This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: models for college courses dealing with films and literature and with women in literature; the effects of selected variables on children's and adults' responses to literature; the portrayal of the aging, the American Indian, city life, black people, and women in children's fiction; methods for teaching inner city eighth graders about literature and for teaching college students about Renaissance poetry and paradox in literature; the inclusion of the study of myths and fairy tales in school curricula; introductory literature courses in selected black colleges; the development of a senior high school literature program based on the study of cultural pluralism; religious child-oriented literature in colonial New England; children's recreational reading book choices; research in literary response and teaching; an instrument for the analysis of literature teaching in the secondary school; and a comparison of values found in children's books with those held by adults. (GW)
Literature, Literary Values, and the Teaching of Literature:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6)

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Abstracts of the following dissertations are included in this collection:

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THEORETICAL MODEL FOR CROSS-
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RELIGIOUS CHILD-ORIENTED LITERATURE
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Weller, Anna Elizabeth
THE PORTRAYAL OF THE FEMALE CHARACTER IN THE NEWBERY AWARD BOOKS

Wood, Terry Lee
A COMPARISON OF VALUES FOUND IN PRESCHOOL AND PRIMARY-AGED CHILDREN'S BOOKS AND VALUES HELD BY ADULTS
The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright ©1977 by University Microfilms International), and may not be reproduced without their prior permission.
The problem of this study was to provide a theoretical model for cross-cultural and interdisciplinary teaching in the humanities to help lead students toward a greater understanding and appreciation of cultures different from their own and to help lessen potential conflicts based upon such differences. Intended for teachers of community college students, the theoretical model might be useful in teaching in four-year institutions. It was designed to allow students to compare cultures and to share a number of parallels. The pilot model for the theoretical model was a comparative study of the Chinese bandit novel and the American gangster film, chosen as representing two extremes in cultural polarity and found to be both contrasting and somewhat similar. The number of similarities, it should be possible to find similarities between the culture elements of cultures generally considered less different from one another than these two. The method of developing instructional procedures and techniques in utilizing the theoretical model was demonstrated by use of the content of other discipines chosen to represent other cultures. It was concluded that the theoretical model can be applied in teaching in the humanities. It is hoped that more studies of this kind can help in resolving potential cultural conflicts.

Order No. 77-523 115 pages.

THE EFFECT OF THE SEX OF THE MAIN CHARACTER IN SELECTED MYSTERY, HUMOR AND ADVENTURE STORIES ON THE INTEREST AND COMPREHENSION OF FIFTH GRADE CHILDREN

BLEAKLEY, Mary Ellen, Ph.D.
University of Colorado at Boulder, 1977

Director: Professor Virginia Westerberg

The purpose of this study was to examine the effect of the sex of the main character or characters in selected short stories on the interest and comprehension of fifth grade children. Also considered were the factors of sex of the reader, achievement level of the reader, story type and story within type of story.

Three adventure, three mystery and three humor stories were selected from available periodicals for children published from 1969 to 1973. All stories were originally written by male main characters or characters. Adapted versions were written to contain a female main character or characters. An interest measure was conducted for use with all stories as well as a multiple choice and story comprehension measure for each type of story.

The sample consisted of 540 fifth grade children from two school districts in Colorado. Reading achievement scores from tests administered by the school districts were obtained. Achievement level and sex of the reader were considered in randomly assigning subjects to materials. Each subject read one story and responded to corresponding interest and comprehension measures.

The study utilized a balanced factorial design. The main effects were sex of the reader (two levels—male, female), achievement level of the reader (three levels—low, middle, high), sex of the main character or characters (two levels—male, female), story type (three levels—adventure, mystery, humor), and story (three levels nested within story type). All factors except story were treated as fixed effects. The analysis was performed separately for each of the three dependent variables: (1) interest, (2) comprehension on the multiple choice measure, and (3) comprehension on the close measure.

Results showed a significant sex of the reader by sex of the main character interaction on the interest measure with boys preferring stories with main male characters and girls stories with main female characters. The influence of story character upon interest was greater in the case of boys than girls.

Of the three story types examined, mystery stories were most interesting to children, followed by adventure and humor stories.

Comprehension of girls as measured by the multiple choice measure was significantly higher than that of boys. Significant differences also were found for achievement levels: Subjects in the highest achievement group received the highest scores, those in the lowest group received the lowest scores.

Characteristics of individual stories had different effects on boys and girls.

Comprehension of girls as determined by the close measure was significantly higher than that of boys. Significant differences also were found for achievement levels: Subjects in the highest achievement group received the highest scores and those in the lowest group received the lowest scores. A significant sex of the reader by achievement level of the reader interaction indicated that differences between the scores of boys and girls were greatest at the lowest achievement level and least at the highest achievement level.

Order No. 77-24,126, 299 pages.

THE AGING AS PORTRAYED IN REALISTIC FICTION FOR CHILDREN 1915-1975

BLUE, Gladys Fayce, Ph.D.
Th. University of Akron, 1977

Major Advisor: Dr. Judith A. Noble

The Problem

The purpose of this study was to examine the effect of the aging as portrayed in children's contemporary realistic fiction. Books published in the United States during the period 1945-1975. All books included in the study were designated as suitable for or of interest to children between three and twelve years of age.

The major questions which this study sought to answer were: 1. How are the aging portrayed in children's contemporary realistic fiction? 2. Do these portrayals seem to support the contentions that our society's attitude toward the aging is predominantly one of negativism and that our conceptions of the aging are stereotypic? 3. Or does the contemporary literature for children seem to indicate a general humanistic concern for understanding the aging as individuals in diverse styles of life and circumstances?

Procedures

The sample for this study was comprised of 125 realistic fiction trade books, including picture books, published in the United States in the period 1945-1975. All books were recommended as being of interest to children between three to twelve years of age. From a master book list of realistic fiction books known to contain at least one aging character, a random sample of 125 books was selected.

The technique of content assessment was employed in analysis of the books. Eight major categories were utilized: demographic portrayals; physical characteristics; state of health; personality traits; activities; situational aspects of choice, dependency, and change; conveyance of the concept of aging or old; and relationships and patterns of social interaction.

Each book was read in entirety, and all passages referring to the eight major categories were recorded. These passages provided the basis for delineation of subcategories. Illustrations were also considered in categorization.

Conclusions

Major conclusions regarding the portrayal of the aging in the books analyzed were: 1. The findings indicated that character development was generally multidimensional. As a whole, the books presented the aging in situations which were judged to be both quite accurate and adequate depictions of the standpoint of realistic presentation. The literature seemed to suggest both the needs and assets of active, positive. It was concluded that the portrayals were without serious distortions or gross exaggerations of reality. 2. On the basis of the evidence presented in the study, the question 'Do these portrayals seem to support the contentions that our society's attitude toward the aging is predominantly one of negativism and that
POPULAR FICTION AND THE CREATION OF A COLD WAR CONSENSUS, 1943-1952

BLUMOFF, Theodore Yale, Ph.D.
Saint Louis University, 1976

This dissertation is a study of the relationship between politics and popular culture which uses, as a test case, the first eight years of the Cold War and the last two years of World War II. Six key themes (or variables) were extracted from the major speeches of America's leading foreign policy spokes- men. From these themes it was possible to determine the nature of the behavioral relationship, both verbal and physical, between America and her post-World War II adversaries. These themes were defined in such a way that the nature of these behavioral relationships might apply to adversaries in a novel. By using content analysis it was possible to determine whether the originally political themes occurred with greater frequency than one might expect in the popular fiction of 1943-1952. (A control population of fiction from the year 1935 made it possible to determine expectations.) Of the six key variables, self-determination, containment-confrontation, loyalty-security, appeasement-aversion, accommodation-adjustment, and irrational-adversary, only the last mentioned failed to have any literary correlate.

This study has sought the answer to four major questions. 1. Does the writer anticipate political themes? By and large the answer to this question is no, but that answer requires qualification. There is some evidence to suggest that the writers of the late forties and early fifties anticipated both the rise and decline (via institutionalization) of the loyalty theme. See Chapter Three, part III, and Five, part III. 2. Is there a correlation between political themes and the themes in the popular fiction which follows? There is overwhelming statistical data that indicates that popular writers borrow from the contemporary political rhetoric. 3. How did the writer affect his audience? For the most part the writer reinforced already existing public beliefs. There is evidence to suggest that the writer helped in the conversion of public beliefs on loyalty. See Chapter Three, part III. 4. If the writer did help to create a consensus on foreign policy, how did the politicians acknowledge it? It was acknowledged vividly in the election of 1952. See Chapter Five.

In sum the labor of this study revealed that the relationship between politics and one aspect of popular culture—popular fiction—is perhaps closer than one has reason to suspect. Through relatively objective techniques it has been demonstrated that popular culture tends to reinforce the values deemed most important by the nation’s political leaders.

A THREE HOUR CREDIT COURSE IN WOMEN IN LITERATURE: TOWARD A PROTOTYPE

CALLIN, Diane Toncheff, Ph.D.
University of Illinois at Urbana—Champaign, 1976

Problem: Instructional programs dealing with women's studies are becoming widespread. While recent studies have provided overall guidelines for such programs, especially in rationale, no one has investigated in depth the curricular innovations for the most prolific of the women's studies pro- gram, Women in Literature. Instructors in community colleges have become aware of the need to develop an academically sound prototype, since none now exists, for a three-hour credit course, Women in Literature.

Objective: The objective of this study is to develop a prototype for a three-hour credit course entitled Women in Literature which can be taught in the public community colleges of the State of Illinois. The prototype covers the following eight areas: (A) Definition; (B) Materials: Required Texts and Related-Readings; (C) Objectives; (D) Instructional Methods; (E) Learning Experiences; (F) Evaluation Procedures; (G) Student Population; (H) Qualifications of Instructor.

Procedures: The prototype was developed by the researcher from the data gathered in the review of the literature, from the interview with G. Robert Darnes, and from the 83 various course syllabi and materials of two and four year institutions national, as well as specifically from nine public community colleges in the State of Illinois. The data was summarized, commonalities cited, and major trends noted. Based on this information gathering technique, items for the prototype emerged and were classified into the eight aforementioned categories. A panel of researcher-picked experts then assessed the prototype via an essay questionnaire covering ten areas.

Results: A document was produced outlining a prototype of a three-hour credit course, Women in Literature, which should be found in the public community colleges of the State of Illinois. This prototype will be available to individual colleges as they plan, modify, or expand their own course.

THE EFFECTS OF THE JUNIOR GREAT BOOKS PROGRAM AT THE INTERMEDIATE GRADE LEVEL (4-5-6) ON TWO INTELLECTUAL OPERATIONS, VERBAL MEANING AND REASONING ABILITY

CASHMAN, Richard Kent, Ed.D.
Boston College, 1977

The Problem

Based upon the lack of quality and planned literature programs at the elementary level, the aim of the study was to develop a purposefully planned literature program in reading for intermediate grade pupils (4-5-6) that will aid in the improvement of thinking ability (reasoning) and the expansion of vocabulary development (verbal meaning). The Junior Great Books Program was selected with this purpose in mind.

Null Hypotheses

1. Resulting from participation, no significant difference exists between the experimental and control groups in the Junior Great Books Program in verbal meaning and reasoning skills as measured by the Primary Mental Abilities Test.
2. Using Random Assignment, no significant correlation is to be found between Intelligence and subsequent performance in the Junior Great Books Program.
3. Controlling for intelligence, no subsequent difference exists between the sexes and subsequent performance in the Junior Great Books Program.

Methodology

The basic design of the study, employed the assignment of two random groups at the 4-5-6 grade levels. The experimental group of children took part in the Program for a period of five months; the others as a control group, continued five months of the school year, having no contact with the Program. The instrumentation entailed a battery of four sub-tests which looked at two of the five sections of the Primary Mental Abilities Test. These sub-tests were employed to measure verbal meaning and reasoning skills.
Conclusions

The study suggested that: 1. Reading in the middle grades should have as one of its major components a planned, purposeful study of the world's greatest literature. Essentially, the rationale for this is that literature fosters divergent thinking and also expands vocabulary development, and because of these two factors rational thinking will be strengthened. The author feels that there must be a place for literature in the elementary school curriculum so that it is no longer a "frill" but is drawn into the main core of essential context to be taught. The Junior Great Books Program provides for this essential ingredient. 2. The Junior Great Books Program is a valuable program of enrichment for the average to above average child and should not be limited to the academically talented. The Junior Great Books Program will aid in the improvement of thinking abilities (reasoning) and the expansion of vocabulary development (verbal meaning). Order No. 77-19,933, 131 pages.

THE PORTRAIT OF AMERICAN INDIANS IN CHILDREN'S FICTIONAL LITERATURE

CATA, Juanita Opal, Ph.D.
The University of New Mexico, 1977

The purpose of this study was to analyze the portrayals of American Indian characters found in children's fictional literature. It sought to determine the kinds of characteristics most commonly attributed to American Indians in children's stories; whether or not misinformation was present; whether or not stereotypes were used; and whether or not there were any changes in characterizations related to time periods. Differences in portrayals by Indian and non-Indian authors and by experienced and less experienced authors were also investigated. Five hundred and four American Indian characters from 401 children's fictional stories published between the years 1900 and 1972 were analyzed using the technique of content analysis. Findings were recorded using thirty-five descriptive variables and ninety verbal stereotypes. The variables included author and bibographical information, role in the story, information, regarding locale, physical traits, status, factors related to the material culture, attitudes toward nature and animals, attitudes toward people, approval or disapproval by others, goals, the use of language, items of misinformation, and tribal affiliations.

The investigation revealed that the portrayal of American Indian characters in children's fictional literature followed certain definable trends. The majority of characters were placed in a traditional setting during an unknown time period; played a major role in the story; did not have a specified role type; lived in wigwams prior to the establishment of reservations; were male, school age children; wore traditional clothing; ate traditional foods; approved of family members and peers; disapproved of non-Indians; were perceived favorably by their families and/or peers; and had a goal of achievement. Many characters were not described in terms of their physical features, occupations, status, handcrafts, ceremonies, recreational activities, property ownership, means of transportation, attitudes toward nature, and attitudes toward animals. Of those that were described, the majority had brown skin and black hair, bunners, danced, rode horse back, owned bows and arrows, nature as part of their religion, and perceived of animals being necessary for preserving food and clothing. The descriptions of 115 characters contained some type of obvious misinformation. Among the most common descriptive stereotypes used were intelligent, alert, loyal to family, kind, superstitious, and traditional.

Ethnicity of the author and author familiarity with Indian culture were shown to have an effect on how Indian characters were portrayed. Differences in character portrayals were also noted according to the period of time in which the stories were written.

Conclusions

There were supported by the following recommendations: 1. The use of the affective categories derived in this study as a guide in discussing and evaluating students' reactions to literature. 2. Focusing on student involvement in the classroom to encourage more sympathetic and empathetic responses among students. 3. The applicability of the analytical approach in analyzing students' affective responses to literature. 4. The encouragement of students' verbal expression of feelings, especially with lower ability students. 5. Creating individual reading and writing programs to meet the different needs of the male and female students.

Order No. 77-16,701, 166 pages.

HOW ADOLESCENTS' AFFECTIVE RESPONSES TO FOUR SHORT STORIES RELATE TO THE FACTORS OF AGE, SEX AND INTELLIGENCE

CHASSER, Cheryl Chatfield, Ph.D.
The University of Connecticut, 1977

Researchers and scholars have long recognized the importance of the affective nature of literary response. If students are to benefit from literature, that is, if it is to help them gain some insight into a changing world, they need opportunities to explore their personal responses to the crafted word. However, teachers often ignore students' feelings and concentrate instead on analytical skills. This tendency to disregard the value of the student's personal involvement with literature is understandable since there is little information on which to structure discussion and assessment.

This study proposed such a structure for affective response. The purpose of the study was twofold: to determine the nature of students' personal involvement with and response to literature and to measure the relationship of these involvements and responses to the factors of age, sex, and intelligence.

The study sampled fifty adolescents from each of the grades seven, nine, and twelve in a typical and middle-class industrial town. The procedure entailed the analysis of students' written responses to short stories. The stories revolved around the theme of growing up. After reading each story, students were asked to write a letter essay in response to the story. The essays were analyzed according to the types and levels of responses. Four types of response, judgment, sympathy, empathy and identification, and the four levels of involvement, ranging from little to great personal participation, were determined in a pilot study. The statistical use of chi-square correlated the types of levels of affective response to age, sex, and intelligence.

The results of the study were as follows: 1. All of the categories, except sympathy, proved that the three grades responded similarly despite the category. The results of the sympathy category were similar for grades nine and twelve, but significantly different at the .05 level of significance for grade seven. 2. A comparison of the levels of involvement verified that at the .05 level of significance no one grade was more or less involved in the short stories than any other grade. 3. There was a significant difference at the .05 level of significance in the responses of the two sexes. Male adolescents in their middle teenage years expressed significantly less feelings for the characters. 4. The effect of intelligence, indicated by I.Q. scores, on response was not significant at the .05 level of significance except for a slight, almost unmeasurable difference in the low and high I.Q. students. This slight deviation might be related to the nature of the experiment stressing verbal proficiency.

The findings seemed to warrant the following recommendations: 1. The use of the affective categories derived in this study as a guide in discussing and evaluating students' reactions to literature. 2. Focusing on student involvement in the classroom to encourage more sympathetic and empathetic responses among students. 3. The applicability of the analytical approach in analyzing students' affective responses to literature. 4. The encouragement of students' verbal expression of feelings, especially with lower ability students. 5. Creating individual reading and writing programs to meet the different needs of the male and female students.

Order No. 77-27,711. 220 pages.
The purpose of this study was to examine the effects of Individualized Reading, a Directed Reading Activity approach, on reading comprehension, vocabulary, attitude towards reading, and attendance of students. The study was conducted in a junior high school located in the city of Philadelphia. The students attending the school were from low-income families. The study involved two treatment groups: Individualized Reading and Directed Reading Activity. The study revealed no significant differences between the treatment groups in terms of reading comprehension, vocabulary, and attitude towards reading. However, there were significant differences in attendance. The analyses showed that Individualized Reading was significantly more effective than Directed Reading Activity in improving reading comprehension and stimulating voluntary outside-class reading. The results of the study suggest that Individualized Reading is a more effective approach for improving reading skills and attendance.
LITERATURE AND FILM: AN INTERDISCIPLINARY COURSE FOR COLLEGE UNDERGRADUATES

DAYTON, Joyce Arlene, D.A.
State University of New York at Albany, 1976

This dissertation develops an introductory course in film and literature for freshmen and sophomore college students. The course pursues an interdisciplinary approach to film and literature, bringing the two media together through the common bond of story telling. Such an approach proves fruitful because it not only reveals the unique characteristics of each medium but also provides for a rewarding mutual exchange of ideas.

The dissertation consists of two main divisions: Part I, "Introduction to Film and Literature", Part II, "Films For Study." Part One (Chapters 1 - 4) discusses a variety of theoretical issues in an effort to identify the inherent characteristics of film and literature and thus to discover how each medium creates. Chapters One and Two examine elements unique to film, define film reality, and illustrate how film's photographic

...
Images of city life as depicted in contemporary realistic fiction for children, ages eight to twelve

Della Rocca Oriente, Louisa Anne, Ed.D.
Columbia University Teachers College, 1976

Sponsor: Professor Arthur W. Foshay

The purpose of this study was to describe and analyze the portrayal of city life depicted in contemporary, realistic literature for children, ages eight to twelve, and to look at the inconsistencies in the presentation of the images, from the perspective of contemporary, authoritative writers about the city, and a schema of book analysis developed by the investigator.

Books provide an opportunity for children to explore, to experience, and to identify with people, ideas, and varied conceptions in the environment. Characterization, description, and interpretation of life in books, therefore, develop certain attitudes that affect their behavior and socialization.

In order to determine what has been said and what needs have not been met by contemporary literature about the city, the investigator studied realistic fiction for children written between 1945 and 1973. Sixty-three books were selected out of approximately 500, on the basis of recommendations by three or more of the reviewing media. A schema incorporating the dynamics of the city, evidenced by the exchange among people interacting in an urban setting, was applied to the sixty-three books written in an urban setting.

Each story was read with careful attention, and each item related to the major and subsidiary categories in the schema was noted and recorded on a form for analysis. Objects and events in both discourse and narrative were recorded on a form used to describe the dynamics of the city.

All the material was sorted and classified into nineteen separate categories, and the results were presented in appropriate tables and figures. Then the data were reviewed for each section of the schema, and suitable passages were selected and their subjects noted carefully evaluated.

A summary of the findings revealed:
1. The image of city life tends to be static, stilted, unrealistic, and inflexible.
2. Ethnic diversity is almost always indicated through food and language, with the exclusion of other aspects of culture.
3. Furthermore, certain ethnicities are tempered with certain biased patterns of expression. Minority groups are depicted as "them" and not as "one of us."
4. The image of the city of children is mainly that of individuals belonging to a low socioeconomic level, whose environment and social experiences are narrowly defined.
5. The language of the city is one of polarity--a polarity of neighborhood, people, industry, and socialization.
6. The favorite playground of city children is a dirty street, and the image of street play is one of heterogeneity of play and ages.
7. City dwellings, for the most part, are described as old, drab, and in decline.
8. The image of the metropolitan community is mostly blue-collar. The image of the metropolitan community, as seen through the impact of central government, is one of political amorphousness, without structure or unity.

An analysis of the effects of varying mode of prose presentation on comprehension and aesthetic appreciation

Dunitz, Carol Ann, Ph.D.
Wayne State University, 1976

Major Professor: Raymond Ross

This study was designed to see whether varying the mode of prose presentation would affect comprehension and aesthetic appreciation. It also addressed itself to the effects which interest and complexity levels might have on those variables.

In addition, the study attempted to identify relationships which might exist between the dependent variables as well as between those variables and certain demographic information.

For the study, nine passages were selected from contemporary fiction and translations. They were rated for reading
difficult in reading ease. Selections were slotted in a 3 x 3 matrix so that each passage would represent one category. Those categories were: 1) easy to read, low human interest, 2) easy to read, average human interest, 3) easy to read, high human interest, 4) average to read, low human interest, 5) average to read, average human interest, 6) average to read, high human interest, 7) difficult to read, low human interest, 8) difficult to read, average human interest, and 9) difficult to read, high human interest. Each of the 229 subjects who participated in the study were exposed to three passages which had been grouped according to similar interest level.

Tests were developed for comprehension and aesthetic appreciation. Comprehension tests consisted of sixteen multiple choice items and were found reliable by means of the Spearman-Brown half test. The test for aesthetic appreciation was a semantic differential form consisting of a series of bipolar adjective scales borrowed from other experimenters.

The subjects, who were students at a large metropolitan university in the midwest, either heard the passages interpreted orally by means of a live, high caliber reading, or read to themselves. Tests for comprehension and aesthetic appreciation were filled out immediately following exposure to the respective pieces.

Data collected were statistically analyzed by means of three way analysis of variance and Pearson Product-Moment Correlation. Results and brief discussion follow. Comprehension was higher for materials administered in the written form and this is probably due to the fact that subjects can refer back, as well as devote more time to points they feel are more important. Aesthetic appreciation is higher for materials administered in oral form and this is most likely due to the creative, thoughtful interpretation of the oral interpreter.

Comprehension decreases as complexity increases because as prose becomes more difficult, it is harder to understand and recall information with which it is concerned. As interest level increases, so does comprehension because subjects pay more attention to the passages. Aesthetic appreciation was not affected by complexity or interest level.

There is some indication that a positive correlation exists between comprehension and aesthetic appreciation, and that a general factor exists for both variables. Furthermore, socioeconomic status has a positive relationship with aesthetic appreciation and comprehension indicating that one's upbringing has influence with respect to these variables. High School grade point average negatively correlated with comprehension and aesthetic appreciation which led the experimenter to believe it is not a good indicator of comprehension and aesthetic appreciation.

In all, the study allowed for the rejection of six of nine null hypotheses. The most obvious area in which more research is called for is with respect to aesthetic appreciation and how it is affected by complexity and interest levels. Nonetheless, major questions were answered indicating that aesthetic appreciation is higher with the oral mode and comprehension is greater with the written mode of presentation.


Order No. 77-9389, 166 pages.

BETWEEN PARENT AND CHILD IN COLONIAL NEW ENGLAND: AN ANALYSIS OF THE RELIGIOUS CHILD-ORIENTED LITERATURE AND SELECTED CHILDREN’S WORKS

FRANKEL, Gusti Wiesnefield, Ph.D.
University of Minnesota, 1976

In recent years, the history of the family and childhood have become topics for innovative research. This interest has been spurred in part by the techniques developed by demographic historians in research on preindustrial villages. The demographic data, however, represent only those aspects of life which can be translated into operational-behavioral terms. There is a need as well for description and interpretation of the values and attitudes which shaped and gave meaning to behavior. For colonial New England there is a body of child-oriented materials consisting of sermons, treatises, Fifth Commandment expositions, guides, addresses, lectures, and children's stories. The general purpose of this dissertation was to systematically examine this literature within the context of the changing colonial culture.

In the first three chapters, assumptions about childhood and attitudes toward children were described in terms of the evolution of New England society from colony to province. It was shown that the Puritan child-rearing ideology—based on classical and humanist assumptions—was codified by sixteenth- and seventeenth-century Nonconformists and brought to America by the Puritan colonists. This orthodoxy ideology dominated seventeenth-century attitudes toward children.

By the mid-eighteenth century, the New England colonies had undergone significant population growth, economic expansion, and social change. These developments along with the significant influence of rationalist ideology affected writings for and about children. While Congregational ministers continued to view the child as innately corrupt, willful, and incapable of controlling unruly passions, they gradually recognized and approved of the child's need for temporal happiness and worldly success. In the child-oriented sermons and stories of the eighteenth century, children were typically promised tangible rewards for their efforts to achieve early piety-riches, status, and happiness.

The concept of duty defined obligations between parents and children in the colonial period. In the seventeenth century duty was explained in terms of the abstract attributes of love, obedience, honor, and recompense. By the eighteenth century, duty was reduced to concrete behavioral terms and defined by such virtues as respectful carriage to parents, kindness to friends and neighbors, diligence at work and school, clean language, and control of temper.

In the last two chapters, an attempt was made to interpret certain aspects of the colonial child's life within the context of the Puritan world-view. An investigation of the dying children's narratives in the fourth chapter challenged previous historical condemnation of the narratives and proposed that they were functional conversion manuals for children who lived in a world plagued by periods of high childhood mortality. In the fifth chapter, certain psychosocial studies of children's personality development were criticized for failing to account sufficiently for cultural differences. An aspect of children's personality was then analyzed and assumptions about it reinterpreted. It was emphasized that certain practices or attitudes which today might be considered detrimental to children could have been highly functional in a colonial child's world and complementary to other aspects of his belief structure.

Order No. 77-18,986, 260 pages.
TEACHING RECOGNITION, INTERPRETATION, AND UNDERSTANDING OF PARADOX IN POETRY AND PROSE

SERGIO, Louis Anthony, Ph.D.
Claremont Graduate School, 1977

This study serves two major purposes. First, as a companion study to Haley P. "Taylor's Teaching Recognition, Interpretation and Understanding of Verbal Irony in Prose (Claremont Graduate School, 1964), it adds a dimension to the definition of irony by examining the nature of paradox which is closely related to irony. Second, as a compendium or sourcebook for teachers and students of literature, it fulfills a need identified by at least one study (conducted at the University of Indiana by Harold Bishop, 1970), which indicated serious deficiencies in the literary knowledge and skills required of prospective English teachers.

Divided into four parts, this study investigates the nature of paradox and derives from that investigation a fund of information that will help students of literature recognize paradox when they encounter it in their reading and interpret it appropriately in its literary contexts. Part one examines the meanings of the word, including a historical survey of the elaboration of those meanings and an analysis of the characteristics of the various forms of paradox. Part two surveys the evolution of paradox as a literary technique from its ancient Greek origins to its current position of high esteem in literary criticism. It emphasizes the elaboration of applications made by literary artists in their employment of the technique and its increasing importance as a factor to be evaluated in the judgment of literature. Part three explores methods teachers of the language arts may employ to help students recognize paradox and interpret it appropriately in their reading. Included are suggestions for creating an environment for the acceptance of the paradoxical attitude and suggestions for relating paradox to students' paraclassroom experiences. Part four offers suggestions for teaching paradox in specific works in the secondary classroom, including teaching paradox in Wilde's Importance of Being Earnest, Orwell's "Shooting an Elephant," and Shakespeare's Macbeth.

This study concludes that teaching paradox is an appropriate, legitimate and important educational enterprise. It is an area largely ignored, heretofore; yet, the increasing attention given to paradox during the past few decades implies a need for its consideration in the educational curriculum. Teachers and students of the language arts would do well to acquaint themselves with the application of this important and unique dimension to their areas of concentration.

Order No. 77-11,662, 274 pages.

THE RELATIONSHIP BETWEEN ATTITUDE OF THE READER TOWARDS WOMEN'S CHANGING ROLE AND RESPONSE TO LITERATURE WHICH ILLUMINATES WOMEN'S ROLE

SHEDD, Patricia Thompson, Ph.D.
Syracuse University, 1976

Purpose

To examine the relationship between the reader and literature: specifically, how does the attitude of the reader towards women's changing role affect response to short stories which illuminate women's role?

Procedure

At basic reading ability would not be a factor, students required to have scored in the upper quartile of a standardized reading test and to have an I.Q. of 120 or higher. Following a pilot study, a semantic differential designed to evaluate attitude towards women's changing role was administered to fifty seniors who scored in the upper quartile of a Nelson-Denny Reading Test. The participants, who measured I.Q.'s of 120 or higher, comprised three males and three females who favored women's changing role; and three males and three females who did not. Case study technique was used, and data were collected from the interviews, tests, and questionnaires of students, teachers and counselors. Individually and privately, students read four short stories, two termed "sensitive" because they illuminate women's changing role, and two termed "neutral" because they have no bearing on that topic. Next each completed three measures, the first, free response, and the three directed: (1) five minutes of oral, taped-recorded, free response; (2) twenty multiple-choice questions; to test readers' "plain sense" of the story; (3) a group of statements to evaluate affective response; (4) Purves' Response Preference Measure.

Results

The taped, oral free responses were transcribed and categorized according to Squire's (1956) classifications. The results indicated that (1) for all twelve readers the two types of stories elicited significantly (at .05 and .01) different proportions of response in five out of seven categories; (2) readers who favored women's changing role made a significantly larger mean proportion of affective (associational, self-involvement, and prescriptive judgment) responses, to "sensitive" stories than their non-favoring counterparts; (3) in neither affective nor cognitive classes of free response to "neutral" stories were there significant differences between readers with different attitudes. In directed response, only the effective reactions suggested an association between attitude and response. These students preferred interpretation as their response mode.

Conclusions

1. An attitude of intelligent, skilled readers is associated with response: first, readers whose attitude seems to coincide with an author's tendency to make a larger proportion of affective responses than do readers whose attitude is different from the author's; second, readers whose attitude differs from an author's tend to make a larger proportion of interpretational, or cognitive, responses. 2. In directed response, there is only a slight association between an attitude of the reader and response. 3. The attitude of able readers does not appear to be a factor in comprehension. 4. Interpretation is the preferred mode of response of these skilled readers. 5. Free response provides a more effective means for discriminating among intelligent, skilled readers than directed response. 6. Case study shed further light on free response. 7. While some of Squire's categories proved to be satisfactory for classifying readers' free response, others did not provide sufficiently fine discriminations. 8. Combining quantitative data with qualitative analysis offers advantages that each method, by itself, lacks.

Order No. 77-24,410, 220 pages.

THE RECREATIONAL READING BOOK CHOICES OF GIFTED CHILDREN IN GRADES FOUR, FIVE, AND SIX IN DADE COUNTY, FLORIDA PUBLIC SCHOOLS

STEVENS, Mary Elizabeth, Ed.D.
University of Miami, 1977

Supervisor: Dr. Arnold B. Cheyney

Purpose

The purpose of this investigation was to survey the current recreational reading book choices of gifted pupils in grades four, five, and six in Dade County Public Schools.
A COMPARISON OF VALUES FOUND IN PRESCHOOL AND PRIMARY-AGED CHILDREN'S BOOKS AND VALUES HELD BY ADULTS

WOOD, Terry Lee, Ph.D.
Michigan State University, 1976

The purposes of this study were to identify the value system (hierarchical arrangement of values) expressed in the content of children's picture books; to compare this value system with the value system held by adults; and to evaluate the shifts that occurred within the value system found in a random sample of picture books published during 1960, 1964, and 1968.

The need for this study was established from existing research in which the investigators assumed that values expressed in children's literature reflected values held by society. In addition, any shift in the frequency with which a value was expressed in the content of children's literature was interpreted by the investigators to reflect a shift in the degree to which the value was emphasized by society.

The Rokeach Value Survey was used to measure the values held by a representative sample of adult Americans. The survey contains eighteen terminal values representing end states of existence, and eighteen instrumental values representing modes of behavior. Nine raters used a modified form of this instrument, which consisted of only the instrumental values, to evaluate the values expressed in the content of a sample of picture books. Three major reference sources, used by librarians and teachers, were the sources for the selection of the sample of forty-five picture books, fifteen from each time period 1960, 1964, and 1968. Each rater read fifteen books, five from each of the three time periods, and recorded whether an instrumental value was explicitly or implicitly expressed in the content of the picture books.

The Spearman rho correlation was used to examine the relationship between the rank order of instrumental values found expressed in the content of picture books and the rank order of the instrumental values held by adults. A 3 x 3 analysis of variance with a nested variable was used to analyze shifts in the frequency of value expression from 1960 to 1968.

The result of the analysis of the content of the picture books, for the frequency of value expression, indicated that the instrumental values—loving, imaginative, independent, cheerful, capable, and ambitious—were ranked highest. The lowest ranked instrumental values were: broadminded, honest, intellectual, logical, forgiving, and clean. The correlation between the instrumental value system found in picture books and the instrumental value system of adults indicated that the two value systems were not related. In addition, the results from the analyses of variance indicated that the majority of the instrumental values found in the picture books remained stable from 1960 to 1968. The two instrumental values for which the analyses indicated significant differences were loving and broadminded. These two values were stable from 1960 to 1964, but decreased in frequency from 1964 to 1968.

Previous research has proceeded on the general assumptions that values expressed in the content of children's literature are representative of the values held by society, and that changes in frequency of value expression reflect changes in the degree to which these values are emphasized by society. The major conclusions of this research indicated that the general assumptions were not upheld by the results of this study. The results, however, do not indicate that a relationship to a specific value system is nonexistent, but rather that further investigation into the source of this value system is necessary.

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