AN AXIOLOGICAL ANALYSIS OF THE PREDOMINANT

VALUES IN CONTEMPORARY CHILDREN'S

LITERATURE

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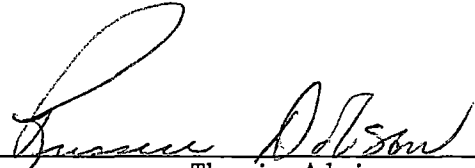Springfield, Missouri
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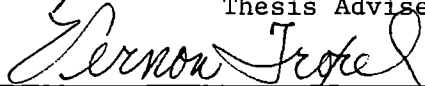for the Degree of
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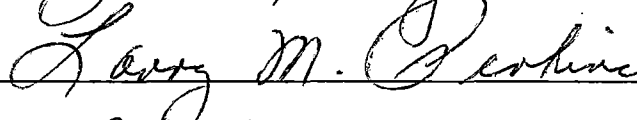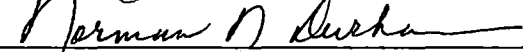Thesis Adviser

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CHAPTER I

INTRODUCTION

Each year more than 2,000 children's books are published and
distributed throughout the United States (Huck, 1976). Multiply that
number by the years of the last few decades and the product is an extra-
ordinary number of volumes for the reading consumption of children,
parents, and educators. When making the difficult selections of appro-
priate books from this vast supply, children will look for the title,
pictures, or main character of a particular story, parents may concern
themselves with the subject matter of a book or the reputation of the
author, and educators will notice the reading level or literary merit
of an individual title. All of these concerns are quite legitimate and
involve traits that are identifiable. However, less obvious are the
underlying values inherent in each piece of literature. Educators
should be particularly concerned with this question of values as many
school experiences are centered around children's books. Identifying
values in contemporary children's books was the purpose of this study.

Rationale

The rationale presents the education experience as a value-laden
act, defines curriculum, and demonstrates that children's literature
is an integral facet of the curriculum that powerfully influences

children and their reality. To be specific, understanding the underlying

values of children's literature is important for the following reasons:

1. Education, or teaching and learning, is a value-laden act.

2. The different curriculum theories, which provide the foundation,

content, and attitude for teaching, are inextricably related to values.

3. Children's literature is an integral and .subtly influential

facet of the school curriculum. Therefore, the values found in the

·literature are worthy of study.·

Education as a Value-Laden Act

"There is no such thing as a neutral educational process" (Freire,

1970, p. 15). Although this statement is succinct and simple, it is not a

belief that has wide-spread acceptance in today's educational community.

In fact, many educators appear to intentionally avoid any association

between education and values. Macdonald (1977) states:

> Both scientific and technical control approaches (to curricu-
> lum development) mistake their efforts as being value free
> and thus cover up a fundamental aspect of curriculum and
> instruction--the definition and selection of values translated
> into goals (p. 4).

Macdonald finds the technological rationality of a control theory of

curriculum development, and its omission of values as an integral part

of the curriculum, to be most prevalent in our recent educational

climate. Dobson, Dobson and Koetting (1982) are in concurrence with

Macdonald and believe that many schools do not provide the freedom nor

encourage educators to teach and live by their values.

Despite this prevailing reluctance by the profession as a whole

to admit that education and teaching are inherently value-laden, many

writers and educational thinkers have voiced opinions that express the

opposite viewpoint. Combs (1982, p. 72) proposes that the notion of
learning being "a cold, calculating, solely intellectual or cognitive
function is destructive." Berry (1977) in his powerful critique of
American agri-business and its trend toward mono-agriculture, The
Unsettling of American Culture and Agriculture, is adamant in his feeling
that "objectivity" has evolved into the academic uniform of "moral
cowardice." Along the same lines, Ubblelohde (1972) concluded that
curriculum theory is basically an attempt to create a theory of values.
He also feels that curriculum designs are patterns of value judgments.
Perhaps Phenix (1966) summed it up best nearly 20 years ago when he
wrote:

> ...The ideal of the teacher as one who remains and adheres
> to objective facts without involving himself in judgments of
> value or affirmations of obligation thus proves far from
> ideal. Sound moral judgment requires not only knowledge of
> the facts but a substantial stock of well-tested moral prin-
> ciples (prescriptions) for the guidance of conduct (p. 27).

Defining Curriculum

Since the term curriculum was used often in this study, it is
necessary to arrive at an operational definition of curriculum and to
survey the different approaches and theories related to the subject.
What is curriculum? There is a plethora of different conceptions
as to what comprises this most ambiguous term. Many persons (educators
included) subscribe to the simplistic notion that the term curriculum
is solely applicable to the content "taught" in the schools. However,
a vast number of theorists find curriculum to be a most complex entity.
Apple, Atkin, Kliebard, Mann, Macdonald, Schwab and Walker all view
curriculum as an intricate field of study (Eisner, 1985). Accepting

the view that curriculum is diverse and complicated, it is important to examine the divergent schools of curricular thought and their current status and impact in educational systems.

Several curriculum theorists have been inspired by the work of the German social philosopher, Jurgen Habermas. It is Habermas' belief that there are three basic forms of science: strict science, hermeneutic science, and critical science. Strict science is traditionally referred to as physical and social science. Hermeneutic science is a historical-interpretive mode of science that goes beyond the "information" yielded by strict science and attempts to formulate an understanding of the "cultural life-world." Finally, critical science's interest lie in the emancipation of individuals from law-like rules, constraints, and patterns in nature and history (Apple, 1975). Habermas' analysis provides the foundation for Macdonald when he identifies the different curriculum theories considered here.

Macdonald (1977) believes there are four major curriculum theories. First, and most prevalent according to to Macdonald, are the control theories. These educational theories are basically concerned with the efficiency and effectiveness of the educational process. Second are the hermeneutic theories whose approach differs greatly from the scientific-technical outlook inherent in the control theory. The third type is critical theory, and the final theory is referred to by MacDonald as humanistic theory. What follows are closer and more detailed examinations of Macdonald's division of curriculum theories with the beliefs of notable curriculum thinkers integrated into their appropriate branches of thought.

Control Theory. As previously stated, control theories are the dominant forces in today's curriculum planning and have resulted in a curriculum that reflects a technical value system and a means-end rationality often found in economic models. A direct effect of this system is the notion that the major concerns of education are the mobilization of materials and "human resources" to produce the desired ends (Huebner, 1975). This fits nicely into an evaluation methodology, which Huebner finds synonymous with "quality control." The practical application of this paradigm can be seen in the widely utilized Tyler curriculum, proposed by Ralph Tyler in his renowned 1949 publication, Basic Principles of Curriculum and Instruction. The Tyler curriculum can be reduced to four relevantly basic questions (Tyler, 1949):

1. What educational purposes should the schools seek to attain?

2. What educational experiences can be provided that are likely to meet these purposes and goals?

3. How can these experiences be organized?

4. How can the outcomes be evaluated?

Although many other writers used the same rationality as Tyler, his work is most often credited with providing the foundation for today's scientific-technical approach to education (Macdonald, 1977).

Another avenue of description is to view today's control-theory curriculum in a metaphorical sense. Kliebard (1975) believes the current curriculum designs have their metaphorical roots in the "Metaphor of Production." He elaborates:

The curriculum is the means of production and the student is the raw material to be transformed. Efficient production processes are carefully plotted in advance (p. 84).

Kliebard's statement coincides nicely with Huebner's (1975) belief that modern education is essentially representative of technical, political, and scientific value frameworks. Huebner, who has identified five different value frameworks, believes the overindulgence with the technical, political, and scientific frameworks has led to a neglect of ethical and aesthetic value considerations. These two frameworks are the remaining two whose presence in the curriculum, according to Huebner, is a necessity in curricular considerations. Eisner (1979) also alludes to the lack of aesthetic values in education when he contemplates his concept of educational connoisseurship.

Joining Huebner in his belief that curriculum is mired in a limited value system is Apple (1979), who refers to the present curriculum as a "system management" approach. Apple finds that education's model of operation is most inappropriate and has been borrowed from the business sector, which is a not-so-subtle statement of the political influences in today's learning environment. He believes that the reasons for this "systems management" approach are complex and that its language performs the function of convincing others (primarily the government) of the sophisticated state of education. Like Macdonald, Apple feels that "systems management" is technologically oriented in that it seeks to use strict forms of process-product reasoning and is basically concerned with efficiency, tending to ignore other modes of valuing. Of course, the exclusion of different value frameworks is the major theme of the aforementioned criticisms of control theory by Huebner.

Practically speaking, what has education's infatuation with a control theory of curriculum meant in the classroom? Several educational thinkers have voiced strong opinions on this matter.

Friere, in Pedagogy of the Oppressed (1970), contends that, unfortu-

nately, education is often a depository action in which students are

depositories and teachers are the depositors. Freire calls this the

banking concept of education, and he feels it lends itself to oppression.

Jerome Bruner also faults the current state of education, particularly

the behavioristic learning theories, which co-exist so peacefully with

the control-theory paradigm of school curriculum. Bruner (1966) states:

> External reinforcement may indeed get a particular act going
> and may even lead to its repetition, but it does not nourish,
> reliably, the long course of learning by which man slowly
> builds in his own way a serviceable model of what the world
> is and what it can be (p. 128).

Rogers (1969), the psychologist reponsible for person-centered

counseling, also is critical of the "ultra-behavioristic philosophy"

that views individuals as machines managed by reward and punishment.

However, perhaps most profound is Krishnamurti (1953, p. 32) when he

claims simply, "reward and punishment in any form only make the mind

subservient and dull."

Hermeneutic Theory. Macdonald (1977) finds hermeneutic methodology

different from the scientific. He states further:

> The hermeneutic methodology reflects a constant creative
> search for conceptual frameworks that will reveal through
> new interpretations a different perspective on the condi-
> tions we are concerned about (p. 5).

Three major writers on education fall under the grouping of

hermeneutic theorists. They are the previously cited Huebner, who

critiques the dominant technical-scientific language so popular in

current curriculum; Maxine Greene, who views education from an

existential and phenomenological perspective; and William Pinar, editor

of Curriculum Theorizing: The Reconceptualists, who finds existential

thought deeply entwined with any theorizing on curricular matters. These theorists have illuminated many different perceptions of curriculum and have poignantly questioned the "narrow and at times simplistic perspectives of control theorists" (MacDonald, 1977).

Critical Theorists. Critical theorists believe that the enamcipation, or liberation, of mankind occurs through praxis, the action and reflection of men upon their world to transform it. This "authentic liberation" is achieved through two distinct educational stages. In the first stage the world of oppression is unveiled to the oppressed, and through praxis they commit themselves to a transformation. The second stage evolves when the pedagogy ceases to belong to the oppressed and becomes a pedagogy for all men in the process of permanent liberation (Freire, 1970).

With slight variations, several other theorists are quite representative of the general theme of critical curriculum theory. J. Stephen Mann, using classical Marxist interpretation, sees curriculum as a vehicle for emancipation when it is focused on developing a class consciousness. Socialists Jencks and Illich, although not strictly curriculum theorists, are supporting relevant perspectives. Lastly, Jackson's notion of the "hidden curriculum" is most equitable with the ideas of critical curriculum theory (Jackson, 1968).

Humanistic Curriculum. The best traditions of the humanistic curriculum movement are concordant with the primary tenets of progressivism (Zais, 1976). Humanistic curriculum, according to Zais:

> ...emphasizes individual development within the framework of democratic social structures, leaving open all conceptions of the ultimate in individual potential and social organization (p. 72).

Like Zais, Macdonald (1977) believes the crux of the matter is the concept of the individual. He lists four key concepts indigenous to humanistic curriculum:

1. Respect for human dignity

2. Autonomy

3. Privacy

4. Self-development

Zais (1976, p. 72) adds further that humanistic curriculum basically comes down to the "humanization of the goals, content, and learning activities of the curriculum."

Like critical theorists, the major goal of the humanists is to liberate. However, many critical theorists demean the humanists for basically being "ameliorative" (Macdonald, 1977).

Operational Definition. For the purpose of this study, a broad and flexible definition of curriculum was utilized. Dobson and Dobson's (1981, p. 12) belief that curriculum is "an attempted definition of humans translated into educational specifications," is most representative of how curriculum was interpreted for this research.

Children's Literature in the Curriculum

If the notion that curriculum is comprised of all activities and experiences that occur under the realm of schooling is accepted, then children's literature must be viewed as an integral part of the school curriculum. There are two distinct manners in which children's literature surfaces as a feature of the curriculum. First, it is an expressed subject of study and a vital segment of reading instruction. Secondly, and less explicit, literature is a conveyor of langugage,

and language has the power to shape and interpret a child's existence. The initial examination will be concerned with how children's literature is utilized as an explicit subject in the schools.

Children's Literature in a Planned School Curriculum. Children's literature manifests itself as an overt implement of the school curriculum in two ways. One way is through a recreational reading program and the other way is through an actual literature appreciation program. Recreational reading is mainly concerned with enhancing and complementing a child's reading ability, whereas a literature appreciation program is more involved with developing and refining tastes in literature. Despite the differences in focus, both of these approaches are closely related and there is some overlapping.

Reading programs, replete with their own materials, resources, and specialists, have become a major emphasis in modern schooling. Among reading specialists, it is universally accepted that there are five main facets of a well-balanced reading program. They are developmental reading, concerned with the actual intricacies of teaching children to read; functional reading, which emphasizes the use of reading as an information-gathering process; recreational reading, involved with enhancing and complementing children's reading by concentrating on the reading interests of children; oral reading, which is concerned with the preparation and benefits of reading aloud; and remedial reading, a wide field intent upon using diagnostic and correctional methods that enable children to reach their reading potential. Although the five basic areas cover a vast array of philosophies and practices, the major emphasis here will be with recreational reading as it is the facet most entwined with children's literature.

The purpose of concentrating on recreational reading is to illuminate the importance of children's literature and its worth to this essential component of the school curriculum (recreational reading programs are especially prevalent in elementary schools), and to point out how influential a book's intrinsic values can be in the life of a child. Criscuolo (1973) relates six major aims of a recreational reading program:

1. To extend and enrich reading skills.

2. To allow children to share experiences vicariously, adding to their informational backgrounds.

3. To provide an opportunity for fun and escape from daily problems.

4. To help students gain an insight into their personalities and problems.

5. To develop an appreciation and understanding of the problems of others.

6. To develop worthwhile tastes and permanent interests in reading.

Supporting the goals of Criscuolo are Harris and Sipay (1975), when in their book How to Increase Reading Ability they state:

> A successful reading program must not only develop children who can read, but also children who do read. Two major objectives of any total reading program should be to build a lasting interest in reading and to improve reading tastes. A good reading program must create the desire to read and help the individual to find pleasurable recreation in reading. It should also foster the desire to read for personal development, to learn more about the world, and to gain increasing understanding of people and society (p. 511).

By the affective nature of these stated goals of recreational reading, it is quite apparent how powerful value-laden children's literature can be.

Closely related to recreational reading programs, but operating under a slightly different impetus, are literature appreciation programs. Although not as abundant as recreational reading programs, literature appreciation is vociferously supported by many educators and is more applicable to a secondary school setting than recreational reading.

The role of a literature program and its benefits are interpreted differently by different educators. Huck (1976) finds that literature provides enjoyment for children, develops their imagination, gives vicarious experience, develops insight into human behavior, and presents the universality of experience. Huck's findings complement the beliefs of Dallman, Rouch, Chang, and Deboer (1974) who believe that all children should become acquainted with the various types of literature for children. This would enable children to garner an understanding of the characteristics of good literature and to develop an ability to evaluate literature on their level of appraisal. Whitehead (1968), in his objectives of a literature program, apparently strays somewhat from the affective and appreciation goals of Huck and Dallman, Rouch, Chang, and Deboer. Although there is some duplication, Whitehead's objectives seem more concerned with promoting skills and certain predetermined values. He outlines eight key objectives:

1. To help a child understand himself and his present problems.

2. To provide opportunities for escape from routine.

3. To provide a focus for leisure time activities.

4. To develop an appreciation of country and American ideals.

5. To increase the child's knowledge and understanding of the problems of others.

6. To discover and develop ethical standards.

7. To utilize literature as a source for further creative endeavor.

8. To promote appreciation of the English language.

Obviously, the values and beliefs of those who implement the strategies and goals of literature programs, combined with the values inherent in the literature itself (the major focus of this study), could have a profound influence on children. At the very least, this combination could have an effect on what children perceive as "knowledge" (Wilson and Hall, 1972).

Although recreational reading and literature appreciation programs are the primary users of children's literature, other aspects of schooling also involve themselves with children's literature. Some pedagogues see the school library as a tangible aspect of the school curriculum. With the publication of over 50,000 juveniles (books specifically written for youth) in the last three decades (Huck, 1976), it is obvious that librarians make crucial decisions which ultimately affect the reading experiences of students. Although this process may eventually result in a library collection reflecting the values and beliefs of the librarian, this evaluation is necessary due to the vast quantity of books and their varying quality (Wilson-Hall, 1972). Bond and Wagner (1966) cite two major purposes of the school library that plainly reflect the importance of a library to the school environment.

1. The library should be a place in which children go to do independent student and research.

2. The library should be a main source of materials for the classroom reading collection.

Finally, in contrast to a public library, a school library has the major function of providing materials geared specifically to meet the demands of the school curriculum (Huck, 1976).

Along with the school library, both English teachers, with their use of literature as an adjunct to writing instruction, and elementary teachers, who select books to read aloud to their classes, utilize children's literature. With such widespread use of literature in the school setting, the importance of contrived literature activities should not be underestimated. Georgiou (1969) states in regards to the effects of literature on children:

> He gains something of permanent value that will influence his reading and growth the rest of his life. An experience of this kind is perhaps the most significant part of the learning process, for knowledge and awareness enter subtly through the child's whole being (p. 5).

Children's Literature as a Conveyor of Language. Possibly, the power of literature is the power of language. At least there seems to be a vast number of psychologists, learning theorists, and educators who feel that langauge itself is quite instrumental in shaping the lives and experiences of people. Language and language acquisition have been closely linked to cognitive development in children. Piaget, Vgotsky, and Bruner each find an interaction between language and cognitive development, despite differing on the degree of the role that language actually plays (Pflaum, 1978). However, although the aforementioned relationship is most certainly an important one, perhaps more pertinent to this study are the effects of language use and language meaning.

Loban (1966, p. 63) believes that through language people classify the objects and experiences they encounter. He adds that via language

man "relates these perceptions as well as stabilizes them significantly to control them or to adapt to them." Loban perceives language as one of the major ways in which the process of social control operates. Adding to the ideas of Loban are Dobson, Dobson, and Koetting (1982) who write that language intended to explain or describe reality actually becomes reality. They feel the way people talk about a phenomenon determines people's perceptions of it. Perhaps Freire (1970) relates the power of language best with his belief that man transforms his world through dialogue.

Sometimes, the logical development of children's language concepts can be interfered with by the way language is used. Smith, Goodman, and Meredith (1976) refer to these interferences as precedences and lists seven of them:

1. Market-place precedence - This is the utterance of stereotyped comments overheard from adult conversations. These may take precedence over a more sensible view of one's surroundings.

2. Autistic precedence - This is where the individual sees himself as the center of every event.

3. Operative precedence - This occurs when children viewing an object in terms of how it operates or how it works.

4. Authority precedence - This is when statements by family or teacher are accepted without question. As children approach adolescence, peer statements will be accepted.

5. Emotional precedence - Emotional words not fully understood carry undue importance with children and impact their concept development.

6. Linguistic Precedence - An "Adult word" not accurately compre-
hended may create a warped view of a particular concept.

7. Precedence of Immediacy - A child's most recent experiences
will dominate his concept development and subsequent verbalization.

It is important to recognize that these precedences are basically
forms of misconceiving, which, according to Smith, Goodman, and
Meredith, are forms of faulty ideating.

With children's literature playing a prominent role in curriculum,
and at the same time containing language that is powerful and influential,
it is apparent that the effects of literature on children and their
school experiences are quite significant. Huck (1976, p. 706) articulates
this notion when she states, "By its very organizing properties literature
has the power to shape and give coherence to human experience."

Finally, and maybe more thought-provoking, is Huck's (1976, p. 707)
belief that, "through wide reading as well as living, the child acquires
his perceptions of literature and life."

The Relationship Between Axiology and Education

The final contention of this rationale is that the fields of education
and axiology are inextricably related. Ubbelohde (1972) has stated that
axiological inquiry is comprised of three major concerns: (1) value
in general; (2) the phenomenology of valuing; and (3) the development of
a system of value axiomatics or a science of valuing. If Ubbelohde's
statements are accepted, then Butler's (1970) analysis of the relation-
ship between education and axiology is worth considering.

Butler believes there are four aspects of the relationship between
these two fields. Butler's (1970, p. 58) first aspect is, "the necessity

for human subjects to participate in the realization of values in order for them to achieve them and enjoy them." Because of this presupposition Butler finds value realization an educative process that invovles people in a growth and development, which is basically educational.

The second aspect is Butler's feeling that the school is unique as a social institution. With the exception of religion, educational institutions are more value-realizing than any other in society.

A third phase of the connection between education and axiology, according to Butler (1970, p. 59), "is the necessary relationship between educational objectives and value theory." Butler finds any objectives that can be conceived are conscious, or unconscious, value judgments. Because of this, the study of value problems should be an inherent facet of creating, designing, and implementing educational goals and objectives.

Butler's fourth consideration is the significance for youth of their value problems and decisions. He feels that the making of value judgments and decisions should be recognized as central to education. Butler (1970) explains:

> The closer he [a child] can approach a theory of value within which his value judgements can make some real sense, the more adequate and responsible he can be in facing the demands of life (p. 61).

Considering Butler's four different aspects together portrays axiological studies as an integral component of any attempt to fully understand the educational process.

Statement of Problem

The purpose of this study was to determine the value base of current children's literature. Answers to the following research

questions were sought:

1. What were the predominant values in the children's literature books listed in the <u>School Library Journal</u>'s Best Books 1984 list?

2. Were there any differences in the predominant values of the different genres found in the Best Books 1984 list?

3. What are the implications of the value base of current children's literature?

Assumptions

The rationale, methods, and procedures of this study were based upon the following assumptions:

1. Teaching is a value-laden phenomenon.

2. The different curriculum theories, which provide the foundation, content, and philosophy for the teaching process, are also inextricably related to value beliefs.

3. Children's literature is an integral and powerful facet of the school curriculum, deeming it worthy of study and scrutiny.

4. The inherent values of children's literature can be ascertained through content analysis.

Statements of Intellectual Integrity

Two factors must be considered as integral to the integrity of this study:

1. Obviously, the determination of what particular values are prevalent in the literature is dependent upon the perceptions of the researcher. In essence, the content and data of this study reflect the values of the researcher.

2. The children's books that were analyzed in this study come from one journal's bibliography. This list may not be representative of all books published in 1984.

Data Source/Collection

Examining the values of a particular book or story is not a simple task. They are not printed on the book jacket, nor do they appear in the many annotated bibliographies that cover the wide spectrum of books published for children. Instead, the researcher must carefully scrutinize each book utilizing techniques of content analysis. This was the applied methodology of this study which analyzed books from the "Best Books of 1984" list compiled by the editors of the School Library Journal. All genres were included with the exception of information books which by definition have an explicit goal at the outset, and the "young adult" books not specifically earmarked for elementary or middle school children. The logic of using the School Library Journal list is its availability to school librarians who ultimately decide what reading materials become part of the school reading environment.

Rather than limiting this study to specific cultural or social values (e.g. racism in children's literature), a more global approach was taken in the content analysis of the literature. This axiological analysis focused on determining a book's predominant values by utilizing a classification scheme consisting of material and physical, economic, moral, social, political, aesthetic, religious, intellectual, professional, and sentimental value categories (Rescher, 1969). The findings provide valuable information for concerned educators whose desire is to continually strive for a better understanding of the effects of

schooling. Also, it should be noted that only positive treatments of values were recorded as being representative of a particular value category.

Data Presentation

The data and findings were presented as follows:

1. Annotated bibliographies are provided for each book analyzed in this study.

2. Each book, appropriate for the study, was analyzed by the researcher who identified and tabulated the particular values found in the passages of the book. The content analysis utilized a classification scheme based on Rescher's Categories of Values (1969).

3. The findings for each book are presented as well as cumulative findings for the complete "Best Books of 1984" list.

4. The cumulative data were analyzed in an attempt to discover any trends or patterns in the values found predominant in the literature.

Procedures

The following steps were employed during the course of this study:

1. A comprehensive survey of related literature and research studies was made concerning values and children's literature.

2. The content of each book from the "Best Books of 1984" list was analyzed by utilizing a classification scheme comprised of ten value categories (Resher, 1969).

3. The data were tabulated and presented for each individual title and the entire "Best Books of 1984" list.

4. The findings of this study were summarized, analyzed, and conclusions were drawn.

Format for Succeeding Chapters

Five chapters sufficed to fulfill the requirements of this study Following the present introductory chapter, Chapter II is devoted to reviewing literature in the area of children's literature research. Chapter III presents the methodology utilized in this study, and Chapter IV presents the findings. Finally, Chapter V interprets and analyzes the findings and poses questions for further consideration.

CHAPTER II

REVIEW OF LITERATURE

Brief Historical Review of

Children's Literature

During the Middle Ages education was primarily intended for the

children of the nobility and was concerned with manners and morals

(Georgiou, 1969). Obviously, in this medieval era when printed

materials of any sort were quite rare, books and stories written

specifically for children were virtually nonexistent. However,

beginning around 1531, the education òf the "Gentlefolk" came to

include written material known as courtesy literature,which was com-

prised of writings on polite conduct, policy, civility, and parental

advice. Children were counseled on "gentlemanly and ungentlemanly

pursuits", housekeeping, choosing friends and spouses, and child care

and servants. Courtesy literature seems to have its origins in France

and Italy and was later imitated or copied in England (Gillespie, 1970).

Although courtesy literature was utilized in the training of

ruling class children, it can hardly, according to modern definition,

be considered a true form of children's literature. In fact, it was

not until the eighteenth century that books were specifically written

with the tastes and interests of children in mind (Georgiou, 1969).

Of course, this is not to say that in the 1600s and early 1700s books

were not printed for educating the few children lucky enough to learn

the skills of reading. Children did have a reading fare, but it was

watered down with catchy rhymes in which moralizing and didacticism

were imbedded. Perhaps it was the seventeenth century, with its

"religious wars, purges, gloom, and terror", that set the tone for the

crippling form of didacticism that became the trend in writings for

children (Georgious, 1969, p. 28 and Gillespie, 1970).

Children's literature of the 1600s and 1700s was horrifying enough

to make Stephen King sound like Mary Poppins. Kiefer (1948) states:

> Writers, in desperation, sought in the most terrifying
> manner to warn 'reprobates', however young, with the
> approaching 'Day of Doom' with its attendant terrors for
> the depraved and unrepentant sinner (p. 28).

An example of this "terrifying manner" can be found in this verse which

appeared in the 1670s and reveals the contemplations of a young girl who

views herself in the mirror.

> When by spectators I am told
>
> What beauty doth adorn me,
>
> Or in a glass when I behold
>
> How sweetly God did form me--
>
> Hath God such comeliness bestowed
>
> And on me made to dwell.
>
> What Pity such a pretty maid
>
> As I should go to hell.
>
> (Georgiou, 1969, p. 28)

The somber aspects of religion and education for children are reflected

again in Michael Wigglesworth's The Day of Doom. Georgiou (1969, p. 28)

describes this work: "Consisting of 224 stanzas of eight lines each,

the poem is as terrible a description of the final judgement and hell
as the human mind can conceive." Surely, no content analysis is
necessary to ascertain the inherent values in this type of literature.

In today's society the notion of these types of writing for children
is appalling. However, before olden authors are judged too harshly,
maybe the following passage from Gillespie (1970) should be considered:

> The historical development of a literature for children is
> closely interwoven and related to the changing patterns of
> educational thought. Political, economic, and religious
> factors are fundamental influences in establishing the
> cultural patterns and values of a society. Educational
> thought is molded through the interaction of these societal
> forces. Prevailing attitudes toward children are revealed
> in the religious and educational philosophies and in the
> patterns of transmitting the cultural values of any given
> period (p. 13).

Therefore, despite the dreadful nature of these early writings, the
authors were quite possibly conforming to the accepted beliefs of their
respected ears.

As the opinions and beliefs about children were to change, the
literature would follow suit. The advent of the colonial era marked a
transition period for children's literature that would last into the
mid-1800s. This period embraced the ideas of two opposing schools of
thought on the upbringing of children. As there was a difference of
opinion on the status of the child, the authors of children's books
were divided between those conservations who would have the child "seen
but not heard," and their opponents, the humanitarians, who sought to
give children opportunities for self-expression (Kiefer, 1948). Although
the more humanitarian philosophy, often associated with the writings of
Rousseau, was becoming more prevalent, didacticism was still the aim of
juvenile writing. This was, however, not the puritanical, terrifying,

theological didacticism of the earlier period, but was more of an intellectual and moralistic variety (Arbuthnot, 1981). Still, though, by today's standards, the literature would hardly be referred to as "humanistic" as colonial children were often portrayed and treated as miniature adults (Huck, 1976).

During the Colonial era juvenile literature was usually issued by religious sects and generally promoted religious values common to all denominations. Naturally, religion was not the sole concern of early Americans as they were much enamored with developing the "art of decent behavior." It was the Bible that served as the basis for the rigid code of manners and morals that existed throughout colonial years and the early times of independence. Also, the Bible fulfilled the role of preserving for children the many "sacred traditions of their forbears." It should be noted that, although children's readings were not solely biblical, other stories still often focused on proper religious decorum at the "Meeting House" (Kiefer, 1948).

Toward the end of the eighteenth century women writers began entering the field of juvenile literature with the intent of teaching through stories. Although still didactic in nature, these books contained dialogue and conversation instead of long lists of rules. The lessons of these newer books were concealed in moralistic tales and juvenile biographies. It was also during this time period that the so-called Newbery books made their appearance in England. John Newbery, for whom the prestigious Newbery Award for children's literature is named, opened his London bookstore in 1745 and began selling books that emphasized love rather than the wrath and punishment of God. The gilt-paper covers of Newbery's small books were colorful and favorable to

the eye, but their moral lessons were still obvious to young readers. In fact, well into the nineteenth century, until the end of the afore-mentioned transition period, didactic stores that reflected God's will and preached good behavior continued to be of major importance (Huck, 1976).

In the middle of the nineteenth century, even while didactic writers of the European continent and the United States were still flourishing, books were beginning to appear that would modify the whole approach to children's literature. These new books would include laughter, fantasy, and realism, features omitted from earlier reading selections for young people (Gilespie, 1970; Arbuthnot, 1981). Lewis Carrol's Alice in Wonderland, published in 1864, is generally considered a watershed event in children's literature as it was the first widely published book that was written solely for the enjoyment of children. Other books credited with breaking the didactic stranglehold are Robert Louis Stevenson's Treasure Island, and Mark Twain's famous novels, The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn (Townsend, 1980; Gillespie, 1970).

By 1910, the "sin complex" in books was all but gone, with many more books being published with entertainment, apparently, being the sole goal of the author. However, by the last quarter of the nineteenth century many writers had begun to transmit to children their pride and optimism in America. These nationalistic and patriotic ideals—a new form of didacticism—were thinly cloaked in tales of heroism and romance (Smith, 1963). Erisman (1966) found in a study of American children's literature published between 1890 and 1915 that the values primarily found were those of the upper-middle class, with fiction stories

implying these middle-class values were synonymous with typical "American values." Once again, Gillespie's ideas on the political, economic, and religious roles in the historical development of literature seem quite appropriate.

The twentieth century represents the end of the transition era in children's literature. A new era, The Golden Era some would call it, emerged in the second and third decades of the 1900s as numerous children's classics were written. This modern era of children's literature was no longer single-minded in its purpose. Topics, genres, and writing styles became more diverse and complex. With this diversity came a multitude of values, some subtle, some not-so-subtle, to be read and ingested by millions of impressionable, young readers. It was this very issue Townsend (1980, p. 385) addressed when he conveyed the introduction to the booklet Racist and Sexist Images, presented to the Children's Rights Workshop in London: "We can no longer base critical assessment solely on literary merit. Content and values, explicit or implicit, deserve similar critical attention."

Treatments of Various Groups in Children's

Literature: The Major Thrust

of the Research

The call for the study of values in children's literature was not ignored. As the awareness of social issues and the plights of minorities heightened during the sixties, research began into children's literature's role in contributing to, or alleviating, the problems so feverishly attended to at the time. Dissertations, writings by noted authorities, and studies sponsored by professional organizations all began examining

specific social and cultural trends in children's literature. This
research direction continued until the late seventies when the amount of
publications concerning the literature's portrayals of different
groups began tapering off. The reason for this decline in research
was the belief that certain areas had been investigated quite
thoroughly, and, perhaps, new courses of study should be taken. Arbuthnot
(1981) identifies nine topics that have undergone scrutiny by many
researchers during the last two decades. Studied for their portrayals,
images, and frequency in the literature were the following subjects:
(1) family, (2) elderly, (3) sexism, (4) racism, (5) ethnicity,
(6) minorities, (7) multicultural viewpoints, (8) death, and (9) stereo-
typing. Obviously, these research categories are not exclusive as there
exist interrelationships between many of Arbuthnot's nine areas. Also,
although these subjects, especially when considered individually, are
not the major focus of this study, it is most important to develop an
understanding of the research base they represent. Therefore, what
follows are brief synopses of the developments and findings in each of
these nine areas.

Family

As early as 1946 information on how families were portrayed in
children's literature was available (Jacobs, 1946). The typical family
was discovered to be white, middle-class, small, and strongly patriarchal.
Noble (1971) reiterated these conclusions a quarter of a century later
when she found that families presented in realistic fiction books were
primarily middle-class caucasians. Black families, in contrast, were
usually depicted as lower-class.

Studies by Madison (1972), Lowry (1966), and DiFazio (1973) all touched upon family values in books written for children. It was found that family love and family responsibility were values common in most children's books, with DiFazio even identifying these traits in the much scorned comic book.

Elderly

Stereotypes about the elderly abound, and have abounded, in our society. Older people are generally considered ill, tired, not sexually interested, mentally slow, grouchy, withdrawn, self-pitying, isolated, and unproductive (Taylor, 1980). These exaggerations have apparently carried over into children's literature as the aged are usually depicted as more sickly, more passive and incompetent, and less self-reliant than other adults. Elderly people also appear in juveniles less frequently than their numbers should warrant and appear to have little social activity or interaction (Barnum, 1978). Ansello (1978), in a related study, determined that children's books most often describe the personality characteristics of old people as "poor". Ansello further reported that of 22,000 illustrations inspected by researchers, less than one percent pictured older characters alone. While these findings present a rather bleak image of the elderly in children's literature, Garry (1979) maintains some books do exist that deal positively with older people.

Sexism

Two basic assumptions have been accepted by many sociologists, feminists, and educators: children's books are often sexist; such

material helps to perpetuate sexism in society in general (Tibbetts, 1979). Sexism in literature takes on two forms: an underrepresentation of women in the reading materials, and the restriction of roles, settings, and personalities of those women who do appear. These limitations resulted in an image of women who were basically subservient to males, who were depicted as having a wider variety of occupations and leadership skills than their female counterparts (Applebee, 1979; Vukelich, 1976). Another study (Rachlin, 1974) found these literary restrictions on women extended even to the world of coloring books.

Hillman (1974), though, in a content analysis of children's books from the 1930s and the mid-1960s to the mid-1970s, concluded that more women appeared in literature during the latter period and that women were displaying greater occupational diversity, as well as showing a wider variety of behavior and emotions. Adding more confusion to the research is Tibbetts (1979), who, after focusing on five major studies of sexism in children's literature, declared that the studies were not based on well-structured research designs and that the conclusions reached appeared to be lacking necessary substantial foundations.

Regardless of these apparent contradictions, it is safe to assume that women have been portrayed in stereotypic and discriminatory fashion in many books published for young people.

Racism

Racism is hardly limited to a single race or ethnic group. However, in recent American history the most blatant and publicized form of racism and the struggle generating the most overt conflict has centered around the American black. Because of this, studies reviewed

under the research area of racism shall deal with studies of black characters in children's literature.

Derogatory stereotypes of blacks, quite prevalent in early children's literature, have been replaced by middle-class black portrayals; especially since World War II (Morgan, 1973 and Agree, 1973). Still, Agree found these middle-class blacks were lacking in significant ethnic authenticity and believed the wide variety of black lifestyles was not depicted in the literature. Elkins (1967) supports Agree, somewhat, by stating that themes have not been developed around blacks to replace the traditional stereotypes.

Countering these findings is Fisher (1971) whose investigation into the images of black children in contemporary literature concluded that blacks were pictured in a wide array of lifestyles and settings. Fisher discovered that black children's homes varied from slum to suburb and that black parents' occupations ranged from laborers to professional people. Fisher also found that most black characters valued education and that childhood problems of rejection and loneliness were recurrent themes.

An intriguing study by Carlson (1969) analyzed children's literature from 1929 to 1938 and 1959 to 1968 to ascertain and contrast the degrees of racial stereotyping from the two periods. Analysis of characters was made by levels in order to note whether black characters were treated as: level one (caricatures); level two (stereotypes); level three (individuals with race problems); or level four (individuals with universal problems). It was found that blacks tended to be stereotyped in the early period and in the latter period were portrayed as individuals with race or universal problems.

It is difficult to come to any definite conclusions on racism in children's literature due to the somewhat contradictory nature of these studies' findings. However, Applebee (1979, p. 451) seems to put everything into perspective by stating: "The problem is not with outright racism, but with condescension and unrealistic books that fail to recognize racism as a social-political-economic problem."

Ethnicity

The topic of ethnicity in children's literature is closely related to the subject of racism. In this review, though, the findings on the portrayals of different ethnic groups in the United States will be presented.

Investigations into American Indian stereotypes in children's literature have revealed conflicting conclusions. In a study comparing the literature from the two decades 1930 to 1940 and 1960 to 1970, Troy (1972) found that Indian stereotypes persisted, that they were seldom presented in a contemporary setting, and they were not shown as possessing a changing culture. Although Napier (1970) agreed that Indians were rarely portrayed in contemporary fashion, she concluded that traditional stereotypes were missing with Indians described as physically attractive and fluent. Napier's judgment that the status of the North American Indian character is acceptable seems in opposition with Cata's (1977) opinion that most writers of children's fictional literature need to provide a more accurate portrayal of Indian characters.

Morgan's investigation (1973) of children's books containing characters from certain ethnic groups yielded information on literary

depictions of Chinese-Americans and Mexican-Americans. In her survey of literature since World War II, Morgan found that publishers and libraries offered few children's books centered around characters of Chinese-American and Mexican-American descent. She did discover, however, that several biographies about outstanding Mexican-Americans were available and that books for American children about Chinese-Americans were entirely of fiction.

Mountain folk, or people from the Southern Highlands, received little notice until the 1960s when their economic plight and isolation received massive media attention. It was also during this time that these unique people and their hardships became the characters and themes of several children's books. Troy (1977) analyzed many of these books and discovered they dealt with the problems of mountain people poignantly and realistically. Troy (1977) states:

> For the most part the books emphasize the dark and dreary
> picture of a proud people's desire to retain the good life
> of their mountain ancestors, but as they attempt to do
> this they are trapped by economics and twentieth century
> miseries. A major conflict in many of the books occurs
> when the family is forced to move to a big city. . . The
> problem of insufficient money is presented in almost every
> book and severe illness and death form a pattern of crisis
> for the hill people (p. 56).

Regarding ethnicity in general, Hass (1971) reported that European-Americans and Europeans in European-American and European settings predominated in the children's fiction titles she analyzed. Haas also found that books containing intergroup communication rarely involved both majority and minority children and that stories were centered around minority children or majority children with few in between.

Hass' study analyzed nearly 2,000 books without regard to quality, while Elkins (1967) reviewed Newbery and Caldecott Award books for their treatment of ethnic groups. Elkins concluded that children's books of the highest quality demonstrated no bias favoring Americans, who, according to Elkins, were not portrayed as having higher moral characters or social status in the award books.

Minority

The research topics of elderly, racism, and ethnicity all fall under the heading of minority group research. Still, an investigation worthy of review is the Gast study (1965) which concentrated specifically on the characteristics and concepts of minority children in fictional children's literature authored in the mid-sixties. Gast found that stereotyping did exist for the five minority groups studied, but that the stereotypes were positive and emphasized middle-class values. These findings seem puzzling and contradict the conclusions of other inquiries discussed under the other research areas.

Multicultural Viewpoints

What comprises "multicultural viewpoints" research is probably open to interpretation. Here, rather than rehash the findings from the sections on racism, ethnicity, and minorities, two studies will be presented that deal with the promotion of multicultural understanding.

Auten (1984) feels much of the research done in the multicultural realm has been bibliographic in an attempt to provide educators with resources that will, in Auten's (p. 416) words, "promote an understanding of the values and priorities of the many cultures of the world,

as well as the basic concepts and principles related to world

communities." Several researchers have developed exhaustive biblio-

graphies over various multicultural considerations and have located many

excellent sources for classroom teachers to give extensive treatment to

the various ethnic groups (Cox, 1982 and Auten, 1984).

Death

Regrettably, adults usually deny children the opportunities to

practice grieving. The reasons behind this are easily comprehended:

adults wish to make life as good, safe, and painless as possible for

children (Vollmer, 1979). Evidently, this practice has resulted in

the omission of death as a topic in children's literature. Green (1975),

after analyzing death imagery, vocabulary, and thematic approach in over

90 works of fiction for children, concluded there is a need for more

quality children's books dealing with death.

In the seventies, even while Green and Vollmer were expressing

their views on the subject, strides were being made by children's authors

to help children become more aware of death and its meaning. Written in

a sensitive and understanding manner, these books can help reduce the

tensions and problems for children who must cope with death (Garry, 1979,

and Sadker, Sadker, and Crockett, 1976).

Stereotyping

A major concern of the eight previous research trends in children's

literature is stereotyping. Although inextricably associated with the

other research subjects, there is merit in viewing stereotyping as an

entity in itself. Several illuminating studies have provided insights into this phenomenon.

An interesting aspect of stereotyping is its tendency to transcend the roles of minor or major characters. Barnum (1978) found that stereotypic portrayals of certain groups in minor characters often remained when the same people were portrayed as major characters. "Groups", the plural, is also a key in understanding stereotyping in children's literature. As should be obvious from the preceding research summaries, few groups have escaped some form of degradation in children's books. Blacks, women, Mexican-Americans, Asian-Americans, and Native Americans all suffer from stereotyping or are not portrayed at all (Applebee, 1979). Even coloring books, in many instances the first books children come into contract with, have been found to perpetuate stereotypes (Rachlin, 1974).

Studies on Values and Cultural Contents
in Children Literature

Enough cannot be said about the benefits derived from the nine areas of children's literature research identified by Arbuthnot. The knowledge that juvenile reading materials may contain negative or stereotypic depictions is invaluable to the educator who sincerely attempts to promote equality and opportunity for all students. However, each of these specific concerns or considerations represents only a small slice of the total realm of values that may be promoted or absent in a particular piece of literature. For instance, a novel may include portrayals of blacks void of even the most subtle discriminatory remarks, yet inculcate the idea that the attainment of material

goods is the ultimate goal of life. Likewise, a book might illustrate the instrinsic worth of placing aesthetic concerns or morals above economic gain, but unwittingly snub the female gender in stereotypic fashion. Surely, when these possibilities are considered, a case can be made for a more global, or axiological, approach to the study of values in children's literature. Consider the book selection policy of The Free Library of Philadelphia (Townsend, 1980):

> In the field of purely recreational reading, stress is laid upon those books which develop the imaginative faculties, promote understanding, and cultivate worthwhile ideals and values (p. 57).

It is the purpose of this study to shed insight on these "worthwhile ideals and values," and it is most enlightening to examine a variety of other studies whose goals seem similar.

Perhaps the World War II era is an appropriate point to begin a survey of investigations into the plethora of different values that have appeared in children's literature. Although there is not an overwhelming number of studies delving into this question, several do exist that are most fascinating in their conclusions. Shelton Root's (1977, p. 19) comment that "a children's book can expose those personal and social values central to our culture," seems a propos when considering Smith's (1963) findings that during the World War II era the purpose of children's books was seemingly to inform children about America's enemies and to introduce them to "our friendly neighbors" in Latin America. It was also during this period, according to Smith, that the Child Study Association of America established an annual award for a children's book that realistically portrayed problems of the contemporary world. The instructions to the awards committee were as follows:

> The book must present an honest treatment of its theme. It must be convincing and realistic in its approach and not too obviously purposeful. It should be a book which children should enjoy reading as a story, but in which they will also realize the deeper implications (p. 49).

As if recognizing their nation's foes and Latin American friends was not enough, children growing up in the days of Hitler and A-bombs were now expected to realize "deeper implications." Anyway, Leland Jacob's (1946) landmark study, "Democratic Acculturation in American Children's Historical Fiction," provides information on what values and themes comprised the literature of that time.

Jacobs, who has since achieved prominence in the areas of reading and language arts, found that historical-fiction literature was primarily centered around periods of settlement and war--recurrent American themes--and that small town or rural settings, usually in the north, were most often the stories' settings. Professional soldiers were often the protagonists and the white, middle-class, patriarchal family was usually represented. Possibly, although not explicitly stated, these recurrent literary themes, settings, and characters are symbolic of a value system that was indigenous to the United States during these years.

McLaughlin (1973), attempting to identify democratic values in realistic fiction for children concerning American wartime involvement (many of the books McLaughlin examined, which were published from 1939 to 1971, would have been from the same time period of Jacobs' study), found that fiction for children about America's war involvement did in fact contain the themes and values she defined as democratic. These themes and values, as they were identified by McLaughlin, were individualism, social order, and intelligence. Again, especially with

individualism, McLaughlin, like Jacobs, apparently identified values

that are synonymous with the American ideal as it is explained in so

many elementary school textbooks.

Expanding on this idea of democratic values was Lowry (1966) who

explored the John Newbery Medal books in search of middle-class moral

and ethical values. Utilizing a classification scheme consisting of

15 different categories identified by Lowry as American middle-class

moral and ethical values,[1] Lowry investigated three five-year periods

of Newbery Medal books and found that the books of the three periods

contained all of the values in different degress of intensity. During

the period 1932-36 books had a relatively strong degree of intensity.

Another period of strong emphasis was 1957-61, while books from

1962-65 showed a sharp decrease in treatment of these values. Another

study that illuminates and supports the findings of Lowry is Noble's

(1971) venture into the heart of the American Dream. Noble, who

researched the portrayls of the home, church, and school in American

realistic fiction for children from the years 1965-1969, revealed

findings, especially about religion—identified by Lowry as an American

middle-class moral and ethical value—that could be viewed as concordant

with Lowry's data showing a decrease in middle-class values during the

sixties. Noble found "a paucity of material dealing with religion or

religious activities," and a very casual attitude toward religion by

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[1]Lowry's classification scheme is worth noting because of its similarity to the one used in this study. Lowry's 15 value categories were: Civic and Community Responsibility; Cleanness and Neatness; Importance of Education; Freedom or Liberty; Good Manners; Honesty; Initiative and Achievement; Justice and Equality; Loyalty; Sacredness of Marriage; Responsibility to the Church and Religion; Responsibility to Family; Self-Reliance; Sexual Morality; and Thrift and Hard Work. These different values appear to fit quite nicely into Rescher's ten value categories.

the middle-class families portrayed in the literature. The prevailing

attitude, expressed by Noble, seemed to be an indifference to religion

altogether. This seems to be a far cry from the readings of colonial

youth two centuries before.

The sixties, 1960-68 specifically, were also the years under scru-

tiny when Wood (1976) examined preschool and primary-aged books for

frequency of value expressions. Wood's findings indicated that "loving,"

"imaginative," "independent," "cheerful," "capable," and "ambitious" were

"instrumental values" and ranked highest. "Broadminded," "honest,"

"intellectual," "logical," "forgiving," and "clean" were the "instru-

mental values" that had the lowest frequency of occurrence. Garnering

any conclusions from these findings may be difficult, especially when

remembering that certain "instrumental values" identified by Wood as

both high and low frequency have been alluded to in other studies as

middle-class or democratic values; values supposedly on the wane in

children's literature during the years of Wood's study.

Several other value studies are worthy of review, even though

their sample books came from a more specified, or less general, domain.

In a dissertation study entitled "A Content Analysis to Determine the

Presence of Selected American Values Found in Comic Books During Two

Time Periods, 1946-50, 1966-1970", DiFazio (1973) searched for positive

and negative treatments of 14 different values that comprised his

classification scheme.[2] Two values, "Freedom and Liberty" and

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[2]It is most interesting to note that DiFazio's classification
scheme for "American Values" is almost identical to Lowry's framework
for "American Middle-Class Moral and Ethical Values" used seven years
earlier in 1966. The only difference is that DiFazio did not use
"Loyalty" and "Sacredness of Marriage" as American values, but he added
"Peaceful Resolution to Conflict."

"Ascribing to a Religious View," were scarcely treated at all in the majority of comic books from these eras. The majority of DiFazio's values (refer to footnote[2]) received positive treatments from both time periods. Only two values, "Thrift and Hard Work" and "Peaceful Resolution to Conflict," were portrayed negatively in the comic books from both eras. Despite the fact that many educators hold comic books in low regard--in all probability they would not be considered a legitimate form of children's literature--the fact remains that comic books are a "genre" that is widely read by a great number of young people.

A study that analyzed the values of 32 fictional children's books with multi-racial characters published during the years between 1960-71 (Madison, 1972) discovered that aggression, happiness, family love, friendship, emotional security, and self-regard were values that were most prevalent. However, out of the 40 value categories in Madison's study, negative expressions of value were located for 29. Bellon (1973), in a content analysis of children's books set in the South, found among other things that religion and church attendance were not important factors in the lives of portrayed children. What Bellon's work reveals is in apparent agreement with data provided by the aforementioned studies of Lowry and Noble.

Fascinating not only for its findings, but for its straightforward rationale for study, Huthwaite's (1974) value study of contemporary Japanese children's literature deserves attention. Exploring different genres while searching for democratic concepts, Huthwaite's findings are somewhat surprising for a nation with a relatively short democratic

history. In Japanese folktales, the values of courage, loyalty, and cultural pride were most prevalent, while fantasy books included kindness, honesty, and responsibility. Cooperation, kindness, and love of nature were the values most commonly found in Japanese realistic fiction. Huthwaite surmised, and other studies mentioned in this chapter seemingly lend support, that the predominant values in the Japanese genres of fantasy and realistic fiction are values that showed a trend toward more democratic concepts. (It should be noted here, however, that any comparisons between findings of value studies must be conducted cautiously due to the great variance in content analysis methodology, classification schemes, and the very interpretations of values themselves. As Rescher (1969, p. 1) states in reference to value, "in the English language the word is used in a somewhat loose and fluctuating way.")

Huthwaite's rationale is important because it lends credence to the rationale for this study. The reasons for examining values in Japanese children's literature, as stated by Huthwaite, were the growing emphasis on cross-cultural understanding, the "burgeoning" business of translating books from foreign languages for children, and the increased use of fiction to present American children with contrasting experiences and values in order for them to develop personal values of their own.

There appears to be substantial information on the traditional, American, middle-class values to be found in literature for children. Jacobs (1946), McLaughlin (1973), Lowry (1966), and Noble (1971), as well as others, all address the different characteristics and values found in literature that entail the value categories associated with traditional American values and belief structures. What is seemingly

lacking, though, are studies that examine and emphasize value systems and characteristics that stray from the norm. One writer, possibly, who engages this question is Saul (1983), who researched children's literature for ideals, values, and examples of collectivism. Although collectivism, to some, conjures up images of unmotivated farmers strolling lazily about the kolkhoz, Saul believes collective action to be one of the possibilities that gives hope and she does not feel children should be denied this in their literature. Saul examined the different genres of fantasy, folk and fairy tales, sports stories, and historical fiction and discovered a scarcity of books dealing with collectivism. Saul also concluded that very few books focused on group activity and cooperation, both, to Saul, basic tenets of collectivism.

Are studies such as Saul's necessary? Is it wise, academic, or cost-effective (a major concern of today) to examine children's literature for different value-perspectives in an axiological sense? Huck (1976) claims, "The literature available for children reflects the attitudes of society in that period." This alone, from a cultural and historical perspective, deems a study of values in children's literature worthwhile. Add to this the ideas that children's books have always been viewed as means of transmitting the mores of the culture and for imparting attitudes and values and that research indicates they are quite successful at this (Huck, 1976; Laubenfels, 1975) and more reasons are unveiled to continue study in this area.

Inglis (1981) feels the essence of man is his quest for a moral identity. This identity is achieved as a person and culture create each other through a ceaseless but ordered process of reciprocity.

Inglis' process involves a double helix of forces from which each person's identity evolves. One spiral represents the absolute necessities of a person's life: time, causality, freedom, sex, teleology (meaning), and geography. The second spiral, representing substances that give meaning, includes home, friendship, nation, history, intelligence, love, independence. Each field of relationship--between an individual and the forces of the double helix--implies a family of cognate values. An example of this is that "independence", from the second spiral, is related to such values as integrity, self-respect, individual dignity, and self-reliance; or "nation", also from the second spiral, can be related to patriotism, mutual help, honor, pride, and loyalty. It is this relationship of values which is integral in man's development of a moral identity.

Where does children's literature fit into Inglis' theory? Inglis believes that novels--since they are a product of the culture and since cultures are created out of the same reciprocal process as man's moral identity--essentially have a moral structure, just as man does. For this reason, according to Inglis, children can discover the truths that enable them to live a more aware and freer life. Inglis (1981) states regarding his postulation:

> To take such an argument seriously is to place the study of
> fiction at the very heart of education, both official and
> informal. It is to cut back the dominance of social calculus
> and computational science in public thought and its schemes
> of reason. Fiction-making cannot guarantee virtue, but it can
> freedom. And it is much better able to work for the common
> good than any of the alternatives which ensure the death of
> public thought and feeling in and out of school (p. 33).

A better statement could not be conceived to support the importance of studying values inherent in today's children's literature.

CHAPTER III

VALUE THEORY AND CONTENT ANALYSIS AS

APPLIED IN THIS STUDY

Value Theory and Value Terminology

Before describing a methodology that attempts to identify values

in children's literature, the term "values" and value theory should

be examined. Webster's New World Dictionary defines value as a thing

or quality having intrinsic worth, or certain beliefs and standards.

These brief definitions are too oblique to be conclusive, and other

sources should be considered before arriving at a final definition.

Ubbelohde (1972) falls short of providing a concrete definition

for the term value. Instead, he formulates definitions concerning

value theory that can be utilized in examining value-based positions.

Value theory itself is defined as a principle or set of principles

used to support value judgments that are made. Value judgments assert

that some action, state of affairs, or phenomena has or lacks value.

A principle of value provides the basis for making and defending value

judgments. The assumption can be made that Ubbelohde believes a

definition of value is in part a product of value theory.

Rescher (1969) seems to echo Ubbelohde's reluctance to singularly

define value when he states:

> Philosophers and social scientists concerned with value
> questions have long recognized the need for a more precise
> value terminology to facilitate the exact formulations
> needed in scholarly and scientific contexts. But this
> desideratum seems to be the only point of agreement. All
> workers in the field echo this complaint. Nevertheless,
> all their positive efforts have failed. No proposal for
> a delineation of value terminology has been able to generate
> any significant degree of concurrence, let alone become the
> focus of settled consensus (p. 1).

Despite the uncertainty involved in developing a consensus value terminology, Rescher attempts to clarify the issue by proposing that values manifest themselves in two modes. The first mode is verbal action or discourse, while the second mode is overt action in which someone "holds" a value by acting in accordance with it. Therefore, in essence, subscription to a value is a two-sided affair: both verbal and behavioral and Rescher believes it possible to determine values from either of these two directions.

Behavioral subscription to a value is overt, or obvious, and is consequently easily determined. Rescher compares this type of valuation to a budget analysis in which expenditures and effort are scrutinized. Less obvious, though, is the "verbal" domain of values, which for Rescher includes written material, political orators, religious sermonizers, etc. For this mode of value Rescher feels the primary tool of investigation is content analysis, the topic of more detailed examination later in this chapter.

Rescher (1969) concludes his considerations on defining values by constructing a formula that attempts to capture, in the author's words, "the essential nature of values." His formula is as follows:

> A value represents a slogan capable of providing for the
> rationalization of action by encapsulating a positive attitude
> toward a purportedly beneficial state of affairs (p. 9).

As diffuse and open to interpretation as Rescher's "formula" may seem, it provides a workable definition of "value" for this study.

Value Classification Schemes

Taylor (1970) finds that values, for all their ambiguity, can be classified according to the points of view to which they belong. Patton (1980) advances Taylor's idea one step further when he observes, in reference to values, that a classification system is not only necessary, but critical; without classification there can only be confusion. Rescher (1969) also provides evidence for the need for classification. Rescher states:

> One cannot begin a really coherent, well-informed discussion of any range of phenomena until some at least rough classification is at hand. For classifications embody needed distinctions, and confusion is the price of a failure to heed needed distinctions (p. 13).

Taylor's, Patton's and Rescher's support for the classification of values has been included because the use of a classification scheme was integral to the research design of this study. Therefore, with the necessity of classification understood, it is important to examine several value-classification schemes applicable to this study.

Taylor (1970) finds eight basic points of view, or realms of value, that pervade all civilized cultures. He feels the conduct of a person is subject to the value systems of at least one realm and usually more. Taylor's eight realms are Moral, Aesthetic, Intellectual, Religious, Economic, Political, Legal and Etiquette or Custom. Taylor feels these are the dominant points of view of a culture and they set the values of the major social institutions and activities that perpetuate the civilization.

An important aspect to note is that Taylor's realms are nonexclusive, meaning a single value position or statement may be representative of more than one realm of value. The idea of nonexclusivity was followed in this study, although not in conjunction with Taylor's scheme.

Besides his eight realms, Taylor identified a ninth category of value classification, the Group Interest. The Group Interest of a culture represents the many "non-basic" points of view to be found in each civilization. Also, values stemming from the Group Interest will almost always represent one of the eight basic realms as well.

Another classification scheme worthy of consideration is Huebner's (1975) aforementioned (Chapter I) five-value framework identifying technical, political, scientific, aesthetic, and ethical value systems. Huebner, who designed his framework in an attempt to elucidate the status of valuing in American schools, finds school curricula reflecting technical, political, and scientific values, usually at the expense of aesthetic and ethical considerations. Because of his work on valuing, Huebner is generally credited with opening the door for value considerations in curriculum.

Although not a stated classification scheme, Garvin (1953, p. 344) constructs a table suggesting a rating of types of interests in respect of, in Garvin's words, "their potential contributiveness to an intrinsicially good existence."

Even though Garvin had not developed his table as a value framework (he, in fact, suggested that it might represent a hierarchy), its similarity to Taylor's Realms of Values and to classification schemes reviewed in the second chapter of this dissertation deem it worthy of scrutiny.

Garvin's Table

Type of Interest or Activity	Values Developed
Intellectual, Aesthetic, Religious	Knowledge, Beauty, Devotion
Social, Moral	Love, Friendship, Fellowship, Character
Work, Craftsmanship	Joy of Creativity, Sense of Accomplishment
Economic	Wealth, Security, Worldy Success
Bodily, Physical	Sense-satisfaction, Health

The final framework to be examined is the classification scheme utilized in this study. Rescher, who examines axiology and value theory with clarity and detail in his book Introduction to Value Theory (1969), proposes there are at least six different ways, or types of classification schemes, by which values can be classified. Rescher claims values can be differentiated by the following frameworks:

1. Their subscribership (by what person or group is the value held?)

2. Their object items (with whom or what does the value taken have application?)

3. The sort of benefits at issue (what benefit will occur upon realization of the value?)

4. The sort of purposes at issue (what purpose is served by realization of the valued state of affairs?)

5. The relationship between subscriber and beneficiary (are values self-oriented, other-oriented, or mankind-oriented?)

6. The relationship of the value to other values (are certain values subordinate to "instrumental" values?)

The type of framework chosen for this particular study was a "Classification by the Nature of the Benefit at Issue." Ten different categories of values and corresponding sample values comprise the "Benefit at Issue" scheme. Rescher's (1969) third mode of value classification. Listed below are the categories of values and their sample values.

	Category of Values	Sample Values
1.	Material and Physical	Health, Comfort, Physical Security
2.	Economic	Economic Security, Productiveness
3.	Moral	Honesty, Fairness
4.	Social	Charitableness, Courtesy, Cooperative Friendship
5.	Political	Freedom, Justice, Patriotism
6.	Aesthetic	Beauty, Symmetry
7.	Religious (spiritual)	Piety, Clearness of Conscience
8.	Intellectual	Intelligence, Clarity
9.	Professional	Professional Recognition, Success
10.	Sentimental	Love, Acceptance (p. 16)

Once again, it must be emphasized that a particular value-laden act, or statement, found in the researched children's literature could have been representative of one or more sample values and, therefore, could have fallen under more than one category of value. Also, it should be reiterated that only positive statements about a particular sample value were recorded as representing that particular sample value and its corresponding category of value. A negative portrayal of a value is a veritable anti-value, and recording that as being representative of a sample value, or category of value, would have been most illogical.

The selection of Rescher's "Classification by the Nature of the Benefit" scheme was based upon three considerations. First, Rescher's scheme embodied the major thrusts of Taylor's Realms of Values, Huebner's framework, Garvin's table, and other classification schemes that were examined. Second, the relationship between the sample values and the categories of value is concise and easily understood. Also, this dualistic design enabled the researcher to conduct two levels of study by yielding data for the value categories and sample values, thus providing greater insight and more options in interpreting the findings. Finally, Rescher's ten categories of value seem to epitomize different influences found prevalent in today's society and, particularly, the plethora of forces that shape the schools and their curricula.

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Content Analysis: The Implementation of

Rescher's Classification Scheme

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Stone (1964) finds content analysis to include any procedure that assesses the relative extent to which specific references, attitudes, or themes permeate a given message or document. Included in these procedures are many different categories of analysis. Holsti (1968) identifies several categories for which classification schemes have been developed:

1. Subject Matter. What is the communication about?

2. Direction. How is the subject matter treated (for example, favorable-unfavorable, strong-weak)?

3. Standard. What is the basis on which the classification by direction is made?

4. Values. What values, goals, or wants are revealed?

5. Methods. What means are used to achieve goals?

6. Traits. What are the characteristics used in description of people?

7. Actor. Who is represented as undertaking certain acts?

8. Authority. In whose name are statements made?

9. Origin. Where does the communication originate?

10. Target. To what persons or group is the communication directed?

11. Location. Where does the action take place?

12. Conflict. What are the sources and levels of conflict?

13. Endings. Are conflicts resolved happily, ambiguously, or tragically?

14. Time. When does the action take place?

15. Form or type of communication. What is the medium of communication?

16. Form of statement. What is the grammatical or syntactical form of the communication?

17. Device. What is the rhetorical or propagandistic method used?

Selecting the category of analysis is the initial step in content analysis (Berelson, 1954). Obviously, Holsti's fourth category of analysis, values, was the category of analysis selected for this study.

After specifying a category of analysis, the size of the units to be coded, or the units of analysis, must be designated. Several options are available regarding the selection of recording units (Berelson, 1954 and Holsti, 1968):

1. The Single Word or Symbol. This unit has not been used often in content analysis research due to the difficulty in making an analysis judgment from such a small recording unit.

2. The Theme. Defined by Holsti as a single assertion about a subject, it is considered the most useful unit of content analysis. Holsti further describes the theme recording unit as "almost indispensable in the study of propaganda, values, attitudes, and the like."

3. The Character. In this instance, the coder records the number of persons, or characters, that appear in the materials. These recording units have been utilized in ethnic and socioeconomic studies, and they were prominent in several studies examined in the second chapter.

4. The Paragraph, the Sentence, or Other Grammatical Units. These units rarely lend themselves to classification in a single category and, therefore, are seldom used.

5. The Item. The item refers to when an entire article, film, book, or radio/television program is analyzed. Holsti feels this unit is "too gross" for most research.

The recording unit most appropriate for this particular study was the theme. Although utilizing the theme unit seemed quite logical, Holsti's reference to its "indispensable" nature regarding value studies helped solidify the decision. Selection of the theme unit meant the coder had to reduce sentences or paragraphs into their basic component themes before values could be assigned to their proper categories.

Once a recording unit has been chosen, it is necessary to determine a context unit. The context unit may be defined as the largest body of content that may be referred to in order to help characterize a recording unit (Holsti, 1968). In this study the context unit was the

individual children's literature book that was being evaluated. Having a context unit was imperative as some recording units could not have been classified without further reference to the context in which they appeared.

After determining category of analysis, recording units, and context units, the next step in content analysis is choosing a system of enumeration. There are several methods of recording characteristics, but the most common, and the method utilized here, is that of frequency. Frequency, according to Holsti (1968), is where "every occurrence of a given attribute is tallied." Using frequency as a system of measurement meant operating under two related assumptions. First, it was assumed that the frequency with which a value appears in a book is a valid indicator of the value. Second, it was assumed that each recording unit--in this case, the theme--should be accorded equal weight with every other recording unit that is considered. (For an example of how selected passages from the children's literature books were recorded, see Appendix A).

Due to time and resource limitations associated with this study, it was necessary to select a sampling procedure in order to narrow the data (The 1984 Best Books list) to manageable proportions. Systematic sampling (Kish, 1965, p. 113) was the technique applied here. Kish declares, "systematic sampling. . .is commonly used and simple to apply." The technique consists of taking every k^{th} sampling unit after a random start. In this study, the sampling unit was a page from any of the books that appear on the 1984 Best Books list.

What follows is a step-by-step description of how systematic sampling was applied in this study.

1. The total N of pages was arrived at by summing the total pages of each book to be examined.

2. n was determined to be the desired size of sampling units.

3. N/n gave the desired sampling interval four pages. (Obviously, four pages did not exceed the total number of pages for any single book researched in the study.)

4. A number was drawn at random from one to 4 and became the random starting point for analysis.

5. From the random starting point, every 4th page was included in the sample.

One important fact should be remembered: the number of theme recording units on a sample page was not a given. There could have been as few as one recording unit on a sample page or there could have been several.

The matter of rater reliability is another methodological question worth considering. All of the rating, or the actual content analysis, was done by the author of this study. His reliability was tested by a simple test/retest procedure in which pages not included in the actual survey sample were rated and tallied by the researcher and rerated and retallied at a later date. The procedure found the rater to be consistent in his findings.

As previously mentioned, frequency was the system of enumeration utilized in this study. The total frequencies of both the sample values and their corresponding categories of value were tallied and are presented in Chapter IV for each individual title. Also, cumulative findings for all of the sample books from the 1984 Best Books list were compiled and are provided in the same chapter.

CHAPTER IV

PRESENTATION OF DATA

A presentation of findings is the primary concern of this chapter. Every attempt has been made to display the data in an easily comprehensible manner, while at the same time viewing the results from several different perspectives in an effort to reach a deeper understanding of the predominant values in contemporary children's literature. With this goal in mind, the findings from the content analysis have been tabulated and presented in the following manner: individual findings for each of the 28 books examined in the study; a separate presentation of the cumulative findings of books intended for the primary-grade or intermediate-grade reader; cumulative data for the sample in its entirety; cumulative findings for books comprising the different genres of children's literature; and finally a look at the number of books in which each value category and sample value appeared.

The first data presentations are those of the individual titles that were analyzed in the study. An annotated bibliography has been provided for each book as well as a grade level recommendation (Best Book List, School Library Journal, 1984, pp. 33-35) and genre clasification. Lukens' (1982) criteria for evaluation of children's literature was utilized in endeavoring to determine the genre of each

book examined.[1] Tables I through XXVIII are used to display the

frequency of value categories and sample values as they appeared in

theme recording units. The presentation of tables is in the same order

as the books were researched.

An important consideration may be that many of the books examined

were unpaged. Therefore, to ensure the validity of the systematic

random sampling technique described in Chapter III, the pages of the

unpaged books were assigned numerals and these books are reported in

this presentation as having a certain number of pages. Along with this

information the beginning and ending sample pages are also identified,

enabling the reader to identify every fourth page between the beginning

and ending sample pages that were numbers of the survey sample.

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[1]Lukens' categorizes children's literature into three broad areas:
Realism, Fantasy, and Traditional Tales. The area of Realism contains
the genres of Problem Realism, Animal Realism, Historical Fiction, and
Regional Realism. Fantasy includes High Fantasy and Science Fiction as
its genres, and Traditional Tales are comprised of Folk Tales, Myth
and Legend, Fable, and Folk Epic. Luken utilizes character, plot,
setting, theme, point of view, style, and tone in the classification
of literature. The researcher has categorized Poetry as a genre in
itself.

TABLE I

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
THE ROSE IN MY GARDEN

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	10	Charitableness Courtesy Cooperative Friendship	10
Political		Freedom Justice Patriotism	
Aesthetic	5	Beauty Symmetry	5
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional		Professional Recognition Success	
Sentimental		Love Acceptance	

Lobel, Arnold. The Rose in My Garden. Greenwillow, 1984. 35 p.
    A garden grows in cumulative verse--until a cat disrupts the tran-
    quility. A unique blend of rhythmic text and intricate watercolors.
Primary grade level.   Poetry.   Beginning page: 1 Ending page: 33

The Social sample value of Charitableness accounted for two-thirds
of the recorded samples values. Symmetry was the only other sample
value found in the sample pages of The Rose in My Garden.

TABLE II

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
ANNA AND THE SEVEN SWANS

Value Category	Frequency	Sample Values	Frequency
Material & Physical	1	Health Comfort Physical Security	1
Economic	1	Economic Security Productiveness	1
Moral		Honesty Fairness	
Social	11	Charitableness Courtesy Cooperative Friendship	5 4 2
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual	1	Intelligence Clarity	1
Professional		Professional Recognition Success	
Sentimental		Love Acceptance	

Silverman, Maida. *Anna and the Seven Swans*. Morrow, 1984, 29 p.
    In this Russian tale, Anna saves baby Ivan from wicked witch. She
    receives help from a stove, an apple tree, and a milk river.
Primary grade level.   Folk Tale.   Beginning page: 2 Ending page: 26

In this short story, Social values were easily the dominating value
category. Charitableness and Courtesy were the leading sample values
and the only ones to be recorded more than twice in the sample pages.

TABLE III

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
CLANCY'S COAT

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic	1	Economic Security Productiveness	1
Moral		Honesty Fairness	
Social	9	Charitableness Courtesy Cooperative Friendship	3 4 2
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional		Professional Recognition Success	
Sentimental		Love Acceptance	

Bunting, Eve. Clancy's Coat. Warne, 1984, 41 p.
    Friendship is revived with care and attention, as this story of a
    grudge between a farmer and a tailor proves. An Irish lilt carries
    this tale of loneliness vs. companionship.
Primary grade level. Regional Realism. Beginning page: 1 Ending
page: 41.

Clancy's Coat is another short story saturated with Social values.
The only other value category recorded was Economic. Courtesy, with
a frequency of four, was the leading sample value.

TABLE IV

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
BUFFALO WOMAN

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic	2	Economic Security Productiveness	2
Moral	2	Honesty Fairness	2
Social	4	Charitableness Courtesy Cooperative Friendship	1 3
Political	.	Freedom Justice Patriotism	
Aesthetic	2	Beauty Symmetry	1 1
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional	1	Professional Recognition Success	1
Sentimental	4	Love Acceptance	3 1

Goble, Paul. Buffalo Woman. Bradbury, 1984, 28 p.
    An explanation in words and pictures of love, sacrifice, and the
    bond between the Indian tribes of the Great Plains and the buffalo.
    Told with respect for the Native American heritage.
Primary and Intermediate grade level. Legend Beginning page: 1
Ending page: 25.

A relatively even distribution of sample values resulted in several

value categories receiving recognition in Buffalo Woman. The Social

and Sentimental value categories were ranked first with Love and

Cooperative Friendship the leading sample values.

TABLE V

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
MARY HAD A LITTLE LAMB

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	5	Charitableness Courtesy Cooperative Friendship	2 3
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional		Professional Recognition Success	
Sentimental	1	Love Acceptance	1

Hale, Sara Josepha. Mary Had a Little Lamb. Holiday, 1984, 26 p.
    Mary's faithful lamb is the guide through a colonial New Hampshire
    village in this classic rhyme.
Primary grade level   Rhyme   Beginning page: 1   Ending page: 25

Social values were apparently the major thrust of Mary Had a Little
Lamb as Cooperative Friendship was the highest ranked sample value.
The Sentimental value category was the only other to receive mention.

TABLE VI

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
IN THE YEAR OF THE BOAR AND JACKIE ROBINSON

Value Category	Frequency	Sample Values	Frequency
Material & Physical	1	Health Comfort Physical Security	1
Economic	3	Economic Security Productiveness	3
Moral	1	Honesty Fairness	1
Social	18	Charitableness Courtesy Cooperative Friendship	8 4 6
Political	4	Freedom Justice Patriotism	1 3
Aesthetic	2	Beauty Symmetry	2
Religious	1	Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	1
Intellectual	3	Intelligence Clarity	3
Professional	6	Professional Recognition Success	3 3
Sentimental	7	Love Acceptance	3 4

Lord, Bette. In the Year of the Boar and Jackie Robinson. Harper, 1984,
    169 p.
    Shirley Temple Wong conquers all that her new country has to offer
    in a month-by-month chronicle of her first year in Brooklyn, 1947.
Intermediate grade level.   Social Issues, Realism.   Beginning page: 2
Ending page: 166.

In the Year of the Boar and Jackie Robinson is a longer, inter-
mediate gade level book featuring tallies in all the value categories.
Still, the Social value category was the most frequently recorded with
the Sentimental value category ranked second.   Charitableness and
Cooperative Friendship were the two leading sample values.

TABLE VII

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
FIX-IT

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	4	Charitableness Courtesy Cooperative Friendship	1 1 2
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional		Professional Recognition Success	
Sentimental		Love Acceptance	

McPhail, David. Fix-It. Dutton, 1984. 20 p.
    For a small bear in Dr. Dentons, no entertainment is adequate
    consolation when the TV is broken--until Mother provides the
    satisfying alternative, a book.
Primary grade level. Animal Realism. Beginning page: 1 Ending page: 20

Fix-It is a very short book in which Social values were the only

values recorded from the sample pages. Cooperative Friendship was

the only sample value to receive more than one tally.

TABLE VIII

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
LIKE JAKE AND ME

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	7	Charitableness Courtesy Cooperative Friendship	4 2 1
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional		Professional Recognition Success	
Sentimental	1	Love Acceptance	1

Jukes, Mavis. _Like Jake and Me_. Knopf, 1984, 29 p.
    Alex and his stepfather, Jake, come to realize their similarities
    and appreciate their differences.
Primary grade level. Problem Realism. Beginning page: 4 Ending page: 28

The Social value category was again the most predominant value

category in _Like Jake and Me._ With the exception of Sentimental, other

value categories were not apparent.

TABLE IX

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
THE BIONIC BUNNY SHOW

Value Category	Frequency	Sample Values	Frequency
Material & Physical	2	Health Comfort Physical Security	2
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	4	Charitableness Courtesy Cooperative Friendship	2 2
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual	1	Intelligence Clarity	1
Professional	2	Professional Recognition Success	2
Sentimental		Love Acceptance	

Brown, Mare. The Bionic Bunny Show. Atlantic: Little, 1984, 31 p.
    In a funny expose of TV superheroes, Brown shows what his superhero
    really is -a timid klutz. An introduction to television production.
Primary grade level. Animal Realism. Beginning page: 3 Ending page: 31

Four value categories were found in The Bionic Bunny Show, but
Social values were still recorded most often. However, Physical
Security, Charitableness, Courtesy, and Success all shared the designa-
tion as the most prominent sample value.

TABLE X

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
ALFIE GIVES A HAND

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	6	Charitableness Courtesy Cooperative Friendship	3 3
Political		Freedom Justice Patriotism	
Aesthetic	2	Beauty Symmetry	2
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional		Professional Recognition Success	
Sentimental	1	Love Acceptance	1

Hughes, Shirley. _Alfie Gives a Hand_. Lothrop, 1984, 30 p.
    Alfie is bewildered at his first birthday party without mom, until
    he realizes that another guest feels more abandoned and frightened
    than he.
Primary grade level. Problem Realism. Beginning page: 4 Ending page: 28

Alfie Gives a Hand has Social as its leading value category. The
Aesthetic value category ranked second, and Charitableness and Courtesy
were the leading sample values.

TABLE XI

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
MUSIC, MUSIC FOR EVERYONE

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic	1	Economic Security Productiveness	1
Moral		Honesty Fairness	
Social	7	Charitableness Courtesy Cooperative Friendship	5 2
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional		Professional Recognition Success	
Sentimental	2	Love Acceptance	1 1

Williams, Vera B. _Music, Music For Everyone_. Greenwillow, 1984, 30 p.
    Rosa uses an accordian she bought to make money to care for her
    ailing grandmother.
Primary grade level. Problem Realism. Beginning page: 2 Ending page: 30

Once again, the Social value category dominates a short, primary-
level book. Charitableness was by far the most frequently recorded
sample value.

TABLE XII

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
MERRY CHRISTMAS ERNEST AND CELESTINE

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	5	Charitableness Courtesy Cooperative Friendship	2 2 1
Political		Freedom Justice Patriotism	
Aesthetic	1	Beauty Symmetry	1
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional	4	Professional Recognition Success	1 3
Sentimental	1	Love Acceptance	1

Vincent, Gabrielle. _Merry Christmas Ernest and Celestine._ Greenwillow,
    1984, 32 p.
    A child-like mouse beguiles her good friend (a fatherly bear) into
    hosting a Christmas party.
Primary grade level. Animal Realism. Beginning page: 4 Ending page: 32

The Social value category was still the leader, but Professional

values were a strong second in _Merry Christmas Ernest and Celestine._

The sample value Success received more tallies than any other sample

values.

TABLE XIII

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
BUILDING BLOCKS

Value Category	Frequency	Sample Values	Frequency
Material & Physical	1	Health Comfort Physical Security	1
Economic	7	Economic Security Productiveness	6 1
Moral	3	Honesty Fairness	2 1
Social	10	Charitableness Courtesy Cooperative Friendship	4 4 2
Political		Freedom Justice Patriotism	
Aesthetic	3	Beauty Symmetry	2 1
Religious	2	Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	2
Intellectual	3	Intelligence Clarity	2 1
Professional	5	Professional Recognition Success	1 4
Sentimental		Love Acceptance	

Voigt, Cynthia. Building Blocks. Antheneum, 1984, 128 p.
His father's childhood building blocks are the vehicle for Brann's
time slip to his family's past, where he learns of his father's
brutal upbringing and returns with new understanding.
Intermediate grade level. High Fantasy. Beginning page: 4 Ending page: 128

Economic Security was the number one sample value propelling the Economic value category into a strong second place ranking. Building Blocks still had Social values as the top value category but had good representation in the Professional, Intellectual, Aesthetic, and Moral value categories. Fifteen different sample values were recorded.

TABLE XIV

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
ARCHER'S GOON

Value Category	Frequency	Sample Values	Frequency
Material & Physical	5	Health Comfort Physical Security	1 1 3
Economic	4	Economic Security Productiveness	3 1
Moral	1	Honesty Fairness	1
Social	20	Charitableness Courtesy Cooperative Friendship	9 5 6
Political	1	Freedom Justice Patriotism	1
Aesthetic	5	Beauty Symmetry	5
Religious	2	Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	2
Intellectual	2	Intelligence Clarity	2
Professional	5	Professional Recognition Success	2 3
Sentimental	1	Love Acceptance	1

Jones, Diana. _Archer's Goon_. Greenwillow, 1984, 241 p.
　　Questions of loyalty and trust revolve around seven sibling wizards,
　　who coerce a British family into their struggle for power.
Intermediate grade level. High Fantasy. Beginning page: 4 Ending page: 236.

All ten value categories were recorded in _Archer's Goon_, but the
Social value category received nearly as many tallies (20) as the other
nine value categories combined (26). Charitableness, Cooperative Friend-
ship, and Courtesy were easily the leading sample values.

TABLE XV

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
THE HERO AND THE CROWN

Value Category	Frequency	Sample Values	Frequency
Material & Physical	14	Health	4
		Comfort	7
		Physical Security	3
Economic	1	Economic Security	1
		Productiveness	
Moral	1	Honesty	
		Fairness	1
Social	16	Charitableness	6
		Courtesy	7
		Cooperative Friendship	3
Political	4	Freedom	
		Justice	
		Patriotism	4
Aesthetic	6	Beauty	6
		Symmetry	
Religious		Piety	
		Clearness of Conscience	
		Adherence to Organized Relgion Beliefs	
Intellectual	3	Intelligence	3
		Clarity	
Professional	5	Professional Recognition	2
		Success	3
Sentimental	6	Love	6
		Acceptance	

McKinley, Robin. The Hero and the Crown. Greenwillow, 1984, 246 p.
    This Newberry Award winner revolves around a young heroine who
    engages in a vivid, dragon-killing quest.
Intermediate grade level. High Fantasy. Beginning page: 3 Ending page: 243

The Material and Physical value category had a strong second place
ranking as its sample value of Comfort tied with Courtesy as the most
frequently recorded sample value. Beauty, Charitableness, and Love
were sample values tallied frequently. Social values was still the
leading value category.

TABLE XVI

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
SCHOOL BUS

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	6	Charitableness Courtesy Cooperative Friendship	5 1
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual	1	Intelligence Clarity	1
Professional		Professional Recognition Success	
Sentimental	1	Love Acceptance	1

Crews, Donald. School Bus. Greenwillow, 1984, 32 p.
Yellow buses of all sizes pick up children around the town.
Primary grade level. Social Issues Realism. Beginning page: 1 Ending page: 29.

The Social value category was the predominant value category in
School Bus. Courtesy was by far the highest ranked sample value in
this short story.

TABLE XVII

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
HOLES AND PEEKS

Value Category	Frequency	Sample Values	Frequency
Material & Physical	2	Health Comfort Physical Security	2
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social		Charitableness. Courtesy Cooperative Friendship	
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional		Professional Recognition Success	
Sentimental		Love Acceptance	

Jonas, Ann. _Holes and Peeks_. Greenwillow, 1984, 27 p.
   A white-tiled bathroom provides the setting for a preschooler's view
   of scary holes and welcome peeks in this reassuring story of fears.
Primary grade level. Problem Realism. Beginning page: 1 Ending page: 25.

Holes and Peeks is a short story with very little text. The only

two recorded sample values were classified under Physical Security.

This situation gave _Holes and Peeks_ the rare distinction of having

Material and Physical as its leading value category.

TABLE XVIII

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
RAMONA FOREVER

Value Category	Frequency	Sample Values	Frequency
Material & Physical	7	Health Comfort Physical Security	3 3 1
Economic	2	Economic Security Productiveness	2
Moral	2	Honesty Fairness	 2
Social	14	Charitableness Courtesy Cooperative Friendship	2 8 4
Political		Freedom Justice Patriotism	
Aesthetic	1	Beauty Symmetry	1
Religious	1	Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	 1
Intellectual	4	Intelligence Clarity	3 1
Professional		Professional Recognition Success	
Sentimental	8	Love Acceptance	7 1

Cleary, Beverly. Ramona Forever. Morrow, 1984, 182 p.
    Ramona's latest adventure chronicles her experiences and feelings
    as a third grader about to become a middle child.
Intermediate grade level. Problem Realism. Beginning page: 1 Ending
page: 181.

Eight value categories were recorded in Ramona Forever. Social

values was the leading value category followed by Sentimental and

Material and Physical. Courtesy was the highest recorded sample value

trailed closely by Love.

TABLE XIX

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
IN A DARK, DARK ROOM

Value Category	Frequency	Sample Values	Frequency
Material & Physical	2	Health Comfort Physical Security	2
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	2	Charitableness Courtesy Cooperative Friendship	1 1
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional		Professional Recognition Success	
Sentimental	1	Love Acceptance	1

Schwartz, Alvin. In a Dark, Dark Room. Harper, 1984, 64 p.
    Seven easy-to-read spooky stories with horrifyingly humorous
    illustrations.
Primary grade level. High Fantasy. Beginning page: 3 Ending page: 63.

    Material and Physical shared value category honors with Social
values in this book of very short stories. Physical Security, by virtue
of being tallied twice, was the number one ranked sample value.

TABLE XX

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
THE WAY TO SATTIN SHORE

Value Category	Frequency	Sample Values	Frequency
Material & Physical	2	Health Comfort Physical Security	2
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	14	Charitableness Courtesy Cooperative Friendship	5 1 8
Political		Freedom Justice Patriotism	
Aesthetic	2	Beauty Symmetry	1 1
Religious	1	Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	1
Intellectual	2	Intelligence Clarity	2
Professional	1	Professional Recognition Success	1
Sentimental	2	Love Acceptance	2

Pearce, Phillipa. The Way to Sattin Shore. Greenwillow, 1984, 182 p.
    Kate gains confidence and a positive self-image as a result of her
    effort to bring to light family secrets. A family story of love
    and hate, coldness and warmth.
Intermediate grade level. Problem Realism. Beginning page: 3 Ending
page: 179.

The Way to Sattin Shore is an example of a longer, intermediate-
grade book that was thoroughly dominated by the Social value category.
With 14 tallies, the Social value category outnumbered the other value
categories combined (10). Cooperative Friendship was easily the leading
sample value.

TABLE XXI

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
HANSEL AND GRETEL

Value Category	Frequency	Sample Values	Frequency
Material & Physical	3	Health	1
		Comfort	2
		Physical Security	
Economic	4	Economic Security	3
		Productiveness	1
Moral		Honesty	
		Fairness	
Social	2	Charitableness	1
		Courtesy	
		Cooperative Friendship	1
Political		Freedom	
		Justice	
		Patriotism	
Aesthetic		Beauty	
		Symmetry	
Religious		Piety	
		Clearness of Conscience	
		Adherence to Organized Relgion Beliefs	
Intellectual	2	Intelligence	2
		Clarity	
Professional		Professional Recognition	
		Success	
Sentimental		Love	
		Acceptance	

Lesser, Rita. Hansel and Gretel. Dodd, 1984, 32 p.
    Wonderful paintings accompany this tale of abandonment, independence,
    and paternal love.
Primary and Intermediate grade levels. Folk Tale. Beginning page: 1
Ending page: 29.

Hansel and Gretel, classified as a Folk Tale, had Economic values as
its most predominant value category. Material and Physical was second,
and Social values shared an unusual third place ranking with the
Intellectual value category. Economic Security was the highest recorded
sample value.

TABLE XXII

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
THE STORY OF JUMPING MOUSE: A NATIVE
AMERICAN LEGEND

Value Category	Frequency	Sample Values	Frequency
Material & Physical	1	Health Comfort Physical Security	 1
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	7	Charitableness Courtesy Cooperative Friendship	5 2
Political		Freedom Justice Patriotism	
Aesthetic	1	Beauty Symmetry	1
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual	1	Intelligence Clarity	1
Professional		Professional Recognition Success	
Sentimental		Love Acceptance	

Steptoe, John. The Story of Jumping Mouse: A Native American Legend.
     Lothrop, 1984, 36 p.
     A mouse is successful in his quest for a far-off land in this
retelling of a tribal legend.
·Primary and Intermediate grade level. Legend. Beginning page: 1
Ending page: 33.

The Social value category dominated the recorded values in The
Story of Jumping Mouse: a Native American Legend. Charitableness,
recorded five times, was the highest ranking sample value.

TABLE XXIII

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
SURPRISES

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic	.	Economic Security Productiveness	
Moral		Honesty Fairness	
Social	2	Charitableness Courtesy Cooperative Friendship	1 1
Political		Freedom Justice Patriotism	
Aesthetic	4	Beauty Symmetry	1 3
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional	3	Professional Recognition Success	1 2
Sentimental		Love Acceptance	

Hopkins, Lee Bennett. Surprises. Harper, 1984. 50 p.
    An up-to-date collection of poetry by well-known poets for
    beginning readers.
Primary grade level. Poetry. Beginning page: 1 Ending page: 49.

Aesthetic values were most predominant in this collection of poetry

entitled Surprises. Symmetry was the most frequently recorded sample

value. Only three value categories were represented.

TABLE XXIV

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
THE ROOM

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	3	Charitableness Courtesy Cooperative Friendship	1 2
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional		Professional Recognition Success	
Sentimental	1	Love Acceptance	1

Gerstein, Mordicai. <u>The Room</u>. Harper, 1984, 30 p.
    Gerstein's story is about a room that has hosted a wide variety of
    humorous characters through the years. The book provides room for
    the imagination.
Primary grade level. Problem Realism. Beginning page: 3 Ending page: 27.

Only two value categories were found in <u>The Room</u>, a short book
with little text. Social values was the leading value category with
Cooperative Friendship ranked first in sample values.

TABLE XXV

· FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
SPIRIT CHILD: A STORY OF THE NAVITITY

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	3	Charitableness Courtesy Cooperative Friendship	3
Political		Freedom Justice Patriotism	
Aesthetic	4	Beauty Symmetry	4
Religious	9	Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	1 8
Intellectual	1	Intelligence Clarity	1
Professional	·1	Professional Recognition Success	 1
Sentimental		Love Acceptance	

Bierhorst, John. Spirit Child: A Story of the Nativity. Morrow, 1984,
    25 p.
     Aztec lore, Biblical sources, and medieval legends are combined in
this retelling of a 400-year-old version of the Nativity story.
Primary and Intermediate grade level. Myth and Legend. Beginning
page: 1 Ending page: 25.

  · Spirit Child: a Story of the Nativity was unusual because Religious

values were the predominant value category. Social values fell to third.

Adherence to Organized Religion Beliefs was the leading sample value

with eight tallies. Beauty ranked second in sample values.

TABLE XXVI

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
TRUCK SONG

Value Category	Frequency	Sample Values	Frequency
Material & Physical	2	Health Comfort Physical Security	2
Economic	1	Economic Security Productiveness	1
Moral		Honesty Fairness	
Social	3	Charitableness Courtesy Cooperative Friendship	1 2
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual		Intelligence Clarity	
Professional	1	Professional Recognition Success	1
Sentimental		Love Acceptance	

Siebert, Diane. Truck Song. Crowell, 1984, 31 p.
    The rhythm of the truck's wheels can be heard in this rhymed text
    as it rolls about the country throughout different terrain and
    weather conditions.
Primary grade level. Problem Realism. Beginning page: 4
Ending page: 28.

The Social value category ranked first in Truck Song and Material
and Physical ranked second. Comfort and Cooperative Friendship were the
most tallied sample values.

TABLE XXVII

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
GERALDINE'S BLANKET

Value Category	Frequency	Sample Values	Frequency
Material & Physical		Health Comfort Physical Security	
Economic		Economic Security Productiveness	
Moral		Honesty Fairness	
Social	3	Charitableness Courtesy Cooperative Friendship	2 1
Political		Freedom Justice Patriotism	
Aesthetic		Beauty Symmetry	
Religious		Piety Clearness of Conscience Adherence to Organized Relgion Beliefs	
Intellectual	2	Intelligence Clarity	2
Professional		Professional Recognition Success	
Sentimental	1	Love Acceptance	1

Keller, Holly. Geraldine's Blanket. Greenwillow, 1984, 28 p.
    No one is going to make Geraldine give up her blanket, and this
    charming pig finds a way to turn a gift to her advantage.
Primary grade level. Animal Realism. Beginning page: 1 Ending page: 25

Geraldine's Blanket had Social values as its leading value category.
Intellectual values ranked second. Charitableness and Intelligence were
the highest ranking sample values.

TABLE XXVIII

FREQUENCY OF VALUE CATEGORIES AND SAMPLE VALUES
THE DARK BEHIND THE CURTAIN

Value Category	Frequency	Sample Values	Frequency
Material & Physical	5	Health	
		Comfort	3
		Physical Security	2
Economic		Economic Security	
		Productiveness	
Moral	1	Honesty	1
		Fairness	
Social	9	Charitableness	3
		Courtesy	3
		Cooperative Friendship	3
Political		Freedom	
		Justice	
		Patriotism	
Aesthetic		Beauty	
		Symmetry	
Religious		Piety	
		Clearness of Conscience	
		Adherence to Organized Relgion Beliefs	
Intellectual	2	Intelligence	2
		Clarity	
Professional	3	Professional Recognition	1
		Success	2
Sentimental		Love	
		Acceptance	

Cross, Gillian. The Dark Behind the Curtain. Merrimack, 1984. 159 p.
    Evil forces take over a school play and the tension never ceases.
Intermediate grade level. High Fantasy. Beginning page: 1 Ending
page: 157

The Dark Behind the Curtain is noteworthy because of its balance in terms of sample values. The leading sample values of Comfort, Charitableness, Courtesy, and Cooperative Friendship were all recorded three times. Social values, as in so many of the other books, was the predominant value category.

Table XXIX presents cumulative findings for books that were written for primary-grade children. Once again, the rankings for value categories and sample values and their order of prominence in primary-grade books has been provided. The fact that four books have been deemed primary and intermediate should be noted. The findings for Lesser's <u>Hansel and Gretel</u>, Goble's <u>Buffalo Woman</u>, Steptoe's <u>The Story of Jumping Mouse: a Native American Legend</u>, and Bierhorst's <u>Spirit Child: a Story of the Navity</u> are included in both the primary-grade and intermediate-grade cumulative data presentations. In all, 21 of the books studied were written for primary-grade level children. The predominance of the Social value category is quite apparent in the findings presented in the table.

Table XXX is the intermediate-grade counterpart to Table XXIX. Eleven of the books studied were deemed intermediate-grade level. The difference between the primary-grade table and the intermediate-grade table is minimal. The most significant change was the Aesthetic value category falling to a fourth place ranking in the intermediate-grade findings. The Social value category and its sample values of Charitableness, Cooperative Friendship, and Courtesy dominate both groups of rankings.

Table XXXI presents the cumulative data for the 498 sample pages from the 28 different books included in the study. A ranking of value categories and sample values according to their order of prominence is provided along with the frequency counts for each sample value and value category. Obviously, the social value category is dominant with the Material and Physical, Aesthetic, Sentimental, and Professional value categories receiving strong representation in the survey sample. The Social value categories Charitableness, Courtesy, and Cooperative Friendship were the leading sample values.

TABLE XXIX

CUMULATIVE FINDINGS FOR PRIMARY GRADE LEVEL BOOKS

Value Category	Frequency	Rank	Sample Values	Frequency	Rank
Material & Physical	13	4	Health	1	17
			Comfort	4	13
			Physical Security	8	8
Economic	10	6	Economic Security	3	14
			Productiveness	7	11
Moral	2	9	Honesty	2	15
			Fairness	0	0
Social	103	1	Charitableness	50	1
			Courtesy	28	2
			Cooperative Friendship	25	3
Political	0	10	Freedom	0	0
			Justice	0	0
			Patriotism	0	0
Aesthetic	19	2	Beauty	10	5
			Symmetry	9	6
Religious	9	7	Piety	1	17
			Clearness of Conscience	0	0
			Adherence to Organized Religion Beliefs	8	8
Intellectual	9	7	Intelligence	9	6
			Clarity	0	0
Professional	13	4	Professional Recognition	2	15
			Success	11	4
Sentimental	14	3	Love	8	8
			Acceptance	6	12

TABLE XXX

CUMULATIVE FINDINGS FOR INTERMEDIATE GRADE LEVEL BOOKS

Value Category	Frequency	Rank	Sample Values	Frequency	Rank
Material & Physical	37	2	Health	9	10
			Comfort	20	7
			Physical Security	8	11
Economic	20	7	Economic Security	15	9
			Productiveness	5	18
Moral	11	9	Honesty	7	14
			Fairness	4	19
Social	117	1	Charitableness	47	1
			Courtesy	32	3
			Cooperative Friendship	38	2
Political	9	10	Freedom	0	24
			Justice	2	31
			Patriotism	7	14
Aesthetic	26	4	Beauty	23	4
			Symmetry	3	20
Religious	16	8	Piety	2	21
			Clearness of Conscience	6	16
			Adherence to Organized Religion Beliefs	8	11
Intellectual	23	6	Intelligence	21	6
			Clarity	2	21
Professional	25	5	Professional Recognition	8	11
			Success	17	8
Sentimental	28	3	Love	22	5
			Acceptance	6	16

TABLE XXXI

CUMULATIVE FINDINGS FOR ENTIRE SAMPLE

Value Category	Frequency	Rank	Sample Values	Frequency	Rank
Material & Physical	48	2	Health	9	14
			Comfort	22	8
			Physical Security	17	10
Economic	27	7	Economic Security	18	9
			Productiveness	9	14
Moral	11	9	Honesty	7	17
			Fairness	4	20
Social	202	1	Charitableness	85	1
			Courtesy	60	2
			Cooperative Friendship	57	3
Political	9	10	Freedom	0	24
			Justice	2	21
			Patriotism	7	17
Aesthetic	38	3	Beauty	27	4
			Symmetry	11	12
Religious	16	8	Piety	2	21
			Clearness of Conscience	6	19
			Adherence to Organized Religion Beliefs	8	16
Intellectual	28	6	Intelligence	26	6
			Clarity	2	21
Professional	37	5	Professional Recognition	12	11
			Success	12	11
Sentimental	38	3	Love	27	4
			Acceptance	11	12

Because of the discrepancy in length among the 28 different books from the Best Books list, Table XXXI which presents the cumulative findings for all of the books combined, is possibly weighted by the longer, or intermediate-grade level books. Therefore, a more realistic overview of what values are predominant in the literature may be found by enumerating the number of books in which each value category and sample value was the predominant value (Table XXXII). Interestingly enough, as occurred in Voight's Building Blocks, the predominant sample value may not be a sample value of the predominant value category. In Building Blocks (Table XIII), Economic Security was the sample value that appeared most frequently, but Social values were still the predominant value category. Also, two or more different value categories or sample values may share the denotation of predominant value if their recorded frequencies were identical.

Table XXXIII shows cumulative data and value category and sample value rankings for the 15 books that fall under the genre category of Realism. Social values are still the dominant value category.

The five Fantasy books included in the study are exampled in Table XXXIV. Social values were easily most frequent, but the Sentimental value category was not as predominant as in the genre of Realism.

Table XXXV presents the cumulative data and value rankings for the books categorized as Traditional Tales. The most notable finding for Traditional Tales is the rank of second for the Religious value category. Once again, Social values are easily most predominant.

Three books that underwent content analysis consisted of rhymes or poetry (Table XXXVI). They were quite short, and also, their

TABLE XXXII

NUMBER OF BOOKS IN WHICH VALUE CATEGORIES AND
SAMPLE VALUES WERE PREDOMINANT

Value Category	Number of Books	Sample Values	Number of Books
Material & Physical	2	Health Comfort Physical Security	0 3 3
Economic	1	Economic Security Productiveness	2 0
Moral	0	Honesty Fairness	0 0
Social	24	Charitableness Courtesy Cooperative Friendship	11 7 7
Political	0	Freedom Justice Patriotism	0 0 0
Aesthetic	1	Beauty Symmetry	0 1
Religious	1	Piety Clearness of Conscience Adherence to Organized Religion Beliefs	0 0 1
Intellectual	0	Intelligence Clarity	1 0
Professional	0	Professional Recognition Success	0 2
Sentimental	1	Love Acceptance	1 0

TABLE XXXIII

CUMULATIVE FINDINGS FOR BOOKS IN THE GENRE OF REALISM

Value Category	Frequency	Rank	Sample Values	Frequency	Rank
Material & Physical	14	3	Health	3	13
			Comfort	6	9
			Physical Security	5	10
Economic	8	6	Economic Security	5	10
			Productiveness	3	13
Moral	3	9	Honesty	1	18
			Fairness	2	16
Social	103	1	Charitableness	38	1
			Courtesy	33	2
			Cooperative Friendship	32	3
Political	4	8	Freedom	0	0
			Justice	1	18
			Patriotism	3	13
Aesthetic	8	6	Beauty	7	8
			Symmetry	1	18
Religious	3	9	Piety	1	18
			Clearness of Conscience	2	16
			Adherence to Organized Religion Beliefs	0	0
Intellectual	13	5	Intelligence	12	5
			Clarity	1	18
Professional	14	3	Professional Recognition	5	10
			Success	9	7
Sentimenal	25	2	Love	15	4
			Acceptance	10	6

TABLE XXXIV

CUMULATIVE FINDINGS FOR BOOKS IN THE GENRE OF FANTASY

Value Category	Frequency	Rank	Sample Values	Frequency	Rank
Material & Physical	27	2	Health	5	12
			Comfort	12	5
			Physical Security	10	7
Economic	12	5	Economic Security	10	7
			Productiveness	2	16
Moral	6	8	Honesty	4	13
			Fairness	2	16
Social	57	1	Charitableness	23	1
			Courtesy	20	2
			Cooperative Friendship	14	3
Political	5	9	Freedom		
			Justice	1	18
			Patriotism	4	13
Aesthetic	14	4	Beauty	13	4
			Symmetry	1	18
Religious	4	10	Piety	0	0
			Clearness of Conscience	4	13
			Adherence to Organized Religion Beliefs	0	0
Intellectual	10	6	Intelligence	9	9
			Clarity	1	18
Professional	18	3	Professional Recognition	6	11
			Success	12	5
Sentimenal	8	7	Love	8	10
			Acceptance	0	0

TABLE XXXV

CUMULATIVE FINDINGS FOR BOOKS IN THE GENRE OF TRADITIONAL TALES

Value Category	Frequency	Rank	Sample Values	Frequency	Rank
Material & Physical	5	5	Health	1	14
			Comfort	2	10
			Physical Security	2	10
Economic	7	3	Economic Security	3	8
			Productiveness	4	6
Moral	2	8	Honesty	2	10
			Fairness	0	0
Social	27	1	Charitableness	15	1
			Courtesy	4	6
			Cooperative Friendship	8	2
Political			Freedom		
			Justice		
			Patriotism		
Aesthetic	6	4	Beauty	5	4
			Symmetry	1	14
Religious	9	2	Piety	1	14
			Clearness of Conscience	0	0
			Adherence to Organized Religion Beliefs	8	2
Intellectual	5	5	Intelligence	5	4
			Clarity	0	0
Professional	2	8	Professional Recognition	0	0
			Success	2	10
Sentimenal	4	7	Love	3	8
			Acceptance	1	14

TABLE XXXVI

CUMULATIVE FINDINGS FOR BOOKS IN THE GENRE OF RHYMES OR POETRY

Value Category	Frequency	Rank	Sample Values	Frequency	Rank
Material & Physical			Health Comfort Physical Security		
Economic			Economic Security Productiveness		
Moral			Honesty Fairness		
Social	17	1	Charitableness Courtesy Cooperative Friendship	11 3 3	1 3 3
Political			Freedom Justice Patriotism		
Aesthetic	9	2	Beauty Symmetry	1 8	6 2
Religious			Piety Clearness of Conscience Adherence to Organized Religion Beliefs		
Intellectual			Intelligence Clarity		
Professional	3	3	Professional Recognition Success	1 2	6 5
Sentimenal	1	4	Love Acceptance	1 0	6 0

frequency of value-laden theme recording units was correspondingly low. The Social and Aesthetic value categories were recorded most frequently.

Table XXXVII summarizes the ranking information from Tables XXXIII, XXXIV, XXXV, and XXXVI. The Social value category is consistently the highest ranked with the Religious, Professional, and Sentimental value categories experiencing the greatest fluctations between the genres.

The final tables of this chapter (Table XXXVIII) communicates the number of books in which each value category and sample value appeared. Remembering this information was derived from the sample pages is of extreme importance. Although the assumption that a value category or sample value is not a prime emphasis of a given book is valid if the value was not located in the book's sample pages, the determination that a book is void of a particular value category or sample value cannot be made from examining only a sampling of the book's pages. Social values were found in all but one of the sample books, whereas the Political value category was recorded in only three selections. Charitableness, appearing in 24 books, was the sample value found most often.

TABLE XXXVII

COMPARATIVE RANKINGS OF VALUE CATEGORIES AND SAMPLE VALUES IN THE
FOUR DIFFERENT GENRES

Value Category	Realism	Fantasy	Traditional Tales	Poetry	Sample Values	Realism	Fantasy	Traditional Tales	Poetry
Material & Physical	3	2	5		Health	13	12	14	
					Comfort	9	5	10	
					Physical Security	10	7	10	
Economic	6	5	3		Economic Security	10	7	8	
					Productiveness	13	16	6	
Moral	9	8	8		Honesty	18	13	10	
					Fairness	16	16		
Social	1	1	1	1	Charitableness	1	1	1	1
					Courtesy	2	2	6	3
					Cooperative Friendship	3	3	2	3
Political		8	9		Freedom				
					Justice	18	18		
					Patriotism	13	13		
Aesthetic	6	4	4	2	Beauty	8	4	4	6
					Symmetry	18	18	14	2
Religious	9	10	2		Piety	18		14	
					Clearness of Conscience	16	13		
					Adherence to Organized Religion Beliefs			2	
Intellectual	5	6	5		Intelligence	5	9	4	
					Clarity	18	18		
Professional	3	3	8	3	Professional Recognition	10	11		6
					Success	7	5	10	5
Sentimental	2	7	7	4	Love	4	10	8	6
					Acceptance	6		14	

TABLE XXXVIII

NUMBER OF BOOKS IN WHICH VALUE CATEGORIES AND SAMPLE VALUES
WERE FOUND (OUT OF 28 BOOKS STUDIED)

Value Category	Number of Books	Sample Values	Number of Books
Material & Physical	14	Health	4
		Comfort	9
		Physical Security	10
Economic	11	Economic Security	6
		Productiveness	8
Moral	8	Honesty	6
		Fairness	5
Social	27	Charitableness	24
		Courtesy	19
		Cooperative Friendship	21
Political	3	Freedom	0
		Justice	2
		Patriotism	3
Aesthetic	14	Beauty	12
		Symmetry	5
Religious	6	Piety	2
		Clearness of Conscience	4
		Adherence to Organized Religion Beliefs	1
Intellectual	14	Intelligence	14
		Clarity	2
Professional	12	Professional Recognition	8
		Success	11
Sentimental	14	Love	11
		Acceptance	8

CHAPTER V

INTERPRETATION AND ANALYSIS OF DATA

Mere presentation of data is not sufficient as a means of
conveying the findings of any study--qualitative or quantitative.
Analysis and interpretation are necessary if any impact is to be
gained from research. The purpose of this chapter is to provide the
aforementioned insight with a format including a summarization of
the findings, anecdotal considerations, conclusions, and other
research considerations.

Summarization of Findings

The Social value category had the greatest number of value-laden
theme recording units in the study sample of children's literature.
Nearly half of the sample values recorded in the literature were
members of the Social value category. Charitableness, Courtesy, and
Cooperative Friendship ranked first, second, and third respectively as
sample values, and enabled Social values to outdistance other value
categories. Although Social values were predominant, four other
categories received relative higher rankings than other categories.
Material and Physical, Aesthetic, Sentimental, and Professional value
categories all had higher frequency counts than Intellectual, Economic,
Religious, Moral, and Political value categories. The Intellectual
value category had a frequency count of 28 and ranked sixth, and the

Economic value category, with a frequency count of 27, ranked seventh.
These two categories fell between the most and least frequently recorded
value categories. The data clearly establishes that Religious, Moral,
and Political value categories were less apparent in the literature
sample than other value categories.

The apparent emphasis on Social values can again be found in the
findings on the number of books in which each value category and sample
value was predominant. With 24 of the 28 books studied having Social
values as their leading value category, the saturation of the literature
by Social values is again illustrated. Material and Physical, with two
books, was the only other value category to be predominant in more than
one book. Reflecting the findings on the Social value category were
its sample values of Charitableness, Courtesy, and Cooperative Friend-
ship which had the highest frequency counts in 11, 7, and 7 books,
respectively. Comfort and Physical Security, members of the Material
and Physical value category, were the predominant sample values in
three books each.

The study was constructed to identify any differences in the values
contained in primary- and intermediate-grade books. Basically, with
some slight rank changes in the middle rankings, the findings for the
different value categories were similar in both primary- and intermediate-
grade books. The Social value category was the first in both primary
and intermediate books, and the Political value category was last.
An interesting difference was that the Material and Physical value
category, ranked fourth in primary-grade books, ranked second in
intermediate-grade books. This difference can possibly be attributed
to the number of adventure books that were members of the

intermediate-grade sample. Regarding sample values, a difference did occur with Symmetry (a member of the Aesthetic value category) which was ranked 20th in the intermediate-grade books and sixth in the primary-grade sample. An explanation for the above discrepancy may be that the genre of Poetry, in which Symmetry was found most often, was comprised totally of primary-grade books.

Examining the data according to genre still found Social values as the leading value category. However, other fluctuations in frequency counts and rankings were discovered. A major difference occurred in the genre of Realism where the Sentimental value category was ranked second, compared to an identical ranking of seventh in the genres of Fantasy and Traditional Tales. The assumption can be made that Realism stories deal more realistically with human interaction where problems of Love and Acceptance--the sample values of the Sentimental value category--are constant issues. Another contrast can be seen in Traditional Tales where the Religious value category was ranked second instead of the last place rankings it received in the Fantasy and Realism genres. This discrepancy can be traced to the presence of myth and legend in the five Traditional Tale books analyzed in the study. Myths and legends are often associated with mystical and religious events and were the only areas of the sample to be heavily-laden with Religious sample values.

Poetry has not been compared with the other three genres because of the narrow range of value categories and sample values recorded from its sample pages. Only three books consisted of poetry and rhyme and any conclusions drawn from such a small sample would be presumptuous. However, the frequent appearance of the Aesthetic value category in

Poetry (ranked second in the value category) may be worth noting and
is a finding not unexpected considering the nature of verse.

The predominance of the Social value category is again portrayed
by the number of books in which each value category and corresponding
sample value appeared. Mirroring the total frequency count Social
values nearly doubled the next highest value category in this ranking.
Social values appeared in 27 out of 28 books compared to the 14 books in
which the Material and Physical, Aesthetic, Intellectual, and Sentimental
value categories were found. The Political value category, apparent
in only three books, appeared least in the sample. Charitableness,
Cooperative Friendship, and Courtesy were the sample values found in the
most books, while the sample value of Freedom (from a political perspec-
tive) was not tallied a single time from the sample pages.

Interpretation of Findings

Before attempting to interpret the data presented in Chapter IV
and summarized in the previous portion of this chapter, it is necessary
to preface these elucidations by stating that this study and the content
analysis procedure utilized in this study are not intended as a
mechanistic evaluation of the "quality" of children's literature.
Defining what constitutes "quality" in children's literature is a diffi-
cult enough task without endeavoring to measure it. This study was an
examination and discussion of the value base of 28 books written for
children. Therefore, to attempt to use these findings to ascertain if
one book is of higher "quality" than another would be a gross abuse
of the research method and findings.

However, despite the study's limitations, the data can still provide valuable insight for educators interested in the historical and literary development of books written specifically for children. The findings seem to substantiate the historical trends of children's literature outlined in Chapter II that suggested didacticism and patriotic values were waning. Also, the data poses pertinent questions about the role of social values and socialization in children's literature, as well as illuminating a possible relationship between Maslow's hierarchy of human needs and the values found in the sample pages.

If there was any doubt that didacticism focusing on morality was no longer prevalent in current children's literature, then the results of this analysis should erase any suspicions. The Moral value category's sample values of Honesty and Fairness were recorded so infrequently that it would appear that children's authors have made a deliberate effort to exclude moralizing from their writings. This finding supports the belief by Smith (1963), previously mentioned in Chapter II, that moralistic and religious didacticism had all but disappeared from children's books by the year 1910. The Religious value category's ranking of eighth tends to support Smith's postulation. Undoubtedly, the continuing effort to separate the interests of church and state has not encouraged children's authors to reintroduce moralistic or religious writings if they want exposure in public school libraries.

Although morals and religion were fading topics by the turn of the century, a new style of didacticism was beginning to flourish by the late 1800s. Just as the public schools of this era were engaged in an Americanization of a diverse population (Good and Teller, 1973), children's literature presented thinly cloaked tales of heroism and romance that,

in actuality, were blatant vehicles for promotion of nationalistic and patriotic ideals (Smith, 1963). Continuing well into the twentieth century, nationalism in children's literature would remain apparent through the World War II period (Erisman, 1966). How intriguing then, that the books considered the best published in 1984 contained hardly any mention of political values. The Political value category and its sample values of Freedom, Justice, and Patriotism ranked at the bottom of cumulative findings for the sample. With these books filling shelves of tax-supported public school libraries, it almost appears as if there has been a covert attempt to separate the ideals of the state from the institutions of the state itself.

Even the American Dream seems to have withered. Algerism, and its lesson that all good boys can succeed if they do right, was not the least bit prevalent in the literature. When economic gain was valued (the Economic value category did rank ahead of Religious, Moral, and Political) it was usually paired with a more noble cause. For example, in Vera Williams' Music, Music For Everyone, the main character does attempt to earn money, but only to help out an ailing grandmother. In other words, the garnering of wealth was not viewed as an end in itself.

Undeniably, America's changing values have had a major impact on the content of children's literature. This relationship is commonsencical and is outlined quite well in Chapter II by Gillespie's (1970) statements on the policital, economic, and religious roles in the historical development of children's literature. Viet Nam, Watergate, and the constant threat of nuclear holocaust can all be cited as factors in the decline of American/political values in children's liteature. Whether

or not this trend may change and revert back to a time when so-called "American ideals" are again a major thrust of books for young people remains to be seen and is a topic to be considered later in this chapter.

As has been stated, the Social value category was the predominant value category in the survey sample. Although this was not completely unanticipated, the degree of the sample's saturation by the sample values Charitableness, Courtesy, and Cooperative Friendship was surprising. In fact, the domination by the Social value category was so complete the notion must be considered that if the books were not representative of a yet newer form of didacticism, then, at least, they had similar goals of socialization. Does this emphasis on socialization values reflect the social-goals orientation of schooling that began in the post-World War II era and continued into the late seventies? Or, with human inter-action so often the focus of children's books, is it only natural that the Social value category would be most prominent? The answer to both questions is probably yes.

As the schools' attention turned toward social problems, it was only logical that the writing for young people would follow suit. Poverty, racism, and inequality were all social issues a prosperous nation could attend to. The fact that children's literature began addressing these issues is, also, not a deep, dark secret. Any review of the research done in the field--such as the overview provided in Chapter II--makes it quite apparent there was a concerted effort by writers and children's literature experts to deal with social problems.

Regarding the latter question on human interaction, any children's book featuring living characters, and accentuating the positive, would probably include a heavy dose of the sample values associated with

the Social value category. This is especially true since these sample

values are integral to people coexisting with one another. However,

the degree of the Social value category's prevalence would certainly be

less if not for the societal emphasis of social concerns and the erosion

of Religious, Moral, and Political value categories as areas of importance

in children's literature.

Another interesting aspect of the findings is the appearance of

human development traits within the literature itself. Abraham Maslow

identifies man's three basic psychological needs as: (1) safety;

(2) love and belongingness; and (3) respect and self-esteem. These

needs represent a hierarchy and when all three are realized man can

achieve what Maslow refers to as self-actualization. Self-actualization

is a hard-to-define state of almost mystical fulfillment, a sort of

unity of existence. Self-actualization is a euphoric state,

a fleeting sensation that cannot be conjured up merely by will or

conscious effort (Zias, 1976). To state that Maslow's self-actualization

was valued in the literature of the survey sample would be stretching

the results a bit too far. However, Maslow's hierarchy of basic needs

are quite apparent, and this presents some fascinating considerations.

According to Maslow, safety is man's first basic need. Accepting

this idea, it is interesting then that the Material and Physical value

category, with its sample values of Health, Comfort, and Physical

Security, was the second highest ranked value category in the cumulative

findings. The third ranked Sentimental value category and its sample

values of Love and Acceptance also correspond with Maslow's second

level of need, love and belongingness. The accent on Maslow's hierarchy

of basic needs does not cease here, though, as his third basic need,

respect and self-esteem, also seems to be represented in the literature. Allowing for a small amount of liberality in interpretation, Maslow's respect may be equated with the sample value Professional Recognition, while self-esteem can be viewed synonymously with the sample value Success. Accepting these pairings, it can be noted that the sample values Professional Recognition and Success make up the Professional value category which ranked fifth in the cumulative findings. What is truly interesting is that the three value categories, Material and Physical, Sentimental, and Professional, are ranked second, third, and fifth, respectively, ordering themselves in the same fashion as Maslow's hierarchy's (1) safety, (2) love and belongingness, and (3) respect and self-esteem.

The one finding from the study that might seem to contradict the importance of Maslow's hierarchy in the literature's value base is the Social value category's undeniable predominence. However, this may not be a contradiction in that social concerns and values are integral to the attainment of each level of need as cited by Maslow. Possibly, if nothing else, the fact that the Social value category ranked first only strengthens the case that children's literature characterizations mirror the needs of actual human beings. Most likely, the inclusion of Maslow's basic-need values is not intentionally done by authors; the values probably appear naturally in descriptions of the human condition.

Anecdotal Considerations

In applying the classification scheme to the survey sample, two developments worthy of mention arose in the classification of theme

recording units. First, the Professional value category and its sample

values of Success and Professional Recognition required some flexibility

and interpretation when applied to the endeavors of children. Since,

in our society, the term profession is generally associated with "jobs"

held by adults, this value category at first glance might seem inappro-

priate when considering children. However, when the sample values of

Success and Professional Recognition are taken account of, it is obvious

that children may express values falling under these categories. A

ficticious example of how this was dealt with:

> Johnny is an eleven year-old boy who, through his skill in
> athletics, earns the admiration of his peers and succeeds at
> personal goals he has set for himself. Johnny values these
> achievements greatly.

Naturally, athletics are not the professional careers of eleven year-old

boys. Still, the satisfaction received from, and values placed upon,

their athletic accomplishments are comparable to those adults would

associate with professional careers. Therefore, childhood activities

and accomplishments were regarded in the same vein as adult professions.

The second classification consideration may seem obvious and

ridiculous. Nonetheless, it would be remiss not to make mention of the

role of personification in the analysis of the survey sample. Personifi-

cation, of course, occurs when animals or otherwise inanimate objects take

on human traits and characteristics. Children's literature books fre-

quently feature personification.   The survey sample examined in this

study was no exception. Animal Realism stories rely solely on personi-

fication, and with several members of this genre (e.g. Marc Brown's

The Bionic Bunny Show) included in this study's sample, the decision

was made to regard personified characters as if they were human characters.

Another realization that evolved from the study was the tendency some books had to begin by emphasizing a certain value category or value categories only to drastically shift value positions somewhere during the duration of the book. Cynthia Voigt's Building Blocks was an excellent sample of this occurrence. Building Blocks, whose main character traveled through time to discover his father's past, began heavily-laden with Economic value category references only to progress to Social value category references which, incidentially, ended up being the most frequently recorded value category. It might be interesting for a researcher informed in literary structure to examine the ebb and flow of different value bases throughout an entire novel. It is quite possible that value bases may change at the climax of a story or at other points throughout a plot's conflict.

One last anecdotal consideration concerns the label of "Sentimental" for the Sentimental value category. The word sentimental often has negative conotations and is sometimes associated with the trivial or the unnecessary. The term "Sentimental" should not be regarded as such in this study. Containing the sample values Love and Acceptance, the Sentimental value category holds the same legitimacy as the other nine value categories. Previous discussion in this chapter over Maslow's hierarchy of basic human needs should reinforce the importance of the' Sentimental value category.

Conclusions

As previously stated, Gillespie (1970) believes that trends in children's literature are directly related to societal influences. It would appear that current children's literature is no exception. The

sixties and early seventies were years of transition in terms of Ameri-

can values. Viet Nam, poverty, and discrimination all contributed to

a vast segment of the population reexamining what had been the prevailing

paradigm of American values. American consciousness and resources were

mobilized to implement social policies and programs that would attempt

to eradicate the numerous instances of inequality existing in the nation.

The public schools, historically reflective of national ideology, once

again became the proving ground for the increased emphasis on social

programs. Head Start, federal funding for educational research and

pilot projects, and bussing are but three of many examples of action

taken to improve the quality of education for many groups that had

theretofore been the recipients of unequal educational opportunities.

Although many of these ideas and programs had their roots in writings and

and court decisions of the thirties, forties, and fifties, it was not

until the 1960's that they became widespread policy resulting in a

furor of debate and action.

It would appear, once again, that the United States is undergoing,

or has undergone, an ideological shift. American politics has obviously

experienced a conservative swing resulting in a hard-line foreign

policy and a return to prominence of American business interests. As

usual, these changes have manifested themselves in the realm of American

schooling. Expensive, socially-oriented school programs have come under

question. An outcry for a return to the basics has been made. Fact

finding commission reports such as The Nation at Risk, media publicity

and criticism of supposedly declining test scores, pleas from the

corporate sector to upgrade the quality of graduates, and a much-hyped

new-right morality demanded the return of "basic American values" to

the schools have all combined to coerce educators into adopting educational policies more in line with the control theory of curriculum outlined in Chapter I. Complicating this blitzkrieg of pressures are cutbacks in public funding and legislative demands for accountability.

The pertinence of these recent trends in American schooling for this study is the question: Will this ideological shift be so complete and influential as to effect yet another change in the value base of literature for children? For example, could future stories see a deemphasis in the Social value category? Will the Madison Avenue inspired resurgence in patriotism result in political values again becoming a major focus of the literature? As fundamental religion surges onward, will school prayer be coupled with books that again promote religious doctrine? History indicates that each of these questions could possibly be answered in the affirmative.

Educators should be aware that all educational activities have inherent values. If nothing else, the findings of this study seem to indicate that current children's literature is not only value-laden, but exhibits a particular value base with a certain degree of consistency. With this type of situation in existence, and with changes in the value base of children's books a future possibility, it would seemingly benefit educators to become aware of not only the values in writing for children, but, also, to develop an appreciation of the sociological considerations that are so influential to the writing. Gaining an axiological awareness would allow educators to observe the value trends in children's literature and enable them to present a learning environment of which they are fully cognizant of the values being promoted.

In an unstable educational community ripe for radical future change, insight of this kind would appear a necessity.

Focusing attention from the future to the present, more considerations can be garnered from these research findings. Many educators hold that teaching is not value-neutral, and that value awareness is important (Combs, 1982; Dobson, Dobson, Koetting, 1982; Friere, 1970; Macdonald, 1977; and Phenix, 1966). Further, by nature of their predominence, it may be assumed that the value categories of Social, Aesthetic, and Material and Physical have been deemed worthwhile and necessary. If the previous two statements are true, it is quite possible that children's literature should serve a more integral role in the schooling process. Huck (1976), Sloan (1984), and others believe that the schools' heavy emphasis on the mechanistic aspects of reading skills has eroded literature programs. This erosion has resulted in children who, although quite capable of reading, do not read. If many children's books promote values with which children should be acquainted, then literature programs as proposed by Criscuolo (1973); Dallman, Rouch, Chang and Deboer (1974); Huck (1976); and Sloan (1984)-- some of which are described in Chapter I--should be implemented to ensure children access to quality literature and its inherent values. If, as Inglis (1981) proposes, children can discover truths that enable them to live a more aware and freer life through reading, it would be irresponsible not to utilize current children's literature and the values it has to offer.

Other Research Considerations

Any research should, at the very least, point to further questions worthy of study and discussion. The work involved in this study brought to light several related areas where research might prove most interesting.

1. Using the content analysis and classification scheme from this study, a comparative-historical study could be conducted to determine the value base of children's literature from two different time periods. Most intriguing would be a survey of children's literature from the seventies as compared to children's literature published in the forties.

2. A similar study could be done with future Best Books lists to ascertain if current ideological shifts, previously mentioned in this chapter, will influence the values found in children's literature.

3. From a literary standpoint, it might be interesting to examine the values associated with the protagonists and antagonists of children's literature novels. The content analysis procedure and classification scheme utilized here could be appropriate in this type of endeavor.

4. A replica of this research design could be applied to children's writings in an attempt to determine the values children include in their own work. The implications of this topic are many. A young authors' fair or children's writing workshop could be an excellent vehicle for the obtainment of manuscripts necessary for this kind of venture.

5. Finally, biographical sketches or demographic data on children's literature authors would make an interesting study. An exploration into who is writing for children and what philosophical and historical roots do the authors have could yield pertinent information.

In the final analysis, Ubbelohde (1972) provided evidence that curriculum is value-laden with different theories subscribing to different sets of values. The findings here on children's literature, which is, or should be, a vital facet of school experience, does nothing but support Ubbelohde's conclusions. When educators operate under the assumption that schooling is objective, or value-neutral, they are depriving themselves of creating any real impact upon a child's life. They are, in essence, allowing the imposition of someone else's values within their domain. Once it is realized that all educational endeavors are value-laden it becomes absurd to attempt to teach in a purely objective manner. Of course, realizing this does not mean that teachers have the right to indoctrinate their pupils in any fashion they desire. Instead, understanding the value implications of schooling should promote inquisitiveness, dialogue, and thought: all necessary components of true learning.

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APPENDIX

EXAMPLES OF CONTENT ANALYSIS

In this appendix, are two examples of content analysis utilized in this study. The first example is from page 26 of Lee Bennett Hopkins' book <u>Surprises</u>.

LAST LAUGH

They all laughed when I told them

I wanted to be

A woman in space

Floating so free.

But they won't laugh at me

When they finally see

My feet up on mars

And my face on TV.

Utilizing the theme recording unit as the unit of analysis, the researcher recorded the sample values Professional Recognition and Success from Hopkins' short poem. Both of these tallies were, of course, credited to the Professional value category.

The next example is from a passage beginning on page four of Cynthia Voigt's <u>Building Blocks</u>. Brann is the protagonist in the story.

. . . His imagination soared away on the possibility.
She would be a lawyer, and she'd earn pots of money
and they would move into a house where Brann could
have a big room of his own and maybe a swimming pool,
but for sure a new ten-speed bike, the kind most of
his friends had; and summer camp, too, and enough
spending money to have a hamburger whenever he felt
like it.

Once again, utilizing the theme recording unit as the unit of analysis, the researcher recorded the sample value Economic Security. This tally was credited to the Economic value category.

$\curlywedge$

VITA

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Doctor of Education

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