

A CONTENT ANALYSIS OF VALUES PRESENTED IN
NEWBERY MEDAL WINNERS AND SEQUOYAH
CHILDREN'S BOOK AWARD WINNERS
FROM 1959-1995

By

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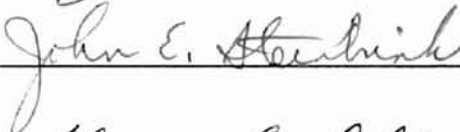
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CHAPTER I

INTRODUCTION

According to Greer (1992), children prefer books that have won state awards over those that have won national awards. Children pick the state award winners while adults select the national award winners, e.g. The Newbery and Caldecott Awards. Adamson (1981) stated that educators generally trust award winning titles because teachers assume these books have high literary quality and are chosen by the award committees from a masterlist compiled by reputable professionals.

Lawrence (1942) found that fifth grade students read the largest number of Newbery books, followed by fourth grade students, and then those in sixth grade. Lawrence also stated that children did read the Newbery books and ranked them among their general favorites, especially during the fourth, fifth, and sixth grades. However, Townes (1935) reported that when children were questioned about the Newbery books they read, with one exception, all of them liked the Newbery books but preferred reading books of their own choosing. McKinney, Edgington, Thomas, Nickels, Chasteen, and Neathery (1996) reported that both Newbery and Caldecott winners were not popular among elementary school children.

In general, trends throughout the grades indicate that adults' and children's literary choices are inconsistent (Rudman, 1955). Norvell (1958) found a significant

difference in children's preferences and what experts recommended. A media specialist, cited by Storey (1990, p. 8), commented that "literary quality does the child no good if the child does not find the book appealing enough to read." According to Huber (1965, p. 19), "A book must be judged not only by literary standards but in the light of whether children like it. This regard for children's literature preference does not mean a lowering of literary standards but it means selectivity in providing books."

Newbery and Sequoyah Award Winning Books

Two sets of award winning books will be compared in this study: Newbery Medal winners and the Sequoyah Children's Book Award winners. The Newbery candidates are selected and winners chosen by adults whereas, the Sequoyah Children's Book masterlists are selected by adults. Oklahoma children in grades 3 through 6 then select the winners. Whereas the Newbery winners are considered to be the finest literary works of the United States, the Sequoyah Children's Books are considered to be the finest literary works chosen by young children in Oklahoma.

The Newbery Medal

The Newbery Medal was first awarded in 1922. It is awarded to the author of the most distinguished contribution to American literature for children. To qualify, the work must be original and the author must be a United States citizen.

Frederic Gershon Melcher proposed this award on June 21, 1921, to the Children's Librarians' Section during the American Library Association (ALA) Annual Conference. Melcher was known as a reputable bookseller in Boston for 18 years before

being hired at Publishers' Weekly. He created a liaison between publishers, booksellers, and librarians. Melcher became impressed with an eighteenth-century London publisher and bookseller named John Newbery because Newbery was the first bookseller that foresaw the market in publishing books for children. During the first three years, the award winning books were selected by popular vote of the Children's Librarian's Section of the ALA. Later in 1924, it was suggested by the Book Evaluation Committee of the Children's Librarians' Section to form a special award committee. The committee reported that its members believed a popular vote could not be depended upon to choose the most distinguished contribution of the year. Currently, the committee is comprised of 15 members: a chair and seven members elected by the Association for Library Service to Children members on their annual ballots, and seven members appointed by the ALSC vice president/president-elect to achieve intellectual and geographic diversity. To serve on the committee, a member must have access to newly published books, agree to attend the committee meetings during the ALA Annual Conference and Midwinter Meeting, and have no conflict of interest with prospective award nominees. Each year the committee members read all of the newly published books of one calendar year that are eligible for the award. They make suggestions to the chair who circulates lists to be discussed during committee meetings. The members then select a medal winner as well as the honor books for that year (Imroth, 1991).

The Sequoyah Children's Book Award

The Sequoyah Children's Book Award was first given in April 1959. This

award was established to encourage Oklahoma children to read books of literary quality. It is named in honor of Sequoyah for his unique achievement in creating the Cherokee alphabet. A masterlist is compiled by the Sequoyah Children's Book Award Committee, and children in grades 3-6 are eligible to vote if they have read or have had read to them at least two titles from the masterlist. The committee members are appointed by the President of the Oklahoma Library Association for a three year term. At the time of appointment, the prospective member must be a public librarian or a certified school librarian actively involved in the selection and purchase of materials for children in grades 3-6. Responsibilities of a committee member include attendance at (a) at least six full day meetings each year, (b) two or three days of the annual Oklahoma Library Association Conference, and (c) any sub-committee meetings as required. In developing the masterlist, the committee reads titles with a copyright date no more than three years preceding the date of the Sequoyah Masterlist, and the evaluation criteria is based on the literary standards adopted by the Children's Services of the American Library Association for Notable Books (Oklahoma Library Association, 1989).

Purpose of the Study

As educators, librarians, and parents try to select books of the best quality, they are challenged by many issues. One challenge they face is whether to censor questionable issues in the literature, or to provide all types of literature in order to give children the tools for making educated decisions. This study will examine books for the values most often considered questionable by teachers when selecting them for use in their classrooms. These values include: (a) profanity, (b) religion, and (c) sexual

content. Knafle (1985) stated that while society's values continue to change, children's books should also begin to reflect these changes. Since literature has been a liaison between societal attitudes and the young reader, many believe that it should be assessed for both literary merit and the attitudes and values conveyed by the content (Bone, 1977). With this in mind, is there a difference in the values presented in state award winning books selected by children and national award winning books selected by adults? Also, is there a difference in the values presented in state award winning Sequoyah books selected by children and national award winning Newbery books published between 1959-1995? This time period was selected from the first issuance of the Sequoyah Children's Book Award in 1959. Do the values presented in these books reflect the corresponding value changes in society?

Statement of the Problem and Research Questions

The two most prestigious children's book awards in the United States and Oklahoma respectively are the Newbery and the Sequoyah Children's Book awards. Since the Newbery is selected by adults and the Sequoyah is selected by children, the question has arisen as to whether the values presented in these selections are comparable to each other. Do these award winning books teach the same values? Do the values taught reflect the change in society over the time period from 1959-1995? More specifically, do the books from the two awards differ in amount of profanity, the amount of sexual content, or in their treatment of religion?

The following specific questions were addressed in this study:

1. Do Newbery and Sequoyah award winners from alternating years beginning with 1959 differ in the values portrayed? Do they differ in (a) the amount of profanity? (b) their treatment of religion? or their (c) amount of sexual content?
2. Has there been a change in the values presented in the Newbery Award winners during this time period? During this time period has there been a change in the (a) amount of profanity? (b) treatment of religion? or the (c) amount of sexual content?
3. Has there been a change in the values presented in the Sequoyah Children's Book Award winners during this time period? During this time period has there been a change in the (a) amount of profanity? (b) treatment of religion? or the (c) amount of sexual content?

Significance of the Study

Since previous studies indicated that children's reading choices and the reading choices made for children by adults differed (Lehman, 1986/1987), one needs to look at what the possible differences might be. Other than taste, one possible difference in child-selected award winning titles and adult-selected award winning titles may be the values presented. Furthermore, as educators integrate children's literature into curriculum, professionals need to know the values presented in these selections. Due to the large number of children's books published each year, it is understandable that teachers use awards as a means in selecting quality books.

This study examined two separate categories of books to see if the values presented differed in any way. An analysis of the Newbery and Sequoyah Award winners will provide information concerning the presence of values and how the values in

the selections have changed over time. Adams (1986) stated that controversial issues in literature could help prepare children and young adults to deal perceptively with complexities of our modern world. If this is the case, then education professionals need these data provided to them to use when determining the best possible uses of particular literature selections in the curriculum. This in turn will help them take the values within the literature and use them in a positive and productive teaching environment.

Definition of Terms

The following terms have been defined according to their use in this study:

1. Children's literature - refers to fiction and nonfiction books written for children between the ages of 5 and 13.
2. Content Analysis - refers to "a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (Berelson, 1952).
3. Family - refers to individuals sharing blood, marital, or legal relation. These include: (a) extended; (b) foster; (c) single parent; (d) two parent; (e) adopted; and (f) orphan.
4. Newbery Medal Award refers to the award selected by a special committee of 15 adults appointed by the Association for Library Service to Children.
5. Physically Disabled - refers to those individuals suffering from an event or experience leaving them with a physical impairment.
6. Profanity - refers to the verbal expression meant to demean, insult, or offend the modesty and decency of people.

7. Religion - refers to a belief in a divine being or practice (Webster, 1992).
8. Sequoyah Children's Book Award refers to the award selected by Oklahoma children in grades 3 through 6. It excludes books selected by children in grades 7 through 9 (Sequoyah Young Adult Award).
9. Sex- refers to activities and thoughts associated with the reproductive system. It also includes petting which refers to stroking or fondling affectionately (Webster, 1992), and courtship/dating which refers to behaviors or actions shown to another individual showing interest in a relationship.
10. Social Deviance - refers to someone who turns away from acceptable norms and actions acceptable by society. As Webster (1992) states, a sexual pervert.

Assumptions

Findings from this study have to be interpreted in light of the following assumptions:

1. The attitudes, beliefs, and values of a culture are reflected in its literature, including literature for children.
2. Children's attitude, concepts, and beliefs can be influenced through literature.
3. The books analyzed are available to children in school and public libraries or in the home.
4. The Newbery Medal winners and the Sequoyah Children's Book Award winners are the finest in children's literature.
5. The values included in the books that won these two awards during

even numbered years do not differ from books that won the awards during odd numbered years.

Delimitations

This study analyzed the Newbery Medal and the Sequoyah Children's Book Award winners for alternating years from 1959-1995. Alternating years were selected to reduce the total number of books compared. Therefore, findings are limited to these books.

Organization of the Study

In Chapter I, the statement of the problem, purpose of the study, significance of the study, definitions of terms, as well as the assumptions, limitations and research questions have been presented. Literature pertinent to this study is reviewed in Chapter II. The design and methodology are discussed in Chapter III. Chapter IV contains the research findings pertinent to the research questions to which the study was directed. Conclusions based on the research findings and recommendations for further research are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

A descriptive study was used to compare the Newbery Medal and Sequoyah Children's Book Award winners from 1959-1995. This comparison analyzed the content of each book for alternating years beginning with 1959. The study examined the values portrayed to see if there was a difference between adult-selected (Newbery) and child-selected (Sequoyah) books. The values examined in this study were (a) profanity, (b) religion, and (c) sexual content. A second question addressed was whether the content of values in the books has changed over time for each of the awards.

First, research related to adult-selected and child-selected literature is discussed. Second, research related to the values included in Newbery Award winning books is discussed. Finally, research related to values in children's books that did not win the Newbery Award are discussed.

Adult-Selected vs. Child-Selected

Children's literature should be geared toward the preferences of the intended audience; however, studies indicate otherwise. Lehman (1986/1987) found in her study that children's book selections generally do not match those of adults selections for children. The Newbery Medal and the Boston Globe Horn Book Award, along with children's choices, were examined from 1975-1985. The titles to be examined were

those that had been candidates or finalists for either literary award, but were not selected by children as their reading preferences. They were then subjected to content analysis for themes, style, and structure. Differences were found between books that children and adults selected. The differences noted were characteristics of style and structure; however, themes were remarkably similar. In addition, the selections children preferred were optimistic, lively paced, and provided complete resolutions.

Questions concerning whether students have interests in reading adult-selected books such as the Newbery have arisen in the last 20-30 years. Foster (1982) investigated the reading interest of third and fifth grade children in Oklahoma. He discovered that students did not read the Newbery Award winners. Greer, (1992) who also examined state book award programs, reported that students preferred to check out state book award winners as opposed to adult-chosen books such as Newbery.

Shackford (1977, p. 101) stated that even "though the business flourishes, the children themselves increasingly ignore what the experts recommend and that the books chosen for the Newbery Medal are among those children read the least." These quality books simply are not reflective of kids' popular tastes even though adults are convinced of their place and value in our collections (Genco, MacDonald, & Hearne, 1991). These statements also agree with other research that high quality books do not circulate heavily or, disappointingly enough, many have never been taken off the shelves (Aborne, 1974).

According to Storey (1990), 55 librarians from five different states indicated the following reasons for buying a state book award over a Newbery: "(a) the state book will be read more often than Newbery books, (b) the program gives children a sense of

identity with other readers in the state, (c) the program gives children a chance to voice their opinion and have it count, (d) the state book is more popular than a Newbery, (e) the state book is chosen and voted on by children rather than adults, (f) the state book is more appropriate for the age/grade interests of elementary students, and (g) the state book is easier to read” (Storey, 1990, p. 7). This study examined the advantages and disadvantages of purchasing Caldecott or Newbery Award books over state award books. The library-media specialists had varying opinions regarding the literary quality of the Caldecott and Newbery, and state award winners. Many of the librarians were hesitant to rely solely on the Caldecott or Newbery as the primary source for award books. While state award books have been under controversy as to their overall literary quality, the majority believe that the concept of literary excellence is not among the top requirements for state book masterlist considerations (Kaye, 1984). Kaye (1984) reported that state book awards are typically centered around books that are easy to read, and generally have become popularity contests. Considering the differences in opinions regarding state award books and the national award books, this study looked at possible differences between adult-selected books opposed to those selected by children.

Values in Children’s Literature

Other research in children’s literature indicate possible hidden messages in the text (Fuch, 1984). Fuch (1984) takes a positive perspective in that people are genuinely concerned about what children read, therefore, producing children’s books that lean toward a highly moralistic point of view. These sentiments lead one to think the hidden messages might be the values portrayed.

Profanity

The most common censorship challenges involve profanity (Hansen, 1987).

These challenges were concerned with moral issues, obscenity, and profanity. Mazer (1976) points out the cry for censorship “against books which contain certain words people find offensive” (p. 169). Because of these concerns many speak out desiring the reviews of books to state in a decent way (symbol scale system of intensity) the amount of profanity found in a book

Religious and Spiritual Values

According to a study that examined religious and spiritual values within children’s books, Sullivan and Yandell (1990), had eight librarians read 29 Newbery Award books and identify specific spiritual values found. Thirty-five third through sixth grade students voluntarily read 21 of the titles that had also been read by the librarians. Results indicated that both groups identified a wide range of spiritual values, with the librarians focusing on familial relationships. Of the books the adults believed to have had religious importance, the children focused only on the non-religious connotation. They concluded that adults and children do perceive messages in books, however, not necessarily the same ones.

On the other hand, Knafle (1985a) assessed the values in Caldecott winners from 1958-1986 utilizing a specific instrument developed for the study. The values ranged from (a) positive behavior, (b) positive feelings, (c) negative behavior, (d) negative feelings, (e) Judeo-Christian religious values, (f) other religious values, (g) traditional values, and (h) neutral values. The analyses of variance revealed a significant difference

for values, no significant difference for decade, and no significant interaction. She did indicate the possibility of future studies measuring non-traditional values in contemporary fiction.

According to Shaw (1995), adolescence is a time when youngsters try to find their place and purpose in the world. Several Newbery Award winners were observed to have explored diverse religious themes and focused on the process of spiritual questioning. Of those analyzed, Jacob Have I Loved contained a strong Methodist way of life, while Madeleine L'Engle's A Wrinkle in Time incorporated Christian theology into her stories through indirect and symbolic treatment.

As public education returns to the discussion of ethics and values in the classroom, the encouragement of more instruction about religion in history makes an appearance (Piehl, 1991). Of the 40 books analyzed by Piehl (1991), 21 had minimal religious content. Even though they included reference to God or church, religion had no significant part in the lives of the main character(s). She concluded that there was a definite presence of religion in the 40 books analyzed.

Religious objections mentioning witchcraft, Satanism, and the occult within books were the single largest category of book censorship challenges last year (Ellison, 1994). Broderick (1979) believes that most youngsters will make wise decisions when given accurate information on a wide range of choices pertaining to life. She, therefore, believes that bad decisions are a result of ignorance, rather than perversity. The censorious person believes that people are basically evil and must be kept under strict control as a prevention to misbehaving (Broderick, 1979).

Other studies (Sharp & Wheeler, 1987) focused on actual Bible stories and religious literature for children. One controversy was whether it should be included in library collections in order to have a balanced variety of view points (Norris, 1993).

St. John (1973) reviewed Newbery Award books from 1945-1972 and the Newbery Honor books for alternating years within the same item period focusing on the conflict between good and evil. The results indicated the positive portrayal of values with good triumphing over evil 81 percent of the time, affirming the highly moralistic view of children's literature.

Sexual Content

The majority of research conducted previously dealing with sex, defined sex as gender. This study addresses references to physical procreative acts.

Klein (1985, p. 254) believes that "there comes a time when the idealized, fantasized books about perfect families or perfect romance lose their interest, and they go seeking books that deal with matters of great curiosity, anxiety-ridden concerns, or more realistic portrayals of growing up." Many disagree with this type of writing and desire literature to remain conservative.

Wersba and Frank (1973) stated that adults have the responsibility of recommending books with positive values that we believe in. In her article she commented that Up a Road Slowly delicately handled a sexual instance.

Contrary to conservatism, many others believe books should expose children to diverse situations more like those within our society. Cockett (1995) feels strongly that a balance within the fiction collection would ease fears about gays and lesbians. She

thinks that young adults' can find comfort in books where characters' experiences are similar to their own. As well as the opportunity for heterosexuals to broaden their experiences, these storylines will help them understand different people and lifestyles. Nodelman's (1995) comments indicate that Bad Boy reflects homosexuals in a stereotypical negative manner. He also states that the novel does express tolerance, but also affirms questionable ideas about the nature of its "wrongness."

In our desperate attempt to make stories more realistic, could we be painting stereotypical pictures for the reader? Perhaps these topics should remain untouched until we have a less stereotypical portrayal of these lifestyles.

Eighty-four of 100 books analyzed by Bone (1977) contained content of human sexual behavior. Of all these instances, attitudes were generally viewed as being handled positively. All of these books were deemed appropriate for ages 10 to 16 (young adult).

Other Studies. Several studies have been conducted which briefly touch upon issues within children's literature; however, they do not examine the same characteristics as addressed in this study. For instance, Phelps (1985/1986) compared Newbery Award winners from 1922-1931 and 1976-1985. She examined (a) sex role identification, (b) diversity of ethnic orientation problems with the main character, (c) the social values of family life, and (d) the importance of education, initiative and loyalty. The values were evident in the books from both decades, but the intensity in which they were stressed was diversified.

Summary

This review of the literature has shown that there appears to be a difference between adult-chosen books and child-selected books, as well as the possible differences in the values they present. It has also touched on the small portion of studies that have been done concerning particular issues found in children's literature. Chapter III will explain the methodology utilized in this study. The results and findings will be addressed in Chapter IV; conclusions and possible ideas for future studies will be discussed in Chapter V.

CHAPTER III

METHODOLOGY

The specific purpose of this research was to compare the values included in the Newbery and the Sequoyah Children's Book Award winners for alternating years beginning with 1959 to 1995. Do the values presented in the Newbery winners (chosen by adults) differ from those presented in the Sequoyah winners (chosen by children)? More specifically, do the books which have won the two awards differ in their use of profanity, in treatment of religion, and in the amount of sexual content? Has the value content of these two sets of books changed over time?

Chapter III describes the methodology used for this research study. The process utilized in sample selection, along with the instrumentation design, and procedures carried out in this study are discussed. Also, data analysis is described.

Books

Population

The population chosen for this study was the award winning titles from the Sequoyah Children's Book Award and the Newbery Medal Award. Books that are awarded the Newbery Medal are selected by adults while the Sequoyah winners are selected by Oklahoma children in grades three through six. Only one book, A Wrinkle in

Time, has won both the Newbery Medal Award and the Sequoyah Children's Book Award. See Table 1&2.

Sample

The Newbery and Sequoyah Award winners for the 37 year period from 1959 to 1995 were included in this study. In order to make the research more manageable, winners from alternating years beginning with 1959, the first year of the Sequoyah Children's Book Award, were systematically chosen. A total of 19 Newbery and 19 Sequoyah books were selected. A Wrinkle in Time written by Madeleine L'Engle has won both the Newbery (1963) and the Sequoyah Children's Book Award (1965); therefore, it was included in both lists.

These two awards were selected because of the wide audience that utilize these titles and because one is selected by adults and one by children. These books are assured of purchase by libraries, bookstores, teachers, and parents, and are given wide publicity and recommendation. Teachers often incorporate these books into their curriculum; parents trust award winning titles to be of high quality; and children are more familiar with these titles because they are award winners.

Instrumentation

Content analysis was used to make inferences as to whether values were included and how values were addressed. Content analysis refers to a "research technique for the objective, systematic, and quantitative description of the manifest content of

Table 1

Newbery Award Winners Included in the Study

Year Awarded	Title	Author
1959	<u>The Witch of Blackbird Pond</u>	Elizabeth G. Speare
1961	<u>Island of the Blue Dolphins</u>	Scott O' Dell
1963	<u>A Wrinkle In Time</u>	Madeleine L'Engle
1965	<u>Shadow of a Bull</u>	Maia Wojciechowska
1967	<u>Up a Road Slowly</u>	Irene Hunt
1969	<u>The High King</u>	Lloyd Alexander
1971	<u>Summer of the Swans</u>	Betsy Byars
1973	<u>Julie of the Wolves</u>	Jean George
1975	<u>M.C. Higgins, the Great</u>	Virginia Hamilton
1977	<u>Roll of Thunder, Hear My Cry</u>	Mildred D. Taylor
1979	<u>The Westing Game</u>	Ellen Raskin
1981	<u>Jacob Have I Loved</u>	Katherine Paterson
1983	<u>Dacey's Song</u>	Cynthia Voigt
1985	<u>The Hero and the Crown</u>	Robin McKinley
1987	<u>The Whipping Boy</u>	Sid Fleischman
1989	<u>Joyful Noise: Poems for Two Voices</u>	Paul Fleischman

(table continues)

Table 1 (continued)

Newbery Award Winners Included in the Study

Year Awarded	Title	Author
1991	<u>Maniac Magee</u>	Jerry Spinelli
1993	<u>Missing May</u>	Cynthia Rylant
1995	<u>Walk Two Moons</u>	Sharon Creech

Table 2

Sequoyah Children's Book Award Winners Included in the Study

Year Awarded	Title	Author
1959	<u>Old Yeller</u>	Fred Gipson
1961	<u>Have Space Suit, Will Travel</u>	Robert Heinlein
1963	<u>The Mystery of the Haunted Pool</u>	Phyllis Whitney
1965	<u>A Wrinkle In Time</u>	Madeleine L'Engle
1967	<u>Harriet the Spy</u>	Louise Fitzhugh
1969	<u>Blackbeard's Ghost</u>	Ben Stahl
1971	<u>Ramona the Pest</u>	Beverly Cleary
1973	<u>The Trumpet of the Swan</u>	E.B. White
1975	<u>Tales of a Fourth Grade Nothing</u>	Judy Blume
1977	<u>The Toothpaste Millionaire</u>	Jean Merrill
1979	<u>Summer of the Monkeys</u>	Wilson Rawls
1981	<u>The Get-Away Car</u>	Eleanor Clymer
1983	<u>A Dog Called Kitty</u>	Bill Wallace
1985	<u>Thirteen Ways to Sink a Sub</u>	Jamie Gilson
1987	<u>Night of the Twisters</u>	Ivy Ruckman
1989	<u>Sixth Grade Sleepover</u>	Eve Bunting

(table continues)

Table 2 (continued)

Sequoyah Children's Book Award Winners Included in the Study

Year Awarded	Title	Author
1991	<u>Beauty</u>	Bill Wallace
1993	<u>Weasel!</u>	Cynthia DeFelice
1995	<u>Horror at the Haunted House</u>	Peg Kehret

communication" (Berelson, 1952, p. 18). Content analysis within education answers questions directly related to the material analyzed. Former studies utilized this method for simple frequency counts of objective variables, but recent studies are using content analysis in order to gain insights into complex social and psychological variables. Another recent trend is to consider interrelationships among several content variables (Borg & Gall, 1979).

Code Book

The code book used is a modification of a code book developed by McKinney, Thomas, Edgington, Dixey, Reynolds, and Henderson (1996). These authors met with four elementary teachers to inquire about what teachers wanted to know about a book before recommending it to children or before reading it aloud to a class. Another researcher also surveyed the teachers in her school concerning the issues that might be found in children's literature that they wanted to know prior to recommending or reading aloud (L. Floyd Jones, personal communication, January-May, 1995). Floyd Jones (1995) found the categories to be very similar to the code book developed by McKinney, Thomas, Edgington, Dixey, Reynolds, and Henderson (1996). She then showed them the code book and requested that they make any changes they believed necessary. They all agreed that the categories adequately fulfilled their needs.

The code book consists primarily of short answers requiring the rater to list items found in the text along with the page numbers where the incidents or items were found. The following paragraphs explicitly describe the categories and sub-categories from the code book. It consists of a cover page and sections on profanity, religion, and sexual

content. To validate the instrument, the code book was taken to a panel of experts consisting of (a) a university professor of children's literature, (b) a middle school language arts teacher with a Masters Degree in Education, and (c) a doctoral student with 12 hours of course work in children's literature and content analysis to establish content or face validity. In addition, the code book was tested by three raters who read two books outside this study. Modifications were suggested and incorporated in the revised version. The code book in its entirety is found in Appendix A.

Cover Page

This page was used to record general information about each book. The following information was included: (a) rater's name, (b) date, (c) book title, (d) author, (e) publisher, and (f) copyright date. Notations were also made of the (a) themes presented in each book, (b) values taught, (c) geographic setting, (d) time period, (e) genre, (f) type of family, (g) race/ethnic background, (h) physically disabled characters, (i) gender of main character(s), and (j) rater's personal rating of the book. Also, raters were asked to estimate the appropriate grade level by circling a selected category.

Profanity

The raters noted whether profanity was used in the book. They noted the frequency of words found in each book by listing the words and page numbers each time the words were mentioned.

Religion

The raters were asked to indicate whether religious beliefs were viewed as a significant part of the characters' lives and then explain their reasoning. Each rater decided the meaning of "significant."

Sexual Content

Sexual activities listed were classified into categories of (a) pregnancy outside of marriage, (b) sex outside marriage, and (c) petting. The final areas to address were that of deviant sexual behavior (i.e., rape, incest) and various sexual orientations (i.e., heterosexual, bisexual, homosexual).

Interrater Agreement

A meeting was held with each rater to explain the study and instructions for using the code book. The purpose for meeting with each rater was to assure that the different raters would interpret categories in an alike manner or that the same rater would utilize a single category consistently across all of the books rated.

In order to check the reliability of the instrumentation, three raters were asked to read and analyze two practice books. The raters read Sing Down the Moon and Sarah Plain and Tall and filled in the code books. Their responses were compared with each other on each of the categories and sub-categories of the code book. After discussing problems the raters had in using the code book, revisions were made. Interrater agreement was monitored at three points in the study. All raters read Book 1 (The Witch

of Blackbird Pond), Book 2 (Harriet the Spy), and Book 3 (Maniac Magee). The percentage of agreement was calculated by sub-categories within the instrument. For instance, interrater agreement was calculated for profanity by asking each rater to list words of profanity encountered in books read. Then percentage of agreement was calculated. Sub-categories and categories with an average interrater agreement below .75 for the practice books were modified. The interrater agreement for each book are listed in Table 3. The raters' qualifications are described below:

Rater 1

The first rater was a university professor. He taught at the middle school level for five years before moving to the university level where he has taught the last 16 years. He has taught courses in children's literature, content analysis, history of children's literature, and children's historical fiction.

Rater 2

The second rater was a doctoral student. He has a Bachelor of Science in Education, Masters Degree in Education, and has taught 13 years in a middle school and senior high school. He is currently a graduate student with an emphasis in social studies, social foundations of education, and children's literature.

Rater 3

The final rater for this study was the researcher. She taught five years in the public schools as a kindergarten, third, and fourth grade teacher before pursuing her

Table 3

Interrater Agreement - Book 1 The Witch of Blackbird Pond

	Profanity		
	Rater 1	Rater 2	Rater 3
Rater 1		100%	100%
Rater 2	100%		100%
Rater 3	100%	100%	
	Religion		
	Rater 1	Rater 2	Rater 3
Rater 1		100%	100%
Rater 2	100%		100%
Rater 3	100%	100%	
	Sexual Content		
	Rater 1	Rater 2	Rater 3
Rater 1		100%	100%
Rater 2	100%		100%
Rater 3	100%	100%	

(table continues)

Table 3 (continued)

Interrater Agreement - Book 2 Harriet the Spy

	Profanity		
	Rater 1	Rater 2	Rater 3
Rater 1		100%	100%
Rater 2	100%		100%
Rater 3	100%	100%	
	Religion		
	Rater 1	Rater 2	Rater 3
Rater 1		100%	100%
Rater 2	100%		100%
Rater 3	100%	100%	
	Sexual Content		
	Rater 1	Rater 2	Rater 3
Rater 1		100%	100%
Rater 2	100%		100%
Rater 3	100%	100%	

(table continues)

Table 3 (continued)

Interrater Agreement - Book 3 Maniac Magee

	Profanity		
	Rater 1	Rater 2	Rater 3
Rater 1		100%	100%
Rater 2	100%		100%
Rater 3	100%	100%	

	Religion		
	Rater 1	Rater 2	Rater 3
Rater 1		100%	100%
Rater 2	100%		100%
Rater 3	100%	100%	

	Sexual Content		
	Rater 1	Rater 2	Rater 3
Rater 1		100%	100%
Rater 2	100%		100%
Rater 3	100%	100%	

master's degree in curriculum and instruction. She also spent the last two years of her elementary teaching career working with two other colleagues in designing an integrated curriculum utilizing children's literature and cooperative learning strategies.

Procedures

After acceptable interrater agreement was established, each rater was given a code book, a list of the operational definition of terms, and the list of books to be read. The raters then were allowed to read and analyze the books. A time limit was not set, however they were asked to proceed in a timely fashion and return their responses as quickly as possible. The books were read in chronological order so that interrater agreement could be calculated and changes could be made as necessary. Raters were each asked to read and analyze a total of 14-15 books. A complete listing of books read by each randomly assigned rater can be found in Tables 4, 5, and 6.

Design and Analysis

This descriptive study utilized the content analysis approach. The 37 books in the sample were read and subjected to content analysis. After raters practiced using the code book and interrater agreement was established, books were assigned to each rater; after completing the assigned books, code books were collected. Frequency of responses for each category and sub-category were calculated. Data were analyzed by comparing frequencies across the two awards and over time.

Table 4

Books Analyzed by Rater 1

Year Awarded	Title	Author	Award
1959	<u>The Witch of Blackbird Pond</u>	Elizabeth G. Speare	Newbery
1959	<u>Old Yeller</u>	Fred Gipson	Sequoyah
1961	<u>Island of the Blue Dolphins</u>	Scott O'Dell	Newbery
1961	<u>Have Space Suit, Will Travel</u>	Robert Heinlein	Sequoyah
1967	<u>Up a Road Slowly</u>	Irene Hunt	Newbery
1967	<u>Harriet the Spy</u>	Louise Fitzhugh	Sequoyah
1973	<u>Julie of the Wolves</u>	Jean George	Newbery
1973	<u>The Trumpet of the Swan</u>	E.B. White	Sequoyah
1979	<u>The Westing Game</u>	Ellen Raskin	Newbery
1979	<u>Summer of the Monkeys</u>	Wilson Rawls	Sequoyah
1985	<u>The Hero and the Crown</u>	Robin McKinley	Newbery
1985	<u>Thirteen Ways to Sink a Sub</u>	Jamie Gilson	Sequoyah
1991	<u>Maniac Magee</u>	Cynthia Rylant	Newbery
1991	<u>Beauty</u>	Bill Wallace	Sequoyah

Table 5

Books Analyzed by Rater 2

Year Awarded	Title	Author	Award
1959	<u>The Witch of Blackbird Pond</u>	Elizabeth G. Speare	Newbery
1963	<u>The Mystery of the Haunted Pool</u>	Phyllis Whitney	Sequoyah
1967	<u>Harriet the Spy</u>	Louise Fitzhugh	Sequoyah
1969	<u>The High King</u>	Lloyd Alexander	Newbery
1969	<u>Blackbeard's Ghost</u>	Ben Stahl	Sequoyah
1975	<u>M.C. Higgins, the Great</u>	Virginia Hamilton	Newbery
1975	<u>Tales of a Fourth Grade Nothing</u>	Judy Blume	Sequoyah
1981	<u>Jacob Have I Loved</u>	Katherine Paterson	Newbery
1981	<u>The Get-Away Car</u>	Eleanor Clymer	Sequoyah
1987	<u>The Whipping Boy</u>	Sid Fleischman	Newbery
1987	<u>Night of the Twisters</u>	Ivy Ruckman	Sequoyah
1991	<u>Maniac Magee</u>	Jerry Spinelli	Newbery
1993	<u>Missing May</u>	Cynthia Rylant	Newbery
1993	<u>Weasel</u>	Cynthia DeFelice	Sequoyah

Table 6

Books Analyzed by Rater 3

Year Awarded	Title	Author	Award
1959	<u>The Witch of Blackbird Pond</u>	Elizabeth G. Speare	Newbery
1965	<u>Shadow of a Bull</u>	Maia Wojciechowska	Newbery
1965	<u>A Wrinkle in Time</u>	Madeleine L'Engle	Sequoyah
1967	<u>Harriet the Spy</u>	Louise Fitzhugh	Sequoyah
1971	<u>Summer of the Swans</u>	Betsy Byars	Newbery
1971	<u>Ramona the Pest</u>	Beverly Cleary	Sequoyah
1977	<u>Roll of Thunder, Hear My Cry</u>	Mildred D. Taylor	Newbery
1977	<u>The Toothpaste Millionaire</u>	Jean Merrill	Sequoyah
1983	<u>Dacey's Song</u>	Cynthia Voigt	Newbery
1983	<u>A Dog Called Kitty</u>	Bill Wallace	Sequoyah
1989	<u>Joyful Noise: Poems for Two Voices</u>	Paul Fleischman	Newbery
1989	<u>Sixth Grade Sleepover</u>	Eve Bunting	Sequoyah
1991	<u>Maniac Magee</u>	Jerry Spinelli	Newbery
1995	<u>Walk Two Moons</u>	Sharon Creech	Newbery
1995	<u>Horror at the Haunted House</u>	Peg Kehret	Sequoyah

Summary

The methodology of the study has been detailed in Chapter III. The sample used in the study, the method of gathering data, an explanation of the instrumentation used, and the establishment of interrater agreement have been discussed. The research findings pertinent to the three research questions to which this study was directed are presented in Chapter IV. Conclusion, summary, and recommendations will be addressed in Chapter V.

CHAPTER IV

FINDINGS

The purpose of this study was to compare the values taught in Newbery and Sequoyah Children's Award winning books. Findings are presented in this chapter. First, information about the books are presented. Next, findings related to the depiction of families are discussed. These include: (a) 2 parent, (b) 1 parent, (c) adopted, (d) orphan, (e) 2 parent extend, and (f) 1 parent extended. Second, findings related to values are described. This discussion includes findings related to the amount of profanity found in the books as well as the treatment of religion and the amount of sexual content.

Information about the Books

The following information about the books was collected: (a) geographic setting, (b) time period, (c) genre, (d) type of family, (e) ethnic background of characters, (f) characters with physical disabilities, (g) gender of main character(s), (h) grade level, and (i) quality rating. A Wrinkle in Time won both awards, therefore, data are included for both awards. The data were presented via frequencies for all of the books and separately by Newbery and Sequoyah Awards (see Table 7). Note that totals may be more than the total number of books because some books have more than one kind of family, geographic setting, and so forth.

Table 7

Demographic Information from Books

Year	Title	Geographic Setting	Time Period	Genre	Type of Family	Ethnic Background
1959	<u>The Witch of...</u> ^a	Connecticut	1687	Historical	adopted ^c	White
1959	<u>Old Yeller</u> ^a	Texas	late 1860's	Historical	2 parent	White
1961	<u>Island of the Blue...</u>	Island off CA	1835-1853	Historical	orphan	North American Indian
1961	<u>Have Space Suit, Will...</u>	Earth/Space	Future	Science Fic.	2 parent	White
1963	<u>A Wrinkle In Time</u> ^b	Earth/Space	Future	Fantasy	2 parent	White
1963	<u>The Mystery of the...</u>	New York	Contemp.	Mystery	2 par./adopt. ^c	White
1965	<u>Shadow of a Bull</u>	Spain	Contemp.	Realistic	1 parent	Hispanic
1965	<u>A Wrinkle In Time</u> ^b	Earth/Space	Future	Fantasy	2 parent	White
1967	<u>Up a Road Slowly</u>	USA	Mid 20th	Realistic	adopted ^c	White

(table continues)

Table 7 (continued)

Demographic Information from Books

Year	Title	Geographic Setting	Time Period	Genre	Type of Family	Ethnic Background
1967	<u>Harriet the Spy</u>	New York	Contemp.	Realistic	2 parent	White
1969	<u>The High King</u>	Prydain	Medieval	Fantasy	none	White
1969	<u>Blackbeard's Ghost</u>	N C	Contemp.	Fantasy	2 parent	White
1971	<u>Summer of the Swans</u>	West Virginia	Contemp.	Realistic	1 parent ext.	White
1971	<u>Ramona the Pest</u>	USA	Contemp.	Realistic	2 parent	White
1973	<u>Julie of the Wolves</u>	Alaska	Contemp.	Fiction	1 parent	North American Indian
1973	<u>The Trumpet...</u>	MT,MA,PA, Canada	1970's	Fantasy	2 parent	n/a
1975	<u>M.C. Higgins, the...</u>	West Virginia	Contemp.	Fiction	2 parent	Black

Table 7 (continued)

Demographic Information from Books

Year	Title	Geographic Setting	Time Period	Genre	Type of Family	Ethnic Background
1975	<u>Tales of a Fourth...</u>	New York	Contemp.	Realistic	2 parent	White
1977	<u>Roll of Thunder...</u>	Mississippi	1933	Historical	2 par. extended	Black
1977	<u>The Toothpaste...</u>	Ohio	Contemp.	Realistic	2 parent	White
1979	<u>The Westing Game</u>	USA	Contemp.	Mystery	2 parent	White
1979	<u>Summer of the...</u>	Oklahoma	late 1800's	Historical	2 parent	White
1981	<u>Jacob Have I Loved</u>	Virginia	WW II	Realistic	2 par. extended	White
1981	<u>The Get-Away Car</u>	New York	Contemp.	Mystery	2 par./adopt. °/1 par.	White/Hispanic
1983	<u>Dacey's Song</u>	Maryland	Contemp.	Realistic	adopted °	White
1983	<u>A Dog Called Kitty</u>	Oklahoma	Contemp.	Realistic	2 parent	White

(table continues)

Table 7 (continued)

Demographic Information from Books

Year	Title	Geographic Setting	Time Period	Genre	Type of Family	Ethnic Background
1985	<u>The Hero and...</u>	Fantasy	Past	Fantasy	1 parent	White
1985	<u>Thirteen Ways...</u>	Illinois	Contemp.	Fiction	2 parent	White/Black
1987	<u>The Whipping Boy</u>	England	1700-1800	Historical	1 parent/orphan	White
1987	<u>Night of the Twisters</u>	Nebraska	Contemp.	Adventure	2 parent	White
1989	<u>Joyful Noise: Poems For Two Voices</u>	n/a	n/a	Poetry	n/a	n/a
1989	<u>Sixth Grade...</u>	USA	Contemp.	Realistic	2 parent	White
1991	<u>Maniac Magee</u>	Pennsylvania	Contemp.	Fiction	orphan	White
1991	<u>Beauty</u>	Oklahoma	Contemp.	Fiction	1 parent	White

(table continues)

Table 7 (continued)

Demographic Information from Books

Year	Title	Geographic Setting	Time Period	Genre	Type of Family	Ethnic Background
1993	<u>Missing May</u>	West Virginia	Contemp.	Realistic	adopted ^c	White
1993	<u>Weasel</u>	Ohio	1839	Historical	1 parent	White
1995	<u>Walk Two Moons</u>	Ohio	Contemp.	Realistic	1 parent	North American Indian
1995	<u>Horror at the...</u>	USA	Contemp.	Mystery	2 parent	White

(table continues)

Table 7 (continued)

Demographic Information from Books

Year	Title	Disabled Characters	Gender of Characters	Grade Level	Quality Rating
1959	<u>The Witch of...</u> ^a	cripple	Female	6-8/9-12	5
1959	<u>Old Yeller</u> ^a	none	Male	3-5/6-8	5
1961	<u>Island of the Blue...</u>	none	Female	3-5/6-8	5
1961	<u>Have Space Suit, Will...</u>	none	Male	6-8/9-12	4
1963	<u>A Wrinkle In Time</u> ^b	none	Female	3-5/6-8	5
1963	<u>The Mystery of the...</u>	cripple	Female	6-8	4
1965	<u>Shadow of a Bull</u>	none	Male	3-5/6-8	5
1965	<u>A Wrinkle In Time</u> ^b	none	Female	3-5/6-8	5
1967	<u>Up a Road Slowly</u>	alcoholic	Female	6-8/9-12	5

(table continues)

Table 7 (continued)

Demographic Information from Books

Year	Title	Disabled Characters	Gender of Characters	Grade Level	Quality Rating
1967	<u>Harriet the Spy</u>	none	Female	3-5/6-8	4
1969	<u>The High King</u>	none	Male	6-8	3
1969	<u>Blackbeard's Ghost</u>	none	Male	3-5/6-8	4
1971	<u>Summer of the Swans</u>	mental	Female	3-5/6-8	5
1971	<u>Ramona the Pest</u>	none	Female	3-5	4
1973	<u>Julie of the Wolves</u>	mental	Female	6-8/9-12	4
1973	<u>The Trumpet...</u>	speechless	Male	3-5/6-8	4
1975	<u>M.C. Higgins, the...</u>	none	Male	6-8/9-12	4
1975	<u>Tales of a Fourth...</u>	none	Male	3-5	2

(table continues)

Table 7 (continued)

Demographic Information from Books

Year	Title	Disabled Characters	Gender of Characters	Grade Level	Quality Rating
1977	<u>Roll of Thunder...</u>	none	Female	3-5/6-8	5
1977	<u>The Toothpaste...</u>	none	Female	3-5/6-8	5
1979	<u>The Westing Game</u>	wheelchair	Female	3-5/6-8	4
1979	<u>Summer of the...</u>	cripple	Male	3-5/6-8	5
1981	<u>Jacob Have I Loved</u>	none	Female	6-8/9-12	5
1981	<u>The Get-Away Car</u>	none	Female	3-5	3
1983	<u>Dacey's Song</u>	slow	Female	3-5/6-8	5
1983	<u>A Dog Called Kitty</u>	none	Male	3-5	5
1985	<u>The Hero and...</u>	none	Female	6-8/9-12	4

(table continues)

Table 7 (continued)

Demographic Information from Books

Year	Title	Disabled Characters	Gender of Characters	Grade Level	Quality Rating
1985	<u>Thirteen Ways...</u>	none	Male	3-5	3
1987	<u>The Whipping Boy</u>	none	Male	3-5/6-8	5
1987	<u>Night of the Twisters</u>	none	Male	3-5/6-8	4
1989	<u>Joyful Noise: Poems For Two Voices</u>	n/a	n/a	3-5/6-8	3
1989	<u>Sixth Grade...</u>	none	Female	3-5	2
1991	<u>Maniac Magee</u>	none	Male	3-5/6-8	4
1991	<u>Beauty</u>	none	Male	3-5/6-8	5
1993	<u>Missing May</u>	none	Female	3-5/6-8	4

(table continues)

Table 7 (continued)

Demographic Information from Books

Year	Title	Disabled Characters	Gender of Characters	Grade Level	Quality Rating
1993	<u>Weasel</u>	no tongue	Male	3-5/6-8	3
1995	<u>Walk Two Moons</u>	blind	Female	6-8	5
1995	<u>Horror at the...</u>	none	Female	3-5	3

^a Newbery winner is listed first for each year. Sequoyah winner is listed second.

^b Won both the Newbery and Sequoyah Awards.

^c No legal adoption indicated, however character(s) living with next of kin.

Geographic Setting

Of the 37 books, 23 different geographic settings were represented. Five books were set in the United States generally (Newbery = 2; Sequoyah = 3) rather than in specific locales. There were four works with New York as the specific geographic setting (Newbery = 0; Sequoyah = 4). Four geographic settings tied with a total of three volumes each. There were four volumes set in (a) Earth/Space (Newbery = 1; Sequoyah = 2), (b) Ohio (Newbery = 1; Sequoyah = 2), (c) Oklahoma (Newbery = 0; Sequoyah = 3), and (d) West Virginia (Newbery = 3; Sequoyah = 0). The remaining settings appeared in one volume each. They include: (a) Alaska (Newbery = 1; Sequoyah = 0); (b) Connecticut (Newbery = 1; Sequoyah = 0); (c) England (Newbery = 1; Sequoyah = 0); (d) Fantasy (Newbery = 1; Sequoyah = 0); (e) Illinois (Newbery = 0; Sequoyah = 1); (f) Island off coast of California (Newbery = 1; Sequoyah = 0); (g) Maryland (Newbery = 1; Sequoyah = 0); (h) Mississippi (Newbery = 1; Sequoyah = 0); (i) Montana, Maryland, Pennsylvania, and Canada combined (Newbery = 0; Sequoyah = 1); (j) Nebraska (Newbery = 0; Sequoyah = 1); (k) North Carolina (Newbery = 0; Sequoyah = 1); (l) Not Applicable (Newbery = 1; Sequoyah = 0); (m) Pennsylvania (Newbery = 1; Sequoyah = 0); (n) Prydain (Newbery = 1; Sequoyah = 0); (o) Spain (Newbery = 1; Sequoyah = 0); (p) Texas (Newbery = 0; Sequoyah = 1); and (q) Virginia (Newbery = 1; Sequoyah = 0). See Table 8.

Time Period

Twelve different time periods were represented (see Table 9). The most

Table 8

Number of Geographic Settings in Books

Geographic Setting	Total	Newbery	Sequoyah
United States	5	2	3
New York	4	0	4
Earth/Space	3	1	2
Ohio	3	1	2
Oklahoma	3	0	3
West Virginia	3	3	0
Alaska	1	1	0
Connecticut	1	1	0
England	1	1	0
Fantasy	1	1	0
Illinois	1	0	1
Island off Coast CA	1	1	0
Maryland	1	1	0
Mississippi	1	1	0
MT,MA,PA, Canada	1	0	1
Nebraska	1	0	1

(table continues)

Table 8 (continued)

Number of Geographic Settings in Books

Geographic Setting	Total	Newbery	Sequoyah
North Carolina	1	0	1
Not Applicable	1	1	0
Pennsylvania	1	1	0
Prydain	1	1	0
Spain	1	1	0
Texas	1	0	1
Virginia	1	1	0

Table 9

Number of Time Periods in Books

Time Period	Total	Newbery	Sequoyah
Contemporary	22	9	13
1800's	4	1	3
Future	3	1	2
Medieval	1	1	0
Past	1	1	0
1687	1	1	0
1700-1800	1	1	0
1933	1	1	0
Mid 20th century	1	1	0
World War II	1	1	0
1970's	1	0	1
Not Applicable	1	1	0

common time period was contemporary. Twenty-two volumes were set in this time period (Newbery = 9; Sequoyah = 13). The second common time period was the 1800's (Newbery = 1; Sequoyah = 3). The future was ranked next. The future was found in three volumes (Newbery = 1; Sequoyah = 2). There was one volume set in the medieval time period (Newbery = 1; Sequoyah = 0). A setting sometime in the past was also represented in one volume (Newbery = 1; Sequoyah = 0). Seven other time periods were represented in one volume each. They are as follows: (a) 1687 (Newbery = 1; Sequoyah = 0), (b) 1700-1800 (Newbery = 1; Sequoyah = 0), (c) 1933 (Newbery = 1; Sequoyah = 0), (d) mid 20th century (Newbery = 1; Sequoyah = 0), (e) World War II (Newbery = 1; Sequoyah = 0), (f) 1970's (Newbery = 0; Sequoyah = 1), and (g) not applicable (Newbery = 1; Sequoyah = 0).

Genre

A total of eight different genres were represented. The most common genre was realistic fiction (Newbery = 7; Sequoyah = 6). This was followed by historical fiction. There were seven works of historical fiction (Newbery = 4; Sequoyah = 3). Fantasy ranked third (Newbery = 3; Sequoyah = 3), followed by fiction (Newbery = 3; Sequoyah = 2). There were four books of mystery (Newbery = 1; Sequoyah = 3). The remaining genres were represented once in this sample. They are as follows: Adventure (Newbery = 0; Sequoyah = 1); poetry (Newbery = 1; Sequoyah = 0) and of science fiction (Newbery = 0; Sequoyah = 1). There were not any nonfiction books represented. See Table 10.

Table 10

Number of Books by Genre

Genre	Total	Newbery	Sequoyah
Realistic Fiction	13	7	6
Historical Fiction	7	4	3
Fantasy	6	3	3
Fiction	5	3	2
Mystery	4	1	3
Adventure	1	0	1
Poetry	1	1	0
Science Fiction	1	0	1

Families

Type of Family. Eight different types of family were represented (see Table 11). Two parent families (total = 20; Newbery = 3; Sequoyah = 17) were the most common. The second most common type of family was the 1 parent (total = 8; Newbery = 5; Sequoyah = 3). There were six adopted families represented (Newbery = 4; Sequoyah = 2). Three accounts of orphans were included in this sample (Newbery = 3; Sequoyah = 0). Two volumes were 2 parent extended families (Newbery = 2; Sequoyah = 0). A one parent extended family was represented once (Newbery = 1; Sequoyah = 0). The main characters in The High King had no family (Newbery = 1; Sequoyah = 0) and the volume of poetry (Joyful Noise: Poems for Two Voices) was considered not applicable.

Ethnic Background. There were six different ethnic backgrounds represented in these books. White characters (total = 30; Newbery = 12; Sequoyah = 18) were the most common. The second most common ethnic background was Black-Americans (total = 3; Newbery = 2; Sequoyah = 1) followed by North American Indians (total = 3; Newbery = 3; Sequoyah = 0). Hispanics were included in two books (Newbery = 1; Sequoyah = 1). Finally, two volumes (one about poetry and one about animals) were considered not applicable (Newbery = 1; Sequoyah = 1). See Table 12.

Physically Disabled. Eleven books contained characters with some physical disability (see Table 13). These eleven characters were represented in seven Newbery titles and four Sequoyah titles. The kinds of physical disabilities were: (a) "cripple", (b) alcoholic, (c) mental, (d) speechless, (e) "slow", (f) no tongue, and (g) blind.

Table 11

Number of Family Types in Books

Family Type	Total	Newbery	Sequoyah
2 parent	20	3	17
1 parent	8	5	3
Adopted	6	4	2
Orphan	3	3	0
2 parent extended	2	2	0
1 parent extended	1	1	0
None	1	1	0
Not Applicable	1	1	0

Table 12

Number of Ethnic Backgrounds in Books

Ethnic Background	Total	Newbery	Sequoyah
White	30	12	18
Black	3	2	1
North American Indian	3	3	0
Hispanic	2	1	1
Not Applicable	2	1	1

Table 13

Number of Books with Physically Disabled Characters

Total	Newbery	Sequoyah
11	7	4

Gender. Twenty-one volumes had female main character(s) (Newbery = 13; Sequoyah = 8), and 16 books had male main character(s) (Newbery = 5; Sequoyah = 11). One volume was considered not applicable (book of poetry) (Newbery = 1; Sequoyah = 0). See Table 14.

Reading Level and Quality

Grade Level. This study divided grade level areas into four categories: (a) early childhood (prek-2), (b) intermediate (3-5), (c) middle school (6-8), and (d) high school (9-12). Twenty-one volumes were viewed by raters to be appropriate for both intermediate (3-5) and middle school (6-8) students combined (Newbery = 11; Sequoyah = 10). The second most common grade level for middle school (6-8) and high school (9-12) combined (total = 7; Newbery = 6; Sequoyah = 1). Also, seven volumes were rated appropriate solely for the intermediate (3-5) reading level (Newbery = 0; Sequoyah = 7). Three works were deemed appropriate for middle school (6-8) only (Newbery = 2; Sequoyah = 1). There were no volumes rated as appropriate solely for high school (9-12) or early childhood (prek-2). See Table 15.

Quality Rating. Raters were asked to rate the overall quality of the books. This rating was divided into five categories: (a) excellent, (b) good, (c) average, (d) below average, and (e) poor. The most common rating given to 17 volumes was excellent (Newbery = 11; Sequoyah = 6). Thirteen books were rated good (Newbery = 6; Sequoyah = 7). An average rating was given to six books (Newbery = 2; Sequoyah = 4). Two titles received a below average rating (Newbery = 0; Sequoyah = 2). None of the

Table 14

Number of Books Representing Gender of Main Character(s)

Gender	Total	Newbery	Sequoyah
Female	21	13	8
Male	16	5	11
Not Applicable	1	1	0

Table 15

Number of Books Appropriate by Grade Level

Grade Level	Total	Newbery	Sequoyah
Intermediate(3-5) & Middle School(6-8)	21	11	10
Middle School(6-8) & High School(9-12)	7	6	1
Intermediate(3-5)	7	0	7
Middle School(6-8)	3	2	1
High School(9-12)	0	0	0
Early Childhood (prek-2)	0	0	0

books received a poor rating. See Table 16.

Values Presented in Books

Profanity

Twelve books contained profanity (Newbery = 7, Sequoyah = 5).

Walk Two Moons (n = 9) and Jacob Have I Loved (n = 8) contained the most instances of profanity. Missing May had six instances, while The Hero and the Crown contained three instances. Harriet the Spy and Blackbeard's Ghost had two instances. Six titles contained one instance of profanity each. Twenty-six books did not contain profanity (see Table 17 & 18).

Religion

Raters viewed religion as a significant part of the main character's life in 10 books. It was not viewed as being a significant part of the main characters' lives in 28 books. Religion was viewed as significant in eight Newbery winners and two Sequoyah winners. It was not considered significant in eleven Newbery winners and seventeen Sequoyah winners. See Table 19 & 20.

Sexual Content

This category was sub-divided into five categories: (a) pregnancy outside of marriage, (b) sex outside of marriage, (c) petting, (d) deviant sexual behavior, and (e) sexual orientation. Joyful Noise: Poems For Two Voices, a collection of poems about

Table 16

Number of Books by Quality Rating

Quality Rating	Total	Newbery	Sequoyah
Excellent	17	11	6
Good	13	6	7
Average	6	2	4
Below Average	2	0	2
Poor	0	0	0

Table 17

A Comparison of the Profanity Included in Newbery and Sequoyah Awards

Year	Award	Title	Frequency
1959	Newbery	<u>The Witch of Blackbird Pond</u>	1
1959	Sequoyah	<u>Old Yeller</u>	0
1961	Newbery	<u>Island of the Blue Dolphins</u>	0
1961	Sequoyah	<u>Have Space Suit, Will Travel</u>	0
1963	Newbery	<u>A Wrinkle In Time</u> ^a	0
1963	Sequoyah	<u>The Mystery of the Haunted Pool</u>	0
1965	Newbery	<u>Shadow of a Bull</u>	0
1965	Sequoyah	<u>A Wrinkle In Time</u> ^a	0
1967	Newbery	<u>Up a Road Slowly</u>	0
1967	Sequoyah	<u>Harriet the Spy</u>	2
1969	Newbery	<u>The High King</u>	0
1969	Sequoyah	<u>Blackbeard's Ghost</u>	2
1971	Newbery	<u>Summer of the Swans</u>	0
1971	Sequoyah	<u>Ramona the Pest</u>	0
1973	Newbery	<u>Julie of the Wolves</u>	0
1973	Sequoyah	<u>The Trumpet of the Swan</u>	0

(table continues)

Table 17 (continued)

A Comparison of the Profanity Included in Newbery and Sequoyah Awards

Year	Award	Title	Frequency
1975	Newbery	<u>M.C. Higgins, the Great</u>	1
1975	Sequoyah	<u>Tales of a Fourth Grade Nothing</u>	0
1977	Newbery	<u>Roll of Thunder, Hear My Cry</u>	0
1977	Sequoyah	<u>The Toothpaste Millionaire</u>	0
1979	Newbery	<u>The Westing Game</u>	0
1979	Sequoyah	<u>Summer of the Monkeys</u>	1
1981	Newbery	<u>Jacob Have I Loved</u>	8
1981	Sequoyah	<u>The Get-Away Car</u>	0
1983	Newbery	<u>Dacey's Song</u>	0
1983	Sequoyah	<u>A Dog Called Kitty</u>	0
1985	Newbery	<u>The Hero and the Crown</u>	3
1985	Sequoyah	<u>Thirteen Ways to Sink a Sub</u>	0
1987	Newbery	<u>The Whipping Boy</u>	0
1987	Sequoyah	<u>Night of the Twisters</u>	1
1989	Newbery	<u>Joyful Noise: Poems for Two Voices</u>	0
1989	Sequoyah	<u>Sixth Grade Sleepover</u>	0

(table continues)

Table 17 (continued)

A Comparison of the Profanity Included in Newbery and Sequoyah Awards

Year	Award	Title	Frequency
1991	Newbery	<u>Maniac Magee</u>	1
1991	Sequoyah	<u>Beauty</u>	1
1993	Newbery	<u>Missing May</u>	6
1993	Sequoyah	<u>Weasel</u>	0
1995	Newbery	<u>Walk Two Moons</u>	9
1995	Sequoyah	<u>Horror at the Haunted House</u>	0

^a Won both the Newbery and Sequoyah Awards.

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Table 18

Number of Books with Profanity

Total	Newbery	Sequoyah
12	7	5

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Table 19

A Comparison of the Religious Beliefs as a Significant Part of the Main Characters' Lives

Year	Award	Title	Yes	No
1959	Newbery	<u>The Witch of Blackbird Pond</u>	X	
1959	Sequoyah	<u>Old Yeller</u>		X
1961	Newbery	<u>Island of the Blue Dolphins</u>		X
1961	Sequoyah	<u>Have Space Suit, Will Travel</u>		X
1963	Newbery	<u>A Wrinkle In Time</u> ^a	X	
1963	Sequoyah	<u>The Mystery of the Haunted Pool</u>		X
1965	Newbery	<u>Shadow of a Bull</u>	X	
1965	Sequoyah	<u>A Wrinkle In Time</u> ^a	X	
1967	Newbery	<u>Up a Road Slowly</u>		X
1967	Sequoyah	<u>Harriet the Spy</u>		X
1969	Newbery	<u>The High King</u>		X
1969	Sequoyah	<u>Blackbeard's Ghost</u>		X
1971	Newbery	<u>Summer of the Swans</u>		X
1971	Sequoyah	<u>Ramona the Pest</u>		X
1973	Newbery	<u>Julie of the Wolves</u>	X	
1973	Sequoyah	<u>The Trumpet of the Swan</u>		X

(table continues)

MISSOURI STATE UNIVERSITY

Table 19 (continued)

A Comparison of the Religious Beliefs as a Significant Part of the Main Characters' Lives

Year	Award	Title	Yes	No
1975	Newbery	<u>M.C. Higgins, the Great</u>		X
1975	Sequoyah	<u>Tales of a Fourth Grade Nothing</u>		X
1977	Newbery	<u>Roll of Thunder, Hear My Cry</u>	X	
1977	Sequoyah	<u>The Toothpaste Millionaire</u>		X
1979	Newbery	<u>The Westing Game</u>		X
1979	Sequoyah	<u>Summer of the Monkeys</u>	X	
1981	Newbery	<u>Jacob Have I Loved</u>	X	
1981	Sequoyah	<u>The Get-Away Car</u>		X
1983	Newbery	<u>Dacey's Song</u>		X
1983	Sequoyah	<u>A Dog Called Kitty</u>		X
1985	Newbery	<u>The Hero and the Crown</u>		X
1985	Sequoyah	<u>Thirteen Ways to Sink a Sub</u>		X
1987	Newbery	<u>The Whipping Boy</u>		X
1987	Sequoyah	<u>Night of the Twisters</u>		X
1989	Newbery	<u>Joyful Noise: Poems For Two Voices</u>		X

(table continues)

Table 19 (continued)

A Comparison of the Religious Beliefs as a Significant Part of the Main Characters' Lives

Year	Award	Title	Yes	No
1989	Sequoyah	<u>Sixth Grade Sleepover</u>		X
1991	Newbery	<u>Maniac Magee</u>		X
1991	Sequoyah	<u>Beauty</u>		X
1993	Newbery	<u>Missing May</u>	X	
1993	Sequoyah	<u>Weasel</u>		X
1995	Newbery	<u>Walk Two Moons</u>	X	
1995	Sequoyah	<u>Horror at the Haunted House</u>		X

^a Won both the Newbery and Sequoyah Awards.

Table 20

Number of Books with Religious Beliefs as a Significant Part of the Main Characters' Lives

Yes/No	Total	Newbery	Sequoyah
Yes	10	8	2
No	28	11	17

insects, and Trumpet of the Swans, an animal book, were rated as being nonapplicable to any of the sexual issues. Pregnancy outside of marriage occurred one time (Newbery = 1; Sequoyah = 0). Sex outside of marriage was alluded to in one of the works (Newbery = 1; Sequoyah = 0), while petting was alluded to in two volumes (Newbery = 2; Sequoyah = 0). Deviant sexual behavior was represented in two of the volumes (Newbery = 2; Sequoyah = 0). Julie of the Wolves contained a rape scene and characters in The Westing Game looked at pornographic photographs. Heterosexuality dominated the 36 volumes (Newbery = 18; Sequoyah = 18). See Table 21 & 22.

Summary

Findings related to general information about the books, information about families, attitudes toward religion, and information about the sexual content have been described. Nearly all of the books were set somewhere in the United States. A contemporary setting was by far the most popular time. Realistic fiction was the most common genre. The most common type of family was two parent, although other types of family were well represented. White-Americans dominated the literature, with four other ethnic backgrounds surfacing. Only one-third of the books contained characters with any disability. Females were the main character(s) in the majority of the books. The majority of titles were deemed appropriate for both intermediate (3-5) and middle school (6-8) students. Slightly less than half of the books received an excellent rating. Approximately one-third of the books contained profanity, with the greatest number being the Newbery winners. Religion did play a significant role in almost seventy-five

Table 21

A Comparison of the Sexual Content Included in Newbery and Sequoyah Awards

Year	Title	Pregnancy ^b	Sex ^b	Petting	Deviant Sexual Behavior	Sexual Orientation
1959	<u>The Witch of Blackbird Pond</u> ^a	none	none	none	none	heterosexual
1959	<u>Old Yeller</u> ^a	none	none	none	none	heterosexual
1961	<u>Island of the Blue Dolphins</u>	none	none	none	none	heterosexual
1961	<u>Have Space Suit, Will Travel</u>	none	none	none	none	heterosexual
1963	<u>A Wrinkle In Time</u> ^c	none	none	none	none	heterosexual
1963	<u>The Mystery of the Haunted Pool</u>	none	none	none	none	heterosexual
1965	<u>Shadow of a Bull</u>	none	none	none	none	heterosexual
1965	<u>A Wrinkle In Time</u> ^c	none	none	none	none	heterosexual
1967	<u>Up a Road Slowly</u>	none	none	alluded to	none	heterosexual

(table continues)

Table 21 (continued)

A Comparison of the Sexual Content Included in Newbery and Sequoyah Awards

Year	Title	Pregnancy ^b	Sex ^b	Petting	Deviant Sexual Behavior	Sexual Orientation
1967	<u>Harriet the Spy</u>	none	none	none	none	heterosexual
1969	<u>The High King</u>	none	none	none	none	heterosexual
1969	<u>Blackbeard's Ghost</u>	none	none	none	none	heterosexual
1971	<u>Summer of the Swans</u>	none	none	none	none	heterosexual
1971	<u>Ramona the Pest</u>	none	none	none	none	heterosexual
1973	<u>Julie of the Wolves</u>	none	none	none	rape	heterosexual
1973	<u>The Trumpet of the Swan</u>	n/a	n/a	n/a	n/a	n/a
1975	<u>M.C. Higgins, the Great</u>	none	none	none	none	heterosexual

(table continues)

Table 21 (continued)

A Comparison of the Sexual Content Included in Newbery and Sequoyah Awards

Year	Title	Pregnancy ^b	Sex ^b	Petting	Deviant Sexual Behavior	Sexual Orientation
1975	<u>Tales of a Fourth Grade Nothing</u>	none	none	none	none	heterosexual
1977	<u>Roll of Thunder, Hear My Cry</u>	none	none	none	none	heterosexual
1977	<u>The Toothpaste Millionaire</u>	none	none	none	none	heterosexual
1979	<u>The Westing Game</u>	none	none	none	pornography	heterosexual
1979	<u>Summer of the Monkeys</u>	none	none	none	none	heterosexual
1981	<u>Jacob Have I Loved</u>	none	none	none	none	heterosexual
1981	<u>The Get-Away Car</u>	none	none	none	none	heterosexual
1983	<u>Dacey's Song</u>	none	none	none	none	heterosexual
1983	<u>A Dog Called Kitty</u>	none	none	none	none	heterosexual

(table continues)

Table 21 (continued)

A Comparison of the Sexual Content Included in Newbery and Sequoyah Awards

Year	Title	Pregnancy ^b	Sex ^b	Petting	Deviant Sexual Behavior	Sexual Orientation
1985	<u>The Hero and the Crown</u>	none	alluded to	alluded to	none	heterosexual
1985	<u>Thirteen Ways to Sink a Sub</u>	none	none	none	none	heterosexual
1987	<u>The Whipping Boy</u>	none	none	none	none	heterosexual
1987	<u>Night of the Twisters</u>	none	none	none	none	heterosexual
1989	<u>Joyful Noise: Poems For Two Voices</u>	n/a	n/a	n/a	n/a	n/a
1989	<u>Sixth Grade Sleepover</u>	none	none	none	none	heterosexual
1991	<u>Maniac Magee</u>	none	none	none	none	heterosexual
1991	<u>Beauty</u>	none	none	none	none	heterosexual

(table continues)

Table 21 (continued)

A Comparison of the Sexual Content Included in Newbery and Sequoyah Awards

Year	Title	Pregnancy ^b	Sex ^b	Petting	Deviant Sexual Behavior	Sexual Orientation
1993	<u>Missing May</u>	none	none	none	none	heterosexual
1993	<u>Weasel</u>	none	none	none	none	heterosexual
1995	<u>Walk Two Moons</u>	yes	none	none	none	heterosexual
1995	<u>Horror at the Haunted House</u>	none	none	none	none	heterosexual

^a Newbery winner is listed first for each year. Sequoyah winner is listed second.

^b Outside of marriage.

^c Won both the Newbery and Sequoyah Awards.

... instances hardly occurred, and those occurred in only the

Table 22

Number of Sexual Instances in Books

Sexual Instances	Total	Newbery	Sequoyah
Pregnancy Outside of Marriage	1	1	0
Sex Outside of Marriage	1	1	0
Petting	2	2	0
Deviant Sexual Behavior	2	2	0
Heterosexuality	36	18	18
Not Applicable	2	1	1

percent of the books. Sexual instances hardly appeared, and those occurred in only the Newbery winners.

the amount of profanity portrayed for the Newbery Award

of the amount of profanity portrayed for the Sequoyah Award

of the amount of profanity portrayed for the Sequoyah Award

CHAPTER V

CONCLUSIONS, SUMMARY, AND RECOMMENDATIONS

Conclusions

The purpose of this study was to compare the values included in the Newbery Medal winners and the Sequoyah Children's Book Award winners from 1959-1995.

More specifically, the major research questions were:

1. Did Newbery and Sequoyah Award winners for alternating years beginning in 1959 differ in the values portrayed? Did they differ in (a) the amount of profanity? (b) their treatment of religion? and (c) their amount of sexual content?
2. Was there a change in the values presented for the Newbery Award winners during this time period? During this time period was there a change in the (a) amount of profanity? (b) treatment of religion? and the (c) amount of sexual content?
3. Was there a change in the values presented for the Sequoyah Children's Book Award winners during this time period? During this time period was there a change in the (a) amount of profanity? (b) treatment of religion? and the (c) amount of sexual content?

The Newbery and Sequoyah Award winners did differ in the values portrayed during 1959-1995. They differed in the (a) amount of profanity, (b) treatment of religion, and (c) amount of sexual content.

There was no significant change in the values portrayed for the Newbery Award winners during this time period. There was no noticeable change in the amount of profanity or the treatment of religion; however, there was a slight increase toward religious beliefs appearing as a significant role in the main character(s) lives in 1993. There is no increase in the amount of sexual content in the Newbery Award winners between 1959 and 1995.

There was no change in the values presented in the Sequoyah Children's Book Award winners from 1959-1995. No increase was found in the (a) amount of profanity, (b) treatment of religion, or the (c) amount of sexual content.

Values Presented in Books

Profanity

Approximately one-third of the books contained profanity. Due to the increase of profanity used on television and exposure students have to this type of language, more was expected. It was also anticipated that the Sequoyah winners would have more profanity than the Newbery winners since the Newberys are selected by adults. However, profanity was found in eight volumes of the Newbery winners and in only five Sequoyah winners. In examining the use of profanity during 1959-1995, there was no significant increase in later years, which opposes the belief that as our society becomes worse it will be reflected in children's literature. One explanation for the relatively low amount of profanity may be due to the increasing tendency toward censorship within our society.

Our literature appears to be still quite conservative. It may also strongly indicate that children do not necessarily like reading books with excessive profanity.

Religion

Religious beliefs were not viewed as a significant part of the main characters' lives in most of the books (total = 28; Newbery = 11; Sequoyah = 17). It played a significant role in only 10 (Newbery = 8; Sequoyah = 2). These results were surprising; since some form of religion seems to play a large role in many people's lives. Perhaps, since this is such a sensitive issue, authors do not want to offend readers, therefore, avoid taking a religious stance. From 1981-1993 religion is not seen as a significant part of characters' lives. It briefly appears in the 1993 Newbery winner (Missing May) and the 1995 Newbery winner (Walk Two Moons). Perhaps this marks the beginning of a trend toward more religious content.

Sexual Content

Sex Outside of Marriage. Two volumes were rated non applicable to the sex category because one was a book of poetry and the other dealt with animals as main characters. Of the sexual instances appearing in the sample books, all were Newbery winners. There was no significant change over time, which disputes previous research that society will influence children's literature. One volume, The Hero and the Crown, alluded to an instance of sex outside of marriage. However, The Hero and the Crown was rated as being appropriate for middle school (6-8) and high school (9-12) students;

therefore, this incident is not alarming.

Pregnancy Outside of Marriage. Only one volume contained references to pregnancy (Newbery = 1; Sequoyah = 0). This is not surprising due to the controversial nature of this topic. It also is representative that authors may not believe it to be appropriate for intermediate (3-5) and middle school (6-8) students, which is the grade level most of the books were rated appropriate. This controversial issue may be often avoided or censored because disagreement on who is responsible for sex education. It also may indicate that a slight step has been taken toward including sensitive issues in children's literature since pregnancy outside of marriage was mentioned in the 1995 Newbery Medal winner, Walk Two Moons.

Petting. Two volumes that contained instances of petting were Up a Road Slowly and The Hero and the Crown. Both books were rated appropriate for middle school (6-8) and high school (9-12) students. These findings correlate with the social development of this age level and were not surprising. These books should not be viewed negatively due to the data collected. They each handled the situations tastefully and were not offensive.

Deviant Sexual Behavior. Two volumes contained an incident of deviant sexual behavior. Julie of the Wolves had a rape scene at the very beginning and characters in The Westing Game looked at some pornographic photographs. Both books handled these instances well and the sexual references could possibly be over looked by students.

Sexual Orientation. Most all of the volumes did not specifically state the sexual orientation of the main character(s), therefore the researcher instructed raters to conclude that the character(s) were heterosexual, unless some other indication was made. Due to the nature of this topic, it will probably be some time before it will reflect a great impact in our literature.

Each research question was answered based upon the data collected by the three raters. An analysis and comparison of the two awards and the values presented that have changed over time were made, and are based upon these data. Additional demographic information about the books was also included. The results of this study were compiled in the following manner.

A total of 37 titles were included in this study of alternating years from 1959-1995. Due to the large number of books, three raters were selected and titles were systematically distributed to each for analyzing. A Wrinkle In Time, written by Madeleine L'Engle, was coded once since it has won both the Newbery Medal (1963) and Sequoyah Children's Book Award (1965). Each Newbery Medal and Sequoyah Children's Book Award winners were read and scored by the respective rater.

Information about the Books

Information about the books include: (a) geographic setting, (b) time period, (c) genre, (d) type of family, (e) ethnic background of characters, (f) characters with disabilities, (g) gender of main character(s), (h) grade level, and (i) quality rating. Thirty-seven titles from 1959-1995 were examined, A Wrinkle In Time won both awards therefore data is included for both years.

Geographic Setting

A comparison of the Newbery Medal and Sequoyah Children's Book Award winners from 1959 through 1995, indicated a variety of geographic settings (total = 23). It is not surprising that the most popular setting was within the USA generally (total = 5), since both awards are given to authors who are United States' citizens. Of those, more Sequoyah winners (total = 3) were set in Oklahoma than Newbery winners (total = 0). This is not surprising since the Sequoyah Children's Book Award is the Oklahoma state literary merit award. It is interesting that all three of these settings occurred between 1979 and 1991.

Time Period

Of the 37 titles examined, 21 volumes were set in a contemporary time period. These included 12 Sequoyah and 9 Newbery winners. Contemporary volumes are spread throughout the 1959-1995 time period. Since the Sequoyah winners are chosen by children, this could be a good indication that children prefer reading about contemporary realistic issues. The second most common time period was the 1800's (total = 4; Newbery = 1; Sequoyah = 3). This time period appears approximately once during the 1950's, 1960's, 1970's, and 1990's. This is not surprising since many teachers utilize historical fiction in the school curriculum therefore, influencing children's choices for reading.

Genre

Realistic fiction was the most popular genre found in this sample (total = 12; Newbery = 6; Sequoyah = 6). This agrees with the findings of contemporary geographic setting being the most popular as well. This appears to be a direct reflection of what children are interested in reading. The second most common genre within this sample was historical fiction (total = 7; Newbery = 4; Sequoyah = 3), also agreeing with previously stated findings that the 1800's are the second most common geographic setting. There is no significant change throughout the time period of a particular genre.

Families

Type of Family. Of the five different types of families represented, it was surprising to find that the most common were two parent (total = 20; Newbery = 3; Sequoyah = 17). Knafle (1985) stated that as society's values continue to change, children's books should also begin to reflect these changes. Findings from this study do not support current societal trends because our society does not consist primarily of two parent families. Perhaps children do not want to read about broken families since the majority (Sequoyah = 17) of the 20 two parent families documented were from Sequoyah winners. The extended and adopted family types were combined because many of the selections did not indicate whether legal adoption had taken place, but children were living with a relative. Extended families were considered to be one or both parents and children also living with a relative. It also included situations when children lived with a relative only. There was no change during this time period with respect to types of

families. . . . were represented in . . . number of

Ethnic Background. White was the most common ethnic group (n=30). Black-Americans were represented in only three instances. Surprisingly, North American Indians were represented in three instances, and all three books were Newbery winners. No North American Indians were represented in the Sequoyah Children's Book Award winners. Given the historical background of Oklahoma, it was surprising to see that there were no ethnic representations for North American Indians in Sequoyah winners. Also, there was no significant change over this time period in different ethnic groups. Whites dominated throughout. If the ethnic background is not indicated specifically by the writer, these data can be influenced by artist cover page design or the assumption that the characters are of the same ethnic background as the reader.

Physically Disabled Characters. Approximately 30% of the volumes had characters with some form of disability (total = 11; Newbery = 7; Sequoyah = 4). Four of the disabilities were a form of being physically crippled. There was one alcoholic, and two characters had mental disabilities. Also represented were blindness, a slow learner, and two characters that could not talk. There was no significance of change from 1959-1995. This variety of disabilities exposed the readers to special problems and how they adapted to their environment.

Gender. According to the findings, females were represented in 21 volumes which goes against other research that male characters dominate children's literature

(Langerman, 1990). Male characters were represented in 16 volumes. The number of males and females showed no significant change over the years.

Reading Level and Quality

Grade Level. Twenty-one volumes were rated being appropriate for both intermediate (3-5) and middle school (6-8) students combined which covers a broad range of ages. There were no apparent differences between Newbery and Sequoyah winners (Newbery = 11; Sequoyah = 10). Seven volumes were rated as being appropriate for intermediate grades (3-5) only. It was not surprising that all seven were Sequoyah winners since these winners are voted on by children in grades 3-6. Seven volumes were also appropriate for middle school (6-8) and high school (9-12) combined. This is borderline young adult literature (ages 12-17). There has not been a title in these two combined grade levels since the 1985 The Hero and the Crown. Of those seven, six were Newbery and one Sequoyah. This is not surprising since the Newbery winners have not split their award into children's and young adult categories as the Sequoyah Award committee has done.

Quality Rating. Raters ranked 17 of the books as excellent. Of those, the majority were Newbery titles (total = 11). Only six Sequoyah titles received an excellent rating. This was expected because the Newbery winners are adult-chosen and the Sequoyah winners being chosen by children. These findings support previous research (Storey, 1990) that adults prefer Newbery Medal winners over state award winning books. However, of the 13 volumes receiving a rating of "good", seven were Sequoyah

winner and six were Newbery winners; This indicates the raters believed that the state winners were also high literary quality. None of the books received a poor rating. The time period from the 1967 Sequoyah winner, Harriet the Spy, to the 1975 Sequoyah winner Tales of a Fourth Grade Nothing, received the lowest ratings. The years from 1977-1985 received higher markings with a decline occurring again from 1985-1995.

Summary

Overall the data collected was very conservative in comparison to society and the controversial issues within education. The 37 books analyzed, included little profanity. These same books contained a mild reflection of religious beliefs impacting the characters' lives. There was very little sexual content and what did appear was handled very discreetly. The majority of the books depicted the American family as 2 parent and white.

Recommendations

In this study the researcher only focused on three controversial issues within children's literature. Future studies might compare other values of concern in literature. This study only analyzed the odd numbered Newbery Award winners; therefore, only half of the winners were represented from 1959-1995. Future studies could look at more Newbery Award winners or a variety of time periods.

The Oklahoma Sequoyah Children's Book Award winners were analyzed in this study, therefore lending opportunities for research of other state award winners. There could also be a comparison of children's choices in other regions. Other

recommendations include: (a) a comparison of Sequoyah Children's Book Award winners with other national awards, or (b) Sequoyah Young Adult Award winners with the Newbery Medal winners and other national awards.

Value differences have appeared when groups of North American national award winners (Newbery) have been compared to national award winners from other countries (Canadian) (McKinney, Thomas, Edgington, Dixey, Reynolds, & Henderson, 1996). This research has merely scratched the surface of values presented in children's literature lending further questions to be answered as our society changes and the number of books published increases.

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BOOK

APPENDIX

CODE BOOK

Rater _____ Date _____

Book Title _____ Author _____

Publisher _____ Copyright Date _____

Themes or topics presented in this book

Values taught in this book

Geographic Setting _____ Time Period _____

Genre _____ Type of Family _____

Race/Ethnic Background _____

Physically Disabled Characters _____ Gender of Main Character _____

Appropriate for:

(Circle One) Early Childhood (PreK-2) Intermediate (3-5)
 Middle School (6-8) High School (9-12)

Quality Rating of this book: 1 2 3 4 5
 1-poor 2-below average 3-average 4-good 5-excellent

PROFANITY

Rater _____

Date _____

Book Title _____

I. FREQUENCY *-List words & page #(s)*

RELIGION

Rater _____ Date _____

Book Title _____

Are religious beliefs viewed as a significant part of the character's life? (Explain)

SEXUAL CONTENT

Rater _____ Date _____

Book Title _____

Is pregnancy outside of marriage mentioned? _____

Is sex outside of marriage mentioned? _____

Is petting mentioned? _____

Deviant Sexual Behavior (i.e., rape, incest) (include page #)

_____Sexual Orientation (i.e., heterosexual, bisexual, homosexual) (include page #)

2

VITA

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Master of Science

Thesis: A CONTENT ANALYSIS OF VALUES PRESENTED IN NEWBERY MEDAL WINNERS AND SEQUOYAH CHILDREN'S BOOK AWARD WINNERS FROM 1959-1995

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