A STUDY OF SELECTED SOCIAL VALUES AS REFLECTED IN CONTEMPORARY REALISTIC FICTION FOR CHILDREN

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ABSTRACT

A STUDY OF SELECTED SOCIAL VALUES AS REFLECTED IN CONTEMPORARY REALISTIC FICTION FOR CHILDREN

By

Carolyn Wilson Carmichael

Problem

The purpose of this study was to ascertain whether the selected social values of justice, work, obedience and knowledge, and the corresponding value-themes of belief in the equality of opportunity for all people, acceptance of responsibility, obedience to laws and recognition of the importance of an education and knowledge were expressed in contemporary realistic fiction for children as published at five year intervals from 1949 through 1969. The need for the study was established through research which documents the influence of reading upon children and provided evidence that this influence has, in many cases, been transmitted to the chosen value system of readers. Since children are exposed to contemporary realistic fiction as reading matter, a sample of contemporary realistic fiction was selected for the study.

There were four specific questions posed in this study: Of the total one hundred twenty-six books included in the sample, to what extent were the following value-themes revealed? (a) belief in the equality of opportunity for all people, (b) acceptance of responsibility, (c) obedience to laws, (d) recognition of the importance of an education and knowledge.

Method

The author identified a sampling of contemporary realistic fiction books from 1949 through 1969 at five year intervals. This sample was chosen from books listed in "Notable Children's Books" (American Library Association) and "Outstanding Children's Books of the Year" (The New York Times).

The author conducted a validity study making a comparison of her analysis of a randomly selected book with that of four adult experts and eight fifth and sixth grade students. The writer considers this to be highly significant as it is a procedure that has not been located in other research in the area of children's literature. There were significantly obtained correlations of the author's perceptions as an adult with those of children and the adult experts.

The analysis of each book in the sample was done in the form of content analysis using the entire book as the context unit. Books were rated and those containing major

themes had specific examples taken from them which were placed on Thematic Analysis Charts and included in the study.

Findings

Analysis of data showed that of the one hundred twenty-six books read there were fifty books that included one of the four value themes under consideration as a major theme. Of these, the value theme most emphasized was the acceptance of responsibility; the value theme least emphasized was the belief in the equality of opportunity for all people.

Of the one hundred twenty-six books in the sample, one hundred eighteen books (94 per cent of the total sample) mentioned at least one of the four value themes under consideration. Of the one hundred eighteen books mentioning a value theme, fifty books (40 per cent of the total sample) included a major theme.

There was a consistently low inclusion of the value theme of belief in the equality of opportunity for all people. The value theme of acceptance of responsibility had a higher inclusion in books during 1949 and 1954; decreasing in frequency in 1959, 1964 and 1969. Although the value theme of obeying laws was not included to any significant degree, it was included more in 1949 than in any other year under consideration in this study. Recognition of the importance of an education and knowledge was

again a theme that had a consistently low inclusion in the books analyzed, with the books listed in 1954 omitting the inclusion of this theme entirely.

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DEDICATION

To My Daughter, Elizabeth

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The author would like to express particular gratitude to Dr. Patricia J. Cianciolo, chairman of her doctoral committee. Dr. Cianciolo has given guidance, patience, and encouragement during the entire course of my doctoral program and has been not only an advisor but a friend. I am indebted to Dr. Norman T. Bell, Dr. William K. Durr, and Dr. James B. McKee for serving on my doctoral committee and giving of their time and wisdom.

To the Higgins family who extended their love to include my daughter Elizabeth while I was undertaking this program, I am most grateful; to my parents whose encouragement during those formative years provided the foundation for later accomplishments, I am thankful.

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For strength received from my Creator, and answers to many prayers, I cannot omit thankfulness to God.

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CHAPTER I

THE IMPORTANCE OF THE STUDY

Studies on the values held by young people are reported in various sources and evoke widespread interest and concern on the part of adults. In a special issue of the UNESCO Courier,[1] there was presented an analysis of why young people, ages 15-25, act the way they do. In one of the articles which was contained in this issue, René Maheu, Director-General of the United Nations Educational, Scientific and Cultural Organization, accounted for many of the reasons behind the activities of this generation when he indicated that:

> There is probably nothing that has influenced youth more deeply than the impact of scientific and technological developments on society, the crisis of our tentacular cities and the revolution in our modern ways of life and high speed communications.[2]

Jeremy Main,[3] in a study conducted for a Columbia Broadcasting System Special Report, interviewed 723 college students and 617 non-college students between the ages of

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[1] UNESCO Courier, XXII (April, 1969), 4-39.

[2] René Maheu, "Youth in Ferment," UNESCO Courier, XXII (April, 1969), 6.

[3] Jeremy Main, "A Special Report on Youth," Fortune, LXXIX, No. 7 (June, 1969), 73-74.

17 and 23. The responses to two statements are of special interest for they pertain to the social values which will be discussed in the chapters that follow. When college students were asked if they wanted more respect for authority, 59 per cent said "yes" and 86 per cent of the non-college student population interviewed said "yes" to the same question. When asked if they thought patriotism was very important, 35 per cent of the college students answered "yes" and 60 per cent of the non-college students answered "yes".

One cannot ignore the scientific and technological developments that have evolved in our society over the past 20 years, and the impact that these developments have had on our society. Modern science effecting social change can be exemplified in the discovery of life prolonging drugs and their apparent resulting impact on the structure of our society. As these changes evolve, we are aware of the effect that they have on human values.

Individuals and governments must now make choices which heretofore were non-existent. These choices inevitably reflect a value judgment. The New Technology and Human Values[4] and Values in America[5] are two books which

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[4]John G. Burke, ed., The New Technology and Human Values (Belmont: Wadsworth Publishing Company, Inc., 1966).

[5]Donald N. Barrett, ed., Values in America (Notre Dame: University of Notre Dame Press, 1961).

are available as one reviews the issues emanating from current science and technology as well as the human and social values involved in technological change. Burke explores the effects of the advance of scientifically based technology on human values, which is an elaboration of Barrett's concerns. Barrett surveys contributions of science in solving major human problems.

It is here, however, that Gordon[6] reminds us that values apparently change to fit the world which technology presents. As technology changes, so does the means available to the individual and society for attaining value derived goals.

> For example, the value "friendship" today includes friends made via short wave radio. "Economic Security" is enhanced by high speed ticker tapes and computers. "Pleasure" tomorrow may be drug induced or a sensation evoked by the electrical stimulation of portions of the cortex. In applying a new technology to old value achievement situations, the values themselves may change subtly. Picture a future age in which complete biochemical immunization against viral and bacterial diseases is possible. In that world a head cold might be an unequaled mark of distinction, a cause for rejoicing. It might bring a week of nostaglia and evoke fond memories of the time of the aspirin and hot water bottle.[7]

Rescher[8] points out that some value "erosion" is induced by boredom, disillusionment, and reaction.

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[6]Theodore J. Gordon, "The Feedback between Technology and Values," in Values and the Future, ed. by Kurt Baier and Nicholas Rescher (New York: The Free Press, 1969), p. 153.

[7]Ibid., p. 154.

[8]Nicholas Rescher, Introduction to Value Theory (New Jersey: Prentice-Hall, Inc., 1969), p. 117.

> The status of a value can be eroded away when, in the wake of its substantial realization in a society, the value "loses its savor" and comes to be downgraded by disenchantment and disillusionment.[9]

How do individuals acquire widely divergent values? Actually, the process of acquiring attitudes and values is a continuous and gradual one from birth to the grave. They are acquired through example and expectation. Values are largely unconsciously acquired and based on what an individual sees and hears.[10]

From its inception the American school system has emphasized value education as a major part of its curricular objective.[11] Some people consider the term "value education" synonomous with such terms as character education, human relations education, citizenship education, et al. This writer considers "value education" a term that is more general in that it is thought to be a term that implies a goal of helping students develop a set of social values that will enable them to function more effectively in society. Human relations education and citizenship education are terms somewhat more general than character education. The latter is more moralistic in tone.

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[9] Ibid.

[10] Thomas Gladwin, Basic Human Values for Childhood Education, ed. by Bess Goodykoontz (Washington, D.C.: Association for Childhood Education International, 1963), p. 51.

[11] Vernon Jones, "Character Education," Encyclopedia of Educational Research, ed. by Chester Harris III (1960), p. 184.

Arndt and Everett, in emphasizing the importance of the elementary school in the development of values, stress the fact that student personalities are most impressionable in the early years.

> Basic social, emotional, moral, and intellectual attitudes, beliefs, and habits are formed in these years. They affect the individual throughout life.[12]

With the acceleration of scientific and technological advancements, there is a need for innovative approaches as individuals seek to relate to a constantly changing society. Remaining a "constant", however, is the fact that values are conceived early in the living-learning experience of an individual. Therefore, we must turn our attention to any experience that is an intricate part of the value formation process. One can gain experiences vicariously through reading. Dr. James E. Allen, Jr., former United States Commissioner of Education, has placed reading as one of the five major priorities of education in the 1970's.[13] With the renewed pressure on the acquisition of the reading skill, it appears logical that the content of present reading materials should be of vital concern to educators. It is the opinion of some educators and psychologists that what a student reads may influence his personal value system.

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[12] Christian O. Arndt and Samuel Everett, Education for a World Society (New York: Harper and Brothers Publishers, 1951), p. 257.

[13] James E. Allen, Jr., "A Program of Priorities for the Coming Decade," The New York Times, January 12, 1970, p. 61.

The supposition that some children's literature is designed to inculcate certain ideals and values into the minds of the readers is not new. The 1929 edition of A Guide to Literature for Character Training[14] provides an excellent example of what some authors believed the purposes of literature for children to be. In this volume books were judged for their literary quality using eight standards. These standards were unity, right craftsmanship, agreeable emotional tone, effectiveness, artistry in appeal, truthfulness, refinement of the fundamental human attitudes, and proper orientation. The last two points specifically dealt with the sort of work literature should do in changing the attitudes of youngsters. The authors stated that man would not escape his original passions because they are basic to life.

> He would, however, redeem their coarseness and make them elements of culture; less sex, in proportion, and more ideal love; the substitution of the tastes of the artist for those of the epicure; devotion to comrades carried up into higher loyalties, and so on throughout the list. Literature, so widespread and ever present, is or may be a great transformer of all our values.[15]

Under the eighth standard of proper orientation literature is referred to as an influence to create an

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[14] Edwin D. Starbuck and Frank K. Shuttleworth, et al., A Guide to Literature for Character Training, Vol. 1 (New York: The Macmillan Company, 1929).

[15] Ibid., p. 17.

individual who can move easily and familiarly in all spheres of valuable experience.

> This process takes the form of a threefold recentering of the personality:
> (a) a rebuilding of plastic lower-self materials into a higher selfhood of refined tastes, insights, and high purposes;
> (b) a recentering of others who are considered as ends in themselves and appreciated in a spirit of friendliness, cooperation, and loyality; in other words, communal thinking and living;
> (c) a recentering of the self in a world of ideal values, usually more than personal and more than factual often symbolized by such terms as "The Oversoul," "A Presence," "The Father," "A World-Order," "The Universe," "Pan Kalon," or "God," to which one responds with simplicity of mind, with admiration, and with reverence.[16]

Josette Frank, Reading Consultant to the Child Study Association of America, has written:

> The very existence of juvenile literature was from the first to improve children's character and show the way in which to go.[17]

David C. McClelland, professor of psychology at Harvard University, takes a stand on the effect of various books in molding a child's personality and value structure when he writes:

> I believe that children acquire the values or ethical ideas expressed in the stories, even without conscious and deliberate attempts to abstract them. It is the abstraction process that is difficult, not the ideas themselves. I believe that Middle Eastern children learn naturally and easily from what they read that

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[16] Ibid., p. 18.

[17] Josette Frank, Your Child's Reading Today (New York: Doubleday and Company, Inc., 1954), p. 184.

> cleverness is good, just as American children learn that working together is usually the best way of doing things. Children come to take such ideas for granted because that's the way things "are" or "happen" in the stories they read.[18]

In August, 1966, fifty educators met at Dartmouth College, New Hampshire to hold the Anglo-American Seminar on the Teaching of English. This was the first large-scale international conference on this basic subject. It was co-sponsored by the Modern Language Association of America, the National Association for the Teaching of English (United Kingdom), and the National Council of Teachers of English. The seminar was supported by a grant from the Carnegie Corporation of New York. The Conference participants discussed, debated and "thrashed out" many aspects of the teaching of English. Among these was a discussion on the question of what literature should be taught, for what purposes and how. One study group agreed on the fact that reading materials should always be chosen for their literary value rather than their possible bearing on psychological problems.[19] Frank Whitehead stated:

> All children, whatever their ultimate role in life is to be, need experience of literature . . . if their personalities are to expand and flower into a capacity for fullness of living.[20]

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[18] David C. McClelland, "Values in Popular Literature for Children," Childhood Education, CL, No. 3 (November, 1963), 136.

[19] Herbert J. Muller, The Uses of English (New York: Holt, Rinehart and Winston, Inc., 1967), p. 82.

[20] Ibid., p. 79.

In simpler terms the recommendations of the seminar participants included:

1. The fact that the teacher should make or keep literature alive as it naturally is for little children.

2. The teacher should assist the growing child to read with more understanding, or to achieve the "proficiency" that appeared as a primary aim in the statements of several study groups at the seminar.

However, the principle aim at the seminar for the Response to Literature study group was:

> That students acquire not merely an ability to read well but a lasting desire to read books--a love of literature that in America may brand a teen-ager as "queer".[21]

Not only should children experience literature, but as the committee concluded, according to James Miller, that

> teachers of literature should select books embodying diverse visions of life and beliefs about values, and then question, discuss, and explore them with the students; this would lead to an awareness of moral complexity, ambiguity and paradox.[22]

Apparently, there was no objection to this conclusion, only an awareness of the fact that the public does not cherish complexity or ambiguity.

Herbert J. Muller is disposed to introducing this whole issue of diverse, conflicting values quite explicitly, meeting it head-on. Dr. Muller states that, in general, the seminar dwelt on what most needs to be said today.

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[21] Ibid. [22] Ibid., p. 93.

> It was seeking development of the individuality that is threatened by the pressures to conformity in mass education. It was concerned with aesthetic values that do not seem like a real human need in a comercialized industrial society where a vast deal of tawdriness, drabness, and ugliness is accepted as natural and normal. This is not the time or place for an essay on what modern technology is doing to people, as well as for them; but the study of literature as recommended by the seminar might give a better idea why a people with by far the highest standard of living in all history is not clearly the happiest people on earth.[23]

It should be noted, however, that reading has not always been viewed as a positive force in society. Reading has had its effect as a disintegrating force as shown by Frederic Wertham's study on the effect of the reading of comic books by children. As he states:

> Slowly, and at first reluctantly, I have come to the conclusion that this chronic stimulation, temptation and seduction by comic books, both their content and their alluring advertisements of knives and guns, are contributing factors to many children's maladjustments.[24]

Although admittedly speculative, it is of noteworthy interest to review Lorang's comments on the famous Texas Tower mass murders committed by Charles Whitman on August 1, 1966.

> Dr. Coleman De Chenarm, pathologist who performed the autopsy on Charles Joseph Whitman, the murderer, pointed out his personal opinion to the United Press International. He noted the novel, The Open Square by Ford Clarke in which a killer entrenches himself in a tower with a supply of long-range guns, ammunition, food, water and a can of gasoline, after killing his wife and mother. Whitman may have read this

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[23] Ibid., pp. 93-94.

[24] Frederic Wertham, Seduction of the Innocent (New York: Rinehart and Company, Inc., 1954), p. 10.

> novel. No one can prove that he did and yet he carried out every detail of the action Ford Clarke described. He killed his mother and his wife, and then ascended the top of the University of Texas tower with long-range guns, ammunition, food, water and a can of gasoline. He had absolutely no need for the gasoline except it was an item in The Open Square. The chance of the real murders approximating every detail in the book unless there was a casual connection between the murders and the book, would be something like 1 in 10 figuring according to the similarities in the two cases. It could be even a higher figure if one takes into account secondary "coincidences."[25]

The extent of the effects of reading and the question of positive versus negative effects on the individual has been most recently debated in The Report of the Commission on Obscenity and Pornography.[26] Of the four specific tasks that Congress assigned to the commission the third one was:

> to study the effect of obscenity and pornography upon the public, and particularly minors, and its relationship to crime and other antisocial behavior.[27]

The basic finding on which the complete report is based is that empirical research has come up with

> no reliable evidence to indicate that exposure to explicitly sexual materials plays a significant role in the causation of delinquent or criminal behavior among youth or adults.[28]

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[25] Sister Mary Corde Lorang, Burning Ice: The Moral and Emotional Effects of Reading (New York: Charles Scribner's Sons, 1968), p. 18.

[26] The Report of the Commission on Obscenity and Pornography (New York: Bantam Books, 1970).

[27] Ibid., p. 1. [28] Ibid., p. 457.

It would be unfair to report that finding without mentioning at least one of the many dissenting opinions of three commissioners who were part of the committee, namely Morton A. Hill, S. J., Winfrey C. Link and Charles H. Keating, Jr.

> We believe that pornography has an eroding effect on society, on public morality, on respect for human worth, on attitudes toward family love, on culture. We believe it is impossible, and totally unnecessary, to attempt to prove or disprove a cause-effect relationship between pornography and criminal behavior.[29]

With regard to the use of pornography as a vehicle for sex education, these three members state that:

> Children cannot grow in love if they are trained with pornography. Pornography is loveless; it degrades the human being, reduces him to the level of animal. And if this Commission majority's recommendations are heeded, there will be a glut of pornography for teachers and children.[30]

For the purpose of studying social values in children's literature, the author has selected contemporary realistic fiction for children. This decision was based on the realization of the important influences that books have on children as a result of the author's nine years of public school teaching experience. Also contributing to the selection of realistic fiction are the following findings of Gray:

1. Students in both elementary and secondary schools read more fiction than any other type of material and like it better.

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[29] Ibid., p. 458.

[30] Ibid., pp. 458-459.

2. Children and young people tend to avoid factual or informational books for recreational reading.
3. Students at all age levels, with but rare exceptions, prefer prose to poetry.[31]

The contemporary realistic fiction in this study was selected from two well-known lists. The lists are: (1) "Notable Children's Books" as selected by the Book Evaluation Committee of the Children's Services Division of the American Library Association, and (2) the "Outstanding Children's Books of the Year" as listed annually by the The New York Times Book Review during Children's Book Week. The lists were selected at five-year intervals beginning with 1949 through 1969. Five-year intervals were chosen so that various trends, if any, might be indicated over a twenty year period. The writer arbitrarily decided on the complete selection of contemporary realistic fiction from these lists feeling it would present a more thorough representation of the category rather than a random sampling.

Current periodicals and newspapers reveal a substantial amount of criticism of children's literature. Pleading with her readers to examine whether the subject matter in our children's literature is really in the child's sphere of interest, Sanders[32] asks for consideration of

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[31] William S. Gray, Encyclopedia of Educational Research, ed. by Chester Harris III (New York: The MacMillan Company, 1960), p. 1106.

[32] Jacquelyn Sanders, "Psychological Significance of Children's Literature," Library Quarterly, XXXVII, No. 1 (January, 1967), 15-22.

whether subject matter is presented in a way that is manageable and conducive to a meaningful experience, and finally whether solutions are made available.

Emily Neville, a prominent children's author, defines social values as "the struggles, for good or evil, of people in groups."[33] Within this definition she describes some of the problems encountered in approaching the writing task and offers no apologies for her convictions that an author

> must not preach, must not make the reader's decision for him, must not indulge in the fallacy that all nice people do good things and that all evil things are done by bad people. The author's job is to throw sharp light on how some real people act in a particular time and place.[34]

Susan Hinton, the 19-year-old author of The Outsiders,[35] admonishes adults to write realistically, not as things were fifteen years ago. She suggests that if adults took more time to explain and provide answers to the age-old question, "why?", there would be more understanding between generations. Miss Hinton is quite sincere when she states:

> Teen-agers know a lot today. Not just things out of a textbook, but about living. They know their parents aren't superhuman, they know that justice doesn't always win out, and that sometimes the bad guys win. They know that persons in high places

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[33] Emily Neville, "Social Values in Children's Literature," Library Quarterly, XXXVII, No. 1 (January, 1967), 46.

[34] Ibid.

[35] S. E. Hinton, The Outsiders (New York: The Viking Press, 1967).

> aren't safe from corruption, that some men have their price, and that some people sell out. Writers needn't be afraid that they will shock their tten-age audience. But give them something to hang onto. Show that some people don't sell out, and that everyone can't be bought. Do it realistically. Earn respect by giving it.[36]

Earlier in this paper, reference was made to technology and science and its effect on the changing composition of today's society. One readily understands that with societal changes especially those involving technology and scientific advancements have come changing value systems. Modern literature reflects today's social values, and in line with Miss Hinton's previous statement, it is essential that all aspects of the value conflict are depicted, even though some facts related to the conflict may contradict, perhaps, an author's personal value system.

It is interesting to note that John Rowe Townsend, the British author and critic of books for children makes this same ovservation. He suggests ideally that in seeking to develop topics that are highly interesting to adolescents, publishers find novelists who are teen-agers themselves. He continues by stating:

> Teen-age novelists are rare, and those who are around either are not very good or have their eyes on higher things than the juvenile list. So in come the established writers, sturdily applying themselves to new tasks, doing their homework, getting around, talking to their young friends, crossing out "he kissed her gently on the lips" and substituting "his hands explored her body";

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[36]Susan Hinton, "Teen-Agers Are for Real," The New York Times Book Review, August 27, 1967, p. 29.

> trying to get with it, trying, trying--and trying they certainly can be.[37]

Perhaps it is because of the lack of teen-age authors that causes Robert Coles to contend that children's books fall short of the demands made upon them in these changing times. He states:

> I don't see why the large number of children's books I read or look at continue to be so stubbornly condescending to children, so naive about what children do in fact know, and want to know, and in less time than we think, get to know. Nor can I understand why in the name of childhood, a time when curiosity and open-mindedness and awe and anger and shrewdness and guile and kindness are most visible, most concrete, books must be written over and over again without a blessed trace of believable feeling or complexity.[38]

Nat Hentoff, by his own admission, confessed that his book, Jazz Country[39] was a diluted version of the realities of teen-age existence. He goes on to explain:

> I began to read what other writers in the field were doing and agreed with the young critics that little of relevance is being written about what it is to be young now. There are occasional works of fiction about the past, about other countries, about the riddling truths in fantasy which do attract and hold some young readers; but the challenge is to make contact with the sizable number of the young who seldom read anything for pleasure because they are not in it.[40]

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[37] John Rowe Townsend, "It Takes More than Pot and the Pill," The New York Times Book Review, November 9, 1969, p. 2.

[38] Robert Coles, "Growing Up," The New York Times Book Review, May 5, 1968, p. 45.

[39] Nat Hentoff, Jazz Country (New York: Harper and Row, 1965).

[40] Nat Hentoff, "Fiction for Teen-Agers," Wilson Library Bulletin, XLIII, No. 3 (November, 1968), p. 261.

We have noted a concern for the actions of students in today's society, actions based on a value system developed during early learning years. A concern has also been expressed for the content of children's literature since children are so greatly influenced by what they read and hear. Believing that there are certain social values reflected in literature published for children, it is the author's purpose to determine the validity of this belief.

Purpose of the Study

The purpose of this study is to ascertain whether the selected social values* of justice, work, obedience and knowledge, and the corresponding value-themes of belief in the equality of opportunity for all people, acceptance of responsibility, obedience of laws and recognition of the importance of an education and knowledge are expressed in contemporary realistic fiction for children published from 1949 through 1969.

Significance of the Study

The issues and problems that young people face today demand decisions on their part. It is difficult for one to view marijuana, L.S.D., the nuclear bomb, television, computers, the birth control pill, the space program, and racial strife with neutral feelings. What feelings youth have for these and other technological and scientific changes reflect a personal value system on their behalf.

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*Chapter III discusses these values in detail.

As Henry Enoch Kagan has so succinctly stated:

> To survive, a society must have values in which the majority of its members really believe.[41]

It is interesting to note, that in discussing a value system for the future, Talcott Parsons, eminent Harvard University sociologist states that:

> The question is not whether the younger generation are different; they are and must be. It is whether they have abandoned the central values which have given its main thread a continuity to our society. My own view is that, as a group, they have not done so.[42]

The specific concern of this study is with four selected social values and their appearance in contemporary realistic fiction. Chapter II presents in detail, research which documents the influence of reading upon children and provides evidence that this influence has, in many cases, been transmitted to the chosen value system of readers. Since children are exposed to contemporary realistic fiction as reading matter, a sample of contemporary realistic fiction was selected for the study.

The four social values were selected from an established list of Characteristics of the Good Democratic

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[41] Henry Enoch Kagan, "Teaching Values to Our Children," Values and Ideals of American Youth, ed. by Eli Ginzberg (New York: Columbia University Press, 1961), p. 255.

[42] Talcott Parsons, "A Sociologist's View," in Values and Ideals of American Youth, ed. by Eli Ginzberg (New York: Columbia University Press, 1961), p. 286.

Citizen as developed by the National Council for the Social Studies.[43] In analyzing contemporary realistic fiction for children for these values, the author feels that the presence or absence of these values will indicate an exposure, if any, that youth is getting to these values.

Establishing the presence or absence of these values should be of interest to publishers, editors, authors, librarians, teachers, and educators on every level. For, if we truly want worthy democratic citizens as suggested by the Educational Policies Commission, then our concern must, in part, be directed toward the reading materials to which our children have access.

James E. Allen, Jr., former United States Commissioner of Education, has stated that the fundamental educational goal of America in the 1970's includes the right of every individual to secure the knowledge and understanding necessary to fulfill himself as an individual and as a constructive member of society.[44] Having established these values as those characteristic of an effective and contributing democratic citizen, it appears logical to assume that the exposure to these values will aid in the accomplishment of an educational objective for America.

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[43] Ryland W. Crary, ed., Education for Democratic Citizenship, Twenty-second Yearbook of the National Council for the Social Studies (1951), pp. 154-161.

[44] James E. Allen, Jr., "A Program of Priorities for the Coming Decade," The New York Times, January 12, 1970, p. 61.

Concern for the value system held by young Americans is understandable, but research on what influences this value system seems imperative.

Hypothesis

That the majority of the selected contemporary realistic fiction books for children supports at least one of the four listed social values and the corresponding value theme.

Assumptions of the Study

1. That reading, like all other experiences in an individual's life span, affects the formation of values held by that person.

2. That the social values chosen for this study are important to the development of a worthy citizen in our democratic society.

3. That the books in the following lists are those most often selected by teachers and librarians for use by children, and therefore, represents a valid sample for this study.

   a. "Notable Children's Books" as selected by the Book Evaluation Committee of the Children's Services Division of the American Library Association.

   b. The "Outstanding Children's Books of the Year" as listed annually in the The New

York Times Book Review during Children's Book Week in November of each year.

4. That any individual engaged in the reading process brings his own background of experience to his reading situation and is influenced by his past experiences in his interpretation of what is read.

Limitations of the Study

1. The study is restricted to books which can be classified as contemporary realistic fiction as defined in the study.

2. This study is concerned with contemporary realistic fiction books as listed on the lists "Notable Children's Books" of the years 1949, 1954, 1959, 1964, and 1969 as selected by the Book Evaluation Committee of the Children's Services Division of the American Library Association, and the selection of "Outstanding Children's Books of the Year" for the years 1949, 1954, 1959, 1964, and 1969 as listed in the Children's Book Week issue of The New York Times Book Review.

3. This study is concerned with the following social values as defined by Ralph K. White:[45]

(1) Justice
(2) Work
(3) Obedience
(4) Knowledge

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[45] Ralph K. White, Value-Analysis: The Nature and Use of the Method (New York: Society for the Psychological Study of Social Issues, 1951).

4. The above social values are interpreted through the following value themes:

(1) Belief in the equality of opportunity for all people
(2) Acceptance of responsibility.
(3) Obeying laws.
(4) Recognition of the importance of an education.

The value themes as stated above were derived from the previously stated values as defined by White and from a study of the list "Characteristics of a Good Democratic Citizen" (Appendix A) as found in the 1951 Yearbook of the National Council for the Social Studies. The writer defined these value themes in behavioral terms with the assistance of Dr. Stephen L. Yelon[46] on February 25, 1969.

Definition of Terms

Attitude - A readiness to react toward or against some situation, person, or thing, in a particular manner, for example, with love or hate or fear or resentment, to a particular degree of intensity.[47]

Children's Literature - Published reading material of a superior quality written for children by expert writers.[48]

Contemporary Realistic Fiction - The writer's definition of contemporary realistic fiction is as follows:

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[46] Dr. Yelon, assistant professor of educational psychology at Michigan State University, is a co-author of the book entitled, A Strategy for Writing Objectives.

[47] Carter V. Good, ed., Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 48.

[48] Ibid., p. 323.

Books which are plausible or possible within the contemporary times of the date of publication of the book. For purposes of this study the major characters in the junior novels are primarily human, not animals.

Reading - Reading is the process of acquiring an author's meanings and of interpreting, evaluating, and reflecting upon those meanings.[49]

Value Theme - Any value that the author supports or rejects through the action of the book.

Social Values - Aspects of human interactions that are regarded as being worthy, important, or significant for the proper functioning of group life; aspects that the members of society seek to conserve or promote.[50]

Value System - In inclusive set of deep-lying attitudes and beliefs that tend to direct the person's habitual responses in various situations.[51]

Overview

The importance of the study has been stated in Chapter I. This has included the introduction to the study, the purpose, hypothesis, assumptions and limitations of the study, and definition of terms used in the study. Related literature will be reviewed in Chapter II and will include research on the effect of reading on attitudes and behavior and a review of past research on social values in children's literature. In Chapter III, the design of the study will be stated. The findings of the study will be presented in Chapter IV, with an annotated bibliography of the books

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[49] Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read (New York: The MacMillan Company, 1950), p. 40.

[50] Good, op. cit., p. 595.

[51] Ibid.

containing major value-themes in Chapter V. The summary and conclusions, implications and recommendations will be discussed in Chapter VI.

CHAPTER II

REVIEW OF LITERATURE

Introduction

There appears to be two areas of research that are most closely aligned to this study. The first section of this chapter presents a review of research on the effects of reading on the individual. There has been considerable opinion, offered quite freely by educators and psychologists, among others, on what reading does to people and why, but there are few scientific studies on the subject. The effect of reading is a difficult topic to research, as the impact of printed matter on the individual is generally so closely entwined with combinations of other experiences, it becomes very difficult to divorce one from the other.

In the second section of this chapter, the author reviews previous studies dealing with values found in children's literature in general, and social values as found in children's literature in particular. Research concerned with assessing the presence of values in children's books is of recent origin; few studies have dealt specifically with social values. Even though such studies are limited in nature and scope, their inclusion provides a background which is necessary in understanding the author's present research.

The Effects of Reading

In her doctoral dissertation in psychology completed in 1944, Sister Mary Corde Lorang[1] questioned 2,308 urban high school students regarding the books and magazines which they read and the effect the reading of these books had on them. Sister Lorang's study listed 13,337 emotions that students indicated were evoked by reading books, magazines or illustrations. Fifty-eight per cent of the emotions were credited to books; 34 per cent to magazines; 8 per cent to illustrations. Sister Lorang summarizes her study as follows:

1. If a book has an effect on the reader, the effect on of a good book will almost certainly be good, and the effect of an objectionable book will almost certainly be bad.
2. Reading can influence conduct for good or evil.
3. It is possible to inculate either good or bad principles through reading.[2]

In 1967 Sister Lorang up-dated her study.[3] She used a much broader geographical and sociological sweep, getting reactions from 3,206 high school juniors and seniors. This made it possible to compare two different populations. Three thousand one hundred forty-seven different books were mentioned as compared to 330 in 1944,

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[1]Sister Mary Corde Lorang, The Effect of Reading on Moral Conduct and Emotional Experience (Washington, D.C.: University Press, 1946).

[2]Ibid., pp. 82-83.

[3]Sister Mary Corde Lorgan, Burning Ice: The Moral and Emotional Effects of Reading (New York: Charles Scribner's Sons, 1968).

an increase of 1,400 per cent, and 925 different magazines were mentioned as compared to 186 in 1944, an increase of 288 per cent. As a result of her replicated study, Sister Lorang reached the following conclusions:

1. Reading of books and magazines does have an effect on emotions, attitudes, ideals and actions of young adults.
2. Reading of books and magazines arouses both socially acceptable and anti-social emotions, attitudes, ideals and actions in young adults.
3. Boys seem to be more harmed by reading material than girls.
4. Books and magazines judged fit for young adults in this study have generally produced good effects while books and magazines judged unfit have generally had bad effects.[4]

Sister Lorang expected to find a great difference between the responses young adults in 1944 and 1967 gave, but in actuality she did not.[5]

In 1944 there was a correlation of .958 between the kind of book and kind of effect and a correlation of .992 between kind of magazine and kind of effect.[6] In 1967 there was a correlation of .764 between the type of book and type of effect,[7] and a correlation of .886 between type of magazine and type of effect.[8]

We do not have statistical evidence to attest to the relationship between the kind of book and kind of effect; kind of magazine and kind of effect, but direct

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[4] Ibid., p. 106.

[5] Ibid., p. 108.

[6] Ibid., p. 9.

[7] Ibid., p. 34.

[8] Ibid., p. 82.

quotations from the young people are included to attest to the causal aspect of this relationship.

In capital letters Sister Lorang emphatically states that:

> We do not have evidence that reading effects and affects behavior for good or evil. The effect may result in socially acceptable behavior or anti-social behavior.[9]

In a study conducted in 1965-1966 Shirley[10] interviewed 420 high school students in two public high schools in Tuscon, Arizona. The major categories in which the students were influenced, by their own admission, were self-image, philosophy of life, cultural groups, social problems, sensitivity to people, and political science. Self-image was reported as having the greatest influence on the students, with 30 per cent of the readings being done in that category.

The per cent of reading done in the various categories mentioned as a result of Shirley's study is as follows: self-image, 30 per cent; philosophy of life, 20 per cent; cultural groups, 18 per cent; social problems, 10 per cent; sensitivity to people, 9 per cent; and political science, 6 per cent.

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[9] Ibid., p. 122.

[10] Fehl L. Shirley, "The Influence of Reading on Adolescents," Wilson Library Bulletin, XLIII, No. 3 (November, 1968), 256-260.

This same study is reported more recently in the Journal of Reading.[11] It is noted in this particular article that the research was done for Fehl L. Shirley's doctoral dissertation entitled, "The Influence of Reading on Concepts, Attitudes, and Behavior," at the University of Arizona, 1966. The following summary of the study is given:

> The number of influences of reading on students' concepts, attitudes, and behavior is related to intelligence, reading proficiency, the number of books and articles read, and the situation in which the reading was done (voluntary and assigned) but not the type of material (fiction or nonfiction).[12]

The fact that Miss Shirley states that influences of reading on students is not related to type of material may be debated by some. In studies by Haugh[13] and Lowdermilk[14] we have some confirmation of the assumption that reading, reinforced by listening, discussion, and conversation, will change attitudes more effectively than reading alone. However, these results apply to specifically designed persuasive writing rather than literature.

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[11] Fehl L. Shirley, "The Influence of Reading on Concepts, Attitudes and Behavior," Journal of Reading, XII, No. 5 (February, 1969), 369-372, 407-413.

[12] Ibid., p. 412.

[13] Oscar M. Haugh, "The Relative Effectiveness of Reading and Listening to Radio Drama as Ways of Imparting Information and Shifting Attitudes," Journal of Educational Research, XLV (March, 1952), 489-498.

[14] R. R. Lowdermilk, "Attitude Shifts From Reading and From Radio Program Listening," (unpublished doctoral thesis, Ohio State University, 1939).

Fisher's[15] hypothesis was that reading material of a literary nature would change children's attitudes. An attitude test was given to all pupils as a pretest and post-test. One group read six selected stories; a second group read the stories and discussed them, and a third group had no contact with the stories at all. The results indicated that reading of stories about American Indians produced attitude changes that were significantly greater than not reading stories at all. However, Fisher found that the reading of stories plus discussions produced more significant attitude changes favorable toward Indians than did reading without discussion.

The impact of reading on the values of sixth grade students was examined by Lewis.[16] Assuming that literature influenced the values of aggressiveness, selfishness, and nurturance, Lewis hypothesized that aggressiveness and selfishness would be decreased and that nurturance would be increased among students exposed to four experimental treatments. A semi-projective Test of Values constructed by Lewis was administered to all the students before and after the experiment.

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[15] Frank L. Fisher, "Influences of Reading and Discussion on the Attitudes of Fifth Graders Toward American Indians," The Journal of Educational Research, LXII, No. 3 (November, 1968), 130-134.

[16] Isabel Rogers Lewis, "Some Effects of the Reading and Discussion of Stories on Certain Values of Sixth Grade Pupils," (unpublished Ed.D. dissertation, University of California, Berkeley, 1967).

Several findings were reported by Lewis: (1) Reading without discussion produced significant change through increase in aggressive feeling, decrease in selfish feeling, decrease in nurturant feeling, increase in projected nurturant behavior; (2) Discussion of the values without reading the stories resulted in no significant changes but indicated a trend toward increased aggressiveness; (3) Reading followed by discussion of the stories and the values produced significant change; (4) There were no significant changes in any of the values for the group which had no treatment of reading or discussion. Lewis' research appears to indicate that the addition of discussion to the reading process produces more significant attitude changes than merely reading alone.

A study conducted by Jackson[17] attempted to determine the effect of reading upon attitudes toward the Negro race. One of the purposes of her study was to investigate the effects of reading fiction upon the attitudes toward the Negro race of a group of southern white children, assuming a decrease in prejudice against that race to be desirable.

Jackson's experiment showed a small but significant shift from a less to a more favorable attitude toward the

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[17]Evalene P. Jackson, "Effects of Reading Upon Attitudes Toward the Negro Race," Library Quarterly, XIV, No. 1 (January, 1944), 47-54.

Negro race after students read fiction which presented that race in a sympathetic light. However, when the experiment was repeated in a second school, there was an insignificant shift toward a more favorable attitude on the part of the experimental group thus nullifying any positive statements concerning the effects of reading on values in this particular study. This study appears to be of minor value when consideration is given to the fact that many other influences affect attitudes toward the Negro race other than the act of reading.

Sister Mary Agnes, S.C.[18] conducted a study in which an attempt was made to measure the effect of free reading on the expressed racial attitudes of 100 adolescent girls in a large city Catholic high school. A 27 item questionnaire was given to 100 white girls whose library cards revealed that they had borrowed within the previous year at least two books by or about Negroes or dealing largely with Negro life. A matched control group, reporting no reading on the Negro question, was given the same questionnaire. The replies were compared to determine whether reading books about Negro life, or the works of Negro authors, made any significant difference in the attitudes expressed.

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[18] Sister Mary Agnes, S.C., "Influence of Reading on the Racial Attitudes of Adolescent Girls," Catholic Educational Review, XLV, No. 7 (September, 1945), 415-420.

When the responses were compared, it became evident that the readers of books related to Negroes were more homogeneous in outlook, more favorably disposed towards the Negro, more cognizant of the Negro's human rights, and more aware of the complexity of the race problem. In addition, these readers displayed greater consistency of opinion, while the control group was rather disposed to grant the Negro certain rights in one situation and deny them in a similar one. Sister Mary Agnes indicated that there was no attempt to evaluate other influences on the readers such as radio, movies, parental attitudes and other social factors.

It would appear to this writer that the study conducted by Sister Mary Agnes is indefensible. It does not seem legitimate to assume that the reading of two books (or admittedly in some cases more than two books) by or about Negroes or dealing largely with Negro life would be sufficient evidence for determining attitude change. Surely we cannot overlook the other influences that may have affected the attitudes of the readers. Although difficult and in some cases impossible to measure, it would appear to be a blatant error to ignore the fact that teenage girls are influenced by radio, movies, parental attitudes and other social factors. It does not seem justifiable to state consistency of opinion of one group as the sole result of reading activities. No account is given

for other activities performed by this same group of girls.

In reviewing the interaction of book and reader, one cannot overlook the insights afforded by Louise M. Rosenblatt in Literature as Exploration.[19]

In this book Louise Rosenblatt describes a process of guiding students to responsible reading, illustrating the need to develop programs relevant to what the students bring to the printed page. The book seeks to present a philosophy for teachers who desire to help young people to gain the pleasures and understandings that literature can provide. Rosenblatt has made a most interesting comment in the following excerpt:

> The reader's fund of relevant memories makes possible any reading at all. Without linkage with the past experiences and present interests of the reader, the work will not "come alive" for him, or rather, he will not be prepared to bring it to life. Past literary experiences make up an important part of this equipment which the reader brings to literature, but these have usually been emphasized to the exclusion of other elements derived from general life experience. In order to share the author's insight, the reader need not have had identical experiences, but he must have experienced some needs, emotions, concepts, some circumstances and relationships, from which he can construct the new situations, emotions, and understandings set forth in the literary work.[20]

Rosenblatt's comments pave the way for other studies in the field of children's literature. The complexities of

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[19] Louise M. Rosenblatt, Literature as Exploration (New York: Noble and Noble, Inc., 1968).

[20] Ibid., p. 81.

the reading process are numerous and surely we cannot have too much research to aid us as we seek to understand the impact of the printed word.

As we continue to center our attention on the interaction between the reader and the printed word it seems essential that some comment be made on the Anglo-American Seminar on the Teaching of English, held August, 1966 at Dartmouth College, New Hampshire. Among the reports which were a result of this seminar was that of the Study Group on Response to Literature.[21] This report provides us with some invaluable insight into the concerns of the seminar about literary study in our schools.

Operating on the basic assumption that a response to a work of literature is an interaction between the work and the reader, James Britton suggests that to

> read more books with satisfaction may be set down as one objective; as a second, he should read books with more satisfaction. We need to foster in other words, wide reading side by side with close reading. The importance of freedom of choice is obvious enough in the first situation, less recognized in the second, since close reading is usually taken to mean class teaching. But choice is no less desirable in the classroom, and students should whenever possible choose what is studied by the class as a whole or, better still, by groups on their own with occasional help from the teacher.[22]

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[21] James R. Squire, ed., Response to Literature, Report on the Anglo-American Seminar on the Teaching of English, Dartmouth College, N. H., August, 1966 (Champaign: National Council of Teachers of English, 1968).

[22] Ibid., p. 8.

This suggestion prompts action from the teacher to provide sufficient books and easy accessibility.

D. W. Harding, Chairman of the Response to Literature Study Group, stated the following in the final report of the study group. The group stresses the need for open communication between teacher and pupil so that there is an opportunity for discussion without any expectation. The group amplifies this thought with the following:

> Moreover, works to be read should always be chosen both for their value as literature as well as for their possible bearing on psychological reactions of young people.[23]

This complete report of the Study Group on Response to Literature should not be overlooked by anyone dealing with any phase of the reading process as acted upon by children and young people today. The findings are basic and the report provides concrete and explicit suggestions for assisting any who seek to provide a more meaningful experience to those who engage either in the teaching of reading and literature or the reading process itself.

The emphasis on a carefully organized program of guided individual reading[24] appears to give weight to the necessity of a study such as this one. We must be aware of the content and values of books so that we may more intelligently provide our students with books that aid their development as worthy Democratic citizens.

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[23] Ibid., p. 16. [24] Ibid., p. 18.

The importance of the relationships between teacher and student and its influence on the extent that literature has on value formation of the reader cannot be too carefully stressed. This relationship is again emphasized by Robert Whitehead,[25] who describes specific practices which are designed as aids to the classroom teacher in planning an attractive and effective program in literature. Among the principles that Whitehead lists, the following are for the teacher who is concerned with eliciting interest in a literature program:

> The teacher must plan a continuing program of evaluation in terms of two main purposes: (1) growth in children's knowledge and appreciation of literature and (2) advancement in the area of personal and social understandings. While reading is only one of many influences upon children's lives, the teacher must be ready to capitalize upon the guidance aspects of literature. Even though they cannot be measured statistically, attitudes are developed, by the reading of literature. On-going evaluation must be made in terms of these goals.[26]

In thinking of the uses of reading's effectiveness one cannot omit what is known in psychiatric circles as bibliotherapy. This is sometimes referred to as therapeutic reading. Bibliotherapy is therapy used in the treatment of emotional problems which is based on reading material that will provide a solution for those problems.

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[25] Robert Whitehead, Children's Literature: Strategies of Teaching (Englewood Cliffs: Prentice-Hall, Inc., 1968).

[26] Ibid., pp. 5-6.

Sometimes books are used because of the duplication of problems that young people can identify with and sometimes books are used as a developmental source so that principles are firmly established and a reservoir of inner strength is built up to be utilized during "crisis periods".

Clara Kircher appears to be a pioneer in the field having first published a list of books for the purpose of bibliotherapy in 1944. This was revised in 1952[27] and has since been replaced by a newer edition.[28] As bibliotherapy became more known more agencies gained an interest in its effectiveness. The United States Veterans' Administration compiled a bibliography for bibliotherapy from 1950 to 1952.[29] This was augmented and reprinted in 1955.[30] Since then there have been numerous sources published for the purpose of bibliotherapy.

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[27] Clara J. Kircher, Character Formation Through Books: A Bibliography (3rd edition; Washington, D.C.: Catholic University of America Press, 1952).

[28] Clara J. Kircher, Behavior Patterns in Children's Books (Washington, D.C.: Catholic University of America Press, 1966).

[29] U. S. Veteran's Administration Bibliotherapy: A Bibliography, Reference Library Division, 1950-1952 (Washington, D.C.: 1953), 378 references.

[30] U. S. Veterans' Administration Bibliotherapy: A Bibliography Supplemental List 1955, Department of Medicine and Surgery Library Division, Special Service, Medical and General Reference Library (Washington, D.C.: 1955).

One of these is found in an article by Cianciolo.[31] This article can be helpful in two ways. The author has identified a sampling of publications in the field of children's literature that might be used to affect coping behavior. In addition to this, the author has listed studies in which researchers sought to change attitudes through the use of trade books. Dr. Cianciolo reminds us that

> books that are used for therapeutic purposes should exemplify good literature and should be used in a manner that is based on sound educational and psychological principles.[32]

Both Bailey[33] and Newell[34] offer excellent resource material for the interested individual and one might particularly find helpful Bailey's selected bibliography of possible books to be used in alleviating personal problems. Corinne W. Riggs[35] has compiled an annotated bibliography on

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[31] Patricia Jean Cianciolo, "Children's Literature Can Affect Coping Behavior," Personnel and Guidance Journal, XLIII (May, 1965), 897-903.

[32] Ibid., 897.

[33] Matilda Bailey, "Therapeutic Reading," in Readings About Children's Literature, ed. by Evelyn Rose Robinson (New York: David McKay Company, Inc., 1966), pp. 31-40.

[34] Ethel Newell, "At the North End of Pooh: A Study of Bibliotherapy," in Readings About Children's Literature, ed. by Evelyn Rose Robinson (New York: David McKay Company, Inc., 1966), pp. 40-45.

[35] Corinne W. Riggs, Bibliotherapy - An Annotated Bibliography (Newark, Delaware: International Reading Association, 1968).

bibliotherapy which is composed of 138 citations ranging in date from 1936 to 1967. This volume is designed as an aid for teachers and librarians who are dealing with modifying the attitudes and behavior of students.

Charlemae Rollins[36] has updated two previous editions of a bibliography published in 1941 and 1948 which lists those books for children and young people which present Negroes as human beings and not as stereotypes.

In a paper presented by Claudia Lewis[37] different types of books that appeal to preschool children are discussed. Bibliographic data is provided for books that encourage the healthy expression of emotions, books that enable the pupil to participate, books that present the conflicts and feelings children experience as they grow, and for books that are loved by pupils irregardless of their socio-economic status.

Realizing the importance of an information guide for teachers and librarians, Gillespie and Lembo[38] have prepared a volume that is beneficial to those providing reading guidance to young adults between the ages of nine

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[36] Charlemae Rollins, ed., We Build Together (Champaign, Illinois: National Council of Teachers of English, 1967).

[37] Claudia Lewis, "Literature for Young People" (paper presented at the National Council of Teachers of English Convention, Honolulu, November 23-25, 1967).

[38] John Gillespie and Diana Lembo, Introducing Books: A Guide for the Middle Grades (New York: R. R. Bowker Company, 1970).

and 14. In his introduction in the same book, Lloyd Alexander reiterates once more the importance of placing the "right book in the hands of the right child at the right time." This book is a sequel to Juniorplots[39] which is designed to serve as a guide for those who give book talks to young people. The material provided for each book consists of the plot analysis, thematic material, book talk material and additional suggestions. It is noteworthy that under book talk material specific passages are suggested from the book that lend themselves to reading or retelling before a group.

Value Studies in Children's Literature

Some studies which are worthy of note have dealt with various other value categories as related to reading material designed for the younger reader. Perhaps one of the earliest studies done in relation to the pursuit of values in children's literature was that of Leland B. Jacobs.[40] The major purpose of this study was to investigate the democratic acculturation embedded in the content of the outstanding children's historical fiction of American life written during approximately the first half of the twentieth century. Jacobs states:

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[39] John Gillespie and Diana Lembo, Juniorplots (New York: R. R. Bowker Company, 1967).

[40] Leland B. Jacobs, "Democratic Acculturation in American Children's Historical Fiction." (unpublished Ph.D. dissertation, The Ohio State University, 1945).

> that through the perusal of his sampling of children's historical fiction of American life, the child-reader may gain not only entertainment but also insight and a heightened sensitivity to the democratic values inherent in this literature. The child-reader finds in this literature the prizing of certain democratic values, the inclusion of which not only presents the emerging American culture but also reveals to him various concepts of the ideals of democratic living.[41]

Jacobs researched in the area of historical fiction for children in the elementary school. He looked for three main values in his sampling of 39 books.

1. Belief in the optimal development of the individual.
2. Belief in a society that fosters cooperative participation in social action.
3. Belief in reliance upon human intelligence.

These values were used as a basis for his instrument and were expressed in numerous items of evaluation. A more recent study using a historical survey is that done by Shaw[42] in which it was established that one of the dominant themes in children's books was that of a quest for values.

Walker[43] conducted a study to determine the extent of moral and spiritual values presented in upper grades (grades 4, 5 and 6) basal readers.

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[41] Ibid., p. 385.

[42] Jean Duncan Shaw, "A Historical Survey of Themes Recurrent in Selected Children's Books Published in America Since 1850" (unpublished Ed.D. dissertation, Temple University, 1966).

[43] Alcuin C. Walker, "Moral and Apiritual Values and Certain Basal Readers" (unpublished Ed.D. dissertation, New York University, 1963).

One hundred-fifteen randomly chosen selections from five authoritatively established upper-grade basal readers were analyzed to determine the presence of ten moral and spiritual values listed by The Educational Policies Commission. Fifty-five of the selections were found to contain one or more of the ten moral and spiritual values selected for purposes of the study; sixty selections were found to contain none of these values. The ten values used in this study were: human personality --the basic value, moral responsibility, institutions as the servants of men, common consent, devotion to truth, respect for excellence, moral equality, brotherhood, the pursuit of happiness, and spiritual enrichment.[44]

The most frequently occurring value was spiritual enrichment, followed by human personality; two values not found in any of the selections were common consent, and devotion to truth.

Meyers[45] study involved the nature and extent of social class values found in elementary school textbooks. Values were placed into upper, middle and lower class categories. Thirty-five books, for grades one, three, five, and seven in the areas of English, reading,

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[44] Ibid., pp. 15-26.

[45] Howard Edward Meyers, "An Analysis of Selected Elementary Textbooks to Determine the Extent of Expression of Certain Social Class Values" (unpublished Ed.D. dissertation, Arizona State University, 1968).

geography, history and fused social studies were randomly chosen from the lists of textbooks selected for the State of Arizona in 1964-65.

Meyers discovered that middle-class values received the greatest amount of attention by far, and that middle-class values receive more favorable attention in the selected books than lower-class values. The study also revealed that primary grades have greater percentages of the books given to class values and in all grades, reading and history books contain the greatest number of expressions of class value.

A recent study of Lowry[46] was concerned with discovering whether American middle-class values were present in selected children's books, and if so, the extent and intensity of such content. The analysis was conducted with Newbery award-winning books from 1922 to 1966. Lowry also sought to discover whether there might be any trends with respect to time periods and, therefore, also categorized his sample according to five-year intervals.

The 15 values used in the study as a basis for analysis were: civic and community responsibility, cleanness and neatness, importance of education, freedom and

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[46]Heath W. Lowry, "A Content Analysis: Middle Class Moral and Ethical Values in the Newbery Books," The English Record, XVIII, No. 4 (New York State English Council: April, 1968).

liberty, good manners, honesty, initiative and achievement, justice and equality, loyalty, sacredness of marriage, importance of religion, responsibility to family, self-reliance, sexual morality, and thrift and hard work.

Lowry found that all of the Newbery books contained some of these values, and some of the books included all 15 of the values studied. Most of the values found in the books were generally treated by the authors with only moderate intensity. The author concluded that the Newbery award books studies only occasionally offered the young reader an opportunity to explore the 15 values and that there is less emphasis on these values than might generally be expected. Therefore, only moderate influence on shaping values might be attributed to these books.

The trends found in this study were as follows: first, there was a relatively strong intensity of treatment in the interval 1932-1936; secondly, the years 1957-1961 showed an even stronger emphasis of treatment of the 15 values; and thirdly, there was a sharp decrease in value intensity during the last half-decade, 1962-1966.

David C. McClelland,[47] professor of psychology at Harvard University, describing a research project in social psychology, reports reading "hundreds" of stories for children in the third and fourth grade readers of some 40

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[47]David C. McClelland, "Values in Popular Literature for Children," Childhood Education, XL, No. 3 (November, 1963), 135-138.

different countries all over the world. In his reading he found a marked difference in the values expressed in the stories from country to country.

Middle Eastern countries and North African countries like Turkey, Lebanon, and Tunisia had values such as cleverness or the ability to outwit somebody else as the theme of their stories. Chilean and Japanese stories emphasize the importance of kindness and obligation to others. Loyalty was the value that predominated German stories. McClellan's conclusion is that popular stories for children reflect the values most held by the adults in their country. Also, by reading the stories, children learn what adults regard as important.

A study to determine how society inculcates its values in the young reader was conducted by Dr. Richard Mandel[48] of the University of Chicago. Two sets of children's beginning readers from two periods of United States history (the mid-nineteenth century and the mid-twentieth century) were selected for this study. Dr. Mandel sought to analyze, compare and contrast the books in order to discover differences in ways used to inculcate social character in the young reader.

Working on the basic assumption that widely read books written for and about children reveal the methods

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[48] Richard L. Mandel, "Children's Books: Mirrors of Social Development," Elementary School Journal, LXIV, No. 4 (January, 1964), 190-199.

used to form the normative social character sought by the child's society, Dr. Mandel found that the fictive world of books does indeed reflect the world of their readers. The children's readers from the mid-nineteenth century were from the Rollo series by Jacob Abbott (published in 1844-1860). The contemporary readers were selected from the well-known Dick and Jane series for beginners to second graders. Four generalizations were formed as a result of this study:

1. In the first group of books, the world is full of dangers and evil temptations, and the child himself is full of evil impulses that he must learn to control. In the second group, the world is full of good possibilities, and the child himself has only good impulses which should be given rein and encouragement.
2. In the first group of books, social behavior is handed down with unshakable authority to the child in a complete set of established rules and virtues which he must live up to. In the contemporary books, no such abstract rules are instilled in the child, but he seems to get his ideas about right and wrong from everyday social experience.
3. In the first group of books, the child finds his source identity and motivation in his father. In the second group of books, the child's identity is confirmed and his social behavior is molded by his peer group.
4. In the first group of books, the child's social character is developed by his being brought into the world of adults. In the second group of books, the child finds acceptance and meaning from being a member of his peer group, and his social character seems to have its source there.[49]

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[49] Ibid., 193-199.

Dr. Mandel concludes by stating that our children's books mirror broad trends in methods of inculcating American social character.

In thinking about the impact of literature on a value system, a related study is the following. In studying books that were labeled "provocative," Broderick[50] found that students, after having read these books, questioned established values. These books had an impact on the value system of the reader.

Broderick's study is even more interesting when viewed together with a recent article by Mary Q. Steele.[51] In this article Miss Steele states:

> There may be many children who might suffer real trauma at being presented with a set of values not their own, so that however often the old values were restored to them they could not really lay claim to either one; who need reinforcing over and over again in what they have once learned so that they will not drift away into chaos.[52]

Kimmel gives us a review of research done on the effects children's books have on changing children's values.[53] He concludes that books may play a significant

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[50] D. M. Broderick, "Study in Conflicting Values," Library Journal, XCI (May 15, 1966), 2557-2564.

[51] Mary Q. Steele, "Realism, Truth, and Honesty," The Horn Book Magazine, XLVII, No. 1 (February, 1971), 17-27.

[52] Ibid., 26.

[53] Eric A. Kimmel, "Can Children's Books Change Children's Values?" Educational Leadership, XXVIII, No. 2 (November, 1970), 209-214.

role in shaping an individual's thinking, but the methods used to do this and the total significance of their role are matters still determined largely by the observer's intuition.

Chambers[54] conducted an exploratory study to ascertain the presence of selected social values in fiction for children, ages five through nine. Twenty-nine fiction books were randomly selected from the catalogues of The Viking Press, and Harcourt, Brace and World, Inc. The social values selected for the study were: individuality, peer group relations, aspects of family living, exploring neighborhood and community, exploring aspects of national and world living, time passage and social change, and selected social values which Chambers lists as fairness, honesty, kindness, cooperation and commitment. Chambers found that young readers were presented with little opportunity in the books selected to acquire and/or develop the social values under consideration in his study.

Chamber's general conclusions included the following:

1. That the social values identified in this study, as judged important by cited experts for the developing child between the ages of five and nine, were found to be presented in a uniformly weak manner.
2. That if one were to assume that education in social values does result from the reader's

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[54]Dewey Woods Chambers, "An Exploratory Study of Social Values in Children's Literature" (unpublished Ed.D. dissertation, Wayne State University, 1965).

interacting with the fiction books selected for this study that assumption can also be challenged.

3. That similar forces seem to affect the editorial policies of both publishing houses to such an extent that any given social value analyzed in this study was shown to have had an 85% chance of being dealt with in the same intensity order by both publishers.[55]

A study which aligns itself closely with the one being reported by this author is that of McGuire. McGuire[56] reports a study in which 42 authors of children's books, out of 44 which replied to a questionnaire, agreed that they had particular values in mind when writing a story. When four books were chosen, the authors of each were asked to write out a statement of the values they desired to see related to the child through the book. In an appraisal of these same books by adults and children, the values as stated by the author were correctly identified by both groups with some additional values being included by some of the children. A follow-up questionnaire given a year later, indicated that children who had read these books and were made value-conscious showed greater discernment in problem-solving in relation to these specific values. The conclusion in this study was that values are not only a part of children's literature but children can identify and utilize these values.

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[55] Ibid., pp. 81-82.

[56] Alice Brooks McGuire, "Developmental Values in Children's Literature" (unpublished Ph.D. dissertation, University of Chicago, 1958).

In a study done by Cianciolo[57] an identification is made of specific literature for children that reflect some of the values held by Americans. She illustrates the following values: humanity and individuality of man; ideal of liberty; respect for truth; respect for the rule of law; tolerance for the other person's point of view and behavior if not disruptive to the group; "family togetherness"; helping the child to understand that his concerns are typical and identical to others of his age, sex and social class; religious and nationality differences; values and beliefs held by those of different generation; realistic writing--avoiding sentimentality and overprotection of the child; recognizing an understanding and appreciation of people's need for a stable and permanent home, school and friends in the midst of a mobile society; physical security; good education; increased need for expert knowledge, specialization and technology and the heritage of America and the democratic way of living.

The author stresses the fact that some of the values that guide our public and private life are still emerging and their emphasis may change with current pressures.

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[57]Patricia Jean Cianciolo, "Children's Books Can Reflect the American Style of Living," Elementary English, XLI (November, 1964), 773-777, 822.

Summary

The research included in this chapter was divided into two specific areas. The effects of reading was the first area to be discussed, and value studies in children's literature was the second major field of emphasis in this review of research.

The studies researched in the area of the effects of reading provide ample credibility to the fact that reading does effect behavior. There may be variations to the impact of reading as found by Lewis in her conclusion that discussion produces a more significant attitude change, but the fact of a change resulting from the reading process remains constant.

Concern is expressed by many researchers that realizing what effect reading has, care must be exercised in the selection and recommendation of books for young people. This is emphasized by the Response to Literature Study Group which was a part of the Anglo-American Seminar on the Teaching of English.

Values studies in the field of children's literature have involved research in various types of children's literature. Studies done in historical fiction, basal readers, elementary school textbooks, selected children's novels, and beginning reading texts all indicate values presented in some manner and in various degrees of intensity.

CHAPTER III

PROCEDURES FOR THE STUDY

Introduction

A sampling of contemporary realistic fiction for children was taken from the lists, namely, "Notable Children's Books" developed by the American Library Association and the list entitled, "Outstanding Children's Books of the Year" as found in the special Children's Book Supplement published during the month of November each year in The New York Times Book Review section. The list of characteristics of the Good Democratic Citizen[1] was used in the preliminary thinking of the values to be used in this thematic analysis.

The four social values used in this study are taken from Ralph K. White's fifty basic categories of value-analysis.[2] White's list is based on eight years of intermittent experience in content analysis of widely varied types of verbal material.

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[1]Ryland W. Crary, ed., Education for Democratic Citizenship, Twenty-second Yearbook of the National Council for the Social Studies, (1951), pp. 154-161.

[2]Ralph K. White, Value-Analysis: The Nature and Use of the Method (New York: Society for the Psychological Study of Social Issues, 1951), p. 12.

Determination of Sample

The initial step taken by the author for this study required the selection of a sample of contemporary realistic fiction books for children. It was the writer's belief that books selected over a span of 20 years, at five-year intervals, might indicate a trend, not only in the values expressed or omitted, but in the frequency of the expressed or omitted values. The years 1949, 1954, 1959, 1964 and 1969 were arbitrarily selected as the time intervals. All contemporary realistic fiction books published during these years and listed in "Notable Children's Books" (published by the Book Evaluation Committee of Children's Services Division of the American Library Association) and "Outstanding Children's Books of the Year" (published by The New York Times Book Review during Children's Book Week) constitute the sample of literature used in this study.

The lists varied as to format. In every case the lists published by the American Library Association listed the books alphabetically by the authors' last name. The New York Times had each book in a category such as, Beginners, For Ages 8-12, For Teen-Agers, Stories for Boys, Girls Today, Science, Hobbies, Biography, Tales from the Past, Folk Tales and Fantasy, Poetry and Drama, Nature and Science, Facts and Possibilities, Picture Books or just Fiction and Non-Fiction. In no list was the category of

contemporary realistic fiction used. Each book in every category was considered as a possibility until it was found lacking the necessary requirements to be considered as contemporary realistic fiction.

The criteria used in the selection of contemporary realistic fiction books from these lists was manifold.

The annotations as provided by the publishers of the lists were reviewed, as well as comparisons made by using The Children's Catalog, School Library Journal, and the Wilson Card Catalog. The total number of books in the lists of "Notable Children's Books" was 207. The total number of books in the lists of "Outstanding Children's Books of the Year" was 442. From these lists 126 books were selected as contemporary realistic fiction (Appendix A) and were read by the author.

Selection of Themes

The following themes were derived from values as stated by White and a study of the 1951 Yearbook of the National Council for the Social Studies which contains a list entitled, Characteristics of the Good Democratic Citizen. The themes are presented below together with an appropriate behavorial objective:

1. Belief in the equality of opportunity for all people.

   This would include any response made by an individual that results in a pleasant consequence for another person, or at least a neutral consequence. This response should be

indicative of a basic belief in equality of opportunity for all people.

2. Acceptance of responsibility.

   This would include any actions that fulfill the duties of an individual as defined by their job or role.

3. Obeying laws.

   This would include any references to civil laws, rules as may be established in a classroom situation, or previously agreed-upon laws by a peer group.

4. Recognition of the importance of an education and knowledge.

   This would include any response made by an individual, the consequences of which increase the ease of his own learning or the learning of others.

Examination of each of these themes reflect assorted social values as defined by White. The theme "Belief in the equality of opportunity for all people" is an expression of the social value justice which White defines as:

> Equality; fairness or equal opportunity; fairmindenness or openmindedness.[3]

The theme "Acceptance of responsibility" is an expression of the social value work which White defines as:

> Working long or hard (considered as a desirable thing), not being lazy. Doing a necessary task, or soing it well; good workmanship. Having a job.[4]

The theme "Obeying laws" is an expression of the social value obedience which White defines as:

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[3] Ibid., p. 33.

[4] Ibid., p. 31.

> Complying with the wishes in authority (obedience in the usual sense), and also with impersonal rules or laws. Discipline, law-enforcement.[5]

The theme "Recognition of the importance of an education and knowledge" is an expression of the social value knowledge which White defines as:

> Mental content corresponding to "reality" both the having of such content and the degree of its "truth" or correspondence with reality. Facts; logic, wisdom, understanding; books, education; thinking, planning.[6]

Therefore, the themes with which this writer has been concerned are four social value themes.

Analysis of Data

From the selected lists, each book that met the definition of contemporary realistic fiction as defined in this study was subjected to content analysis. This was done in the form of thematic analysis. Specifically, the process was as follows:

1. Each selection was read through once. (The context unit was the entire book).
2. The stories that pertained to one or more of the themes considered in this study were then meticulously reread for coding.

The proper code was recorded where applicable. A "+1" was used for a positively stated theme, and a "-1"

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[5] Ibid., p. 33.

[6] Ibid., p. 31.

was used for a negatively stated theme. As mentioned by White[7] the reader must take into account qualitative differences of emphasis. He states that sheer frequency is probably the best as well as the most reliable indication of intended emphasis, but also refers to the use of superlatives as one means of emphasis. Therefore, an emphasized value-judgment was encircled and counted as "+5" or "-5". This judgment is viewed as acceptable in light of White's statement:

> The feeling of the analyst is probably the best criterion of what the writer is trying to emphasize, and a very simple weighting system is probably almost as adequate as a more refined one.[8]

The use of the numeral "5" held no particular significance other than the fact that it differentiated a passage with regard to emphasis of a value theme. The numerals "1" and "5" were not used as part of any continuum. The reader will find this fact highly relevant to the explanation of the use of the numeral "2" instead of "5" in the computation of the product moment correlation.

All ratings assigned to various passages in a book were then transferred from the book to the Rating Sheet (Appendix B).

The Validity Study Procedure

1. Determination of vocabularly usage for student evaluators.

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[7] Ibid., p. 60. [8] Ibid.

On April 9, 1970, the author met with ten randomly selected pupils. These pupils were from a combination fifth and sixth grade class of 31 students in the Lincoln Elementary School, New Providence, New Jersey. A discussion led to the pupils defining the selected social values to be used in the study. The author wanted to have these value themes in terms that were in the vocabulary range and intellectual comprehension of possible student raters for the randomly selected book which would determine author-validity.

Therefore, the four value-themes, in the students' vocabulary were as follows:

A. All people should have the same chance.

B. A person has certain duties because of what he is. For example, a student should do his homework. A person should accept whatever responsibilities he has or is given. Also, if a person says he is going to do something, they should try their best to do it so that they don't let the other person down.

C. In certain environments there are sometimes different rules. For example, the rules at home may be different from those at school. These rules should be obeyed as well as laws which may remain the same no matter where we are.

D. Learning is important. It is important to go to school and to learn whatever we can outside of school also.

2. Notification of Experts.

On April 24, 1970, letters (Appendix C) were sent to the four experts requesting their participation in the study. These experts were selected from numerous persons

working directly in the field of children's literature. These people were introduced to the author through her varied professional activities, namely, National Council of Teachers of English, American Librarian Association and her own university teaching. They were located in Michigan, Delaware, Kentucky and New Jersey. Their duties were that of professors of children's literature, school librarian and a Technical Assistant in a Department of School Libraries office who also serves as a reviewer of children's books for a leading professional journal. This letter also included the method of evaluation to be used by the experts in the study (Appendix D), and examples of the value-themes as viewed by the author from the book, Roosevelt Grady[9] (Appendix E). The object of including examples from Roosevelt Grady was to help clarify in the minds of the experts the interpretation of the themes as viewed by the author. It was anticipated that this would give a singular interpretation to the four social value themes. This book was not a part of the sample used in the study so as to prevent any possible conflict with the randomly selected book that the experts were to analyze. A self-addressed postcard was enclosed for their reply.

Using a table of random numbers a book was selected on May 5, 1970, to be evaluated by pupils, experts and

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[9]Louisa A. Shotwell, Roosevelt Grady (New York: The World Publishing Company, 1963).

the author. This was done to validate the author's definitions of the various values and her ability to determine the selected value themes.

On May 8, 1970, a copy of About the B'nai Bagels[10] was sent to the experts and given to the students.

3. Notification of Students.

The eight students chosen for the study were randomly selected from the ten that participated in the discussion group on April 9, 1970. This decision was based on the fact that the randomly selected book fell within the age range of these students.

Having agreed to participate in this study, the students were each given a copy of the book, About the B'nai Bagels. None of the students had read the book previously.

In an effort to strive for consistency in this validation study, the students were told that they would receive a small sum of money at the completion of the study.[11] It is to be noted that the experts were also offered a financial remuneration for their services. These actions were the result of two specific convictions on the part of the writer, namely:

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[10] E. L. Konigsburg, About the B'nai Bagels (New York: Atheneum, 1969).

[11] The students were offered $2.00 each and the experts were offered $20.00 each.

1. That the time and effort spent by the experts and students was worthy of an expression of appreciation.
2. That a financial expression of appreciation would elicit a more consistent response.

On May 14, 1970, the author returned to the classroom to check the progress of the students. All the books were read and the final explanation for the completion of the study was given to the students.

Realizing the amount of time and concentration required for the proper evaluation of each book, and understanding the time limitations that the children had for this study, the author decided to have each student randomly select two value themes. Therefore, the students would be paired, for research purposes. The students were not told of the pairing, for the author wanted to avoid any psychological problems that might have occurred had they known who was paired with whom. There were four pairs; eight students involved in total.

	Pair AB^1	Pair AB^2	Pair AB^3	Pair AB^4
Randomly Selected Value Themes	B,D C,A	A,D B,C	A,B C,D	A,B C,D

A. All people should have the same chance.

B. A person has certain duties because of what he is. For example, a student should do his homework. A person should accept whatever responsibilities he has or is given. Also,

if a person says he is going to do something, they should try their best to do it so that they don't let the other person down.

C. In certain environments there are sometimes different rules. For example, the rules at home may be different from those at school. These rules should be obeyed as well as laws which may remain the same no matter where we are.

D. Learning is important. It is important to go to school and to learn whatever we can outside of school also.

After randomly selecting their value themes, the pupil evaluation form (Appendix F) was given to each student. At this time the pupil evaluation form was thoroughly read by each student and any questions asked by the pupils were answered. The following was discussed with the students to eliminate any contamination of results.

1. There was to be no comparison of books as the various passages were rated.

2. A reassurance was given, by both the author and the classroom teacher, that there would be no "grades" given for this work. A request was made that they do their best. There were no "right" or "wrong" answers.

3. The sample evaluations that were sent to the experts were also used with the children.

Results of Validation Study

In order to determine the correlation between the findings of the author and children and author and experts, the following Fourfold Point Correlation was used. This is

$$\phi = \frac{(bc - ad)}{\sqrt{(a + b)\ (c + d)\ (a + c)\ (b + d)}}$$

also referred to as the Phi Coefficient.[12] This formula is algebraically equal to the standard Pearson product moment correlation when each of the two variables being correlated is dichotomous.

The author set up a fourfold contingency table for each comparison made between author and children and between author and experts. This table provided the basis for the figures that were used in computing the Phi Coefficient. The data were set up in a four-way table such as shown on page 65.

Author

		absent	present
(children or experts)	present	a	b
	absent	c	d

A theme rated only by the children was tabulated in space "a"; a theme rated by both children and author was listed in space "b", all other passages rated with values other than the one being compared was placed in "c" and a theme rated only by the author was tabulated in space "d".

[12] William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 604.

When the validity coefficients were tabulated, the author realized that this is a lower bound estimate of the actual correlation due to the fact the Ø is restricted by the marginal frequencies. However, as a validity coefficient this is highly significant. The following thoughts and actions were undertaken by the author to demonstrate the significance of the found validity coefficients.

In the physical sciences it is possibly to secure perfect positive (1.00) or perfect negative (-1.00) correlation. This is rare in the social sciences. The author found it a point of clarification to include the maximum possible correlations so that the reader can view the highly significant obtained correlations by comparison.

Comparison of Author to Children

To determine the presence of the following:	Obtained correlation	Possible maximum correlation
Theme A	.683	.801
Theme B	.558	.653
Theme C	.474	.770
Theme D	.489	.657

Comparison of Author to Experts

To determine the presence of the following:	Obtained correlation	Possible maximum correlation
Theme A	.697	.760
Theme B	.722	.722
Theme C	.626	.815
Theme D	.862	.862

While the Phi Coefficient was most satisfactory in determining the correlation between the author and children or author and experts in regard to the presence or absence of a value theme, there was not sufficient variation in the results to employ the same formula for direction and magnitude. Therefore, the standard Product Moment Correlation formula[13] was used.

$$r = \frac{N\Sigma XY - \Sigma Y\Sigma Y}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

In computing the product moment correlation the author found it advisable to substitute "+2" or "-2" for "+5" or "-5". This gave a more accurate description of the actual correlation and was completely justifiable considering the fact that the numeral 5 held no special significance as a quantitative numeral, but was solely used to differentiate a value-theme passage as being empasized from one merely mentioned in the text. It was not necessary to compute possible maximum correlation, for when using the product moment correlations the maximum is always a perfect positive (1.00) or perfect negative (-1.00) correlation.

Given that the author and children, or author and experts agreed on the presence of the value-theme being computed, the following data were compiled. It was

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[13] Robert L. Ebel, Measuring Educational Achievement (New Jersey: Prentice-Hall, 1965), p. 266.

necessary to combine direction and magnitude as there was insufficient variation in the magnitude to determine a correlation.

Correlation Between Direction and Magnitude

Theme	Author and Children	Author and Experts
A	.7938	.9386
B	.975	.9730
C	1.00	1.00
D	.9135	1.00

This writer has undertaken a procedure that she has been unable to locate in any other research in the area of children's literature, that is the process of comparing what she as an adult sees in a book with the perceptions of children. In view of the fact that the author and the children are one generation apart, the results of this validation study appear to be highly significant, and the author can assume that her analysis of books used in this study will be reliable. It would appear on the basis of these results that the author has a significant understanding of the thinking of children and also is in close contact with her own adult peer group.

Procedure for Coding

In compiling the research performed on the remaining 126 books in this study, the following procedure was added to that already previously stated.

On the rating sheet (Appendix B) a total was compiled of all scores listed. The author arbitrarily

established the total of "-10" or "+10" as being a major theme. It was only for books containing major themes that statements from the book or summaries of the story-line were entered on the Thematic Analysis Chart (Appendix G).

CHAPTER IV

THEMATIC ANALYSIS OF CHILDREN'S BOOKS

The purpose of this study as stated in Chapter I was to ascertain whether the selected social values of justice, work, obedience and knowledge, and the corresponding value-themes of belief in the equality of opportunity for all people, acceptance of responsibility, obedience to laws and the recognition of the importance of an education and knowledge were expressed in contemporary realistic fiction for children. The data which were collected and analyzed according to the procedures outlined in Chapter III are presented in this chapter.

The analysis of results has been divided in the following manner. Each social value with its corresponding value theme has been analyzed in relation to the entire book selection, and of each value theme the following question has been asked:

Of the total 126 books read, to what extent does contemporary realistic fiction include the major value theme of:

(a) belief in the equality of opportunity for all people?

(b) acceptance of responsibility?

(c) obeying laws?

(d) recognition of the importance of an education and knowledge?

Value theme: Belief in the equality of opportunity for all people.

Question: Of the total 126 books read, to what extent does contemporary realistic fiction include the major value theme of the belief in the equality of opportunity for all people?

Of the 126 books read, there were four books that included as a major value theme the belief in the equality of opportunity for all people. This represents a percentage of .0373. These books are listed in Table 4.1.

TABLE 4.1.--Books that included the major value theme of the belief in the equality of opportunity for all people.

Author	Book	Rating	List
Krumgold, Joseph	Onion John	+14	American Library Association, 1959
Sterling, Dorothy	Mary Jane	+12	The New York Times, 1959
Stolz, Mary	Pray Love, Remember	-10	The New York Times, 1954
Wojciechowska, Maia	Shadow of a Bull	+11	American Library Association, 1964 The New York Times, 1964

The reader will note that three of these four books represent a positive major value theme of belief in the equality of opportunity for all people and Pray Love, Remember is an example of a negative major value theme. Mary Stolz, the author of Pray Love, Remember, has exemplified this negative emphasis through the attempted suppression of the ambitions of Dody Jenks, a teen-age girl, by her mother as illustrated by the example on the Thematic Analysis Chart. An anti-Semitic feeling is expressed by Dody Jenks' employer when Dody expressed a desire to visit with a Jewish friend. Examples of these findings are recorded on the following Thematic Analysis Charts.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Onion John	Joseph Krumgold	Thomas Y. Crowell Co.	American Library Association, 1959

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	14	0	"Hasn't it become pretty obvious?" asked Ernie. "What we think is proper and what John thinks is proper, they're two different things. What are we trying to prove to him, that he's wrong?" (p. 176)
Acceptance of responsibility	9	0	
Obeying laws	0	1	
Recognition of the importance of an education and knowledge	7	0	

* Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Mary Jane	Dorothy Sterling	Doubleday & Co., Inc.	The New York Times, 1959

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	12	6	"But now that we've got it (integration), it doesn't make any difference," he continued. "People like Mary Jane and Fred Jackson, they're the same as we are. I mean, it's the law and we have to live with it. What I'm trying to say is" - he drew a deep breath - "I don't think the club should go anyplace where Mary Jane can't go." (p. 202)
Acceptance of responsibility	1	0	
Obeying laws	0	1	
Recognition of the importance of an education and knowledge	3	0	

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Pray Love, Remember	Mary Stolz	Harper & Brothers	The New York Times, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	10	Dody's mother believed firmly in no goal other than marriage for any woman. "Worry about it? What a way to look on love and marriage, the normal goal of all normal girls . . . You wanted us to send you to college, but we can't, so you'll just have to do what other girls in your circumstances do, get a job and wait for a fine man to give you his name." (p. 141) Another example of prejudice was found in the following comment: "He said we could walk to see our Jew friends, he wasn't going to drive us." (p. 293)
Acceptance of responsibility	15	1	
Obeying laws	0	2	
Recognition of the importance of an education and knowledge	5	0	

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Shadow of a Bull	Maia Wojciechowska	Atheneum	American Library Association, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	11	0	Everyone expected Manolo Olivar to be a bullfighter like his father, Juan Olivar. One day wisdom came from Alfonso Castillo. "Has anyone," Alfonso Castillo asked of no one in particular, his bottomless eyes still fixed on Manolo, "has anyone asked the boy if it is his wish to be here? It seems to me that we have taken upon ourselves God's prerogative: playing with the destiny of a human being. Even God does not tamper with free will." (p. 142)
Acceptance of responsibility	12	0	
Obeying laws	0	2	
Recognition of the importance of an education and knowledge	5	0	

* Quote from book or summary of storyline to justify the theme as identified by the researcher.

Value theme: Acceptance of responsibility.

Question: Of the total 126 books read, to what extent does contemporary realistic fiction include the major value theme of acceptance of responsibility?

Of the 126 books read, there were 43 books that included as a major theme acceptance of responsibility. This represents a percentage of .3412. These books are listed in Table 4.2.

TABLE 4.2.--Books that included the major value theme of acceptance of responsibility.

Author	Book	Rating	List
Amerman, Lockhart	Cape Cod Casket	+12	The New York Times, 1964
Anderson, Neil	Meet Sandy Smith	+10	The New York Times, 1954
Behn, Harry	The Two Uncles of Pablo	+12	American Library Association, 1959
Benary-Isbert, Margot	Rowan Farm	+22	American Library Association, 1954
Benary-Isbert, Margot	The Long Way Home	+34	The New York Times, 1959
Bothwell, Jean	Little Flute Player	+11	The New York Times, 1949
Bowen, Robert	Fourth Down	+12	The New York Times, 1949
Brown, Gladys Everts	Tico Bravo, Shark Hunter	+11	The New York Times, 1954
Burgwyn, Mebane Holoman	Lucky Mischief	+29	The New York Times, 1949
Caudill, Rebecca	The House of the Fifers	+10	The New York Times, 1954
Chipperfield, Joseph E.	Wolf of Badenoch; Dog of the Grampian Hills	+19	American Library Association, 1959
Clark, Mavis Thorpe	The Min-Min	+16	American Library Association, 1969

TABLE 4.2.--Continued

Clark, Roger W.	Ride the White Tiger	+21	The New York Times, 1959
Cleaver, Vera & Bill	Where the Lilies Bloom	+35	The New York Times, 1969 American Library Association, 1969
Davis, Lavinia R.	Come Be My Love	+15	The New York Times, 1949
Day, Véronique	Landslide!	+12	American Library Association, 1964
De Jong, Meindert	Far Out the Long Canal	+11	American Library Association, 1964
De Jong, Meindert	The Wheel on the School	+11	American Library Association, 1954
Dietz, Lew	Jeff White: Young Woodsman	+13	The New York Times, 1949
Dillon, Eilís	The Coriander	+12	American Library Association, 1964
Dillon, Eilis	The Lost Island	+16	The New York Times, 1954
Duncan, Jane	Camerons On The Hills	+12	The New York Times, 1964
Eyerly, Jeannette	Escape From Nowhere	+11 -12	The New York Times, 1969
Flood, Richard T.	The Fighting Shortstop	+16	The New York Times, 1954
Johnson, Annabel & Edgar	The Grizzly	+20	American Library Association, 1964

TABLE 4.2.--Continued

Author	Book	Rating	List
Jones, Alletta	Peggy's Wish	+14	The New York Times, 1949
Kahmann, Chesley	Gypsy Melody	+13	The New York Times, 1949
Lawrence, Mildred	Sand in Her Shoes	+12	The New York Times, 1949
Lenski, Lois	Cotton in My Sack	+22	The New York Times, 1949
Meader, Stephen W.	Cedar's Boy	+30	The New York Times, 1949
Meek, Colonel S. P.	Ranger, A Dog of the Forest Service	+15	The New York Times, 1949
Neufeld, John	Lisa, Bright and Dark	+10 -11	The New York Times, 1969
Phipson, Joan	The Family Conspiracy	+16	American Library Association, 1964
Pitkin, Dorothy	The Grass Was that High	+13	The New York Times, 1959
Price, Willard	Amazon Adventure	+12	The New York Times, 1949
Seth, Ronald	Operation Getaway	+19	The New York Times, 1954
Sherburne, Zoa	Jennifer	+17	The New York Times, 1959

TABLE 4.2.--Continued

Sommerfelt, Aimee	The White Bungalow	+14	American Library Association, 1964
Stolz, Mary	Pray Love, Remember	+15	The New York Times, 1954
Townsend, John R.	Trouble in the Jungle	+15	American Library Association, 1969
Tunis, John R.	Go, Team Go!	+21	The New York Times, 1954
White, Robb	Midshipman Lee of the Naval Academy	+24	The New York Times, 1954
Wojciechowska, Maia	Shadow of a Bull	+12	American Library Association, 1964

The reader will notice that two books in this list have both a positively and negatively emphasized value theme, namely, Escape From Nowhere and Lisa, Bright and Dark. The conflicts presented in both books were extremely powerful, resulting in emphasized themes at both the positive and negative point of investigation. Escape From Nowhere deals with the obsession of drugs as well as an overwhelming concern for the results of using drugs. Lisa, Bright and Dark is a poignant presentation of indifference on the part of parents and teachers for a teen-age girl who pleads for help in combating mental illness and an overpowering sense of responsibility on the part of her friends to help her in whatever way possible. The following Thematic Analysis Charts clearly illustrate these findings. It is interesting to note that the books Rowan Farm, The Long Way Home, Lucky Mischief, Where the Lilies Bloom, Cedar's Boy, and Midshipman Lee of the Naval Academy are all books that have the major value theme of acceptance of responsibility emphasized in a strong manner. By comparison, the ratings on the following books indicate a lesser degree of emphasis. These books are Cape Cod Casket, Meet Sandy Smith, The Two Uncles of Pablo, Little Flute Player, Fourth Down, Tico Bravo, Shark Hunter, The House of the Fifers, Wolf of Badenoch; Dog of the Grampian Hills, The Min-Min, Ride the White Tiger, Come Be My Love, Landslide!, Far Out the Long Canal, The Wheel on the School, Jeff White: Young Woodsman, The Coriander, The Lost Island, Camerons on the Hills,

Escape From Nowhere, The Fighting Shortstop, The Grizzly, Peggy's Wish, Gypsy Melody, Sand in Her Shoes, Cotton in My Sack, Ranger, A Dog of the Forest Service, Lisa, Bright and Dark, The Family Conspiracy, The Grass Was That High, Amazon Adventure, Operation Getaway, Jennifer, The White Bungalow, Pray Love, Remember, Trouble in the Jungle, Go, Team, Go!, and Shadow of a Bull.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Cape Cod Casket	Lockhart Amerman	Harcourt, Brace & World	The New York Times, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	12	0	Jonathan Flower accepted a great deal of responsibility of various types. An example of this is found as he rescues an injured man from the water. Butrus simply would not float:if his feet rose a little, it was only to sink again almost at once. The best I could do was to keep his head back and his face up by my grip on his hair--and tread water in a kind of underwater waltz. (p. 166)
Obeying laws	0	11	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Meet Sandy Smith	Neil Anderson	E. M. Hale & Company	The New York Times, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	10	0	After moving into a brand-new apartment house on Long Island, the Smiths discovered during a windy rainstorm that it hadn't been waterproofed yet. With water all over the floors, it was necessary to clean up the mess. "They all worked--Dad, Mom, and Sandy--using mops, rags, and old newspapers to soak up the water. Sandy and Mom kept on, even after Dad left for his studio." (p. 76)
Obeying laws	0	1	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Two Uncles of Pablo	Harry Behn	Harcourt, Brace & Co.	American Library Association, 1959

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	12	6	Pablo's Uncle Silvan was paid for a job that he did not finish. Pablo realized the lack of responsibility that this represented. "I don't want to be ashamed of you," said Pablo, "for not finishing a job he paid you to do." Uncle Silvan guessed what Pablo was going to say, and it made him nervous. He enjoyed a great many things. But one thing he did not care for very much was work. Work really bothered him. "I suppose you want me to fill up that hold in Don Francisco's wall!" he (Uncle Silvan) shouted angrily. "That hole hardly bigger than a mouse hole!" "Yes, I do," said Pablo, "and I will help you." (p. 63)
Obeying laws	1	2	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Rowan Farm	Margot Benary-Isbert	Harcourt, Brace & Co.	American Library Association, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	2	1	
Acceptance of responsibility	22	6	With the preparation of a farm being rennovated as a refuge for homeless veterans everyone accepted some responsibility in the overall project. No wonder, then, that Joey and Ull were working so industriously on their list of pledges. They themselves were at the very top of the list with a breeding pair of genuine angora rabbits--to serve as a good example, so to speak, for all that followed. Then came Margret's promise of a lamb as yet unborn. Below this Joey, frowning with the strain of literary composition, had printed in his own peculiar spelling: "6 pare hevy wool soks from Mummy." Then came Matthias: he was planning to set out a strawberry bed in the Wetz Farm garden. Bernd was contributing a harrow. The professor had already ordered a plowshare from the smith. Ling was making brooms and baskets. Andrea's whole class was sewing away at the yard-goods sent from America, making towels and bed-linen. And Mother Maria Magdalena had persuaded a merchant in town to donate all kinds of kitchenware. (p.252)
Obeying laws	0	0	
Recognition of the importance of an education and knowledge	2	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Long Way Home	Margot Benary-Isbert	Harcourt, Brace & Co.	The New York Times, 1959

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	4	0	
Acceptance of responsibility	34	8	In spite of a paralyzing fear of fire Chris fought a fire that threatened his home. "He and Pedro dragged the heavy hoses behind them, letting water stream over the pasture as they climbed. The horrible singed smell grew stronger and stronger." (p.254)
Obeying laws	0	2	
Recognition of the importance of an education and knowledge	7	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Little Flute Player	Jean Bothwell	William Morrow & Co.	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	11	1	Teka's father's decision to leave is expressed in this responsible fashion: "It is best for me to go away to the town and get some work to do. The grain here will last you a little longer because I shall not be eating of it." (p. 100) Teka helped out at home to ease the burden. "Teka sat opposite her (his grandmother) and gave the wooden handle of the tap stone a little twirl when it came his side. It was girls' and women's work, but his mother could rest more if he helped." (p. 151)
Obeying laws	0	2	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Fourth Down	Robert Sidney Bowen	Lothrop, Lee & Shepard Co.	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Believ in the equality of opportunity for all people	2	0	
Acceptance of responsibility	12	0	While driving a truck Johnny Sloan was hit by a man who ran away from the scene of the accident. Johnny went in pursuit and in doing so met with unrealized danger. In the split seconds he was in midair he (Johnny) saw the man turn, and then fling out a hand that held something that glistened. What, he didn't know, or have time to think about. By then he had nailed the runaway in a flying tackle and they both crashed down onto the pavement. For a moment stars danced and whirled around in Sloan's head, and then they blew away. He got to his feet, and bent over to haul the other man up. It wasn't necessary. The man had obviously cracked his head on the pavement where Johnny brought him down, and he was out cold. Sloan looked at him, and then he looked at the shiny revolver that had slipped from the man's hand and skidded into the gutter. (p. 89)
Obeying laws	0	10	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Tico Bravo, Shark Hunter	Gladys Everets Brown	Little, Brown & Co.	The New York Times, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	2	
Acceptance of responsibility	11	0	While shark hunting: "Pepe stood outside the gunwhale. As each cross-line was reached, he dropped the baited hook into the sea." (p. 79) In admitting breaking a guitar: "I did it," he said. There was silence. "I only meant to try it--but I will buy you another." He kept his eyes down. (p. 131)
Obeying laws	0	0	
Recognition of the importance of an education and knowledge	3	1	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Lucky Mischief	Mebane Holoman Burgwyn	Oxford University	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	29	0	Suddenly realizing the danger of an oncoming runaway wagon, Allen leaps to rescue the son of a neighbor. "Oh, golly. Oh golly, I'm hurting him," he (Allen) thought but he did not stop rolling until he was sure they were out of danger of the wagon. (p. 69) Finding a stranger in the house Allen thought only of his sister. He (Allen) fled from the house running as fast as he could go, hardly noticing the weight of his precious unharmed little sister. (p. 175)
Obeying laws	0	13	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The House of the Fifers	Rebecca Caudill	Longmans, Green & Co.	The New York Times, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	10	0	Monica Fifer has brought her two younger cousins Doak and Benny to see the circus. Upon their arrival Monica discovers that she has lost her money. She has the responsibility of feeding them and getting carfare to take a bus home. Approaching the man selling hot dogs Monica asked, "Mister, you could serve more if I came in there and helped you," called Monica. "Come on in, then. What you waiting' for?" asked the man. "Just climb over the side. Step right up, folks!" "What'll you pay me?" asked Monica. "A hot dog," said the man. "I have to be paid in money," said Monica. "Business is bad, lady," the man told her, as he slashed buns and flung mustard on them. "It's a hot dog or nothin'. Take it or leave it. Thisaway, folks!" "Will you make it three hot dogs?" bargained Monica. "For an hour's work, yes," said the man. That's whopping good pay. Sixty cents an hour." "Stay right here," Monica whispered to Doak and Benny. "I'll get you a hot dog for your lunch." She stepped over the planks that formed the side of the booth. (pp. 118-119)
Obeying laws	0	1	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Wolf of Badenoch; Dog of the Grampian Hills	Joseph E. Chipperfield	Longmans, Green & Co.	American Library Association, 1969

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	19	0	"Once inside, away from the searching fingers of the wind, he (Robbie) took from his overcoat pocket the sandwiches he had brought with him, and gave them all to Wolf. He then laid his overcoat in a corner for the dog to lie on." (p. 201)
Obeying laws	0	3	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Min-Min	Mavis Thorpe Clark	The Macmillan Company	American Library Association, 1969

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	3	0	
Acceptance of responsibility	16	0	Sylvie Edwards accepted the responsibility of most of the work around the house. She (Sylvie) rolled him (Billie) over on his side and covered him up. (p. 3) She (Sylvie) got up, felt under Ann's warm bedclothes, and put the stuffed animal back into Ann's arms. (p. 15) Sylvie attempted to right the wrong done by her brother Reg and others at the school. Once again she (Sylvie) started to gather up the scattered books, piling them in neat heaps. They weren't as damaged as they had appeared when sprawled on the floor. She picked up the chalks and pencils, and Clive Scott's own books. (p. 25)
Obeying laws	1	3	
Recognition of the importance of an education and knowledge	10	1	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Ride the White Tiger	Roger W. Clark	Little, Brown & Co.	The New York Times, 1959

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	21	0	Lee, a fourteen-year-old boy in the war-torn country of Korea finds a way of helping an old man who just had his home destroyed. "It would be our pleasure to make you you welcome. These are strange times. One must help friends when they are in trouble. Let my family do this. We will only be practicing a lesson that you taught us when the enemy was here." (p. 76)
Obeying laws	0	1	
Recognition of the importance of an education and knowledge	18	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Where the Lilies Bloom	Vera & Bill Cleaver	J. B. Lippincott	The New York Times, 1969 American Library Association, 1969

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	7	
Acceptance of responsibility	35	1	Taking care of their father Roy Luther was no easy task, and the children, Mary Call, Devola, Ima Dean and Romey all helped. The attack that he had before dying is an example. Devola came running and we got him (their father) into the house and up in his bed. Crumpled there, he held his temples desperately with his hands and was wretchedly sick. We cleaned the vomit and applied cold cloths and covered him with a cotton blanket. (pp. 17-18)
Obeying laws	1	2	
Recognition of the importance of an education and knowledge	20	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Come Be My Love	Lavinia R. Davis	Doubleday & Co., Inc.	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	3	1	
Acceptance of responsibility	15	1	Buzz Winslow, a teen-age boy who was writing weekly columns for a newspaper he created in a small New England village, discovered the town's only industry, a paper mill threatened by arson. He recalls the story, part of which is as follows: "For a couple of minutes I didn't dare move, and then when he (Cramer) leaned over and began to fumble with a match I ran like blazes. I jerked the alarm as soon as I reached it and then beat it back to Mr. Blaisdell's office to warn all of you." (p. 230)
Obeying laws	0	5	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Landslide!	Véronique Day	Coward-McCann, Inc.	American Library Association, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	12	2	While trapped in a lonely cottage due to a landslide, the five Colson children help each other in whatever way possible. "Laurant is cutting away where the apples have been nibbled," Veronique explained. "Rats are such dirty animals; they carry all sorts of germs. They even spread plague." (p. 77)
Obeying laws	0	2	
Recognition of the importance of an education and knowledge	2	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Far Out the Long Canal	Meindert De Jong	Harper & Row	American Library Association, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	2	
Acceptance of responsibility	11	0	With skating along the canal, the following incident takes place: "With skate heels dug in, Father stooped, grabbed Grandpa under the arms, and tugged him up out of the water." (p. 214)
Obeying laws	0	1	
Recognition of the importance of an education and knowledge	3	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Wheel on the School	Meindert De Jong	Harper & Brothers	American Library Association, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	2	
Acceptance of responsibility	11	1	Eelka discovered Jella who had fallen into the canal in his attempt to get the much needed wheel for the village. Jella was frightened, and Eelka used all of his mental resources to rescue him. But Eelka had no time for talk. He knotted the two pieces of rope together, the one from his waist, and the one from the hub. He tested his knot. Then he tied a slipknot in the end, made a big loop, and dropped it over Jella's head. Now he tested the lone spoke in the top of the bank. He braced one foot against it after kicking off his wooden shoe to get a secure hold against the stake. . . . Eelka suddenly lay down. It felt wonderful to lie there, knowing he had done it--done what he had intended to do and done it just as he had planned. He had been strong; the rope hadn't broken. It was a wonderful proud feeling. (pp. 98-99)
Obeying laws	1	2	
Recognition of the importance of an education and knowledge	7	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Jeff White: Young Woodsman	Lew Dietz	Little, Brown & Co.	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	13	0	In an attempt to save the life of Shag Miller, the only eyewitness to his father's murder, Jeff uses all his resourcefulness while alone in the woods with Shag who is sick, on a rainy night. He (Jeff) sent beyond the ring of campfire light into the swamp thickets and raked the ground for fuel. He broke the dry stubbly limbs from the under branches of the cedar and hemlock. He stripped the dead branches from the blowdowns. His hands were bleeding and limbs quivering with exhaustion when the job was done. There would be fire until morning now. There was food and warmth. It would be a long, uncomfortable night. That was all. (p. 140)
Obeying laws	1	2	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Coriander	Eilís Dillon	Funk & Wagnalls	American Library Association, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	2	1	
Acceptance of responsibility	12	0	Although being held against his will on the island of Inishgillan, the doctor performed his medical duties. That was the beginning of the doctor's work on Inishgillan. Mamó could not be left alone for the first days, and he stayed right there in the house with her until she made her first progress on the road to recovery. (p. 101)
Obeying laws	0	13	
Recognition of the importance of an education and knowledge	8	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Lost Island	Eilís Dillon	Funk & Wagnalls Co.	The New York Times, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	16	1	After finding his father, Jim Farrell, Mike and his father prepare to leave the island, Inishmanann. After having survived on the island for four years, Jim Farrell does the following lest anyone else should be stranded on this island. "We left the sealskin suit in the cave. We tore a page from our logbook, and my father wrote a letter to anyone who might be cast away on the island. He told where the salted meat was, and that there were potatoes and peas in the garden. He advised the reader to keep some for seed, as he had done. He oiled his knife against rust, and left it on top of the letter, in the middle of the cave's floor." (p. 223)
Obeying laws	0	8	
Recognition of the importance of an education and knowledge	3	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Camerons On The Hills	Jane Duncan	Macmillan & Co, Ltd.	The New York Times, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	12	0	At the time of the place crash the following account was given: "The boys really did awfully well and I was proud of them. The coarse salt was finished in no time and slippery patches kept developing everywhere and Neil and Donald shoveled cinders from the ashpit into buckets, carried them round to the road and spread them under the wheels of the ambulances so that the tyres could take a grip as they moved off. The boys did not even say they were hungry, although Neil is something like Kenny and gets hungry all the time, until I suddenly remembered that they had had no breakfast and ran out to them with big thick slices of toast and just at that moment I discovered that I was using the last packet of tea in the kitchen and had to send them careering off to the village shop." (p. 90)
Obeying laws	0	2	
Recognition of the importance of an education and knowledge	3	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Escape From Nowhere	Jeannette Eyerly	J. B. Lippincott	The New York Times, 1969

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	11	12	Example of B + 11 Finding her Mom in a drunken sleep with an empty vodka bottle beside her, Carla relays the following: "I slipped off my mother's shoes and covered her with the throw from the chaise, but although she stirred she did not waken." (p. 103)
Obeying laws	1	18	
Recognition of the importance of an education and knowledge	3	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Escape From Nowhere	Jeannette Eyerly	J. B. Lippincott	The New York Times, 1969

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	11	12	Example of B - 12 Carla is desperate. Dexter is lying on a cottage floor with a needle in his arm, out cold. She tries to get help from Stomper and gets this reply: "Don't lose your head, you little fool. You're the one who is going to have to call the police. I'm not going to get involved. I've put pot smoking and all that kid-stuff behind me. It's not my bag any more." (p. 176)
Obeying laws	1	18	
Recognition of the importance of an education and knowledge	3	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Fighting Shortstop	Richard T. Flood	Houghton Mifflin Co.	The New York Times, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	16	3	"You didn't say those things in baseball. It just wasn't done. But the shortstop had said it. He had confirmed what a few Oakland supporters had claimed. Eddie had acted in baseball the way you were expected to act in tennis. For anyone else but Eddie West this might have been possible, but for Eddie it didn't make sense. "You trapped it, kid?" the second-base umpire repeated. "I thought you caught it." "No. It hit the ground first." That was all there was to it. The umpire-in-chief reversed the base umpire's decision. The runners were both safe." (p. 199)
Obeying laws	5	0	
Recognition of the importance of an education and knowledge	9	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Grizzly	Annabel and Edgar Johnson	Harper & Row	American Library Association, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	20	3	After his father was injured by a bear, the following took place: "It took all David's gumption, but he poured the stuff on quickly just as Mark had done, until the whole wound had got some." (p. 79)
Obeying laws	1	2	
Recognition of the importance of an education and knowledge	6	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Peggy's Wish	Alletta Jones	Abingdon-Cokesbury Press	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	3	
Acceptance of responsibility	14	0	While at the Hannah Moore Home for Children, Peggy accepted her responsibility. " . . . Peggy was dusting Mrs. Mason's dresser . . ." (p. 9) While on the farm, Peggy and John did their jobs. "They finished the dishes and tidied their rooms in short order. They made quick work of gathering the vegetables." (p. 147)
Obeying laws	0	0	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Gypsy Melody	Chesley Kahmann	Random House	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	2	0	
Acceptance of responsibility	13	0	Kashi, a young Gypsy man with whom Reni is in love, shocks the Gypsy gathering when he announces that he has joined the army. To become any part of the Gajos (non-Gypsies) was a disgrace to the Gypsy culture. However, in explaining his actions Kashi replied: "There must be others of us," he said bitterly, in a low voice, "who don't just snatch everything they can get free and give nothing back. And if there are, I'm leaving a patteran for them to follow!" (p. 30)
Obeying laws	0	6	
Recognition of the importance of an education and knowledge	10	1	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Sand in Her Shoes	Mildred Lawrence	Harcourt, Brace & Co.	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	12	1	After writing some personals for their father's newspaper, Dorrit found Sandy saying: "How's Miss Loretta going to read that?" he asked. "I couldn't myself if I wasn't used to your writing. I'll tell you what. Seeing you got the personals, I'll copy them for you so Miss Loretta 'll be sure not to make any mistakes when she sets them on the linotype." (p. 35) Seeing Mr. B, the mysterious beachcomber wandering along the beach Sandy suggested: "It's going to be dangerous so near the ocean," said Sandy and we wondered if you'd come and stay at the office with us. Our house is a little too leaky." (p. 175)
Obeying laws	3	0	
Recognition of the importance of an education and knowledge	5	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Cotton in my Sack	Lois Lenski	J. B. Lippincott Co.	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	4	0	
Acceptance of responsibility	22	2	Some friends return Joand's father, who is drunk, to the car at the end of a Saturday in town. "Here's Dave, Neva," said J. T. "He couldn't make it himself, so we brought him. Got some sacks in the truck?" "Yes," said Mama. The men helped Daddy in. "I'll drive you folks home," said J. T. "Lessie took our kids home a good while ago." (p. 30)
Obeying laws	0	0	
Recognition of the importance of an education and knowledge	7	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Cedar's Boy	Stephen W. Meader	Harcourt, Brace & World	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	1	
Acceptance of responsibility	30	0	Shad remembered then what Bud had told him about a burning barn. He ran to the tack room and fumbled among the gear till he found a blanket hanging on a peg. He worked a corner of the blanket up under the horse's throat and pulled it slowly over his eyes. Cedar's Boy snorted and flung up his head, and Shad had to start over again. The flames had burned through the partition. They were snarling and crackling only a yard away. (p. 172)
Obeying laws	2	0	
Recognition of the importance of an education and knowledge	2	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Ranger, A Dog of the Forest Service	Colonel S. P. Meek	Alfred A. Knopf	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	2	0	
Acceptance of responsibility	15	0	Buzz Hampdon, a United States Forest Service Ranger encounters a car which, despite Buzz's warnings, plunges through an unsafe bridge thirty yards below into a flood-swollen stream. Weighted down by his clothing and heavy logger's boots, Buzz proceeded with his rescue attempt. Something held him (Buzz) back and he suddenly realized that the man whose arm he held must be caught in the car. Abandoning his efforts to reach the surface, he reached down with his right hand and got another grip lower on the arm. A foot at a time he pulled himself downward, then suddenly the body was free and he was being whirled down the stream in its company. (p. 17)
Obeying laws	0	3	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Lisa, Bright and Dark	John Neufeld	S. G. Phillips	The New York Times, 1969

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	10	11	Example of B - 11 In trying to seek aid in helping Lisa fight the losing of her mind, Betsy Goodman, one of Lisa's friends observed the following: "What did make me mad, though, was that the school staff was also scared. I know one isn't supposed to seek a double standard of behavior, but I still got mad when I thought of it. Naturally, you couldn't count on Bernstein (school psychologist) to do much. But Lisa's other teachers could have done something, even if only telephoning the Shillings. (p. 35)
Obeying laws	0	0	
Recognition of the importance of an education and knowledge	3	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Lisa, Bright and Dark	John Neufeld	S. G. Phillips	The New York Times, 1969

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	10	11	Example of B + 10 While contemplating the plight of a teenage friend Lisa Shilling, who admits to losing her mind, the following conversation is related by Betsy Goodman, one of Lisa's friends. One day, as M. N. (Mary Nell) and I were walking home from school, she stopped short, grabbed my arm, and looked at me happily. "That's it!" she said. "We'll just have to do it!" "What?" I asked. "Help Lisa ourselves, of course. Obviously no one else is going to. Her parents don't believe anything is wrong. Most of the teachers are chicken. We can't set Lisa up with doctors." (p. 36)
Obeying laws	0	0	
Recognition of the importance of an education and knowledge	3	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Family Conspiracy	Joan Phipson	Harcourt, Brace & World, Inc.	American Library Association, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	16	4	The Barker family lived on an isolated sheep station in Australia. An example of responsibility is that provided by the activities of Mrs. Barker. With a family of six, the cooking, housework, and washing alone could occupy all of every day, for she (Mrs. Barker) had no help and expected none. But until the children were old enough to go to boarding school, she (Mrs. Barker) conducted their correspondence school as well. (p. 17) At other times while she peeled the vegetables or beat up a cake, she would have a book open in front of her and with floury or vegetably hands would turn the pages as she gave them (the children) dictation or asked them lists of spelling. (p. 58)
Obeying laws	0	1	
Recognition of the importance of an education and knowledge	4	1	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Grass Was That High	Dorothy Pitkin	Pantheon Books, Inc.	The New York Times, 1959

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	2	0	
Acceptance of responsibility	13	1	Being a part of farm life was a new experience for Kit Harris. However, she soon learned that there was pride in accomplishment. John Clay swung behind the wheel, nudged the truck forward, and while it barely crawled, Jettson, Lorry, and Kit shoveled, tumbled, and kicked the bales to the truck. Jettson swung them on. (p. 79)
Obeying laws	0	1	
Recognition of the importance of an education and knowledge	1	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Amazon Adventure	Willard Price	The John Day Company	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	12	4	After hearing word from home that his animal collection was destroyed by a mysterious fire, John Hunt is faced with the decision of going back home after not accomplishing what he set out to do. His sons, Hal and Roger try to persuade him to let them complete the mission. "Think of mom, think of all of us. The best thing you can do for us is to let Roger and me go through with this job." (p. 98)
Obeying laws	0	12	
Recognition of the importance of an education and knowledge	13	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Operation Getaway	Ronald Seth	The John Day Company	The New York Times, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	19	0	In one episode of escape, a friend of Jonas Emdler was guiding Jan Vrancyk and Captain Grant toward a freight train through a forest. In attempting this, Jan Vrancyk badly sprained his ankle. With the PKW (Poznian Secret Police) on their trail, the three were headed for an underground stream to walk through in order to lose their scent that the dogs were following. "While Jan had been speaking Jonas had slipped off the rucksack, and was thrusting it at me (Captain Grant). "You take this, sir, I'll take Jan, " he (Jonas) urged, and before I (Captain Grant) could say anything, he had lifted the boy in his arms and was already slithering down the stream." (p. 140)
Obeying laws	0	1	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Jennifer	Zoa Sherburne	William Morrow & Co.	The New York Times, 1959

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	17	0	Along with learning to accept responsibilities in her own situation with an alcoholic mother, Jennifer learns that others have difficult tasks to face. In describing her brother, Jennifer's girlfriend Diane goes on to explain: "I don't know how Mother and I would get along without him. He's been the man of the house ever since my father died seven years ago. When he was too small to have a regular job, he used to deliver papers." (p. 169) On the road to recovery Jennifer's Mom realizes the importance of helping others; "Mrs. Kerby called me long-distance about Mrs. Kopley. She really needed help, desperately, so there was nothing to do but drive out there and persuade her to come home with me. I hope you don't mind, Jennifer." (p. 188)
Obeying laws	0	0	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The White Bungalow	Aimee Sommerfelt	Criterion Books	American Library Association, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	4	0	
Acceptance of responsibility	14	3	Lalu, an intelligent Indian boy realizes his responsibility to his home and relinquishes his place in medical school. He sends the following letter: To Dr. Prasad, Hospital in Agra in the Province of Uttar Pradesh. I must stay in Katwa. I must plow and harrow. I must sow the seed and harvest it. If I do not do this all here in the house will become beggars. There are beggars enough in India without us. The place you got for me you can use as you think best. If you think it right, could Ram have it? He has no one to care for and no one cares for him and he has a good brain. (p. 114)
Obeying laws	1	0	
Recognition of the importance of an education and knowledge	26	8	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Pray Love, Remember	Mary Stolz	Harper & Brothers	The New York Times, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	10	
Acceptance of responsibility	15	1	Dody Jenks, a high school senior was a most responsible young lady. She worked with concentration, and when she was finished, stacked books and papers carefully for the morning, and got out tomorrow's clothes. (p. 16)
Obeying laws	0	2	
Recognition of the importance of an education and knowledge	5	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Trouble in the Jungle	John Rowe Townsend	J. P. Lippincott Co.	American Library Association, 1969

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	15	2	When deserted by their uncle, Kevin, aged thirteen and Sandra, aged twelve find themselves responsible for two younger children. "Sandra had to act as mother to the younger ones." (p. 10)
Obeying laws	0	1	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Go, Team, Go!	John R. Tunis	William Morrow & Company	The New York Times, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	21	0	In a situation involving taking bets on school property, Mr. Hitchcock, the principal took a firm stand: "What happens downtown is no concern of ours. This is a school. We're trying to make citizens, good citizens. We can't tolerate this sort of thing. This happened once before, when you were in junior high, I think, and we had to fire three boys for it. Red's no exception even if he is on the team." (p. 39)
Obeying laws	0	2	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Midshipman Lee of the Naval Academy	Robb White	Random House	The New York Times, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	2	5	
Acceptance of responsibility	24	0	Midshipman Lee finds himself going down in a plane with Jetson. "Jetson's body was dead heavy and it took all his (Lee) strength to drag it up against the pull of gravity and get it out of the cockpit." (p. 202)
Obeying laws	0	0	
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Shadow of a Bull	Maia Wojciechowska	Atheneum	American Library Association, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	11	0	
Acceptance of responsibility	12	0	Manolo Olivar had always wondered about the death of his grandfather. His father was worshipped so because of being a bullfighter, but what about his grandfather? One day he hears. "His grandfather had not died in the bull ring; he had died in a fire that had swept the town; died saving his son, Juan." (p. 11)
Obeying laws	0	2	
Recognition of the importance of an education and knowledge	5	0	

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

Value theme: Obeying laws.

Question: Of the total 126 books read, to what extent does contemporary realistic fiction include the major value theme of obedience to laws?

Of the total 126 books read, there were nine books that included as a major value theme obedience to laws. This represents a percentage of .0714. These books are listed in Table 4.3.

TABLE 4.3.--Books that included the major value theme of obeying laws.

Author	Book	Rating	List
Amerman, Lockhart	Cape Cod Casket	-11	The New York Times, 1964
Bowen, Robert Sidney	Fourth Down	-10	The New York Times, 1949
Burgwyn, Mebane Holman	Lucky Mischief	-13	The New York Times, 1949
Dillon, Eilís	The Coriander	-13	American Library Association, 1964
Eyerly, Jeanette	Escape From Nowhere	-18	The New York Times, 1969
Haig-Brown, Roderick L.	Mounted Police Patrol	-31	The New York Times, 1954
Henderson, Le Grand.	Here Come the Perkinses!	-10	The New York Times, 1949
Lewis, C. Day	The Otterbury Incident	-16	The New York Times, 1949
Price, Willard	Amazon Adventure	-12	The New York Times, 1949

In looking at Table 4.3, the reader will notice that all the emphasized value themes for obeying laws are negative ones. Justice is not left unsolved, but in corresting situations of lawlessness it was mostly an expression of acceptance of responsibility. Those responsible for breaking the law, as exemplified in Mounted Police Patrol were apprehended, but as pointed out in this book there are some crimes that are irreversible, as is the case with murder. It seems appropriate to mention here the fact that although a book has a negative emphasis of a vlaue theme this should not be interpreted as a book unworthy of consideration. The results of lawlessness in each of these books provides a lesson of value to any reader.

It is interesting to note that there was no common civil law considered in these books. An interesting array of forms of lawlessness are presented as the law was unheeded by the release of imprisoned convicts in Mounted Police Patrol, destruction of another's personal property in Here Come the Perkinses, attempted arson in Cape Cod Casket, kidnapping in The Coriander, pushing dope in Escape From Nowhere, counterfeit work in The Otterbury Incident, stealing and murder in Amazon Adventure, bribery in Fourth Down and murder in Lucky Mischief. Examples from these books are provided on the following Thematic Analysis Charts.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Cape Cod Casket	Lockhart Amerman	Harcourt, Brace & World	The New York Times, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	12	0	
Obeying laws	0	11	While hiding in a forbidden room Jonathan observes a strange ritual carried out by Jamshid, a Near-Eastern servant. Devotion I knew it to be, and I had no further fear that he was going to great trouble to set the house afire. (p. 63)
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Fourth Down	Robert Sidney Bowen	Lothrop, Lee & Shepard Co.	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	2	0	
Acceptance of responsibility	12	0	
Obeying laws	0	10	Johnny Sloan, a key football player for Dayton University has been offered a bribe by a gambler. "Don't play the ham actor, Sloan! I'm offering you a deal you wouldn't get in a hundred years. You don't have to throw the game. Just don't let Dayton win it. A fumble at the right time. So what? Thousands of costly fumbles have been made. Not a soul in the Bowl would even dream it was on purpose. Take the Western Methodist game. Did anyone there think you made that one on purpose? Of course not! They wouldn't think it either if it should happen in the Hartford game. And you'd get ten thousand dollars." (p. 25)
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Lucky Mischief	Mebane Holoman Burgwyn	Oxford University	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	29	0	
Obeying laws	0	13	In discussing a search for an outlaw the following was revealed. "They say he killed two men and was supposed to be in prison for the rest of his life." (p. 156)
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Coriander	Eilís Dillon	Funk & Wagnalls	American Library Association, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	2	1	
Acceptance of responsibility	12	0	
Obeying laws	0	13	After a shipwreck, two boys find a survivor who is a doctor. Hiding the doctor, they explain the situation to him and their plans. "We want to keep you here," I said in a low voice. "We need a doctor on the island, this many a year. We're sick and tired from asking for one, and he never comes. There's people dying every year for want of a doctor . . ." (p. 42)
Recognition of the importance of an education and knowledge	8	0	

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Escape From Nowhere	Jeannette Eyerly	J. B. Lippincott	The New York Times, 1969

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	11	12	
Obeying laws	1	18	Dexter reveals to Carla, for the first time, the contents of his shack. "Where . . . where did it all come from?" Dexter's eyes were brillant. "I'd tell you Car, but it's best if you don't know. If the narcs found this stuff, I'd be out of luck. It . . . it's my private stock. Each drug, each thing--even the glue--does something special. I'm analyzing them, studying them, being really scientific." He took out a half dozen small bottles as he talked, lined them up on the counter. "These pink 'crossroads,' the pale green ones, and the peach-colored ones are amphetamines. The orange hearts are dextro-amphetamine sulphates--like the ones Jason gave me that first prescription for--so are these 'footballs' the green triangles. All these take you up. Turn you on. And these" --he lined up another row of bottles as he talked--"bring you down." (pp. 168-169)
Recognition of the importance of an education and knowledge	3	0	

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Mounted Police Patrol	Roderick L. Haig-Brown	William Morrow & Co., Inc.	The New York Times, 1954

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	6	0	
Obeying laws	1	31	The full meaning of what he had done was suddenly plain to Dave. He had released them, left them a clear way out. It seemed to him now that he had not meant to do that; but he had done it. And they were dangerous men, tough and dangerous. (p. 78)
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Here Come the Perkinses!	Le Grand Henderson	The Bobbs-Merrill Co., Inc.	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	9	9	
Obeying laws	0	10	Ronald, one of the young passengers on board the Ella J. Perkins boat overheard a conversation between Bucktooth Dilley and his father Sam, two crew members. When asked what he overheard Ronald replied: "They're going to try to wreck the Ella J. Perkins." (p. 126) Shortly thereafter part of the Dilley's plan was uncovered: Ronald's flashlight beam held steady on the anchor chain where it went out through the hawsepipe. The light gleamed against a metal rod that was stuck through a link of the chain. When the chain ran out, the rod had jammed against the hawsepipe. Only a short length of anchor chain had run out before the rod had stopped it. The anchor was barely touching bottom. It could not dig in and hold. "Those Dilleys," Lula squealed. "They _____" "Come on," Perk snapped. "We have to get that thing out of there. Hurry up. Don't talk." (p. 172)
Recognition of the importance of an education and knowledge	1	0	

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Otterbury Incident	C. Day Lewis	The World Publishing Co.	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	5	0	
Obeying laws	0	16	While looking for evidence of a stolen money box in an old warehouse, one of the gang members uncovers the following: "Toppy opened a drawer in the table, and took out a wooden tray. The tray was full of half crowns. He bounced one on the table, then bit it. "Gosh, Ted, this is where the Wart's half crown came from! Look, it's soft, it's fake metal, just like I said it was when the Prune gave it to us, only I was joking. This is a counterfeiter's den." (p. 93)
Recognition of the importance of an education and knowledge	0	0	

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Amazon Adventure	Willard Price	The John Day Company	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	12	4	
Obeying laws	0	12	After saving the life of Croc, the man who had tried to kill them previously on this trip, Hal, with Roger who was sick with a fever came to realize the impossible. "He (Hal) burst from the thick screen of leaves into the sunshine, and halted. It was true then. A man (Croc) really could be capable of sailing off and leaving two boys at the mercy of the jungle, and of hostile Indians. The Ark did not lie moored near the beach." (p. 216)
Recognition of the importance of an education and knowledge	13	0	

*Quote from book of summary of storyline to justify the theme as identified by the researcher.

Value theme: Recognition of the importance of an education and knowledge.

Question: Of the total 126 books read, to what extent does contemporary realistic fiction include the major theme of recognition of the importance of an education and knowledge?

Of the 126 books read, there were eight books that included as a major value theme the recognition of the importance of an education and knowledge. This represents a percentage of .0634. These books are listed in Table 4.4.

TABLE 4.4.--Books that included the major value theme of the recognition of the importance of an education and knowledge.

Author	Book	Rating	List
Clark, Mavis Thorpe	The Min-Min	+10	American Library Association, 1969
Clark, Roger W.	Ride the White Tiger	+18	The New York Times, 1959
Cleaver, Vera & Bill	Where the Lilies Bloom	+20	The New York Times, 1969 American Library Association,
Dickson, Marguerite	Turn in the Road	+12	The New York Times, 1949
George, Jean	My Side of the Mountain	+12	American Library Association, 1959
Kahmann, Chesley	Gypsy Melody	+10	The New York Times, 1949
Price, Willard	Amazon Adventure	+13	The New York Times, 1949
Sommerfelt, Aimee	The White Bungalow	+26	American Library Association, 1964

Of the books in this list, there are actually two specific areas of concern represented in relation to the value theme of recognition of the importance of an education and knowledge. One of these is an overall concern for learning as is exemplified in The Min-Min, Turn in the Road, and The White Bungalow. The second area of concern is that of seeking specific facts and knowledge for immediate use. This is found in Ride the White Tiger where a Korean boy seeks knowledge of English to enable him to become an effective secret agent in the war, in Where the Lilies Bloom where a knowledge of wildcrafting becomes necessary for survival; My Side of the Mountain where an adolescent boy depends on his knowledge of nature to sustain his existence during a winter in the Catskill Mountains; Gypsy Melody where a young Gypsy girl, Reni, realizes her need to know music properly not in an off-hand fashion, and in Amazon Adventure where the collecting of wild animal specimens necessitates knowledge to maintain their existence until placed in safety away from the threatened dangers of jungle and man. Examples are provided on the following Thematic Analysis Charts.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The Min-Min	Mavis Thorpe Clark	The Macmillan Company	American Library Association, 1969

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	3	0	
Acceptance of responsibility	16	0	
Obeying laws	1	3	
Recognition of the importance of an education and knowledge	10	1	After running away from home, Sylvie and Reg Edwards seek refuge in the home of Mary and Chris Tucker. They soon learned of the importance of learning as stressed by the Tuckers. But he (Chris Tucker) didn't slough off a love of reading, of books, of acquiring knowledge. These things remained with him. And when his eldest son was old enough he rented a two-way radio from the government for twenty-four dollars a year, and enrolled each child, in turn, in the School-of-the-Air. . . . But Chris made sure that Mary (his wife) had the backing of his discipline. School hours were strictly from nine to twelve o'clock in the morning--unless there was a pressing outside job in which he needed Jeff's help--and another hour and a half in the afternoon. (p. 117)

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Ride the White Tiger	Roger W. Clark	Little, Brown & Co.	The New York Times, 1959

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	21	0	
Obeying laws	0	1	
Recognition of the importance of an education and knowledge	18	0	Understanding Lee's search for knowledge, his aunt suggested: "Now, go and look at the books in the other room. If you do come here, you will be using them. Learning does not stop or start with school." (p. 118) Lee spent many hours pouring over the books in Aunt's library, especially the English ones. (p. 125)

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Where the Lilies Bloom	Vera & Bill Cleaver	J. B. Lippincott	The New York Times, 1969 American Library Association, 1969

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	7	
Acceptance of responsibility	35	1	
Obeying laws	1	2	
Recognition of the importance of an education and knowledge	20	0	When Romey asks Mary Call, his older sister how old the Great Smoky Mountains are she does some serious thinking. How old are the Great Smoky Mountains? A hundred years? Two? Why can't I have some books so I can find out the answers to a few things? So I wouldn't have to stand here shamed in front of this child and admit to him that I don't know how old the Great Smoky Mountains are? Romey is looking at me. He says, "It's all right, Mary Call. Don't fret yourself about it. I'll find out sometime." It's not all right with me not to know this. I need to correct my ignorance. I need so many things. (p. 16)

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Turn in the Road	Marguerite Dickson	Thomas Nelson & Sons	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	2	6	
Acceptance of responsibility	6	0	
Obeying laws	0	3	
Recognition of the importance of an education and knowledge	12	0	Ferd Worthington was adamant on correct grammatical terms: "Who you writing to?" asked Roddy boldly. But he never got an answer, for Father's voice cut in before there was time for one, "To whom are you writing, I think you mean, though of course you shouldn't ask." (p. 177)

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
My Side of the Mountain	Jean George	E. P. Dutton & Co., Inc.	American Library Association, 1959

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	1	0	
Acceptance of responsibility	6	0	
Obeying laws	0	0	
Recognition of the importance of an education and knowledge	12	0	Throughout Sam Gibley's adventure there was a constant awareness of the need for knowledge as he relied solely upon nature for his survival. A long walk to town did not deter him from obtaining the information he needed. "I went to the library the next day and took out four books." (p. 173) He referred to this knowledge often: "According to a book on how to survive on the land that I read in the New York Public Library, this was the way to make your own hooks." (p. 22)

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Gypsy Melody	Chesley Kahmann	Random House	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	2	0	
Acceptance of responsibility	13	0	
Obeying laws	0	6	
Recognition of the importance of an education and knowledge	10	1	Reni, a Gypsy girl was taking, at her own request violin lessons from a Mr. Weber who was a Gajo (non-Gypsy). Against Gypsy custom, she was even paying him for his services. Reni realizes there is much to learn, and even though playing for a side show in a carnival she does the following: "Even in her own act, inside, she wedged in practice, though not for many measures at a time. In her free time, careful not to let Mina (her grandmother) see her, she sat on her back steps and studied theory." (p. 238)

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
Amazon Adventure	Willard Price	The John Day Company	The New York Times, 1949

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	0	0	
Acceptance of responsibility	12	4	
Obeying laws	0	12	
Recognition of the importance of an education and knowledge	13	0	In an effort to learn first hand exactly what happens when a vampire bat strikes, Hal willingly subjected himself to the experience. While exposing his arm and lying very still he felt the slight sensation as if it (his arm) were going to sleep. This discovery excited Hal greatly. Scientists had often speculated as to how a bat could cut a hole without the victim feeling it. It was believed possible that the bat's saliva contained a local anesthetic which numbed the spot where the bite was to be made. What Hal felt seemed to bear out this idea. (pp. 73-74)

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

THEMATIC ANALYSIS CHART

TITLE:	AUTHOR:	PUBLISHER:	LIST AND DATE:
The White Bungalow	Aimee Sommerfelt	Criterion Books	American Library Association, 1964

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people	4	0	
Acceptance of responsibility	14	3	
Obeying laws	1	0	
Recognition of the importance of an education and knowledge	26	8	In discussing schoolwork with Dr. Prasad, Lalu, an intelligent Indian boy, relates that his best friend Ram was the best pupil. Lalu explained that he had to help his father. Realizing the potential that Lalu had, Dr. Prasad replied: "I understand that. But if you want to get into the boarding school in Bombay you will have to work hard. Learning things is just like rowing against the stream. He who does not go forward will slide back. Do you see what I mean?" (p. 64)

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

The following table is a composite of the frequency and percentage of major value-themes as found in contemporary realistic fiction.

TABLE 4.5--Frequency and percentage of major value-themes as found in contemporary realistic fiction.

Total Books: 126	Belief in the equality of opportunity for all people	Acceptance of respon-sibility	Obeying laws	Recognition of the impor-tance of an education and knowledge
Frequency	4	43	9	8
Percentage	.0373	.3412	.0714	.0634

Of the total 126 books read, there were 49 books or 39 per cent of the sample which contained singular themes. A total of 14 books contained multiple themes which is 11 per cent of the total sample. Table 4.6 illustrates this and Table 4.7 indicates the books with multiple themes and the specific themes found in each book.

TABLE 4.6.--Frequency and percentage of books with single and multiple themes.

Total Number of Books: 126	Books with Singular Themes	Books with Multiple Themes
Frequency	49	14
Percentage	.388	.111

TABLE 4.7.--Books containing multiple themes.

Book	Author	Belief in the equality of opportunity for all people	Acceptance of responsibility	Obeying laws	Recognition of the importance of an education and knowledge
Fourth Down	Bowen, Robert		X	X	
Lucky Mischief	Burgwyn, Mebane		X	X	
The Min-Min	Clark, Mavis Thorpe		X		X
Ride the White Tiger	Clark, Roger W.		X		X
Where the Lilies Bloom	Cleaver, Vera & Bill		X		X
The Coriander	Dillon, Eilís		X	X	
Escape from Nowhere	Eyerly, Jeanette		X	X	
Gypsy Melody	Kahmann, Chesley		X		X
Amazon Adventure	Price, Willard		X	X	X
The White Bungalow	Sommerfelt, Aimee		X		X
Pray Love, Remember	Stolz, Mary	X	X		
Shadow of a Bull	Wojciechowska, Maia	X	X		

It is interesting to note that in Table 4.7, Amazon Adventure has three major themes included, that of acceptance of responsibility, obeying laws, and recognition of the importance of an education and knowledge. The major themes of acceptance of responsibility and obeying laws are found in Fourth Down, Lucky Mischief, The Coriander, and Escape From Nowhere. The major themes of acceptance of responsibility and recognition of the importance of an education and knowledge are included in The Min-Min, Ride the White Tiger, Where the Lilies Bloom, Gypsy Melody, and The White Bungalow. The major themes of belief in the equality of opportunity for all people and acceptance of responsibility were found in Pray Love, Remember and Shadow of a Bull.

There were six books in the total sample of 126 that were listed by both the American Library Association and The New York Times. Table 4.8 indicates these books.

TABLE 4.8.--Books that were listed by both the American Library Association and The New York Times.

Author	Book	Year
Cleary, Beverly	Jean and Johnny	1959
Cleaver, Vera & Bill	Where the Lilies Bloom	1969
Fox, Paula	Portrait of Ivan	1969
Harris, Isobel	Little Boy Brown	1949
Keats, Ezra, J.	Whistle for Willie	1964
Wojciechowska, Maia	Shadow of a Bull	1964

In the total sample of 126 books, there were eight books that were not applicable to the study by virtue of the fact that they did not contain any of the four value-themes under consideration in this study. This is a percentage of .0634 of the total sample. Table 4.9 lists these books.

Another consideration must be given to the books that were a part of the total sample and, although they contained one or more of the value themes under consideration the total rating score was not sufficient to classify the books as having major themes. There were 68 books that were read but did not include a major theme. Table 4.10 presents this information.

Table 4.11 is a list of those books that contained one or more of the themes under consideration but were not major themes. This is due to the fact that these books had insufficient total rating scores to be considered major themes as stated at the conclusion of Chapter III in the procedure for coding.

TABLE 4.9.--Books that were read but did not include any of the value themes under consideration in this study.

Author	Book	List	Year
Bemelmans, Ludwig	Madeline and the Gypsies	The New York Times	1959
Buckley, Helen	Grandfather and I	The New York Times	1959
Hoban, Russell	The Sorely Trying Day	American Library Association	1964
Keats, Ezra Jack	Goggles!	American Library Association	1969
Keats, Ezra Jack	Whistle for Willie	The New York Times	1964
McGovern, Ann	Zoo, Where Are You?	The New York Times	1964
Munari, Bruno	Jimmy Has Lost His Cap - Where Can It Be?	The New York Times	1959
Stolz, Mary	Emmett's Pig	The New York Times	1959

TABLE 4.10.--Frequency and percentage of books that were read but were not applicable to study or contained no major theme.

Total Number of Books: 126	Books that were not applicable to the study	Books that contained themes, none of which were major themes
Frequency	8	68
Percentage	.0634	.5396

TABLE 4.11.--Books containing one or more themes but having insufficient total rating scores to be considered major themes in this study. A total of -10 or +10 was considered necessary for a theme to be a major one.

Author	Book	The New York Times	American Library Association	Belief in the equality of opportunity for all people	Acceptance of responsibility	Obeying laws	Recognition of the importance of an education and knowledge
Allen, Elizabeth	The In-Between	1959		-1	+3		+1
Angelo, Valenti	The Bells of Bleecker Street		1949		+5,-1	-6	
Ardizzone, Edward	Tim to the Rescue	1949			+3	-2	+2
Baudouy, Michel Aime	Old One-Toe		1959	+2	+5,-1		+4
Benary-Isbert	The Shooting Star	1954			+6		+8,-1
Bice, Clare	The Great Island	1954			+5,-1		
Bishop, Curtis	Larry Leads Off	1954		+1	+5	+1	
Brown, Marcia	Henry-Fisherman	1949			+3		
Carlson, Natalie Savage	A Brother for the Orphelines		1959	+2,-2	+6	-3	
Carmer, Carl	Hurricane Luck	1949		+1	+6		
Carroll, Ruth & Latrobe	Tough Enough	1954			+6	-1	+1
Caudill, Rebecca	A Pocketful of Cricket		1964		+2		
Clark, Ann Nolan	Blue Canyon Horse		1954		+3		
Cleary, Beverly	Henry and Ribsy	1954			+9		
Cleary, Beverly	Jean and Johnny	1959		+2	+7		+2
Clymer, Eleanor	Chester	1954		+1	+9,-1		+1
Cook, Bernadine	Looking for Susie	1959			+2		
Corbett, Scott	Tree House Island	1959		+1	+7,-1	-4	
Corbin, William	High Road Home	1954		+3	+6,-1	-4	+2
Dalgliesh, Alice	The Davenports and Cherry Pie	1949			+9		
Davis, Lavinia R.	Hearts in Trim	1954		+1	+7	-1	+2

TABLE 4.11.--Continued

Davis, Lavinia R.	The Wild Birthday Cake		1949		+1		+1
Donovan, John	I'll Get There. It Better Be Worth the Trip	1969			+5,-1		+1
du Bois, William Pene	Porko Von Popbutton	1969		-2	+2		
Fall, Thomas	My Bird is Romeo	1964			+4	-2	+1
Fox, Paula	Portrait of Ivan	1969	1969	+2	+6		+8
Gage, Wilson	Big Blue Island		1964	+1	+7,-3	+1	+4
George, Jean Craighead	Gull Number 737		1964	+1	+6,-1		+5
Goffstein, M. B.	Goldie the Dollmaker	1969			+1		
Greene, Constance C.	A Girl Called Al		1969	+1,-2	+7,-1		+4
Hager, Alice Rogers	The Canvas Castle	1949		+3	+8		+1
Harris, Isobel	Little Boy Brown	1949	1949		+2		
Haywood, Carolyn	Eddie and the Fire Engine	1949		+1	+3,-3	+1	+2
Haywood, Carolyn	Eddie and Louella	1959			+4,-1	+1	
Henry, Marguerite	Sea Star: Orphan of Chincoteague	1949		+2	+7		
Hewes, Agnes Danforth	Anabel's Windows	1949		+1,-6	+5		+7
Hilles, Helen Train	Rainbow on the Rhine	1959			+5		+4
Hoffman, Gloria	Primitivo and His Dog	1949			+2	+1	
Ish-Kishor, Sulamith	Our Eddie		1969	+2,-8	+4	-1	+5,-1
Larom, Henry V.	Mountain Pony and the Rodeo Mystery	1949			+4	-6	
Lattimore, Eleanor Frances	Deborah's White Winter	1949			+3,-1	+1	
Lee, Mildred	The Skating Rink	1969		+2,-1	+8		+1
Lenski, Lois	Project Boy	1954			+9	-9	
Lewiton, Mina	Candita's Choice	1959		+2	+6,-1		+2,-5
Lexau, Joan M.	Benjie	1964			+2	-1	
Lyon, Elinor	Wishing Water Gate	1949		-1	+2		
Marshall, Dean	Dig for a Treasure	1949			+6		+3
Martin, Ethel Bowyer	Judy-Come-Lately	1949		+1	+7,-1	-3	

TABLE 4.11.--Continued

Author	Book	The New York Times	American Library Association	Belief in the equality of opportunity for all people	Acceptance of responsibility	Obeying laws	Recognition of the importance of an education and knowledge
McNeill, Janet	Goodbye, Dove Square		1969		+5,-5	-1	+1,-2
Nicolas and Will	Four-Leaf Clover	1959			+1		
Oberreich, Robert	Super Summer	1954		+1	+6,-1		+1
Ogilvie, Elisabeth	How Wide the Heart	1959			+4,-1	-1	+5
Piper, Ruth	Sudy and Prill	1949			+9,-5	-4	
Politi, Leo	Song of the Swallows		1949			-1	+1
Rounds, Glen	Whitey Takes a Trip	1954			+5		
Severn, David	The Cruise of the Maiden Castle	1949			+6,-2	-1	
Simon, Ruth	Mat and Mandy and the Big Dog, Bigger	1954			+3,-1	+2	
Steptoe, John	Stevie		1969		+1		
Stinetorf, Louise A.	Musa the Shoemaker	1959		+1,-1	+9	-2	+1
Summers, James L.	Tougher Than You Think	1959			+8,-2	+2,-2	+6
Surany, Anico	Ride the Cold Wind		1964		+5	-1	
Tunis, John R.	Young Razzle	1949		+1	+8,-1	-1	
von Gebhardt, Hertha Triepe	The Girl from Nowhere		1959		+3	+1,-2	
Vreeken, Elizabeth	The Boy Who Would Not Say His Name	1959				-1	
Warburg, Sandol Stoddard	Growing Time	1969			+1		
Willard, Barbara	Storm from the West		1964	+1	+7,-1	-1	
Williams, Jay	The Magic Gate	1949		+2,-6	+2	+4	+3
Zindel, Paul	My Darling, My Hamburger	1969			+5,-8	-4	+1

It is interesting to note that Table 4.12 reveals a consistently low inclusion of belief in the equality of opportunity for all people. Acceptance of responsibility had a higher inclusion in books during 1949 and 1954; decreasing in frequency in 1959, 1964 and 1969. Although the value them of obeying laws was never included to any significant degree, it was included more in 1949 than in any other year under consideration in this study. Recognition of the importance of an education and knowledge was again a theme that had a consistently low inclusion in the books analyzed, with the books listed in 1954 omitting the inclusion of this theme entirely.

TABLE 4.12.--Frequency of books containing major themes and distribution according to year.

Theme	Year									
	1949		1954		1959		1964		1969	
	+	-	+	-	+	-	+	-	+	-
Belief in the equality of opportunity for all people				1	2		1			
Acceptance of responsibility	12		11		6		9		5	
Obeying laws		5		1				11		1
Recognition of the importance of an education and knowledge	3				2		1		2	

CHAPTER V

ANNOTATED BIBLIOGRAPHY

Of the total sample of 126 books read there were 50 books that contained major themes. The following annotated bibliography is provided for utilization by the reader of the information revealed as a result of this research. The author has presented for each book a statement of the storyline with mention of the values included in the book.

Amerman, Lockhart. Cape Cod Casket. New York: Harcourt, Brace & World, Inc., 1964.

When Jonathan Flower accepts a position on Cape Cod as a tutor to two pre-adolescent twins, he is unaware of the many surprise events that will occur. Suspense and mystery are cleverly intwined as a mysterious Egyptian, Dr. Sarx and the silent Near-Eastern servants lend color and intrigue to this absorbing novel. This book reveals a positive major theme of the acceptance of responsibility and also negative theme of obedience to laws, the end result of which is justice.

Anderson, Neil. Meet Sandy Smith. Wisconsin: E. M. Hale and Company, 1954.

Sandy Smith, age seven-and-a-half years had lived all his life on a ranch in New Mexico. An only child, Sandy had as his constant companion his dog, Soft Cloud.

Moving from New Mexico to an apartment building on Long Island was a period of adjustment for the entire family. The situations that arise provide the setting for a major theme of acceptance of responsibility.

Behn, Harry. The Two Uncles of Pablo. (Illustrated by Mel Silverman). New York: Harcourt, Brace & Company, 1959.

Although nine years of age Pablo has never traveled away from his home which is a small farm in the mountains of Mexico. When Pablo's Uncle Silvan comes to visit, he persuades Pablo to come to live with him for awhile in town. While in town Pablo learns firsthand of the irresponsibility of Uncle Silvan and proves himself highly responsible in difficult circumstances. Pablo meets another uncle of his, Don Francisco and learns further responsibility when contrasting the two individuals. A positive major theme of acceptance of responsibility is found in this book.

Benary-Isbert, Margot. Rowan Farm. New York: Harcourt, Brace & Company, 1954.

This story is set in Germany and evolves around the determination of a young teacher, Christoph Huhnerbein. With the help of his class Christoph Huhnerbein wants to turn Wetz Farm into a rammed-earth house for homeless veterans. The fact that Germany has so many displaced persons causes the residents of the town of Hellborn to oppose this idea. The sense of responsibility and acceptance of it is a major positive theme expressed in this book.

_____. The Long Way Home. New York: Harcourt, Brace & Company, 1959.

The story of Christoph Wegener, a German war orphan who travels across Europe to America. Before coming to live with his sponsor, an American soldier who cared for him as a baby in Germany, many experiences mature Christoph. The theme of acceptance of responsibility is emphasized in a positive manner throughout the book.

Bothwell, Jean. Little Flute Player. (Illustrated by Margaret Ayer). New York: William Morrow & Company, 1949.

Ten-year-old Teka Ram, one of the boys in Minapur, India has the experience of learning the results when a harvest fails. After his father leaves home in search of work, Teka is forced to find a way of keeping his family alive. A powerful theme of acceptance of responsibility is depicted throughout this book.

Bowen, Robert Sidney. Fourth Down. New York: Lothrop, Lee and Shepard Company, Inc., 1949.

John Sloan played football for Dayton University. As a key man on the football team, the underground racketeers found it to their advantage to frame Johnny in a cruel life-shattering manner. Forced to quit school, Johnny learned how to earn a living and run away from the past. The lawlessness of the gambling underground emphasizes a negative obedience to laws. There is also a positive major theme of acceptance of responsibility emphasized in this book.

Brown, Gladys Everets. Tico Bravo, Shark Hunter. (Illustrated by Scott Maclain). Boston: Little, Brown and Company, 1954.

Tico Bravo is the adolescent son of Captain Bravo, a shark fisherman. The life he lives in Costa Rica is the setting for an adventure in shark hunting and provides an emphasized value theme of acceptance of responsibility.

Burgwyn, Mebane Holoman. Lucky Mischief. (Illustrated by Gertrude Howe). New York: Oxford University Press, 1949.

Life along the Roanoke River in North Carolina provides the setting for this story. Two Negro boys strive for the position of leader of the gang, but the escape of a convict and the competition in raising a prize-winning calf are vehicles on which major value themes of disobedience to laws and acceptance of responsibility are intertwined.

Caudill, Rebecca. The House of the Fifers. New York: Longmans, Green and Company, 1954.

Monica Fifer was most unhappy over her father insisting that she spend the summer with her relatives on a farm near Colgate, Kentucky. In the five years since she had been there she had changed and felt too sophisticated for the dull existence of farm life. In spite of herself Monica finds herself involved in the daily chores of the farm and concerned over the hardship that a prolonged drought is causing. This book has as a major positive theme that of acceptance of responsibility.

Chipperfield, Joseph E. Wolf of Badenoch; Dog of the Grampian Hills. (Illustrated by C. Gifford Ambler). New York: Longmans, Green and Company, 1959.

The setting of the Highlands of Scotland adds to the adventures experienced by Robbie Craig. The struggles between two men center around two dogs, and the pride of each in training and ownership.

The story is climaxed by a fight for survival by Robbie and Wolf of Badenoch and the strong value theme of acceptance of responsibility is basic to the plot of the story.

Clark, Mavis Thorpe. The Min-Min. Toronto: The Macmillan Company, 1969.

Sylvie Edwards and her younger brother Reg had run away from home. Reg had been the cause of vandalism to the school and Sylvie did not want him to be sent to reform school. Knowing she would find help at the home of Mary and Chris Tucker, Sylvie and Reg walk miles through inland Australia before reaching their destination, Gulla Tank--outstation of one of Australia's large fenced sheep-stations.

This story encompasses two major themes, both positively emphasized, that of acceptance of responsibility and the belief in the importance of knowledge.

Clark, Roger W. Ride the White Tiger. (Illustrated by Kim). Boston: Little, Brown and Company, 1959.

The powerful story of a 14-year-old boy Lee, in the war-torn country of Korea. Finding himself responsible for his household, Lee accepts this responsibility with unfailing courage. Along with the positive theme of acceptance of responsibility, Lee's burning desire for learning makes the belief in the importance of education and knowledge a major theme in the book.

Cleaver, Vera & Bill. Where the Lilies Bloom. (Illustrated by Jim Spanfeller). New York: J. B. Lippincott Company, 1969.

This is the story of a 14-year-old Appalachian girl who uses every means possible to maintain the dignity and independence of her family. Mary Call Luther faces responsibilities that she accepts with unsurmountable courage. This book provides not only a major positive emphasis of acceptance of responsibility but a major emphasis of the positive recognition of the importance of education and knowledge.

Davis, Lavinia R. Come Be My Love. New York: Doubleday and Company, Inc., 1949.

Jessica Bolton, known to everyone as Jib, spent a summer in Berkshire Village. This summer enables her to know herself. The situations involving her creating her own job, becoming a part of the village's labor troubles in their only industry, the

paper mill, and falling in love with Stanton Carter a young government soil conservationist provide the setting for the acceptance of responsibility as the major theme.

Day, Véronique. Landslide! (Illustrated by Margot Tomes). New York: Coward-McCann, Inc., 1963.
The five Colson children were on vacation, but being trapped inside a lonely cottage by a landslide dramatically alters their plans. A story of intrigue and human resourcefulness leads to the development of acceptance of responsibility as the major theme.

De Jong, Meindert. Far Out the Long Canal. (Illustrated by Nancy Grossman). New York: Harper & Row, 1964.
Moonta Riermersma was nine years old and could not skate. In the village of Wierum in the Netherlands this is a difficult circumstance. As Moonta learns to skate, many other things are learned as well. In going far out the long canal, acceptance of responsibility is an emphasized lesson for Moonta and the reader.

_____. The Wheel on the School. (Illustrated by Maurice Sendak). New York: Harper & Brothers, 1954.
This is the story of the people in the little Dutch fishing village of Shora and their desire to have storks come and build nests in their village. The children of the school show determination that was unyielding to many obstacles. The struggle to get the wheel necessary to have their plans become a reality cause the theme of positive acceptance of responsibility to be a major emphasis of the book.

Dickson, Marguerite. Turn in the Road. New York: Thomas Nelson & Sons, 1949.
Moving from Shanty Row to Hackmatack Point was the beginning of greater opportunities for the Worthingtons. Perhaps the greatest advantage to Sil Worthington was to get the best education possible, and she made that the goal of her younger siblings also. The importance of an education is the dominant theme in this book.

Dietz, Lew. Jeff White: Young Woodsman. Boston: Little, Brown and Company, 1950.
Jeff White returned to Maine as a teenager, the place where his father had died. The mystery surrounding his father's death haunted Jeff. His

persistence in seeking out the truth caused him to have more than one encounter with Red Taggard--the outlaw of the forest. The example of doing a job well is set forth by Will Hibbs, the warden with whom Jeff goes to live. This story of courage and resourcefulness presents a positive major theme of acceptance of responsibility.

Dillon, Eilís. The Coriander. New York: Funk & Wagnalls Company, Inc., 1963.

The need for a doctor was urgent on Inishgillan, a tiny island off the west coast of Ireland. When a ship named the Coriander was wrecked a doctor is found and kept against his will. This story of kidnapping which illustrates a defiance of law is balanced by events which strongly depict the theme of acceptance of responsibility.

_____. The Lost Island. New York: Funk & Wagnalls Company, 1957.

After receiving word that her husband Jim is alive, Mrs. Farrell consents to having her only son Mike look for him. Most believed that Inishmmanann, the island where Jim Farrell was headed when last seen, was the lost island of Manannan, the old god of the sea. Mike has the opportunity to prove himself worthy of any trust and his adventures emphasize the acceptance of responsibility.

Duncan, Jane. Camerons On The Hills. (Illustrated by Victor Ambrus). London: Macmillan & Company, Ltd., 1963).

The setting of the Scottish Highlands adds to the experiences of Shona, Neil and Donald Cameron. A plane crash provided an opportunity for the children to aid in the rescue work. There is a strong theme of acceptance of responsibility throughout this book.

Eyerly, Jeannette. Escape from Nowhere. New York: J. B. Lippincott, 1969.

Carla Devon had a lonesome life, no one would deny that. The lonesomeness was caused in part by an alcoholic mother, and a father whose business took him away from home much of the time.

In trying to flee the uncertainty of whether her mother would be sober or not whenever she opened the door, Carla discovered a new life with Dexter Smith--a life of drugs. Pot was the beginning, and the series of events that followed resulted not only in complete drug experimentation but tragedy. There are three major themes expressed

in this book. Not only an acceptance of responsibility, but a rejection to acceptance of responsibility is also emphasized as well as a lack of obedience to laws.

Flood, Richard T. The Fighting Shortstop. (Illustrated by Lee Ames). Boston: Houghton Mifflin Company, 1954.

Eddie West was the leader in getting the town to support a baseball team previously backed by the American Legion. A senior in high school, Eddie was the oldest child in a fatherless home. An inward struggle between his own desires and accepting responsibility for his actions leads to a positively emphasized value theme of acceptance of responsibility.

George, Jean. My Side of the Mountain. New York: E. P. Dutton & Company, Inc., 1959.

The story of Sam Gribley, a 13-year-old boy who survives a winter in the Catskill Mountains while using what is provided by nature as his sole means of existence. The theme stressed is an obvious belief in the recognition of the importance of knowledge.

Haig-Brown, Roderick L. Mounted Police Patrol. New York: William Morrow & Company, Inc., 1954.

Dave Sloane had been brought up to distrust the law. When he went to live with his aunt and uncle a learning process began. Dave's uncle, Ken Sandforth was a member of the Royal Canadian Mounted Police in Alberta. Dave learns much, not only about the existence of law breakers but about his own feelings and reactions toward obedience to laws. There is an empahsis on disobedience to laws in this book, but one which seems necessary in order to stress the importance of adherence to law and order.

Henderson, Le Grand. Here Come the Perkinses! New York: The Bobbs-Merrill Company, Inc., 1949.

The Perkins family decided on a new family venture to augment their income. The planning of seagoing dude-ranch trips involved taking on as part of the crew more than the family. In taking Bucktooth Dilley and his father on as crew members, serious problems arise and the activities of Sam Dilley and his son Bucktooth give a negative emphasis of disobedience to laws as a major theme in the book.

Johnson, Annabel and Edgar Johnson. The Grizzly. (Illustrated by Gilbert Riswold). New York: Harper & Row, 1964.

The son of separated parents, 11-year-old David is not enthusiastic about going fishing with his outdoorsman father.

The experiences on this particular fishing trip cause David and his father Mark to accept responsibilities far beyond what they thought humanly possible.

Jones, Alletta. Peggy's Wish. (Illustrated by Mary Stevens). New York: Abingdon-Cokesbury Press, 1949.

Living in Hannah Moore Home for Children wasn't really a sad life, but it wasn't like being in a real home with real parents. That's what Peggy wanted more than anything in the world. When Peggy was sent to the Meredith farm for the summer, the dream started to come true. The adjustment to home life by Peggy and the difficult adjustment to Peggy by John and Mr. Meredith lends the setting for a book in which the acceptance of responsibility is the major theme.

Kahmann, Chesley. Gypsy Melody. New York: Random House, 1949.

This story is of Reni, a gifted Gypsy girl. In her struggle to obtain self-identity, she has to cope with the customs of her own people and their conflict with the Gajos (non-Gypsies). This story is one in which a positive value of acceptance of responsibility is stressed as well as a major emphasis on the belief of the importance of education and knowledge.

Krumgold, Joseph. Onion John. (Illustrated by Symeon Shimin). New York: Thomas Y. Crowell Company, 1959.

The story of a twelve-year-old boy, Andrew J. Rusch, Jr. and his friendship with Onion John. Onion John was a man of many peculiarities and through Andrew many of the townspeople learned of the belief in the equality of opportunity for all people, especially those different from the established norm.

Lawrence, Mildred. Sand in Her Shoes. (Illustrated by Madye Lee Chastain). New York: Harcourt, Brace & Company, 1949.

Moving to Florida presented some adjustment problems to Dorrit and her brother Sandy. Living

through a Florida hurricane helped in their understanding not only of themselves, but of others. The major theme is acceptance of responsibility.

Lenski, Lois. Cotton in my Sack. New York: J. B. Lippincott Company, 1949.

This is a regional story dealing with the cotton picking people of Arkansas. The ups and downs of a family who are earning their living by picking cotton are portrayed in a realistic manner, as well as a pride in their accomplishments. The major theme portrayed in this book was that of acceptance of responsibility.

Lewis, C. Day. The Otterbury Incident. (Illustrated by Edward Ardizzone). New York: The World Publishing Company, 1948.

This story centers around Otterbury, and the agreement of two street gangs to help pay for a window which was broken by one of their members. The peaceful campaign to raise this money lead to the uncovering of a black-market operation. The lawlessness of criminal activities is a major theme in this book with justice winning in the end.

Meader, Stephen W. Cedar's Boy. (Illustrated by Lee Townsend). New York: Harcourt, Brace & World, Inc., 1949.

Shad Davis is a teen-age boy who works his way through the chores of being a stable boy until he obtains the honor of riding and winning in a harness race at the local fair. The mysterious events surrounding Cedar's Boy, Shad's horse, and Tug, his dog, provide the setting for an emphasized theme of acceptance of responsibility.

Meek, Colonel S. P. Ranger: A Dog of the Forest Service. New York: Alfred A. Knopf, 1949.

Buzz Hampdon and his dog Ranger, a Labrador retriever, were a vital part of the United States Forest Service. Their duties entailed a variety of opportunities, all of which lead to a story which portrays a major theme of acceptance of responsibility.

Neufeld, John. Lisa, Bright and Dark. New York: S. G. Phillips, 1969.

Lisa Shilling, aged sixteen was losing her mind. She knew it and tried to convince her parents, but they would not listen. Three friends try to help through group therapy sessions, for it seems that no adult really wants to become

"involved." This noncommittal attitude on the part of adults is cause for the negative emphasis of acceptance of responsibility as a theme in this book balanced by a positive theme of acceptance of responsibility as demonstrated by those teen-age friends of Lisa's who actively concern themselves with Lisa's obvious illness.

Phipson, Joan. The Family Conspiracy. (Illustrated by Margaret Horder). New York: Harcourt, Brace & World, Inc., 1962.

The setting of this story is an isolated sheep station in Australia. The Barker family learns of the necessity of an operation for Mrs. Barker, and each member of the family follows through on a plan to earn money to help defray the cost of the operation. This predicament provides the means for the author to stress a positive major value theme of acceptance of responsibility.

Pitkin, Dorothy. The Grass Was That High. (Illustrated by Genevieve Vaughan-Jackson). New York: Pantheon Books, Inc., 1959.

Kit Harris finds herself on a Jersey dairy farm in Vermont. Her father's illness requires rest and this means being away from her home in Old Greenwich, Connecticut, her sailboat, and Allie, her best friend.

What was anticipated by Kit as a lonely, boring, and unbearable summer results in a summer that brings about a new appreciation for farm life, and a maturity within herself that develops as new relationships are formed. Kit's experiences as well as meeting the everyday needs of rural living by other characters in the book provide a positive major theme of acceptance of responsibility.

Price, Willard. Amazon Adventure. New York: The John Day Company, 1949.

John Hunt and his sons Roger and Hal set out to explore and bring back valuable animal specimens from a previously unexplored part of the Amazon Valley, the Pastaza River. This uncharted river is the setting for unforeseen situations for Hal and Roger who volunteer to complete the expedition on their own after their father is called home on an emergency. This is a highly suspensive story which masterfully intertwines positive major themes of acceptance of responsibility and recognition of the importance of knowledge. The breaking of laws is also stressed, but with justice prevailing.

Seth, Ronald. Operation Getaway. New York: The John Day Company, 1954.

Captain Grant had four days to get Jan Vrancyk, age twelve, out of Poznia. The Russians had taken over Poznia in 1947 and Professor Vrancyk, a famous Poznian atomic scientist was forced to flee to England, unfortunately having to leave behind his son Jan.

Russian agents in England had threatened the Professor that if he did not return to Poznia at once to work for them, he would never see Jan alive again. They had given him a week to make up his mind.

The adventures that occur during that four day period are all part of a masterful plot in which many people from all walks of life display an overwhelming acceptance of responsibility.

Sherburne, Zoa. Jennifer. New York: William Morrow and Company, 1959.

The story of a teen-age girl as she deals with the problems of alcoholism and its effects on her family life. Jennifer learns, through many experiences, the true and varied meaning of acceptance of responsibility.

Sommerfelt, Aimee. The White Bungalow. (Illustrated by Ulf Aas). New York: Criterion Books, 1964.

Lalu was an intelligent Indian boy faced with a soul-shattering decision. He had the opportunity to go to medical school and become a doctor, a wish he deeply wanted to fulfill. But did he have the right to do that which would necessitate his leaving his family, all of whom depended on him so desperately?

Lalu's deep respect for knowledge and burning desire to obtain it is a major emphasis in this book as well as his overwhelming sense of responsibility.

Sterling, Dorothy. Mary Jane. (Illustrated by Ernest Crichlow). New York: Doubleday & Company, Inc., 1959.

Mary Jane Douglas was black and wanted a good education. That meant going to an all-white combination junior-senior high school, Wilson High. The struggles involved in trying to break down prejudice are painful to Mary Jane, a junior high school student. The author uses a very current problem in emphasizing the belief in the quality of opportunity for all people.

Stolz, Mary. Pray Love, Remember. New York: Harper & Brothers, 1954.

Dody Jenks, a high school senior faces many decisions as she encounters obstacles toward her getting more education, becoming independent of her family in accepting the position as a governess, and making friends with a Jewish boy.

In Dody's struggle to find herself the author weaves in a negative theme of belief in the equality of opportunity for all people and a very positive theme of acceptance of responsibility.

Townsend, John Rowe. Trouble in the Jungle. (Illustrated by W. T. Mars). New York: J. B. Lippincott Company, 1969.

The story of Kevin, aged thirteen, and Sandra, aged twelve, as they struggle for survival in a ghetto in northern England. Left alone with two younger children to care for, they exemplify the major theme of acceptance of responsibility throughout this book.

Tunis, John R. Go, Team, Go! New York: William Morrow and Company, Inc., 1954.

"Hoosier hysteria" is vividly portrayed in this book as State Basketball Tournament winners come home to Ridgewood.

The decisions that Coach Hooks Barnum must make were not always popular ones, but they reflected a deeply believed value system from which nothing could detour him.

A book strongly portraying American ideals and vitally concerned with the acceptance of responsibility.

White, Robb. Midshipman Lee of the Naval Academy. New York: Random House, 1954.

Courtney Lee, Jr. was at the United States Naval Academy because of a heroic act of his father. He didn't want to be here. The struggle for honesty within himself makes this a powerful book in which the value theme of acceptance of responsibility is emphasized through many various experiences.

Wojciechowska, Maia. Shadow Of A Bull. (Illustrated by Alvin Smith). New York: Atheneum, 1965.

Manolo Olivar was expected to be a bullfighter like his father. Juan Olivar was the greatest bullfighter in all Spain, and everyone planned for his son to succeed him in this profession--except his son, Manolo.

The struggle for manhood by Manolo emphasizes strongly the theme of equality of opportunity for all people as well as acceptance of responsibility.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to ascertain whether the selected social values of justice, work, obedience and knowledge, and the corresponding value-themes of belief in the equality of opportunity for all people, acceptance of responsibility, obedience to laws and recognition of the importance of an education and knowledge were expressed in contemporary realistic fiction for children as published from 1949 through 1969.

The need for this study was established through the research as reported in Chapter II. This research documents the influence of reading upon children and provides evidence that this influence has, in many cases, been transmitted to the chosen value system of readers. Since children are exposed to contemporary realistic fiction as reading matter, a sample of contemporary realistic fiction was selected for the study.

The hypothesis set forth in Chapter I was that the majority of the selected contemporary realistic fiction books for children supports at least one of the four listed

social values and the corresponding value theme. In checking this hypothesis, there were several assumptions necessary to the study.

Assumptions of the Study

1. That reading, like all other experiences in an individual's life span, affects the formation of values held by that person.

2. That the social values chosen for this study are important to the development of a worthy citizen in our democratic society.

3. That the books in the following lists are those most often selected by teachers and librarians for use by children, and therefore, represents a valid sample for this study.

   a. "Notable Children's Books" as selected by the Book Evaluation Committee of the Children's Services Division of the American Library Association.

   b. The "Outstanding Children's Books of the Year" as listed annually in The New York Times Book Review during Children's Book Week in November of each year.

4. That any individual engaged in the reading process brings his own background of experience to his reading situation and is influenced by his past experiences in his interpretation of what is read.

Limitations of the Study

This study was restricted to books which can be classified as contemporary realistic fiction as defined by the author as being the following: books which are plausible or possible within the contemporary time of the date of publication of the book. The study was concerned with contemporary realistic fiction books as included on the lists "Notable Children's Books" of the years 1949, 1954, 1959, 1964, and 1969 as selected by the Book Evaluation Committee of the Children's Services Division of the American Library Association, and the selection of "Outstanding Children's Books of the Year" for the years 1949, 1954, 1959, 1964, and 1969 as listed in the Children's Book Week issue of The New York Times Book Review.

Research Questions

There were four specific questions posed in this study.

Of the total 126 books included in the sample, to what extent were the following value themes revealed?

a. belief in the equality of opportunity for all people

b. acceptance of responsibility

c. obeying laws

d. recognition of the importance of an education and knowledge

Determination of Sample

The initial step taken by the author for this study required the selection of a sample of contemporary realistic fiction books for children. It was the author's belief that books selected over a span of twenty years, at five-year intervals, might indicate a trend not only in the values expressed or omitted, but in the frequency of the expressed or omitted values. The years 1949, 1954, 1959, 1964 and 1969 were arbitrarily selected as the time intervals. All contemporary realistic fiction books published during these years and listed in "Notable Children's Books" or "Outstanding Children's Books of the Year" constitute the sample of literature used in this study.

Selection of Value Themes

The following themes were derived from values as stated by White[1] and a study of the 1951 Yearbook of the National Council for the Social Studies which contains a list entitled, Characteristics of the Good Democratic Citizen. The themes are presented below together with the behavorial objectives used in this study.

1. Belief in the equality of opportunity for all people.

   This would include any response made by an individual that results in a pleasant consequence for another person, or at least a neutral consequence. This response should be indicative of

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[1]Ralph K. White, Value-Analysis: The Nature and Use of the Method (New York: Society for the Psychological Study of Social Issues, 1951), p. 12.

a basic belief in equality of opportunity for all people.

2. Acceptance of responsibility.

   This would include an action that fulfills the duties of an individual as defined by their job or role.

3. Obeying laws.

   This would include any references to civil laws, rules as may be established in a classroom situation, or previously agreed-upon laws by a peer group.

4. Recognition of the importance of an education and knowledge.

   This would include any response made by an individual, the consequences of which increase the ease of his own learning or the learning of others.

The Validity Study

The author made a comparison of her analysis of a book with that of four experts and eight students. The book was randomly selected and then rated by author, experts and students. This writer has undertaken a procedure that she has been unable to locate in any other research in the area of children's literature, that is the process of comparing what she as an adult sees in a book with the perceptions of children. In view of the fact that the author and the children are one generation apart, the results of this validation study appear to be highly significant. There was a meaningful degree of significance between the obtained correlations and possible maximum correlations when comparison of author was made to children and to experts.

Analysis of Data

The data were collected by coding the 126 books which were included in the sample. The analysis of each book was done in the form of thematic analysis using the entire book as the context unit. Specifically, the process was as follows:

1. Each selection was read through once.

2. The book that pertained to one or more of the themes considered in this study were then meticulously reread for coding.

3. The proper code was recorded where applicable. A "+1" was used for a positively stated theme, and a "-1" was used for a negatively stated theme. Using White's suggestion as outlined on page 57 of Chapter III, an emphasized value-judgment was encircled and counted as "+5" or "-5".

4. Ratings were placed on the rating sheet (Appendix B). Those books that had a rating of "-10" or more or "+10" or more were considered to contain major value themes. These books then had specific examples taken from them and placed on the correct form of the Thematic Analysis Chart (Appendix G) to verify these findings. This process is detailed in Chapter III.

Findings

An analysis of the data collected revealed the following facts:

1. Of the 126 books read there were four books that included as a major value theme the belief in the equality of opportunity for all people, resulting in a 3.7 per cent.

2. Of the 126 books read there were 43 books that included as a major value theme acceptance of responsibility, resulting in a 34.1 per cent.

3. Of the 126 books read there were nine books that included as a major value theme obedience to laws, resulting in a 7.1 per cent.

4. Of the 126 books read there were eight books that included as a major value theme recognition of the importance of an education and knowledge, resulting in a 6.3 per cent.

5. Of the 126 books read there were 50 books that included as a major value theme at least one of the four value themes under consideration, resulting in 40 per cent of the total sample.

6. Of the 126 books in the sample 49 books had singular themes, resulting in a 38.8 per cent.

7. Of the 126 books in the sample 14 books had multiple themes, resulting in a 11.1 per cent.

8. Of the 126 books in the sample eight books did not include any of the value themes under consideration in this study, resulting in 6.3 per cent.

9. Of the 126 books in the sample 68 books contained one or more of the value themes under consideration but the total rating score was not ten or more, thereby not sufficient to classify the books as having major value themes. This resulted in a 53.9 per cent.

10. The validity study undertaken in this research provides evidence that:

a. children at the fifth and sixth grade level are capable of reading contemporary realistic fiction and analyzing their reading for values as they perceive them in the literature.

b. an adult is capable of viewing literature in the same perspective as that of a young person and also an adult peer group.

Therefore, a generation gap does not prohibit comparable response to literature. This implies that contemporary realistic fiction may be recommended and used for bibliotherapy or character development. This also means that literature can be used to develop critical reading and thinking skills because children do see in literature a rejection or acceptance of social values.

11. The findings indicated that in regard to books including the major theme of belief in the equality of opportunity for all people there was the following distribution of books containing this major theme:

1949 - no books
1954 - one book
1959 - two books
1964 - one book
1969 - no books

12. The findings indicated that in regard to books including the major theme of acceptance of responsibility there was the following distribution of books containing this major theme:

1949 - twelve books
1954 - eleven books
1959 - six books
1964 - nine books
1969 - five books

13. The findings indicated that in regard to books including the major theme of obedience to laws there was the following distribution of books containing this major theme:

1949 - five books
1954 - one book
1959 - no books
1964 - two books
1969 - one book

14. The findings indicated that in regard to books including the major theme of recognition of the importance of an education and knowledge there was the following distribution of books containing this major theme:

1949 - three books
1954 - no books
1959 - two books
1964 - one book
1969 - two books

The original hypothesis set forth in Chapter I was that the majority of the selected contemporary realistic fiction books for children will support at least one of the four listed social values and the corresponding value theme. Of the 126 books that were part of the sample, 118 books mentioned at least one of the four value themes under consideration. This is 94 per cent of the total sample. It should be

noted that this percentage represents both major and minor inclusion of themes. Of the 126 books read there were 50 books that included as a major value theme at least one of the four value themes under consideration resulting in 40 per cent of the total sample.

Conclusions

1. That the category of contemporary realistic fiction is one that is a definite inclusion on lists that are instrumental in recommending books to teachers, librarians and educators such as the two lists used in this study, namely, "Notable Children's Books" and "Outstanding Children's Books of the Year." We can use these book lists as sources to identify books that deal with problems in our contemporary society.

2. That of the four value themes under consideration in this study, the value theme of acceptance of responsibility was the dominant one in the books read. Of the 126 books read, 34 per cent of these had acceptance of responsibility as a major theme. It appears that this theme may be given more importance by writers of contemporary realistic fiction, particularly during the years 1949 and 1954 as indicated in the previously mentioned findings. This appears to reflect self-accountability. If one could say that there is an overall American culture that includes this value, then this consistency in emphasis could possibly indicate that it is persistent and important. It could also mean that adults (authors, editors, educators, et al.), reflecting the position of the so-called establishment, are imposing this value

on the young reader. Perhaps contemporary writers feel more comfortable dealing with this topic because it is less controversial and emotional than some other possible themes for inclusion in their writing.

3. The value theme of belief in the equality of opportunity of all people was the least emphasized of the four value themes under consideration, representing a percentage of .0373. By these authors this is a value that is not worthy of emphasis. The previously mentioned findings indicate this to be particularly true during the years 1954-1969.

4. As a result of the Dartmouth Conference, we have the report of the Study Group on Response to Literature. This report places an emphasis on a carefully organized program of guided individual reading and also stresses that people be allowed to respond to the literature as presented within the context of their own individual and personal style of thinking. To provide such a program it is essential that as educators we are aware of the content and values included in books that are in print. A study such as this one will aid in book selection, especially when the concern is with any of the four values that have been under consideration.

5. The Response to Literature study group also recommended (Chapter I, page 13) that teachers of literature should select books "embodying diverse visions of life and beliefs about values, and then question, discuss, and explore them with the students; this would lead to an

awareness of moral complexity, ambiguity and paradox." This study reveals some books that contain value themes that are emphasized negatively. Proper selection and discussion of these books with students could prove most valuable in the development of value formation. Contemporary realistic fiction can provide a range of human experience. Children can view these themes as positively or negatively presented. This allows them the opportunity to view or experience life vicariously.

6. The reader must be cognizant of the fact that although a book under study in this research may not have included any of the four value themes under consideration, the author does not mean to imply that said book is not worthy of consideration. There are other themes which are equally important for the reader's consideration. In many books varied themes were discussed such as that of value of achievement, cleanliness of mind and body, willingness to work hard for success, and diligence.

7. This study appears to be one of few where specific examples have been quoted from the books researched to provide concrete evidence to support the findings. It would appear that having this information immediately accessible would be of value to those seeking information from research such as this. Specific examples, such as provided in this study could be used as a vehicle to motivate children's reading or the basis of discussion,

reaction, or evaluation of any of these themes by children.

8. The fact that contemporary realistic fiction provides reading matter that includes everyday common experiences which may perplex youth today is an important fact. The books read provided insight into contemporary realities or realities of the past. For example, the problems of dope did not arise in books written previous to 1964. Racial integration was not discussed in books written in 1949. Acceptance of responsibility was more emphasized in 1949, and 1954 than in any other year. Although still a concern in 1969, we do not find acceptance of responsibility or obedience to laws as great a concern in 1969 as they were in 1949.

Recommendations

The following recommendations have been derived from the findings and conclusions of this study.

1. That the area of values as included in contemporary realistic fiction be further researched so as to go beyond the four value themes under consideration in this study. Values that could be considered are those such as cleanliness, respect for truth, unity of family, or belief in hard work for attainment of goals.

2. That depth research be done with each of these four social value themes not only in the area of contemporary realistic fiction but in other areas also such as

fanciful fiction, science fiction, historical fiction, biography, informational books and textbook series.

3. That more extensive research be done with the students who are the readers of fiction in order to gain more insight into their perceptions of material that is read. It is suggested that the validity study be replicated on a larger scale using more books of one type of literature or expand to other types of literature. It is also suggested that a broader socio-economic strata of pupils be used in further research.

4. That research be conducted as to what the actual purchase figure is on recommended books to educators such as those contained on the two lists used in this study. Further value may be derived in checking this buying with the values contained within the purchased books. It would also be advantageous to survey who buys these books and why.

5. That research be carried out to intelligently analyze not only the fact that a book may be purchased by a school or public library but to determine the circulation of the book.

6. That we study what combination of factors influence the intensity of children's response to a theme in a book.

7. That research be conducted as to what factors influence our youth in borrowing books from a library. It

would appear from observation that little guidance is received in regard to current fiction works due to the increased number of students in our school systems today. It would appear that we could better utilize the medium of mass media to inform our students of books which have proven to contain values that affect the development of a citizen in a democratic society.

8. That this research be expanded and updated to keep educators aware of the content of recommended books.

9. That an open-ended study be conducted to evaluate any value found in books rather than to use a prescribed list such as has been done in this study.

10. It would appear helpful to have complete research conducted on the background of the authors of contemporary realistic fiction. This would establish or disprove the validity of their experience with the youth culture of today. This would show their awareness and sensitivity to the problems and concerns of youth.

11. The information in this study should be made available to educators in order to present factual proof of values as dealt with in contemporary realistic fiction.

12. Any person responsible for book selection must have a rationale for his position as to whether or not he will guide, control, restrict or permit total self-selection of children's reading.

APPENDICES

APPENDIX A

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George, Jean Craighead. Gull Number 737. Crowell.

Hoban, Russell. The Sorely Trying Day. Pictures by Lillian Hoban. Harper.

Johnson, Annabel and Edgar Johnson. The Grizzly. Pictures by Gilbert Riswold. Harper.

Keats, Ezra Jack. Whistle for Willie. Viking.

Phipson, Joan. The Family Conspiracy. Illus. by Margaret Horder. Harcourt.

Sommerfelt, Aimee. The White Bungalow. (Tr. by Evelyn Ramsden). Illus. by Alf Aas. Criterion.

Surany, Anico. Ride the Cold Wind. Pictures by Leonard Everett Fisher. Putnam.

Willard, Barbara. Storm from the West. Illus. by Douglas Hall. Harcourt.

Wojciechowska, Maia. Shadow of a Bull. Drawings by Alvin Smith. Atheneum.

The New York Times, 1959

Allen, Elizabeth. The In-Between. Dutton.

Bemelmans, Ludwig. Madeline and the Gypsies. Illus. by the author. Viking.

Benary-Isbert, Margot. The Long Way Home. (Tr. from the German by Richard and Clara Winston). Harcourt, Brace.

Buckley, Helen E. Grandfather and I. Illus. by Paul Galdone. Lothrop, Lee and Shepard.

Clark, Roger W. Ride the White Tiger. Illus. by Kim. Little, Brown.

Cleary, Beverly. Jean and Johnny. Illus. by Beth and Joe Krush. Morrow.

Cook, Bernadine. Looking for Susie. Illus. by Judith Shahan. Scott.

Corbett, Scott. Tree House Island. Illus. by Gordon Hansen. Atlantic-Little, Brown.

Haywood, Carolyn. Eddie and Louella. Illus. by the author. Morrow.

Hilles, Helen Train. Rainbow on the Rhine. Illus. by Kurt Werth. Lippincott.

Lewiton, Mina. Candita's Choice. Illus. by Howard Simon. Harper.

Munari, Bruno. Jimmy Has Lost His Cap-Where Can It Be? (Tr. from the Italian by the author-artist). World.

Nicolas and Will. Four-Leaf Clover. Harcourt, Brace.

Ogilvie, Elisabeth. How Wide the Heart. Whittlesey.

Pitkin, Dorothy. The Grass Was That High. Drawings by Genevieve Vaughan-Jackson. Pantheon.

Sherburne, Zoa. Jennifer. Morrow.

Sterling, Dorothy. Mary Jane. Illus. by Ernest Crichlow. Doubleday.

Stinetorf, Louise A. Musa the Shoemaker. Illus by Harper Johnson. Lippincott.

Stolz, Mary. Emmett's Pig. Illus. by Garth Williams. Harper.

Summers, James L. Tougher Than You Think. Westminster.

Vreeken, Elizabeth. The Boy Who Would Not Say His Name. Illus. by Leonard Shortall. Follett.

American Library Association, 1959

Baudouy, Michel Aimé. Old One-Toe. Illus. by Johannes Troyer. Harcourt.

Behn, Harry. The Two Uncles of Pablo. Illus. by Mel Silverman. Harcourt.

Carlson, Natalie Savage. A Brother for the Orphelines. Pictures by Garth Williams. Harper.

Chipperfield. Joseph E. Wolf of Badenoch; Dog of the Grampian Hills. Illus. by C. Gifford Ambler. Longmans.

Cleary, Beverly. Jean and Johnny. Illus. by Joe and Beth Krush. Morrow.

George, Jean Craighead. My Side of the Mountain. Illus. by the author. Dutton.

Krumgold, Joseph. Onion John. Illus. by Symeon Shimin. Crowell.

von Gebhardt, Hertha Triepe. The Girl from Nowhere. (Tr. by James Kirkup). Illus. by Helen Brun. Criterion.

The New York Times, 1954

Anderson, Neil. Meet Sandy Smith. Illus. by Mary Stevens. Messner.

Benary-Isbert, Margot. The Shooting Star. Illus. by Oscar Liebman. Harcourt, Brace.

Bice, Clare. The Great Island. Illus. by the author. Macmillan.

Bishop, Curtis. Larry Leads Off. Steck.

Brown, Gladys Everets. Tico Bravo, Shark Hunter. Illus. by Scott Maclain. Little, Brown.

Carroll, Ruth and Latrobe. Tough Enough. Illus. by Ruth Carroll. Oxford.

Caudill, Rebecca. The House of the Fifers. Decorations by Genia. Longmans, Green.

Cleary, Beverly. Henry and Ribsy. Illus. by Louis Darling. Morrow.

Clymer, Eleanor. Chester. Illus. by Ezra Jack Keats. Dodd, Mead.

Corbin, William. High Road Home. Coward-McCann.

Davis, Lavinia R. Hearts in Trim. Doubleday.

Dillon, Ellís. The Lost Island. Funk & Wagnalls.

Flood, Richard T. The Fighting Shortstop. Houghton Mifflin.

Haig-Brown, Roderick L. Mounted Police Patrol. Morrow.

Lenski, Lois. Project Boy. Illus. by the author. Lippincott.

Oberreich, Robert. Super Summer. Illus. by Charles Hargens. Lippincott.

Rounds, Glen. Whitey Takes a Trip. Illus. by the author. Holiday House.

Seth, Ronald. Operation Getaway. John Day.

Simon, Ruth. Mat and Mandy and the Big Dog, Bigger. Illus. by Lisl Weil. Crowell.

Stolz, Mary. Pray Love, Remember. Harper.

Tunis, John R. Go, Team, Go! Morrow.

White, Robb. Midshipman Lee of the Naval Academy. Random House.

American Library Association, 1954

Benary-Isbert, Margot. Rowan Farm. (Tr. by Richard and Clara Winston). Harcourt.

Clark, Ann Nolan. Blue Canyon Horse. Illus. by Allan Houser. Viking.

De Jong, Meindert. The Wheel on the School. Illus. by Maurice Sendak. Harper.

The New York Times, 1949

Ardizzone, Edward. Tim to the Rescue. Illus. by the author. Oxford.

Bothwell, Jean. Little Flute Player. Illus. by Margaret Ayer. Morrow.

Bowen, Robert Sidney. Fourth Down. Lothrop, Lee & Shepard.

Brown, Marcia. Henry-Fisherman. Illus. by the author. Scribner's.

Burgwyn, Mebane Holoman. Lucky Mischief. Illus. by Gertrude Howe. Oxford.

Carmer, Carl. Hurricane Luck. Illus. by Elizabeth Black Carmer. Aladdin.

Dalgliesh, Alice. The Davenports and Cherry Pie. Illus. by Flavia Gag. Scribner's.

Davis, Lavinia R. Come Be My Love. Doubleday.

Dickson, Marguerite. Turn in the Road. Nelson.

Dietz, Lew. Jeff White: Young Woodsman. Illus. by Bruce Adams. Little, Brown.

Hager, Alice Rogers. The Canvas Castle. Illus. by Mary Stevens. Messner.

Harris, Isobel. Little Boy Brown. Illus. by Andre Francois. Lippincott.

Haywood, Carolyn. Eddie and the Fire Engine. Illus. by the author. Morrow.

Henderson, Le Grand. Here Come the Perkinses! Illus. by the author. Bobbs-Merrill.

Henry, Marguerite. Sea Star: Orphan of Chincoteague. Illus. by Wesley Dennis. Rand, McNally.

Hewes, Agnes Danforth. Anabel's Windows. Illus. by Kurt Wiese. Dodd, Mead.

Hoffman, Gloria. Primitivo and His Dog. Photographs by the author. Dutton.

Jones, Alletta. Peggy's Wish. Illus. by Mary Stevens. Abingdon-Cokesbury.

Kahmann, Chesley. Gypsy Melody. Random House.

Larom, Henry V. Mountain Pony and the Rodeo Mystery. Illus. by Ross Santee. Whittlesey.

Lattimore, Eleanor Frances. Deborah's White Winter. Illus. by the author. Morrow.

Lawrence, Mildred. Sand in Her Shoes. Illus. by Madye Lee Chastain. Harcourt, Brace.

Lenski, Lois. Cotton in My Sack. Illus. by the author. Lippincott.

Lewis, C. Day. The Otterbury Incident. Illus. by Edward Ardizzone. Viking.

Lyon, Elinor. Wishing Water Gate. Coward-McCann.

Marshall, Dean. Dig For a Treasure. Illus. by Christine Price. Dutton.

Martin, Ethel Bowyer. Judy-Come-Lately. Illus. by Sari. Harcourt, Brace.

Meader, Stephen W. Cedar's Boy. Illus. by Lee Townsend. Harcourt, Brace.

Meek, Sterner S. Ranger: A Dog of the Forest Service. Knopf.

Piper, Ruth. Sudy and Prill. Illus. by Brinton Turkle. Doubleday.

Price, Willard. Amazon Adventure. John Day.

Severn, David. Cruise of the Maiden Castle. Macmillan.

Tunis, John R. Young Razzle. Morrow.

Williams, Jay. The Magic Gate. Illus. by John Brimer. Oxford.

American Library Association, 1949

Angelo, Valenti. The Bells of Bleecker Street. Illus. by the author. Viking.

Davis, Lavinia R. The Wild Birthday Cake. Illus. by Hildegard Woodward. Doubleday.

Harris, Isobel. Little Boy Brown. Illus. by Andre Francois. Lippincott.

Politi, Leo. Song of the Swallows. Illus. by the author. Scribner's.

APPENDIX B

Rating Sheet

Book _____ Author _____

Listed by:

American Library Association _____(year)

The New York Times _____ (year)

page	line/ lines	1st word	last word	Belief in equality of opportunity for all people	Acceptance of responsibility	Obeying laws	Recognition of the importance of an education and knowledge

APPENDIX C

(variations occur in the first paragraph to personalize the letter)

Dear

You may recall our brief conversation last November during which I discussed the possibility of your serving as an expert in validating social values as found in children's literature as part of my doctoral research.

With the publication of April's American Libraries and its list of "Notable Children's Books for 1969", my sample, which also includes "Outstanding Children's Books of the Year" as found in The New York Times Book Review will be complete. A randomly selected book from this sample will be given both to experts and children for evaluation. The sample consists of modern realistic fiction from these lists from 1949-1969 at five year intervals. The method of evaluation is enclosed.

Recognizing your busy time schedule and that of the other experts, an honorarium of $20.00 will be given as an expression of appreciation.

I look forward to hearing from you as to whether or not you might assist me in this project. A post card is enclosed for your convenience in replying. If there are any questions please don't hesitate to call me collect at 201-464-2249. I am home any weekday night except Tuesday after 7:00 p.m.

Thank you for considering this request.

Sincerely,

APPENDIX D

Method of Evaluation

You will receive a copy of the randomly selected book. If this book has not previously been read this should be done before the evaluation is attempted. All rating will be done directly in the book which will be returned to me upon completion.

Enclosed are four value-themes with an accompanying behavioral objective and an example for each. While reading the book, if any of the value-themes are found, the rating given to the passage by you is to be put in the margin of the book as well as the letter of the value-theme, with brackets around the specific portion to which each rating applies.

The rating scale is as follows:

+ 1 for a positively stated value-theme

- 1 for a negatively stated value-theme

If a passage is felt to be EMPHASIZED, either by the use of superlative or extensive description of the value action, the rating will be +5 for a positively emphasized value-theme, or a -5 for a negatively emphasized stated value-theme.

It is conceivable that a statement may exemplify more than one value-theme. If this occurs, please indicate such.

At the conclusion of the book evaluation, a quote from the book or a summary of the story line should be stated to justify any theme as identified by the researcher.

APPENDIX E

Themes

A. Belief in the equality of opportunity for all people.

This would include any response made by an individual that results in a pleasant consequence for another person, or at least a neutral consequence. This response should be indicative of a basic belief in equality of opportunity for all people.

EXAMPLE: The following, from Roosevelt Grady, would be an example of a negatively stated form of value-theme "A".

> "Some places there wouldn't be any school at all. Or else there'd be a school and the bean-picker boys and girls didn't get to go to it. The school would be for residents, and bean-picker families weren't residents. They didn't belong. (p. 20)

B. Acceptance of responsibility.

This would include any actions that fulfill the duties of an individual as defined by their job or role.

EXAMPLE: The following, from Roosevelt Grady, would be and example of a positively stated form of value-theme "B".

> "Roosevelt got the stove going and put coffee and hominy grits to cooking for breakfast. He mixed up some powdered milk and water in Princess Anne's bottle and put a little of the coffee in it. He looked in the trunk, and there was Princess Anne awake and making gurgly noises to herself. He gave her the bottle and she went right to work on it. She was a good feeder.
>
> Then he woke up Matthew and Sister and made them get up." (p. 41)

C. Obeying laws.

This would include any references to civil laws, rules as may be established in a classroom situation, or previously agreed-upon laws by a peer group.

EXAMPLE: Again from Roosevelt Grady, the following is an example of a negatively stated form of value-theme "C".

"Matthew wouldn't wash.
He never washed except when Mamma was right there making him." (p. 41)

D. Recognition of the importance of an education and knowledge.

This would include any response made by an individual, the consequences of which increase the effectiveness of his own learning or the learning of others.

EXAMPLE: Roosevelt Grady provides us with the following positively stated form of value-theme "D".

"Someday we'll find ourselves a house in a place where there's work for your papa every one of all twelve months in the year. Maybe the house won't have a dog run, but it'll sure enough be a home. And you and Sister and Matthew will go to school, the same school right along, day in, day out, fall and winter and right on to the end of spring." (p. 30)

APPENDIX F

Pupil Evaluation

1. Select two pieces of paper. On these pieces of paper are two values that you are going to look for when reading the book the second time. Read the two values you have selected. Be sure that you understand them. If you have any questions at any time during your reading, ask me or call me on the telephone. (464-2249)

2. Now, while reading the book the second time, look for anything in the book that may refer to one or both of the values that you have. Every time you come across something in the book which you feel refers to a value put brackets around the words that you feel represent that value. Then, in the margin put the letter of the value that the passage represents. Then do the following:

   If you feel that the value was spoken of in a good way put a +1 next to the letter that you put in the margin. If you feel that this value was spoken of in a bad way put a -1 next to the letter that represents the value.

   If you feel that the words or actions emphasize the part of the book that you feel expresses a certain value, then don't put +1 or -1, but rather the following. If it is emphasized in a very good way put +5. If it is emphasized in a very bad way put -5.

3. Be sure that you put the proper rating by the proper letter. Remember, only EMPHASIZED parts of the book get a +5 or a -5. The rest get either a +1 or a -1. You may not find anything on several pages that refer to the two values that you are looking for. That is okay. It is important to put down anything you feel comes under one of your selected values. Don't try to make anything "fit". If you aren't sure, but think a passage may come under one of your values, rate the passage with a question mark after it.

APPENDIX G
(Form A)

THEMATIC ANALYSIS CHART

TITLE: AUTHOR: PUBLISHER: LIST AND DATE:

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people			
Acceptance of responsibility			
Obeying laws			
Recognition of the importance of an education and knowledge			

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

(Form B)

THEMATIC ANALYSIS CHART

TITLE: AUTHOR: PUBLISHER: LIST AND DATE:

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people			
Acceptance of responsibility			
Obeying laws			
Recognition of the importance of an education and knowledge			

*Quote from book or summary of storyline to justify the themes as identified by the researcher.

(Form C)

THEMATIC ANALYSIS CHART

TITLE: AUTHOR: PUBLISHER: LIST AND DATE:

Value Themes	Total Score +	Total Score -	Statement
Belief in the equality of opportunity for all people			
Acceptance of responsibility			
Obeying laws			
Recognition of the importance of an education and knowledge			

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

(Form D)

THEMATIC ANALYSIS CHART

TITLE: AUTHOR: PUBLISHER: LIST AND DATE:

Value Themes	Total Score +	Total Score -	Statement*
Belief in the equality of opportunity for all people			
Acceptance of responsibility			
Obeying laws			
Recognition of the importance of an education and knowledge			

*Quote from book or summary of storyline to justify the theme as identified by the researcher.

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