This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: the teaching of children's literature; the study of American Indian literature and Biblical literature at the college level; the relationship between response to emotion-oriented poetry and emotions, interests, and personal needs; the use of role-playing, improvisation, and performance in the teaching of literature; children's preferences with regard to elements of humor, illustrations, and types of first-person protagonists in literature; the effect of reading on attitudes toward the elderly; the perception of literature by silent readers and oral interpreters; features of comic book formulas; award-winning translated children's books; effects of a fantasy-literature program on kindergarten children's creativity; effects of selected black literature on the self-concept and reading achievement of black male students; fairy tales; hero archetypes; children's moral responses to literature; and such themes of realistic fiction as alcohol consumption and achievement and affiliation motives of male and female characters. (GW)
...Literature, Literary Values, and the Teaching of Literature:

Abstracts of Doctoral Dissertations Published in *Dissertation Abstracts International*, January through April 1978 (Vol. 38 Nos. 7 through 10)

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Aitken, Johan Lyall
CHILDREN'S LITERATURE IN THE LIGHT OF NORTHROP FRYE'S THEORY.

Batille, Gretchen M.
AN APPROACH TO THE STUDY OF AMERICAN INDIAN LITERATURE AT THE COLLEGE LEVEL.

Brown, David Harvey
POETRY AS A COUNSELING TOOL: THE RELATIONSHIP BETWEEN RESPONSE TO EMOTION ORIENTED POETRY AND EMOTIONS, INTERESTS, AND PERSONAL NEEDS.

Demond, Josephine Keeter
THE USE OF ROLE-PLAYING, IMPROVISATION, AND PERFORMANCE IN THE TEACHING OF LITERATURE.

Hawkins, Karla Jean
ELEMENTARY SCHOOL CHILDREN'S PREFERENCES FOR SELECTED ELEMENTS OF HUMOR IN CHILDREN'S BOOKS AS DETERMINED BY SEX AND GRADE LEVEL.

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Kelly, William M.
ON TEACHING BIBLICAL LITERATURE OBJECTIVELY: A CASE STUDY.

Levine, Harvey Fred
THE EFFECT OF READING ON ATTITUDES TOWARD THE ELDERLY.

Lovelace, Terry Lee
THE RELATIONSHIP OF RELATED VARIABLES TO ELEMENTARY STUDENTS' INFERENCES OF AND PREFERENCE FOR MALE/FEMALE, STEREOTYPED/NONSTEREOTYPED FIRST-PERSON PROTAGONISTS IN SELECTED STORY SEGMENTS.

Minister, Kristina Arndt
THE PERCEPTION OF LITERATURE BY SILENT READERS AND ORAL INTERPRETERS: A THEORY AND AN EXPLORATORY EXPERIMENTAL STUDY.

Neff, William Albert
THE PICTORIAL AND LINGUISTIC FEATURES OF COMIC BOOK FORMULAS.

Nist, Joane Irene Stidham
THE MILDRED L. BAKELEDER AWARD BOOKS, 1968-1977: A DECADE OF HONOURED CHILDREN'S LITERATURE IN TRANSLATION.

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EXPOSURE TO FANTASY LITERATURE, RELATED ACTIVITIES, AND CREATIVITY IN KINDERGARTEN.

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Worth, Barbara Sands
ACHIEVEMENT AND AFFILIATION
MOTIVES OF MALE AND FEMALE
CHARACTERS IN REALISTIC FICTION
FOR CHILDREN, 1945–1975
CHILDREN'S LITERATURE IN THE LIGHT OF NORTHRUP FRYE'S THEORY

AITKEN, Johan Lyall, RhD. University of Toronto (Canada), 1975. Chairman: Professor S. F. Rosenbaum

In this study the need for a systematic approach to the teaching of children's literature is examined. What is meant by system and by children's literature is delineated. The fact that no coherent, intelligible and communicable system exists for the teaching of literature at present in our schools and that as a result, such teaching is severely handicapped is discussed and demonstrated.

Before literature can be taught systematically, a context within literature must be established for each work being studied. Northrop Frye has provided teachers with systematic literary theory which they can apply in both the study and the teaching of their subject. The fact that Northrop Frye provides his theory in an intelligent, cohesive, comprehensive and "teachable" form is substantiated.

An increasing interest in minority and ethnic literature, such as the connections among all works of literature can be taught to children. This fact is demonstrated in the study by the application of Frye's theory in some detail to the following categories in Children's Literature: Myths and LegendaryHeroes; Nursery Stories and Fairy Tales; Stories, Poetry, Verses, and Rhyme. In addition, the literary receptions of "time", "reality" and "dream" are examined in terms of Frye's theory.

This application of Frye's theory, in both its literary and educational aspects, to specific works demonstrates why understanding of his theory forms a sound basis for the teaching of literature. Frye's attempts to democratize and "demystify" literary criticism are stressed throughout.

AN APPROACH TO THE STUDY OF AMERICAN INDIAN LITERATURE AT THE COLLEGE LEVEL

Order No. 7803594


Although few English students in American colleges and universities have been exposed to the materials of the American Indian tradition, such literature has been available for a number of years. The works of American Indians, whether individual or tribal, have generally gone unnoticed by the majority of teachers, who have usually favored non-Indian interpretations of Indian experiences. Most literature students have studied the works of James Fenimore Cooper and have read "Hiawatha, but I have read the Navajo "Night Chant" or heard traditional Indian tales, and courses in twentieth century literature have routinely omitted American Indian novels and poets.

An increasing interest in minority and ethnic literature, however, has resulted in more publication of American Indian materials for the classroom. While this is to be applauded as a long-awaited realization that American literature is multicultural, there are difficulties inherent in the assumption that one can pick up a lesson plan or curriculum guide and teach a novel by N. Scott Momaday or a group of poems by Ray Yazzie and Ben Bente an understanding of American Indian literature is more difficult than is apparent on the surface. Although a teacher could "get by" with a superficial treatment of a novel or poem, such activities do not justice neither to education nor to the literatum.

Teaching minority literature is difficult because we lack a critical past that exists for most American and British literatures. The problems are intensified by the negative attitude toward minority groups that has been nurtured by the very exclusion of their literature from courses. In excluding these literatures from regular academic programs, English departments have left students with mostly popular culture to determine their images of and knowledge about Native Americans. Chapter One discusses some of the stereotypes which in the past have hindered and still today limit our understanding of American Indian literature.

The study of American Indian literature should begin with the traditional oral materials of the People. What have been passed down as poems were originally songs, which usually are presented in a printed page context rather than through the oral tradition within the cultural context. Also as a part of the oral heritage are a large number of tales and myths. There are religious accounts of creation, trickster tales, explanatory tales, and both serious and humorous stories. Such literature is found among all American Indian tribes and, although much has been lost, there is a great deal remaining as a part of living American Indian cultures. These oral materials are at the core of later biographical and autobiographical works which tell the stories of individual lives as well as tribal lives. The ceremonies recounted in Black Elk Speaks and the account of the religious lives of his people in Charles Eastman's Soul of an Indian can be directly traced to the power and pervasiveness of the oral tradition. Most often selected for today's classrooms are the contemporary fiction and poems, written in English rather than the native languages and often reflecting twentieth century concerns. Here too are the vestiges of the traditional cultures of Indian people, sometimes directly related to a particular tribe and sometimes reflecting a pan-Indian philosophy. Writers such as N. Scott Momaday, J.amea Welch, Wendy Rose, Leslie Silko, Ray Young Bear, and others represent the vitality and imaginations of the Indian writers of this century, but they do not ignore their heritage, nor do they deny its influence.

Because none of the contemporary literature of the American Indian can be fully understood or appreciated without a solid knowledge of the traditional materials--the symbols, the characters, the themes, and their significance to tribal lives--this study will emphasize the traditional heritage that continues to perdue and to influence and direct contemporary writers. The emphasis of Chapter Two will be on this essence of American Indian literature. Chapter Three will then illustrate the influence of traditional elements on contemporary writing.

It is impossible to prescribe a plan for a course in American Indian literature that will be appropriate for all college classrooms; nevertheless, it is possible to describe a variety of approaches and materials which might be used. To this end, the concluding chapter will present several suggestions to the teacher of American Indian literature. These suggestions plus the annotated bibliography will provide substantial material from which to organize a course designed to meet the needs of an individual teacher and class.

POETRY AS A COUNSELING TOOL: THE RELATIONSHIP BETWEEN RESPONSE TO EMOTION ORIENTED POETRY AND EMOTIONS, INTERESTS, AND PERSONAL NEEDS

Order No. 7800072

BROWN, David Harvey, Ph.D. Cornell University, 1977. 124pp.

Poetry has been used as a therapeutic agent in a variety of settings, and poetry therapy, along with other adjunct therapies, is increasingly used to facilitate the process of psychotherapy. The use of poetry has been reported to facilitate com-
The purpose of this study was to investigate the relationships between mood, personal needs and interests on the one hand, and responses to emotion-oriented poetry on the other.

The Chaminade Poetry Questionnaire (C.P.Q.) was mailed to 112 freshmen at Chaminade College of Honolulu who had been given the Edwards Personal Preference Schedule (E.P.P.S.) and the Strong Campbell Interest Inventory (S.C.I.I.). Sixty-six of these students (35 female, 31 male) responded to the questionnaire. The C.P.Q. was designed specifically for the present study, and included measures of response to emotion-oriented poetry (perceptiveness and preference), mood of the subject (both present and usual) and general interest in the study.

Respondents were asked to read eight emotion-oriented poem fragments (two for each of four emotions), and for each of them, to identify the primary mood expressed. They were also asked to indicate their feelings about each poem fragment. Responses to poems expressing the subjects' "own" present and usual mood were compared to responses to poems expressing other moods in order to identify mood-related differences in perceptiveness and preference. Errors in perceptiveness were analyzed to investigate the possibility of emotional projection. The responses of high and low scorers on the Introversion-Extraversion scale of the S.C.I.I. were compared. Also responses to the poems were correlated with scores on personality variables on the E.P.P.S., as well as with interest scores on the S.C.I.I., to determine whether relationships between these variables existed.

Subjects were significantly more perceptive with poems that expressed their own currently experienced mood, but this was not the case when usual mood was considered. This result was viewed as partial support for Leedy's Iso-principle which suggests that poems should be chosen to match mood of the client. Errors in perceptiveness tended to be substitutions of non-happy moods into the poetic material. High scores on the Affiliation variable (E.P.P.S.) correlated significantly with overall perceptiveness levels on the C.P.Q. The conclusion was drawn that clients with strong affiliation needs would be prime candidates for the use of poetry in counseling. Scores on the S.C.I.I. (E.P.P.S.) did not differ significantly between respondents and non-respondents to the C.P.Q. The exception was the Affiliation variable, on which respondents scored higher than non-respondents, and this result was consistent with the conclusion that high scorers on this variable would be good prospects for poetry counseling.

THE USE OF ROLE-PLAYING, IMPROVISATION, AND PERFORMANCE IN THE TEACHING OF LITERATURE

DEMMOND, Josephine Keeter, Ph.D
Georgia State University - School of Education, 1977

Purpose

In 1971 Edmund J Ferrell in Deciding the Future predicted the use of dramatic activities as a major approach in the English classroom for developing more mature responses to literature and improving reading comprehension. This prediction, considered along with declining national reading comprehension scores of high school students on the Scholastic Aptitude Test (1974), motivated this study. The research undertaken investigated the effects of two methods of teaching literature based upon the following attitudes and behaviors of high school students: (1) attitudes toward literature, (2) attitudes toward reading comprehension, and (3) responses to literature, and (4) responses to treatments as related to reading comprehension. The two instructional modes were (1) a traditional approach which involved close textual study, research projects, lectures, and passage memorization and (2) an experimental approach which used the dramatic activities of role-playing, improvisation, and performance.
The purpose of this investigation was to determine what humorously elements elementary school children would select from samples of children's literature and what their stated preferences were for these elements. The four types of humor selected for study were human predicament situations, absurdity, incongruity, and verbal humor.

Procedure

The subjects were 150 randomly selected second, fourth, and sixth grade pupils from five southwestern Atlanta public schools. Equal numbers of boys and girls participated from each grade. The subjects listened to taped recordings of eight picture books, which had been classified as representative of the four types of humor by a group of raters. Subjects met with the researcher individually on four occasions to listen to two stories and to complete the instrument devised for the study. Subjects were questioned about the degree of funniness of the story, their preference for hearing it again, the elements of the story they perceived as being funny, and which of the two stories they liked best. The verbal responses concerning the perceived humorous elements were tape recorded and later transcribed and categorized according to the four types of humor.

Differences by grade level and by sex in recognition of and preference for hearing each of the four types of humor were analyzed using the one way analysis of variance procedure. Chi square was used to determine the association of pupils' verbal responses to the humor in the books and the categories of humor to which the books had been assigned. Subjects' choices of favorite books were treated descriptively.

Conclusions

The following conclusions have been drawn from the findings of the investigation: 1. there are no apparent differences by sex among the second, fourth, and sixth grade children in this sample in their preference for human predicament, absurdity, and incongruity as types of humor; 2. second, fourth, and sixth grade children appeared to be equally able to perceive human predicament, absurdity, and incongruity as types of humor; 3. fourth and sixth grade children appear to be able to perceive verbal humor than second grade children can; 4. second, fourth, and sixth grade children appear to perceive a variety of types of humor in books, instead of the single type of humor in which the books is classified. 5. there is apparently a wide range and variety of differences among second, fourth, and sixth grade pupils in their humor preferences; 6. based on the wide variety of responses given by second, fourth, and sixth grade children when presented with humorous literature, it appears that humor preference is an individual trait.

Analysis of actual book preferences indicated that the subjects had one overwhelming favorite. Other titles tended to increase or decrease in popularity according to age of the pupils.

A DESCRIPTIVE ANALYSIS OF THE ILLUSTRATIONS IN SELECTED ELEMENTS OF HUMOR IN CHILDREN'S BOOKS AS DETERMINED BY SEX AND GRADE LEVEL

HAWKINS, Karla Jean, Ph.D. University of Georgia, 1977. 132 pp. Supervisor: M. Jean Greenlaw

Purpose

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ON TEACHING BIBLICAL LITERATURE OBJECTIVELY: A CASE STUDY

Order No. 7800074


On Teaching Biblical Literature Objectively is a case study that was conducted after six semesters during a three-year period at Cornell University, Ithaca, New York. The author closely observed the classroom experiences of one teacher teaching Biblical Literature. The purpose was to examine courses where an attempt was being made to teach Biblical Literature objectively and to use educational concepts to discover what would better aid its happening and what were the particular problems that stood in the way of its happening.

The conclusion of this case study is that Biblical Literature can be taught as objectively as any other discipline if educational concepts are successfully used to put to rest mis-educative ideas that hinder its happening. Students usually do not have the same emotional attachment to other subjects that they have to Biblical material, so as a result, mis-educative notions that they were raised with seem to surface more clearly when an attempt is made to teach Biblical Literature objectively. It was discovered that because of this attachment and its consequences with regard to teaching and learning, time spent clearing away mis-educative notions is time well spent if the goal of teaching Biblical Literature objectively is to be met.

The educational concepts set forth are not only important in resolving classroom difficulties, they are also critical in supporting definitions of objectivity used by theorists in the field.

The overlap of the two fields of theology and Biblical Literature is a unique problem that sets this discipline apart from others. Even more so than with other disciplines, Biblical Literature calls for a clear method of examining the material that will separate the one from the other.

A method that worked was demonstrated.

THE EFFECT OF READING ON ATTITUDES TOWARD THE ELDERLY

Order No. 7737774


Problem

Does reading literature depicting the elderly affect the attitudes of seventh and eighth grade students?

Procedure

The experiment was conducted over a duration of eighteen weeks in the South Florida area. Two urban junior high schools, which reflected similar trends over the years in intellectual capacity and achievement, as determined by standardized tests, were chosen for the control and experimental groups.

At the outset, the total sample consisted of 220 students, 110 students in each group, which was comprised of 55 seventh and 55 eighth grade students in each school. However, at the termination of the study, the entire sample consisted of 184 students, 98 subjects and 86 subjects from the control and experimental groups respectively.

Forty-two books were reviewed for the experimental group.

The literature was made accessible to the students, whereby they could read the books in class; or take them home; and return the literature shortly thereafter. Since the reading was voluntary, alternatives to quizzes and formal book reports had to be employed to determine, essentially, if the books were read. Therefore, each student received a packet of thirty study guides, with each guide consisting of two open-ended questions, requiring the student to give their reactions to the material read. After the students completed reading a specific selection, the individual guides were submitted. In addition, informal conferences were held with some students to determine, if the material had actually been comprehended.

Throughout the study, the teachers were asked not to moralize about the nature of the books' content, nor hold discussions with the students, as the actual discussions might influence the students rather than the reading about the elderly.

The students were pre- and posttested, with the Kogan Old People Scales. The main thrust for the evaluation of the program consisted of the analysis of inferential statistics from the pre- and posttest results of the Kogan Old People Scales for the control group and experimental group and their respective subgroups of girls, boys, seventh graders and eighth graders.

Conclusions

As a result of the study being exploratory in nature, no generalizations could be applicable to a more diverse population. The primary statistical findings, regarding ANOVA for independent samples were: 1. Reading several literary genres about the elderly increased the students' attitudes in a direction which was more favorable toward the elderly, as reflected by the Kogan Old People Positive Scale. The change for the entire experimental group, as well as for its subgroup of eighth graders was significant at the .05 level. 2. The means for the subgroups of girls, seventh graders, and boys from the experimental group moved in a positive direction, but the scores were not significant, as reflected on the Old People Positive Scale. 3. According to the Old People Negative Scale, the change for the entire experimental group and its subgroups of eighth graders was significant at the .01 level.

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Although the means for the Old People Negative Scale had diminished, for the experimental subgroups of seventh graders and for the girls, thus reflecting a more tolerant attitude, these scores were not significant.

THE RELATIONSHIP OF RELATED VARIABLES TO ELEMENTARY STUDENTS' INFERENCES OF AND PREFERENCE FOR MALE/FEMALE, STEREOTYPED/NONSTEREOTYPED FIRST-PERSON PROTAGONISTS IN SELECTED STORY SEGMENTS

LOVELACE, Terry Lee, Ph.D. University of Georgia, 1977. 112pp. Major Professor: Dr. Paul A. Anderson

This study was designed to test inferences of and preference for titles, narrative color and sex of first-person protagonist. The relationship of sex and preference for sex of first-person protagonist was also examined. Six hypotheses were derived and tested within the study.

1. Male and female readers determine the title, narrative color and sex of first-person protagonist in the same manner.

2. Male and female readers determine the title, narrative color and sex of first-person protagonist in the same manner.
THE PERCEPTION OF LITERATURE BY SILENT READERS
perceivers of texts—silent readers, interpreters, and audiences.

The optimal literary engine for initiating the parameters of a process of perceiving literature. Metaphoring is chosen as need for an integrating theory which will explain and predict the presentation of literature and teaching of English shows a compelling...


The premises of the theory are made explicit by a genetic epistemology which holds that knowledge about the world is acquired by acting upon the unknown. Semiotic development, through its successive sensorimotor stages, shows how we gradually acquire the categories of community designated concepts and their representative verbal labels. Early sensorimotor based semantic relations gradually become grammatical relations, the vehicles for words. Eventually we develop a perceptual continuum that stretches from exterior perception to interior perception by which the intentional objects of the imaginative consciousness are perceived. By means of this outer to inner perceptual ratio, we are able to connect past experience to present intuitions, interpreting what conceptual intelligence designates via language. Developmental semiotics thus makes the perceptual psychological base of the theory compatible with the phenomenological philosophical base of the theory.

The theory proposes that the aesthetic use of language, derived from the ordinary use of language, begins with an author's a priori selection of clues. The perceive, having previously acquired the primary meaning of words and sentences, acts upon the textual clues, perceptually inferring the clues' intended fictional meaning. Four phases characterize literary perception: 1) clue isolation which is called tension, 2) clue utilization which is called involvement, 3) confirmation check, and 4) confirmation completion. Special explanations include the perception of fictional background and foreground within the temporal organization of consciousness, multiple perception of performances, fictional feedback, and the validity of perceptual inferences upon the reader. The results support the following conclusions. Tension and involvement are significantly correlated; older students, women, and experienced performers are more highly involved than are other students; readers prefer the tension perceived from poets' clues to the literal levels of tension and are more highly involved with the poets' clues, and a specified type of grammatical clue proves to be optimal for grammatical metaphor.

Departing a linguistic theory of metaphor to an instrument measuring tension and involvement perceived from fourteen grammatical metaphors in short poems, and verifying the instrument by a test of interjudge reliability, this study casts two sets of hypotheses to test each proposition. Submitting data collected from 192 randomly selected high school and undergraduate students from six diversified schools to nonparametric statistical tests and some descriptive procedures, the results support the following conclusions. Tension and involvement are significantly correlated; older students, women, and experienced performers are more highly involved than are other students; readers prefer the tension perceived from poets' clues to the literal levels of tension and are more highly involved with the poets' clues, and a specified type of grammatical clue proves to be optimal for grammatical metaphor.

Relating the results to the theory, tension does precede and set the conditions for involvement, the two propositions are compatible with the phenomenological philosophical base of the theory.

A review and evaluation of studies and theories in interpretation of literature and teaching of English shows a compelling need for an integrating theory which will explain and predict the phenomenon of literary experience which centers on the process of perceiving literature. Metaphoring is chosen as the optimal literary vehicle for initiating the parameters of a perceiv-text theory which must include adolescent and adult perceivers of texts—silent readers, interpreters, and audiences.

THE PICTORIAL AND LINGUISTIC FEATURES OF COMIC BOOK FORMULAS, JEFF, William A., Ph.D. Language of Picture, 1977

An artistic cultural artifact, comic books have been studied with their history and their role. There appears
to be a lack of information relating to the pictorial and linguistic features of translated comic books. Using John Cawelti's (1976) definition of adventure, romance, mystery, and alien beings or states formalized as a basis, this exploratory descriptive study has examined the pictorial and linguistic features of translated comic books. These features have been analyzed in terms of their contribution to formalistic construction and encoding of self-laxclosures and feedback in comic books.

It was hypothesized that translated comic books develop certain visual and language forms which vary from one formalistic category to another. In this study, the observations of visual and verbal features were coded into nominal categories for analysis. A chi square was used in order to support whether something other than chance was acting to yield the relationships found between formalistic categories and pictorial and linguistic features.

Every panel in two comic books from each formalistic category was examined in terms of the following recurring features: panel shape (vertical, horizontal, and square); each panel's point of view (normal, high, and low); picture size within each panel (close and wide); types of statements elicited by the actors and narrators (interrogative, exclamatory, declarative, and incomplete); parts of speech stressed by the actors and narrators (naming, asserting, modifying, and joining and independents).

A chi square for the relationship between the four picture sizes and the four formalistic categories indicated a significant difference between the observed and the expected frequencies $X^2(df=6) = 64.27$, $p<.001$. In terms of panel shape, the analysis suggested that adventure was characterized by vertical square, mystery by horizontal, and alien beings or states by square. Romance revealed an absence of characteristic panel shape.

A chi square for the relationship between the three point of view angles and the four formalistic categories indicated a highly significant difference between the observed and the expected frequencies $X^2(df=6) = 38.46$, $p<.001$. In terms of point of view, the analysis suggested that adventure was characterized by normal, mystery by high, and romance by low. Alien beings or states revealed an absence of characteristic point of view.

A chi square for the relationship between the two picture sizes and the four formalistic categories indicated a significant difference between the observed and the expected frequencies $X^2(df=3) = 9.90$, $p<.05$. In terms of picture size, the analysis suggested that mystery and alien beings or states were characterized by close picture size. Adventure and romance revealed an absence of characteristic picture size.

A chi square for the relationship between the four statement types and the four formalistic categories indicated a highly significant difference between the observed and the expected frequencies $X^2(df=9) = 380.17$, $p<.001$. In terms of statement type, the analysis suggested that adventure was characterized by exclamatory, romance by interrogative/incomplete, mystery by declarative, and alien beings or states by exclamatory.

A chi square for the relationship between the four parts of speech and stressed words and the four formalistic categories indicated a highly significant difference between the observed and the expected frequencies $X^2(df=9) = 47.54$, $p<.001$. In terms of stressed parts of speech, the analysis suggested adventure was characterized by naming, asserting, romance by asserting, mystery by naming and independent, and alien beings or states by the acting.

A descriptive analysis of each comic book story revealed that artists and writers used the characteristic features statistically significant from each other in terms of recurring elements. Illustrations used a variety of forms to stress a strongly verbal type, with heavy reliance on line and rarely on visuals. It was suggested that future research concentrate on the relationship of the full texts and artists to formalistic construction of the science fiction and fantasy in terms of the characteristics of the formalistic structures.

EXPOSURE TO FANTASY LITERATURE, RELATED ACTIVITIES, AND CREATIVITY IN KINDERGARTEN

Order No. 7732418

OLSON, Miken Rae, Ed.D. Arizona State University, 1977. 156pp  Director: Richard L. Graves

The purpose of this study was to investigate elements in the forty-two books nominated for the Mildred L. Batchelder Award during its first decade, 1968-1977, with emphasis upon the ten recipients. The Award is presented annually to the American publisher of the most outstanding translated children's book. The Award is sponsored by the American Library Association to recognize the contribution made to international understanding through children's literature and is named for an international librarian who for many years was an executive of the Association.

The objectives have been to explore the range of publishers and translators of all nominated works, to identify any predominance of original languages from which the books were translated, to explore the range of settings, both time and locale, to present to young American readers, and to identify any predominance of genre or structural type represented in the works.

Tabulations were made of each element studied, trends and patterns in the Award's ten-year history were identified. The following conclusions were drawn: 1. A wide range of publishers and translators is represented by the Batchelder Award books; there is no domination by one or a few publishing firms. 2. Many translators have been responsible for turning the books into English, some of them translating several nominees. 3. Works from the Germanic languages dominate the total number of nominees and the ten Award recipients. 4. The books show a preference for European settings. Of note are the several authors who have written about an area foreign to their language. 5. Primary interest is in contemporary settings or those in the recent past. 6. Modern and historical fiction are the main genres employed. 7. Progressive narrative is the structural form most of the books. Picture books have been included in Batchelder Award consideration.

THE MILDRED L. BATCHELDER AWARD BOOKS, 1968-1977: A DECADE OF HONORED CHILDREN'S LITERATURE IN TRANSLATION

Order No. 7720436


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A study of the stories showed that the experimental groups and the control group made gains from the pre-test to the post-test but that greater gains were made by the experimental groups than were made by the control group. It was concluded that this creativity measure may have been more appropriate for use with kindergarten children than was the Torrance battery.

Results were discussed in terms of possible inadequacies of the creativity measure used, the short duration of the treatment programs, and environmental influences which may have affected the children. It was concluded that the measurement and fostering of creativity in very young children are complex tasks and that additional research in these areas is needed. Furthermore, instruments need to be developed which are appropriate for use with young children.

SOME EFFECTS OF SELECTED BLACK LITERATURE ON THE SELF-CONCEPT AND READING ACHIEVEMENT OF BLACK MALE EIGHTH GRADE STUDENTS

Order No. 7731496


Purpose of the Study

Prompted by mandates and legislation at the federal and state-wide (California State Department of Education) levels to include a component in district developed programs designed to improve the self-image of educationally disadvantaged students, this study's purpose was to determine if the self-concept of Black male eighth grade students would be enhanced after they had read and responded to selected Black literature, in this case short stories. Specifically, the areas under examination were: 1) self-concept and response, 2) reading achievement, and 3) attendance.

A major question related to the purpose was: would instructional materials in the form of literature selections from the Black experience help Black male students to think more positively about themselves?

The literature works selected included the following: "Stagolee" by Julius Lester, "The Homecoming" by Frank Yerby, "The Boy Who Painted Christ Black" by John Henrik Clarke, "God Bless America" by John O. Killens, and "Brother Carlyle" by William Melvin Kelley.

Statement of the Problem

This study attempted to provide answers to the following questions: (1) What effect, if any, does the reading of selected Black literature have upon improving the self-concept of Black male eighth grade students? (2) What effect, if any, does the reading of selected Black literature have upon the class attendance rate of Black male eighth grade students? (3) What extent does the reading of selected Black literature have upon the reading ability of Black male eighth grade students? (4) What effect, if any, does exposure to selected Black literature have upon the ability of Black male eighth grade students to perform language arts tasks?

Procedure

Three groups, two experimental and one control totaling thirty-nine male students and taught by three different teachers were involved in the five-week experiment. The school, with a large Black and Mexican-American student enrollment, is located in an area described as "inner-city." Two groups, E1 and E2, used the selected Black literature and one group did not receive the literature treatment, that is, they experienced a regular course of instruction in English language arts (C).

A semantic differential, developed by the investigator, assessed the self-concept attitudes of both experimental and control group students.

Findings

Analysis of the data from the hypotheses revealed the following major findings. 1. English language arts skills achievement of eighth grade Black male students exposed to the selected Black literature were not significantly different from the English language arts skills achievement of students who did not receive such exposure. 2. The self-concepts of eighth grade Black male students exposed to the selected Black literature were not significantly different from the self-concepts of students who did not receive such exposure. 3. There was no significant difference between the self-concepts of high reading ability students and the self-concepts of low reading ability students. 4. There was no significant difference between the attendance patterns of eighth grade Black male students who received exposure to the selected Black literature and the attendance patterns of students who did not receive such exposure.

Conclusions

The conclusions reached in this study can be listed as follows: 1. The failure to detect a statistically significant difference on the reading scores of experimental students would appear to indicate that exposure to the selected Black literature did not affect significantly the reading ability of these students. 2. Overall, the exposure to the selected Black literature did not seem to have had any influence on the self-concepts of the eighth grade Black males. 3. Finally, the absentee rates of the eighth grade Black males do not seem to have been affected, either positively or adversely, by exposure to the selected Black literature.

A STUDY OF THREE METHODS OF PRESENTING SHORT STORIES


Supervisor: Professor Charlie W. Roberts, Jr.

The problem of this study was to determine whether there would be any differences in the scores on tests of selected short stories among three groups of eleventh grade students who (1) read the stories, (2) viewed film versions of the stories, or (3) listened to recorded readings of them. An additional dimension of the problem was to uncover any such differences in the scores of students who attended schools of differing socioeconomic levels.

Four short stories in print, film, and audio recorded media were presented to three classes of one teacher from each of six high schools in Baton Rouge, Louisiana, a total of 216 students. Two of the high schools were classified as having high socioeconomic attendance districts, two were classified as having middle range socioeconomic attendance districts, and two were classified as having low socioeconomic attendance districts. Each of the six teachers had one class that read all four stories, one class that viewed all four films, and one class that listened to all four recordings.

The objective reference tests on the short stories were administered prior to the beginning of the experiment and after the presentation of the various treatments. Each student received an objective multiple-choice test for reading ability, an objective test for reading comprehension, and an objective test for reading comprehension for oral presentations. All students who listened to the recorded readings were given the objective multiple-choice test for reading ability, an objective test for reading comprehension, and an objective test for reading comprehension for oral presentations. All students who viewed the film versions were shown to have scored significantly higher than the students who listened to the recorded readings on the objective multiple-choice test for reading ability, the objective test for reading comprehension, and the objective test for reading comprehension for oral presentations.
In the high socioeconomic level schools, students who read the stories scored significantly higher than students who viewed the films and studies who listened to the recordings; but there was no statistically significant difference between the scores of the listeners and the viewers.

There were no statistically significant differences among the scores of the three presentation mode groups in the middle range socioeconomic level schools.

In the low socioeconomic level schools, students who read the stories scored significantly higher than students who viewed the films scored significantly higher than students who listened to the recordings; but there was no statistically significant difference between the scores of the viewers.

Six conclusions have been reached from these results. 1. Students reading printed short stories is generally superior to the other methods and must not be displaced in the name of motivational factors dealing with problems of low reading ability. 2. Students are weak in listening skills. 3. Film versions and recordings are useful supplements to printed short stories in middle range socioeconomic schools. 4. Readings of short stories do not seem to be effective in low socioeconomic schools.

THE DEBATE OVER FAIRY TALES

RAUSCH, Helen Martha, Ed.D. Columbia University Teachers College, 1977

Sponsor: Professor Anne Marie Mueser

There have been numerous reports of a "controversy over fairy tales" on the American scene during the twentieth century. This study constitutes an historical investigation of conflicting points of view as to the suitability of fairy tales for children, principally as this issue was evaluated by professionals in the fields of children's literature and education. The varying statements that gave shape to the reputed "controversy" have been set forth, and evidence of representative spokesmen identified. An attempt was made to identify sources of disagreement, in addition, theoretical guidelines stemming from the discipline of psychology were examined to assess their bearing on this discussion. Following an introduction, Chapter I outlined the historical and psychological background to the debate. Chapters II and III presented the case for and against fairy tales, Chapter IV gave a summary account of the debate with analysis.

Primary source materials collected through library research included a comprehensive look at relevant books and periodicals with national circulation in the following fields: child study and psychology, children's literature, and education. (In the sphere of psychology, the therapeutic literature was included only to the extent that it implemented the professional educational literature.) Additionally, published materials, e.g., pamphlets or newspapers, were consulted when they seemed likely to provide essential information not available from other sources.

There have been two main developments that pertained directly to the question of use of fairy tales for children, provoking a direct response from professionals in the fields of education and children's literature. The first was the turn of the century promotion of fairy tales as grade school reading, built on the grounds that young children have a spontaneous interest in mythopoeic literature. Fairy tales were claimed to have a unique capacity to stimulate the child's imagination. Despite the short duration of this outlook, it must have had a favorable climate for the tales during the first two decades. The second stimulus to renewed evaluation of fairy tales occurred from the hero movement in children's literature which began.

Mitchell introduced in 1931 with the publication of the Hero, a New Kind of Hero. Mitchell's "superman's little friends" was the literature for younger children. Her point of view drew forth, particularly in the field of early childhood education. However, adverse reactions by professionals at this development from the late 1930s through the 1950s, there were frequent references to a controversy, as well as an apparent effort to substitute the nature of fairy stories. In later years, attitudes were more relaxed, although occasional references to a controversy persist to the present day.

Research disclosed a wealth of favorable commentary over the century as a whole that has far outweighed negative criticism. In general, adverse judgments of the tales either ignored the influence of fanciful stimulation or protested against immoral tendencies in the stories. Actually, favorable discussion did provide a kind of forum for evaluation of problematic aspects of this literature at a time, much of the criticism seems to have been alleviated.

Mitchell's attempt for more realistic literature for younger children, at a time when their special needs were not well recognized, available literature was limited. The significance of her overall argument may have been missed by many professionals whose loyalties were stirred by the very mention of an attack upon the tales.

In later decades, more relaxed attitudes opened much to closer selection of literature according to children's age levels, a broader variety of literature for all ages, and positive views in psychology as to the function of fantasy in childhood. The weight of general opinion points to sustained support for fairy tales.

Order No. 77-27,755, 266 pages.
These five teaching emphases were analyzed as they appear in some textbooks and two illustrative teaching plans based on them were given for Sir Gawain and the Green Knight and The Wedding of the Wedding by Carson McCullers.

The study included by successively several areas of related research, in the same variations of the end quest or other things, we anticipated, and we designed. Broadening the narrative hero archetype to include literary works with adolescent protagonists, it was suspected. Comparing classic hero elements with "second" hero elements, if a third possibility offered. Also, analysis of the literary portrayal of other fictional and actual alcoholic beverages were offered as a criterion. And, finally, teachers' indications for broadening the expository component were used. Leading to a conclusion for the development of another literary approach which focuses the subjective responses of readers to literary works.

Order No. 77-29,974, 394 pages.

ALCOHOL CONSUMPTION IN LITERATURE FOR CHILDREN AND ADOLESCENTS. A CONTENT ANALYSIS OF CONTEMPORARY REALISTIC FICTION


The purpose of this study was to discern and classify, through content analysis, the images of alcohol that occur in a sample of contemporary realistic fiction for children and adolescents. Utilizing three instruments, the content of 60 books was examined to abstract six dimensions. First, the scenes of actual consumption were examined to determine the reason for consumption, the kind of alcoholic beverage consumed, the setting for consumption and the type of companionship involved, the types of imagery and attitude associated with the consumption, and the literary role(s) of the consumer. Second, the alcohol consumers and major characters were profiled by an analysis of the demographic characteristics: sex, age, ethnic background, economic level, educational level, religion, level of consumption, and typology of drinking. Third, the role of alcohol in plot development was evaluated. Fourth, the amount of space devoted to all references to alcohol was measured, Fifth, using chi-square, the resulting data were examined for significant relationship between selected variables. Sixth, the plot of each book was summarized and the role of alcohol was described.

A bibliography of books containing alcohol references were identified through book reviews, the assistance of editors of 52 publishing houses, and literature experts. From the random sample of 60 books, 35 books met the following criteria for inclusion: contained references to alcohol consumption, were contemporary realistic fiction set in the U.S., and published from 1974 to 1976. Each book was analyzed on the basis of the 18 categories and the pertinent information was recorded on the instruments.

This study found that in the books where alcohol was of central importance, significantly more pages (52.3%) contained references to alcohol than when the use of alcohol was secondary (15.3%) or incidental (10.7%). The number of pages on which contained actual consumption references averaged 5.2% of the pages for the entire sample. One may conclude that in this sample, references to alcohol and scenes showing characters actually drinking were not at all uncommon.

Of the 305 characters analyzed, 242 were identified as alcohol consumers. Most of the consumers were adult males or females. Adolescents or children were usually depicted as abstainers, infrequent, or light drinkers.

The alcohol consumption was characterized in a wide variety of ways as far as occupation and economic levels were concerned. Ethnically, 80% of the abstainers and consumers were White Americans. For 60%, the alcohol consumers educational level was not identifiable; most often, those that could be identified had at least a high school education. Religious preference was not possible to identify for most of the characters analyzed. All literary roles were associated with alcohol consumption but most moderate and heavy consumption was done by major/ minor or incidental consumers. Thus, in this sample of books there was no an obviously stereotypic drinker.

In considering the alcohol consumption references, the imagery tended to be objective. The reason for consumption most often was social (46.6%) or for escape (34.2%), with a preference shown for the alcoholic beverages liquor (37.7%) and beer (25.7%). Most drinking took place in the home (64.3%), usually involving some type of companionship. Although the attitude toward alcohol consumption was most often negative, almost half of the negative presentations were in the seven books where the role of alcohol was central. Although some characteristics predominated, the alcohol consumption scenes were varied and the portrayal might be best described as multi-dimensional.

The following conclusions may be drawn: There are many references to alcohol and to alcohol consumption in books written for children or adolescents. While many different characters drink, and there are numerous references to drinking most do not actually involve consuming alcohol. Alcohol consumption is not unique to any particular type of individual or any special situation. Finally, through these books, a broad spectrum of drinking behaviors is revealed.

MORAL JUDGMENT IN CHILDREN: THEIR RESPONSES TO CHILDREN'S LITERATURE EXAMINED AGAINST PIAGET'S STAGES OF MORAL DEVELOPMENT

WEIGER, Myra L., Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1977

Chairperson: JaHa, Emig

In interviewing children aged six to thirteen after presenting story-pairs, Jean Piaget found that the subjects ascended a scale moving from a morality of heteronomy to a morality of autonomy in three major stages. The present study was designed to investigate the development of moral judgment of children, ages seven, nine, and eleven, in their responses to moral issues in selected pieces of children's literature and to examine the results against Piaget's developmental stages. The investigator also wanted to discover whether or not the children's literature was suited developmentally to these children according to Piaget's stages of moral judgment.

The children's literature was presented via audiovisual media to grades two, four, and six with three classes on each grade level; individual classes experienced three story pairs recommended for their grade level. The children were regarded as "average" by the criterion of an I.Q. ranging from 90 to 110.

Subjects were interviewed individually immediately after the presentation and the interviews were taped. In the discussion of each story, the investigator noted which misdeeds or minor misdeeds were punished and the reason for the decision, as well as whether the punishment was fair or not.
ACHIEVEMENT AND AFFILIATION MOTIVES OF MALE AND FEMALE CHARACTERS IN REALISTIC FICTION FOR CHILDREN, 1945–1975

WORTH, Barbara Sands, Ph.D. New York University, 1977. 195pp. Chairperson: Professor Berthice C. Cullinan

Order No. 7803045

The purpose of this study was to determine the differences between the motives of male and female characters in realistic fiction for children. Differences in the achievement and affiliation motives of both sexes were examined for two time periods: 1945–1963 and 1970–1975.


A content analysis was performed on the 40 books using the measures for achievement and affiliation motives devised by K.C. McClure and reported in J. W. Atkinson’s Motives in Fantasy, Action, and Society (1958). Four hundred pages (10 pages per book) were scored for male achievement, female achievement, male affiliation, and female affiliation. Scores for each of the two time periods were subjected to a two-way factorial analysis of variance by motive and by sex and scores for achievement and affiliation were subjected to a two-way factorial analysis of variance by time period and by sex.

Hypothesis 1, which stated that male characters would demonstrate achievement motives and female characters would demonstrate affiliation motives in children’s fiction published from 1945–1963, was not confirmed using analysis of variance for correlated data (p < .05).

Hypothesis 2, which stated that there would be no difference in the achievement or affiliation motives of male and female characters in children’s fiction published from 1970–1975, was confirmed, using analysis of variance for correlated data (p < .05).

Hypothesis 3, which stated that for children’s fiction published in the years 1945–1963 as compared with that published in the years 1970–1975, male characters would show greater achievement motives in the earlier period and female characters would show greater achievement motives in the later period, was not confirmed, using analysis of variance for mixed data (p < .05).

Hypothesis 4, which stated that for children’s fiction published in the years 1945–1963 as compared with that published in the years 1970–1975, male characters would show greater affiliation motives in the earlier period and male characters would show greater affiliation motives in the later period, was not confirmed, using analysis of variance for mixed data (p < .05).

The data showed that the main effect, motive, was statistically significant for both periods (p < .001) with affiliation motivation significantly greater than achievement motivation in both time periods. The mean scores indicated that for both sexes, achievement motives decreased and affiliation motives increased from the earlier period to the later one.

The data indicate that the achievement and affiliation motives of male and female characters were not significantly different in realistic fiction for children from 1945–1975. Affiliation motivation was more prevalent for both male and female characters that it overpowered differences between the sexes to the point where no differences between the sexes could be observed.