He stays with his uncle and has nothing to do. He can't wait to get home, and is the happiest bunny in the world when he returns vowing he'll never leave home again. Second story. Twin bunnies wait patiently every day for postman because they want letters. Finally they write to each other and also get mail from Mother.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	<u>Wiggin lacks understanding that he has duties, too.</u>
Citizenship	<u>1</u>	<u>-4</u>	<u>Mother helps children write letters and writes to them.</u>
Compassion	<u>1</u>	<u>4</u>	<u>Bunnies work in harmony. Uncle helps. Mothers assist.</u>
Cooperation	<u>3</u>	<u>3</u>	<u>Wiggin decides home is best place.</u>
Honesty	<u>1</u>	<u>4</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>1</u>	<u>-4</u>	<u>Wiggin wanted no work and less crowded conditions.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>2</u>	<u>4</u>	<u>Understanding of both mothers of feelings of children.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

<u>Title</u> <u>Bod and the Cherry Tree</u>	<u>Type of</u> <u>Fiction</u>	<u>Realistic</u>	<u>Price</u> <u>\$1.00</u>
<u>Author</u> <u>Michael & Jo Anne Cole</u>	<u>Illustrator</u> <u>Michael & Jo Anne Cole</u>		
<u>Publisher</u> <u>Follett</u>	<u>Year of</u> <u>Publication</u>	<u>Number</u> <u>1966</u>	<u>of Pages</u> <u>32</u>
<u>Cross referenced:</u>			
<u>1969 Books in Print</u>	<u>x</u>	<u>Library of Congress Number:</u>	
<u>1969 Children's Books in Print</u>	<u>x</u>	<u>PZ 7.C67352 Bo</u>	

Annotation Elementary description of seasonal changes. Bod cheers Aunt Flo up by telling her leaves must fall before blossoms come. Others confirm this. Blossoms arrive and Aunt Flo is happy, but saddened again when blossoms fall. Bod tells her blossoms must fall before cherries can come. Cherries ripen and everyone comes to help pick cherries, but birds have eaten them all. Aunt Flo is saddened again, but a bird sings and cheers Aunt Flo.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>5</u>	<u>2</u>	Bod is most concerned with cheering Aunt Flo up.
Cooperation	<u>4</u>	<u>3</u>	People passing by cooperate with Bod and help cheer up Aunt Flo.
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>5</u>	<u>2</u>	Bod is very concerned about Aunt Flo.
Responsibility	<u>2</u>	<u>-4</u>	Aunt Flo seems to act rather unrationally.
Selflessness	<u>2</u>	<u>4</u>	Bod goes to great lengths to help Aunt Flo cheer up and understand.
Understanding	<u>1</u>	<u>4</u>	Bod does see need for explaining seasonal changes.

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Jeepers the Little Frog</u>	Type of <u>Fiction</u>	Realistic <u>Realistic</u>	Price <u>\$1.00</u>
Author <u>Marjorie Cooper</u>	Illustrator <u>Marjorie Cooper</u>		
Publisher <u>Rand McNally & Co</u>	Year of Publication <u>1965</u>	Number of Pages <u>20</u>	
Cross referenced:			
1969 <u>Books in Print</u>	<u>x</u> Library of Congress Number:		
1969 <u>Children's Books in Print</u>	<u>x</u> <u>PZ 7.C78738 Je</u>		

Annotation A boy wants a pet and tells his mother about it while they work in the garden. In a pond in the meadow, tadpoles turn into frogs. One frog escapes animals in the dark and in his search for a pond, lands in the pond in Jimmy's yard. Jimmy finds him, names him Jeepers and claims him as a pet. Both are happy.

Value intensity rating scale:

- 1 . . . The value is represented extensively in this book.
- 2 . . . The value is represented frequently in this book.
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- 4 . . . The value is represented infrequently in this book.
- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>1</u>	<u>4</u>	<u>Jimmy likes pet frog and is kind to him.</u>
Cooperation	<u>1</u>	<u>4</u>	<u>Boy helpful to mother.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>2</u>	<u>4</u>	<u>Frog senses danger and uses his head to find safer spot.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>1</u>	<u>4</u>	<u>Mother understands son wants pet.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u> Tootle </u>	Type of Fiction <u> Fanciful </u>	Price <u> 39¢ </u>
Author <u> Gertrude Crampton </u>	Illustrator <u> Tibor Gergely </u>	
	Year of Publication <u> 1946 </u>	Number of Pages <u> 22 </u>
Publisher <u> Golden Press </u>		
Cross referenced:		
1969 <u>Books in Print</u>	Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u> x </u> <u> PZ 7.C8466 To </u>	
	<u> Rare Book Collection </u>	

Annotation At the school for baby locomotives, Tootle did very well in all lessons except staying on the track and stopping. He had a promising career as the flyer between Chicago and New York, but he couldn't overcome his desire to frolic in the meadow. The oilers discovered grass and flowers on him and told Engineer Bill who with the assistance of all the townspeople got Tootle to stop running in the meadow and return to the track. They did this by waving red flags. Emphasis in the book on A+ grades.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u> 2 </u>	<u> 4 </u>	<u>Tootle wants to be a flyer. Works hard at lessons.</u>
Citizenship	<u> 1 </u>	<u> -4 </u>	<u>Lack of respect for rules.</u>
Compassion	<u> 0 </u>	<u> 5 </u>	
Cooperation	<u> 1 </u>	<u> 4 </u>	<u>Townspeople help.</u>
Honesty	<u> 3 </u>	<u> -3 </u>	<u>Tootle did not stay on track; he cheated.</u>
Individuality	<u> 0 </u>	<u> 5 </u>	
Respect	<u> 2 </u>	<u> -4 </u>	<u>No respect for rules; unconcerned about obeying.</u>
Responsibility	<u> 3 </u>	<u> -3 </u>	<u>When alone to practice, Tootle couldn't stay on track.</u>
Selflessness	<u> 0 </u>	<u> 5 </u>	
Understanding	<u> 1 </u>	<u> 4 </u>	<u>Bill understood Tootle's need to frolic and how to help him overcome it.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Little Red Caboose</u> <u>That Ran Away</u>	Type of Fiction <u>Fanciful</u>	Price <u>35¢</u>
Author <u>Polly Curren</u>	Illustrator <u>Peter Burchard</u>	
Publisher <u>Wonder Books</u>	Year of Publication <u>1952</u>	Number of Pages <u>26</u>
Cross referenced:		
1969 <u>Books in Print</u>	<u>x</u> Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u> <u>PZ 7.C934 L1</u>	

Annotation Little Red Caboose was the only member of the Merry Mac train who was not hard working. He was tired of being at the end so he ran away. A goat butted him off the mountain so he returned to the train for two days. He ran away twice more due to unhappiness at being at the end. He was picked up in a tunnel by a passenger train and learned what true unhappiness was. He returned to the Merry Mac train to stay - because he belongs there. Emphasis on being last makes a job unimportant.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>2</u>	<u>-4</u>	<u>Running away from responsibilities.</u>
Citizenship	<u>1</u>	<u>-4</u>	<u>Lack of respect for own job responsibilities.</u>
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>3</u>	<u>-3</u>	<u>Red Caboose did not work in harmony with Merry Mac train.</u>
Honesty	<u>1</u>	<u>4</u>	<u>Unhappy being at end - displayed unhappiness.</u>
Individuality	<u>1</u>	<u>4</u>	<u>Unhappy being at end.</u>
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>4</u>	<u>3</u>	<u>Caboose avoids responsibility. Locomotive, coal car, and train hard working.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>My Elephant Book</u>	Type of Fiction <u>Fanciful</u>	Price <u>\$1.00</u>
Author <u>Kathleen N. Daly</u>	Illustrator <u>Aurelius Ballaglia</u>	
Publisher <u>Golden Press</u>	Year of Publication <u>1966</u>	Number of Pages <u>24</u>
Cross referenced:		
1969 <u>Books in Print</u>	<input checked="" type="checkbox"/> Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<input checked="" type="checkbox"/> <u>PZ 10.3.D226 My</u>	

Annotation A mother elephant tells her youngster about all his ancestors (both Indian and African elephants) and about their jobs in life. Baby elephants listen and learn quickly because they are clever, and soon are old enough to work. The elephant's friends become circus elephants and procession elephants (proud to have flowers painted on him). The little elephant becomes a zoo elephant and is wise and strong, "just as his mother taught him all elephants should be." Pride in work emphasized.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Wants to do well.</u>
Citizenship	<u>1</u>	<u>4</u>	<u>Respects various jobs elephants have.</u>
Compassion	<u>0</u>	<u>5</u>	<u>Cooperates with trainer in learning jobs.</u>
Cooperation	<u>1</u>	<u>4</u>	<u>Each elephant strives to do what he's trained for.</u>
Honesty	<u>0</u>	<u>5</u>	<u>Concern about upholding traditions of wise and strong elephants.</u>
Individuality	<u>1</u>	<u>4</u>	<u>Elephants listen and learn and become responsible in their jobs.</u>
Respect	<u>1</u>	<u>4</u>	
Responsibility	<u>3</u>	<u>3</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Jimmy Paints His House</u>	Type of Fiction <u>Fanciful in rhyme</u>	Price <u>\$1.00</u>
Author <u>Joel Dolens</u>	Illustrator <u>Joel Dolens</u>	
Publisher <u>Follett</u>	Year of Publication <u>1966</u>	Number of Pages <u>16</u>
Cross referenced:		
1969 Books in Print	<u>x</u> Library of Congress Number:	
1969 Children's Books in Print	<u>PZ 7.D702 J1</u>	

Annotation Jimmy wants to paint his house and decides it should be red. The giraffe says it should be green because the neighbors would laugh at red. The bear says a green house won't show up, it should be blue. The elephant wants the house to be brown; the cow doesn't like brown. So Jimmy paints his house all the colors because "happiness comes in a great many colors," and he could please all his friends in this way.

Value intensity rating scale:

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Jimmy wanted to paint house.</u>
Citizenship	<u>3</u>	<u>3</u>	<u>Jimmy respects beliefs of other animals.</u>
Compassion	<u>4</u>	<u>3</u>	<u>Jimmy tries to please all his animal friends.</u>
Cooperation	<u>2</u>	<u>4</u>	<u>Jimmy cooperates with everyone. No one else does.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>4</u>	<u>-3</u>	<u>Animals don't respect choices of other animals or Jimmy.</u>
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>1</u>	<u>4</u>	<u>Jimmy is very unselfish.</u>
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title The Little Engine That Laughed Type of Fiction Fanciful Price 35¢

Author Alf Evers Illustrator Art Seiden

Grosset & Dunlap; Year of 1950, 1959 Number

Publisher Wonder Books Publication 1969 of Pages 26

Cross referenced:

1969 Books in Print x Library of Congress Number:

1969 Children's Books in Print x PZ 7.E9227 L1

Annotation Smoky was a little engine and he loved to laugh because he was so happy. The railroad went out of business and Smoky was moved to a tropical place with wild animals. He missed his engineer, George, and continued to cry and to never be on time. The personnel of the railroad tried everything. They hired George to run Smoky and Smoky then laughed again and was on time. Emphasis on spoiling and pampering with reward for these actions.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>3</u>	<u>-3</u>	<u>Only when he had own engineer.</u>
Citizenship	<u>1</u>	<u>-4</u>	<u>Did not understand rights of others.</u>
Compassion	<u>4</u>	<u>3</u>	<u>Train company did everything they could to make Smoky happy.</u>
Cooperation	<u>4</u>	<u>-3</u>	<u>Only cooperated when he got his way.</u>
Honesty	<u>0</u>	<u>5</u>	<u>Only a little engine, but he was different. He liked to laugh.</u>
Individuality	<u>2</u>	<u>4</u>	<u>Became too dependent later.</u>
Respect	<u>4</u>	<u>-3</u>	<u>Concerned only for himself.</u>
Responsibility	<u>1</u>	<u>-4</u>	<u>Smoky was not responsible in his actions.</u>
Selflessness	<u>4</u>	<u>-3</u>	<u>Train spoiled and only cooperated when he had things going his way.</u>
Understanding	<u>4</u>	<u>-3</u>	<u>Didn't understand new job and needs of the others involved.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title	<u>The Too Little Fire Engine</u>	Type of Fiction	<u>Fanciful</u>	Price	<u>35¢</u>
Author	<u>Jane Flory</u>	Illustrator	<u>Jane Flory</u>		
	<u>Grosset & Dunlap;</u>	Year of Publication	<u>1950</u>	Number of Pages	<u>38</u>
Publisher	<u>Wonder Books</u>	Publication	<u>1969</u>	of Pages	<u>38</u>
Cross referenced:					
1969	<u>Books in Print</u>	<u>x Library of Congress Number:</u>			
1969	<u>Children's Books in Print</u>	<u>x PZ 7.F665 To</u>			

Annotation A toy fire engine wants to help put out real fires. He is laughed at by other toys in the store. He goes to a fire, but is shoved aside by large engines. As he is ready to leave, a spark lands near him and he extinguishes it. The fire engines congratulate him and want him to join them as a "spark watcher". When he returns to the toy store to say goodbye, he discovers a fire in the wastebasket, and extinguishes it. He decides to stay and be useful at the toy shop and the other toys polish and shine him.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>5</u>	<u>2</u>	<u>Tried many times to accomplish his goals.</u>
Citizenship	<u>2</u>	<u>-4</u>	<u>His desire was laughed at by the toys and real fire engines.</u>
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>3</u>	<u>3</u>	<u>Cooperated with large engines; they with him and dolls with him.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Even though small, he knew what he wanted and went after it.</u>
Respect	<u>2</u>	<u>4</u>	<u>Regarded as hero by firetrucks and toys.</u>
Responsibility	<u>2</u>	<u>4</u>	<u>Acted rationally in two instances to put out sparks and fire.</u>
Selflessness	<u>2</u>	<u>4</u>	<u>Fire engine puts out spark; puts out wastebasket fire.</u>
Understanding	<u>2</u>	<u>-4</u>	<u>Toys laughed at his ambition. Real firetrucks pushed him aside.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Gertie the Duck</u>	Type of Fiction	Realistic	Price <u>\$1.00</u>
Author <u>Nicholas P. Georgrady & Louis G. Romano</u>	Illustrator <u>Dagmar Wilson</u>		
Publisher <u>Follett</u>	Year of Publication	Number 1959	of Pages <u>29</u>

Cross referenced:

1969 Books in Print	x Library of Congress Number:
1969 <u>Children's Books</u> in Print	x <u>PE 1119.G47</u>

Annotation Gertie the Duck wanted to hatch her eggs, but she wanted her nest in a big city where there were a lot of people because she liked people. She built her nest on a pole near a bridge and was happy watching the people as they watched her. All posts were removed by workmen except Gertie's. When her eggs hatched, the townspeople took Gertie and the ducklings to a lake in the park.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Desire to build nest.</u>
Citizenship	<u>1</u>	<u>4</u>	<u>People's respect for Gertie's rights.</u>
Compassion	<u>1</u>	<u>4</u>	<u>People were kind to Gertie and ducklings and moved them to park.</u>
Cooperation	<u>5</u>	<u>2</u>	<u>People leave nest alone, watch Gertie, and move ducks to park after hatched.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>5</u>	<u>2</u>	<u>Duck liked people. Wanted to build nest where people were.</u>
Respect	<u>1</u>	<u>4</u>	<u>People showed concern for Gertie and ducklings.</u>
Responsibility	<u>2</u>	<u>4</u>	<u>Gertie acted very responsibly in finding place to build nest.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>2</u>	<u>4</u>	<u>People understood Gertie's building nest on pole.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Little Ballerina</u>	Type of Fiction <u>Realistic</u>	29¢ (1958) Price <u>\$1.00 (1969)</u>
Author <u>Dorothy Grider</u>	Illustrator <u>Dorothy Grider</u>	
	Year of <u>1958, 1960</u>	Number
Publisher <u>Rand McNally</u>	Publication <u>1969</u>	of Pages <u>28</u>
Cross referenced:		
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 7.G879 Li</u>

Annotation Carol couldn't play outdoors with other children because her legs were weak. The doctor suggested ballet might help strengthen them. Carol saw the students practicing even when the teacher said, "at ease". She was the star of the show as the fairy queen when the class presented a recital.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>All children in book portrayed as very serious ballet students.</u>
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>1</u>	<u>4</u>	<u>Carol's weakness in her legs might be helped through ballet lessons.</u>
Cooperation	<u>1</u>	<u>4</u>	<u>All children cooperated for show.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Little Majorette</u>	Type of Fiction <u>Realistic</u>	29¢ (1959) Price <u>\$1.00 (1969)</u>
Author <u>Dorothy Grider</u>	Illustrator <u>Dorothy Grider</u>	
	Year of <u>1959</u>	Number
Publisher <u>Rand McNally</u>	Publication <u>1969</u>	of Pages <u>27</u>
Cross referenced:		
1969 Books in Print	<u>x</u> Library of Congress Number:	
1969 <u>Children's Books</u> in Print	<u>x</u> <u>PZ 7.G879 Lk</u>	

Annotation Patty sees her neighbor, Richard, as a drum major in a parade. She practices with Richard's help and soon becomes very good. Skipper, her dog, is always rewarded for picking up and returning her baton. Patty receives a majorette outfit from her parents for her hard work. She enters a contest, but is afraid she won't do well. After mother's encouragement, Patty performs, wins second place, and becomes the smallest majorette in the band.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>3</u>	<u>3</u>	<u>Very strong desire to be a majorette.</u>
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>2</u>	<u>4</u>	<u>Richard worked with Patty. Dog helped, too.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>1</u>	<u>4</u>	<u>Worked hard to learn to be a majorette.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>1</u>	<u>4</u>	<u>Mother assures Patty she can do a thing if she really wants to.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

<u>Title</u> <u>Nobody Listens to Andrew</u>	<u>Type of</u> <u>Fiction</u>	<u>Realistic</u>	<u>Price</u> <u>\$1.00</u>
<u>Author</u> <u>Elizabeth Guilfoile</u>	<u>Illustrator</u> <u>Mary Stevens</u>		
<u>Publisher</u> <u>Follett</u>	<u>Year of</u> <u>Publication</u> <u>1957</u>	<u>Number</u> <u>of Pages</u> <u>26</u>	
<u>Cross referenced:</u>			
<u>1969 Books in Print</u>	<u>X</u>	<u>Library of Congress Number:</u>	
<u>1969 Children's Books in Print</u>	<u>X</u>	<u>PE 1119.G84</u>	

Annotation Andrew saw something upstairs in his house and he ran to tell someone and get help. Everyone was too busy to listen: Mother paying cleaning lady, father mowing grass, sister skating, brother playing ball, and neighbor walking dog. Andrew tells the neighbor there is a bear under his bed and the neighbor calls the zoo, fire department, police and dog catcher. They all arrive and take the bear away to the zoo. Everyone decides he'd better listen to Andrew from now on.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>4</u>	<u>3</u>	<u>Andrew desired to succeed in having someone listen and to help out.</u>
Citizenship	<u>3</u>	<u>3</u>	<u>Respect for Andrew. Calling proper personnel. Andrew reporting observations.</u>
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>4</u>	<u>3</u>	<u>Police, fire department, dog catcher and zoo personnel cooperated.</u>
Honesty	<u>1</u>	<u>4</u>	<u>Andrew was sincere.</u>
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>4</u>	<u>-3</u>	<u>No one believed what Andrew said.</u>
Responsibility	<u>2</u>	<u>4</u>	<u>Andrew tried desperately to act responsibly.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Little Runaway</u>	Type of Fiction <u>Fanciful</u>	Price <u>\$1.00</u>
Author <u>Margaret Hillert</u>	Illustrator <u>Irv Anderson</u>	
Publisher <u>Follett</u>	Year of Publication <u>1966</u>	Number of Pages <u>28</u>
Cross referenced:		
1969 Books in Print	<u>x</u> Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u> <u>PZ 7.H558 L1</u>	

Annotation Little kitten hears his mother calling him, but he thinks it is "fun" to run away. He gets hit on the head by a falling apple, falls in a pond, and sees a jack-o-lantern which frightens him. He decides it is not fun to run away, and returns to his mother.

Value intensity rating scale:

- 1 . . . The value is represented extensively in this book.
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- 5 . . . The value is never represented in this book.

<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>1</u>	<u>-4</u>	<u>Running away is uncooperative.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>2</u>	<u>-4</u>	<u>Not concerned about mother's feelings when he runs away.</u>
Responsibility	<u>1</u>	<u>-4</u>	<u>Behavior not rational.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>2</u>	<u>4</u>	<u>Little Kitten appreciates why mother wanted him home.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Yellow Boat</u>	Type of Fiction <u>Fanciful</u>	Price <u>\$1.00</u>
Author <u>Margaret Hillert</u>	Illustrator <u>Ed Young</u>	
Publisher <u>Follett</u>	Year of Publication <u>1966</u>	Number of Pages <u>28</u>

Cross referenced:

1969 Books in Print <u>x</u>		Library of Congress Number:
1969 Children's Books in Print <u>x</u>		<u>PZ 7.H558Ye</u>

Annotation A boat floating along sees a frog which he thinks looks funny, a turtle which seems very big, and a lobster, which is funny looking to him. A boy comes along and takes the boat home with him.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>0</u>	<u>5</u>	
Honesty	<u>1</u>	<u>-4</u>	Boy takes boat home without looking for owner.
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>2</u>	<u>-4</u>	No respect for lobster and frog because they are different.
Responsibility	<u>1</u>	<u>-4</u>	Boat goes away.
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>My Own Little House</u>	Type of Fiction <u>Realistic</u>	Price <u>\$1.00</u>
Author <u>Merriman B. Kaune</u>	Illustrator <u>Merriman B. Kaune</u>	
Publisher <u>Follett</u>	Year of Publication <u>1957</u>	Number of Pages <u>29</u>
Cross referenced:		
1969 <u>Books in Print</u>	<u>x</u> Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u> <u>PE 1119.K35</u>	

Annotation A child draws a picture of a house explaining why each thing is so drawn. The chimney goes to the basement because the furnace is there. Changes it into a school and a church. His own house will be best. He will play everyday and "be good to the birds". He will have a cow to mow the grass and a hundred stairs leading to his house. His parents will visit him every Sunday and he will "live happily always in my own little house".

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Desires to have a house of his own.</u>
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>1</u>	<u>4</u>	<u>Kindness to birds and to parents when they will come visit.</u>
Cooperation	<u>0</u>	<u>5</u>	
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Child draws house, etc. as he sees them.</u>
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>1</u>	<u>4</u>	<u>Explanation of why he has each thing in the picture of his house.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>I Can Fly</u>	Type of Fiction <u>Realistic in rhyme</u>	Price <u>25¢ (Over & Under \$1.00 Editions)</u>
Author <u>Ruth Krauss</u>	Illustrator <u>Mary Blair</u>	
	Year of Publication <u>1950</u>	Number of Pages <u>40</u>
Publisher <u>Golden Books</u>		
Cross referenced:		
1969 Books in Print	<u>x</u> Library of Congress Number:	
1969 Children's Books in Print	<u>x</u> <u>PZ 8.3.K865 I</u>	

Annotation Child pretending she can do what animals and insects do - grab, moo, squirm, crunch. She can fly like a bird when she's on a swing; she can walk like a bug, climb like a bear, hop like a rabbit, and walk like a cat. Song at end suggests you can be anything you want by pretending.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>5</u>	<u>2</u>	Significance of being able to do things if you want to.
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>0</u>	<u>5</u>	
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>8</u>	<u>1</u>	Child is alone in book but is being and doing what she wants.
Respect	<u>8</u>	<u>1</u>	Each animal is different and has varied needs which are respected.
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>7</u>	<u>1</u>	What animals do has a meaning for the animal.

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

<u>Title</u> Sparky's Firemen	<u>Type of</u> Fiction	Realistic	<u>Price</u> \$1.00
<u>Author</u> Anne Lattin (pseud. for Lois Dwight Cole)			
	<u>Illustrator</u>	Hal French	
<u>Publisher</u> Follett	<u>Year of</u> Publication	1968	<u>Number</u> of Pages 29
<u>Cross referenced:</u>			
1969 Books in Print	<u>x</u>	Library of Congress Number:	
1969 Children's Books in Print	<u>x</u>	PE 1119.C6	

Annotation Jack's dog, Sparky, liked to chase firetrucks. He saw firemen helping in many ways. Jack saw a fire prevention movie in school and Fireman Mike checked Jack's house for safety. Jack took Sparky to the firehouse and when the time came to leave, Sparky did not want to go. Jack wanted Sparky to stay at the firehouse so he would be happy, but the firemen said they couldn't take him from Jack. Sparky put out a match with his paw, stayed on as fire dog and everyone was happy.

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<u>Value</u>	<u>Number of</u> <u>Occurrences</u>	<u>Intensity</u> <u>Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>1</u>	<u>4</u>	Respect for firemen's duties.
Compassion	<u>2</u>	<u>4</u>	Jack wanted to be kind to dog. Dog also helpful.
Cooperation	<u>2</u>	<u>4</u>	Firemen assisting Patty and mother. Sparky assisting firemen.
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>2</u>	<u>4</u>	Firemen checking Jack's house. Jack taking Sparky to firehouse.
Selflessness	<u>2</u>	<u>4</u>	Jack giving up dog because of what dog wants most.
Understanding	<u>1</u>	<u>4</u>	Firemen and Jack understanding Sparky's strong desire to be a fire dog.

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Four to Get Ready</u>	Type of <u>Fiction</u>	Realistic	Price <u>\$1.00 (Over & Under \$1.00 Editions)</u>
Author <u>Florence Laughlin</u>	Illustrator <u>Albert John Pucci</u>		
Publisher <u>Whitman</u>	Year of Publication <u>1968</u>	Number of Pages <u>24</u>	
Cross referenced:			
1969 <u>Books in Print</u>		Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 7.L3703 Fo</u>	

Annotation Debbie and big brothers and sister are playing outdoors and their mother asks them to clean up. They work very slowly until mother whispers that someone special (grandpa) is coming. Big children work quickly, but Debbie continues to dawdle. Big children have to clean up her mud pies, and then they go to tell mother that grandpa is in sight. Debbie's legs are too short to keep up with big children, so she and grandpa walk together slowly. All children get a big hug and Debbie gets the biggest. She thinks it's very nice to be slow, slow, slow.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>2</u>	<u>-4</u>	Older children display ambition, but younger children do not.
Citizenship	<u>2</u>	<u>-4</u>	Rewards to child who neglects her duties.
Compassion	<u>1</u>	<u>4</u>	Bigger brothers and sister helped Debbie.
Cooperation	<u>3</u>	<u>3</u>	Mother is understanding; she realizes need for motivating children.
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>1</u>	<u>-4</u>	Debbie's lack of concern for cleaning up her fair share.
Responsibility	<u>4</u>	<u>3</u>	Older children did their work and then had to help Debbie.
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>2</u>	<u>4</u>	Bigger brothers and sister help Debbie because she is small.

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Freddie Bear</u>	Type of Fiction <u>Fanciful</u>	Price <u>\$1.00</u>
Author <u>Claude Laydu</u>	Illustrator <u>Paul Durand</u>	
Publisher <u>Golden Press</u>	Year of Publication <u>1965</u>	Number of Pages <u>26</u>
Cross referenced:		
1969 <u>Books in Print</u>	<u>x</u> Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u> <u>PZ 10.3.L4 Fr</u>	

Annotation Two children go to visit bear family and as they are about to have breakfast, they discover there is no honey. Freddie Bear goes for some and everyone follows. Freddie picks flowers and when the bees settle on the flowers, he gets the honey. He brings the flowers and they give him the honey. Going home, Freddie falls in the river but doesn't spill any honey. The children and bears work together getting pancakes made and have a large feast in the evening.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Freddie goes to get the honey.</u>
Citizenship	<u>1</u>	<u>4</u>	<u>Freddie doesn't steal honey.</u>
Compassion	<u>1</u>	<u>4</u>	<u>Freddie takes it upon himself to obtain honey.</u>
Cooperation	<u>3</u>	<u>3</u>	<u>Freddie and bees cooperate.</u>
Honesty	<u>1</u>	<u>4</u>	<u>Freddie gives bees flowers and they give him honey.</u>
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>1</u>	<u>4</u>	<u>Regard for bees making honey and need for flowers to do so.</u>
Responsibility	<u>3</u>	<u>-3</u>	<u>Freddie seemed to be only responsible one. Everyone else just followed.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>1</u>	<u>4</u>	<u>Freddie understands bees need the flowers.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title The Little Bear Who Type of Fiction Fanciful Price \$1.00
Wanted Friends
 Author Edith Lowe Illustrator Frances Eckart
 Year of 1962 Number
 Publisher Follett Publication 1962 of Pages 35
 Cross referenced:
 1969 Books in Print x Library of Congress Number:
 1969 Children's Books in Print x PZ 10.3.L93 L13

Annotation Sugar Bear was lonely and cried because he had no family. He thought maybe someone else was lonely, too, so he went out to look for him. He tried to make friends with many animals but broke bluebird's nest, frightened grasshopper, swans, fawn and skunk. He helped beavers, but couldn't play in water, got stung by the bees, snapped by the turtle, and ignored by the fox. Sugar Bear cried and cried but was joined by a little girl bear who understood him. Someday she will be the mother and Sugar Bear will be the father and they and the little bears will never be lonely again.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>6</u>	<u>2</u>	<u>Desired to have friends.</u>
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>3</u>	<u>3</u>	<u>Sugar Bear tried to help and be kind to other animals.</u>
Cooperation	<u>2</u>	<u>4</u>	<u>Sugar Bear tried to help others.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>2</u>	<u>4</u>	<u>Wanted to help but couldn't understand others.</u>
Selflessness	<u>2</u>	<u>4</u>	<u>Sugar Bear was unselfish in his efforts to help.</u>
Understanding	<u>6</u>	<u>2</u>	<u>Sugar Bear saw needs of others who didn't appreciate his.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Poky Little Puppy</u>	Type of Fiction <u>Fanciful</u>	25¢ (1942) Price <u>\$1.00 (1969)</u>
Author <u>Janette Lowrey</u>	Illustrator <u>Gustaf Tenggren</u>	
<u>Simon & Schuster (1942)</u>	Year of <u>1942</u>	Number
Publisher <u>Golden Press (1969)</u>	Publication <u>1969</u>	of Pages <u>38</u>
Cross referenced:		
1969 Books in Print	<u>x</u>	Library of Congress Number:
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 10.3 L94 Po</u>

Annotation Poky Puppy and his brothers and sisters dig a hole under the fence and go out to see the world. Poky Puppy always lags behind. When other four puppies return home, mother puts them to bed without dessert. Poky Puppy comes home when everyone is asleep, eats the dessert, and goes to bed "happy as a lark". This happens twice before the four puppies slip out of bed and fill up the hole. They eat the dessert and none is left when Poky Puppy returns. He goes to bed very sad. No evidence that the puppies learned any lesson, especially Poky Puppy.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>4</u>	<u>3</u>	<u>Poky Puppy wanted to do things.</u>
Citizenship	<u>5</u>	<u>-2</u>	<u>Puppies have no respect for property; Poky lacks respect for family.</u>
Compassion	<u>1</u>	<u>4</u>	<u>Mother rewards puppies who haven't gotten dessert before.</u>
Cooperation	<u>4</u>	<u>3</u>	<u>Four puppies worked together and accepted punishment without fuss.</u>
Honesty	<u>4</u>	<u>-3</u>	<u>Puppies running away. Poky Puppy eating desserts without permission.</u>
Individuality	<u>2</u>	<u>4</u>	<u>Poky Puppy thinks for himself.</u>
Respect	<u>2</u>	<u>-4</u>	<u>Running away from home - no concern for mother's feeling or for property, of others.</u>
Responsibility	<u>5</u>	<u>-2</u>	<u>Poky Puppy does not accept the punishment.</u>
Selflessness	<u>4</u>	<u>3</u>	<u>Other puppies try to get Poky Puppy to return home, but he's not interested.</u>
Understanding	<u>1</u>	<u>4</u>	<u>Puppies don't understand need for rules.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title	The Curious Cow	Type of Fiction	Fanciful	Price	\$1.00
Author	Esther K. Meeks	Illustrator	Mel Pekarsky		
Publisher	Follett	Year of Publication	1960	Number of Pages	29
Cross referenced:					
1969 Books in Print	x	Library of Congress Number:			
1969 Children's Books in Print	x	PE 1119.M4736			

Annotation Katy was a good cow, but very curious. She ate neighbors' grass, garden plants, and wash. She went into a kitchen and broke things. Everyone still liked Katy, however. One day, through curiosity, she fell in a deep hole. Everyone cooperated to get her out. The firemen floated her out with water. "Katy was always good - and never curious after that".

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>2</u>	<u>-4</u>	<u>Katy's lack of respect for other people's property.</u>
Compassion	<u>1</u>	<u>4</u>	<u>Firemen and neighbors' kindness toward Katy in helping her out of hole.</u>
Cooperation	<u>1</u>	<u>4</u>	<u>People and firemen working together to save Katy.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Cow was curious.</u>
Respect	<u>1</u>	<u>4</u>	<u>Concern of everyone in saving cow.</u>
Responsibility	<u>1</u>	<u>4</u>	<u>Katy learned not to be so curious.</u>
Selflessness	<u>1</u>	<u>4</u>	<u>Firemen's duty of saving cow.</u>
Understanding	<u>2</u>	<u>4</u>	<u>People still liked and tolerated Katy even though she did disruptive things.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Animal Hat Shop</u>	Type of Fiction <u>Fanciful</u>	Price <u>\$1.00</u>
Author <u>Sara Murphey</u>	Illustrator <u>Mel Pekarsky</u>	
	Year of Publication <u>1964</u>	Number of Pages <u>26</u>
Publisher <u>Follett</u>		
Cross referenced:		
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PE 1119.M837</u>

Annotation Mrs. Rabbit owns a hat shop and tries to please all animals, fish and fowl who shop there. The Hen and the Cat buy hats and Misses Robin, Pig, and Fish say they can't see any hats. The Hen and Cat think this is because they have hats and Robin, Pig, and Fish don't. The Hen and Cat look in a puddle and don't see any hats so return to the hat shop. Their hats couldn't be seen because they bought hats the same color as they were. They traded hats; everyone raved about their hats and went to the hat store to buy one for themselves.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>4</u>	<u>-3</u>	<u>Cat and Hen think friends are jealous.</u>
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>2</u>	<u>4</u>	<u>Rabbit worked to get them hats, then Cat and Hen traded for right hats.</u>
Honesty	<u>4</u>	<u>3</u>	<u>Robin, Pig, Fish and Rabbit tell Cat and Hen truth about not seeing hats.</u>
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Johnny and the Birds</u>	Type of Fiction	Realistic	29¢ (1950) Price <u>\$1.00 (1969)</u>
Author <u>Ian Munn</u>	Illustrator	<u>Elizabeth Webbe</u>	
	Year of	<u>1950</u> Number	
Publisher <u>Rand McNally</u>	Publication	<u>1969</u>	of Pages <u>32</u>
Cross referenced:			
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 10.3.M87 Jo</u>	

Annotation While Johnny is picking strawberries, he sees various kinds of birds. The stories of each are told in chapters. Johnny heard a kitten, but discovered it was a catbird. While the Blue Jays were hatching eggs, Old Hawk came too close and Father Blue Jay frightened him off. Johnny saw both Robin parents feeding their young. He recalled letting Chickadees stay in the woodshed in the winter and he and his parents feeding them. One ate from Johnny's hand "without fear". Near a crow's nest, Johnny found a lame crow whom he named Blacky and it became his pet. He returned to his berry-picking.

Value intensity rating scale:

- 1 . . . The value is represented extensively in this book.
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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>1</u>	<u>4</u>	<u>Respect for each kind of bird.</u>
Compassion	<u>4</u>	<u>3</u>	<u>Johnny very kind boy. Parents also.</u>
Cooperation	<u>1</u>	<u>4</u>	<u>Helping birds by feeding or leaving them alone.</u>
Honesty	<u>1</u>	<u>4</u>	<u>Trustworthy person.</u>
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>5</u>	<u>2</u>	<u>Very concerned about all the birds.</u>
Responsibility	<u>2</u>	<u>4</u>	<u>Feeding birds in winter. Not disturbing birds.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>2</u>	<u>4</u>	<u>Idea that birds are different and have special needs.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title	Curly the Pig	Type of Fiction	Fanciful	Price	\$1.00
	Maria Pia Pezzi - Adapted				
Author	by Kathleen Daly	Illustrator	Virginia Livraghi		
		Year of Publication	1964	Number of Pages	22
Publisher	Golden Press				
Cross referenced:					
1969 Books in Print	x		Library of Congress Number:		
1969 Children's Books in Print			PZ 7.P4484 Cu		

Annotation Curly was an unusual pig with a fine tail, and he was the leader of his group. He enjoyed exciting and naughty things. Mrs. Goat paid little attention to Curly and his group and this annoyed them so they began playing tricks on her. The dog who was the respected leader scolded Curly for bullying and made Curly apologize. Curly learned Mrs. Goat was separated from her kid. Curly went through trials but returned kid to Mother Goat and paid farmer for him. He was rewarded by respect from other animals.

Value intensity rating scale:

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	Curly finally decided to do something worthwhile.
Citizenship	<u>4</u>	<u>-3</u>	Lack of respect for individual differences.
Compassion	<u>1</u>	<u>4</u>	Learned later in story but lacking at first.
Cooperation	<u>1</u>	<u>4</u>	Dog helped Curly find kid.
Honesty	<u>3</u>	<u>-3</u>	Curly not trustworthy or fair. Curly took kid from farmer, later paid him.
Individuality	<u>4</u>	<u>3</u>	Goat - standoffish; pig - leader; dog - respected leader.
Respect	<u>2</u>	<u>-4</u>	Making fun of one who is "different".
Responsibility	<u>1</u>	<u>4</u>	Took it upon self to find goat's kid.
Selflessness	<u>2</u>	<u>4</u>	At first selfish, but reformed.
Understanding	<u>4</u>	<u>-3</u>	Failure in most of book to understand needs of others.

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

<u>Title</u>	<u>What If?</u>	<u>Type of Fiction</u>	<u>Fanciful</u>	<u>Price</u>	<u>\$1.00</u>
<u>Author</u>	<u>Robert Pierce</u>	<u>Illustrator</u>	<u>Robert Pierce</u>		
		<u>Year of Publication</u>	<u>1969</u>	<u>Number of Pages</u>	<u>24</u>
<u>Publisher</u>	<u>Golden Press</u>				
<u>Cross referenced:</u>					
1969 <u>Books in Print</u>	<u>x</u>	<u>Library of Congress Number:</u>			
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 8.3.P55864 Wh</u>			

Annotation What if animals did the things people do? Part of book shows animals acting politely and cooperating. Other part shows unmannerly actions, e.g., gobbling up socks and birthday cake.

Value intensity rating scale:

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>1</u>	<u>-4</u>	<u>Lack of appreciation for rights of others - eating birthday cake and socks.</u>
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>3</u>	<u>3</u>	<u>Cooperation of animals in people role.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>3</u>	<u>3</u>	<u>Animals as people.</u>
Respect	<u>4</u>	<u>3</u>	<u>Regard for others by animals acting as people.</u>
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Little Red Caboose</u>	Type of <u>Fiction</u>	Fanciful	25¢ (1958) Price <u>\$1.00 (1969)</u>
Author <u>Marian Potter</u>	Illustrator <u>Tibor Gergely</u>		
	Year of <u>1953, 1958</u> Number		
Publisher <u>Golden Books</u>	Publication <u>1969</u>	of Pages <u>26</u>	
Cross referenced:			
1969 Books in Print	<u>x</u>	Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 7.P853 L1</u>	

Annotation Little Red Caboose is very unhappy being at the end of the train and feels no one cares for him. When the train began backing down a steep mountain, the Caboose puts on his breaks and said the train would not go backwards "if he could help it". Two engines arrive and push the train up the hill. Everyone cheers the Caboose and now the train saves the hardest work for the Caboose. Great emphasis in book placed on being last.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	<u>Biggest jobs are saved for Caboose now.</u>
Citizenship	<u>1</u>	<u>4</u>	<u>His job now is respected by others.</u>
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>1</u>	<u>4</u>	<u>Caboose did save train. Two other engines helped them.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Caboose unhappy being last. Thinks no one likes him.</u>
Respect	<u>4</u>	<u>-3</u>	<u>Emphasis on being last and no one liking the one that is last.</u>
Responsibility	<u>1</u>	<u>4</u>	<u>Took it upon himself to save train.</u>
Selflessness	<u>1</u>	<u>-4</u>	<u>Didn't appear to save train above own welfare.</u>
Understanding	<u>0</u>	<u>5</u>	

**AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN**

By Sally A. Chant

Title <u>Nancy Plays Nurse</u>	Type of Fiction <u>Realistic</u>	Price <u>\$1.00</u>
Author <u>Diane Sherman</u>	Illustrator <u>Dorothy Grider</u>	
	Year of Publication <u>1965</u>	Number of Pages <u>20</u>
Publisher <u>Rand McNally</u>		
Cross referenced:		
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 7.55454 Nan</u>

Annotation Nancy wanted to be a nurse so very much and played nurse with her dolls every day. Her older sister was a candy-striper and told Nancy all about her work. One day while Nancy's mother and sister were away, a neighbor tripped and cut his knee. Nancy took him home, washed the cut with soap and water and put a bandage on it, as well as giving him a lollypop. A dog had a splinter in his paw and Nancy soaked the paw and removed the splinter. When her sister had a cold, Nancy made the room attractive. She received a candy-striper outfit for her birthday.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Child had strong desire to be a nurse.</u>
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>3</u>	<u>3</u>	<u>Child kind and tender to sister, dog and neighbor.</u>
Cooperation	<u>1</u>	<u>4</u>	<u>Cooperatively cared for hurt dog and boy.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>0</u>	<u>5</u>	
Responsibility	<u>1</u>	<u>-4</u>	<u>Taking neighbor child home when no adults were home. Left alone by parents.</u>
Selflessness	<u>1</u>	<u>4</u>	<u>Wanted to help others.</u>
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Leander the Gander</u>	Type of Fiction	Fanciful	Price <u>\$1.00</u>
Author <u>David & Sharon Stearns</u>	Illustrator	<u>David & Sharon Stearns</u>	
	Year of	Number	
Publisher <u>Follett</u>	Publication	<u>1962</u>	of Pages <u>30</u>
Cross referenced:			
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 10.3.5787 Le</u>	

Annotation Leander discovered he was magic and whatever he wished came true. Through his magic he caused much anguish for the cat, rooster, and pigs. While he was looking for friends, he ended up with "polite admirers". He was mean and cruel to barnyard animals and "laughed heartily" at his pranks. He was very happy being respected in the barnyard.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Desired friends but obtained them through fear.</u>
Citizenship	<u>5</u>	<u>2</u>	<u>No respect for rights and privileges of others.</u>
Compassion	<u>4</u>	<u>-3</u>	<u>Trickery; making fun of others, laughing and unkindness.</u>
Cooperation	<u>4</u>	<u>2</u>	<u>Working against others.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Distinct in that he could wish things and they came true.</u>
Respect	<u>3</u>	<u>-3</u>	<u>Concerned only for self.</u>
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>5</u>	<u>2</u>	<u>Animals had to abide by Leander's rules. Couldn't be individuals.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title Spunky the Donkey Type of Fiction Fanciful Price \$1.00
 Author David & Sharon Stearns Illustrator David & Sharon Stearns
 Year of 1962 Number
 Publisher Follett Publication 1962 of Pages 30
 Cross referenced:
 1969 Books in Print x Library of Congress Number:
 1969 Children's Books in Print x PZ 10.3 S787 Sp

Annotation Spunky was discouraged because his owner worked him hard and fed him little. Spunky was also laughed at because his ears were large, fuzzy, and floppy. While in town selling vegetables, a man with large ears laughed at Spunky and Spunky kicked him and hit him with his floppy ears, then ran away. Onlookers cheered him on. When he came to a river he swam using his legs, then ears. Found a boy who owned a large-eared donkey (Floppy) and he made his home there where there was little work and lots of food. He was proud of his large-eared donkey offspring and was happy.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>-4</u>	<u>Wanted to find a place where there was little work and lots of food.</u>
Citizenship	<u>4</u>	<u>-3</u>	<u>Laughing at one who is different.</u>
Compassion	<u>3</u>	<u>-3</u>	<u>Owner unkind to donkey; donkey unkind to man. Boy not truly kind.</u>
Cooperation	<u>1</u>	<u>-4</u>	<u>Spunky and owner worked at odds with each other.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Large, fuzzy, floppy ears on donkey.</u>
Respect	<u>3</u>	<u>-3</u>	<u>No one concerned about anyone. Slapstick, but unkind.</u>
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

<u>Title</u> <u>Choo-Choo, The Little Switch Engine</u>	<u>Type of Fiction</u> <u>Fanciful</u>	<u>Price</u> <u>29¢ (1941)</u> <u>\$1.00 (1969)</u>
		<u>Clarence Biers (1941)</u>
<u>Author</u> <u>Wallace Wadsworth</u>	<u>Illustrator</u> <u>Mary Jane Chane (1954-1969)</u>	
	<u>Year of</u> <u>1941, 54, Number</u>	
<u>Publisher</u> <u>Rand McNally</u>	<u>Publication</u> <u>64, 69 of Pages</u> <u>28</u>	
<u>Cross referenced:</u>		
<u>1969 Books in Print</u>	<u>x</u>	<u>Library of Congress Number:</u>
<u>1969 Children's Books in Print</u>	<u>x</u>	<u>PZ 7.W1196 Ch5</u>

Annotation A happy little switch engine moved freight to different tracks and was proud of his job. He dreamed, however, of the day he would "grow up" and become a streamliner. One day he was telling his dream to a streamliner who told little engine that people and dogs grow up, but engines don't. The engine became so sad he couldn't do his work and was replaced. An engineer fixed him up one day and he forgot about being sad and worked harder than ever. One day he had to pull the streamliner who had laughed at his dream back to town. He never again felt his job was unimportant.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
<u>Ambition</u>	<u>2</u>	<u>4</u>	<u>Had ambition to be a streamliner.</u>
<u>Citizenship</u>	<u>2</u>	<u>4</u>	<u>Each individual has a place and a responsibility in our land.</u>
<u>Compassion</u>	<u>1</u>	<u>-4</u>	<u>Streamliner not kind to Choo-Choo.</u>
<u>Cooperation</u>	<u>1</u>	<u>4</u>	<u>Choo-Choo helped all engines he could, even streamliner.</u>
<u>Honesty</u>	<u>1</u>	<u>-4</u>	<u>Although honest in what he told, streamliner was unkind to Choo-Choo.</u>
<u>Individuality</u>	<u>3</u>	<u>3</u>	<u>Realized he was different but did his job to the best of his ability.</u>
<u>Respect</u>	<u>1</u>	<u>-4</u>	<u>Streamliner did not consider Choo-Choo's job important.</u>
<u>Responsibility</u>	<u>3</u>	<u>3</u>	<u>Choo-Choo worked hard at his job. Proud of what he did.</u>
<u>Selflessness</u>	<u>0</u>	<u>5</u>	
<u>Understanding</u>	<u>1</u>	<u>-4</u>	<u>Streamliner broke dream of Choo-Choo without compassion.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title	Number 9, the Little <u>Fire Engine</u>	Type of Fiction	Fanciful	Price	25¢ (1942) \$1.00 (1969)
Author	<u>Wallace Wadsworth</u>	Illustrator	<u>Eleanor Corwin</u>	(1942) (1950 & 1969)	
Publisher	<u>Rand McNally</u>	Year of Publication	<u>1969</u>	Number of Pages	<u>20</u>
Cross referenced:					
1969 Books in Print	<u>x</u>	Library of Congress Number:			
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 7.W1196 Nu4</u>			

Annotation Number 9 was a little and old fire engine. He and Jeff, his driver, had been crowded out of one big station after another until they were in a sparsely settled area on the edge of town. Jeff had many medals for past brave deeds and he and Number 9 were proud of them. They were called at last on the coldest day of the year to help with a fire the big engines couldn't handle. They went behind the building to the most dangerous place and assisted before the wall collapsed on them. They were taken to a large station and Number 9 had a plaque placed on his side.

Value intensity rating scale:

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Wanted to be fire fighter.</u>
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>1</u>	<u>-4</u>	<u>Not kind in moving him from one house to another. Moving him out.</u>
Cooperation	<u>3</u>	<u>3</u>	<u>Worked well as a team and with other engines.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Number 9 was old and little - one who is "different" can succeed.</u>
Respect	<u>2</u>	<u>4</u>	<u>Jeff's medals were respected.</u> <u>Rewarded for bravery.</u>
Responsibility	<u>1</u>	<u>4</u>	<u>Responsible action in moving to spot where they could help most.</u>
Selflessness	<u>4</u>	<u>3</u>	<u>Put caring for the fire before their own safety.</u>
Understanding	<u>1</u>	<u>-4</u>	<u>Due to size and age, Number 9 and Jeff were not having needs understood and met.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Cub Scout</u>	Type of Fiction <u>Realistic</u>	Price <u>\$1.00</u>
Author <u>Mabel Watts</u>	Illustrator <u>William Timmins</u>	
	Year of <u>1964</u>	Number <u> </u>
Publisher <u>Rand McNally</u>	Publication <u>1966</u>	of Pages <u>20</u>
Cross referenced:		
1969 Books in Print <u> </u>	<u>x</u>	Library of Congress Number:
1969 Children's Books in Print <u> </u>	<u>x</u>	<u>PZ 7.W34 Cu</u>

Annotation Eight-year old Danny Dobson became a Cub Scout and his
mother became the den mother. They turned their sunporch into the
meeting place. Everyone worked diligently on achievement badges
and wanted to become Eagle Scouts.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>2</u>	<u>4</u>	Danny became a Cub Scout wanted to go all the way to Eagle Scout.
Citizenship	<u>1</u>	<u>4</u>	Respect shown toward each person although very weakly as they all were stereotyped.
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>1</u>	<u>4</u>	Everyone always worked so well together.
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>0</u>	<u>5</u>	
Respect	<u>1</u>	<u>4</u>	Boys in cub scouts concerned about achievement awards.
Responsibility	<u>1</u>	<u>4</u>	Danny's mother became den mother.
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Little Horseman</u>	Type of Fiction <u>Realistic</u>	Price <u>\$1.00</u>
Author <u>Mabel Watts</u>	Illustrator <u>Dorothy Grider</u>	
	Year of 1961, 1963 <u>Number</u>	
Publisher <u>Rand McNally</u>	Publication 1969 of Pages <u>20</u>	
Cross referenced:		
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 7.W34 Lk3</u>

Annotation Alan loved horses and wanted to be a horseman. He wanted to win a trophy like the silver cup his father had won as a young man. He was put into the lead position on his second lesson. He learned all about taking care of horses and his parents bought him his own horse, Moonlight. He won a silver cup for jumping.

Value intensity rating scale:

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Alan wanted to be a horseman.</u>
Citizenship	<u>0</u>	<u>5</u>	<u>_____</u>
Compassion	<u>0</u>	<u>5</u>	<u>_____</u>
Cooperation	<u>0</u>	<u>5</u>	<u>_____</u>
Honesty	<u>0</u>	<u>5</u>	<u>_____</u>
Individuality	<u>0</u>	<u>5</u>	<u>_____</u>
Respect	<u>2</u>	<u>4</u>	<u>Alan concerned with care of horses.</u> <u>Regard for father and trophy.</u>
Responsibility	<u>1</u>	<u>4</u>	<u>Alan took good care of horses, learned</u> <u>all lessons well. Worked hard.</u>
Selflessness	<u>0</u>	<u>5</u>	<u>_____</u>
Understanding	<u>0</u>	<u>5</u>	<u>_____</u>

**AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN**

By Sally A. Chant

Title	<u>Baby Farm Animals</u>	Type of Fiction	<u>Fanciful</u>	Price	<u>\$1.00</u>
Author	<u>Garth Williams</u>	Illustrator	<u>Garth Williams</u>	Year of	<u>1953, 59</u>
Publisher	<u>Golden Books</u>	Publication	<u>1967</u>	Number of Pages	<u>23</u>
Cross referenced:					
1969 Books in Print	<u>x</u>	Library of Congress Number:			
1969 Children's Books in Print	<u>x</u>	<u>PZ 10.3 W6685 Bc</u>			

Annotation All baby animals on a farm are learning their abilities and to get along together. Rabbits sniff at puppies and kittens because they are friends. The guinea pig suspects mischief. The chicks respect the ducklings desire to swim, but obey their mother and stay out of the water. All respect rights of others.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>2</u>	<u>4</u>	<u>Baby ducks desire to swim.</u>
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>5</u>	<u>2</u>	<u>All animals are working and living harmoniously.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Each animal is distinct and behaves differently from others.</u>
Respect	<u>1</u>	<u>4</u>	<u>Rabbits and pony concerned about their puppy and kitten friends.</u>
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>1</u>	<u>4</u>	<u>Chicks appreciate ducks wanting to swim, but respect Mother's wishes.</u>

**AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN**

By Sally A. Chant

Title <u>The No-Bark Dog</u>	Type of <u>Fiction</u>	Realistic	Price <u>\$1.00</u>
Author <u>Stanford Williamson</u>	Illustrator <u>Tom O'Sullivan</u>		
Publisher <u>Follett</u>	Year of Publication <u>1962</u>	Number of Pages <u>29</u>	
Cross referenced:			
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:	
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 7.W674 No</u>	

Annotation Tim Trotter loved his new dog, Top, but is surprised Top doesn't bark. He makes excuses to the other children that Top will bark when he's older, or that Top bites but does not bark. Adults realize Tim's concern and try to advise him how to make Top bark. One day while out walking, Tim and Top saw two basset hounds with socks on their ears. That started Top barking and he barked all the way home. Then Tim was happy.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>2</u>	<u>4</u>	<u>Tim tried to help Top, respected his not barking. Not disrespectful to dog.</u>
Compassion	<u>2</u>	<u>4</u>	<u>Timothy tried to help Top learn to bark. Tim and adults cooperated with Top to help Top learn.</u>
Cooperation	<u>2</u>	<u>4</u>	<u>Tim knows Top doesn't bark but won't admit it to other children.</u>
Honesty	<u>1</u>	<u>-4</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Dog didn't bark.</u>
Respect	<u>1</u>	<u>4</u>	<u>Adults knew Tim's concern and attempted to offer suggestions.</u>
Responsibility	<u>0</u>	<u>5</u>	
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>2</u>	<u>4</u>	<u>Adults appreciated Tim's need for barking dog.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Happy Twins</u>	Type of Fiction <u>Realistic in rhyme</u>	Price <u>\$1.00</u>
Author <u>Helen Wing</u>	Illustrator <u>Marjorie Cooper</u>	
	Year of Publication <u>1966</u>	Number of Pages <u>20</u>
Publisher <u>Rand McNally</u>		
Cross referenced:		
1969 Books in Print <u>x</u>	Library of Congress Number:	
1969 Children's Books in Print <u>x</u>	<u>PZ 8.3.W718 Hap 2</u>	

Annotation Joe and Jill were "such happy twins", and played well together. Their grandfather takes them for a walk and they take their dog along. He forgets his manners and leaps and barks. While walking through the park, the twins remember not to pick the flowers.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>1</u>	<u>4</u>	<u>Respect of rights of others to enjoy flowers.</u>
Compassion	<u>1</u>	<u>4</u>	<u>Grandfather kind.</u>
Cooperation	<u>1</u>	<u>4</u>	<u>Twins worked and played well together.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>-4</u>	<u>Twins exactly the same.</u>
Respect	<u>1</u>	<u>4</u>	<u>Respect for flowers.</u>
Responsibility	<u>2</u>	<u>4</u>	<u>Acting well mannered, not picking flowers. Reminding dog of manners.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Kitten Twins</u>	Type of Fiction <u>Fanciful in rhyme</u>	Price <u>\$1.00</u>
Author <u>Helen Wing</u>	Illustrator <u>Elizabeth Webbe</u>	
	Year of <u>1960, 1961</u> Number	
Publisher <u>Rand McNally</u>	Publication <u>1965</u>	of Pages <u>21</u>
Cross referenced:		
1969 Books in Print	<u>x</u>	Library of Congress Number:
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 8.3.W718K12</u>

Annotation Twinkle and Boo were kitten twins who wanted to be good, but made no real attempt. They were always getting into mischief such as snarling Grandma's yarn, drinking the milk from Grandpa's cup, stepping in the pie and leaving paw prints all over kitchen, and falling in the soapsuds and getting water all over the clean floor. They got on to the bed in Mother's room and tore up her new hat. No one attempted to teach them accepted behavior, but accepted their mischievous ways because they were little kittens.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Wanted to be good.</u>
Citizenship	<u>3</u>	<u>-3</u>	<u>No respect for other's possessions.</u>
Compassion	<u>1</u>	<u>4</u>	<u>Kindness because "kittens are kittens".</u>
Cooperation	<u>1</u>	<u>4</u>	<u>Kittens did everything together.</u>
Honesty	<u>0</u>	<u>5</u>	<u></u>
Individuality	<u>1</u>	<u>-4</u>	<u>Twins exactly alike.</u>
Respect	<u>3</u>	<u>-3</u>	<u>Kittens were not concerned about anything.</u>
Responsibility	<u>4</u>	<u>-3</u>	<u>Kittens were unaccountable for bad behavior.</u>
Selflessness	<u>0</u>	<u>5</u>	<u></u>
Understanding	<u>0</u>	<u>5</u>	<u></u>

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AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Teddy Bear Twins</u>	Type of Fiction <u>Fanciful in rhyme</u>	Price <u>\$1.00</u>
Author <u>Helen Wing</u>	Illustrator <u>Marjorie Cooper</u>	
	Year of Publication <u>1965</u>	Number of Pages <u>20</u>
Publisher <u>Rand McNally</u>		
Cross referenced:		
1969 <u>Books in Print</u>	<u>x</u>	Library of Congress Number:
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PZ 10.3.W6844 Te</u>

Annotation Floppy and Flippy decided to go on a trip to see the city. They rode on a toy train to Skyscraper City. The policeman stopped the traffic for them to cross the street. The desk clerk allowed them to leave their baggage with him. The bears went to a toy shop, rode in a taxi, and in a canoe. They fell in the river and let the sun dry their clothes. After a shower, they went to bed. The next morning they called the giraffe to tell him they would be home in a week.

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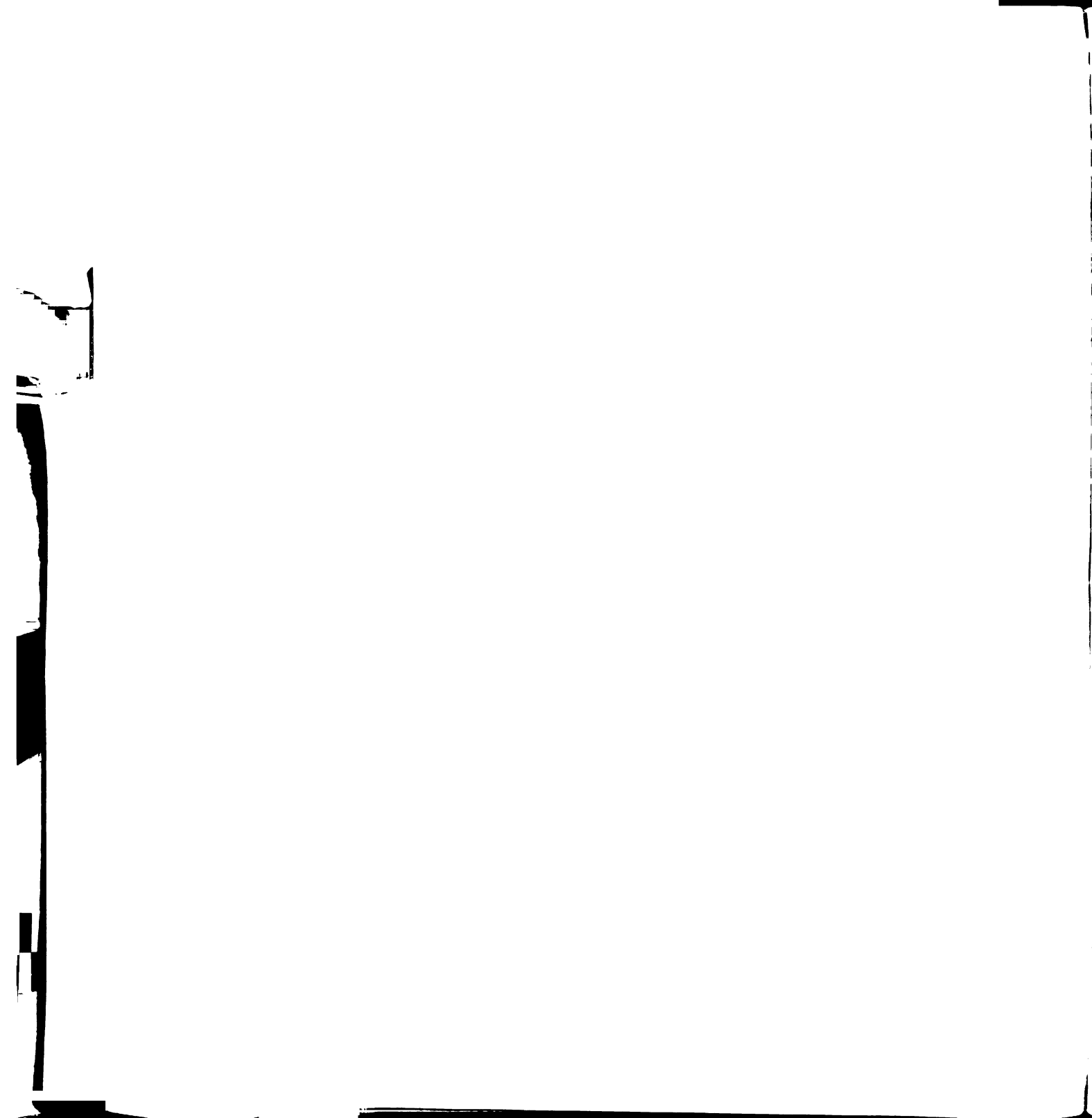
<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>1</u>	<u>4</u>	<u>Respect for rules about street crossing.</u>
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>2</u>	<u>4</u>	<u>Policeman and desk clerk helped the bears.</u>
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	<u>Decided on their own to go on trip to see city.</u>
Respect	<u>1</u>	<u>-4</u>	<u>"Traffic Cop" - reference didn't show respect.</u>
Responsibility	<u>1</u>	<u>4</u>	<u>Called home to tell others when they'd be back.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>0</u>	<u>5</u>	

Title	Tubby Turtle	Type of Fiction	Fanciful	Price	29¢ (1964) \$1.00 (1969)
Author	Helen Wing	Illustrator	Helen Adler		
Publisher	Rand McNally	Year of Publication	1964 1969	Number of Pages	20
Cross referenced:					
1969 Books in Print		x	Library of Congress Number:		
1969 Children's Books in Print			PZ 10.3.W6844 Tu2		

Value intensity rating scale:

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	<u>Tubby wanted to do something well.</u>
Citizenship	<u>0</u>	<u>5</u>	<u>_____</u>
Compassion	<u>0</u>	<u>5</u>	<u>_____</u>
Cooperation	<u>1</u>	<u>4</u>	<u>Rabbit and Tubby try to save squirrel.</u>
Honesty	<u>1</u>	<u>4</u>	<u>Turtle was slower than other animals.</u>
Individuality	<u>0</u>	<u>5</u>	<u>_____</u>
Respect	<u>0</u>	<u>5</u>	<u>_____</u>
Responsibility	<u>2</u>	<u>4</u>	<u>Rabbit and squirrel wanted to get to school on time.</u>
Selflessness	<u>1</u>	<u>4</u>	<u>Tubby saves rabbit and squirrel from drowning.</u>
Understanding	<u>2</u>	<u>4</u>	<u>-Not allowing for reason Tubby was late. +Teacher encouraging Tubby.</u>



**AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN**

By Sally A. Chant

<u>Title</u>	<u>This Room Is Mine</u>	<u>Type of Fiction</u>	<u>Realistic</u>	<u>Price</u>	<u>69¢ (Over & Under \$1.00 Editions)</u>
<u>Author</u>	<u>Betty Ren Wright</u>	<u>Illustrator</u>	<u>Judy Stang</u>		
<u>Publisher</u>	<u>Whitman</u>	<u>Year of Publication</u>	<u>1966</u>	<u>Number of Pages</u>	<u>26</u>
<u>Cross referenced:</u>					
<u>1969 Books in Print</u>		<u>Library of Congress Number:</u>			
<u>1969 Children's Books in Print</u>	<u>X</u>	<u>PZ 7 W933 Th</u>			

Annotation Mary and Chris shared a room. When Chris was angry she called it her room. One day she put Mary's jump rope down the middle of the room and each girl had half and wouldn't cross the rope. They continued to quarrel until Mother asked who wanted a snack. Chris couldn't go down because the door was on Mary's side of the room. She imagines what her life will be like in the room. Mary invites Chris to jump over the rope, and the sisters go out together.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	<u>Respected rules that they had made.</u>
Citizenship	<u>2</u>	<u>4</u>	<u>Mary allows Chris to cross line.</u>
Compassion	<u>1</u>	<u>4</u>	<u>Selfish bickering between sisters.</u>
Cooperation	<u>3</u>	<u>-3</u>	<u></u>
Honesty	<u>0</u>	<u>5</u>	<u></u>
Individuality	<u>0</u>	<u>5</u>	<u>Both girls regarded the line and stayed on the right side.</u>
Respect	<u>1</u>	<u>4</u>	<u>Girls made up rule and abided by it.</u>
Responsibility	<u>1</u>	<u>4</u>	<u></u>
Selflessness	<u>1</u>	<u>4</u>	<u>Mary first displays unselfishness.</u>
Understanding	<u>1</u>	<u>4</u>	<u>Mary appreciated the needs of Chris.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>The Boy Who Would Not Say His Name</u>	Type of Fiction <u>Realistic</u>	Price <u>\$1.00</u>
Author <u>Elizabeth Vreeken</u>	Illustrator <u>Leonard Shortall</u>	
Publisher <u>Follett</u>	Year of Publication <u>1959</u>	Number of Pages <u>29</u>
Cross referenced:		
1969 Books in Print	<u>x</u>	Library of Congress Number:
1969 <u>Children's Books in Print</u>	<u>x</u>	<u>PE 1119.V74</u>

Annotation Bobby Brown liked to pretend he was a different person each day, and had a different name. His parents and relatives got very angry at Bobby for doing this, and Father and Grandmother even tried to bribe him not to do it. One day he got lost from his mother while shopping. He told the manager he was Rumple Stiltskin and they called for Mrs. Stiltskin, but no one came for Bobby. They took him to the police station when the store closed and he still wouldn't tell his name. He got to thinking about missing dinner and did give his correct name. From then on he liked to pretend, but he always said his name.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>0</u>	<u>5</u>	
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>3</u>	<u>-3</u>	<u>Could not distinguish between time for pretend and time for serious action.</u>
Honesty	<u>3</u>	<u>-3</u>	<u>Boy told fictitious name even in serious situation.</u>
Individuality	<u>4</u>	<u>3</u>	<u>Boy definitely thought for himself.</u>
Respect	<u>2</u>	<u>4</u>	<u>Concern shown for lost child by police and store employee.</u>
Responsibility	<u>2</u>	<u>-4</u>	<u>Boy could not distinguish between reality and pretend world.</u>
Selflessness	<u>0</u>	<u>5</u>	
Understanding	<u>4</u>	<u>-3</u>	<u>Adults didn't appreciate child's pretending.</u> <u>Boy didn't understand adults' viewpoints.</u>

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title <u>Henry</u>	Type of Fiction	Realistic	Price <u>\$1.00</u>
Author <u>Elizabeth Vreeken</u>	Illustrator	<u>Polly Jackson</u>	
	Year of Publication	Number	
Publisher <u>Follett</u>	<u>1961</u>	of Pages	<u>29</u>
Cross referenced:			
1969 Books in Print	<u>x</u>	Library of Congress Number:	
1969 Children's Books in Print	<u>x</u>	<u>PE 1119 V76</u>	

Annotation Judy received money for her birthday and bought a white mouse which she named Henry. Judy and her brother built Henry a house, made him a nice bed and taught him tricks. When vacation time came, relatives cared for the pets but not for Henry. Judy took him to stay at the pet shop and tied a red string around his leg. When they returned they couldn't find Henry because the string was gone, so they used the tricks they had taught him to find Henry among all the other mice.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>1</u>	<u>4</u>	Sought responsibility of caring for pet.
Citizenship	<u>0</u>	<u>5</u>	
Compassion	<u>0</u>	<u>5</u>	
Cooperation	<u>5</u>	<u>2</u>	Working together of brother, sister and store owner.
Honesty	<u>0</u>	<u>5</u>	
Individuality	<u>1</u>	<u>4</u>	Bought pet of her choice. Cared for it.
Respect	<u>2</u>	<u>4</u>	Concern about someone to take care of pet.
Responsibility	<u>1</u>	<u>4</u>	Judy took care of pet in all ways.
Selflessness	<u>2</u>	<u>4</u>	Brother helped Judy on several occasions.
Understanding	<u>0</u>	<u>5</u>	

AN INSTRUMENT DESIGNED TO DETERMINE THE PRESENCE OF SELECTED
SOCIAL-PERSONAL VALUES IN FICTION FOR CHILDREN
AGES FOUR THROUGH SEVEN

By Sally A. Chant

Title	<u>One Day Everything Went Wrong</u>	Type of Fiction	<u>Realistic</u>	Price	<u>\$1.00</u>
Author	<u>Elizabeth Vreeken</u>	Illustrator	<u>Leonard Shortall</u>		
Publisher	<u>Follett</u>	Year of Publication	<u>1966</u>	Number of Pages	<u>29</u>
Cross referenced:					
	<u>1969 Books in Print</u>	<u>x</u>	Library of Congress Number:		
	<u>1969 Children's Books in Print</u>	<u>x</u>	<u>PE 1119.V77</u>		

Annotation Seven-year old Billy liked most of all to help others. On Saturday everything he tried to help with went wrong - he made butter instead of whipping cream, pulled up flowers instead of weeds, bathed dog in bubble bath, and let Grandma's parakeet escape. He went outdoors and repeated all the phrases the bird knew and the bird returned and Billy got him back in his cage. Grandma and Billy were happy, and Billy went off to find someone else to help.

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<u>Value</u>	<u>Number of Occurrences</u>	<u>Intensity Rating</u>	<u>Examples</u>
Ambition	<u>4</u>	<u>3</u>	<u>Very ambitious boy.</u>
Citizenship	<u>0</u>	<u>5</u>	<u></u>
Compassion	<u>0</u>	<u>5</u>	<u></u>
Cooperation	<u>4</u>	<u>3</u>	<u>Assisted friends and relatives in whatever they were doing.</u>
Honesty	<u>0</u>	<u>5</u>	<u></u>
Individuality	<u>0</u>	<u>5</u>	<u></u>
Respect	<u>2</u>	<u>4</u>	<u>Concerned about others. Concerned about letting bird loose.</u>
Responsibility	<u>4</u>	<u>3</u>	<u>Billy pursued finding the bird and finding someone he could help.</u>
Selflessness	<u>9</u>	<u>1</u>	<u>Theme of Book - Billy wants to do things for others.</u>
Understanding	<u>6</u>	<u>2</u>	<u>Always understood why his actions had caused problems to those concerned.</u>

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