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An Exploratory Study Of The American Middle-Class Moral And Ethical Values Found In The John Newbery Medal Books.

Heath Ward Lowry

University of the Pacific

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AN EXPLORATORY STUDY OF THE AMERICAN MIDDLE-CLASS
MORAL AND ETHICAL VALUES FOUND IN THE
JOHN NEWBERY MEDAL BOOKS

A Dissertation
Presented to
the Faculty of the Graduate School
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Heath Ward Lowry
June 1966
This dissertation, written and submitted by

Heath Ward Lawry

is approved for recommendation to the
Graduate Council, University of the Pacific.

Department Chairman or Dean:

J. Marc Jantzen

Dissertation Committee:

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M. Lorr Martin

Juanita C. Curtis

David Chambers

J. Nubji Wogame

Dated 3-13-66
ACKNOWLEDGMENTS

The writer would like to express his sincere gratitude to the members of his Dissertation Committee for their professional counsel and guidance during the reporting of this research study. They are: Dr. Lloyd W. King, Chairman; Dr. Dewey W. Chambers, Adviser; Dr. Juanita Curtis; Dr. J. Phillip Wogaman; and Dr. Milton L. Mason.

Special appreciation goes to Dr. Chambers for his valuable counsel and helpful advice throughout the months of work expended on this study. His consideration, understanding, and loyal support are warmly remembered by the writer.

Grateful thanks are also extended to the faculty and staff members of the University of the Pacific for their kindly interest and friendship which helped at all times.

Personal mention must be made of the writer's wife, Doris Lowry, Central Librarian for the Roseville City Schools. Her cheerfulness and helpfulness were an inspiration throughout the entire project. She aided the writer immeasurably by assistance in obtaining reference materials, periodicals, and the books to be analyzed. Her loyalty and encouragement were valuable assets.
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM AND DEFINITIONS OF TERMS USED</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>3</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>4</td>
</tr>
<tr>
<td>Purposes of the Study</td>
<td>5</td>
</tr>
<tr>
<td>Assumptions and Limitations</td>
<td>10</td>
</tr>
<tr>
<td>Assumptions</td>
<td>11</td>
</tr>
<tr>
<td>Limitations</td>
<td>12</td>
</tr>
<tr>
<td>Definitions of Terms Used</td>
<td>13</td>
</tr>
<tr>
<td>Summary</td>
<td>16</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE RELATED TO THIS STUDY</td>
<td>17</td>
</tr>
<tr>
<td>Opinions</td>
<td>17</td>
</tr>
<tr>
<td>Opinions from Experts in the Field of Children's Literature</td>
<td>17</td>
</tr>
<tr>
<td>The Use of Books in the School Setting</td>
<td>21</td>
</tr>
<tr>
<td>Value Content in Children's Books</td>
<td>22</td>
</tr>
<tr>
<td>Didacticism in Children's Literature</td>
<td>23</td>
</tr>
<tr>
<td>Seventeenth-Century Books and Writers for Children</td>
<td>23</td>
</tr>
<tr>
<td>Eighteenth-Century Children's books and Authors</td>
<td>25</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Nineteenth-Century Authors and Juvenile Literature</td>
<td>27</td>
</tr>
<tr>
<td>Twentieth-Century Books for Today's Young People</td>
<td>28</td>
</tr>
<tr>
<td>Research on the Effect of Books</td>
<td>31</td>
</tr>
<tr>
<td>The Social Effects of Reading</td>
<td>33</td>
</tr>
<tr>
<td>The Influence of Reading the Comics</td>
<td>34</td>
</tr>
<tr>
<td>The Impact of Other Types of Reading on Children</td>
<td>36</td>
</tr>
<tr>
<td>Recent Studies of Children's Literature: Content Analyses</td>
<td>36</td>
</tr>
<tr>
<td>The Walker Study, 1963</td>
<td>38</td>
</tr>
<tr>
<td>The Shepherd Study, 1962</td>
<td>40</td>
</tr>
<tr>
<td>The Homze Study, 1963</td>
<td>42</td>
</tr>
<tr>
<td>The Chambers Study, 1965</td>
<td>44</td>
</tr>
<tr>
<td>Summary and Conclusions from Reviewed Research and Literature</td>
<td>47</td>
</tr>
</tbody>
</table>

III. DESCRIPTION OF THE DESIGN AND PROCEDURE OF THE STUDY | 50 |
| Procedures | 50 |
| The Sources of Data | 51 |
| Methods Used in Gathering Data | 52 |
| The Devised Instrument | 53 |
| Questions Used in the Designed Instrument | 53 |
CHAPTER

The Rating Scale .......................... 60
Treatment of the Gathered Data .......... 60
The Frequency of Judged Value Content ... 61
The Assessed Intensity of Value Treatment .... 61
Data Computed in Five-Year Periods ........ 62
Summary ..................................... 63

IV. PRESENTATION OF THE COLLECTED DATA AS REVEALED
BY THE INVESTIGATION ..................... 65
Frequency Counts of Criterion Values ....... 65
Analysis of Table II: Frequency Counts ...... 67
Judged Intensity of Treatment of Criterion Values 69
Analysis of Table III: Value Intensity of
Newbery Books ................................ 70
Profiles of Values Judged Present in Each
Newbery Book .................................. 72
Analysis of Table V: Computed Grand Means
for Each Value ................................. 83
Analysis of Table VI: Comparison of Ranked
Positions Computed from Frequency Percentages
and Intensity Means of the Criterion Values .. 85
Data from Five-Year Intervals Studied ........ 88
Analysis of Table VII: Intensity Means Com-
puted for Five-Year Intervals of the Period
Covered by the Newbery Books ............... 90
CHAPTER

Graphic Profiles of Criterion Values in Five-Year Periods .... 91
Analysis of Table VIII: Five-Year Period
Means Computed for Value IX: Loyalty .... 92
Analysis of Table IX: Five-Year Period
Means Computed for Value V: Good Manners .... 94
Analysis of Table X: Five-Year Period
Means Computed for Value XII: Responsibility to Family .... 96
Analysis of Table XI: Five-Year Period
Means Computed for Value XIII: Self-Reliance .... 98
Analysis of Table XII: Five-Year Period
Means Computed for Value VII: Initiative and Achievement .... 100
Analysis of Table XIII: Five-Year Period
Means Computed for Value XV: Thrift and Hard Work .... 102
Analysis of Table XIV: Five-Year Period
Means Computed for Value II: Cleanliness and Neatness .... 104
Analysis of Table XV: Five-Year Period
Means Computed for Value III: Importance of Education .... 106
Analysis of Table XVI: Five-Year Period
Means Computed for Value XI: Responsibility to Church--Religion . . . . . . . . 108

Analysis of Table XVII: Five-Year Period
Means Computed for Value VIII: Justice and Equality . . . . . . . . . . . . . . . . 110

Analysis of Table XVIII: Five-Year Period
Means Computed for Value I: Community and Civic Responsibility . . . . . . . . 112

Analysis of Table XIX: Five-Year Period
Means Computed for Value IV: Freedom and Liberty . . . . . . . . . . . . . . . . 114

Analysis of Table XX: Five-Year Period
Means Computed for Value VI: Honesty in All Things . . . . . . . . . . . . . . . . 116

Analysis of Table XXI: Five-Year Period
Means Computed for Value X: Sacredness of Marriage . . . . . . . . . . . . . . . . 118

Analysis of Table XXII: Five-Year Period
 Means Computed for Value XIV: Sexual Morality . . . . . . . . . . . . . . . . . . . 120

Summary . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 122

V. CONCLUSIONS BASED UPON THE INVESTIGATION AND RECOMMENDATIONS FOR FURTHER STUDY . . . . . . . 125
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusions Drawn from the Investigation</td>
<td>126</td>
</tr>
<tr>
<td>Conclusions of Major or General Concern</td>
<td>126</td>
</tr>
<tr>
<td>Conclusions Relative to Specific Value Categories</td>
<td>127</td>
</tr>
<tr>
<td>Conclusions Concerned with Trending</td>
<td>136</td>
</tr>
<tr>
<td>Total Value Trending</td>
<td>136</td>
</tr>
<tr>
<td>Individual Value Trending</td>
<td>136</td>
</tr>
<tr>
<td>Recommendations for Further Study</td>
<td>137</td>
</tr>
<tr>
<td>Summary</td>
<td>139</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>142</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>150</td>
</tr>
<tr>
<td>AUTOBIOGRAPHICAL STATEMENT</td>
<td>163</td>
</tr>
</tbody>
</table>
# List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Moral and Ethical Values of the American Middle-Class Society as Identified by Ten Sociologists</td>
<td>7</td>
</tr>
<tr>
<td>II.</td>
<td>Frequency Counts of the Fifteen Criterion Values as Judged Present in the Newbery Books</td>
<td>68</td>
</tr>
<tr>
<td>III.</td>
<td>The Newbery Books Arranged in Rank Order According to Total Judged Value Content</td>
<td>71</td>
</tr>
<tr>
<td>IV.</td>
<td>A Profile Showing the 15 Moral and Ethical Values as Judged Present in Each Newbery Book</td>
<td>74</td>
</tr>
<tr>
<td>V.</td>
<td>Total Judged Value Intensity for Each Value Found in the Newbery Books</td>
<td>84</td>
</tr>
<tr>
<td>VI.</td>
<td>A Comparison of the Ranked Positions Determined for the Frequency and Intensity of the Judged Presence of the American Middle-Class Moral and Ethical Values in the Newbery Medal Winning Books</td>
<td>86</td>
</tr>
<tr>
<td>VII.</td>
<td>Grand Means of the Total Value Intensity for Five-Year Periods as Judged Present in the Newbery Books. (Means arranged in Rank Order)</td>
<td>89</td>
</tr>
</tbody>
</table>
VIII. Five-Year Period Means of Judged Value
   Intensity for Value IX: Loyalty ........ 93

IX. Five-Year Period Means of Judged Value
   Intensity for Value V: Good Manners ... 95

X. Five-Year Period Means of Judged Value
   Intensity for Value XII: Responsibility
to Family ............................ 97

XI. Five-Year Period Means of Judged Value
   Intensity for Value XIII: Self-Reliance .. 99

XII. Five-Year Period Means of Judged Value
   Intensity for Value VII: Initiative
   and Achievement ..................... 101

XIII. Five-Year Period Means of Judged Value
   Intensity for Value XV: Thrift and
   Hard Work ........................... 103

XIV. Five-Year Period Means of Judged Value
   Intensity for Value II: Cleanliness
   and Neatness ........................ 105

XV. Five-Year Period Means of Judged Value
   Intensity for Value III: Education .... 107

XVI. Five-Year Period Means of Judged Value
   Intensity for Value XI: Responsibility
to Church: Religion .................... 109
<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>XVII. Five-Year Period Means of Judged Value Intensity for Value VIII: Justice and Equality</td>
<td>111</td>
</tr>
<tr>
<td>XVIII. Five-Year Period Means of Judged Value Intensity for Value I: Community Responsibility</td>
<td>113</td>
</tr>
<tr>
<td>XIX. Five-Year Period Means of Judged Value Intensity for Value IV: Freedom and Liberty</td>
<td>115</td>
</tr>
<tr>
<td>XX. Five-Year Period Means of Judged Value Intensity for Value VI: Honesty</td>
<td>117</td>
</tr>
<tr>
<td>XXI. Five-Year Period Means of Judged Value Intensity for Value X: Sanctity of Marriage</td>
<td>119</td>
</tr>
<tr>
<td>XXII. Five-Year Period Means of Judged Value Intensity for Value XIV: Sexual Morality</td>
<td>121</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. INTRODUCTION

"Whatsoever things were written aforetime were written for our learning." St. Paul's Letter to the Romans, 15:4.

It has been a common belief from early times that books which include moral or ethical teachings are a means of influencing the lives of their readers. There is evidence from five centuries of writings that men have not only held this assumption to be valid, but have, as a result of their belief, included varying amounts of didactic content in their books.

Menken has cited numerous early writers who voiced their ideas that books are a means of instructing readers in moral and ethical principles. These quotations begin as far back as 1473 with DeBury's Philobiblon which stated: "These (books) are masters who instruct us without rods or ferules, without hard words and anger, without clothes or money." Similar statements have been traced, century by century, down to contemporary times. Judge M. T. Manton, when handing

---


2Ibid., p. 116.
down an opinion in 1934, is cited as saying:

Literature exists for the sake of the people—to refresh the weary, to console the sad, and to hearten the dull and downcast, to increase man's interest in the world, his joy of living and his sympathy toward all sorts and conditions of men.  

The quotations just cited deal chiefly with adult literature; however, writers and experts in the field of children's literature have also expressed their opinions that good books can and do influence the lives of young readers. Adams\(^4\) prefaces her book with the following:

Good literature for children is not something separate and far removed from the great body of literature enjoyed by adult readers. Good literature, whether for old or young readers, bears the mark of truth and integrity; it carries the reader along into genuine, if vicarious experiences; it stirs his emotions, arouses his curiosity, stimulates his mind, and gives him a measuring stick for living. It offers the reader new growth in wisdom, insight, and understandings.

Huck and Young\(^5\) studied the history of children's books for the past several centuries. Their book reveals that from earliest colonial times, juvenile books have included material emphasizing religious beliefs and moral

\(^3\)Ibid., p. 702.


values. These authors have affirmed that:

Literature for children reflects the attitudes of society in that period. Books have always been viewed as instruments for transmitting the mores of the culture and for inculcating attitudes and values.6

In his introduction, the researcher has pointed out: (1) that for more than five centuries of adult literature, and more than three centuries of children's literature, writers have expressed their beliefs that books and reading materials should include didactic content for the instruction of young readers; and (2) that even a brief summary of these writers and their books has revealed that in respective centuries their books have presented moral and ethical teachings believed to be instrumental in affecting attitudes, beliefs, and behavior. Although these opinions have frequently been expressed over a long period of time, there is still insufficient scientific proof to sustain them.

II. THE PROBLEM

Statement of the Problem

It was the purpose of this study to collect data concerning the presence of that content in the Newbery Medal Award winning books which may influence children's learning of American middle-class moral and ethical values.

6Ibid., p. 43.
The investigator used the process of content analysis to gather data for answering the following questions:

1. Are American middle-class moral and ethical values present in this chosen list of books?

2. If such value content is present, to what degree of frequency and intensity has it been found?

3. What variations, if any, can be measured in the presence, frequency, and intensity of these values as they have been treated in five-year spans during the forty-five year period studied?

4. Is there evidence of trending in the data collected from this forty-five year period?

Significance of the Study

This study is one of importance for the following reasons:

1. The books analyzed are indigenous to the American culture, are considered to be outstanding examples of youth literature, and provide adequate material for this research study in content analysis.

2. Studies in content analysis for value-oriented children's books have been virtually non-existent until most recent years. Insofar as this researcher has been able to determine, only two doctoral dissertations dealing with values in children's books are extant.

3. This study may be of help to publishers, librarians, teachers, and parents as a means of sharpening their awareness of the emphases, teachings, attitudes, and values confronted by juvenile readers in contemporary youth literature.

4. Since the books analyzed in this study cover selections made for the past forty-five years, they afforded the investigator opportunity to make a longitudinal study of changes and/or trends in their value content during the period studied.
III. PURPOSES OF THE STUDY

It was the purpose of this study to collect data from the forty-four books which have been awarded the John Newbery Medal. The researcher was concerned specifically with: (1) discovering if American middle-class value content was present in the books, (2) measuring the judged frequency and intensity of such content, and (3) analyzing the data as they apply to pre-adolescent children.

In order to collect this evidence, the investigator developed an instrument and applied it to each of the books. This process revealed the judged presence, frequency, and intensity of the value-influencing content in the selected list of trade books. However, before developing the instrument, the researcher first reviewed the writings of ten authorities in the field of sociology and educational sociology. These experts have identified important American middle-class values through their study of the society. Particularly relevant to this study were the writings of Angell,7 G. Graham,8 S. Graham,9 Havighurst and Taba,10

10Robert J. Havighurst and Hilda Taba, Adolescent
From these ten sources, the investigator compiled, as shown in Table I, the identified American Middle-class value syndrome. The fifteen values were then tabulated, compared, and arranged in rank order according to the number of the writers who had specified them as important values of the American Society. They follow:

<table>
<thead>
<tr>
<th>AMERICAN MIDDLE-CLASS VALUES</th>
<th>TIMES IDENTIFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility to Church (Religion)</td>
<td>8</td>
</tr>
<tr>
<td>Civic and Community Responsibility</td>
<td>6</td>
</tr>
<tr>
<td>Freedom and Liberty</td>
<td>6</td>
</tr>
<tr>
<td>Initiative and Achievement</td>
<td>6</td>
</tr>
<tr>
<td>Justice and Equality</td>
<td>6</td>
</tr>
<tr>
<td>Self-Reliance</td>
<td>6</td>
</tr>
</tbody>
</table>


**TABLE I**

**MORAL AND ETHICAL VALUES OF THE AMERICAN MIDDLE-CLASS SOCIETY**

(The values are compiled from the writings of ten authorities in the field of sociology. These writers identified the values shown as being important ones in the American society.)

<table>
<thead>
<tr>
<th>IDENTIFIED VALUES</th>
<th>Angell</th>
<th>G. Graham</th>
<th>S. Graham</th>
<th>Havighurst and Taba</th>
<th>Jersild</th>
<th>Kahl</th>
<th>Myrdal</th>
<th>Pope</th>
<th>Warner</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Civic and Community Responsibility</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>6</td>
</tr>
<tr>
<td>2. Cleanliness and Neatness</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>3. Importance of Education</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>4. Freedom and Liberty</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>6</td>
</tr>
<tr>
<td>5. Good Manners</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>6. Honesty in All Things</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
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<td>3</td>
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<tr>
<td>7. Initiative and Achievement</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>6</td>
</tr>
<tr>
<td>8. Justice and Equality for All</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>6</td>
</tr>
<tr>
<td>9. Loyalty to Country and Friends</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>5</td>
</tr>
<tr>
<td>10. Sacredness of Marriage</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>11. Responsibility to Church (Religion)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>8</td>
</tr>
<tr>
<td>12. Responsibility to Family</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>13. Self-Reliance</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>6</td>
</tr>
<tr>
<td>14. Sexual Morality</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>4</td>
</tr>
<tr>
<td>15. Thrift and Hard Work</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Identified by Each        | 6      | 8         | 5         | 13                  | 7       | 6    | 2      | 9    | 8      | 5     | 69    |
Loyalty 5
Responsibility to Family 5
Importance of Education 4
Sexual Morality 4
Cleanliness and Neatness 3
Good Manners 3
Honesty in All Things 3
Sanctity of Marriage 2
Thrift and Hard Work 2

These fifteen identified values were then used by the researcher in developing the devised instrument for the content analysis of the specified books.

The investigator in doing his preliminary reading also reviewed the writings of experts in the field of child psychology and child growth and development. The works specifically studied include those by Cole and Hall, Havighurst and Taba, Heffernan, Jenkins, Johnson, Loomis,


18 Havighurst and Taba, *op. cit.*, *passim*.


and Sawrey and Telford. The investigator found from reading and comparing statements from these authorities that they usually agree that pre-adolescents, in their values, adhere closely to adult patterns. A quote from Sawrey and Telford reflects this. They state that:

The fairly stable set of attitudes, beliefs, customs, and value systems characteristic of a society constitute its culture. These social patterns incorporate the social heritage of the past and are acquired by the members of each generation through their contacts with the members of the previous generations. The culture provides much of the content of what the child learns and determines, to a degree, how he will learn it. Culture changes very slowly and therefore operates as a conservative, stabilizing influence of the society. To a large degree, the socialization of the individual consists in the transmission of the cultural heritage to him.

Johnson and Heffernan both give detailed lists of important values to be transmitted to American youth today. An examination of these values revealed that they bear a very close relation and similarity to the selected criterion values used in the instrument of this study. Warner concurs with the two above-mentioned authorities in his statement: "In the world of the eleven- and twelve-year

26Heffernan, op. cit., pp. 145-159.
27Warner, op. cit., p. 216.
old child, the same general values are operating as in the adult life."

Two writers from the field of children's literature have expressed their opinion relative to the close similarity between adult and youth values. They are:

1. Rachel Laurgaard, who states: Guiding the child "on and through and beyond the twilight" into the fullness of adult understanding involves introducing him into the traditional shared symbols that embody the moral precepts and aesthetic preferences that constitute Western Culture.28

2. Paul Hazard, who enlarges on this idea by saying: The same instinct that carries them (children) towards life carries them towards the values which give a meaning to this life, towards moral values, toward social values, which, through time-honored experiences, have proved to be the best guardians.29

It is logical, therefore, to conclude that the identified American middle-class values with which this study is concerned are applicable not only to adults, but to pre-adolescents as well. The designed instrument was developed and used the fifteen cultural values as they apply to young people between the ages of ten and fourteen.

IV. ASSUMPTIONS AND LIMITATIONS

The assumptions upon which this exploratory study

28Rachel Laurgaard, "The Importance of Imaginative Literature in the Middle Grades," Significant Values in Literature, Vol. II.

was based follow.

Assumptions

1. Children's books contain material which may or will affect young people's moral and ethical values.

2. This value-influencing content, by the process of content analysis, can be identified, analyzed, and tabulated by use of the constructed instrument.

3. The data thus collected may be of value to writers, publishers, librarians, educators, and parents.

4. The Newbery Medal books are primarily intended for pre-adolescent children, grades five through eight. Actually they may cover readers from grades three through nine. (See Appendix A for placements).

5. The reading range for these books as shown in the Children's Catalog provides a suitable basis for analyzing these books as they apply to pre-adolescents.

6. The definitions of "middle-class moral and ethical values" taken from the following authoritative sources provide an acceptable foundation for this study: (1) Dictionary of Sociology and Related Sciences, (2) Dictionary of Education, (3) A Comprehensive Dictionary of Psychological and Psychoanalytical Terms, and (4) The Dictionary of Scholastic Philosophy.

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7. The forty-five year period covered by the selection of the Newbery Medal books offers a sufficient duration of time to provide data which may indicate modifications and/or trending in the treatment of value content in these selected trade books.

This investigation was also based upon certain limitations which follow.

Limitations

1. Those set by the stated age-range of the John Newbery Medal books: pre-adolescence—primarily ages ten through thirteen.

2. Those inherent in the nature and scope of the devised instrument.

3. Those resulting from analyzing only the moral and ethical value content in these books.

4. Those established by the purpose of the instrument itself. It was specifically designed to collect data concerning only the presence, frequency, and intensity of the American middle-class moral and ethical values judged present in the selected books.

5. Those set by using only the American middle-class moral and ethical value syndrome as the criteria of analysis in this investigation.

6. Those set by the investigator's concern to discover only the presence of the values in the prescribed books, and not the internalization of these values by pre-adolescent readers.

7. Those inherent in the nature of this exploratory study. It is not for the purpose of being representative of all children's literature and the moral and ethical values which other books may contain.

8. Those set by the investigator's lack of concern for the literary merit of these selected books.

9. Those created by the design of an arbitrary scale
by which to measure the judged presence, frequency, and intensity of the criterion values in the books analyzed.

10. Those affected by any unintentional bias in the judging of the value content by the researcher.

V. DEFINITIONS OF TERMS USED

The following definitions of terms have been used throughout this study:

1. **Content Analysis**: An "objective, systematic, and quantitative analysis of ideas in printed material." The process includes three phases: (1) definition of ideas, themes, or items; (2) limitations of material sampled by years, issues, or segments of information; and (3) examination of the materials for the presence or absence of the selected item. This process provides a quantitative description of the content.

3. **Culture**: The pattern of all those arrangements, material or behavioral, whereby a particular society achieves for its members greater satisfaction than they can achieve in a state of nature. It includes social institutions and knowledge, beliefs, art, morals, customs, and any other capabilities and habits acquired by men as members of society.

3. **Cultural Values**: The fundamental standards of the culture group. They are used for the determination and direction of desirable and worthy action or thought, whether of the individual or of the group, and on the basis of which punishments and rewards are evaluated.

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36 English and English, op. cit., p. 133.

37 Good, op. cit., p. 594.
4. Didactic Literature: Written material that emphasizes precept, principle, doctrine, or rule.38

5. Ethical Values:* Those cultural values which are the ideal in human character and conduct.39 Those which "deal with the philosophy of moral conduct."40

6. Moral Values: Those cultural values which make up the code of good behavior.41 That which is good as pertaining to human conduct.42

7. Middle-Class Society: A heterogeneous section of the population: chiefly small businessmen and industrialists, professionals, intellectuals, and workers with small incomes, artisans, prosperous farmers, white collar workers and salaried employees. The unity of the group consists in its educational and living standards, its ideals of family, its mores, and recreational interests. The group is composed of the bulk of Protestant church members, a considerable element of the Catholic Church, and the Reformed Jewish Community.43

8. The John Newbery Medal: An annual award to the author of the "most distinguished contribution to American literature for children." It is for books which were published in the previous calendar year, and is restricted to authors who are citizens or residents of the United States. Books need not be written solely for children. Reprints and compilations are not eligible. It must be an original book.

38 *Ibid., p. 172.
39 English and English, op. cit., p. 189.
40 *Wuellner, op. cit., p. 44.
41 English and English, op. cit., p. 328.
42 *Wuellner, op. cit., p. 77.
43 *Fairchild, op. cit., p. 198.

*Frequently the terms ethical and moral are used interchangeably; however, the use of ethical usually indicates a theoretical meaning, whereas moral refers to the behavioral. In this study, the terms are used interchangeably.
9. **Pre-Adolescent:** The arbitrarily distinguished period of age, ten through twelve years, which is synonymous with later childhood. It is that period of life comprising the years just prior to pubescence.

10. **Social Traditions:** The product of the transmissions from generation to generation, usually by oral or written language, of the ideals, sentiments, and values connected with the life of the social group.

11. **Trade Books:** Children's books that have been written for general public use and are distributed through retail book stores. They do not include school textbooks.

12. **Values:** An abstract concept often merely implicit that defines for an individual or for a society what ends or means to an end are desirable. These abstract concepts of worth are usually not the result of the individual's own valuing. They are the social products that have been imposed on him and are only slowly internalized—accepted and used as his own criteria of worth.

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46 Cole and Hall, *op. cit.*, p. 4.


VI. SUMMARY

The first chapter of this report has given an introduction to the dissertation, stated the problem, specified the significance of the study, outlined the assumptions and limitations upon which the research is based, and has defined the important terms used in the report.

Four additional chapters complete the remainder of the study. They are as follows: (1) Chapter II: Review of the Literature Related to this Study, (2) Chapter III: Description of the Design and Procedure of the Study, (3) Chapter IV: Presentation of the Collected Data as Revealed by the Investigation, and (4) Chapter V: Conclusions Based Upon the Investigation and Recommendations for Further Study.
CHAPTER II

REVIEW OF THE LITERATURE RELATED TO THIS STUDY

The literature pertinent to this study was reviewed in three specific areas: (1) that which related to the stated opinions of experts in the field of children's literature expressing their beliefs that books can affect the moral and/or ethical values of young readers, (2) that which dealt with the value content in children's books—material which is available to affect or foster value learning, and (3) the research relative to the effect of books on young readers.

I. OPINIONS

The investigator found numerous statements of opinion from authorities in the field of children's literature which affirm their belief that children's books can influence, by their ethical value content, the behavior and attitudes of young people. The following paragraphs list some of these.

Opinions from Experts in the Field of Children's Literature

Among the authorities whose statements were reviewed by the researcher were:


1Adams, *op. cit.*, *passim*. 
stated: Good literature for children is not something removed from the great body of literature enjoyed by adult readers. Good literature whether for old or young readers, bears the mark of truth and integrity; it carries the reader along into genuine, if vicarious, experiences; it stirs his emotion, arouses his curiosity, stimulates his mind, and gives him a measuring stick for living. It offers the reader new growth in wisdom, insight, and understandings.2

2. Montgomery Johnston: Schools have an important responsibility to guide children to read carefully selected classics because, first, through reading these, children acquire a common and integrating set of values. Concepts of good versus evil, love of animals, love for independence, and a great many other ideals can become common possessions of the many segments of our society; and consequently can be important integrating factors in a multi-cultured society. South and North, East and West, rural and urban, lower and middle class, white or non-white, male and female, old and young—all can be brought into a greater degree of harmony if they possess the same ideals. Acquiring these ideals can be aided through reading the same good books.3

3. Phyllis Fenner: What is it that books can do for children? There is real magic in them for children. They carry them off to other worlds, other places, other peoples, other times. (She enumerates the following effects of reading).

(1) Books stretch children's imaginations.
(2) Books give us words, beautiful words.
(3) Books give children an emotional outlet.
(4) Humor in books not only amuses, but brings people together.
(5) Books give children something to think about.
(6) Books teach children tolerance--tolerance of other kinds of people, other customs, other ideas.

2Ibid., pp. vii-viii.

(7) Books can bring to children the results of thoughtlessness, cruelty and unfairness.

(8) Books broaden children's interests.

(9) Books are a common language the whole world over—an experience of sharing by children everywhere.4

4. Doris Gates: Their (young people's) reading should "help them weigh one set of values against another." It should increase their ability to solve many different kinds of problems. It should help them understand that there are many degrees of shading between black and white, good and evil, right and wrong. Understanding this, they can better understand the needs, the conflicts, and the desires that make men—and nations—do the things they do. Their judgment will be tempered with compassion, a quality that will guide them to better building of their own mature values.5

5. Nila Banton Smith: Literature affords an opportunity to participate sympathetically in the viewpoints, problems, and difficulties of others. It helps the child to understand culture patterns, both those which are currently in existence and those of the past.

In addition, literature aids therapeutically in solving personal problems. As the child reads literature selections, he is bound to encounter characters who have had problems similar to his and who have successfully solved these similar problems.

Literature also contributes to the improvement of attitudes and behavior toward people, animals, cultures, creeds, beliefs, occupations, institutions, country.6


6. **Paul Hazard**: I like books that contain a profound morality. I like books that set in action truths worthy of lasting forever, and of inspiring one's whole inner life; those demonstrating that an unselfish and faithful love always ends by finding its reward, be it only in oneself; how ugly and low are envy, jealousy, and greed; how people who utter only slander and lies end by coughing up vipers and toads whenever they speak. In short, I like books that have the integrity to perpetuate their own faith in truth and justice.7

7. **Ruth Strickland**: Each passing epoch has its own special system with which it indoctrinates its children. In our times, it would seem to be our faults and the less admirable of our values that are being imposed on the children waiting their turn on the world's stage.

The boys and girls in our elementary schools today will be at the peak of their powers in the year 2000, and will live by the values we teach them.

The process of building values is a step-by-step process and the steps are small. The child is well on his way by the time he enters school. If he comes from a home where standards are high, the school can build on what he brings. If the home standards are low, the school must work hard to revise them.

Children love books because by nature they desire to know and to experience. The stories in which they live help to form their philosophy of life and to enter into their common humanity.8

The seven persons just quoted are authorities in the


field of children's literature. They have expressed their opinions regarding the worth of books in shaping the beliefs and values of children.

The Use of Books in the School Setting for Value Teaching

Throughout the history of the American school, there has been continual emphasis on value education as an important component in curriculum development. This emphasis has been called by several names in current writings. These include: (1) "moral education," (2) "character education," and (3) "citizenship education." Each of these terms, in a broad sense, expresses that goal of education which is concerned with fostering the development of worthy character. Jones speaks of this educational objective as being interpreted to mean "personality, morality, or moral and ethical values."

Educators have discussed at length, both philosophically and pedagogically, the process by which value learning is acquired. In general, most agree that good literature can exert a positive influence on young readers toward fostering the development of a set of moral and ethical values.


10Ibid.
However, although this belief is frequently and strongly expressed, it must be remembered that it is only an opinion and it is not substantiated by scientific proof.

II. VALUE CONTENT IN CHILDREN'S BOOKS

Various influences and ideologies have been involved in the development of the body of children's literature. Arbuthnot\textsuperscript{11} points out that two forces have worked at building the literature: (1) the child's needs, and (2) the adult's ideas about the child's needs. She asserts that adults are going to produce and choose books for children which reflect their current literary interests and the social attitudes to which they subscribe. She continues:

So we found the fearsome theology of the Puritans reflected in their depressing little sermons for children. We observed the influence of the man of letters, Rousseau, launching a whole school of didactic writings for children.\textsuperscript{12}

Arbuthnot further points out the ideational quality of children's books when she states:

The Puritans tried to make their theology clear to children, and we are trying to explain to them our science, our inventions, our religious beliefs, our social ideals and problems. This sounds like didacticism still.\textsuperscript{13}


\textsuperscript{12}Ibid., pp. 26-27. \textsuperscript{13}Ibid.
Didacticism in Children's Literature

The investigator has traced the history of children's literature from the seventeenth century until contemporary times. He has found that in all centuries the authors who wrote for children have made an effort to include value influencing material in their books. A brief resume of each period is included here to trace the progress of didacticism.

Seventeenth-Century Books and Writers for Children. Meigs and her collaborators have written of the Puritan era and the use of literature as a means of teaching and training the young people of that period. They state:

They were an intense people. It is little wonder that where literature at home turned to the admonishment and improvement of children, that in America it bent to the task with a renewed intention of rendering young minds so strong and inflexible that they could withstand all temptations and all hardships.

Bunyan is cited by Huck and Young as an example of seventeenth century writers who thought that lectures and words of wisdom were good tools for instilling proper manners and a righteous way of life in youth. These writers

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15Ibid., p. 120.

The religious leaders could give approval to the moral and religious instructions in John Bunyan's Pilgrim's Progress, first published in 1678. Probably only a few children could read this book independently, but it became a significant part of the literature for children.

John Bunyan gave emblematic lessons in his verses about everyday objects and nature. The emblem books provided examples of the good and dutiful life through symbols:

"The Bee an Emblem truly is of Sin, Whose Sweet unto many a Death hath been."17

Other early references cited by Huck and Young include the following four books. They are, by their titles, identified as the didactic variety:

1. A 1679 title which reflects the purpose of these early books: *The Prodigal Son Sifted, or the Lewd Life and Lamentable end of Extravagant Persons emblematically set forth for a warning to unexperienced Youth.*

2. All children were expected to memorize John Cotton's catechism: *Spiritual Milk for Boston Babes in Either England, drawn from the Breasts of Both Testaments for their Soul's Nourishment.* (This was originally published in England in 1640, and was later revised for American Children. It was, in fact, the first book published for children in America).

3. The Alphabet and lists of Syllables were published by Stephen Crisp in his book for children, *A New Book for Children to Learn On,* (1681). Syllables were divided as follows:

"A so-ber Child hast Es-teem a-mongst the Wise."

4. Nathaniel Crouch edited *The Young Man's Calling,* a

17Ibid., pp. 43-45.
collection of stories for youth which included engravings of be-headings, burnings of martyrs, and information for proper behavior. The Apprentice's Companion, published in 1681, gave suggestions for diligent application to work.\(^\text{18}\)

These few references will suggest the popular trend in books for young readers during the seventeenth century.

**Eighteenth-Century Children's Books and Authors.** Didactic as these earliest books for children were, changes towards a less moralistic message came very slowly. The writers, however, state that gradually small modifications began to appear. The first signs of a different type of book for children came with the opening of a small English book shop by the man for whom the Newbery Medal was named. The event is related as follows:

It was not until 1744 that John Newbery published a book especially designed for children. The title page notes: A Little Pretty Pocketbook, "Intended for the Instruction and Amusement of Little Master Tommy and Pretty Miss Polly, with an agreeable letter to read from Jack the Giant Killer, as also a Ball and Pin-cushion, the use of which will infallibly make Tommy a good Boy, and Polly a good Girl.\(^\text{19}\)

Meigs comments on this era and points out that even with the advent of Newbery's children's books, moral teachings were still visibly important. She states:

John Newbery did not by any means desert the idea

\(^{18}\text{Ibid.}, \text{pp.}\ 45-49.\)

\(^{19}\text{Ibid.}\)
that books for children must teach them to be good, but his moral precepts, most of them included for the sake of the parents who were after all the purchasers, were all of the gentle and understanding kind which stressed the difficulty of avoiding naughtiness.20

Two other early authors for children were Joseph Downing and Mrs. Sarah Trimmer. Downing published the first catalog of books for children and young people in 1710. His work, The Young Christian's Library, stressed that the purpose of this type of book was to foster the health of the child's soul. Mrs. Trimmer, anxious to give children information in an interesting manner used conversations which wove information into the narrative. In 1786, she wrote her Fabulous Histories which told of a family of robins who gave long dialogues on nature subjects. Into this theme, the author wrote of the lives of birds while presenting many lessons on good conduct.21

Kiefer,22 a contemporary writer, tells of the early Colonial period of American history. She calls it "the age of decent behavior," and points out that the social standards of that period scathingly denounced a "clownish and unmannerly child" as the saddest sight of the times.23 Her

20Meigs, op. cit., p. 65.
21Huck and Young, loc. cit.
23Ibid., pp. 71-73.
list of the ideals of juvenile behavior is a long one—eleven items which cover the gamut from thoughts and meditations to proper dress and recreation. She concludes:

Religion for the Colonial child was not confined to the life of the spirit. One does not read very far into the juvenile literature of that period before he discovers the sovereignty of religion in every phase of child life. Not only were his education, manners, and morals motivated by theological concepts, but even his recreational and hygienic care were conditioned by the same principle.24

When the eighteenth century ended, didacticism in children's literature was still an important ingredient.

Nineteenth-Century Authors and Juvenile Literature.
A resume of the history of children's books in the nineteenth century reveals that the term, "didactic reading material," is frequently used by those who write of this era. Adams, speaking of the eighteenth- and nineteenth-century influence, states:

The influence of the philosophers is demonstrated in the mass of didactic reading material printed for children during the 18th and 19th centuries. Character building was of the first importance, according to Comenius, Rousseau, Locke, and Pestalozzi; and character building was the aim of the writers of the didactic tales...and the didactic tale was not to loose its hold. After all, it had the adult world on its side, and for another hundred years, children were taught all the goodly virtues through their storybooks.25

Mary Butt Sherwood, (1775-1851), was another writer

24Ibid.
25Adams, op. cit., pp. 61 and 91.
for children during this century. She wrote numerous fanciful tales, but later, probably under pressure, she re-edited her stories with the following explanation:

Since this fanciful production can never be rendered generally useful, it has been thought proper to suppress them....substituting in their place such appropriate relations as seemed more likely to conduce to juvenile edification.26

Meigs comments on this writer and her contributions to youth literature:

The substitutions were of the allegorical type which could mislead nobody. Even Mrs. Sherwood with her sharper observation and deeper understanding could not get away from the unhappy phrase, "juvenile edification."27

Throughout the nineteenth century, children's authors continued to produce the didactic literature which was considered by adults to be suitable for their children.

Twentieth-Century Books for Today's Young People. As the current century began, the writers for children continued to feel the compulsion to attempt to shape the lives of their young readers by the force of their books. These books were still frequently concerned with moral and ethical content which reflected the standards and beliefs of many of the adults of the society.


27Ibid.
Huck and Young\textsuperscript{28} assert that with the beginning of the twentieth century, children's books changed little. They particularly emphasize that books which taught good manners were published often during this era.

Arbuthnot\textsuperscript{29} speaks of the rise and fall in emphasis which repeats itself in each century in children's books. She also enumerates many of the new interests which have resulted from modern inventions, and calls attention to the fact that modern wars with their attendant horrors have prompted an emphasis on sanity and courage. These new emphases, she feels, have been responsible for the appearance of numerous religious books which restate convictions and stress faith for "that inner security" which modern children seek and need.

The writers cited do concede in their discussion of the present era, that the tones of didacticism and religious austerity have been reduced. They point out that today the children's authors have a better and more realistic understanding of children than did those of previous centuries. This fuller knowledge is due largely, they assert, to the current study of and emphasis on children and their development. Research in this area has provided information on the

\textsuperscript{28}Huck and Young, op. cit., pp. 64-66.
\textsuperscript{29}Arbuthnot, op. cit., pp. 26-27.
learning abilities and interests of children at various levels of education and maturity. As a result, many of the religious books of today are designed to help modern children appreciate, not only their own religion, but that of others as well.

Adams, discussing contemporary literature for children states:

The long revered didactic tale largely has been forgotten, and though the modern author often teaches a lesson through his stories, his manner of doing so is far more subtle than was that of the old writer of the old moral tale. 30

She concludes her discussion with the following opinion:

A child is greatly influenced by what he reads, and through good literature he quite unconsciously absorbs valuable and enduring lessons and attitudes. He learns that honesty and justice are more than abstract words; he learns to appreciate and care for animals; he learns of the dignity of labor, the love of home and country, the challenge of discovery and invention. He learns to value the beauties of past ages and to anticipate those to come in the future. His understanding of complex problems of human relationships is heightened. He grows in perception and sensitivity. 31

Thus even this brief review of four centuries of children's literature shows (1) that numerous authorities have expressed their beliefs that books and reading should include ethical and moral value content for the instruction of young readers, and (2) that a brief review of the literature of these centuries reveals that authors have included

30Adams, loc. cit. 31Ibid., p. 107.
varying amounts of didactic materials in their books. These same authors have expressed their opinions that books may have been instrumental in affecting children's attitudes, beliefs, and behavior. Again, it is to be stressed, that there is still insufficient study in the area to provide scientific evidence of the validity of such an assumption.

III. RESEARCH ON THE EFFECT OF BOOKS

Considerable research concerning the social effects of children's reading has been conducted. Many of the findings, however, are still inconclusive. Most of the studies do agree that literature may be an important instrument in the child's learning of moral and ethical values. If such learning does actually take place, the extent of that learning and its permanence have not yet been determined.

Sawrey and Telford\textsuperscript{32} have expressed the ambiguity of any available proof. They state that there is practically nothing but conjecture and opinion upon which to base the premise that reading alone influences the shaping of character and personality.

On the other hand other writers give a more positive

decision. Cole and Hull\textsuperscript{33} in their book, \textit{Psychology of Adolescence}, assert that reading has great value for adolescents because of its possible contribution to their development:

Reading can also result in security and self-realization for an adolescent's inner life, better interpersonal relations with his family and peers, changes in behavior, new ideas, and increased appreciations of many life activities. The values of reading are there, but boys and girls need help in finding them.\textsuperscript{34}

After reviewing numerous studies of young people's reading tastes and habits, these two writers conclude:

In recent years, books have been used as a constructive form of treatment for delinquents because of their value in providing new identifications, new ideologies, new satisfactions, and new patterns of living.\textsuperscript{35}

It should again be noted that this conclusion is evidently more the result of opinion than of research.

Chambers\textsuperscript{36} in a recent study indicates that until up to the present time there has been little real attempt to determine scientifically "whether or not literature does influence the development of children's social values." He


\textsuperscript{34}\textit{Ibid.}\textsuperscript{.}

\textsuperscript{35}\textit{Ibid.}\textsuperscript{.}

states that even today's research and opinions seem unclear.

The Social Effects of Reading

Studies which are concerned with the social effects of children's reading have sought to determine to what extent, and in what direction, reading may affect the social interests, attitudes, understandings, and behavior of children. Gray\(^{37}\) has summarized the early studies done. These were an attempt to measure the social effects of reading on children. Gray's report shows that before 1947 more than a score of relevant studies had been reported. The findings from these investigations led to the conclusions that reading not only may, but actually does, in varying extents and directions, influence the "understandings, attitudes, interests, beliefs, morals, judgments, and actions of readers."\(^{38}\)

It should be noted, however, that there are other factors involved in the act of reading which determine and influence the extent and character of its effects. Gray cites these as:

\[...\text{the reader's background of experience, his predispositions, motives, and emotional status, confidence in the press and its persuasive powers, and the prestige and personal influence of the opinions of the leaders involved.}\] \(^{39}\)

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\(^{38}\)Ibid.

\(^{39}\)Ibid.
The influence of reading the comics. Much of the research done in the area of social effects of reading has been concerned with the young people who read comic strips and comic books. The early investigators of the reading of comics were unanimous in condemning them. These first studies tended to indicate that such reading frightened children and upset their metabolism. This research further cited instances of tragedies where children apparently patterned their imaginative play after the model furnished by the comic book characters.

Cole and Hall, on the other hand, report that the more recent investigators have not been so condemnatory of the reading of comics. They quote Wertham who has taken into consideration that these modified effects from reading comic books may be due to the fact that the publishers are making their books less offensive.

Rose not only found no adverse effects from the


41Cole and Hall, op. cit., pp. 196-197.

42Frederick Wertham, "Are They Cleaning Up the Comics?" New York State Education, 43:176-180, 1955.

reading of comics by young people, but concluded that the comics exerted a small, but beneficial, effect upon the mental health of the young readers whom he studied.

Banning, in seeking further data on the personal and social influences of the reading of comic strips and comic books, reached the conclusion that such reading was not the cause of maladjustment, but rather a symptom of it. She further concluded that if reading such types of material was done in a reasonable amount, it could well serve to meet some of the normal needs of young individuals.

The researcher is aware that these studies just reviewed have been concerned with children reading comics rather than that material normally termed children's literature which is the primary source of material with which this study is concerned. However, the results of these investigations indicate that reading can influence young readers both in a negative manner as well as a positive manner. Since these findings deal with the social effects of children's reading, they seem relevant to the current research dealing with the value content in books which may affect young readers in fostering the development of their moral and ethical values.

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The impact of other types of reading on children. David Russell\textsuperscript{45} reviewed more than seventy studies which dealt with the influence of reading on children. He says, that despite the clues which have been discovered relative to the reactions to be expected from people with varying backgrounds, personalities, and interests, it is still difficult to know what influences reading, as a single activity, can exert. However, he does not discredit the fact that young readers can be helped to discover deeper meanings in their reading of literature. He asserts, further, that as they read books, discuss them, and thoughtfully appraise them, there is hope that the readers will not only grasp the concepts contained in the books, but will slowly internalize them as well. Russell concludes:

A child's or adolescent's grasp of such concepts is slow growing. Only a wide variety of experiences can give some understandings of tolerance or perseverance or sacrifice, but sometimes the process of getting to understand such ideas can be quickened through literature.\textsuperscript{46}

Recent Studies of Children's Literature: Content Analyses

The investigator indicated in Chapter I that until


very recent years there had been virtually no research dealing specifically with content analysis of the values present in children's books. Waples has suggested that it is important to "learn who reads what and why over consecutive periods of time." He assumed (1) that what people read is a measure of their attitudes, and (2) that people actually read enough to reveal their attitudes.

Chambers has been cited as stating that the results of studies dealing with the effects of children's books on the development of social values have been inconclusive. He further asserts:

The research analyzing the value influencing content in children's trade books, is even less conclusive. The studies dealing with this aspect of children's literature are of recent development and perhaps trend setting.

There have been several related studies reported which furnish pertinent data which support the present investigation. The researcher has found them to be of value in this regard and has reviewed them carefully. His report of these four studies has been included in the following pages.


48Chambers, loc. cit.

49Ibid., p. 31.
The Walker Study, 1963.50 Walker analyzed 115 reading selections taken from certain basal readers used in the United States. These selections were tested for the presence of the ten moral and spiritual values which were outlined in 1948 by the Educational Policies Commission of the National Education Association. These ten values were identified as: (1) Supreme importance of human personality, (2) Moral responsibility, (3) Institutions as the servants of men, (4) Common consent, (5) Devotion to truth, (6) Respect for excellence, (7) Moral equality, (8) Brotherhood, (9) Pursuit of happiness, and (10) Spiritual enrichment. Approximately one-half of the selections examined by Walker were reported to have contained one or more of the values sought.

In order to standardize his investigation as much as possible, the research worker first compiled a working list of definitions for the ten values. These were used as an instrument for the appraisal of the selections which were chosen at random from the five publishers of upper-grade basal readers. Thus, some precedent was established in this study for a content analysis of moral and spiritual

values to be found in children's reading materials. Walker does not clearly report how he arrived at his conclusions, but lists the five following steps as his procedure:

1. Each selection was read to determine the theme.
2. The selection was summarized; and plot, characters, and situation were recorded.
3. The selection was re-read, paragraph by paragraph, with the instrument alongside it.
4. Values were thus location and substantiated from the text.
5. The value elicited was assigned a degree of significance on a qualitative scale provided for the study. This scale used the letters A to E for a continuum of increasing significance.

The results of the analysis were then tabulated quantitatively and qualitatively. The data thus gathered indicated that approximately one-half of the selections contained, as stated, one or more of the values sought.

Walker concluded that teachers using these and other such selections could promulgate the teaching of the values identified. It was his opinion that not only in the areas of reading and literature, but also in the area of the social studies, value teachings could be used. He further concluded that such values could be fostered by the teacher using a basal reading program or even by the use of an individualized reading program.

It is to be noted that although Walker was concerned with analyzing reading selections from textbooks rather than
from trade books which are the concern of the present investigation, his study is relevant in several important ways. These can be summarized briefly as follows:

1. He analyzed children's reading materials for moral and spiritual value content.

2. He defined the ten values to provide a type of instrument to apply to each reading selection.

3. He arbitrarily judged each selection, assigning a weighted intensity to determine the presence or lack of presence of each value sought.

4. He concluded that children's reading material does contain value content in varying degrees.

These four concerns involved in the Walker study were basic components of the current research effort.

The Shepherd Study, 1962. John Shepherd studied sixteen books reported to be those most frequently chosen by middle- and upper-grade children. These books were then analyzed to determine the treatment of the characters involved in each. The opinions of librarians, teachers, and parents as to the popularity of the books were the bases of selection. There is no evidence of validation of the reputed popularity of the books, nor is there reporting of the number of subjects involved in making the choices.

Shepherd compared the favorable and unfavorable

characters in each of the selected books and categorized them according to the following criteria: (1) race, (2) nationality, (3) religion, (4) physique and appearance, (5) socio-economic status, and (6) standards of conduct and attitude. Two divisions were established for each category: positive treatment or negative treatment.

The conclusions from this study exist more in the realm of opinion than in scientific evidence. Shepherd did ask a very pertinent question:

Do you believe that children's reading affects their behavior? Even though there is no conclusive answer to this question, a good many teachers would unhesitatingly answer, "Yes." The "yes" answer makes it important to know what kinds of people children meet in the books they read.

Continuing with his conclusions, Shepherd states:

Therefore, it is the responsibility of teacher, parent, and librarian to know some of the more subtle content of books—the values approved and the traits attached to favored and non-favored characters in children's fiction. With this knowledge, books that bestow a heritage of hope, faith, love, honor, beauty, courage, and fairness will be revered by today's children and passed on to the children's children.52

The present investigation was concerned with gathering data relative to "some of the more subtle content of books." Specifically it was the moral and ethical value content in a selected list of books which have been chosen

52Ibid.
as outstanding contributions to youth literature. Therefore, the Shepherd study, with its plea for further research in content analysis of children's reading material provides a foundation for the current research problem. Also, since moral and ethical values can be portrayed by the characters in juvenile literature, there is a further relationship between the two investigations.

The Homze Study, 1963. A third study involving a content analysis of children's fiction was undertaken by Alma Homze. She analyzed inter-personal relationships to be found in trade books for juveniles. Her specific concern was to discover changes in the treatment of inter-personal relations to be found in five-year intervals during the period, 1920 to 1960. Samples of books from these intervals were selected and tested for data related to relationships between adults and children as well as those which occurred solely between children.

Homze discovered behavior traits in her research; however, she did not treat them for determining their influence on young readers in fostering their own value orientation. She was concerned chiefly in gathering data which would reveal changes in the portrayal of inter-personal

\[53\text{Homze, op. cit., passim.}\]
relations in the books analyzed.

Several conclusions were drawn from the Homze Study. Those which are particularly relevant to the present investigation are:

1. Children's books portray a child's world in which children direct their own activities.

2. Children's books reflect the increasing middle-class population.

3. Children's books describe a predominantly homogeneous population of American Caucasians.

These conclusions reached by Homze interpreted the collected data to mean that:

1. Child characters are becoming critical of adult characters.

2. There is increasing competition among adult and child characters.

3. Child characters increasingly prefer to interact in unsupervised areas.

She concluded that:

Since the content of children's literature may provide examples for children to use in extending or enforcing their own behaviors, the findings and conclusions of this study have important implications for authors, publishers, teachers, and parents.

It was of interest to the investigator to note that the Homze Study was concerned with approximately the same period of time as the current study, and the period was

54 Ibid., p. 132.  
55 Ibid., p. 133.  
56 Ibid.
arranged in five-year intervals for studying changes and/or trends during that time. Although the study just reviewed made no attempt to analyze examples of behavior in terms of moral or ethical value influencing content, there is a possible relationship between value commitment and behavior as it is portrayed in inter-personal relationships in books.

The fact that Homze found that children's books (1) frequently describe a predominantly American population, (2) often reflect a middle-class population, and (3) show the discrepancies which often exist between adult and children's viewpoints relative to roles and relationships, was of importance to the present investigation. This study made use of American middle-class moral and ethical values which had been included in children's books by adult authors. Hence the Homze Study provided pertinent background information for this research problem.

The Chambers' Study, 1965.57 Recent research in the area of children's literature which was most closely related to this investigation was the exploratory study done by Chambers. He collected evidence from the books comprising a one year's publication yield from two firms: (1) Viking Press, and (2) Harcourt, Brace and World. The data which was sought were concerned with value influencing material which

57Chambers, op. cit., passim.
was judged present in fiction books for children ages five through nine years. Chambers measured the nature and degree of intensity of such social value influencing material which he found in the books analyzed.

After developing an instrument to determine to what extent these values were present in the selected books, he gathered data which revealed the frequency of appearance of the social values as well as the intensity of their treatment. The devised instrument was also used to determine the predominant vehicle, or symbolic medium, through which these values were expressed.58

Seven social values were explored in the Chambers' study. They were those values which dealt with:

1. Aspects of the person himself as an individual.
2. Selected social values--fairness, honesty, kindness, cooperation, and commitment.
3. Aspects of peer group relations.
4. Aspects of family living.
5. Aspects of neighborhood and community living.
6. Aspects of world and national living.
7. Aspects of time passage and social change.59

The study reported a number of conclusions drawn from

58Ibid., p. 44.
59Ibid., pp. 41-42.
the gathered data. The conclusions reached were:

1. In general, the books analyzed gave minimum opportunity to explore the social values defined in the study.

2. It was suggested that this limited treatment of the social values in these books was due to several causes: (1) loss of sales, (2) fear of losing acceptance by writers and publishers, (3) lack of understanding of the importance of dealing with such matter in children's books, and (4) the opinion of editors and writers that children of this age have little ability to deal with such concepts.

3. The social values identified in the study, as judged important by cited experts, were found to be presented in a uniformly weak manner.

4. The two publishing houses compared in the study seem to be affected by similar forces in shaping their editorial policies so that little difference could be found between their respective treatment of social values in their publications for children six through nine.

5. The vehicle of representation of the social value was predominantly in terms of human beings. Hence most current fiction written for children of the prescribed age is of the realistic variety.60

In his recommendations for further investigations of the value content in children's literature, Chambers suggested that research was needed in the following areas:

1. Studies, similar to his study, to be instigated to deal with a more representative sample of children's books.

2. A study be made to analyze social value content in children's books for ages other than six to nine.

60Ibid., pp. 81-82.
3. An investigation of concerns and policies of editors of children's books be made relative to value content.\textsuperscript{61}

Chambers concluded:

The entire field of children's literature is open for study. The paucity of scientific investigation in this area gives mute evidence of the richness of the field for further research.

Unanswered questions exposed by this exploratory study of one facet of the field should serve as a spring-board from which many other studies can be launched. Children's literature is, indeed, a rich source for further scholarly investigation.\textsuperscript{62}

The Chambers' Study was particularly related to the present investigation in that: (1) it furnished a model for the instrument for gathering data, (2) its concern with social values for children as found in juvenile books was closely related, (3) it, like the present study, was concerned with discovering value content in books and not with how that material might be internalized, and (4) it furnished a strong foundation for this study by citing need for further research covering a more representative sample of children's books as well as for those applicable to another age group.

Summary and Conclusions from Reviewed Research and Literature

In summarizing this review of related literature and

\textsuperscript{61}Ibid., p. 83. \quad \textsuperscript{62}Ibid., p. 89.
research, the investigator concluded:

1. That a great amount of expert opinion has affirmed that children's books can affect the attitudes and behavior of young readers. However, there is still little evidence to support this assumption.

2. Research findings relative to the internalization of ethical and moral values from reading is inconclusive.

3. Although content analysis of children's literature has been undertaken, there has been little research done in the systematic exploration of moral and ethical value content in pre-adolescent books.

4. Depth studies are needed to determine the effects of children's reading on the development of their own values.

5. Before the above-mentioned studies can be undertaken, however, it is essential to analyze the content in children's books which may affect their moral and ethical values.

The researcher has concluded after reviewing the related literature that: (1) further study in the area of value content in children's books is needed, (2) the Newbery Medal books furnish a broader sample than was used in previous studies which investigated value content, (3) an exploratory study of the judged presence, frequency, and intensity of American middle-class moral and ethical values in these books is important, and (4) such a study will contribute to the larger, systematic exploration of determining the specific effects of literature of children.

The literature and research which was pertinently related to this investigation has been reviewed in Chapter II.
This review was undertaken in three specific areas:

1. Expert opinions relative to the importance of books in fostering moral and ethical values in young readers were examined.

2. That content in children's books which is available to foster learning was explored.

3. The findings from research relative to the effects of books on children was summarized.

The research design and the procedure which was used in the present study will be presented in Chapter III.
CHAPTER III

DESCRIPTION OF THE DESIGN AND PROCEDURE OF THE STUDY

In order to collect data concerning the moral and ethical value content in the Newbery Medal Books, the research design was developed as described in this chapter.

I. PROCEDURES

The researcher first designed an instrument to measure the judged presence, frequency, and intensity of the identified American middle-class moral and ethical values. The instrument was devised to assess these phenomena as found in the determined list of books. It dealt with only the positive aspects of the specified values as they were mentioned or implicit in the books explored. (See Appendix B).

The investigator applied the devised instrument to each book in order to collect the value data. As he read the selected books, he responded to them and recorded the data on the described instrument. This method of content analysis necessitated his using one instrument copy for each of the forty-four books.

One check mark \( \checkmark \) was made to indicate the presence of each value in the book regardless of the number of times it was mentioned. If the value was not mentioned or
judged present by the investigator, no mark was made in the appropriate space. When he had finished reading the entire book and responded to it, he recorded data relative to the presence of the particular value sought. The researcher then marked the intensity quantity on the rating scale. In this manner each book was analyzed and the judged presence or absence of each value was determined with its frequency and intensity rating.

The Sources of Data

The sources of data for making this exploratory study were the forty-four books chosen since 1922 to receive the John Newbery Medal. These books comprise a total of 9,103 pages of reading. This averages 207 pages for each book. The complete bibliographical information is included in the Bibliography, Section A, Primary Sources.

The Newbery winners have been published by nineteen different companies during the forty-five years since the Medal was established. Three companies have been recipients of the award most frequently. They are: (1) Viking Press—nine times a winner, (2) Houghton Mifflin Company with five books winning the award, and (3) Macmillan Company which has also published five winners. All the other companies have received the distinction three times or less.

Thirty-eight of the winning books are listed as fiction,
three are biographies, one is a story collection, one is classified as folk tales, and one is a history of the world. These last mentioned six books are:

1. **Biographies:**
   
   
   

2. **Story Collection:**


3. **Folk Tales:**


4. **World History:**


**II. METHODS USED IN GATHERING THE DATA**

During his reading and responding to the books used in this study, the researcher followed no set order in choosing which book to read. He felt that by selecting the books in random order, less bias from various influencing factors would occur to affect a reporting of trending patterns. The date of publication, setting of the story, characterization, and particular author were thus not considered in an attempt to objectively assess for the value content.
The Devised Instrument

The researcher, in developing the data gathering instrument, modified the model designed by Dewey Chambers.¹ The Chambers' instrument was developed to measure the presence of selected social values in fiction for children ages five through nine. The original model used by Chambers was an instrument designed by Tannenbaum who sought to determine the image of the American family life as it was portrayed in certain basal readers used in the United States.² It was necessary for the investigator to modify the Chambers' instrument in order to be able to measure the judged presence, frequency, and intensity of the criterion values of the present study.

The designed instrument used the identified American middle-class moral and ethical values as shown in Table I, page 7, for the basis of asking fifteen major questions. Each major question was followed by several component questions which delineated the important basic meanings of each identified value. These sub-category questions were identified and arbitrarily stated in the following manner: (1)

¹Chambers, op. cit., pp. 88-97.

a thorough study of the primary meanings of the criterion values was made by using definitions from Webster's New Twentieth Century Dictionary of the English Language, (unabridged), 3 the Dictionary of Sociology and Related Sciences, 4 and the Dictionary of Education; 5 (2) using these definitions, with his own knowledge of children's books and the means which authors frequently use to include didactic material in their books, the researcher formulated the sub-category questions for the instrument; and (3) the component questions were then discussed and revised, in consultation with the investigator's adviser, 6 and the final wording agreed upon.

Questions Used in the Designed Instrument

The researcher used the following questions in developing and constructing the instrument for his analysis:

1. To what extent does the book afford the child an opportunity to explore the value: CIVIC AND COMMUNITY RESPONSIBILITY?
   a. As a member of a community organization or club?

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4 Fairchild, op. cit., passim. 5 Good, op. cit., passim.

6 A personal interview with Dewey Woods Chambers, Assistant Professor of Education, University of the Pacific, Stockton, California, January 10, 1966.
b. By fulfilling an obligation or duty to a city, town, community, or resident area?

c. In holding an office or position of responsibility?

2. To what extent does the book afford the child an opportunity to explore the value: CLEANLINESS AND NEATNESS?

a. Through personal grooming or bodily cleanliness?

b. By neatness of dress or general appearance?

c. In the clearness or tidiness of dwelling or room?

3. To what extent does the book afford the child an opportunity to explore the value: IMPORTANCE OF EDUCATION OR SCHOOLING?

a. Through formal learning situations in a school?

b. By emphasis on study, reading, or lesson preparation in the home setting?

c. As a prerequisite to success opportunities in life?

d. Through emulation of an adult model?

4. To what extent does the book afford the child an opportunity to explore the value: FREEDOM AND LIBERTY?

a. Through a nation's independence from another power?

b. By an individual's freedom from slavery or bondage?

c. In freedom of thought, decision, or course of action?

d. Through guarantee of basic liberties and freedom?
5. To what extent does the book afford the child an opportunity to explore the value: GOOD MANNERS?
   a. By observing the common courtesies in home or social situations?
   b. Through emphasizing politeness, civility, and graciousness?

6. To what extent does the book afford the child an opportunity to explore the value: HONESTY IN ALL THINGS?
   a. Through care in speaking truthfully or in avoiding a lie?
   b. By showing sound integrity in financial matters?
   c. In scrupulous integrity relative to other people's property or reputation?
   d. In dealing with others without sham or hypocrisy?

7. To what extent does the book afford the child an opportunity to explore the value: INITIATIVE AND ACHIEVEMENT?
   a. In the achievement of success or fulfillment?
   b. Through independent or enterprising action?
   c. Through exhibiting leadership?
   d. In being able to begin a course of action and accomplish its objective?

8. To what extent does the book afford the child an opportunity to explore the value: JUSTICE AND EQUALITY?
   a. Through equal sharing of responsibilities as well as benefits?
   b. In fair decision-making: just rewards or penalties?
c. By democratic action regardless of ethnic background, racial difference, religious beliefs, popularity, appearance, or other possible influencing factor?

d. In showing proper respect for others despite station in life, education, culture, or occupation?

9. To what extent does the book afford the child an opportunity to explore the value: LOYALTY?

a. By patriotic action, dedication, or sacrifice to one's country?

b. In showing allegiance to a national symbol, flag, oath, or ideology?

c. Through constancy or faithfulness to a friend, pet, or loved individual?

d. By dedication and devotion to an idea, principle, or value?

10. To what extent does the book afford the child an opportunity to explore the value: SACREDNESS OF MARRIAGE?

a. Through devotion to a marriage partner during all circumstances?

b. In honoring and keeping marriage vows?

c. By devoted consideration, mutual respect, and harmonious relationships in the home?

11. To what extent does the book afford the child an opportunity to explore the value: RESPONSIBILITY TO THE CHURCH: RELIGION?

a. By attending religious services?

b. Through working for the church, synagogue, mosque, temple, etc., to further its cause?
c. In noting the act or practice of prayer?

d. By reading or quoting the Bible or other sacred book?

e. Through talking about or referring to God?

f. By participating in religious rites or ceremonies?

g. With an example of the operation of living faith?

13. To what extent does the book afford the child an opportunity to explore the value: SELF-RELIANCE?

a. By one's confidence in his own ability to make decisions or judgments?

b. Through a show of resourcefulness: doing the right thing at the right time in the right way?

c. In being self-sufficient to handle matters during a time of crisis, emergency, or disaster?

d. In a show of insight, wisdom, or prudence to meet the need in a particular set of circumstances?

e. By being able to function independently when mature action is required?

14. To what extent does the book afford the child an opportunity to explore the value: SEXUAL MORALITY?

a. Through teaching propriety between sexes?

b. By the practice of virtuous and chaste conduct?

c. In fulfillment of proper behavior relative to the sex roles?

d. By emphasizing purity of thought or desire?
15. To what extent does the book afford the child an opportunity to explore the value: THRIFT AND HARD WORK?

a. By showing the dignity and necessity of working in order to make a living?

b. Through examples of industriousness and ambition?

c. In portraying the importance of man's contributions to produce and develop better products for enhancing his position and security?

d. By showing the advantages and benefits resulting from the acquisition of monetary well-being?

e. Through the practice of careful economy and frugality in conserving financial assets or valuable resources?

Although the investigator was of the opinion that these questions adequately covered each of the fifteen major value categories, he nevertheless included one additional area to be used if it were necessary. This addition was simply called: "Other," and was a precautionary measure. Hence, if the researcher should discover, in his collecting data, that some situation had not been included in a particular sub-category, he could then note its presence, frequency, and intensity in the "other" space. He did not need to use this frequently, but on several occasions found it worthwhile. However, in the event that no "other" such incident occurred, the researcher did not tabulate the 5 rating (not present), since this would have changed the judged intensity mean.
The Rating Scale

The instrument was so designed that it was possible to record not only the presence of a particular moral or ethical values as it was judged present in the book being analyzed, but to also assess the intensity with which the value was treated. In order to do this, it was necessary to provide a rating scale for measuring the value intensity. The scale was a continuum extending from one to five as follows:

1. The book *very often* deals with this value.
2. The book *frequently* deals with this value.
3. The book *sometimes* deals with this value.
4. The book *seldom* deals with this value.
5. The book *never* deals with this value.

By thus assigning one of the five numbers of the rating scale to a particular value category, the investigator quantitatively gave a measurement to the judged intensity of the value treatment. Thus the data upon which this exploratory study was based were collected by the described procedure.

Treatment of the Gathered Data

The raw data were treated as they related to these areas of the study: (1) Was the value present? (2) What was the judged frequency? (3) What was the intensity of treatment? and (4) What trends were revealed by studying the data in five-year periods?
The frequency of judged value content. In order to compute the judged frequency of individual values, single books, and combined frequency counts for all the books, the researcher treated the data in the following manner:

1. Frequency counts of individual values were tallied as recorded in the instrument. This was to determine the number of times a particular value had been assessed present in each of the selected books.

2. The frequency counts for each value were then combined to determine the total number of times particular values had been found in the complete list of the books analyzed in this study.

3. Since the total frequencies found in #2 could vary in their maximum hypothetical possibilities according to the number of sub-categories under each major value in the instrument, it was necessary to compute frequency scores in percentages before ranking them for analysis. The percentages indicated the times a value was judged present versus the maximum hypothetical possibility. They were computed by using the formula:

\[ \% = \frac{f}{f_{pos}} \]

4. After finding the value percentages, the researcher arranged them in rank order and compiled tables to further the process of content analysis.

5. The investigator also noted the number of books in which individual values were not judged present, and this information was used as a further means of comparing and contrasting the value content in the books.

The assessed intensity of value treatment. Treatment of the raw data for determining the intensity of value inclusion followed these steps:

1. The assessed intensity ratings in sub-categories of the major values were first combined to find the intensity score for individual values in each book. This score was divided by the number of times, then,
the value was judged present in that book. This was to find an intensity mean and the formula used was as follows:

\[ \text{Int. M} = \frac{\Sigma r}{f} \]

2. By summing the individual intensity means for each value in a particular book, and dividing the total by the number of values (15), a value score was calculated for each of the forty-four books. The entire list of books was then arranged in rank order according to these total value intensity means.

3. Inasmuch as intensity means for each value had been computed for the individual books, the researcher arranged them to provide a clear profile of the values judged present in each of the Newbery books.

4. The means for individual values were then combined and a total mean intensity score was computed for each value for the entire list of books. The formula used for this was:

\[ \text{Val. M} = \frac{\Sigma \text{Int. M}}{N} \]

These total intensity means for the individual values were then used as a basis for arranging the fifteen major categories in rank order for analysis.

As a means of comparing and/or contrasting the data collected and treated for the frequency and intensity of the fifteen values, the researcher tabulated them in their respective rankings for both frequency percentages and intensity means. (See page 61, #4, and #4 in preceding paragraph).

Data computed in five-year periods. In order to analyze data and discover variations or trends in the value treatment of the selected books, it was necessary for the investigator to: (1) deal with the information relative to
total value content computed in five-year periods, and (2) to then determine individual value treatment in the same time intervals.

1. **Combined Values**: Two steps were followed.
   a. The total intensity means of the five books from each period were summed and divided by five (5) to discover the mean score indicating the intensity of all the values for a particular five-year interval. This procedure was repeated for each of the nine time spans of the study.
   b. The five-year periods were then arranged in rank order on the basis of their respective total intensity means.

2. **Individual Values**: In order to discover the treatment given to each of the fifteen values during the five-year periods of the study's scope, the researcher proceeded as follows:
   a. Using the collected data from the instrument, he computed an intensity mean for each value in five-year spans. The intensity means for each value in individual books had previously been figured as was described on page 61, #1, under the heading: "Assessed Intensity of Value Treatment." These value means were then summed in fives in consecutive order of publication dates. Thus an individual value intensity mean was determined for each interval.
   b. The individual value intensity means thus calculated were then graphed to discover periods of special emphasis or trending in the value content of the Newbery Medal winning books.

**III. SUMMARY**

Chapter III has discussed the design of the study and
presented the procedures used. It has noted the sources from which data were gathered and the method used in collecting them. The design of the instrument used in gathering the data, the major questions with their sub-categories of the criterion values, and the rating scale for assessing the intensity of value treatment have all been described. The manner of treating the collected data has also been outlined. Chapter IV will discuss the analysis of the collected data.
CHAPTER IV

PRESENTATION OF THE COLLECTED DATA AS REVEALED BY THE INVESTIGATION

It was the purpose of this study to collect data from the forty-four Newbery Medal winning books. The data were gathered through the application of the designed instrument. They were then analyzed to:

1. Discover if American middle-class moral and ethical value content was present in these books.
2. Measure the judged frequency of the value content.
3. Assess the intensity of treatment of such material.
4. Treat the data collected in five-year periods to discover variations or trending in value treatment,

In order to make an analysis of the data, the investigator first treated the findings as described in Chapter III. From his computations, he prepared a number of tables which have been included in this chapter and are analyzed and explained in the following pages.

I. FREQUENCY COUNTS OF THE CRITERION VALUES

As he applied the devised instrument to each book, the researcher used one check mark /✓/ to indicate the presence of the value in the book regardless of the number
of times it might be discovered. The total number of check marks thus recorded for a single major value could vary according to the number of sub-category questions used by the instrument in assessing that particular value content in the various books. After each book had been read and the responses recorded, the total check marks under each of the values were tallied and a frequency count for individual values was determined. By summing these frequency counts from the forty-four books, the investigator was able to compute a total frequency score for each of the fifteen criterion values used in the instrument.

These total frequency counts were then compared with the total number of possible frequencies for each value, and percentages for the individual categories were computed. For example, Value V was found checked a total of 75 times. However, if every sub-category had been marked for all the books, there would have been a possible hypothetical maximum of 88. Using these two amounts, 75/88, the calculation was made which revealed that 85% of the possible frequencies had been marked. Each of the values was treated in this described manner to determine percentages of frequency counts.

The investigator, by tabulating the total number of books in which a specific value was present, was also able to determine the number of books in which a particular value was not judged present at all. Thus he discovered that some
values were not found present in several of the books. The number of books in which specific values were not present ranged from 0 to 27. Only one value, Value IX, Loyalty, was found present in every book examined and analyzed. However, in contrast, Value XIV, Sexual Morality, was not found present in twenty-seven of the explored books.

**Analysis of Table II: Frequency Counts**

The researcher compiled the gathered data and tallied them to find frequency counts of the individual values. Table II shows the frequency counts arranged in rank order according to the percentages given for each value. Data reveals that two of the values, Value V and Value XIII, Good Manners and Self-Reliance, each received a rank of 1.5 with 85% of the total possible frequency count checked. However, Value V was not judged present in five books, whereas Value XIII was found missing from only one of the books.

Value VII, Initiative and Achievement, and Value XII, Responsibility to Family, ranked next highest with a placement of 81% of the total possible frequencies. The three values ranking lowest in frequency-count percentages were: (1) Value I—Civic and Community Responsibility—with a rank of 13.5, (2) Value X—Sanctity of Marriage—with a like rank of 13.5, and (3) Value XIV—Sexual Morality—which received a rank of 15.0. These low-ranking three values were also
TABLE II

FREQUENCY COUNTS OF THE FIFTEEN CRITERION VALUES AS JUDGED PRESENT IN THE NEWBERRY BOOKS

(The total frequency count of each value is shown in comparison with possible maximum count. Computed percentages are bases for ranking of the values, and the total number of books in which specific values are not judged present is also shown in the tabulated data).

<table>
<thead>
<tr>
<th>RANK</th>
<th>VALUE</th>
<th>TOTAL FREQUENCY</th>
<th>POSSIBLE FREQUENCY</th>
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<td>30%</td>
<td>27</td>
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</table>

(Data used in this table were compiled from the designed instrument and the formula for computing percentages was: \( \% = \frac{f}{f_{pos}} \).)


found in less of the books examined: Value I was found in only thirty of the books, Value X was found in only twenty-four books, and Value XIV was present in only seventeen of the selected list. The percentage of possible frequencies for these last three values was also very low: 46%, 46%, and 30% respectively, as shown in Table II, Column 3.

II. JUDGED INTENSITY OF TREATMENT OF CRITERION VALUES

Using the frequency counts made with the assigned intensity ratings for each value, the investigator was able to compute means for each of the fifteen values in each of the forty-four books. For example, in Van Loon's book, The Story of Mankind, the frequency for Value I was three (3). The intensity rates for sub-categories a, b, and c were three (3), two (2), and two (2) respectively. The total of these was seven (7). Dividing this total intensity figure by the frequency count—seven divided by three—gave an intensity mean of 2.33 for Value I in that particular book. Using this same procedure, the researcher found the means for each value in the individual books analyzed.

These individual book value intensity means were then combined to find a grand mean for each of the fifteen criterion values. Finally, a total grand mean was computed by combining the means for each of the forty-four books. The grand mean for each book had been computed by totalling
and figuring a mean from the fifteen value means of each of the forty-four books. The entire selected list of the Newbery Award books was then arranged in rank order based on a judged value intensity mean for each book.

Analysis of Table III: Value Intensity of Newbery Books

An examination of the data included in Table III reveals the rank order of the books arranged from the highest intensity of treatment of the American middle-class moral and ethical values judged present in the selected list of books explored. These intensity means are computed from the rating scale: 1 to 5, which was described previously. Therefore, the book receiving rank 1.0, Meigs, Invincible Louisa, had an intensity mean of 2.50. In this book, all of the fifteen criterion values received a mean rating indicating that these values were either "frequently dealt with" or "sometimes dealt with."

By examining Table III, it can be seen that the remaining forty-three books received a judged intensity of value treatment which steadily decreased. In other words, the top seven books of the selected list ranged from "frequent treatment" down to a "sometimes treatment" of the criterion values.

The next twenty-six books in order of ranked value intensity, (3.05 to 3.94), received a rating of sometimes
TABLE III
NEWBERY BOOKS ARRANGED IN RANK ORDER ACCORDING TO TOTAL
JUDGED VALUE CONTENT
(The value intensity shown is the total mean score per book).

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<th>INTENSITY</th>
<th>TITLE</th>
<th>YEAR</th>
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<td>1.0</td>
<td>2.50</td>
<td>INVINCIBLE LOUISA</td>
<td>1934</td>
</tr>
<tr>
<td>(2.5)</td>
<td>(2.54)</td>
<td>CARRY ON, MR. BOWDITCH</td>
<td>1956</td>
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<tr>
<td>(2.5)</td>
<td>(2.54)</td>
<td>WITCH OF BLACKBIRD POND</td>
<td>1959</td>
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<td>4.0</td>
<td>2.59</td>
<td>RIFLES FOR WATIE</td>
<td>1958</td>
</tr>
<tr>
<td>5.0</td>
<td>2.69</td>
<td>AMOS FORTUNE, FREE MAN</td>
<td>1951</td>
</tr>
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<td>6.0</td>
<td>2.78</td>
<td>JOHNNY TREAMAIN</td>
<td>1944</td>
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<td>7.0</td>
<td>2.99</td>
<td>THE BRONZE BOW</td>
<td>1962</td>
</tr>
<tr>
<td>8.0</td>
<td>3.05</td>
<td>YOUNG FU OF THE UPPER YANGTZE</td>
<td>1933</td>
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<tr>
<td>9.0</td>
<td>3.07</td>
<td>THE STORY OF MANKIND</td>
<td>1922</td>
</tr>
<tr>
<td>10.0</td>
<td>3.13</td>
<td>THE WHEEL ON THE SCHOOL</td>
<td>1955</td>
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<tr>
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<td>3.17</td>
<td>ADAM OF THE ROAD</td>
<td>1943</td>
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<td>THE TRUMPETER OF KRAKOW</td>
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<td>1935</td>
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<td>DANIEL BOONE</td>
<td>1940</td>
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<td>16.0</td>
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<td>WATERLESS MOUNTAIN</td>
<td>1932</td>
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<td>17.0</td>
<td>3.37</td>
<td>MIRACLES ON MAPLE HILL</td>
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<td>ROLLER SKATES</td>
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<td>ONION JOHN</td>
<td>1960</td>
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<td>20.0</td>
<td>3.50</td>
<td>HIXTY, HER FIRST 100 YEARS</td>
<td>1930</td>
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<tr>
<td>21.0</td>
<td>3.54</td>
<td>THE DOOR IN THE WALL</td>
<td>1950</td>
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<td>(23.0)</td>
<td>(3.56)</td>
<td>VOYAGES OF DR. DOLITTLE</td>
<td>1923</td>
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<tr>
<td>(23.0)</td>
<td>(3.56)</td>
<td>TALES FROM SILVER LANDS</td>
<td>1925</td>
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<tr>
<td>(23.0)</td>
<td>(3.56)</td>
<td>A WRinkle IN TIME</td>
<td>1963</td>
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<td>1926</td>
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<td>3.72</td>
<td>SECRET OF THE ANDES</td>
<td>1953</td>
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<tr>
<td>28.0</td>
<td>3.74</td>
<td>GINGER PYE</td>
<td>1952</td>
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<tr>
<td>29.0</td>
<td>3.79</td>
<td>WHite STAG</td>
<td>1938</td>
</tr>
<tr>
<td>(30.5)</td>
<td>(3.81)</td>
<td>RABBIT HILL</td>
<td>1945</td>
</tr>
<tr>
<td>(30.5)</td>
<td>(3.81)</td>
<td>TWENTY-ONE BALLOONS</td>
<td>1948</td>
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<tr>
<td>32.0</td>
<td>3.88</td>
<td>SHADOW OF A BULL</td>
<td>1965</td>
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<tr>
<td>33.0</td>
<td>3.94</td>
<td>CADDIE WOODLAWN</td>
<td>1936</td>
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<tr>
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<td>4.01</td>
<td>AND NOW MIGUEL</td>
<td>1954</td>
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<td>THRIMBLE SUMMER</td>
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<td>4.04</td>
<td>KING OF THE WIND</td>
<td>1949</td>
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<tr>
<td>37.0</td>
<td>4.05</td>
<td>CALL IT COURAGE</td>
<td>1941</td>
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<tr>
<td>38.0</td>
<td>4.06</td>
<td>THE CAT WHO WENT TO HEAVEN</td>
<td>1931</td>
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<tr>
<td>39.0</td>
<td>4.15</td>
<td>MATCHLOCK GUN</td>
<td>1942</td>
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<tr>
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<td>DARK FRIGATE</td>
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<td>ISLAND OF THE BLUE DOLPHINS</td>
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<td>43.0</td>
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<td>MISS HICKORY</td>
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<tr>
<td>44.0</td>
<td>4.48</td>
<td>IT'S LIKE THIS, CAT</td>
<td>1964</td>
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</table>
down to a seldom treatment. The eleven lowest ranking books which received intensity ratings from 4.01 down to 4.48, were ranked from thirty-fourth to forty-fourth. This would indicate that the criterion values received decreasing intensity of treatment which covered a range of from seldom dealt with down to an almost never dealt with rating.

Three sets of tied ranks can be noted from the data in Table III. These books are shown in brackets on the table and are:

1. Carry on, Mr. Bowditch and Witch of Blackbird Pond. Both books were ranked 2.5 and received a total mean score of 2.54 for all fifteen values.

2. Voyages of Dr. Doolittle, Tales From Silver Lands, and A Wrinkle in Time. Each of these three books was ranked 23.0 with a total value mean of 3.56. They were published in 1923, 1925, and 1963 respectively.

3. Rabbit Hill and Twenty-One Balloons. These two Newbery winners, published in 1945 and 1948, both received a total value intensity mean of 3.81 which ranked them at 30.5.

Profiles of Values Judged Present in Each Newbery Book

In order to give a clear picture of the intensity of value treatment in each of the forty-four books studied, the
researcher arranged the data from each book according to value number and intensity means from I to XV. These data are shown in Table IV, which also gives the grand mean computed for each of the forty-four books analyzed. These profiles are numbered from 1 to 44 according to the dates of publication. In other words, Van Loon's, The Story of Mankind, published in 1922, is listed as first or No. 1. The second listed is Lofting's, The Voyages of Dr. Dolittle, published in 1923, and shown as No. 2. The books follow in consecutive order down to Wojciechowska's, Shadow of a Bull, the most recent selection, published in 1964, and numbered as 44.

No particular analysis of these profiles was given inasmuch as they were intended to show that although the grand mean for the book may be indicative of a weak treatment of total value content, there may be particular values which received strong ratings. For example in No. 1, The Story of Mankind, the grand mean was 3.07 which means that on the average, the criterion values received a sometimes dealt with rating. However, Values I, VII, IX, XI, and XV received a rating of 2.25 or higher. In fact, Value XI was rated 1.72. This means that these five values were frequently dealt with in this book, while Values II and VI were seldom dealt with; and Values X and XIV were never dealt with. Hence, Table IV differentiates between value intensities for
TABLE IV

A PROFILE SHOWING THE 15 MORAL AND ETHICAL VALUES AS JUDGED PRESENT IN EACH NEWBERY BOOK
(Intensity means shown in this table were computed from data measured and tabulated by using the designed instrument for analyzing each of the 44 John Newbery Medal winning books).

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15. Brink, *Caddie Woodlawn*. (Grand Mean for this book: 3.94).

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22. Gray, *Adam of the Road*. (Grand Mean for this book: 3.17)

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23. Forbes, *Johnny Tremain*. (Grand Mean for this book: 2.78)

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24. Lawson, *Rabbit Hill*. (Grand Mean for this book: 3.81)

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each individual category used. These last four values examined, for example, received a rated intensity of 4.00 and 4.25 (this value is seldom dealt with), and 5.00 and 5.00 (this value is never dealt with) respectively. Thus, any of the books explored has a distinctive profile, value for value.

Analysis of Table V: Computed Grand Means for Each Value

After completing the computation of means for each of the criterion values found present in each book according to the assessed intensity of treatment, the investigator then combined the means for each individual value, and determined a grand mean for each. Table V, based on the computed data, shows the fifteen values arranged in rank order according to the rated intensity means. These range in intensity of treatment from a score of 2.93 to 4.61. This means that the top-ranking four values were all sometimes dealt with on the average in all forty-four books. They received intensity means of 2.93 down to 2.98. Since all four scores are nearly equal to 3.00, the values were only sometimes treated. These four values with their rank are: (1.5) Loyalty and Good Manners, (3.0) Responsibility to Family, and (4.0) Self-Reliance. By way of contrast, Values X and XIV, Sanctity of Marriage and Sexual Morality, ranked 14.0 and 15.0 respectively with a rating of 4.06 and 4.61. This indicates that these values were seldom or almost never dealt
TABLE V
JUDGED VALUE INTENSITY FOUND IN THE NEWBERY BOOKS
(Grand means shown for each value in rank order)

<table>
<thead>
<tr>
<th>No.</th>
<th>Value</th>
<th>Rank</th>
<th>Intensity</th>
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<td>LOYALTY</td>
<td>1.5</td>
<td>(2.93</td>
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<tr>
<td>V)</td>
<td>GOOD MANNERS</td>
<td>1.5</td>
<td>(2.93</td>
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<tr>
<td>XII</td>
<td>RESPONSIBILITY TO FAMILY</td>
<td>3.0</td>
<td>2.96</td>
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<tr>
<td>XIII</td>
<td>SELF-RELIANCE</td>
<td>4.0</td>
<td>2.98</td>
</tr>
<tr>
<td>VII</td>
<td>INITIATIVE &amp; ACHIEVEMENT</td>
<td>5.0</td>
<td>2.99</td>
</tr>
<tr>
<td>XV</td>
<td>THRIFT &amp; HARD WORK</td>
<td>6.0</td>
<td>3.20</td>
</tr>
<tr>
<td>II</td>
<td>CLEANLINESS &amp; NEATNESS</td>
<td>7.0</td>
<td>3.29</td>
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<td>III</td>
<td>IMPORTANCE OF EDUCATION</td>
<td>8.0</td>
<td>3.59</td>
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<tr>
<td>XI</td>
<td>RESPONSIBILITY TO CHURCH</td>
<td>9.0</td>
<td>3.66</td>
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<tr>
<td>VIII</td>
<td>JUSTICE &amp; EQUALITY</td>
<td>10.0</td>
<td>3.69</td>
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<td>I</td>
<td>COMMUNITY RESPONSIBILITY</td>
<td>11.0</td>
<td>3.83</td>
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<td>IV</td>
<td>FREEDOM &amp; LIBERTY</td>
<td>12.0</td>
<td>3.91</td>
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<td>VI</td>
<td>HONESTY IN ALL THINGS</td>
<td>13.0</td>
<td>3.96</td>
</tr>
<tr>
<td>X</td>
<td>SACREDNESS OF MARRIAGE</td>
<td>14.0</td>
<td>4.06</td>
</tr>
<tr>
<td>XIV</td>
<td>SEXUAL MORALITY</td>
<td>15.0</td>
<td>4.61</td>
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</tbody>
</table>

(Data for this table were computed from the designed instrument which measured the judged intensity of the 15 moral and ethical values assessed present in the Newbery Award Books)
with in these selected books. The remaining nine values were rated as either being *sometimes* dealt with or *seldom* dealt with in the Newbery Award winners.

The researcher has thus far shown the ranking of the criterion values according to their frequency counts, and according to the intensity of treatment of the values. The arranged data were compiled in Table II through Table V.

**Analysis of Table VI: A Comparison of Ranked Positions Computed from Frequency Percentages and Intensity Means of the Criterion Values**

In order to compare the ranked positions assigned to the fifteen values on the basis of their frequency percentages and their computed intensity means, the investigator arranged the data in Table VI. It seemed likely that this would reveal certain relationships between the two sets of data collected on the same value. The information under the heading, FREQUENCY, was ranked according to the percentages of occurrence from high to low scores; and the data under the heading, INTENSITY, is arranged in rank order from most to least emphasis. The tabulation made it possible to compare the ranked positions and discover likenesses or differences. If certain values were found in the same, or almost the same ranking for both frequency and intensity, the researcher used broken lines to couple the data to show
TABLE VI

<table>
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<tr>
<th>FREQUENCY</th>
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<td>NO.</td>
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<td>XIII</td>
<td>SELF-RELIANCE</td>
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<td>XII</td>
<td>FAMILY</td>
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<td>LOYALTY</td>
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<tr>
<td>XV</td>
<td>THRIFT AND HARD WORK</td>
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<tr>
<td>III</td>
<td>EDUCATION</td>
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<td>XI</td>
<td>RELIGION</td>
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<td>VIII</td>
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<td>MARRIAGE</td>
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<tr>
<td>XIV</td>
<td>SEXUAL MORALITY</td>
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</table>

(Broken lines connecting values indicate the same or a very near ranked position)
the nearness of both ranked positions for that category.

Eight of the criterion values were found to be in the near or identical positions for both frequency and intensity. These coupled values, as shown in Table VI, were discovered to be:

1. Value V, Good Manners, with a rank of 1.5 for both scores.
2. Value XII, Responsibility to Family, ranking 3.5 and 3.0 in respective position.
3. Value III, Importance of Education with a rank of 9.0 in both areas.
4. Value XI, Responsibility to Church--Religion, with a ranked score for both of 9.0.
5. Value VIII, Justice and Equality, ranking 10.0 for both frequency and intensity positions.
6. Value IV, Freedom and Liberty, with a rank of 12.0 for both scores.
7. Value X, Sanctity of Marriage, ranking 13.5 and 14.0 respectively.
8. Value XIV, Sexual Morality, with a rank of 15.0 for both scores.

Several values showed a marked difference in their ranked positions. Value IX, Loyalty, ranked 6.0 in frequency but was placed in position 1.5 in intensity of treatment. Another, Value XIII, Self-Reliance, was ranked at 1.5 for frequency, but was found in position 4.0 for intensity. It is interesting to note that Value V, Good Manners, received the 1.5 ranking in both areas with these last two values.

Other categories showed less differences with only a
2.0 discrepancy in ranked positions. These were: (1) Value VII, Initiative and Achievement, ranked 3.5 and 5.0; (2) Value II, Cleanliness and Neatness, with ranks of 5.0 and 7.0; (3) Value VI, Honesty in All Things, ranked 11.0 and 13.0; and (4) Value I, Responsibility to Community, with ranks of 13.5 and 11.0. One value, XV, Thrift and Hard Work, showed a single difference of one position in rank, 7.0 and 6.0.

From Table VI, data revealed that more than one-half of the criterion values, eight values, received the same or nearly the same ranked position from the computed frequency scores and intensity means.

III. DATA FROM FIVE-YEAR INTERVALS STUDIED

One of the stated questions of the problem in this investigation was: "What variations, if any, can be measured in the presence, frequency, and intensity of these values as they have been treated in five-year spans during the forty-five year period studied?" In order to answer this question, it was necessary to compute total value means for the books in each five-year span. (The last interval, 1962 to 1965, was for only four years). The grand means for each book included in a particular five-year interval were combined, and a single mean determined for that period of time. Thus, nine such single means were computed and arranged in rank order according to their intensity scores. Table VII
TABLE VII

GRAND MEANS OF TOTAL VALUE INTENSITY FOR FIVE-YEAR PERIODS AS JUDGED PRESENT IN THE NEWBERY BOOKS AND ARRANGED IN RANK ORDER

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<td>1957 -- 1961</td>
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<td>3.5</td>
<td>(1942 -- 1946)</td>
<td>(3.43)</td>
</tr>
<tr>
<td>3.5</td>
<td>(1952 -- 1956)</td>
<td>(3.43)</td>
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<td>5.0</td>
<td>1922 -- 1926</td>
<td>3.59</td>
</tr>
<tr>
<td>6.0</td>
<td>1947 -- 1951</td>
<td>3.69</td>
</tr>
<tr>
<td>7.0</td>
<td>1937 -- 1941</td>
<td>3.70</td>
</tr>
<tr>
<td>8.5</td>
<td>(1927 -- 1931)</td>
<td>(3.73)</td>
</tr>
<tr>
<td>8.5</td>
<td>(1962 -- 1965)</td>
<td>(3.73)</td>
</tr>
</tbody>
</table>

(Data for this table were measured by the designed instrument. They were then tabulated, book by book, in five-year periods, and a grand mean computed for each period. The means were then arranged in rank order from greatest to the least intensity of treatment of the total fifteen values)
shows the compiled data. Column 1 indicates Rank; Column 2, Five-Year Intervals; and Column 3 gives the Intensity Means for each of the periods studied.

Analysis of Table VII: Intensity Means Computed for Five-Year Intervals of the Period Covered by the Newbery Books

The data in Table VII reveal that the five years from 1932 through 1936, with an intensity mean of 3.19, received a position of 1.0. However, the period, thirty years later, 1962 through 1965 tied for the lowest ranking position of 8.5 with the period 1927-1931. It is interesting to note that this last mentioned period, in lowest position, was the span just prior to the interval ranking highest. However, there is a difference of only .54 in the highest and lowest interval means: 3.19 and 3.73 respectively. This indicates that during the first five-year period the criterion values were sometimes dealt with, while during the last interval of five years, these same values were seldom dealt with.

Two other five-year spans, 1942-1946 and 1952-1956, both had a judged mean of 3.43 which gave them a rank of 3.5. This mid-position between 3.00 and 3.50 on the rating scale indicates that the fifteen values are treated midway between sometimes and seldom; or, in other words, they were not often present, and were infrequently treated with a strong emphasis, as shown in the means for the five-year periods explored.
Graphic Profiles of Criterion Values in Five-Year Periods

The researcher not only determined grand means for each of the five-year intervals studied as was just described and shown in Table VII; but he also used the data available from the designed instrument to compute a mean on each individual value for five-year periods. In order to provide a clear means of interpreting this material, and to make it possible to compare and/or contrast the data, he drew graphs giving a profile for each value for each of the nine intervals investigated. These profiles were used in Tables VIII through XXII consecutively. The tables were included in the remainder of this chapter as hereinafter described and analyzed.

The fifteen graphs were numbered and arranged in the same order as ranked values shown in Table V. The value receiving the highest intensity of treatment is shown first and the others follow in rank order. In other words, data relative to Value IX, Loyalty, which ranked 1.5 with a mean intensity of 2.93, were shown in Table VIII. Likewise, Value V, Good Manners, which also ranked 1.5 with an intensity of 2.93, was graphed in five-year periods in Table IX. Value XII, Responsibility to Family, with a rank of 3 and a value intensity mean of 2.96, follows in Table X. Following this pattern, the investigator arranged the individual value data in order as it decreased in intensity means. Thus, data for
Value XIV, Sexual Morality, with an intensity mean of 4.61, and ranked 15, was shown in Table XXII, or last.

**Analysis of Table VIII:** Five-Year Period Means Computed for Value IX: Loyalty. According to the data shown in Table VIII, the Value, Loyalty, was treated in all forty-five years of the total period studied. However, at all times, it received only a sometimes dealt with intensity rating. The profile indicates that during two five-year periods which are exactly thirty years apart, 1927-1931 and 1957-1961, there was an increase in intensity. This increased treatment was not radical, but because of the almost sameness of intensity in all other eras, it is noticeable.

By comparing this table with Table VII which gave the composite value grand mean for each period, several differences of emphases can be noted. For example, 1927-1931 in Table VIII (Loyalty), ranked 2.0 with an intensity of 2.75, while this same period in Table VII (all values) had a rank of 8.5 (last place) with an intensity of 3.73 for the treatment of all fifteen values. Likewise, the period of 1957-1961 in Table VIII ranked first with a score of 2.65. This same interval shown in Table VII was ranked second, with an intensity of 3.24.

The treatment given this value during any single five-year period was not intense to the point that it could be interpreted as being frequent. During the highest scoring
TABLE VIII

VALUE IX: LOYALTY -- FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

<table>
<thead>
<tr>
<th>Period</th>
<th>1.50</th>
<th>1.75</th>
<th>2.00</th>
<th>2.25</th>
<th>2.50</th>
<th>2.75</th>
<th>3.00</th>
<th>3.25</th>
<th>3.50</th>
<th>3.75</th>
<th>4.00</th>
<th>4.25</th>
<th>4.50</th>
<th>4.75</th>
<th>5.00</th>
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<tbody>
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<td>'22-26</td>
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<td>'37-41</td>
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<td>'42-46</td>
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<td>'57-61</td>
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</table>

(Grand Mean for Value IX: 2.93)
interval, though, it was dealt with more than sometimes. At no time, however, was its treatment so weak as to be thought of in terms of a seldom dealt with rating.

Analysis of Table IX: Five-Year Period Means Computed for Value V: Good Manners. An examination of the profile for the Value, Manners, reveals that this particular criterion had three periods of more intense emphasis, and three intervals when there was a decline in the authors' inclusion of the value in their books. The three high periods were: 1932-1936, 1942-1951, and 1957-1961. It should be mentioned that the middle interval encompassed two five-year periods—the complete decade from 1942 through 1951. During the first two of these "peak" times, the Value, Good Manners, was dealt with approximately mid-way between a rating of frequent treatment and sometimes treatment. In the highest interval, 1957-1961, the value was assessed to have been dealt with slightly more than frequently. It was only during the five-year interval, 1937-1941 that a low score of 3.70 was computed from data. This score would indicate that during this interval, the emphasis on manners was only seldom. Actually, with a grand mean of 2.93 for the specific value, Manners, the intensity treatment was only slightly above the sometimes level. Further, it can be noted that the current period, beginning in 1962, shows a decrease in emphasis as indicated by a drop of .70 in rated intensity.
### TABLE IX

**VALUE V: GOOD MANNERS — FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY**

<table>
<thead>
<tr>
<th>Period</th>
<th>Intensity</th>
<th>Intensity</th>
<th>Intensity</th>
<th>Intensity</th>
<th>Intensity</th>
<th>Intensity</th>
<th>Intensity</th>
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<tr>
<td>'22-26</td>
<td>1.50</td>
<td>1.75</td>
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<td>3.70</td>
<td>2.50</td>
<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
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<tr>
<td>'32-36</td>
<td>3.70</td>
<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
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<tr>
<td>'37-41</td>
<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
<td>3.40</td>
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<tr>
<td>'42-46</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
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<tr>
<td>'47-51</td>
<td>1.80</td>
<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
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<td>'52-56</td>
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<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
<td>3.40</td>
</tr>
<tr>
<td>'57-61</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
<td>3.40</td>
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<tr>
<td>'62-65</td>
<td>1.80</td>
<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
<td>3.40</td>
<td>1.80</td>
<td>2.50</td>
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</tbody>
</table>

(Grand Mean for Value V: 2.93)
A comparison of this table with the composite table, Table VII, which gave the grand means for all fifteen values computed in five-year spans, reveals that the three highest periods of intensity for the single Value, Good Manners, as analyzed in Table IX, are also the three highest intervals shown for all values. In other words, the periods, 1932-1936, 1942-1946, and 1957-1961 were the three eras when all fifteen criteria were emphasized most; and during these same three periods, Value V, Manners, received its strongest treatment. However, there was a considerably much more intense emphasis on Value V which received ratings of 2.60, 2.50, and 1.80 respectively for the three intervals than was given to the total value treatment during the same periods. These total rating scores were 3.19, 3.43, and 3.24 for the corresponding years.

Analysis of Table X: Five-Year Period Means Computed for Value XII: Responsibility to Family. Data from Table X reveal that the first five-year interval, 1922-1926, was a time when the value relative to the family was seldom dealt with. The mean score for this half-decade was 3.95. However, in the next two intervals, the curve rose sharply, and in the span, 1932-1936, the authors dealt with this value more than frequently in the five books chosen as Newbery Medal winners. Two other periods, 1942-1946 and 1957-1961, follow the pattern that is seen to emerge from the grand mean composites
<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
<th>Year</th>
<th>Value</th>
<th>Year</th>
<th>Value</th>
<th>Year</th>
<th>Value</th>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>'22-26</td>
<td>1.50</td>
<td>'27-31</td>
<td>1.75</td>
<td>'32-36</td>
<td>2.00</td>
<td>'37-41</td>
<td>2.25</td>
<td>'42-46</td>
<td>2.50</td>
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<tr>
<td>(Grand Mean for Value XII: 2.96)</td>
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</table>
shown in Table VII. The three periods when there was a stronger emphasis on Value II, Family, received intensity scores of 1.73, 2.30, and 2.35. These means suggest that the value was given frequent and rather intensive emphasis during these three intervals.

There were also three periods when this value was, likewise, given a much weaker intensity score: (1) 1922-1926, already mentioned; (2) 1937-1941, with a mean of 3.25 which shows that the value received a less than sometimes assessed rating; and (3) 1947-1951, scoring 3.75 and indicating a seldom dealt with rating.

The data from Table X for the current interval, 1962-1965, show that there has been a noticeable decline in emphasis for the Value, Family Responsibility. This drop has, during these past four years, gone from a score of 2.39 to 3.22. This indicates that the value was sometimes dealt with in 1957-1961, but only seldom dealt with since that time.

Analysis of Table XI: Five-Year Period Means Computed for Value XIII: Self-Reliance. The profile for this fourth-ranking value reveals that there has been an almost continual diversity of emphasis during the forty-four years covered by the study. There were two periods, 1932-1936 and 1952-1956, when there was a somewhat sharp upswing with an increase of .57 and .70 in scores for each of the periods.
TABLE XI
VALUE XIII: SELF-RELIANCE -- FIVE-YEAR PERIOD MEANS OF JUGED VALUE INTENSITY

<table>
<thead>
<tr>
<th>Period</th>
<th>'22-26</th>
<th>'27-31</th>
<th>'32-36</th>
<th>'37-41</th>
<th>'42-46</th>
<th>'47-51</th>
<th>'52-56</th>
<th>'57-61</th>
<th>'62-65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judged Intensity</td>
<td>2.84</td>
<td>3.09</td>
<td>2.52</td>
<td>3.12</td>
<td>2.92</td>
<td>3.28</td>
<td>2.58</td>
<td>2.92</td>
<td>3.65</td>
</tr>
</tbody>
</table>

(Grand Mean for Value XIII: 2.98)
During these two spans, the intensity of treatment rose to a position almost mid-way between the *sometimes* and *frequent* ratings. However, for the past decade, periods 1952-1956 and 1962-1965, the intensity of treatment on the criterion, Self-Reliance, has decreased from a score of 2.58 to 3.65. These data reveal that during these intervals, this value dropped from a *sometimes dealt with* rating to that of *seldom dealt with*.

The Value, Self-Reliance received its most intensive emphasis during the five years from 1932 to 1936. It was twenty years later, Table XI shows, before an almost comparable score was again attained.

**Analysis of Table XII: Five-Year Period Means Computed for Value VII: Initiative and Achievement.** The profile shown in Table XII shows two eras when there was an increased intensity score for this value. These two intervals were 1932-1936 and 1952-1956. These two periods were just twenty years apart. Since 1956, the emphasis given to Initiative and Achievement has decreased from 2.58 to 3.65 a difference of 1.07 points. Three periods in which there was a weak intensity score for this value were: (1) 1927-1931, rated 3.25—less than *sometimes*; (2) 1942-1946, rated as 3.40—mid-way between *sometimes* and *seldom dealt with*; and (3) 1962-1965 with the lowest score of 3.50. This score is mid-way between *sometimes* and
TABLE XII
VALUE VII: INITIATIVE AND ACHIEVEMENT--FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

<table>
<thead>
<tr>
<th>'22-26</th>
<th>'27-31</th>
<th>'32-36</th>
<th>'37-41</th>
<th>'42-46</th>
<th>'47-51</th>
<th>'52-56</th>
<th>'57-61</th>
<th>'62-65</th>
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</thead>
<tbody>
<tr>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
<td>2.25</td>
<td>2.50</td>
<td>2.75</td>
<td>3.00</td>
<td>3.25</td>
<td>3.50</td>
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</tbody>
</table>

(Grand Mean for Value VII: 2.99)
seldom.

The grand mean score of 2.99 for the value shows that it was only rated as *sometimes dealt with* during the entire forty-four years of the Newbery Medal award winning books. Only one interval during this time had a rating as high as 2.40. This was during 1932-1936, and indicates that for these five years, the chosen books dealt with this value almost at the level of *frequently*. Since 1956, the authors have shown a decrease in their emphasis of this value as indicated by the data from Table XII.

**Analysis of Table XIII: Five-Year Period Means Computed for Value XV: Thrift and Hard Work.** Data compiled in Table XIII reveal that during the two periods, 1932-1936 and 1957-1961, there was a higher intensity of treatment for the Value, Thrift and Hard Work. The respective scores for these times were 2.14 and 2.67 respectively. These intensity means suggest that during 1932-1936 this value was dealt with almost *frequently* and somewhat less intensely in the years, 1957-1961.

In the other seven intervals, however, there was a rather weak emphasis on this value as shown by the scores ranging from 3.02 (*sometimes dealt with*), down to 4.05 which indicates a level of being slightly less than a *seldom dealt with* rating. The last score was for 1962-1965, and shows a decrease in emphasis by authors during the current period.
TABLE XIII
VALUE XV: THRIFT AND HARD WORK -- FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

<table>
<thead>
<tr>
<th></th>
<th>'22-26</th>
<th>'27-31</th>
<th>'32-36</th>
<th>'37-41</th>
<th>'42-46</th>
<th>'47-51</th>
<th>'52-56</th>
<th>'57-61</th>
<th>'62-65</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Grand Mean for Value XV: 3.20)</td>
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</table>

(Grand Mean for Value XV: 3.20)
Analysis of Table XIV: Five-Year Period Means Computed for Value II: Cleanliness and Neatness. Value II, dealing with cleanness and neatness, had a computed grand mean of 3.29. This suggests that in the entire list of the selected books, the value was emphasized on an average of less than sometimes. The data gathered relative to this value reveal that there were four five-year periods, however, when this criterion was given a rating slightly more than at the sometimes dealt with level. These four spans were:

1. 1932-1936 with the highest intensity rating for this value for the entire forty-four years of the study. (The score was 2.75).
2. 1942-1946, which received a mean score of 2.99.
3. 1947-1951, almost identical to the previous five-year interval and receiving an intensity rating of 2.98.
4. 1957-1961, the second highest peak period. The mean intensity score for this era was 2.79.

The two periods coming between the higher levels of intensity, 1937-1941 and 1952-1956, both took noticeable drops from the average intensity levels. This fact would suggest that in these two periods, the books analyzed gave a weak emphasis to the Value, Cleanliness and Neatness. The computed scores for these intervals of lower intensity were
TABLE XIV

VALUE II: CLEANLINESS AND NEATNESS--FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

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</thead>
<tbody>
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<td>Rating</td>
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<td>1.75</td>
<td>2.00</td>
<td>2.25</td>
<td>2.50</td>
<td>2.75</td>
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<td>3.50</td>
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<tr>
<td>Value</td>
<td>3.59</td>
<td>3.26</td>
<td>2.73</td>
<td>3.79</td>
<td>2.99</td>
<td>2.98</td>
<td>3.59</td>
<td>2.79</td>
<td>3.98</td>
</tr>
</tbody>
</table>

(Grand Mean for Value II: 3.29)
3.79 and 3.59, which specifies that the authors from 1937 through 1941 and those from 1952 through 1956 dealt with this criterion only at an intensity level slightly above that of seldom dealt with.

The data from Table XIV, further show a decrease of emphasis on Cleanliness and Neatness during the current period, 1962-1965. There is a difference of 1.19 points between the last two intervals: beginning in 1957 and 1962 respectively. This indicates that the last four Newbery Medal winners have dealt with the criterion only at an intensity level of seldom.

Analysis of Table XV: Five-Year Period Means Computed for Value III: Importance of Education. The data used in Table XV reveal that there were four intervals during which the emphasis of Education was nearly down to and even below the score of 4.00 or seldom dealt with. The four periods with their scores were:

1. 1922-1926 with a mean score of 3.93, just .07 above 4.00.
2. 1927-1931, which had a rated intensity mean of 3.88.
3. 1937-1941, with a mean intensity score of 4.26, the five-year period giving the least attention to Value III.
4. 1947-1951 receiving a rated intensity of 4.00.
TABLE XV
VALUE III: IMPORTANCE OF EDUCATION--FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

<table>
<thead>
<tr>
<th></th>
<th>'22-26</th>
<th>'27-31</th>
<th>'32-36</th>
<th>'37-41</th>
<th>'42-46</th>
<th>'47-51</th>
<th>'52-56</th>
<th>'57-61</th>
<th>'62-65</th>
</tr>
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(Grand Mean for Value III: 3.59)
The two intervals when Education was given the most attention by Newbery Books were: (1) 1932-1936 scoring 2.98, and (2) 1962-1965 with slightly stronger emphasis as shown by the mean score of 2.81. The data show that from 1951 up through the year 1965 there was a steady increase in the treatment of the Value, Education. This is a fifteen year span ranging from a low score of 4.00 up to an intensity of 2.81, or a difference of 1.19 points on the rating scale. The data indicates that from a level of seldom dealt with the emphasis was strengthened to above being dealt with more than sometimes.

Analysis of Table XVI: Five-Year Period Means Computed for Value XI: Responsibility to Church—Religion. This value, Religion, was given a score of 3.66 for its total treatment in the Newbery Books, and ranked ninth in comparison with the other fourteen values. The intensity mean indicates that a rather weak emphasis was given to this topic by the authors. In fact, the highest rating awarded to Religion was revealed by the data to have occurred in the period, 1932-1936. The intensity mean for that era was 3.25 suggesting that the value was less than sometimes dealt with.

All of the other intervals except 1952-1956 were assigned a mean score which marked them as having only a seldom dealt with rating, or scores ranging from 3.66 down
TABLE XVI

VALUE XI: RESPONSIBILITY TO CHURCH--FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

<table>
<thead>
<tr>
<th>Period</th>
<th>'22-26</th>
<th>'27-31</th>
<th>'32-36</th>
<th>'37-41</th>
<th>'42-46</th>
<th>'47-51</th>
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(Grand Mean for Value XI: 3.66)
as low as 4.08. The curve in Table XV reveals that during the current span, 1962-1965, there has been an increased emphasis placed on Value XI. The increase is measured at .39 units, or the difference between the scores, 3.97 and 3.58. This would indicate that the last four books chosen as Newbery winners have given a slight increase of attention to the value dealing with the Church and Religion.

Analysis of Table XVII: Five-Year Period Means Computed for Value VIII: Justice and Equality. In analyzing the books in this study, the researcher discovered three of the five-year periods showing a very weak intensity of treatment. These were: (1) 1927-1931, given an assessed rating of 4.40, (2) 1947-1951 scoring 4.10, and (3) the current interval, 1962-1965, with a computed 4.31. These three periods can be thought of as times when the authors of the selected books gave little emphasis to the Value, Justice and Equality. The level of scores indicates a less than seldom dealt with rating down to an almost never dealt with level of treatment.

The two periods when a sometimes dealt with score was attained were the five-year period from 1932-1936, and a ten-year period covering the two intervals from 1952-1956 and 1957-1961. These two peaks in the graph are indicators that the various authors whose books were chosen as Newbery Medal winners gave more attention to this value.
TABLE XVII
VALUE VIII: JUSTICE AND EQUALITY--FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

<table>
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(Grand Mean for Value VIII: 3.69)
An examination of Table XVII reveals that there was a decline in emphasis on Justice and Equality during the past four years of this current interval. In fact, these books chosen as Award winners during 1962-1965, were rated as having decreased a total of 1.01 points on the rating scale used in the devised instrument for this investigation. This suggests that Value VIII was almost never dealt with by the writers of the last four selected books.

Analysis of Table XVIII: Five-Year Period Means Computed for Value I: Community and Civic Responsibility. The researcher pointed out previously in this chapter that each of the fifteen graphed tables was arranged in order of decreasing value intensity treatment. The grand mean for Value I, which dealt with responsibilities to dwelling area, was 3.83. This actually places the rated level for this criterion very near to the seldom dealt with score of 4.00. The curve in Table XVIII indicates that there was an almost continual decline in the intensity of value content and treatment during the forty-four years studied. The range of scores for Value I falls from 3.33 to 4.20, or a difference of .87 units: a decline from the level of less than sometimes to well below the level of seldom dealt with.

Actually there were four periods when Community Responsibility was given a somewhat stronger emphasis as shown by the rated scores. These four intervals with their ratings
TABLE XVIII

VALUE I: COMMUNITY RESPONSIBILITY--FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

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<th>Period</th>
<th>'22-26</th>
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<th>'37-41</th>
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(Grand Mean for Value I: 3.83)
were as follows:

1. 1922 through 1926 which received an intensity mean of 3.33.
2. 1932 through 1936 which received an intensity mean of 3.53.
3. 1942 through 1946 which received an intensity mean of 3.65.
4. 1957 through 1961 which received an intensity mean of 3.72.

These four highest scores, though they are of less than average intensity, show an increasing weakness of emphasis as they are compared consecutively from #1 through #4. With the exception of the first period, 1922-1926, whose score indicates a sometimes level of strength, the other three intervals reach only to an intensity score equated to a seldom dealt with level. Data from Table XVIII also reveal that there has been a decline of intensity during the current period, 1962-1965.

Analysis of Table XIX: Five-Year Period Means Computed for Value IV: Freedom and Liberty. This value which was ranked twelfth among the fifteen criteria, has a computed grand mean of 3.91. This indicates that the Value, Freedom and Liberty, received a seldom dealt with rating for the entire forty-four year period. However, a close scrutiny of the data in this table reveals two intervals which
TABLE XIX

VALUE IV: FREEDOM AND LIBERTY -- FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

(Judged intensity rated on a scale from 1 to 5)

Mean 3.91

(Grand Mean for Value IV: 3.91)
were rated as having given heavier emphasis to this value. These two spans of time were:

1. 1922 through 1926 which received an intensity mean of 3.25.
2. 1932 through 1936 which showed a rated score of 3.55.

These two intensity means indicate that the Value, Freedom and Liberty, was sometimes dealt with in these two periods.

The two intervals, 1952-1956 and 1957-1961, showing a gain of .45 units, suggest that the authors in this decade gave more attention to this topic than the ones immediately prior to them.

There were two periods of weak emphasis, 1927-1931 and 1947-1951, with rated scores of 4.20 and 4.30. These two eras were both below the level signifying that the value was seldom dealt with.

Analysis of Table XX: Five-Year Period Means Computed for Value VI: Honesty in All Things. Five of the nine intervals shown in Table XX rated an intensity mean of 4.00 or less. Actually, the lowest score was 4.55. These five periods with their ratings were as follows:

1. 1927-1931 which was assigned an intensity mean of 4.00 which indicates this value was seldom dealt with.
2. 1922-1926 with a computed score of 4.07 which is
TABLE XX
VALUE VI: HONESTY IN ALL THINGS--FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

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(Grand Mean of Value VI: 3.95)
.07 points below the *seldom* level also.

4. 1937-1941 with a score of 4.25, which is one-fourth of the way toward a *never dealt with* level.
5. 1947-1951 which was assigned a mean score of 4.55 which shows that the Value, Honesty, was almost *never dealt with* in the books of this interval.

Two intervals, 1932-1936 and 1957-1961, showed a stronger emphasis on this value. Their scores were 3.74 and 3.31--noticeably above the *seldom* level of rating.

The period, 1962-1965 showed a drop of .53 on the scale: the difference between 3.31 and 3.84. This signifies a lessening of emphasis by the authors of the last four books selected to receive the Newbery Medal. In other words they *seldom dealt with* Honesty in their writing. In fact, the grand mean of 3.95 for this value, indicates weak intensity throughout the entire forty-four year period studied.

**Analysis of Table XXI: Five-Year Period Means Computed for Value X: Sacredness of Marriage.** The curve shown by graphing the data used in Table XXI focuses on three periods when this value was given a more intense treatment. The three intervals have a range of scores from 3.68 to 3.47, or a difference of .21 units. The dates of these spans are:

1. 1932-1936 with an intensity mean of 3.53.
2. 1942-1946 with a mean score of 3.68.
TABLE XXI
VALUE X: SANCTITY OF MARRIAGE -- FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

<table>
<thead>
<tr>
<th>Period</th>
<th>1.50</th>
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(Grand Mean for Value X: 4.06)

The current period, 1962 through 1965, received a computed intensity mean score of 4.25. This was a sharp drop of 1.18 units on the rating scale, and indicates that the last four books from the selected list almost never dealt with the topic, Sanctity of Marriage.

It should be mentioned that the grand mean for Value X, for the entire period of forty-four years, was 4.06. This rated score gave the value a ranked position of fourteenth among the entire fifteen criteria. The grand mean score, 4.06, with a level .06 units below the seldom dealt with point, indicates that weak emphasis and little attention were given by the Newbery authors to this value concerned with the sacredness of marriage.

Analysis of Table XXII: Five-Year Period Means Computed for Value XIV: Sexual Morality. This last table to be considered deals with Value XIV which received a computed grand mean of only 4.61, and subsequent rank of fifteen (15.0) when compared with the total list of criteria. This value, then, received least recognition from the writers of the Newbery Books as indicated by the low-ranking position.

Seven of the nine intervals fell on or below the midpoint between levels 4.00 and 5.00. These in order of their decreasing value intensity are:

1. 1952-1956 with a score of 4.50.
TABLE XXII

VALUE XIV: SEXUAL MORALITY -- FIVE-YEAR PERIOD MEANS OF JUDGED VALUE INTENSITY

<table>
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</table>

(Grand Mean for Value XIV: 4.61)
2. 1962-1965 which received a mean of 4.51.
3. 1942-1945 with a computed intensity of 4.60.
4. 1927-1931 rated with a mean score of 4.80.
5. 1947-1951 also receiving a mean score of 4.80.
6. 1937-1941 which received a mean intensity of 4.85.
7. 1922-1926 with the lowest mean score—5.00.

Even the two remaining periods, 1932 through 1936 and 1957-1961, received computed intensity scores of only 4.15 and 4.25 respectively. This suggests that since they were .15 and .25 units below the level of seldom dealt with, none of the five-year periods could be rated as having given more than weak emphasis to the value concerned with sexual morality.

The interval from 1922 to 1926 had a mean score of 5.00 for this value. This is the lowest mean score for any value in any of the nine periods of the entire investigation. It was closely followed by several other spans in which the value was almost never dealt with. These three: 1927-1931, 1947-1951, and 1937-1941, were all within .20 of the lowest rating. This indicates that the Value, Sexual Morality, was almost never dealt with in the books of the current study.

IV. SUMMARY

This chapter has presented data which was analyzed in three general areas:
1. Frequency counts of the criterion values as they were judged present in the selected books.

2. Judged intensity of the treatment of the criterion values as it was individually and collectively computed.

3. Data computed and arranged in five-year intervals throughout the forty-four years studied.

In analyzing these data, the investigator first computed frequency counts for each value in each of the books. He then combined the totals for individual values to discover the number of times particular values were found present in the entire explored list. These total frequency counts were converted into percentages for ranking the specific values and comparing them with one another.

Assessed intensity ratings were determined for individual values in each book. These were then summed to ascertain a total intensity mean for each book in order to be able to compare and contrast them for value content and emphasis. A total intensity mean was likewise determined for each value and they were ranked for analysis according to the computed intensity. The ranked frequency percentages for each value were also compared and analyzed with the intensity grand means for the individual categories.

In order to discover if variations and/or trending had taken place during the forty-four years covered by the Newbery Medal, data were also treated in five-year periods. An analysis of the nine intervals was then made in respect
to individual value intensity means and also to combined value scores.

The chapter also presented a profile of each of the forty-four books showing the treatment of the values included in them. These tabulated data were compiled from the intensity means computed for the entire investigation. Chapter IV concluded with an analysis of data on individual categories as they had been determined in five-year periods and graphed to facilitate comparisons of particular intervals which might indicate patterns of emphasis and trends in value content judged present in the Newbery Books.

The last chapter of this report will present the conclusions based upon the investigation. It will also offer recommendations for further research in the areas related to this study.
CHAPTER V

CONCLUSIONS BASED UPON THE INVESTIGATION AND RECOMMENDATIONS FOR FUTURE RESEARCH

The current exploratory study investigated the forty-four Newbery Medal winning books in order to gather data on the American middle-class moral and ethical value content to be found in them. This content analysis was organized and conducted by using the study design and procedure outlined in Chapter III. The findings reported were based upon the data collected from applying the instrument designed for this study (see Appendix B) to the Newbery Medal books (see Bibliography, Primary Sources). The statistical evidence from the treated data was reported in the previous chapter of the study.

This research problem was solely concerned with exploring the selected books in order to discover that content in them which was related to the moral and ethical values identified by the sociologists reported in Chapter I. The books themselves have been chosen by a committee of experts in the area of children's literature. They have judged them to be "outstanding contributions to youth literature." Therefore, the researcher was not concerned with the literary merit of the books in his content analysis.

Various conclusions and recommendations were drawn
from this study in terms relative to the assumptions and limitations stated in Chapter I of this report. These are discussed and outlined in the two divisions which follow:

I. CONCLUSIONS DRAWN FROM THE INVESTIGATION

The following conclusions were drawn as a result of this study. They are outlined under three sub-headings: (1) Conclusions of Major or General Concern, (2) Conclusions Relative to Specific Value Categories, and (3) Conclusions Concerned with Trending.

Conclusions of Major or General Concern

In his investigation, the researcher drew the following conclusions relating to the American middle-class moral and ethical value content in the books explored:

1. That the instrument designed for measuring the value content in the selected books was comprehensive, yet concise enough, to do an adequate job of determining the presence, frequency, and intensity of the materials sought.

2. That some of the identified criterion values were present in all of the books examined; likewise, all of the values sought were present in some of the books analyzed.

3. That the moral and ethical values used in this investigation were generally found to be treated by the authors of the selected books in a positive manner. However, the judged intensity of treatment was only in moderate measure throughout the books.

4. That the assumption that books and reading affect a child's value commitments has not been substantiated by more than opinion, and can still be strongly challenged.
5. That if one assumes that the Newbery Medal winners are charged with didactic material in a traditional manner, this assumption can, likewise, be challenged.

6. That frequently the books having the strongest intensity of value treatment were set in early America during Colonial times, or at least during the eras of westward movement by pioneering settlers.

7. That some of the books which did not show an overall emphasis on the criterion values frequently gave a strong degree of intensity to several of the basic values.

8. That an interesting relationship exists between the current social problems, e.g. race relations, high divorce rate, sexual promiscuity, and prevalent examples of dishonesty, and the lack of strong emphasis on values dealing with these problems as revealed by the current study.

9. That current curricular practices which promote "human relations," (value orientation), through books such as these can be seriously challenged.

10. That the Committee which chooses the Newbery Medal books does so solely on the basis of literary merit rather than for didactic content.

Conclusions Relative to Specific Value Categories

The conclusions drawn from the study relative to each of the individual values are listed below:

1. From the analyzed data, the researcher concluded that these books afford the child scant opportunity to explore Value I: Community and Civic Responsibility.

   The components of this value: "membership in a club or organization," "fulfilling obligation or duty to an area," and "in holding an office or position," were presented only
infrequently and were given a weak emphasis by the authors. In fact, nearly one-third of the writers ignored this value entirely in their award winning books.

2. Findings relating to Value II, Cleanliness and Neatness, led to the conclusion that nearly all the authors included this value in their books and afforded the youthful reader some opportunity to explore its message. The two sub-categories, "personal grooming or bodily cleanness" and "neatness of dress and appearance," were emphasized by the books more than the component, "cleanness and tidiness of dwelling or room."

3. Value III, Importance of Education, was treated very moderately in the selected list of books, although it was included in nearly all of them. The child would be afforded only some opportunity to explore this value in most of the books. Many of them dealt with this value in "formal learning situations in the school," through "study, reading, or lesson preparation in the home," and in "emulating an adult model;" but they seldom emphasized the importance of education "as a prerequisite to success in life." The educational process accomplished "by an apprenticeship" was frequently used in the books dealing with European settings and early American stories.

4. Although the authors of many of the Newbery Books included judged content dealing with Value IV, Freedom
and Liberty, the reported data led the investigator to conclude that young readers would only rarely be given the opportunity to really explore this value. In fact, the treatment in most of the award winning books was of weak intensity.

The sub-categories of Value IV were all vehicles used by the authors. "Freedom from slavery or bondage," "freedom of thought, decision, or course of action," and "guaranteed basic liberties and freedoms" were available examples of the value more frequently than "a nation's independence from another power." Several of the books dealt with slavery, indentures and bonds, and America's fight for freedom from England. These types of treatment offered the reader a wider opportunity to explore Freedom and Liberty.

5. The Newbery books have dealt with the value, Good Manners, rather frequently and have done so with an intensity of emphasis which could afford the child ample opportunity to explore the value. Both sub-categories were often found present. However, "through emphasizing politeness, civility, and graciousness," was dealt with in more strength than its component, "by observing the common courtesies in home or social settings or situations." Findings relative to the value, Good Manners, are comparable to those findings concerning Value IX: Loyalty.

6. The criterion value, Honesty, was dealt with in a
uniformly weak degree of intensity and frequency in most of the analyzed books. In fact it was dealt with so seldom that it is reasonable to conclude that very little opportunity is afforded the child to understand this value from reading these award winning books. Actually, findings from this investigation indicate that Honesty was dealt with infrequently in most of the sub-categories of the value. The component, "by showing sound integrity in financial matters," was treated less often and with less strength than the other three areas. These three: "speaking truthfully and avoiding a lie," "integrity relative to other people's property or reputation," and "dealing with others without sham or hypocrisy," each received quite uniform emphasis from these authors. It was in the category, Honesty, that the investigator most often used the "other" component. He found that "keeping a secret or promise" was dealt with occasionally and afforded the young reader some scope for exploring this value. Several of the books dealt with this aspect of Honesty in a moderate fashion.

7. The Value, Initiative and Achievement, was present in the selected books in sufficient strength to allow the child a fair amount of opportunity to understand the meaning of this criterion. Three components were treated in a fairly uniform manner. They were: (1) achievement of success or fulfillment, (2) by independent or enterprising
action, and (3) being able to begin a course of action and to accomplish its objective. "Exhibiting Leadership" was given the weakest emphasis of these components, and could afford the child only moderate scope for learning about this value through that medium. It is seemingly possible that the Value, Initiative and Achievement, has been given sufficient attention by the Newbery books, so that it could influence the reader's education in this category in more than a moderate degree.

8. Findings relative to the Value, Justice and Equality, indicate that the child would be offered only a limited opportunity to explore and/or learn of this value from the books of this study. Very little strong emphasis was given by any of the authors to this criterion. The two components, a and d, "through equal sharing of responsibilities as well as of benefits," and "in showing proper respect for others despite station in life, education, culture, or occupation," were slightly more strongly treated than the two other subcategories which dealt with: (1) fair decision making--just rewards or penalties, and (2) democratic action regardless of ethnic background, racial differences, religious beliefs, popularity, appearance, or other possible influencing factor. Actually, one could conclude that these last two units were so infrequently included in these books, and given such moderate emphasis when they were, that the education of the child
in this particular area, could be given little impetus from reading these books.

9. The total treatment of the Value, Loyalty, was comparable to that of Good Manners. Both were given the strongest intensity of emphasis of all the criteria used in the study. Sub-categories relative to "constancy or faithfulness to a friend, pet, or loved individual," and "dedication and devotion to an idea, principle, or value," provide the young reader with ample scope for exploring and learning of this value. However, components $a$ and $b$ were frequently not included in the analyzed books. These covered the areas of (1) patriotic action, dedication, or sacrifice to one's country, and (2) allegiance to a national symbol, flag, oath, or ideology. Hence, the findings for this value lead one to conclude that opportunity has been afforded in these books for the development of the Value, Loyalty, by young readers.

10. Using the analyzed data which were reported in the previous chapter as a basis for his conclusion, the researcher found that Value X, Sacredness of Marriage, was given such a uniformly low intensity by the authors, that only a minimum opportunity is afforded the child to understand or learn much of this criterion. The component, "by devoted consideration, mutual respect, and harmonious relationships in the home," was given the strongest emphasis. However, its intensity was only moderate. Sub-category $a$
which dealt with "devotion to a marriage partner during all circumstances" was given an intensity only slightly less than that of the preceding component. However, "honoring and keeping marriage vows" was given such weak emphasis that it was almost negligible in affording the child any understanding of the marriage role.

11. Value XI which dealt with various aspects of Religion and Responsibility to the Church was most strongly dealt with by Newbery authors as it related to the "act or practice of prayer." There were, though, four sub-categories which were found to have a very low intensity. These include: (1) attending religious services or classes, (2) working for the church, synagogue, mosque, temple, etc., to further its cause, (3) participating in religious rites or ceremonies, and (4) the operation of living faith. Assessing the total value content and treatment of this particular category for the forty-four books, leads to the conclusion that although nearly all the authors dealt with this criterion, it was done in such moderate fashion as to provide the child with meager opportunity to be educated in this area.

12. Findings from the investigation indicate that Value XII, Family Responsibility, was one area which was given moderately strong emphasis. There was almost uniform intensity shown in the four sub-categories. Component d, however was given slightly more attention in the selected books. This
was concerned with the area, "showing love and affection in the family relationships." In general, it is reasonable to conclude that young readers could find sufficient material that might enhance their understanding and assist in their education regarding family relationships and obligations.

13. Another category which received moderately strong attention by the authors of the Newbery books was Value XIII, Self-Reliance. Particular emphasis was noted in the findings for the components b, c, and d. These three: (1) resourcefulness--doing the right thing at the right time in the right way, (2) self-sufficiency to handle matters during a time of crisis, emergency, or disaster, and (3) showing insight, wisdom, or prudence to meet the need in a particular set of circumstances--all received rather uniform treatment in the books analyzed. The collected data would consistently lead to the conclusion that this value was handled with sufficient strength to warrant believing that children might find ample scope for exploring this criterion. The books could be a means of educating them in the concept of Self-Reliance.

14. Opportunities to explore the idea of Sexual Morality and to benefit from this moral and ethical value were very few in number. Indeed, this Value was given so little attention and emphasis as to be virtually non-existent in the Newbery Medal books. The only component which was actually measurable to even a limited degree was the one dealing
with "the fulfillment of proper behavior relative to the
sex roles." Otherwise the entire list analyzed gave almost
no treatment to the teaching of Sexual Morality. Therefore,
it can be concluded that there was very little opportunity
for a reader to explore this value or to gain understanding
of it from the authors of these books. This value, least of
all, could provide any material for educating young people
for influencing their value commitments in this area.

15. Two sub-categories of Value XV, Thrift and Hard
Work indicated the authors' interest in this criterion. The
two were: (1) showing the dignity and necessity of working
in order to make a living, and (2) through examples of in-
dustriousness and ambition. The remaining three categories,
c, d, and e, gave only moderate emphasis to this value cate-
gory. However, the total treatment of this area as revealed
by the findings, would lead to the conclusion that children
would have better than average opportunity to explore this
value as compared to the entire fifteen used in this invest-
igation. An additional sub-category area was noted by the
researcher as he read and responded to the books. This com-
ponent noted in the "other" area dealt with "making pro-
vision for the future by preserving and harvesting crops and
food materials." The several times this component was noted
was of sufficient strength to aid the child in his overall
education in this value.
Conclusions Concerned with Trending

Several patterns or trends in the treatment of the American middle-class moral and ethical value content in the Newbery books were revealed by the data as it was analyzed in five-year segments of time. These calculations were done as they related to the total value content of all the books, and as they related to individual values judged present in the selected books. The conclusions are listed below.

Total value trending. The findings from the five-year intervals studied revealed that there were two periods which consistently showed that the authors had given a noticeable emphasis to the identified values treated in their books. These two eras were the years from 1932-1936 and 1957-1961. Likewise, there were two five-year periods when the value content in the Newbery books was of lowest intensity. These were the two intervals of 1927-1931 and 1962-1965, as was revealed by the analyzed data.

Individual value trending. The findings reported in Chapter IV indicated that certain trends were also discovered by examining each of the fifteen values as they were treated in five-year spans. Three patterns which were noted almost without exception in each category were:

1. Beginning in 1922 with a low intensity, there was an upswing of emphasis resulting in a high peak of value treatment by the authors of the 1932-1936 period. One Value,
Loyalty, failed to show this trend, having reached a moderate high point in the previous span, 1927-1931 and then showed a gradual decline for the next two decades.

2. A second period of even more intense emphasis on the criterion values was evidenced from the findings as having occurred during 1957-1961. This increased attention was traceable in ten of the values thus analyzed. The remaining five values: Family, Self-Reliance, Initiative and Achievement, Religion, and Justice and Equality, had all shown a stronger intensity in the previous interval, 1952-1956. In the period from 1957-1961 these values were showing a slight decrease in value intensity in the Newbery books.

3. A third trend which was clearly evident as revealed by the data was, that all but two of the fifteen (15) values studied were given declining emphasis by the authors of the current period, 1962-1965. The two exceptions were the categories dealing with Education and Religion. Interestingly enough, the selected books for this four-year span have indicated an increasing intensity in the treatment of these areas.

II. RECOMMENDATIONS FOR FURTHER STUDY

The researcher believes that this investigation has indicated the need for additional study in the area of youth literature and value influencing content. Since the
exploration of moral and ethical values in children's trade books is relatively an unresearched area, as seen by the small number of investigations reported, it is hoped that the findings of this study will help to motivate others to conduct content analyses in this important field. The researcher further hopes that the findings of this current investigation may have touched particular areas of character education as related to youth literature in such a manner as to encourage research in depth to explore these critical areas. The following specific suggestions are deemed by the investigator as being most important:

1. Research be done to discover children's value commitments and the influence that reading has had in shaping those values.

2. Depth studies be conducted to explore the manner in which moral and ethical value teaching can be, or is, internalized by pre-adolescents.

3. Depth studies be done exploring each of the identified values used in this study as they are found in other samplings of children's literature, or for children of another age group than dealt with in this investigation.

4. Further content analyses be made to investigate the "emerging values" of the American society to be found in samplings of children's literature, rather than the more traditional values dealt with in this study.
5. Research be done to find out if children can or do learn moral, ethical, or social values from their reading.

6. Studies be conducted by social scientists to discover the significance of the periods of value intensity as indicated by the trending found in this study.

7. Investigation be undertaken to discover and analyze all the value teachings found present in the Newbery Books rather than a restrictive list of specific values as was used in the present research.

III. SUMMARY

The current study has answered certain questions about the presence, frequency, and intensity of fifteen moral and ethical values as they have been judged included in the Newbery Medal books. It is hoped that this information will prove to be valuable to publishers, librarians, teachers, and parents as a means of sharpening their awareness of the emphases, teachings, attitudes, and/or values which are being confronted by juvenile readers in contemporary youth literature.

However, other unanswered questions have been exposed by this investigation which has been restricted to a small facet of the entire field of youth literature. The total area of children's literature has seen little research as is evidenced by the limited number of reported studies.
It is hoped that this investigation may prove to be only a beginning of numerous other studies dealing in the area of juvenile reading. These research efforts should explore, analyze, and evaluate the entire scope of value influencing content to be found in trade books for young readers. Investigations are particularly needed as they relate to the effects of reading *per se* upon children. A wealth of rich material exists in the area of youth literature. It needs to be explored by those desiring to do further scholarly research.

The investigator is of the opinion that children's books can afford the young reader many opportunities to explore and cultivate understandings of moral and ethical values. It should not be necessary, he feels, to sacrifice literary merit and excellence in order to provide such books for today's children. Perhaps a study of current publishers' concern, or their lack of concern, for value content in books would stimulate and foster more inclusion of value influencing content in future youth publications.

The trends revealed by this study should be of interest to researchers in the field of social science. Particularly historians and sociologists could explore the significance of specific eras when certain values were included by the authors in their books. Of like importance would be exploration of why particular books were selected
during times of social change or innovation.

The findings of this study have indicated that there was less than average opportunity for children to explore many of the criterion values in the books analyzed. These opportunities were far less in number than might generally be expected. Childhood is an important time for developing attitudes, beliefs, and values; and if the current research is indicative of value content in popular books for children, attention could well be given to the apparent lack.

If it be true that books can and do affect the value commitments of children, then literature can be viewed as a strong potential of influence on young lives. Certainly more information on the value content of such books needs to be gleaned and used in determining those resulting effects.

The current analysis of the Newbery Books does not question their being books of literary quality and excellence. However, the findings do not indicate that they have given strong emphasis to the particular fifteen values with which the study was concerned. If they are to be used by educators, librarians, or parents for cultivating or strengthening these specific values, this is fallacy. The present study did not find them to be of sufficient presence, frequency, or intensity to accomplish such a task.
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BIBLIOGRAPHY

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D. PERIODICALS


E. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


F. ESSAYS AND ARTICLES IN COLLECTIONS

G. ENCYCLOPEDIA ARTICLES


H. UNPUBLISHED MATERIALS


APPENDIX A

THE NEWBERRY MEDAL WINNING BOOKS WITH GRADE PLACEMENTS WHICH WERE LISTED IN THE H. W. WILSON CHILDREN'S CATALOG

(Age Equivalents are shown as per the Gates Reading Survey, Forms 1-3)

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<td>7-9</td>
<td>12-14</td>
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<td>Hitty, Her First Hundred Years</td>
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<td>Roller Skates</td>
<td>1937</td>
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<td>White Stag</td>
<td>1938</td>
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<td>Thimble Summer</td>
<td>1939</td>
<td>5-7</td>
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<td>Daniel Boone</td>
<td>1940</td>
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<td>Call It Courage</td>
<td>1941</td>
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<td>Matchlock Gun</td>
<td>1942</td>
<td>4-6</td>
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<td>Adam of the Road</td>
<td>1943</td>
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<td>1944</td>
<td>7-9</td>
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<td>Rabbit Hill</td>
<td>1945</td>
<td>3-6</td>
<td>8-11</td>
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<td>1946</td>
<td>4-6</td>
<td>9-11</td>
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<td>Miss Hickory</td>
<td>1947</td>
<td>4-6</td>
<td>9-11</td>
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<td>1948</td>
<td>5-9</td>
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<td>King of the Wind</td>
<td>1949</td>
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<td>Door in the Wall</td>
<td>1950</td>
<td>4-6</td>
<td>9-11</td>
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<td>Amos Fortune, Free Man</td>
<td>1951</td>
<td>7-9</td>
<td>12-14</td>
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<td>Ginger Pye</td>
<td>1952</td>
<td>4-7</td>
<td>9-12</td>
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<td>1953</td>
<td>4-7</td>
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<td>And Now Miguel</td>
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<td>Wheel on the School</td>
<td>1955</td>
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<td>Carry on, Mr. Bowditch</td>
<td>1956</td>
<td>6-9</td>
<td>11-14</td>
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<td>TITLE</td>
<td>DATE</td>
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<td>Miracles on Maple Hill</td>
<td>1957</td>
<td>5--7</td>
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<td>1958</td>
<td>7--9</td>
<td>12-14</td>
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<td>Witch of Blackbird Pond</td>
<td>1959</td>
<td>7--9</td>
<td>12-14</td>
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<td>Onion John</td>
<td>1960</td>
<td>6--8</td>
<td>11-13</td>
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<td>Island of the Blue Dolphins</td>
<td>1961</td>
<td>5--8</td>
<td>10-13</td>
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<td>The Bronze Bow</td>
<td>1962</td>
<td>6--9</td>
<td>11-14</td>
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<td>A Wrinkle in Time</td>
<td>1963</td>
<td>6--9</td>
<td>11-14</td>
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<td>It's Like This, Cat</td>
<td>1964</td>
<td>6--9</td>
<td>11-14</td>
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<td>Shadow of a Bull</td>
<td>1965</td>
<td>6--8</td>
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APPENDIX B

AN INSTRUMENT
DESIGNED TO DETERMINE THE PRESENCE, FREQUENCY,
AND INTENSITY OF THE AMERICAN MIDDLE-CLASS MORAL AND ETHICAL
VALUE CONTENT IN THE JOHN NEWBERY MEDAL BOOKS

by Heath Ward Lowry

** ** ** **

INFORMATION ABOUT THE BOOK

Title: _______________________________________________________

Author: _____________________________________________________

Illustrator: __________________________________________________

Publisher: ___________________________________________________ Year: 19___

Age Group: _______ to _______ Grade Level: _______ to _______

Annotation: __________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

KEY TO RATING SCALE

The book very often deals with this value  1.

The book frequently deals with this value  2.

The book sometimes deals with this value  3.

The book seldom deals with this value  4.

The book never deals with this value  5

** ** ** **

Presence of the value sub-category ___
1. To what extent does the book afford the child an opportunity to explore the value: CIVIC AND COMMUNITY RESPONSIBILITY?

a. As a member of a community organization or club? __
   Intensity: 1. 2. 3. 4. 5.

b. By fulfilling an obligation or duty to a city, town, community, or resident area? __
   Intensity: 1. 2. 3. 4. 5.

c. In holding an office or position of responsibility in the community? __
   Intensity: 1. 2. 3. 4. 5.

d. Other: __
   Intensity: 1. 2. 3. 4. 5.

2. To what extent does the book afford the child an opportunity to explore the value: CLEANLINESS AND NEATNESS?

a. Through personal grooming or bodily cleanliness? __
   Intensity: 1. 2. 3. 4. 5.

b. By neatness of dress or general appearance? __
   Intensity: 1. 2. 3. 4. 5.

c. In the cleanliness and tidiness of dwelling or room? __
   Intensity: 1. 2. 3. 4. 5.

d. Other: __
   Intensity: 1. 2. 3. 4. 5.
3. To what extent does the book afford the child an opportunity to explore the value: IMPORTANCE OF EDUCATION?

a. Through formal learning situations in the school? 

Intensity: 1. 2. 3. 4. 5.

b. By emphasis on study, reading, or lesson preparation in the home setting?

Intensity: 1. 2. 3. 4. 5.

c. As a prerequisite to success opportunities in life?

Intensity: 1. 2. 3. 4. 5.

d. Through emulation of an adult model?

Intensity: 1. 2. 3. 4. 5.

e. Other:

Intensity: 1. 2. 3. 4. 5.

4. To what extent does the book afford the child an opportunity to explore the value: FREEDOM AND LIBERTY?

a. Through a nation's independence from another power?

Intensity: 1. 2. 3. 4. 5.

b. By an individual's freedom from slavery or bondage?

Intensity: 1. 2. 3. 4. 5.

c. In freedom of thought, decision, or course of action?

Intensity: 1. 2. 3. 4. 5.

d. Through guarantee of basic liberties and freedom?

Intensity: 1. 2. 3. 4. 5.

e. Other:

Intensity: 1. 2. 3. 4. 5.
5. To what extent does the book afford the child an opportunity to explore the value: GOOD MANNERS?

a. By observing the common courtesies in home or social settings or situations?

Intensity: 1. 2. 3. 4. 5.

b. Through emphasizing politeness, civility, and graciousness?

Intensity: 1. 2. 3. 4. 5.

c. Other:

Intensity: 1. 2. 3. 4. 5.

6. To what extent does the book afford the child an opportunity to explore the value: HONESTY IN ALL THINGS?

a. Through care in speaking truthfully or in avoiding a lie?

Intensity: 1. 2. 3. 4. 5.

b. By showing sound integrity in financial matters?

Intensity: 1. 2. 3. 4. 5.

c. In scrupulous integrity relative to other people's property or reputation?

Intensity: 1. 2. 3. 4. 5.

d. In dealing with others without sham or hypocrisy?

Intensity: 1. 2. 3. 4. 5.

e. Other:

Intensity: 1. 2. 3. 4. 5.
7. To what extent does the book afford the child an opportunity to explore the value: INITIATIVE AND ACHIEVEMENT?

a. In the achievement of success or fulfillment?

   Intensity: 1. 2. 3. 4. 5.

b. Through independent or enterprising action?

   Intensity: 1. 2. 3. 4. 5.

c. In exhibiting leadership?

   Intensity: 1. 2. 3. 4. 5.

d. By being able to begin a course of action and accomplishing its objecting?

   Intensity: 1. 2. 3. 4. 5.

e. Other:

   Intensity: 1. 2. 3. 4. 5.

8. To what extent does the book afford the child an opportunity to explore the value: JUSTICE AND EQUALITY?

a. Through equal sharing of responsibilities as well as of benefits?

   Intensity: 1. 2. 3. 4. 5.

b. In fair decision-making: just penalties or rewards?

   Intensity: 1. 2. 3. 4. 5.

c. By democratic action regardless of ethnic background, racial differences, religious beliefs, popularity, appearance, or other possible influencing factor?

   Intensity: 1. 2. 3. 4. 5.

d. In showing proper respect for others despite station in life, education, culture, or occupation?

   Intensity: 1. 2. 3. 4. 5.
9. To what extent does the book afford the child an opportunity to explore the value: LOYALTY?

a. By patriotic action, dedication, or sacrifice to one's country?  
   Intensity: 1. 2. 3. 4. 5.

b. In showing allegiance to a national symbol, flag, oath, or ideology?  
   Intensity: 1. 2. 3. 4. 5.

c. Through constancy or faithfulness to a friend, pet, or loved individual?  
   Intensity: 1. 2. 3. 4. 5.

d. By dedication and devotion to an idea, principle, or value?  
   Intensity: 1. 2. 3. 4. 5.

e. Other:  
   Intensity: 1. 2. 3. 4. 5.

10. To what extent does the book afford the child an opportunity to explore the value: SACREDNESS OF MARRIAGE?

a. Through devotion to a marriage partner during all circumstances?  
   Intensity: 1. 2. 3. 4. 5.

b. In honoring and keeping marriage vows?  
   Intensity: 1. 2. 3. 4. 5.

c. By devoted consideration, mutual respect, and harmonious relationships in the home?  
   Intensity: 1. 2. 3. 4. 5.
11. To what extent does the book afford the child an opportunity to explore the value: RESPONSIBILITY TO CHURCH: RELIGION?

a. By attending religious services or classes?

   Intensity: 1. 2. 3. 4. 5.

b. Through working for the church, synagogue, mosque, temple, etc., to further its cause?

   Intensity: 1. 2. 3. 4. 5.

c. In noting the act or practice of prayer?

   Intensity: 1. 2. 3. 4. 5.

d. By reading or quoting the Bible or other sacred book?

   Intensity: 1. 2. 3. 4. 5.

e. Through talking about or referring to God?

   Intensity: 1. 2. 3. 4. 5.

f. By participating in religious rites or ceremonies?

   Intensity: 1. 2. 3. 4. 5.

g. With an example of the operation of living faith?

   Intensity: 1. 2. 3. 4. 5.

h. Other:

   Intensity: 1. 2. 3. 4. 5.
12. To what extent does the book afford the child an opportunity to explore the value: RESPONSIBILITY TO FAMILY?

a. By sharing in providing for family needs for food, shelter, clothing, or comforts?

Intensity: 1. 2. 3. 4. 5.

b. Through showing cooperation with or consideration for members within the family constellation?

Intensity: 1. 2. 3. 4. 5.

c. In showing proper respect for the family authority?

Intensity: 1. 2. 3. 4. 5.

d. By showing love and affection in the family relationships?

Intensity: 1. 2. 3. 4. 5.

e. Other:

Intensity: 1. 2. 3. 4. 5.

13. To what extent does the book afford the child an opportunity to explore the value: SELF-RELIANCE?

a. By one's confidence in his own ability to make decisions or judgments?

Intensity: 1. 2. 3. 4. 5.

b. Through a show of resourcefulness: doing the right thing at the right time in the right way?

Intensity: 1. 2. 3. 4. 5.

c. In being self-sufficient to handle matters during a time of crisis, emergency, or disaster?

Intensity: 1. 2. 3. 4. 5.
d. In a show of insight, wisdom, or prudence to meet the need in a particular set of circumstances?

Intensity: 1. 2. 3. 4. 5.

e. By being able to function independently when mature action is required?

Intensity: 1. 2. 3. 4. 5.

f. Other:

Intensity: 1. 2. 3. 4. 5.

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14. To what extent does the book afford the child an opportunity to explore the value: SEXUAL MORALITY?

a. Through teaching of propriety between sexes?

Intensity: 1. 2. 3. 4. 5.

b. By the practice of virtuous and chaste conduct?

Intensity: 1. 2. 3. 4. 5.

c. In fulfillment of proper behavior relative to the sex roles?

Intensity: 1. 2. 3. 4. 5.

d. By emphasizing purity of thought or desire?

Intensity: 1. 2. 3. 4. 5.

e. Other:

Intensity: 1. 2. 3. 4. 5.

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15. To what extent does the book afford the child an opportunity to explore the value: THRIFT AND HARD WORK?

a. By showing the dignity and necessity of working to make a living?

Intensity: 1. 2. 3. 4. 5.
b. Through examples of industriousness and ambition?

Intensity: 1. 2. 3. 4. 5.

c. In portraying the importance of man's contributions to produce and develop better products for enhancing his position and security?

Intensity: 1. 2. 3. 4. 5.

d. By showing the advantages and benefits resulting from the acquisition of monetary well-being?

Intensity: 1. 2. 3. 4. 5.

e. Through the practice of careful economy and frugality in conserving financial assets or valuable resources?

Intensity: 1. 2. 3. 4. 5.

f. Other:

Intensity: 1. 2. 3. 4. 5.
AUTBIOGRAPHICAL STATEMENT
AUTOBIOGRAPHICAL STATEMENT

NAME: Heath Ward Lowry

BIRTH: November 22, 1919 at Cottage Grove, Oregon, U.S.A.


MEMBERSHIPS: Member, Assemblies of God, Northern California-Nevada District; American Correctional Chaplains Association; American Protestant Correctional Chaplains Association; California Teachers Association, Roseville Teachers Association, Phi Kappa Phi, and Phi Delta Kappa.