This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: (1) the integrated short story collection as a genre; (2) lyric definition; (3) trope density in Newbery Award winning books and selected Children's Choices from 1975 to 1981; (4) a folklore dramatics-based approach to the teaching of literature; (5) the politics of storytelling; (6) the response of primary grade children to picture books; (7) how children's responses to historical fiction are reflected in their writing; (8) the effects of bibliotherapy on anomia and life satisfaction of the elderly; (9) divorce as portrayed in selected young adult fiction published in the United States between 1947 and 1977; (10) the use of stories to promote figurative language in children; (11) the school administrator as portrayed in the American novel; (12) the effect of the traditional folk fairy tale and "issue specific" imaginative literature on self-esteem, hostile attitudes, and the behavior of children; (13) the image of whites in fiction for children and young adults written by black writers from 1945 to 1975; and (14) values in four British novels commonly read in American secondary schools. (FL)
Literature, Literary Response, and the Teaching of Literature:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1983 (Vol. 43 Nos. 7 through 12).

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Abstracts of the following dissertations are included in this collection:

Alderman, Timothy C.
THE INTEGRATED SHORT STORY COLLECTIONS AS A GENRE

Barbour, Linda Lee
LYRIC DEFINITION: POETRY AS DEFINITIVE PLAY

Brannock, Virginia M.

Byers, Judy Ann Prozzillo
THE FOLK CULTURE MODEL: A FOLK-LORE DRAMATICS BASED APPROACH FOR THE TEACHING OF LITERATURE

Christensen, Steven Eric
AN APPLICATION OF KOHLBERG'S COGNITIVE-DEVELOPMENTAL THEORY OF MORALIZATION TO NINTH GRADE STUDENT RESPONSES TO THE NOVEL

Cook, Timothy Edwin
THE POLITICS OF STORYTELLING: CHILDREN'S LITERATURE AND THE RENEWAL OF POLITICAL CULTURES

DeZure, Deborah Silverman
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Frick, Margaret Jane Bartley
WOMEN WRITERS ALONG THE RIVERS, 1850-1950: THE ROLES AND IMAGES OF WOMEN IN NORTHWESTERN MISSOURI AND NORTHEASTERN KANSAS AS EVIDENCED BY THEIR WRITINGS

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PROPP AND HIS PROGENY: AN EVALUATION OF STORY GRAMMARS AND A REAPPRAISAL OF THE VALUE OF PROPP'S THEORIES FOR LITERARY ANALYSIS AND READING RESEARCH

Jenkinson, David Herbert
DIVORCE AS PORTRAYED IN SELECTED JUVENILE FICTION PUBLISHED IN AMERICA BETWEEN 1947 AND 1977

Kane, Patrick Timothy
THE USE OF STORIES TO PROMOTE FIGURATIVE LANGUAGE IN CHILDREN

Kiefer, Barbara Zulandt
THE RESPONSE OF PRIMARY CHILDREN TO PICTURE BOOKS

Ross, Dianne Hardin
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A NATIONAL SURVEY TO DETERMINE
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Smith, Anne Louise
THE RESPONSES OF SKILLED AND
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TO AN ORIGINAL OR AN ADAPTED
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Smith, Theresa May
THE SCHOOL ADMINISTRATOR IN THE
AMERICAN NOVEL

Specht, John Francis
AN EXAMINATION OF THE RITES OF
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Streit, Gary Wayne
VALUES IN FOUR SELECTED BRITISH
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Taylor, Velma Williams
AN INVESTIGATION OF THE EFFECT OF
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OF KINDERGARTEN CHILDREN FROM ONE-
PARENT FAMILIES

Williams, Helen Elizabeth
THE IMAGE OF WHITES IN FICTION FOR
CHILDREN AND YOUNG ADULTS WRITTEN
BY BLACK WRITERS, 1945-1975

Yellin, Michael Peter
BIBLIOTHERAPY: A COMPARISON OF THE
EFFECT OF THE TRADITIONAL FOLK FAIRY
TALE AND "ISSUES SPECIFIC" IMAGINATIVE
LITERATURE ON SELF-ESTEEM, HOSTILE
ATTITUDES AND THE BEHAVIOR OF CHILDREN
The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1983 by University Microfilms International) and may not be reproduced without their proper permission.
Chapter VI investigates empathy's role in the lyric, exemplified within dialectical conceit and the pun as high watermarks of literary faith in Seventeenth Century Metaphysical poetry, examining the Wallaces Stevens. Chapter V highlights the role of faith in poetic definition, arriving at the concept of a "poetic method of approach. Chapter I compares the process involved in the coalescence in the reader's experience of lyric as a subjective dimension and poetic and logical definition, testing the lyric as a serious, definitive "play on words." Definition and play involves a process of definition that requires the reader to interpret objectively involves even while subjectively experiencing the poem. This study in poetic definition explores the subjective and objective dimensions of lyric as both a definitional genre and the aesthetic experience of a reader, proposing a model of lyric poetry as "definitive play."

The Introduction employs Elliot's "objective correlative" with "The Red Wheelbarrow" by Williams to delineate the problem of emotional engagement vs. objectivity and to establish the critical model as a method of approach. Chapter I compares the process involved in poetic and logical definition, arriving at the concept of a "poetic genus." Poems explicated are "An Object" by Dickinson and "A Narrow Fellow in the Grass." Chapter II examines a metadefinitional lyric: Marvell's "Definition of Love." Chapter III shows the paradox in the way lyric definition turns logical against itself, considering Roetheke's "I Wake to Sleep," Tennyson's "Crossing the Bar," Dickinson's "To Make a Prairie," and "This Is Just to Say" by Williams.

Chapters IV through VII investigate the paradoxical subjectivity of lyric as a serious, definitive "play on words." Definition and play coalesce in the reader's experience of lyric as a subjective dimension of meaning (faith), of psychological encounter (empathy) and of aesthetic, interpretive imagination (fiction). Chapter IV defines the play of consciousness upon object that these categories reflect, focusing upon "Anecdote of the Jar" by Wallace Stevens. Chapter V highlights the role of faith in Seventeenth Century Metaphysical poetry, examining the dialectical conceit and the pun as high watermarks of literary faith in e's "Good Friday, 1613" and "A Hymne to God the Father." Chapter VI investigates empathy's role in the lyric, exemplified within romantic poems: "Kubla Khan" and "The Intimations Ode." Chapters IV through VII investigate the paradoxical subjectivity of lyric as a serious, definitive "play on words." Definition and play coalesce in the reader's experience of lyric as a subjective dimension of meaning (faith), of psychological encounter (empathy) and of aesthetic, interpretive imagination (fiction). Chapter IV defines the play of consciousness upon object that these categories reflect, focusing upon "Anecdote of the Jar" by Wallace Stevens. Chapter V highlights the role of faith in Seventeenth Century Metaphysical poetry, examining the dialectical conceit and the pun as high watermarks of literary faith in e's "Good Friday, 1613" and "A Hymne to God the Father." Chapter VI investigates empathy's role in the lyric, exemplified within romantic poems: "Kubla Khan" and "The Intimations Ode."
AN APPLICATION OF KOHBERG'S COGNITIVE-DEVELOPMENTAL THEORY OF MORALIZATION TO NINTH GRADE STUDENT RESPONSES TO THE NOVEL

Christensen, Steven Eric, Eo.D. University of Massachusetts, 1982. 327pp. Director: Professor Richard O. Ulin

The goal of this dissertation is to provide new insights into the question of how and why people respond differently to the same literary work. To attain this goal an as yet untested approach towards explaining divergent responses is employed. Lawrence Kohberg's cognitive-developmental theory of moralization is applied to ninth grade student interpretations of John Steinbeck's Of Mice and Men. Kohberg's theory posits six discrete stages of moral development, i.e., six qualitatively different ways of understanding and resolving ethically indeterminate situations. The central position of the investigator is that if students are operating from variant stages of moral development, then they should have variant responses to the novel in question.

In order to test this hypothesis it was necessary to demonstrate the feasibility of moral stage typing student interpretations; and, in fact, this proved to be possible. The research findings indicate that at least with a novel which focuses on ethical conflicts student responses actually are moral stage specific. This ability signals a significant relationship between the divergent interpretations students make and their current stages of moral development. The implication of this finding is that it is possible to identify certain response features that are associated with particular moral stages. This dissertation, therefore, provides the high school literature teacher with a heretofore overlooked source of information about how and why one student's interpretation is different from another's cognitive capacity and expectations. The dissertation concludes with a discussion of the role of children's literature in regenerating shared meanings and in social and political control.

THE POLITICS OF STORYTELLING: CHILDREN'S LITERATURE AND THE RENEWAL OF POLITICAL CULTURES


The earliest reports in political socialization suggested children's literature as a potential influence upon children's development of political understanding. Little evidence has been systematically accumulated to support or reject this claim. This study develops a rationale for children's literature as a source of children's political learning. It is based upon a cognitive-developmental model of the story form; but these data are insufficient to determine whether a "transfer" relates to range of preferred approaches and vice versa. Further, amount of experience, sex (scaled Background Questionnaires), and intelligence (H, J, J. Jun Forms, Factor B).

Responses on VALIPP were factor analyzed to determine discrepancies of each approach. Using multiple regression analyses, preference for each approach was related to personality (16PF). Range of preferred approaches was related to training, arts experiences, sex (scaled Background Questionnaires), and intelligence (H, J, J. Jun Forms, Factor B). Results and interpretations. (1) Teachers (n = 54) differentiate a greater number of critical approaches than students (n = 166), but teachers do not prefer a greater range of approaches. Teachers are more knowledgeable than students about criticism and, therefore, differentiate a greater number of approaches. However, it appears teachers have also been trained to select reject particular approaches and, thus, exhibit a relatively limited range of preferred approaches. Students exhibit the same relative range of preferred approaches as teachers, possibly as a result of training in only a few critical approaches, which they routinely select. (2) English teachers have a relatively greater range of preferred approaches on both the Visual Arts and Literature Sections than teachers from "other" disciplines, although both teacher groups have a limited range of preferred approaches. English teachers have more experience with the variety of disciplines utilized with critical approaches. In contrast, social studies, art, and music teachers may rely primarily on approaches characteristic of their disciplines. (3) Personality has a role in preference/rejection of specific critical approaches. Possible intervening variable are identified. (4) Individuals who prefer an approach for the visual arts tend to prefer that approach for literature and vice versa. Further, amount of experience with one art form relates to range of preferred approaches in response to another art form, but these data are insufficient to determine whether a "transfer" of learning has occurred across art forms.

THE EFFECT OF THE INSTRUCTIONAL STRATEGIES OF READERS THEATRE AND DISCUSSION ON THE RESPONSES OF FIFTH GRADE STUDENTS TO THE LITERARY ELEMENT OF CHARACTERIZATION IN SELECTED CHILDREN'S LITERATURE


The purpose of this eight week experimental study was to determine whether the use of the instructional techniques of Readers Theatre and discussion would enable fifth grade students to evaluate
the literary element of characterization in children's literature. The study was conducted with four, intact fifth grade classes in an elementary school located in a suburban school district near Seattle, Washington. The teachers read four books to the students of which three of the four books were realistic fiction containing well-developed characters, and the fourth book was non-fiction. Three classes participated in the instructional treatments of Readers Theatre. No discussion occurred while the fourth class heard all the books read but did not receive the instructional treatments. Part V, "Reading for Appreciation," from the New Developmental Reading Test for Intermediate Grades was administered as a pretest to the students prior to the beginning of the study to determine their background in literary appreciation. Post-tests which were designed for this study to determine the degree to which the students were evaluating the action-fiction, were given after each book was read and the instructional technique was used. The data were analyzed by an analysis of variance, an analysis of covariance, and an analysis of variance with repeated measures with the confidence level set at .05.

The results indicated that the four forms of the post-test were not equivalent; thus it was difficult to determine any treatment effect. It did not appear that the instructional techniques of Readers Theatre and discussion enabled fifth grade students to evaluate characterization in children's literature. One significant finding indicated that learning disabled students were as capable of responding to characterization as were normal and gifted students.

WOMEN WRITERS ALONG THE RIVERS, 1850-1950: THE ROLES AND IMAGES OF WOMEN IN NORTHWESTERN MISSOURI AND NORTHEASTERN KANSAS AS EVIDENCED BY THEIR WRITINGS

This study was an historical and sociological examination of the roles and status of the women in a ten-county area of northwestern Missouri and northeastern Kansas, 1850-1950, as evidenced by the works and lifestyles of the women writers of the area. These images were compared and contrasted with the lifestyles of women which are reflected in recent publications and research about women's historical and literary contributions spanning the century under study. The roles and status of females as defined by the local research were similar to the images of women delineated in the recent national publications. A review of current literature revealed that feminist scholars in universities and colleges are re-evaluating women's past contributions to learning and reinterpreting perspectives about women in the traditional disciplines in an effort to effect change within the male-dominated curriculum. This dissertation was designed to increase the knowledge of women's heritages by its discovery and analysis of women's writings and images in Atchison, Andrew, Buchanan, Clinton, DeKalb, Nodaway, and Holt Counties in Missouri, and Atchison, Brown, and Doniphan Counties in Kansas. A large body of writings of women in Missouri and Kansas—raw curricular data—resulted from the dissertation research. The thesis contains four sections: (1) Introduction, which describes the need for further research about women's heritage and writings, and emphasizes the importance to education for this kind of study, and (2) Pioneer Times (1850-1880), (3) Spanning the Centuries (1880-1920), and (4) The Twenties, Thirties, and Forties, each a chronological examination of the nature of women's roles in the local area balanced against the images and status of females as derived from the recent national publications about women. During the Pioneer Times, women assumed roles as independent operators or equal partners with their husbands as they settled the frontier lands. As life became easier (1880-1920), women resumed their roles as household "angels" and mothers who did not believe it was proper to work outside the home. During the Twenties, Thirties, and Forties, societal images of women continued to reinforce the concept that females' primary responsibilities remained in the domestic area. Women were the romantic wife-companions of their husbands. Thus, the writings and lifestyles of women, 1850-1950, in the local area (and in the recent publications of national scope about women during the century) show that except for the period of the frontier era, females' roles and images were primarily within the domestic sphere.

LEARNING THROUGH LITERATURE: A CASE STUDY OF AN EXEMPLARY TEACHER

This case study examined how an exemplary teacher structured literature experiences and how students in turn responded to this curriculum. Further questions developed as the case study progressed. They included: Is the literature curriculum dependent on the enthusiasm and idiosyncratic experience of the teacher? Can the literature curriculum be recreated in other classrooms? Is student motivation and interest dependent on a process of self-selection of books? Is book selection controlled by the teacher as her pedagogical concerns interact with student book choices both inside and outside the classroom? Is there a pattern of dominant social values apparent in the books selected? How can a teacher validly use uniform program materials and still keep track of reading skills and student interest? Why would a teacher want to teach this way? Finally, what are some effects of the literature curriculum on individual students?

In order to pursue these questions the researcher spent over four months as a participant observer in a grade five and six classroom. The individual book conferences of four students who represented a wide range in ability and interest were taped and transcribed.

LITERATURE group meetings with larger groups of students were recorded and transcribed. The teacher, students, parents, and other members of the school district were interviewed. Photographs, document review, examination of books read and a questionnaire were used as methods of data collection.

The case study portrayed the literature curriculum in operation. Content analysis, as a means of exploring the teacher-student book conferences, revealed that the teacher focused on the broad categories of content, or recall of content; literary analysis of the book as an artifact; and a personal response of students to the book. A last category titled guided and miscellaneous was also a common teacher-student focus. The literature groups questions set by the teacher were analyzed in a similar way. Care was taken to ensure that the analysis of the teacher-student focus was presented embedded in context of the busy classroom. The special qualities of the particular exemplary teacher of literature were discussed.

AN ASSESSMENT OF THIRD GRADE READER INTEREST IN EARLY RECORDED AND MODIFIED VERSIONS OF SELECTED FOLKTALES

The study was conducted with four, intact fifth grade classes in an elementary school located in a suburban school district near Seattle, Washington. The teachers read four books to the students of which three of the four books were realistic fiction containing well-developed characters, and the fourth book was non-fiction. Three classes participated in the instructional treatments of Readers Theatre and discussion enabled fifth grade students to evaluate characterization in children's literature. One significant finding indicated that learning disabled students were as capable of responding to characterization as were normal and gifted students.

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PROPP AND HIS PROGENY: AN EVALUATION OF STORY GRAMMARS AND A REAPPRAISAL OF THE VALUE OF PROPP'S THEORIES FOR LITERARY ANALYSIS AND READING RESEARCH

Order No. DA8218706


Chapter I poses questions about the existence of syntactic elements in narrative beyond the level of the sentence, and whether V. Propp's thirty-one functions can specify this syntax for works outside the genre of the Russian fairy tale. A loose analogy is drawn between Chomskian notions of syntactic competence for sentences and a similar, but not identical, competence for the syntactic organization of narratives. Works of A. B. Lord, U. Ecco, W. Iser, and J. Culler are cited to develop a rationale for asking questions about narrative syntax.

Chapter II reviews the development of story grammars and establishes a rationale for conducting literary studies and reading experiments with the narrative grammar of Propp. Saussure's techniques for linguistic analysis are discussed prior to a thorough analysis of Propp's Morphology of the Folktales. Grammars for works by folklorists B. N. Colby, R. Drory, and I. Dan are shown to be similar to Propp's grammar because they apply to entire discourses. French structuralists Lévi-Strauss and A. J. Greimas raise Propp's grammar to a higher level of abstraction and combine a semantic and syntactic analysis. French critics T. Todorov, C. Bremond, and R. Barthes modify Propp's grammar and develop grammars for the syntax of episodes within narratives. Psychologists D. Rumelehart, P. Thorndyke, J. Mandler, N. Johnson, C. Glenn and N. Stein also modify Propp's grammar and develop story grammars which parse the episodes of narratives. Even though the psychologists have tested their episode grammars with readers, and even though they derive their grammars from Propp's large categories, the psychologists omit Propp's category of Transference from their episodic grammars, and, therefore, Propp's grammar has not been adequately tested in empirical experiments.

Chapter III explains the methodology for an Analytical Study and two Experiments to evaluate the usefulness of Propp's grammar. The first sections of Chapter IV present a sentence-by-sentence analysis performed on "Lives of the Poets" by Márkert Atwood, "A Rose for Emily" by William Faulkner, and "Eveline" by James Joyce. (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

DIVORCE AS PORTRAYED IN SELECTED JUVENILE FICTION PUBLISHED IN AMERICA BETWEEN 1947 AND 1977

Order No. DA8308067

Jenkins, David Herbert, Ph. D. University of Minnesota, 1982. 174pp.

This study's purpose was to answer the question: What is the picture of divorce which emerges from examination of juvenile divorce fiction published in America between 1947 and 1977? This question was subdivided into six questions. Content analysis was selected for methodology, a Code Book and Guide were developed. To identify titles for analysis, annotations in Library Journal/School Library Journal and Kirkus Reviews were read for the period 1947 through 1977. Book length fiction suitable for grades four through twelve with an American setting corresponding to the publishing period and which had divorce as a major plot element were included; thirty-five titles were utilized.

Major findings were: typical divorcing families were white, middle class and nuclear in composition with one or two children having white-collar fathers and stay at home mothers who lived in single family homes in anonymous communities. Plots dealt with endings or before following but avoided details of legal divorce and did not utilize vocabulary indicating legal dimensions. Explanations of marital breakup were limited to incompatibility, legal reasons, with one exception, were not given for divorces. Juvenile characters were shown to be aware of parental unhappiness prior to divorce and learned from one parent that the marriage was to end. Post separation/divorce, most juveniles lived with mothers, the majority of whom worked because of lowered living standards. The majority of children from broken homes maintained contact with absent parents and kept their friends. Juveniles' major emotional responses were anger, sadness/grief and the most intense, reconciliation fantasies. A majority of the titles ended positively with juvenile characters adjusted to new family structures.

THE USE OF STORIES TO PROMOTE FIGURATIVE LANGUAGE IN CHILDREN

Order No. DA8225651

Kane, Patrick Timothy, Ph. D. The University of Wisconsin-Madison, 1982. 145pp. Supervisor: Professor Robert E. Davidson

The production of figurative language by children in the second, fourth, and sixth grades was explored using newly constructed stimulus. A set of stories was constructed to serve as the stimulus for the 96 subjects in the study. Eight passages were written, all equal with respect to structure and all in the form of an active event sequence. One of four types of main characters was inserted into the event sequence of each passage. Two types of main characters were animate and the other two main characters were inanimate. Each subject received four stories combining an active event sequence with an animate main character and four stories combining an active event sequence with an inanimate main character. The combination of the event sequence with the inanimate main character was hypothesized to be more effective in eliciting the production of figurative responses than would be the active passages with animate characters. It was also hypothesized that the stimuli with the inanimate characters would elicit increased figurative production from the oldest subjects when compared with the younger grades.

Each of the subjects performed one story task used to promote comprehension of the stories: a story ending task and a title production task. In addition, a preferene measure was added to assess developmental changes in the preference of figurative endings of stories.

The stories with inanimate characters elicited a significantly greater number of figurative responses than the stories with animate characters. There was also a significant developmental effect for the figures produced. Post hoc analyses of the group means showed a significant quadratic trend in the data with the fourth graders producing more figures than the sixth or the second grades. Significant interactions were found between inanimate characters and grade, as well as inanimate characters and task (story completion and title production). The subjects' preference for figurative responses presented following the production measure showed no developmental difference.

THE RESPONSE OF PRIMARY CHILDREN TO PICTURE BOOKS

Order No. DA8300288

Kiefer, Barbara Zulandt, Ph. D. The Ohio State University, 1962. 275pp. Adviser: Professor Charlotte S. Huck

The purpose of the study was to provide a descriptive framework for primary children's response to picture books. The investigator assumed the role of participant observer in two combination first/second grade classrooms (18 first graders and 26 second graders) over a total of 22 weeks. The classrooms used an "informal" approach to education. Picture books constituted the medium of reading instruction. Data were collected by means of descriptive notes, anecdotal records, and tape-recorded discussions and interviews.

As data were analyzed, the following framework for response was established: (1) Children often chose books a teacher or librarian had read or discussed or which a peer had recommended. (2) Many children looked carefully at the illustrations both before and during reading. Others preferred to begin reading immediately. (3) Children's talk about picture books was purposeful and was organized into functional categories adapted from M. A. K. Halliday's Informative, Heuristic, Imaginative, and Personal. (4) Children looked closely at pictures, responding to pictorial content or images which arose from the book. Their awareness of artistic style remained close to the text. (5) Children responded to picture books with nonverbal behaviors and by creating written and artistic products.

The teachers' roles in the context of these classrooms were considered key to the development of response. Picture books of varying styles and genre were made available to the children. Teachers gave children time to look at, think about, and talk about books. They read to children often and provided children with a variety of modes for response. They encouraged children to make connections between their own world and the world of picture books, helping children to read return to books in order to deepen response as well as to broaden it.

This descriptive framework shows children to be active constructors of affective as well as cognitive meanings as they respond to picture books. It also suggests that previous studies of children's "preference" for illustrations have not been revealing of the wide range of individual response which may occur among children.
A STUDY OF HOW CHILDREN'S RESPONSES TO HISTORICAL FICTION ARE REFLECTED IN THEIR WRITING
Order No. DA8309002

The purpose of this descriptive study was to study responses from a group of fifth grade students to specifically selected books of historical fiction for children and to have the student record their responses in writing. This study used the writing function categories as designed by James Britton et al.: transactional, expressive, and poetic.

During the prescribed study of eight weeks, the researcher read aloud three selections of historical fiction for children which dealt specifically with children involved as victims of World War II. The fifth grade students accompanied each selection with oral discussions and in writing were asked to respond to the books. The researcher provided a sheet of three writing suggestions for the students to write their response to the story or the students were instructed to write in any way they chose.

After the eight week study, the researcher assessed the writing that the students submitted via an instrument designed by the researcher and based on the Primary Trait Scoring System. This instrument was validated by four educators experienced in working with upper elementary aged students. There was a high percentage of agreement between the raters and the researcher.

The results of the study indicated that literature is an excellent stimulus as a springboard for writing experiences. The use of historical fiction involved the students in a setting of World War II that gave them a feeling for the era of the War. An analysis of the responses that the students ' gave to the selections and the time consequences of the war revealed that they perhaps did not understand the background of the outcome of the War. However, they did have a feeling for the protagonist involved in the three stories and were able to identify the theme of the books. The students involved in this study, for the most part, seemed to view what happened in the stories as a reality for something that happened in the past. When responding in writing, the selection of historical fiction seemed to effectively choose from the differential method: transactional, expressive, or poetic. The students chose different discourse methods to respond to the selections and did not seem to have a favorite. The expressive and the poetic were selected by a clear majority of students over the transactional. The students were not as sophisticated in their writing experiences nor as astute in their responses as they might have been had writing and response to literature been more familiar to them. Age and maturity as well as past writing experiences were reflected in the writing of the students.

THE EFFECTS OF BIBLIO THERAPY ON ANOMIA AND LIFE SATISFACTION OF THE ELDERLY Order No. DA8300178
Sadler, Mark Saffner, Ph.D. Oklahoma State University, 1982. 106pp. Adviser: Judith E. Dobson

Scope and Method of Study. This study was undertaken to compare the effects of bibliotherapy and group discussion when used to decrease anomia and increase life satisfaction in the elderly. Subjects for the study consisted of 36 elderly people from three Senior Citizen Centers in a metropolitan area in Oklahoma. One group served as the no treatment control, another received bibliotherapy alone, and the third group received bibliotherapy and nine sessions of group discussion concerning the books read. All three groups were administered assessments scales to measure anomia and life satisfaction on a pre, post, and delayed post schedule. On the data was collected, two split-plot factorial analyses of variance were used to test for significant results.

Findings and Conclusions. Results of the study suggested that bibliotherapy is effective for increasing the level of life satisfaction but is even more effective when combined with group discussion. Neither bibliotherapy nor group discussion showed positive movement in regards to anomia. The no treatment control did show a significant decrease for anomia and a significant increase in life satisfaction, but neither was maintained over time. The significant differences for bibliotherapy and group discussion were maintained over time.

Findings indicate that group discussion enhances what is learned through reading and promotes quicker, more dramatic changes. Life satisfaction appears to be more amenable to change, while anomia is less amenable during a brief treatment period.

A NATIONAL SURVEY TO DETERMINE THE STATUS OF THE YOUNG ADULT NOVEL IN THE SECONDARY SCHOOL ENGLISH CLASSROOM, GRADES 7-12 Order No. DA8229347
Samuels, Barbara Greenfield, Ph.D. University of Houston, 1982. 178pp.

Recognizing that young adult novels are transitions to adult literature, serve developmental and cognitive needs of students, and encourage lifetime reading habits, this study attempted to determine the status of the genre in secondary schools. The study surveyed a random sample of teachers to find out what they knew and how they felt about young adult novels. Secondly, the questionnaire analyzed the uses of the young adult novel in secondary schools.

Procedure. Four hundred sixty questionnaires were mailed to a random national sample of secondary English teachers who subscribe to NOTES, English Journal. Sixty-eight percent were returned. Results were compiled and analyzed using SPSS procedures including Frequencies, Correlations, T Test, and Breakdown.

Conclusions. Results indicated that teachers in general agreed that young adult novels were transitions to adult literature, served developmental and cognitive needs, and encouraged lifetime reading habits. Teachers' familiarity with the genre was one factor in their use of young adult novels in the classroom and in their attitude. Although 60% had never taken a course in young adult literature, a majority indicated interest in taking a course. Almost unanimously (91%), respondents agreed that new English teachers should take a course in adolescent literature.

Only a few young adult novels were among those teachers frequently listed as required reading. Teachers listed 358 different titles of required novels.

The survey found that teachers believe young adult novels belong on the junior high level. More young adult novels were required reading in junior high schools, more young adult novels were favorites of junior high students, junior high teachers had read more adolescent novels, and there was a significant difference between junior and senior high school teachers in attitude toward young adult novels.

The survey found that English teachers generally believed that the senior high program should consist primarily of recognized works of adult fiction. This study proposed that proponents of adolescent literature must understand that many English teachers think that their role in teaching literature is to introduce students to classics. At the same time teachers must learn to appreciate the growing sophistication and popularity of young adult novels, and help to encourage students to discover the joy in books.

THE RESPONSES OF SKILLED AND LESS SKILLED NINTH GRADE READERS TO AN ORIGINAL OR AN ADAPTED STORY Order No. DA8306457
Smith, Anne Louise, Ph.D. The University of Arizona, 1982. 182pp. Director: Judy N. Mitchell

The purpose of this study was to compare the written responses of skilled and less skilled readers to either an original or an adapted story, and the written responses of less skilled readers to either an original or an adapted short story. Data were compared relative to three areas: (1) statistical analysis of frequency of clausal units, and categorization of clausal units according to recall, inference, and supplementation, (2) statistical analysis of selected elements of the short story, specifically, setting, characterization, plot, and theme, and (3) descriptive analysis of frequent responses within each subcategory.
an original short story or an adaptation of the same story and write all
they could recall, including selected elements of the short story,
namely, setting, characterization, plot, and theme.
Findings indicated that in terms of frequency of clausal units and
categorization of clausal units, the responses of skilled readers to the
original story contained significantly more clausal units and inference
statements than the responses of less skilled readers. The responses of
less skilled readers to the adapted story contained significantly
more clausal units and inference statements than the responses of
less skilled readers to the original story.
Additionally, in their responses to elements of the short story,
skilled readers differed significantly from less skilled readers for both
the original and the adapted story with respect to characterization,
plot, and theme. The responses of less skilled readers to the adapted
story contained significantly more plot statements than the responses of
the less skilled readers to the original story.
Results point to the use of adapted stories with less skilled
readers; however, caution must be used in arriving at such a
conclusion since this study did not include qualitative interpretation
of responses or other response measures such as reader interest and
enjoyment.

THE SCHOOL ADMINISTRATOR IN THE AMERICAN NOVEL
Order No. DA8229763
SMITH, THERESA MAY, ED.D. University of Nevada, Las Vegas, 1981. 250pp. Director: Dr. George Kavina
The study sought answers to the following questions. (1) How are
school administrators portrayed in American novels? (2) Can any
trends or patterns be established by an analysis of the portrayals?
(3) How do these fictional portrayals compare with descriptions in the
professional literature? (4) Are the fictional portrayals stereotypes?
Chapter 1 introduced the topic, examined its significance
contending that fictional writers mirror society and, adversely, affect
society; listed assumptions and limitations, and defined terms
Chapter 2 provided a survey of related studies. Other cross-
discipline studies were cited. Then, studies which emphasized personal
characteristics of the administrator, the nature of the job, and stereotyping were examined.
Next, sampling, instrumentation, and research procedures were
summarized in Chapter 3. The sample consisted of fifty American
novels written since 1940 containing references to public or private
school principals or assistant principals, superintendents, or college
or university deans or presidents. Grounded theory, which is not
based on a priori assumptions, was employed in the research.
Additionally, content analysis was used in analyzing excerpted
passages.
The selected novels were examined in Chapter 4 which was
organized into subsections: public school administrators, private
school administrators, superintendents, college or university deans
and presidents. The coding categories devised were demographic
characteristics, task areas, leadership styles, organizational theories,
and power sources.
Chapter 5 summarized the findings, drew conclusions, made
recommendations, and offered suggestions for further research. The
major conclusions were as follows. (1) the overall portrayal of school
administrators was negative; (2) public school administrators were
most often depicted in the task areas of pupil and staff personnel,
private school administrators in pupil personnel and community
school leadership, and college or university administrators in
community school leadership, staff, and finances; (3) leadership
styles most often employed by the characters was a 9,1 style—a high
concern for task and a low concern for people; (4) the administrators
were most often portrayed as bureaucrats; (5) the administrators
were frequently used coercive power; (6) school
administrators were not often characters in novels and even less
frequently were they heroes; (7) there was often a discrepancy
between the novelists' descriptions of school administrators and
descriptions in the professional literature; and (8) a stereotype of the
school administrator existed.

AN EXAMINATION OF THE RITES OF PASSAGE IN
SELECTED ADOLESCENT NOVELS Order No. DA8301179
Statement of Problem. This study addresses the problem of
whether or not a correlation exists between the initiation experience
of the adolescent protagonist in the adolescent novel and the three-
phased archetype of initiation found among numerous primitive
cultures. This study also seeks to identify specific rites of initiation
which adolescent protagonists undergo before they achieve maturity
and to note any trends among the examined novels.
Procedure. The procedure used in this study is a replication of the
1960 study done by William Hugh Agee. He identified the three phases
in the archetype of primitive initiation as separation, transition, and
incorporation. Agee used novels of literary merit and he found that a
correlation existed between the protagonists in contemporary
American novels of adolescence and the initiates in primitive cultures.
He also found a tendency toward alienation rather than incorporation
on the part of the contemporary adolescent protagonist.
The seven novels that are used in this study come from a list in the
April 1976 edition of the Arizona English Bulletin. The novels all
contain the theme of initiation, but they are not necessarily winners of
literary awards nor are they used because of their literary merit.
Results. The results of this study parallel Agee's findings with one
notable exception. There is no alienation of the protagonists in the
current study. The protagonists from the seven novels are successfully incorporated into the adult society. The separation,
transition, and incorporation phases of initiation are all present in the
examined novels. There are also specific rites which the adolescent
protagonists successfully endure in the novels before they achieve
a level of maturity.
Conclusions. It may be concluded from this study that a strong
correlation exists between primitive initiation rituals and the initiation
of the contemporary adolescent protagonists. It may also be
concluded that there are certain rites that are experienced by the
protagonists in current adolescent novels and these rites are similar
to those experienced by initiates in numerous primitive cultures. A
final conclusion is that the initiation theme may be found in novels of
adolescence which do not qualify as literary award-winners.

VALUES IN FOUR SELECTED BRITISH NOVELS COMMONLY
READ IN AMERICAN SECONDARY SCHOOLS
Order No. DA8302995
STREET, GARY WAYNE, PH.D. University of Illinois at Urbana-
Champaign, 1982. 211pp. Adviser: Alan L. Madsen
An extensive examination of research studies, texts of English
methods classes, bibliographies, and other critical materials on
adolescent reading revealed that the four most commonly taught
British novels in American secondary schools are Brave New World,
Lord of the Flies, 1984, and Great Expectations. These four novels
were selected for examination from a values perspective.
This study replicates Theodore Hippie's "Values in Four Selected
American Novels." Values are defined in both studies as the
conscious or unconscious motivators and justifiers of the actions and
judgments of the characters in the novels and are classified for each
novel according to seven value categories included in Harry S.
Broudy's Building a Philosophy of Education: Economic values;
health, bodily, and recreational values; social values; moral values;
aesthetic values; intellectual values; religious values.
Both studies use a method of analysis called "value-analysis."
Each novel was examined holistically to describe the important
motivators of the actions and judgments of the major characters
relative to each of the seven value categories. A comparison of the
findings of the two studies is included as to the prevalence of each
value category in the novels studied.
The research indicated that the values found in the four English
novels are quite similar to those found in the American novels of
Hippie's study. Moral issues are treated extensively in all the works.
All the novels have much to offer the reader about social values.
Health and recreational, intellectual, and economic values are evident
throughout the novels while religious and aesthetic values are rather elusive in the works.

In adopting Broudy's categories for value-analysis of literary works, one must be aware of the subjectivity inherent in the research. If taken too literally, Broudy's rubrics cannot always be applied meaningfully.

The further research suggests similar analyses of poems and plays. Similar studies of literary works from other ethnic traditions, since the novels of Hipple's study and of the present one depict just Anglo-American values, and studies examining curriculum materials across the high school curriculum for their value content.

**AN INVESTIGATION OF THE EFFECT OF BIBLIOTHERAPY ON THE SELF-CONCEPTS OF KINDERGARTEN CHILDREN FROM ONE-PARENT FAMILIES**


The purpose of this study was to determine the effect of bibliotherapy on the self-concepts of selected kindergarten children from one-parent families. The kindergarten program of this district was designed to meet the needs of five-year-old disadvantaged children whose learning experiences prior to school entrance indicated a lack of preparation for functioning effectively in the regular school setting.

Two groups were utilized, an experimental group which received a bibliotherapy treatment and a control group which participated in the regular classroom story period activity. The sample for this study was selected from the kindergarten population of a large Mississippi metropolitan school district which operated 58 schools and a career development center. A total of 92 black kindergarten children from one-parent families was randomly assigned to control and experimental groups.

The four null hypotheses of the study stated there will be no significant differences as measured by the Primary Self-Concept Inventory in: (1) Overall Self-Concept between experimental and control groups; (2) Personal Self-Concept between experimental and control groups; (3) Social Self-Concept between experimental and control groups; and (4) Intellectual Self-Concept between experimental and control groups.

After the data were collected, the four null hypotheses were analyzed using the analysis of variance with pretests as covariates for the two independent groups. The Alpha was set at the .05 level.

The data did not support the four stated null hypotheses. There were significant group differences in Overall, Personal, Social, and Intellectual self-concepts in favor of children from one-parent families receiving the bibliotherapy treatment over those who did not receive the treatment.

**THE IMAGE OF WHITES IN FICTION FOR CHILDREN AND YOUNG ADULTS WRITTEN BY BLACK WRITERS, 1945 - 1975**

WILLIAMS, HELEN ELIZABETH, Ph.D. The University of Wisconsin - Madison, 1983. 139pp. Supervisor: Professor Mary Woodworth

The purpose of this research was to determine how Black writers portrayed white characters in selected fiction written for or recommended to children and young adults. Books published between 1945 and 1975 comprised the population from which the research sample of 18 books was selected. A content analysis methodology was used in which these books and certain named white characters were used as units of measurement.

It was assumed that the authors would portray these characters in roles and behaviors to reflect the characteristics used as variables. Independent variables included: publication period, occupation, residence, education, gender, and age. Dependent variables were friendly, manipulative, and abusive social behaviors.

Pilot tests, a pre-test post-test, and a test of interjudge reliability were conducted to develop the three-part research instrument. Data collection was assisted by students in six accredited library school programs. They completed one part of the instrument and the researcher completed the remaining two parts.

Six hypotheses were formulated using varied combinations of the independent and dependent variables, and were tested for significance at the .05 level. The data were analyzed without assistance using the ANOVA program from the Statistical Package for the Social Sciences (SPSS).

Though the hypotheses were not confirmed, the data indicated that the adjectival friendly social behavior ranked highest among the behaviors measured. They also indicated that white characters with college or more education demonstrated higher levels of friendly social behavior toward nonwhites. Of particular interest was the lack of representation of male to female characters portrayed in major roles in these stories.

**BIBLIOThERAPY: A COMPARISON OF THE EFFECT OF THE TRADITIONAL FOLK FAIRY TALE AND "ISSUES SPECIFIC" IMAGINATIVE LITERATURE ON SELF-ESTEEM, HOSTILE ATTITUDES AND THE BEHAVIOR OF CHILDREN**


The purpose of this study was to investigate the effectiveness of the traditional folk fairy tale as a form of imaginative literature used in bibliotherapy as a viable psychotherapeutic technique. The study further investigated the degree of psychotherapeutic impact produced by exposure to the traditional folk fairy tale in relation to the degree of psychotherapeutic impact produced by exposure to another form of children's imaginative literature: "issues specific." It was suggested that the traditional folk fairy tale possesses literary and conceptual qualities which make it developmentally and therapeutically more effective in resolving socio-emotional conflict in children than other forms of imaginative literature.

This study was founded on the theoretical and empirical studies which have worked towards substantiating the concepts and practices of bibliotherapy as a viable psychotherapeutic technique. Self-concept, "hostile" attitudes and "hostile" behavior were identified as variables most reflective of levels of psychosocial functioning in children. A randomized, pretest-posttest design was developed to statistically substantiate the effectiveness of a 10-week bibliotherapeutic intervention. Thirty six second and third grade males were randomly selected and assigned to one of three groups: Experimental Group I, Experimental Group II and a Control Group.

Children in experimental groups met weekly for 45 minutes. Each week the children selected a story from a library of pre-recorded stories and listened to them on cassette tape recorders with headphones. The children then drew pictures of some aspect of the story which interested them. Experimental Group I listened to fairy tales, while Experimental Group II listened to "issues specific" imaginative literature.

Although a significantly important correlation was found for the dependent variables, no significance was determined for the six experimental hypotheses. It, therefore, could not be determined that the experimental conditions reduced hostility and promoted higher self-esteem. However, trends which suggested these conclusions were evident in the data and are discussed in the summary.

Recommendations present design limitations which appear to have negated statistical significance and suggestions are provided to alleviate these design flaws and more accurately investigate the experimental hypotheses.
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