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A Content Analysis Of The Developmental Bibliotherapeutic Implications Of The Books Nominated For The California Young Reader Medal (1975--1986)

Armin Richard Schulz
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**A CONTENT ANALYSIS OF THE DEVELOPMENTAL
BIBLIOTHERAPEUTIC IMPLICATIONS
OF THE BOOKS NOMINATED FOR THE CALIFORNIA
YOUNG READER MEDAL
(1975 - 1986)**

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

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

by
Armin R. Schulz
October 1987

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A CONTENT ANALYSIS OF THE DEVELOPMENTAL BIBLIOTHERAPEUTIC IMPLICATIONS OF THE CALIFORNIA YOUNG READER MEDAL NOMINATED BOOKS (1975-1986)

Abstract of the Dissertation

Purpose: The purpose of this study was to investigate the developmental bibliotherapeutic implications of the California Young Reader Medal nominated books from 1975-1986 in six different selected categories of thematic content. The categories included: Emotional Health, Self-Awareness, and Identity Needs; Cultural Differences; Family Relationships and Dynamics; Peer Relationships and Dynamics; Physical Limitations and Handicaps; and Economic Situations and Factors.

Procedures: An evaluation-review panel read the 84 titles nominated in the Primary and Intermediate categories. Inter-rater reliability was determined in a pilot study based on six alternate titles. Reliability ranged from .86 to 100% agreement. A recording instrument was developed for the panel members' book assessments. Response data were subjected to analysis of variance procedures to determine interaction between reviewers, story genre, as well as the interactions between the 70s-80s decades. Two secondary components were involved in the study; children's assessment of the 84 titles, and regional and national book trends gathered from 27 similar state programs.

Findings: Primary Category books, largely modern fanciful fiction, demonstrated limited developmental bibliotherapeutic potential. However, story illustrations affected the over-all impact of the story. Intermediate Category books had greater levels of potential, especially stories dealing with family, peers, and emotional health. The greatest levels of potential were present in the contemporary realistic fiction genre and in historical fiction. Intermediate Category books from the 1980s were higher in potential than books of the 1970s. Little distinction was found between the Primary Category books of the 70s and the 80s. Similar elements of story potential were identified by all groups, although at varying levels of sophistication. Many of the California titles had regional and national appeal. Upper category titles appeared more frequently as many states have no active Primary Category (Grades K-3) programs.

Recommendations: Based on the findings of this study, the major recommendations are as follows:

- Developmental bibliotherapy as an art should be used in the study of literature with young children. Educators need to have an awareness of current issues confronting children and how these issues are treated in current literature. Post-discussion of the materials read is a necessary element to insure successful bibliotherapeutic experiences.
 - Authors and publishers should produce quality books dealing with cultural differences and universal understanding as well as meaningful books in the genre of contemporary realistic fiction and historical fiction. Consideration should also be given to promoting books that deal with physical limitations and handicaps, an area that receives minimal treatment in much of the literature written for children.
 - Teachers and librarians should continue the oral tradition of shared literature with children to enhance a child's understanding and appreciation of the beauty of words, writing styles, cultural differences, and changing life situations.
 - State young reader program committees, librarians, and educators should identify quality books for inclusion on their masterlists to be read by children. These masterlists should become an integral part of a school's reading program.
 - More content analysis studies, similar to this study, should be conducted to enrich the body of knowledge about children's literature and to extend the understanding of the current thematic trends present in literature for the younger readers.
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Chapter I

STATEMENT OF THE PROBLEM AND SIGNIFICANCE OF THE STUDY

INTRODUCTION

Most children, at some point in their lives, encounter a book that holds special meaning and significance to them. It might be found in the humorous antics of Ramona Quimby in the delightful stories by Beverly Cleary; it might be the poignant reunion of Sara and her mentally retarded brother, Charlie, in Betsy Byar's Summer of the Swans; or it might be the affable courage of Charlotte the spider in E. B. White's classic, Charlotte's Web. Upper grade students might identify with the growing pains experienced by the heroes and heroines in Cynthia Voigt's The Homecoming, Dacey's Song, or A Solitary Blue, or the over-weight neglected Dinky in M. E. Kerr's Dinky Hocker Shoots Smack. Other readers might be drawn to the problems encountered with the two teenagers struggling for self-identity and love in Paul Zindel's The Pigman.

For children, the written word may carry more depth in meaning than the simple telling of a story. The story may offer children an insight into life or an appreciation of the struggles of others that are similar to their own. When such a vicarious transfer or identification occurs, literature becomes relevant to the young reader. The reader is experiencing elements of bibliotherapy, the interaction of self with a book.

Bibliotherapy implies a form of therapy found in and through the reading of books. Such therapy can involve reader awareness to problems presented in the book, reader identification with the types of problems and characters portrayed, and insight into problem solving and resolution if the problems are similar to ones that the reader is experiencing or may experience in the future. The term "developmental bibliotherapy" is used in educational areas because this form of therapy through reading seeks to promote in the reader normal development and self-actualization. Frequently developmental bibliotherapy is valuable in helping young readers maintain positive mental health concepts and attitudes (Rubin, 1978a). Children and teens realize that anger, fear, and disappointment are conditions that are common to all children, not just themselves. They may realize that there are many ways to cope with changes that occur physically, emotionally, psychologically, and spiritually.

BACKGROUND FOR THIS STUDY

Bruno Bettelheim, in his introduction to The Uses of Enchantment, emphasizes the need for children to find meaning in their lives. He states in a philosophical vein that:

Today, as in times past, the most important and also the most difficult task in raising a child is helping him find meaning in life. Many growth experiences are needed to achieve this. The child, as he develops, must learn step by step to understand himself better; with this he becomes more able to understand others, and eventually can relate

in ways which are mutually satisfying and meaningful.
(Bettelheim, 1976, p. 3)

Bettelheim contends that literature is a vehicle that assists in this important task, but comments further that the bulk of so-called "children's literature" attempts only to entertain and moderately inform. Bettelheim asserts that much of current children's literature has little significance that can be gained from reading the material because of the shallowness of substance. This apparent shallowness has led him to conclude that:

The acquisition of skills, including the ability to read, becomes devalued when what one has learned to read adds nothing to the importance of one's life. (Bettelheim, 1976, p. 4)

Bettelheim looks to the realm of fairy tales and folk lore as agents of identifying the essential "meaning in life" (1976, p. 5). However, modern fictional literature for children, including picture story books, may have replaced the earliest forms of fairy tales and folk lore as the agents for expressing the values of good and evil, truth and deception, honor and disdain, justice and partiality, beauty and inelegance, valor and cowardice. Whereas the ancient forms expressed these values in obvious terms, symbols, and character traits, modern children's literature may treat the values with subtle nuance.

It is not the intent of this dissertation to debate the value of one genre over the other. This writer instead examines an aspect in the current literature that provides children with the opportunity to look for Bettelheim's quest for "meaning in life", namely the developmental bibliotherapeutic aspects that such literature might contain.

Bill Honig, California Superintendent of Schools, has emphasized the fact that literature is an important element in the education of children. Under his leadership, the California State Department of Education in 1987 has launched the California Reading Initiative and developed a new English Language Arts Framework. The reading initiative and framework call for

... student responses to literature rather than stringent attention to text, literary terminology, writing style, or biographical aspects of the author's life. (Loban, 1984, p. 17)

Honig contends that literature, because of its potential for emotional impact, provides an emphasis on human values as well as an expansion of knowledge and the development of growth skills. (Loban, 1984). In a 1986 news release Honig stated:

An important part of our strategy [California Reading Initiative] is to improve reading instruction and provide students access to good books. A love for reading and books is one of the most important gifts that teachers and parents can give to our young people. (California Department of Education, 1986, p. 1)

Walter Loban, Professor Emeritus of the University of California, Berkeley, and a member of the Superintendent's handbook on literature committee affirms that:

Most of our pupils will not become professional literary scholars. They will work in filling stations, make computers and automobiles, and sell groceries and real estate. What is important is they will search for values, for stability, for love, and for growth. Where . . . a literary work . . . will help them in this search, it should be part of the program. (Loban, 1984, p. 17)

Honig's reading initiative calls for three different levels of literature interaction. The first level is referred to as the CORE LEVEL, meaning

works that have compelling intellectual, social, and moral content. The second level is the EXTENDED LEVEL which includes works that have emotional, intellectual, and aesthetic substance. The third level is the RECREATIONAL/MOTIVATIONAL LEVEL which includes works that have special appeal to individual readers. (California State Department of Education, 1986, pp. 2-3) The emphasis placed on reading in the initiative also emphasizes a holistic approach to instruction for the purpose of meaning and comprehension.

An existing California program that brings students into direct encounters with literature is the California Young Reader Medal Award program. This program is an extension of the International Reading Association's Book Year Project of 1972-73. The program provides annual book selections for readers from grades kindergarten through twelve. The state-wide program includes four distinct categories for readers: Primary (grades K-3); Intermediate (grades 4-6); Junior High (grades 7-8); and High School (grades 9-12).

STATEMENT OF THE PROBLEM

It appears evident that the use of children's and young adult literature for children of ages five through eighteen is a major emphasis throughout the State of California. Two apparent directives concerned with this emphasis are summarized as follows:

1. There is a need to expose children to a systematic literature program in the elementary and secondary curriculum.

2. There is a need to look at literature for its affective implications for students in meeting their social, emotional, and developmental needs.

This major emphasis on reading and literature in the State of California, and the strong assertion that there is a need to create meaningful experiences for children in reading, as suggested by Bruno Bettelheim, led this writer to pose the following question in this research study:

Do the books nominated annually for the California Young Reader Medal Award offer developmental bibliotherapeutic implications for children in the elementary schools of California?

In order to put the posed research question into clearer perspective and to understand the underlying intent of this study, it is necessary to review the structure of the California Young Reader Medal Award program. The following description of the Young Reader Medal Award program is provided.

The California Young Reader Medal Program Defined

The California Young Reader Medal Award program strives to encourage children in grades kindergarten through twelve to become acquainted with good literature, and to honor a favorite author and book. The Young Reader Medal program is sponsored by the California Reading Association (CRA), the California Library Association (CLA),

the California Media and Library Educators Association (CMLEA) and the California Association of Teachers of English (CATE).

As identified previously, the award is given annually in four distinct categories:

- a. Primary -- grades K-3
- b. Intermediate -- grades 4-6
- c. Junior High -- grades 7-8
- d. High School -- grades 9-12

Students nominate titles as well as select the winning book (See Appendix A). The final selection of the winning titles is accomplished through the annual voting process that must be completed by April of each year. In order to vote, the students must have read, or had read to them, all nominated titles chosen in their appropriate grade level category. Students may vote also in several categories if they have read the required selections.

At the inception of the program, and until 1983, the Primary and Intermediate categories appeared on an alternating basis. Presently five titles appear in the Primary category; three titles appear in each of the remaining categories. In the past, the awards at each level were presented at the annual California Reading Association Conference in November. The award presentations are now made at conferences of the other sponsoring agencies. Each sponsoring agency provides the award for one of the four identified categories. These conferences are held at different locations throughout the state.

To be eligible for nomination, a book must meet the following criteria:

1. The book must have strong appeal for the age group for which the nomination is made.
2. The book must be a title most often read or requested by children and young adults.
3. The book must have been published within the previous five years, and must still be in print.
4. The book must be an original work of fiction in the English language. (See Appendix A -- Medal Award Sequence)

OBJECTIVES OF THE STUDY

It was the intent of this study to provide answers and/or relevant data to the following questions raised by the dissertation statement regarding the developmental bibliotherapeutic content of the books nominated for the California Young Reader Medal.

1. How many titles from the 84 books analyzed in this study have developmental bibliotherapeutic implications? (See Appendix E)
2. To what extent do the books contribute to developmental bibliography? Is the potential of each book, as identified by the evaluation-review panel, considered strong, moderate, limited, or not present? (See Appendices C and D)
3. Are there any specific decade characteristics in either the Primary or Intermediate categories that appear when comparing the Young Reader Medal nominated books of the 1970s to the Young Reader

Medal nominated books of the 1980s? Are there marked differences in thematic content and story genre?

4. How do younger children from ages five through twelve assess the California Young Reader Medal nominated books? (See Appendices N and O)

5 A. To what extent were the titles chosen by California children in grades kindergarten through sixth the same when compared with similar young reader choice programs throughout the United States? (See Appendix T)

5 B. To what extent were the titles chosen in five identified regions of the United States, and then nationally, the same when compared to the California Young Reader Medal program masterlist of nominated titles?

SIGNIFICANCE OF THE STUDY

The following statements identify the importance of this study for educators in the 1980s.

* **Bibliotherapy as an art (viewed developmentally instead of clinically) has often been misrepresented in its practical applications and usage in the field of education. Too often, the term bibliotherapy has become an expression or synonymous term for book guidance -- directing children to books in their interest areas. Bibliotherapy incorporates discussion and interaction of the literature selected in a shared format.**

* Many California children have the opportunity to be exposed to selected literature through the Young Reader Medal program. Because the children actually nominate and select the titles considered annually, it is important to understand the types of literature to which children are drawn.

* Current realism in children's literature portrays many societal and developmental issues that children may confront in their day-to-day existence and in young adulthood. Awareness of the themes in literature being read to and read by children for accuracy and authenticity is important for educators to know and understand.

* Teachers are frequently called upon to deal with crisis situations in the lives of the children they teach. Knowledge of books that may help the child on an immediate basis, or on a preventive basis, can assist the teacher in a non-threatening neutral approach to the child. If used properly, options and suggestions presented in the literature may be instilled in the reader. This process may allow the reader to develop a deeper sensitivity to others, an awareness of the emotions being felt at the time of crisis, and possibly a resolution to the existing personal problem.

* Current emphasis from the California State Department of Education calls for the integration of literature into the reading program and across the disciplines of the curriculum. It is also evident that schools in the state will incorporate quality indicator guidelines, identified by the state, to promote recognized school-wide effectiveness.

The Young Reader Medal program can provide an established format to aid in the accomplishment of both thrusts.

* It is hoped that the results of this study will be valuable and helpful to the organizations sponsoring the Young Reader Medal program as a guide for program assessment, revision, or considerations for further study.

* It is hoped that teachers participating in the Young Reader Medal program will consider seriously the wide range of potential that the annual selections can have within their elementary classrooms in the development of student attitudes towards reading and responding to literature. Responding may occur on emotional, intellectual, social, or psychological interaction levels.

* As far as this researcher was able to determine, no similar study on the developmental bibliotherapeutic implications of the California Young Reader Medal books has been undertaken. It is hoped that this study provides an additional dimension into content analysis research in the field of children's literature.

LIMITATIONS AND DELIMITATIONS

As a point of clarification, there were various limitations and delimitations germane to this study. Limitations were identified as those external parameters over which this researcher had no control. They were the "givens". Delimitations were identified as those elements

of the study which this researcher controlled or imposed. They were essentially the chosen limitations.

Limitations

1. This study included the Young Reader Medal titles nominated by children over the twelve year period in which the program has been in effect. No titles of the researcher's choice were added. No titles in the two categories considered were excluded from consideration.

2. The titles in this study did not necessarily represent recognized works of children's literature from a critical point of view. The books were nominated and selected by California children as favorite books in the children's reading or listening experiences.

3. The criteria for book selection, as established by the California Young Reader Medal program committee, were not being evaluated. This researcher accepted the criteria under which each title appeared on the annual list. (See Appendix A -- Subsection: Nomination Requirements)

Delimitations

1. Eighty-four titles from the Primary and Intermediate categories of the California Young Reader Medal program were evaluated. These books represented the years 1975-1987. The fifty-four titles in the Junior High and Senior High categories were not included in this study.

2. This researcher viewed bibliotherapy as an art, not a science. The application of bibliotherapy therefore focused on developmental bibliotherapeutic implications for the elementary classroom, not clinical or institutional approaches.

3. This researcher did not consider bibliotherapy as psychotherapy. Therefore, the implications of on-going or individual counseling and psychoanalysis for major emotional disturbances and personality maladjustment did not apply to this study.

4. This researcher utilized an evaluation-review panel from the researcher's immediate geographical area rather than from extended areas of California. This was done because of a preliminary pilot study conducted, panel inservicing, time constraints in dispensing and sharing materials, the panel's availability for consultation, and monetary concerns.

5. Members of the evaluation-review panel were fellow educators who come into contact with children in shared reading and literature situations within a school or library environment (See Appendix B). The evaluation-review panel should not be considered a panel of experts in the field of bibliotherapy. The levels of agreement among panel members were determined through inter-rater reliability procedures.

ASSUMPTIONS FOR THIS STUDY

The assumptions upon which this study were based include:

1. The quality of the Young Reader Medal nominated books represents a valuable contribution to the genre of children's literature in America.
2. Books selected by California young readers aged 5 through 12 would likely have national appeal due to the universality of their content.
3. The selection process for annually nominating California Young Reader Medal books is suitably representative of children's true choices and feelings throughout the state.
4. All established criteria have been met for including the suggested titles on the annually nominated lists.
5. Children's interaction with the annually selected California Young Reader Medal books, in a structured sharing format, provides opportunities for developmental bibliotherapeutic applications within a classroom setting.
6. The content analysis survey tool referred to as BICAS -- Bibliotherapeutic Implication Content Analysis Survey -- designed by this researcher was adequate to gather the desired data to respond to the investigative purposes of this study. (APPENDICES C and D)
7. The evaluation-review panel members were competent to give adequately unbiased assessment toward the authors, illustrators, and thematic material presented in the eighty-four books analyzed.

DEFINITIONS OF TERMS USED

Terms applicable to this study are defined as follows:

1. affective education: that area of education which focuses on feelings, sensitivities, and values rather than the accumulation of factual knowledge and raw data (Tanner and Tanner, 1980, p. 170)

2. basal reader: a textbook that is usually part of a graded series, used for instruction in reading (Good, ed., 1973, p. 605)

3. bibliotherapy: (A) the use of selected writings to help the reader grow in self-awareness and/or solve personal problems (Harris and Hodges, ed., 1981, p. 83)

(B) the process of dynamic interaction between the personality of a reader and the literature he reads -- interaction that can be used for personality assessment, adjustment, and growth (Shrodes, 1949, p. 32)

4. children's literature: published reading material of a superior and lasting quality accepted by children and read by them with pleasure (Good, ed., 1973, p. 342)

5. clinical bibliotherapy: the use of literature, primarily imaginative, for groups of clients with emotional problems; led by either a physician or a librarian in consultation with each other (Rubin, 1978a, p. 4)

6. developmental bibliotherapy: the use of both imaginative and didactic literature with groups of "normal" individuals led by librarians, teachers, or other "helping professionals" to promote normal development and self-actualization, or to maintain mental health (Rubin, 1978a, p. 5)

7. developmental task: a task which arrives at or about a certain period in the life of an individual; successful achievement of which leads to happiness and to success with later tasks, while failure leads to

unhappiness in the individual, disapproval by society, and difficulty with future tasks (Havighurst, 1972, p. 2)

8. didactic literature: literature written with the expressed purpose of teaching or giving instruction; literature with strong moral implications or lessons to be learned (Norton, 1983)

9. imaginative literature: literature in the fiction area which could encompass fanciful fiction, realistic and historical fiction, picture story books, and other writing with the purpose of entertaining rather than instructing (Norton, 1983)

10. institutional bibliotherapy: the use of literature -- primarily didactic -- with individual institutionalized clients carried out on a one-to-one situation using mental hygiene texts as a major source (Rubin, 1978a, pp. 3-4)

11. junior novel: a book length writing of fiction generally considered for children aged 8 to 14 (Ehrlich, et al, ed., 1980, p. 456)

12. picture story book: a book for young children that has a structured, if minimal plot along with the illustrations . . . the illustrations are so integral a part of the content that the story can be "read" by the child from the pictures. Pictures and text extend each other, reinforcing both the concepts and the forward movement of the story line (Sutherland and Arbuthnot, 1986, p. 81)

13. psychotherapy: those processes directed by a professional individual skilled in psychological techniques toward the improvement of a client who needs help to remedy a defined pathological condition (Good, ed., 1973, p. 459)

14. preventive bibliotherapy: the use of books to help children understand or gain awareness about a problem before the problem becomes an obstacle in the child's development (Chambers, 1971, p. 160)

15. trade book: a book published for the purpose of giving the reader pleasure and of feeding his interest in reading (Good, ed., 1973, p. 68)

16. vicarious experience: experience acquired not by direct, personal, or firsthand means, but indirectly through the information of another person or group -- the experience of one person or group is represented by symbols, usually words, and thus available to others (English and English, 1976, p. 277)

RESEARCH METHODOLOGY

To determine the developmental bibliotherapeutic implications in books nominated for the California Young Reader Medal, this descriptive study employed a content analysis method of research to screen the eighty-four trade book titles in the kindergarten through sixth grade range. Fifty of the titles were trade book nominations in the primary category (K-3). These titles were largely picture story books in format. The remaining thirty-four titles represented the nominated trade books in the intermediate category (Grades 4-6). These books were considered junior novels.

The content analysis carried out related to theme, plot, and character treatment. Such analysis revealed current social, emotional,

cultural, and developmental issues present in the selected literature, or the apparent lack of such issues. At the primary level, the impact of the illustrations on the total message found in each story was also assessed. This researcher developed content analysis recording instruments for the purpose of collecting data from an evaluation-review team of four adults. These instruments were called the "Bibliotherapeutic Implication Content Analysis Survey" forms and are referred to as BICAS (See APPENDICES C and D). One form was used at the primary level (K-3). The second form was used with intermediate level assessments (Grades 4-6).

Borg and Gall (1983) employ Bernard Berelson's widely accepted definition of content analysis methodology, proposed in 1952, when they state that:

Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication. (p. 511)

These authors also propose that the practice of using content analysis aims at achieving one of three objectives: to produce descriptive information; to cross-validate research findings; to test hypotheses (Borg and Gall, 1983).

Bekkedal (1973), writing in Library Trends, encourages the use of the content analysis research method when considering children's literature. Bekkedal refers to content analysis as a sound approach in which:

... The investigator can move away from subjective opinions based on recollections of individual titles to an

objective description of the contents of a systematically selected group of books. (p. 110)

Bekkedal concluded her comments by saying that content analysis methodology can help to provide a more comprehensive view of societal issues and the contemporary world as it may be pictured in current children's books (Bekkedal, 1973). Through close scrutiny and purposeful reading, the researcher can add knowledge and understanding to the ever-growing field of children's literature.

SUMMARY

The first chapter of this study has given an introduction to the dissertation, provided general background for the study in the areas of bibliotherapy and the existing California Young Reader Medal Award program, stated the problem presented for consideration, specified the objectives and significance of the study, pointed out the limitations, delimitations, and assumptions upon which this research was based, briefly over-viewed the research design, and defined the important terms used in the report.

Four additional chapters complete the remainder of this study.

These chapters are as follows:

- | | |
|--------------|--|
| Chapter II: | A Review of the Related Literature |
| Chapter III: | Description of the Research Design and
Procedures Used in the Study |
| Chapter IV: | Presentation of the Data and Related Findings |
| Chapter V: | Summary, Conclusions, Implications of the
Findings, and Recommendations |

Chapter II

A REVIEW OF THE RELATED LITERATURE

INTRODUCTION

In this era of advanced technology, vast computerization, depersonalized human interaction, and widely varied mores, a constant can be found that has its origins rooted deeply in the hearts and minds of many. The written word remains that constant, a vital link of communication. In formal organization, the written word becomes literature, books and stories that enlighten and entertain. For the written word,

. . . the graphic symbols of literature consist of language and illustrations presented in such a way that the reader is made aware of an order, a unity, a balance, or a new frame of reference. For order is that beautiful harmony of relationships that make a truly significant book. (Huck, 1979, p. 4)

Rosenblatt (1981) contends that we read for many reasons -- for information, validation of opinions, growth and awareness, or escapism. This literary transaction may be termed "efferent", reading for specific purposes with a narrow focus of intent, or "aesthetic", where the written symbols and ideas are personalized, sensed, felt and ultimately bring a response from the reader. A transaction between the reader and the text occurs. The graphic symbols have power.

Rosenblatt asserts,

We listen to the sound of the words in the inner ear; we lend our sensations, our emotions, our sense of being alive, to the new experience which, we feel, corresponds to the text. We

participate in the story, we identify with the characters, we share their conflicts and their feelings. (Rosenblatt, 1981, p. 270)

With these elements of reading transaction in mind, Chapter II introduces areas of "efferent" reading and writing to provide a clearer picture of the growth and changes that have occurred in children's literature, and studies that explore the effect that literature may have on the lives of the readers.

Contents of This Literature Review

It is the intent of this literature review to develop an understanding of the following areas:

1. a brief historical overview of didactic education and the role of the child
2. a history of children's literature and its didactic nature
3. research and scholarly opinion on how literature effects children
4. research and scholarly opinion on bibliotherapy as an art and a science

A HISTORICAL OVERVIEW OF DIDACTIC EDUCATION AND THE ROLE OF THE CHILD

Parallels can be made between the progression and development of literature for children, and the views and practices of education regarding the perceived role of the child. The child's placement in the social structure was secondary to that of the adult. Training and

education were didactic in nature. The term "didactic" implies disciplinal teaching or instructing.

For primitive societies during the Stone Age, the formal education of children within the family structure, or tribe, was of relatively low importance. Survival skills, such as hunting and food preparation, were taught as necessary elements of life. Major tribal ceremonies usually centered around passage into womanhood and manhood. These initiation ceremonies frequently revolved around tribal superstitions and religious sacrifices. (Atkinson and Maleska, 1962)

The teachings of the educator-philosopher, Confucius, (c. 551 - 478 B. C.) served many Asian peoples as rules for living and as a definition of culture. His Confucian philosophy embodied utilitarian morality and established the home as the center for training. Confucius reportedly interacted frequently with his students and instilled in them the didactic philosophy of subordination to group ideals (Atkinson and Maleska, 1962). Since the home was the primary area for training, the school served as an adjunct in educating the whole child.

Monotheistic and polytheistic religious movements and practices in both Eastern and Western cultures did much to increase and promote the didactic approach to learning. The writings found in the Christian Bible and the Moslem Koran present laws and rules to follow that bring didactic order to life and didactic implications about the treatment of others. Each of these religious writings, containing either the teachings and doctrines of Mohammed or Jesus Christ, offer prescribed sets of

commandments that were used in instructing the young. (Ulich, 1965 and Good, 1960)

Didactic practices were evident among the early Greek and Roman philosophers. Socrates directed his students to know insights and truths through his questioning technique, known today as the "Socratic Method". He attempted to have his students "see" life's ultimate truths through this questioning process. Atkinson and Maleska (1965) contend that Socrates directed the students' thinking. Freedom of choice was not an option for the young Greek students of Socrates. He focused their thinking processes and conclusions.

During the Dark Ages (476 - 1350 A. D.), there appeared to be a marked dormancy in much of the knowledge previously advanced in Western Europe. The Roman Catholic church emerged as a major power in influencing political and educational thought. Johnson, Collins, Dupuis, and Johansen (1979) observe that the ". . . ascension of the church is often cited as a major cause of the Western world's plunge into the Dark Ages" (pp. 250-251). The heavy emphasis on religious practices, moral instruction, and theological beliefs remained largely unchanged until the advent of the Reformation in the early 1500s.

The writings and theories of religious leaders from Western Europe which included Erasmus, Martin Luther, Phillip Melancthon, and Johann Comenius promoted the instruction of the young in piety, in the liberal arts, in appropriate conduct for social life, and in moral principles.

Comenius actively promoted the concept of learning for the young. His prolific works on theory, and his numerous schoolbooks added greatly to instructional methods. His books did remain didactic in tone for they included religious topics dealing with creation, the providence of God, and the concept of sin and its consequences. But his writings also included such topics as the elements, the earth and its minerals, plants, and animals, the physical and mental functions of man, mechanical arts, social institutions, and the various branches of intellectual knowledge. (Good and Teller, 1969)

Comenius felt that knowledge, virtue, and piety were the three great ends of education and that the Bible should rank above all other books in the education of children (Good and Teller, 1969). Comenius had a genuine love for children. His book, The School for Little Children, contained the idea that childhood should be joyous and children should be allowed to experience activities that promote innocent joy. For after all, according to Comenius, children were God's greatest gift to the home.

Comenius' publishing of Orbis Sensualium Pictus in 1657 is considered by many scholars to be the first picture book, or illustrated book, for children. The pictures were crude woodcuts, but their innovative inclusion cannot be overlooked.

John Locke (1632-1704), an English educator and philosopher during the same time period, felt that experience was the source of all knowledge and that man achieved such knowledge through sensation and reason (Cordasco, 1981). Locke rejected idleness, feeling the body

should be strong and the mind keen. His concept of the mind as a "tabula rasa", a blank slate, opened many possibilities for curriculum consideration and learning theory.

Locke did not view schooling as something to be universally required. It was to be reserved for the aristocratic classes. The essential elements of education to Locke were virtue, wisdom, breeding, and learning. Children were to be "habituated, trained, and conditioned to good and right conduct" (Good and Teller, 1969, p. 179). This concept meant children should be trained in moral education so that they were aware of the "baser" aspects of Locke's view of the evil world: lying, cheating, and corruption.

Locke's approach was replete with didactic instruction, but also had strong emphasis on direct experiential learning involving the senses. His view of education for the elect did much to discourage the concept of educational opportunities for all. It did, however, usher in a divergent respectability to sense experiences in the education of the young that blossomed into the naturalistic period. This naturalistic period is marked by the significant writings and philosophies of Rousseau from France; Pestalozzi, a Swiss educator-innovator; and Herbart and Froebel from Germany.

Isabelle Jan, a contemporary French critic on children's literature, brings the naturalistic period into perspective. She contends that childhood was an unknown condition. The children in medieval Europe, as in the classical world of the Greeks and the Romans, were considered as little men and women ". . . who were hardly more

childish than their elders and already conditioned by the obligations of their class . . ." (Jan, 1974, p. 18).

Because of this condition, Rousseau (1712-1778) exclaimed that 'childhood is unknown' in his book, Emile. Literature for children could not be developed if childhood was not recognized as a separate condition of being. (Jan, 1974)

Numerous other authors acknowledge the treatment of children as little adults as the prevalent attitude that existed for many centuries. Norton (1983), Stewig (1980), Huck (1979), Sutherland and Arbuthnot (1986), and Hazard (1947) would agree that the concept of "Children are to be seen, but not heard." would indicate the role that children had in early society.

The Frenchman Rousseau promoted the concept of learning through natural consequences, similar to the sense experience belief espoused by John Locke in England fifty years earlier. Rousseau's concept has been interpreted by many critics as meaning that freedom is the absence of all restraint (Atkinson and Maleska, 1962). Rousseau's book, Emile, written for his son, angered the Christian leaders of the time because of the emphasis on natural sense experience rather than "revealed" religious experiences. He viewed education as maneuvering a child into wanting to learn. He warned of the error involved when expecting a child to understand as a "little adult".

Although Rousseau stated that there should be no books for children, most 18th century educators wrote children's textbooks for instructional purposes. Most of this writing was done by governesses and family

tutors of the privileged. Rousseau would have preferred that children not be taught to read until age twelve or thirteen. (Jan, 1974)

Despite Rousseau's influence,

For a century, children continued to be misunderstood, deprived of attention and compassion. They had, indeed, been given a voice in didactic literature, but it was an unfamiliar voice which they could not recognize as their own . . . children were turned into the social puppets he (Rousseau) loathed. (Jan, 1974, pp. 23-24)

Johann Pestalozzi (1746-1827) built upon Rousseau's theories by putting them into practice. Pestalozzi broke from the punitive, rigid treatment of children by instructing his teachers to treat students with love, kindness, understanding, and patience. Although a devout pietist and believer in Christian teachings, Pestalozzi's writings and philosophy departed from the life and teachings of the established churches.

In educational theory and practice, Pestalozzi conceived of learning as successively widening circles of experience. Each circle of experience needed to be fully mastered before a person could enter the next circle. (Ulich, 1965)

Two German thinkers also emerged during this Western European renaissance in educational philosophy. They were Johann Herbart (1776-1841) and Friedrich Froebel (1782-1852).

Herbart felt that sound character was the most important aim of education. He viewed instruction as being primarily moral in its outlook and intent. The purpose of instruction was to bring about adjustment of the individual to society. History and literature were considered the

most effective subject areas for developing desirable social attitudes in children. (Atkinson and Maleska, 1962)

Herbart is credited with establishing the five-step method of instruction based on learning by association. The sequence in Herbart's methodology included: preparation, presentation, comparison and abstraction, generalization, and application. Although this method was religiously practiced by his followers, Herbart merely wanted the method to serve as a model of instruction. (Good, 1962)

Friedrich Froebel, known largely for establishing the German kindergarten in the 1830s, felt that children "needed to be put on the road to an inner and predestined development" (Good and Teller, 1969, p. 281). Froebel, a student of Pestalozzi, proposed a program of studies for young children including religion and play, social interaction and development, and the cultivation of a child's creativity, to learn by doing.

American educator John Dewey expanded the ideas of Froebel. Dewey put into practice the "learning by doing" philosophy beyond the kindergarten level. He felt that this process was applicable to all ages and grade levels. One discovers in reading Dewey that the concepts originated by Froebel are expounded and explained as they relate to educational theories and practices on the American continent and specifically in the United States. Dewey authored the "learning by doing" concept as well as promoted reading for meaning and application into American education. Dewey's contributions helped usher in the "Progressive Movement" of education in America in the early 1920s and offered a less didactic approach to the education of the young.

SECTION SUMMARY

It was the intent of this section to examine the major treatments of didacticism in education as they relate to the view of the child and the materials to which the child was exposed. The key factor that emerged when assessing the general history of learning was that children were recognized as miniature adults and were treated accordingly. Eastern and Western cultures viewed the children as needing education that would allow them to lead lives conditioned to the values and mores of society. Children were expected to think and act as miniature adults.

Various educators and philosophers as Rousseau, Herbart, Pestalozzi, Froebel, and Dewey studied such attitudes about childhood and the learning needs of children. Their thinking and writing explored learning strategies and approaches in an effort to to make learning meaningful and to remove extreme didacticism from learning and instruction. Their contributions are varied and sometimes contradictory, but each person helped promote the concept that childhood is a unique, separate time and must be viewed and treated accordingly.

What followed this thinking were the naturalistic and progressive eras of education that ushered in the concepts of learning by doing and expanding the child's world of experience. However, didacticism was still evident in most early educational approaches. Existing adult standards prevailed over the social, emotional, and psychological needs

of the child. The concept of childhood had been "born", but it had not yet "come of age."

A HISTORY OF CHILDREN'S LITERATURE AND ITS DIDACTIC NATURE

Froebel's and Dewey's philosophies and work with children do not mark the end of innovations and transitions in the education of children, but introduce a period in history when the role of the child in society was solidified and recognized. One notes, however, as one reviews the development of children's literature, that social and religious eras and movements tend to manipulate the child's role in regressive and progressive stages.

With this awareness in mind, the following section examines the development of literature for children from the early oral tradition to the existing contemporary scene. Frequently, the acceptance of a field of endeavor is not acknowledged until that contribution is available to many. If one agrees that much early writing was directed to a specific child, and not for the general populace, then the field of children's literature is only 550 years old. "When viewed across the history of the human race, the history of children's literature is very short" (Norton, 1983, p. 38).

What Constitutes Children's Literature?

Sheila Egoff (1981), a Canadian critic in the field, proposes that children's literature has two basic characteristics. She feels that children's literature is literature written for children up to their early teens and that it is intended to be read as literature, not simply for information and guidance. (Egoff, 1981)

Lillian Smith (1953) contends that children's books are not isolated writings that exist in a vacuum unrelated to literature as a whole. She sees children's literature as a portion of universal literature that must be subjected to the same standards of criticism as any other form of literature. (Smith, 1953)

A common attitude held about children's literature was that it was simplified adult material. Huck (1979), Hazard (1947), Stewig (1980), Egoff (1981), L. Smith (1953), and others would refute this idea as a total misrepresentation and misconception. These writers acknowledge the complexities of childhood and see the need for a specialized writing designed for children. Jan (1974) supported this concept also when she stated, "Books for children are not books for grown-ups on a reduced scale . . ." (p. 43).

Stewig (1980) explains that children's literature is full of value statements, both tacit and explicit, and that children, past and present, need the opportunity to examine these values. Stewig concludes that "Values are the deepest and most meaningful feelings. Values are chosen, not imposed." (p. 526). Likewise, writers of books for children

would agree that literature for children should be chosen, not imposed by adult standards.

The acceptance of children's literature as "literature" did not occur easily. Much of this reluctance to accept literature solely for children is attributable to the early concepts of rearing a child and the predominance of didacticism. Both of these obstacles had to be overcome before children's literature, as we know it today, could emerge.

Origins and Foundations of Literature for Children

The origins of children's literature, as with adult literature, had their foundations in the oral tradition. It is generally acknowledged by writers and historians that children experienced the exchange of stories and tales from the earliest times while around a tribal campfire, in castles or cottages, or at festivals and gatherings where storytellers were frequently the center of attention. Children, as listeners, would become the tellers of tales as adults. Although these childhood exposures were not specifically designed for the child's pleasure and enjoyment, one must assume that the children were enthralled, entertained, and made aware of a world of adventure and danger. The minstrels, bards, and "fable spinners" conveyed the literary tradition, yet unwritten, through many centuries.

Norton (1983) points out the importance affixed to the story tellers during the feudal age in her comprehensive historical overview of the oral tradition. She states that:

... storytellers possessed considerable power. Their tales, whether woven from their imagination or retold from legends and stories of old, could influence people who heard them. Because of this, if a minstrel's story offended or discredited the lord, the minstrel could be punished or imprisoned. By the end of the fourteenth century, feudal authority sought to control the tale and often jailed a story teller who angered either a ruler or the church. (Norton, 1983, p. 39)

Because the child was still viewed as a small adult, it was not deemed important to develop specific sets of stories for the young. The adult tales about gods and goddesses, giants and heroes, wise men and fools, adventures and misadventures, monsters and unexplainable forces all became a part of the oral tradition and life of the child. History was conveyed from generation to generation. The epics of Ulysses, Beowulf, and King Arthur, and the fables of wisdom from Aesop could instill vivid imaginings in the minds of the listeners.

From tales of this type, Bruno Bettelheim (1976) suggests that a child receives a message,

... in manifold form: that a struggle against severe difficulties in life is avoidable, is an intrinsic part of human existence - but that if one does not shy away, but steadfastly meets unexpected and often unjust hardships, one masters all obstacles and at the end emerges victorious. (p. 8)

Bettelheim equates this message with forms of Freudian psychology of man's innate struggle in life. Perhaps the early story tellers could be considered humanity's first psychoanalysts, for they told of life, life's struggles, and the intricacies for securing happiness. Biblical scholars concur that the shepherd boy, David, fulfilled this role for a troubled Saul in Old Testament times.

Although the tales were entertaining for all, the thread of didacticism existed as a unifying element. A child had only to recall the battles between the Greek mortals and the deities to realize that, "Evil is not without its attractions . . ." (Bettelheim, 1976, p. 9).

Milestones, Bench Marks, and Turning Points in Children's Literature

Many writers view the development of children's literature as a series of milestones, benchmarks, or turning points that have influenced the genre (See Footnote ¹). These important events will be briefly discussed as they relate to the view of the child in society and the changes in societal attitudes.

In the first section of this literature review dealing with the history of didacticism, one could see the effects of educational writing on children. Early textbooks and instructional materials, even those of Rousseau and Comenius, must not be construed as "children's literature". Their writing, albeit directed for children, was to instruct and to edify, not to entertain. Norton contends that, "When such books were . . . written, they often mirrored societal or religious concerns." (p. 38)

The early manuscripts, prior to 1476, were generally handwritten and handlettered by monks or scribes after many tedious months of work. Norton (1983) fosters the idea that these rare books were usually

¹ For more information on authors expounding these views, refer to Meigs (1953), Jan (1974), Haviland (1973), Sadker and Sadker (1977), Huck (1979), Glazer and Williams (1979), and Sutherland and Arbuthnot (1986).

designed for instruction in the areas of grammar, music, or rhetoric. They were to be used by the privileged children who attended the monastery schools.

The main source of literature materials available to children during the early and middle 1400s were the hornbooks and battledores. Both types were instructional in nature, but technically would not be considered books according to Meigs (1953), Huck (1979), and Sutherland and Arbuthnot (1986).

The hornbooks had sheets of paper approximately two and a half inches by five inches that were fastened to a wooden board or paddle. They usually contained the alphabet, vowel combinations, and prayers. Lickteig (1975) indicates that they were a type of textbook used almost exclusively for religious instruction.

The battledores were pieces of stiff paper, like cardboard, folded into thirds. The battledores differed from the hornbooks in that they included no religious teachings. They contained beginning reading lessons, alphabets, numerals, and some crude woodcut pictures of animals. Huck (1979) suggests that they were probably the first books with pictures that children could actually handle themselves.

A major "milestone" occurred in the 1450s when Johann Gutenberg, a German printer from Mainz, discovered a printing method involving movable metal type. This contribution provided for mass production of books. William Caxton, an English printer who heard of the Gutenberg innovation, went to Germany to learn the

process. Caxton returned to England and established the first English press of this type in 1476.

Caxton's Book of Curtesey (1477) marked the beginning of books designed for children. Caxton's first published book was followed by many others, including The Babes Book: The Little Report of How Young People Should Behave. The dominant theme in most of these publications was the virtue of living properly in a genteel society: rules, regulations, and etiquette. Norton (1983) contends that the majority of Caxton's books were not meant to be read by children, however.

The only exception to Caxton's publishing trends may be found in The History of Reynard the Fox and The Fables of Aesop. Stories from these collections had been favorites in France and also in the oral tradition of story telling. The limiting factor with Caxton's publishing efforts was the cost. The books were too expensive for the common, middle class and lower class segments of society.

Instead of expensive volumes, "chapbooks" emerged on the literary scene for the general public. Chapbooks were small inexpensive books, frequently without covers or binding that could be purchased for pennies. Their origin was probably from France, but they appeared in England in the 1500s. They were purchased from peddlers, referred to as "chapmen", or from printers in their shops. The chapbooks offered a wide variety of content, from Biblically based stories to favorite ballads, legends, or tales. McCulloch (1979) indicated that chapbooks may be considered the forerunner to many modern literary forms, including the comic book.

Sutherland and Arbuthnot (1986) comment on the chapbook's ultimate decline and their over-all effect for the reader. These authors indicated that the coarseness of the chapbooks created societal reaction against the tales, stories, and jests. This reaction caused an increase of children's books that were filled with "somber warnings and doleful examples" (p. 62).

Sutherland and Arbuthnot must surely be referring to the plethora of materials and literature that marked the Puritan era in England and colonial America. Stewig (1980) elaborates on this condition. He comments that education assumed the dominant value system was the correct one. Thus, logically, the purpose of education was to instill the correct set of values to the existing society.

Puritan ethics demanded family worship, admonitions from elders, living as children of God by Puritan theology, and strict attention to learning and school. It is of no surprise that the titles appearing below would constitute the children's literature of the time:

Spiritual Milk for Boston Babes in Either England, Drawn from the Breasts of Both Testaments for Their Soul's Nourishment
by Cotton Mather (1649),

or

A Token for Children, Being an Exact Account of the Conversion, Holy and Exemplary Lives, and Joyful Deaths of Several Young Children
by James Janeway (1671),

or

Pilgrim's Progress written in 1678 by John Bunyan

Those titles emphasized the heavy theological, didactic approach to literature for children. James Smith (1967) offers additional insight into this period when he writes that;

. . . children were not regarded as necessarily less corrupt than adults; if anything, they were felt to be weaker vessels, requiring hardening, disciplining. They must be imbued quite early with a sense of their own weakness and a willingness to obey the moral directions of their society. (p. 41)

The New England Primer also appeared at this time. It too was a collection of prayers, blessings, poems, commandments, and theological truths. The heavily didactic approach of the Primer is evident in this couplet found in the 1691 version:

In Adam's fall
We sinned all.
Thy life to mend
God's Book attend.

Children were to learn the alphabet through this process, but also to understand the doctrines of their faith. Heavy emphasis on the Biblical aspects of the law, as found in the Ten Commandments, and the moral approach to pious living showed in most didactic writings of the time.

Egoff (1981) characterized the next one hundred and fifty year period in the development of children's literature as years in which the religious tone gradually softened and the themes presented in the writing increased in variety and scope. Children were considered people in process, the process of becoming adults. The best way to bring children to this point of maturation was through books that stressed religious morality and socially acceptable behavior. Egoff (1981) does conclude that not all children's books "were simply instructional

manuals in disguise. Some were more than that, because they were better than average for their period." (p. 4)

Milestones during this one hundred and fifty year period include the contributions of many progressive and creative thinkers and writers. The contributions covered many diverse areas. Among them are: Charles Perrault and Pierre Perrault d'Armancour's publication of the Tales of Mother Goose in France in 1698, the appearance of John Newbery's The Little Pretty Pocket Book, Newbery's publication of Oliver Goldsmith's History of Little Goody Two Shoes, the influence of John Locke and his philosophy of "childhood", and the adventure writing of Daniel Defoe and Jonathan Swift.

Newbery deserves special note for his prolific printing/publishing contributions which helped launch the world of literature specifically designed for children. Lillian Smith (1953) elevates Newbery to the level of "genius", with many other critics acknowledging him as an 18th century entrepreneur. Newbery recognized the art of salesmanship and merchandising. His books were attractive, appealing, finished with gilt-paper covers, and relatively expensive for the common people.

Contextually, his books were entertaining. They could not, however, escape the didactic tenor of the times. Although they did provide instruction in manners and behavior, plus vital lessons to learn in life, they were not textbooks (Huck, 1979; Sutherland and Arbuthnot, 1986). Newbery's successes encouraged the publishing trade for children's books.

Newbery's publishing also brought to life the stories of two adventure writers, Daniel Defoe and Jonathan Swift. The two books, Robinson Crusoe (1719) and Gulliver's Travels (1726), written for adult entertainment, became immediate successes with children. Although Defoe and Swift had not anticipated this success, their literary satires on society, the human race, and the natural goodness of humanity became 18th century "best sellers".

Poetry also reached the child's level. Issac Watts, Ann and Jane Taylor, and William Blake produced books for children in moralized verse. Blake's work was better received by the adult audience, but it did portray the view of a happy child. His work reinforced that long neglected period of development now recognized as "childhood".

Such apparent "frivolity" for children did not go unnoticed by the didactic contingency of society who wished to purify this "new trend" in literature. Haviland (1973) identified this movement in Children and Literature: Views and Reviews, indicating that didacticism did not disappear, but merely changed from the early moral didacticism to a more current social didacticism.

Two vocal English critics and reviewers included Thomas Day and Sarah Trimmer. Trimmer, in an article written in 1803 in the Guardian of Education, warned that, ". . . much mischief lies hid in many of them" (in Haviland, 1973, p. 4). Trimmer was referring to the numerous volumes of children's literature that were reaching the book market, including Robinson Crusoe. Trimmer firmly believed that children should not be allowed to make their own choice when selecting

reading material. Early 19th century censorship appears to have already had a foothold through Sarah Trimmer's efforts.

Joining Trimmer in her campaign against "new trend" literature was the prolific moralistic writer and critic Thomas Day. Sutherland and Arbuthnot (1986) categorize Day's four volume The History of Sanford and Merton as classic examples of new didacticism. These four volumes contrasted the lives of a rich spoiled child, Tommy Merton, with the industrious, honest farmer's son, Harry Sanford. Under the direction of a hired tutor, Tommy Merton emerges as a changed child. His example in this transformation was the simple farmer's son.

America was not left untouched with the new didacticism. Martha Finley (1828-1909), writing under the pen name of Martha Farquharson, produced twenty-six volumes about a pious Elsie Dinsmore. Through Elsie and her example to others, every adult was converted and brought to a state of repentance. (Sutherland and Arbuthnot, 1986)

The utilization of McGuffey's Eclectic Readers in education reinforced the morals of society. These readers " . . . were used so widely from 1834 to 1900 one could almost say these readers comprised the elementary curriculum in reading" (Huck, 1979, p. 65). The literature selections in the readers had vivid morals and truths that children were encouraged to espouse.

Children's literature did not stagnate, however. New milestones and turning points continued. As children's literature changed, new attitudes began to emerge. Sebesta and Iverson (1975) offer insight into

one phase of the change when they discuss the aspects of healthy entertainment that literature brought to children. They view literature as a diversion from perplexing problems or a relief from boredom. That, however, is only a part of its value. "Literature is true recreation, in the root sense of that word: it re-creates the reader as it actively engages thought and feeling." (p. 5)

Such "re-creation" and recreation occurred in the turning point stages of children's literature. There was a movement away from the dominance of moral and social didacticism. Contributors and contributions during this era include:

- Jakob and Wilhelm Grimm and their volumes of fairy tales;
- the whimsical illustrations of Randolph Caldecott;
- the strong colors and designs of Walter Crane's picture illustrations;
- the child-like simplicity of Kate Greenway's drawings and verse;
- and the poignant, fanciful tales of Denmark's master story teller, Hans Christian Anderson.

Also appearing at this time were the humorous limericks of Edward Lear in his A Book of Nonsense, Lewis Carroll's Alice's Adventures in Wonderland, and the varied boyhood adventures in Robert Louis Stevenson's Kidnapped and Treasure Island. Iris Tiedt (1979) identifies the 1800s as the emergence period of what can truly be called "children's literature".

Aspects of the Victorian Era influenced morality in the literature of the day. Much interest was placed on family life and religious duty.

Norton (1983) relays the findings of research on Victorian literature as investigated by Robert C. Kelly in 1978. Kelly summarized Victorian literature as depicting the qualities of fortitude, temperance, prudence, justice, liberality, courtesy, courage, self-reliance, and presence of mind. These social realities were evident in stories of this era. Charlotte Yonge's writings demonstrate these elements and ideals. Her fiction, although often personalized, focused on family life, duty, and responsibility.

In the early 1900s, a new educational philosophy emerged led by John Dewey and other Progressives. The idea that learning should be activity oriented and based on previous experience, ". . . helped to move authors away from a predominantly didactic approach." (Tiedt, 1979, p. 493) This movement ushered in new forms of realism.

New realism in writing showed itself in many divergent ways and approaches, each as varied as the author who wrote the story. One could find the realism of Samuel Clemens' and his fictionalized boyhood experiences on the Mississippi River in The Adventures of Huckleberry Finn. One finds realism in Beatrix Potter's delightful tales of a naughty rabbit named Peter in 1901, and Laura Ingalls Wilder's series of books on pioneer life in America starting with Little House in the Big Woods in 1932. One finds a unique fanciful realism in E. B. White's contemporary classic, Charlotte's Web, written in 1952. And one can find an exciting social and emotional realism in the following titles of children's literature written during the 1970s and the 1980s:

William's Doll (Zolotow, 1972)

A Taste of Blueberries (Smith, 1973)

Bridge to Terabithia (Paterson, 1977)

Dear Mr. Henshaw (Cleary, 1983)

The One-Eyed Cat (Fox, 1984)

Sarah, Plain and Tall (MacLackan, 1985)

It is significant to note that the War Years (1914-1918 and 1939-1945) were also replete with stories that contained threads of nationalism and patriotism. These elements, or thematic treatments could be construed as didactic in intent and purpose.

Dewey Chambers' comments aptly conclude this researcher's discourse on didacticism in children's literature. Chambers writes:

Students of literature for children do concede that in the present era, the didactic content seems to be less. This may be due to a more sophisticated, thorough understanding of how children develop and learn. The fields of psychology and education are sciences that no longer subscribe to the old approaches of inculcation and learning . . . literature for children in the last half of our century appears to have lessened the old didactic austerity. (Chambers, 1979, p. 140)

SECTION SUMMARY

The history of children's literature is a story of changing societal values and beliefs. Throughout the short history of this genre, with its origins in the oral tradition of the story tellers, minstrels, and bards, numerous milestones, bench marks and turning points have occurred

that have brought us to the literature for children that exists today. Early literature for children was heavily didactic and carried with it strong overtones of moral behavior and propriety. Children's literature was based on adult perceptions of the world around them and the demands of the social tenor of the times. Didacticism was evident in the writings for children until the mid-1800s. This period marked a time of new realism which still exists today. Didacticism is now found in subtler, more sophisticated forms. It is not the religious didacticism of the Puritan era or of Victorian conformity and duty. It is rather a search for self, for understanding the needs and feeling of others, and for exploring ideas and concepts that may be new to the reader. It is a realism that allows for decision making and personal assessments about a changing world and society.

RESEARCH AND SCHOLARLY OPINION ON HOW LITERATURE AFFECTS CHILDREN

For the child of the 1980s, "It is clear that change has become a predominant fact of life, accelerating at such a pace that there has been confusion about traditional values," state Sutherland and Arbuthnot in their seventh edition of Children and Books (1986, p. 7). Such changes and confusions are reflected in the attitudes, opinions, and behaviors that children may exhibit in their search for "meaning in life" as identified by Bettelheim (1976), Havighurst (1950 and 1953), and Maslow (1968).

There is a realization that children's literature both reflects the values of society and instills those values in children. This realization has made growing numbers of adults aware that children's literature is a part of the mainstream of all literature. Like its counterpart, adult literature, literature for children is worthy of our respect both for what it is and for what it does. (Sutherland and Arbuthnot, 1986)

Much of modern children's literature attempts to portray the conflict and controversy in society's moral standards and life styles. Authors and publishers of literature for children are increasingly aware of how crime, violence, contemporary sex patterns, and other "inescapable facets of society" are themes that reach the more sophisticated child of the 1980s. (Sutherland et al, 1986, pp. 7-8)

Television frequently serves as the medium that exposes children to societal change and attitude. But, the enduring values of the past and the conflicting contemporary values of the present are also reflected in the materials that children read and are exposed to in their daily human interactions, whether in a social or educational setting.

Research on Self-Concept and Personality Development

The list of researchers analyzing the impact that such literature can have in shaping a child's attitudes, their self-concept, their interaction with others, their personality development, and their view of the world is impressive. The effect of imaginative literature and its relevance to social and personal values adjustments was studied by Rosenblatt (1938,

1976). Kircher (1945) analyzed the influence of literature on children's personal character formation. Two different studies carried out by Taba (1947) and Crosby (1963) approached literature in terms of helping children gain skills and understanding which would enable them to improve their skills in human relations, interactions, and bonding. Russell (1948) offered six benefits that he felt interaction with literature could provide, including developing a sense of belonging, and understanding the behavior of self and others. The depiction of the family as portrayed in selected children's literature was the focus of Nobel's study carried out in 1971. Talan (1980) chose to measure the impact of children's literature on self-concept and its correlations to reading attitudes and reading achievement. All of the above researchers concluded that literature, to varying degrees, has the potential to affect the reader at a multitude of socio-emotional levels.

Research on Social and Ethical Values

Studies carried out by Chambers (1965), Lowry (1966), Roberts (1975), and Paris (1977) sought to determine the presence of various social and ethical values, qualities of citizenship, as well as the treatment and portrayal of family units, and male and female roles in literature published for children. Roberts and Paris focused on stereotypic views of women's roles in careers, in provider roles, and in the general work world. Lowry and Chambers analyzed the degrees of intensity and frequency of identified social and ethical values evident in selected

children's literature. Lowry's study involved the Newbery Award winning books, whereas Chambers used books published by two publishing firms over a one year period. Both studies revealed that books vary in their treatment of themes and issues, but all books dealt with values that could be quite applicable to a young reader's life. The intensity and frequency of the values depended on the selection of individual titles from the books analyzed.

Sutherland and Arbuthnot (1986) indicate that studies dealing with the impact of reading and literature on children, and the treatment of values, attitudes, and socio-emotional development assist educators and professionals in the field of library science. These studies help educators and library professionals use books more wisely with children. Obvious implications from these studies also are present for authors of children's books. Authors must know the audience to whom they write and the needs that such an audience may have.

It appears that these basic needs of humanity, as identified by Abraham Maslow (1968) in his book, Toward a Psychology of Being, do not change. Children still have basic survival and safety needs. Children still need to feel that they are loved and that they belong. Children still need to realize self-esteem and feelings of personal accomplishment. Children still need to be assured that the "ME" they are becoming is valuable and important.

Applications of Research in Educational Settings

Sadker and Sadker (1977) offer a method in which Maslow's need level can be accomplished by teachers in the classroom setting. They assert that through the rich and powerful resource of children's literature, students can confront and cope with the social issues that impinge upon and affect their lives. Sadker and Sadker favor modern realistic fiction -- stories that present real children facing real problems. This type of fiction serves to ". . . reflect and crystalize contemporary experiences for today's children" (1977, p. 3). The Sadkers do not limit the power of books to just the area of modern realistic fiction, however. They see the issues that affect children as "timeless". Therefore, fables, fairy tales, myths, poetry, historical fiction and modern fantasy also have meaning for a young reader today. Each genre in its own way can help clarify and give depth to the existing contemporary experience. (Sadker and Sadker, 1977)

Other writers on children's literature reflect similar opinions. James Smith and Dorothy Park (1977) see literature as fulfilling two important functions in the elementary school. To these writers, literature can be used as a tool to teach subject matter, and as enrichment for all areas of the curriculum. They further contend that literature ". . . touches on every aspect of living and therefore should become an integral part of the entire school program". (Smith and Park, 1977, p. 15)

Charlotte S. Huck, a respected writer about the genre of children's literature, encourages the integration of an effective literature program into the elementary schools also. She acknowledges that much of what a child studies at school deals with skill and process development and the accumulation of factual material. She believes that, ". . . only literature is concerned with thoughts and feelings. Literature helps a child develop an understanding of what it means to be fully human." (Huck, 1979, p. 700)

To Huck, literature and a viable literature program, encompasses five elements. Literature provides enjoyment, develops imagination, gives vicarious experiences, develops insight into human behavior, and presents the universality of experience. (1979, pp. 701-704)

Approaches to Applying Literature in the Educational Setting

If an ultimate goal of education is to make reading meaningful, then children's reading should make life more meaningful to them. Basal reading texts have been criticized for not providing this "relevancy" as a part of the reading program. Smith (1985), Lundsteen (1979), Newman (1985), and Y. Goodman (1987) are authors who promote a movement towards reading "relevancy". Attitudinal shifts toward this approach are beginning to occur.

Publishers of basal texts, as well as whole language theorists and practitioners, see the need for trade books (i.e. children's literature) in the classroom. Major publishers, such as Ginn, Scott Foresman,

Harcourt, Brace, Jovanovich, and D. C. Heath are including auxiliary literature suggestions in their teacher's editions. They are also incorporating "recognized" selections from children's literature in the student texts. Publishers and textbook writers appear to be acknowledging and promoting the role that literature has in a well-rounded reading program.

State Departments of Education may find themselves more deeply involved in promoting literature within a structured reading program. This is evident in the recent California Reading Initiative launched by State Superintendent of Schools Bill Honig in May of 1986. Major conferences are planned and have been held to give additional focus to state and national literature movements.

The national Reading Is Fundamental program (RIF), now in its twentieth year, continues to dedicate itself to bringing good books into the permanent possession of children throughout America. State and local reading associations promote literature sharing with children as a part of their yearly program. At least twenty-eight states have young reader programs that involve children's voting for favorite books. Among these states are Kansas, Missouri, Vermont, Georgia, Colorado, Hawaii, Texas, California, and Ohio. Some states actively involve the students in the title nomination process also.

The Role of Trade Books in the Educational Setting

Judith Newman (1985), editor-author of Whole Language: Theory in Use, identifies trade books as the cornerstones of a reading program. She proposes that one of the values of trade books ". . . lies in the natural language that children's writers use. There are neither controlled vocabularies, nor simplified syntactic structures." (p. 64)

The use of trade books also is promoted by Sara Lundsteen (1979). She contends that children need exposure to trade books for their literary usage of language. She further states that children's books are a highly motivational format through which children develop necessary listening skills and appreciation skills of the world around them. (Lundsteen, 1979)

Writers and researchers in "whole language" approaches affirm the essential role of children's literature. Quality literature is the basis upon which learning is built and such literature assists the child in moving through the necessary stages of listening, speaking, reading, and writing. (Y. Goodman, 1987) Children's literature allows for meaningful learning and experiences that bring purpose and function to the written word. (Smith, 1985) The sense of "relevancy" is established.

Although differences do exist in the structure and philosophy of the "basal approach" and the "whole language approach", the integration of children's literature in both approaches is clear. It is not the intent of this researcher to promote one approach over the other, or to identify one approach as being more educationally sound and thus, the better

approach. What is important to realize is the impact that children's literature can have on any reading program, whether skills oriented or holistic in approach. The emphasis may vary, but the need for literature integration appears quite evident.

Author Katherine Paterson, writing in Once Upon a Time, concludes an autobiographical sketch with this statement:

~~I too have learned that reading can be a road to freedom or a key to a secret garden, which, if tended, will transform all of life. (1986, p. 19)~~

SECTION SUMMARY

Much research and scholarly opinion can be found about the impact and influence that literature can have on the lives of children. Studies point out the varying levels of such impact and influence, but most concur that children frequently react to and with the materials that they read. Most writers in the field see the importance of literature integration within the educational environment as a means of dealing with feelings and thoughts to compliment the traditional academic focus on skill acquisition and mastery of factual data.

Critics agree that values, social attitudes, realistic life situations, and judgments about proper social behavior are carried through the written word as well as the visual media of television, film, and video. Children's literature allows for the exploration of these elements in a personal or shared situation, as may be found in a classroom. The need

to give literature a respectable place in the curriculum is not contested. The point contested centers more on letting that literature promote "relevancy" in learning so that children can become literate, well-informed adults who enjoy reading and appreciate the function that reading plays in their lives and development.

RESEARCH AND SCHOLARLY OPINION ON BIBLIOTHERAPY AS AN ART AND A SCIENCE

The term "bibliotherapy" has had many definitions attached to it since it first appeared in a 1916 Atlantic Monthly publication written by Samuel McChord Crothers. Crothers referred to such "book therapy" as a new science of healing and helping. Early research carried out in "book therapy" solidified the views that this practice was a science carefully controlled and implemented by physicians, psychiatrists, psychologists, trained technicians, and hospital librarians. With the publication of an article entitled "Bibliotherapy" in 1937 by Dr. William Menninger of the famed Menninger Clinic in Minnesota, this "book therapy" practice appeared more firmly entrenched into the realms of science, medicine, and psychiatry than ever before.

The major emphasis through the 1930s and 1940s maintained all bibliotherapeutic practices locked solidly into the medical arena. Much of the writing on bibliotherapy referred to treatment practices with mental cases or patients experiencing maladjustments in personality development. Bibliotherapeutic treatment was also extensively used in

the Veteran's Hospitals of the time as a counseling/guidance intervention for war trauma patients and disabled veterans. Important advancements were offered by Menninger (1937, 1939) and others in the medical field. Menninger felt that the importance of bibliotherapy was the ability of the patients to make contact with external reality and to gain insight into the nature of their emotional and adjustment problems. Rosenblatt (1938), Schneck (1946), and Gottschalk (1948) offered insight into the psychological and philosophical foundations for bibliotherapy. Rosenblatt recognized the innate values of literature. She viewed literature as a help in preventing the growth of neurotic tendencies through the vicarious participation of the reader in others' lives. (Moses and Zaccaria, 1968, p. 11)

Rosenblatt concluded that adolescents who are guilt possessed or rebellious might be able to understand themselves better and might be able to appreciate the value of their own temperamental leanings through literature experiences. Rosenblatt felt that these adolescents might be able to gain greater self-awareness and realize that their emotional reactions were not valued in their own environment.

The medical-scientific concept of bibliotherapy remained despite the growing interest that the educational field was generating. Educational research on bibliotherapy, done in the late 1940s and early 1950s, promoted a more global application of the process. Studies by Smith (1948), Shrodes (1949), Hartman (1951), and Russell and Shrodes (1950) pertained to the impact of imaginative literature with children and adolescents in non-clinical structures and settings. These researchers

expanded bibliotherapy to a newer dimension, an "ART" in need of more investigation and refinement.

Caroline Shrodes defined the process of bibliotherapy in her 1949 dissertation from the University of California, Berkeley, as that:

. . . dynamic interaction between the personality of the reader and imaginative literature -- interaction which may be utilized for personality assessment, adjustment, and growth. (Shrodes, 1949, p. 32).

She further proposed that such interaction involves three levels of integration before bibliotherapy could be truly effective. These levels included *identification* -- an unconscious affiliation by the reader; *catharsis* -- a spontaneous release of emotion or feeling by the reader; and *insight* -- an attained awareness or recognition level by the reader when reacting to the written words. Her writing and research provided the impetus for much further study. Shrodes is quoted and identified as a key figure in the field of bibliotherapy in over 90% of the documents that this researcher read while preparing this dissertation.

Russell and Shrodes (1950) collaborated on two articles for the School Review that further identified and expanded the function that bibliotherapy could have in the educational field as well as the clinical areas. Bibliotherapy was identified as an active process. It involved active participation, open dialogue, and trained listening. It required knowing the children and their needs, or larger group needs. It demanded sensitivity, patience, and timing and a keen knowledge of literature for children.

Despite the efforts of the educational researchers in promoting bibliotherapy as an art, the 1963 October issue of Library Trends, devoted entirely to bibliotherapy, suggested the following uniform definition:

Bibliotherapy is a program of selected activity involving reading materials, planned, conducted, and controlled as treatment under the guidance of the physician for emotional and other problems. (Tewes, 1962, pp. 226-227)

The 1962 definition and discussion did identify the importance of the patient's reactions and responses, and some method of follow-up and interaction, but it left bibliotherapy largely in clinical hands. These components, reaction, response, and follow-up, had been emphasized by Shrodes and Russell in their earlier writings, as were the levels of interaction and integration by the reader.

The suppositions in the work of Shrodes (1949) and Hartman (1951) were further countered by Jackson (1962) in the same issue of Library Trends. Jackson, a library educator, warned that the book itself cannot be considered the therapy. She agreed that while realistic imaginative literature had many therapeutic possibilities, carefully planned courses that provided a more formal learning experience would be required. Jackson did not deny the importance of reader interaction with others. In fact, she considered this practice desirable. Jackson stated that, "Discussion of books in which the librarian as well as the patron may grow and change are important." (1962, p. 124)

Although there was no agreement on who should administer bibliotherapy, there was one area of practice that appeared to have unanimous consensus. Jackson, Shrodes, Hartman, Russell, and

Menninger all acknowledge the importance of discussion after the reading is completed. Part of the therapeutic practice involves the interaction of reader with the material. Shrodes referred to this application stage as "insight". A way to insure that this interaction occurs, and to provide for any misconceptions of author intent, is through open discussion with other readers and/or helping professionals.

A major contribution towards understanding bibliotherapy more fully appeared in 1968. Zaccaria and Moses authored Facilitating Human Development through Reading: The Use of Bibliotherapy in Teaching and Counseling. This detailed volume recounted early research and writing on bibliotherapy, explained rather technically the aspects of psychotherapy found in Freudian, Gestalt, and eclectic approaches, and analyzed research in an attempt to quantify and qualify the results of bibliotherapeutic intervention. The authors were most optimistic, and perhaps marginally biased, when they stated that bibliotherapy was a useful adjunct to the more traditional techniques of the practitioner. They further stated that:

Surprisingly, not a single study found bibliotherapy to be ineffective. No one has attacked the use of bibliotherapy on theoretical or ethical grounds either. The rather substantial body of research points up bibliotherapy as an effective procedure. (Zaccaria and Moses, 1968, p. 41)

Both researchers do qualify their conclusions by stating that bibliotherapy cannot be used with all individuals, nor should it be considered a panacea for emotional and developmental maladjustments.

Three books have appeared on bibliotherapy that have added a greater understanding to this field of endeavor. They include Eleanor Brown's Bibliotherapy and Its Widening Applications (1975), Rhea Rubins's two volumes entitled Using Bibliotherapy: A Guide to Theory and Practice (1978), and The Bookfinder: A Guide to Children's Literature about the Needs and Problems of Youth Aged 2-15 (1983) by S. Dreyer. Dreyer's work categorizes children's literature by themes and age ranges. It is a valuable tool for educators dealing with booklist or individual title selection. Brown and Rubin give excellent over-views about the history and development of bibliotherapy. Their efforts include discussions of the "art versus science" conflict and research that would support either school of thought. Rubin's compilation is the more extensive and better documented of the two.

Rubin (1978) proposes the usage of bibliotherapy in three distinct categories: institutional bibliotherapy, clinical bibliotherapy, and developmental bibliotherapy. The first two categories, clinical and institutional, leave bibliotherapy in the hands of science and medicine. Rubin's third category, developmental, demonstrates the art of bibliotherapy in practice. In the introduction to her book, Rubin clarifies and defines developmental bibliotherapy as the use of both didactic and imaginative literature with groups of "normal" individuals. She further promotes the concept that these groups are designed and led by either a librarian, teacher, or "helping professional". The purpose of group interaction is to promote normal development and self-actualization, or to maintain positive mental health attitudes and practices.

The basis for much of Rubin's supposition is the developmental task theory authored by Robert Havighurst. "Tasks" that individuals encounter must be met with success in order to attain happiness and to provide success for later tasks that may be built on earlier task attainment. Failure to successfully complete identified "tasks" may result in maladjustments in personality, disapproval by societal standards, and general unhappiness with self. Rubin contends that developmental bibliotherapy

. . . can help people with these common tasks besides helping to cope with individual problems such as divorce, pregnancy, death, and prejudice, all of which are refinements of developmental tasks. (1978, p. 5)

Rubin emphasized that success in all three categories of bibliotherapy depends on discussion of, and interaction with the material after reading has occurred. Positive outcomes of bibliotherapy are not found solely in the written material, but show themselves in the child-to-teacher, or group discussion and interaction.

Aspects of Rubin's developmental bibliotherapy also might be found in the writings of Rosenblatt (1938,1976), Witty (1964), Moses and Zaccaria (1968), and Chambers (1971). These writers discuss and promote the concept of "preventive bibliotherapy". This approach calls for pro-active involvement by teachers and school librarians. Preventive bibliotherapy allows for "issues awareness" among students in a classroom setting or in a school counseling group. Chambers (1971) states that, "Preventative (sic) bibliotherapy helps children understand a problem before the problem becomes a block in the child's development." (p. 160).

It cannot resolve all of life's social and emotional problems as children react differently and individually to stories and conflicts. What may fit the needs of one child might easily be discarded by another. This fact exemplifies the uniqueness of each child and the impact of literature written for them. Moses and Zaccaria conclude that,

Didactic and imaginative literature can be used in the contexts of preventing possible future maladjustment and providing remediation for existing problems. (1968, p. 13)

The basic premise of the preventive approach is to provide support for the troubled individual; to allow for exploration of alternative choices; to seek clarification of problem situations; to promote general and specific exploration of ideas or themes; and as a recreational tool. (Moses and Zaccaria, 1968)

In her book, Using Literature with Young Children, Betty Coody (1983) identified bibliotherapy as a

... new term for an old practice of using books to help children solve their personal problems and to assist them in meeting the basic needs of growth and development. (1983, p. 160)

Both Coody (1983) and Chambers (1971) have stressed the unique relationship of vicarious transfer and personality development. *Vicarious* becomes a key concept in the bibliotherapeutic integration process. This concept led Coody to affirm that, "Ego damage is not so threatening in the vicarious experience as in the real one" (1983, p. 190). Vicarious transfer allows the child to empathize with characters in the story, to evaluate the problem solving skills portrayed in the book, and to personalize elements of the story for present application or future

reference. Shrodes (1949, 1950) would consider these processes a part of the *identification* and *catharsis* levels of bibliotherapeutic integration.

Bernstein (1977) breaks from the earlier traditional definitions and views of bibliotherapy in her book, Books to Help Children Cope with Separation and Loss. Her premise is that, "... everyone can be helped through reading. Bibliotherapy is a process in which every literate person participated at one time or another" (p. 21). To Bernstein, bibliotherapy consists of the self-examination and insights that are gained from reading. The source can be varied. It may be fiction or non-fiction materials and can occur in formal therapy sessions, in reading guidance situations, in self-directed reading activities, or simply by accident. (Bernstein, 1977)

An article written in 1952 by Lindahl and Kock attempted to bring credence to bibliotherapy in the school and classroom setting. These writers prefaced their conclusion with a strong statement of emotional appeal. They stated that:

Inasmuch as the building of a wholesome, self-confident, self-respecting, effective, happy personality is one of the major goals of education, the teacher is seeking constantly to find ways of giving each child the particular guidance that he needs. (1952, p.390)

It was the feeling of both educators that the utilization of recreational reading with a purpose was one way,

... in which the child may receive mental and emotional therapy through identification with a character in a book who faced a problem or situation similar to the child's own problem or situation. (Lindahl and Koch, 1952, p. 390)

Smith and Park would concur with this finding. These authors list sixteen objectives that literature in the elementary school can address. Three of these objectives speak specifically to bibliotherapy as a classroom art. Literature can provide a means of therapy for troubled children by meeting many of their psychological needs. Literature also can help children build skills in self-expression, in defining problems, and elaborating feelings and conflicts. In an affective sense, literature can serve as a basis for deepening an appreciation of beauty. (Smith and Park, 1977)

Although Lindahl and Koch and Smith and Park wrote during different time periods, they reaffirm the values that vicarious experiences through reading can bring to children. On-going encounters with characters, plots, and themes demonstrate how bibliotherapy attempts to provide for misunderstandings and anxieties which confront children during the maturation process.

Much of the research carried out during the late 1970s and the early 1980s placed a new emphasis on bibliotherapy as a guidance tool, and as an approach to deal with substance abuse and alcoholism, emerging changes in family life patterns, weight loss reduction programs, perceptions towards the disabled and the elderly, marital conflict, as well as sport's medicine. Specialized bibliotherapy with gifted children and those institutionalized have been areas of in-depth study and research also.

Schrank and Engels (1981) and Shrank (1982) researched bibliotherapy to determine its usefulness in on-going counseling and

self-concept realization. Schrank (1982) contended that bibliotherapy might be utilized in schools as a basis of, or adjunct to, guidance and larger instructional programs.

Pardeck and Pardeck (1985) and Sheridan (1982) researched the effects of bibliotherapy in helping children adjust to family life changes caused by divorce, separation, death, or abandonment. Sheridan's study found no significant differences between his control and experimental groups. He did indicate, however, that the results of the treatment offered to the experimental group (48 students experiencing family life changes) might have been drastically lower if the intervention had not occurred.

Agness (1980), Hopkins-Best and Wiinamaki (1985), and Gerber and Harris (1983) applied bibliotherapy to their research about disabled students. Agness (1980) studied the perceptions held by non-disabled students toward physically disabled students in conjunction with a program of bibliotherapeutic intervention. Statistical findings did not validate any marked difference in student perception, but observations and interviews showed that students in the program had greater positive attitudes towards the disabled following selected readings that were a part of the experimental program. Hopkins-Best and Wiinamaki focused on group discussions, readings, role playing, and writing as bibliotherapeutic techniques to assist disabled students in their transition from the school world to the work world. Gerber and Harris promoted books as a means of remediating social deficiencies that might be inherent in learning disabled students. They concluded that such

interaction with books provided students with models that focused on social perceptual cues, situation-specific behaviors, and appropriate affective responses.

Frasier and McCannon (1981) found that bibliotherapeutic readings allowed gifted students to discuss and develop alternative approaches to meeting their special challenges and problems, especially in the areas of peer acceptance and dealing with high expectations. Sisk (1982) studied bibliotherapy as an agent for providing strategies that would promote individual moral development among gifted students. She concluded that bibliotherapy and group dynamics activities supported such development.

Several studies were carried out that considered the effects of directed bibliotherapy to aid in weight loss. Galliford (1982) reported inconsistent results among the five established treatment groups, but felt that further study was warranted. Rucker (1983) concluded that the Hagen Bibliotherapeutic Intervention program did produce weight loss, and that there was a noted improvement in the experimental groups' self-concept scores and interpersonal attitudes and abilities scores. Rucker also concluded that more time was needed to assess the effects and that longitudinal studies should be implemented.

Garrett (1984) studied 108 adolescents who were institutionalized to ascertain if bibliotherapy could strengthen positive feelings of self-concept. Final results showed no significant differences between control and experimental groups or between males and females, except in areas of popularity, where females attained higher growth. Harbaugh (1984)

approached bibliotherapy as a means of teaching problem solving skills to female juvenile delinquents incarcerated in state facilities. Harbaugh wished to measure gains made in identifying problems, analyzing emotional content of situations, analyzing people's motivation, and formulating solutions to life situations. This study revealed significant gains on the part of the participants. Thus Harbaugh concluded that there are positive implications to bibliotherapy in similar situations.

Zelevnick (1985) conducted a study to measure the impact of realistic fiction on students' attitudes towards the elderly. Two groups of fourth, fifth, and sixth graders were involved in the study. One group was exposed to literature that dealt with the treatment of elderly citizens; the second group read an alternate number of selections without treatment of the elderly. No discussion was held with either group. Final results showed no significant differences in student attitude. The researcher concluded that discussion groups and material sharing might be the aspect that would have impact for attitude change.

Bohlmann's dissertation (1986) analyzed fifty runners exhibiting high self-esteem, but low self-acceptance. After twelve bibliotherapy lessons over a six week period, post-testing was implemented. The bibliotherapeutic lessons assisted runners in reaching higher levels of self-acceptance according to the study. Similar studies have been carried out to assist athletes in developing "imagery" conditioning through bibliotherapeutic intervention.

In reviewing the research done on bibliotherapy during the late 1970s and the first half of the 1980s, ERIC documentation indicated a

total of forty-eight projects that included direct aspects of bibliotherapy. Of these forty-eight identified projects, fifteen focus on family life adjustments and situations; seventeen focus on emotional health and social issues, including fear reduction in younger children; nine thematically treat self-esteem and positive self-concept areas; seven treat developing positive attitudes towards others. The doctoral dissertations vary geographically also. No particular region of the United States appears to favor the practice of bibliotherapy over another region.

SECTION SUMMARY

Bibliotherapy can be viewed as both an art and a science.

Utilization of recommended readings as a treatment for patients is believed to have been practiced by American doctors Benjamin Rush and John Galt II during the first half of the nineteenth century. This practice of "book therapy" was also promoted by Pierre Janet, a French psychiatrist. The term "bibliotherapy" was actually coined in 1916 by Samuel McChord Crothers. Psychiatrists William and Karl Menninger incorporated bibliotherapy at the Menninger Clinic as a treatment to help their patients solve problems and to promote coping behavior. The practice of bibliotherapy remained largely in the hands of the medical profession and was viewed as a science.

The 1949 dissertation of Carolyn Shrodes promoted the practice of bibliotherapy in the educational arena. Although the issue has been strongly debated over the past forty years, bibliotherapy can now be

viewed as both an art and a science. Extensive literature has been written defending both forms of practice.

Bibliotherapy is viewed as the use of reading material to help solve emotional problems and to promote positive mental health attitudes and practices. It is most effective when followed by discussion and interaction with a group or with a trained professional. Rhea Rubin divided bibliotherapy into three distinct categories: institutional, clinical, and developmental. Typically, three stages are present in any process of bibliotherapy. They are *identification*, *catharsis*, and *insight* (Shrodes, 1949).

Preventive bibliotherapy is an aspect of developmental bibliotherapy. In preventive practices, children explore an issue in their reading that they may encounter later in their lives. Through vicarious experiences the child can gain understanding about a problem before that problem becomes a block in the child's development. This concept is based on Havighurst's developmental task theory.

Much research and scholarly writing has been done on bibliotherapy in the past fifty years. New emphasis is being given to the benefits of bibliotherapy in dealing with changing family patterns, alcohol and substance abuse, death and dying, and accepting others who are disabled, impaired, or institutionalized. As with most areas of research, longitudinal studies are needed to validate the benefits of bibliotherapy.

CHAPTER SUMMARY

Chapter Three has covered four different areas as background for this research study. The four areas include:

- * A History of Didactic Education and the Role of the Child;
- * A History of Children's Literature and Its Didactic Nature;
- * Research and Scholarly Opinion on How Literature Affects Children; and
- * Research and Scholarly Opinion on Bibliotherapy as an Art and a Science.

The focus of the chapter has been directed to the influence and application of literature in the lives of children, and how practices of bibliotherapy can be viewed as important elements in bringing relevancy to a child's total development.

Ivan Southall (1975), a noted children's author, reiterated many of the benefits of sharing literature with children in his book, A Journey of Discovery: On Writing for Children. He states:

I am hoping for characters, perhaps I am searching for characters, that children can identify as human, characters they can understand, with whom they can themselves identify. Out of this type of shared experience a boy or a girl might catch on to the idea that trying to know your friend is better than judging him. They might come around to the idea that all kinds of people have all kinds of problems, grown-up people even, and other kids, and his or her personal load of guilt or doubt or anxiety might begin to weigh a little less . . . if it is possible to express a hope in words, it is simply to continue a shared journey of discovery into a wonderland of human experience. (Southall, 1975, p. 35-36)

Southall's comments specify the true intent of bibliotherapy with children. Bibliotherapeutic exposure attempts to provide students with deeper insight and understanding of self and others. It allows the child to see himself as a valuable human being, not perfect, but not alone in his troubles, worries, anxieties, doubts, and fears.

Chapter III

DESCRIPTION OF THE RESEARCH DESIGN AND PROCEDURES USED IN THE STUDY

INTRODUCTION

This descriptive study, involving books nominated since 1975 for the California Young Reader Medal, employed a content analysis method of research to screen the eighty-four trade book titles in the kindergarten through grade six categories. The nominated titles were analyzed to determine their developmental bibliotherapeutic potential. As indicated in Chapter I, fifty of the titles represent trade books nominated in the Primary Category (Grades K-3). These books were largely picture story books in format. The remaining thirty-four titles represented trade books nominated in the Intermediate Category (Grades 4-6). These books were considered "junior novels" due to their length and development of theme.

In an effort to gather descriptive information on bibliotherapeutic potential, this content analysis study investigated theme, conflict, or character portrayal treatments in the nominated titles, as measured by the six criteria established for the study. Such analysis revealed social, cultural, emotional, psychological, or developmental issues present in the selected literature for children, or the apparent lack of such issues.

Content analysis methodology was used because it provided for an objective, systematic, and quantitative description of the California Young Reader Medal master lists.

PROCEDURAL STEPS

The following activities were pursued to accomplish the objectives established for this study as identified in Chapter I. The activities are discussed in the general sequence in which they occurred.

Obtaining California Master Lists of Nominated Titles and Related California Correspondence

In June of 1986, initial communication was carried out with the California Reading Association, one of the sponsors of the California Young Reader Medal program (Appendix P). Lists of all nominated titles in the Primary (K-3) and Intermediate (4-6) categories were obtained as well as information about the state program and the criteria upon which book selection is based (See Appendices A and E). In March of 1987, communication was begun with a representative from the California Media Library Educators Association (CMLEA), Mrs. Jean Wickey (Appendix Q). The intent of this correspondence was to secure additional background information on the growth of the young reader program in California. Correspondence also was directed to Mr. Ellis Vance, past chairperson of the California Young Reader Medal committee (Appendices R and S). This researcher

hoped to obtain statistical information about the growth of the program as well as early journal documentation that was not available to the researcher through ERIC searches.

Collecting Research Information from Other Sources

Two formalized ERIC searches were undertaken through the University of the Pacific library in an effort to gain information on previous research on bibliotherapy and the impact of literature on the lives of children. One search was carried out in the summer of 1985 and the second, more detailed search was carried out in the summer of 1986. Library facilities utilized included those located on the campuses of Sacramento State University, California State University -- Stanislaus (Turlock), the University of California -- Berkeley, and the University of the Pacific in Stockton. Those articles, position papers, master's theses, and doctoral dissertations not available through the local universities or library loan were ordered from ERIC Document Reproduction Service in Alexandria, Virginia.

Securing Copies of Nominated Titles

The researcher then began the process of collecting a copy of each nominated title. Three book firms assisted in locating and ordering the books. Copies of any books that were "out of print" were

secured through local school library facilities or from the Stanislaus County library system -- the McHenry Branch. All eighty-four nominated titles were available for content analysis screening through one of the above identified sources.

Locating Information to Develop a Data Recording Instrument

In order to develop a data recording instrument for the content analysis study, the researcher undertook a screening of existing research literature, notable books on children's literature, and a wide variety of journal articles. From this screening, potential categories were identified, compared, and contrasted. The suggested categories of Lindahl and Koch (1952), Bailey (1956), Lindeman and Kling (1969), Reid (1972), and Tway (1981) served as the basis for establishing and developing a bibliotherapeutic content analysis collection and tabulation instrument (See Appendix F).

This researcher then developed six thematic classification areas under which each nominated title would be evaluated. The six classifications were:

- A. Emotional health, self-awareness, and identity needs
- B. Cultural differences
- C. Family relationships and dynamics
- D. Peer relationships and dynamics
- E. Physical limitations and handicaps
- F. Economic situations and factors

Identifying Descriptors

Each of the classification areas was then given a set of descriptors in order to explain and expand the six general theme classifications. The descriptors also were intended to facilitate clarity in each classification for any evaluator using the tool. (Refer to Appendix G for a complete breakdown of each thematic classification.)

Developing and Formatting the Data Collection Instrument

A data collection instrument, referred to as BICAS -- Bibliotherapeutic Implication Content Analysis Survey -- was developed specifically by this researcher for the study. Two forms of this instrument were utilized; one for the Primary Category titles, and one for the Intermediate Category titles. Both forms utilized the six established categories and the rating scale of one through four which measured the book's bibliotherapeutic potential. The Primary Category instrument provided for book illustration rating. The illustration rating assessed the impact of the book's illustrations on the total message found in each story. The Intermediate BICAS instrument did not include this feature as most books in this category do not include extensive illustrations (See Appendices C and D).

The over-all content analysis related to theme, conflict, or character development treatments in the identified titles. Such

analysis revealed social, emotional/psychological, cultural, and developmental issues present in selected literature for children, or the apparent lack of such issues.

Selecting an Evaluation-Review Panel

An evaluation-review panel then was selected consisting of the researcher and three members from the fields of library education and elementary education (See Appendix B). This panel's task was to read, review, and rate each of the eighty-four nominated titles in the two categories under study (Primary and Intermediate) using the Bibliotherapeutic Implication Content Analysis Survey (BICAS) instruments.

Conducting a Panel Inservice and Pilot Study

In order to measure inter-rater reliability between panel members, a pilot study and in-service was held in January, 1987. The in-service aspect of the pilot study included the following components.

Each panel member was provided with seven journal articles, six for required reading and one optional article. The articles were selected by the researcher to give the panel members background on former and current practices of bibliotherapy, as well as descriptive

information on bibliotherapy. The articles were selected because they were not overly technical in nature (See Appendix H).

A discussion of these articles was given by the researcher, in addition to an overview of the entire research intent. The BICAS instruments were introduced, shared, and explained. The six thematic classifications were identified and the individual descriptors for each classification examined.

A question and answer time then was allowed so that panel members could discuss "how to use the form" and "how to identify thematic content" in the story. Both BICAS forms were discussed. Illustration influence received considerable discussion. The illustrations as an "enhancement" to the story helped clarify panel member's concerns about rating the picture story books.

A detailed explanation was given on the rating scale as it related to the thematic classifications. Panel members were encouraged to mark as many thematic classification areas as they felt were applicable. It was understood that a book may contain several themes to varying degrees of presentation.

The scale scores utilized on the BICAS forms range from one (1) to four (4). A scale score of one (1) indicated that the book had no potential for developmental bibliotherapy in the six categories provided, or that the story theme is not applicable to bibliotherapeutic analysis. A scale score of four (4) indicated strong potential for a reader's developmental growth -- social, emotional/psychological, or behavioral. The panel needed to rate the book in any of the categories

that they felt the book presented, even if the treatment was "moderate" or "limited".

For the Primary Category titles, an assessment of the illustrations' "message" was required. The review panel was measuring the impact that the illustrations have in extending the story theme and in adding to the book's bibliotherapeutic opportunities (Refer to Appendices C and D).

The second component of the panel in-service involved the reading and rating of six books not found on the Young Reader Medal nominated lists. These books were randomly selected titles of moderate length (20 to 40 pages) chosen by the researcher. The moderate length allowed for panel review in one setting (See Appendix I).

The panel then read the books and ranked them independently without any discussion or interaction between panel members. Following the individual ranking, the panel discussed their reactions and responses. Changes in scoring were not allowed.

Analyzing the Pilot Study and Establishing Inter-Rater Reliability Levels

The results of the pilot study then were subjected to analysis of variance procedures to establish the levels of inter-rater reliability. The basic formula employed to establish reliability was stated in ANOVA terms (See TABLE 1).

For subjective rating it is often desirable to ascertain the extent to which the observed behaviors were assessed similarly by different raters. If it can be demonstrated that different raters assessed the behaviors similarly, then the data can be considered reliable and to some extent objective (Hopkins, 1987).

This researcher established the level of .70 or higher for acceptable agreement. It was hoped, however, that the levels of agreement would exceed the .80 level. Either of these levels is considered significant according to statisticians, Borg and Gall (1983). When no variance occurs in the rating, then the percentage of agreement among raters was reported (See TABLE 1 on following page).

Initiating the Evaluation-Review Panel's Work

Once reliability was established, the Young Reader Medal nominated books and prepared BICAS forms were distributed to the panel members. Each set of books was packaged according to the year of nomination and the category under which it qualified, Primary or Intermediate. The packages were marked with that information. Each panel member was given selected sets of books. This researcher served as the liaison for collecting and distributing books upon reading and analysis completion by panel members. A rotation schedule was not provided in order to allow greater flexibility between panel members and in deference to the panel member's

personal and occupational obligations and priorities. A tentative three (3) month completion date was agreed upon by the panel members and the researcher.

TABLE 1

 STATISTICAL SUMMARY OF THE PILOT STUDY

Classification	Agreement
Illustrations	R = $\frac{3.742 - .519}{3.742}$ = .86
Emotional et al	R = $\frac{8.9 - .344}{8.9}$ = .96
Peer Rel. et al	R = $\frac{4.867 - .4000}{4.867}$ = .92
Family Rel. et al	R = $\frac{10.6 - .444}{10.6}$ = .96
Cultural Dif.	R = N/A (95% agreement) SS = 0.958 MS = 0.042
Physical Limit.	R = N/A (100% agreement)
Economic Sit	R = N/A (100% agreement)

Basic ANOVA formula:

$$R_{xx} = \frac{MS(\text{between book}) - MS(\text{respondent})}{MS(\text{between book})}$$

In June and July, 1987, all data from the adult evaluation-review panel were subjected to statistical procedures. A brief interview with

each panel member was held at the completion of the study, reviewing panel members' over-all impressions of the content analysis process, the BICAS instrument, and the books that they found most enjoyable.

Corresponding with Other State Programs

During the period of time in which the panel members were reading and analyzing the eighty-four nominated books, this researcher launched an active correspondence campaign with twenty-seven similar young reader medal programs throughout the United States and British Columbia. These were states known to have programs as identified by the Children's Book Council publication of 1985 entitled Children's Books: Awards and Prizes (See Appendix T). The intent of such correspondence was to collect data regarding the following items:

1. Book selection criteria
2. Voting criteria
3. Lists of nominated titles
4. Lists of winning titles
5. Statistical information about the growth of each state's program
6. Philosophy behind each state program

The correspondence included three major mailings: April 3, 1987, May 10, 1987, and June 3, 1987. The second and third mailings

occurred only if no response was received from the first and second requests (See Appendices J, K, and L : CORRESPONDENCE).

Telephone correspondence was held with five different state agencies when no response was garnered from the three mailings. The collection of data from each state, specifically the lists of nominated books, was charted and recorded in an effort to show regional or national trends in children's literature choices (See Chapter IV for analysis).

Conducting a Student Inservice and Gathering Student Responses

In order to gather children's responses to the nominated books from the California lists, the researcher enlisted the assistance of student readers for the Intermediate Category nominated books during the months of March, April, May, and June, 1987. These students were advanced readers reading in the GINN Basal Series (1984) in Level 15. They were fifth and sixth grade students with age ranges from ten years to twelve years. There were seven girls and eight boys (See Appendix M -- Letter of Approval).

A survey tool was developed for recording student responses (See Appendix N). The fifteen students had three fifty minute in-services with the researcher in which parent permission forms were distributed and collected, an overview of the project was described, the survey form was shared and discussed, and a joint "pilot study" was done with Annie and the Old One by Miska Miles (1971), one of

the California Young Reader Medal nominated books for 1975. This book was selected purposely by the researcher because of its limited length and because it had a more obvious thematic element, the death of a grandparent and a child's reaction to this event. Each student was then asked to complete independently a Young Reader Medal survey form on the story.

Upon completion, the students and researcher discussed the responses and the manner in which the students were being asked to respond. After the students assured the researcher that they were comfortable with the survey form, books from the Intermediate Category lists (1975-1987) were distributed to the students. The students were asked to read independently and complete one survey form for each book read. The students were asked to return the forms to the researcher and to select another book. Several copies of each title were available to the students. A minimum of three readers per title was established as a goal. Each of the students was asked to read and respond to at least six or more different titles of his or her choice. A sixth grade classroom teacher assisted in monitoring the students' reading pace and progress. Student responses were analyzed and summarized by title. Correlation to the review panel responses was ascertained (See Chapter IV).

Primary Category nominated titles were shared with students in classroom settings covering Kindergarten through grade three during November, 1986, through July, 1987. The researcher shared the stories orally in a "story time" situation and then asked for

student responses to the books (See Appendix O). Individual student responses and reactions to the stories were recorded and analyzed for correlation to review panel responses. (See Chapter IV)

STATISTICAL TREATMENT OF THE QUESTIONS POSED IN THIS STUDY

Question 1: How many titles from the eighty-four (84) books analyzed in this study have developmental bibliotherapeutic implications?

Statistical Treatment: Descriptive statistics which include frequency and percentage data by primary and intermediate categories and by total book compilation

Question 2: To what extent do the books have potential to contribute to developmental bibliotherapy? Is the potential of each book, as identified by the evaluation/review panel, considered strong, moderate, limited, or not present?

Statistical Treatment: Descriptive statistics which identify cell category mean scores and total book mean scores for each of the assessed titles

Question 3: Are there any specific decade characteristics in either the Primary or Intermediate Categories that appear when comparing the Young Reader Medal nominated books of the 1970s to the Young

Reader Medal nominated books of the 1980s? Are there marked differences in thematic content and story genre?

Statistical Treatment: Two-way analysis of variance using ANOVA procedures with decade (70s versus 80s) and levels (Primary versus Intermediate) serving as independent variables and the ratings given to the books by the evaluation/review panel serving as dependent variables

Question 4: How do younger children from ages five through twelve assess the California Young Reader Medal nominated books?

Statistical Treatment: Descriptive statistics which identify student interaction with the materials by frequency and percentage data as well as subjective comments and book ratings

Question 5: (A) To what extent were the titles chosen by California children in grades kindergarten through sixth the same when compared with similar young reader programs throughout the United States?

Question 5: (B) To what extent were the titles chosen in five identified regions of the United States: the Northeast, the Southeast, the Midwest, the Great Plains, and the West, as well as nationally, the same when compared to the California Young Reader Medal program masterlist?

Statistical Treatment: Descriptive statistics which include frequency and percentage data from twenty-seven state young reader programs showing regional and national trends and choices.

SUMMARY

Chapter III has discussed the design for the study and identified the procedures used. Information was given about the gathering of research materials used in establishing the thematic categories. The format of the data collecting instruments was described as well as the components of the review panel in-service and the pilot study process. Statistical information from the pilot study was provided to establish the inter-rater reliability factors necessary to this study. Procedures involving student participation in the study were reported. Correspondence time lines and content were presented. The manner of treating the collected data also has been outlined. Chapter IV will discuss the detailed analysis of all data collected.

Chapter IV

DISCUSSION AND SUMMARY OF COLLECTED DATA

INTRODUCTION

The main purpose of this study was to determine the developmental bibliotherapeutic implications, or potential, of each individual title found among the books nominated for the California Young Reader Medal from 1975 to 1987. The study included: assessments of each title by an adult evaluation-review panel, assessments and responses from primary and intermediate students (grades Kindergarten through sixth) who either read the books independently, or had the books shared orally with them, and an extensive search with other state young reader programs to ascertain common titles to which children nationally or regionally are exposed.

This presentation of the collected data treats each question posed in the study with a series of tables and figures to verify the findings. The areas of interaction between the adult evaluation-review panel members and the nominated titles, the major focus of the study, are identified by utilizing the BICAS (Bibliotherapeutic Implications Content Analysis Survey) instruments developed for this study. Tabular presentation of the mean scores of individual titles is included along with categorical evaluation profiles that portray the data in visual format. Student responses to numerous interactions encountered in the reading of the nominated materials also receive varied analysis treatments in the form of frequencies and percentages drawn from student survey forms and

informational recording sheets.

Frequencies, percentages, and two-way analysis of variance procedures (ANOVA) were used to indicate degrees of similarity and difference and statistical significance among the responses generated by the evaluation-review panel and student assessments when responding to the five questions posed in the study.

QUESTION 1:

How many titles from the eighty-four books analyzed in this study have developmental bibliotherapeutic implications?

DISCUSSION:

The BICAS instruments developed for this study allow for rating the individual titles in four levels of potential: STRONG, MODERATE, LIMITED, or NONE/NOT APPLICABLE. The mean scores of the evaluation-review panel were calculated and compiled. Scores of 3.5 to 4.0 indicated STRONG potential; scores of 2.5 to 3.49 indicated MODERATE potential; scores of 1.5 to 2.49 indicated LIMITED potential; and scores falling below 1.50 indicated NO potential, or NOT APPLICABLE. Table 2 shows a breakdown of the Primary and Intermediate Category titles having potential by the year of nomination. (REFER TO TABLE 2 on the following page.)

Note that from 1975 to 1982 the titles appeared on an alternating basis. Of the total fifty Primary Category nominated books, thirty-two have some level of bibliotherapeutic potential.

TABLE 2

California Young Reader Medal Titles Having Developmental Bibliotherapeutic Implications as Identified by the Evaluation-Review Panel Utilizing the BICAS Recording Instrument -- Reported in Frequency and Percentage

Year	No. of Nominated Titles (Primary)	Primary Titles with Potential		No. of Nominated Titles (Intermed.)	Intermediate Titles with Potential		Total No. of Nominated Titles	Total Titles with Potential	
1975	0	n = 0	% = 0	4	n = 4	% = 100	4	n = 4	% = 100
1976	10	n = 7	% = 70	0	n = 0	% = 0	10	n = 7	% = 70
1977	0	n = 0	% = 0	5	n = 4	% = 80	5	n = 4	% = 80
1978	5	n = 3	% = 60	0	n = 0	% = 0	5	n = 3	% = 60
1979	0	n = 0	% = 0	5	n = 4	% = 80	5	n = 4	% = 80
1980	5	n = 3	% = 60	0	n = 0	% = 0	5	n = 3	% = 60
1981	0	n = 0	% = 0	5	n = 4	% = 80	5	n = 4	% = 80
1982	5	n = 4	% = 80	0	n = 0	% = 0	5	n = 4	% = 80
1983	5	n = 4	% = 80	3	n = 3	% = 100	8	n = 7	% = 87.5
1984	5	n = 4	% = 80	3	n = 3	% = 100	8	n = 7	% = 87.5
1985	5	n = 3	% = 60	3	n = 2	% = 67	8	n = 5	% = 62.5
1986	5	n = 2	% = 40	3	n = 3	% = 100	8	n = 5	% = 62.5
1987	5	n = 2	% = 40	3	n = 3	% = 100	8	n = 5	% = 62.5
TOTAL	50	n = 32	% = 64	34	n = 30	% = 88	84	n = 62	% = 73.8

This figure accounts for 64% of the titles. Of the thirty-four nominated books in the Intermediate Category, thirty books have some level of bibliotherapeutic potential, accounting for 88% of the titles. When viewed as a total collection of eighty-four titles, sixty-two of the nominated books contain some level of bibliotherapeutic potential, or a composite percentage of 73.8% of all books assessed. The Primary titles have highest percentage rankings during the 1982-1984 period.

Intermediate title percentages appear high in 1975, 1983, 1984, 1986, and 1987. These data support the statement that the majority of the California Young Reader Medal nominated books have developmental bibliotherapeutic potential for the reader. Table 3 on the following page details the developmental bibliotherapeutic potential of the titles assessed by Primary and Intermediate Categories in the six thematic content areas. Frequencies and percentages show the levels of story content emphasis.

In Table 3, the Primary titles show heavier emphasis in two areas: "Emotional Health, Self-Awareness, and Identity Needs" with 64%, and "Family Relationships and Dynamics" with 36%. The third thematic area receiving considerable emphasis for the Primary titles was in the area of "Peer Relationships and Dynamics" with 30%. The remaining three thematic areas fall noticeably lower with rankings of 4%, 4%, and 6%. These three combined areas account for 14% of the total.

The Intermediate titles also show three areas of thematic emphasis. These areas correspond with the three Primary title areas, although the percentages are considerably higher.

The highest thematic emphasis areas are as follows:

- (1) Emotional Health, Self-Awareness, and Identity Needs -- 94%
- (2) Family Relationships and Dynamics -- 88%
- (3) Peer Relationships and Dynamics -- 82%

TABLE 3

Detailed Summary of California Young Reader Medal Nominated Books Having Developmental Bibliotherapeutic Potential by Thematic Category as Assessed by the Evaluation-Review Panel -- Reported in Frequencies and Percentages

Thematic Composite Categories	Primary n = 50	Intermediate n = 34	N = 84
Emotional Health, Self-Awareness, & Identity Needs	n = 32 % = 64	n = 32 % = 94	N = 64 % = 76
Cultural Differences	n = 2 % = 4	n = 13 % = 38	N = 15 % = 17.8
Family Relationships and Dynamics	n = 18 % = 36	n = 30 % = 88	N = 48 % = 57
Peer Relationships and Dynamics	n = 15 % = 30	n = 28 % = 82	N = 43 % = 51
Physical Limitations and Handicaps	n = 2 % = 4	n = 9 % = 26	N = 11 % = 13
Economic Situations and Factors	n = 3 % = 6	n = 13 % = 38	N = 16 % = 19

These three thematic areas identified previously again surface when viewing the composite frequencies and percentages of the Primary and Intermediate titles. In composite figures, "Emotional Health, Self-Awareness, and Identity Needs" shows a percentage rank of 76%, which represents sixty-four of eighty-four titles. "Family Relationships and Dynamics" appears in forty-eight of the eighty-four titles for a rating of 57%. "Peer Relationships and Dynamics" appears in 51% of the titles, or forty-three of the eighty-four nominated books.

The thematic area which appeared the lowest when viewing all three columns, is found in "Physical Limitations and Handicaps". This area received 4% in the Primary Category, 26% in the Intermediate, and 13% in the composite scoring.

SUMMARY FOR QUESTION 1

It is evident in Tables 2 and 3 that developmental bibliotherapeutic potential can be found to varying levels or degrees in 73.8% of the nominated titles, or sixty-two of the eighty-four books. It is evident that there are higher frequencies of potential in books with certain thematic content. The researcher concludes that the majority of the California Young Reader Medal nominated books do have potential for developmental bibliotherapy within a classroom setting.

QUESTION 2:

To what extent do the nominated books have potential to contribute to developmental bibliotherapy? Is the potential of each book, as identified

by the evaluation review panel, considered strong, moderate, limited, or not present?

DISCUSSION:

Evaluation-review panel members' individual book title scores were compiled and a mean score (MS) was established for each book in each of the six thematic content areas. The earlier pilot study had established inter-rater reliability coefficients and/or levels of agreement. These levels were as follows:

Illustrations -- $r_{XX} = .86$

Emotional Health, Self-awareness and

Identity Needs -- $r_{XX} = .96$

Family Relationships and Dynamics -- $r_{XX} = .96$

Peer Relationships and Dynamics -- $r_{XX} = .92$

Cultural Differences -- 95% agreement

Physical Limitations and Handicaps -- 100% agreement

Economic Situations and Factors -- 100% agreement

Agreement levels of 80% or higher were considered adequate for the purpose of this study.

Tables 4 and 5 present the cell mean scores for each book in each thematic content area or category. Table 4 deals with the Primary titles and includes an assessment of the impact of the illustrations on the story text. Table 5 focuses on the computed mean score (MS) of each of the Intermediate Category titles. No assessment of illustration is included. Scores range from four (4) indicating STRONG

bibliotherapeutic potential to one (1), indicating NO APPARENT bibliotherapeutic potential or NOT APPLICABLE. (Refer to TABLES 4 and 5 on the following pages.)

By reading across the columns, one can assess the areas in which each book title has potential, and to what extent that potential exists. Genre identifications, in parenthesis, are included with the title, the author, and the illustrator, when applicable. Further discussion of the individual mean cell scores is treated in Tables 6 through 11.

TABLE 4

**Bibliotherapeutic Implication Content
Analysis Survey (BICAS)**

Primary Category

Pages 96 - 105

TABLE 4

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

- 4 - Strong Potential
- 3 - Moderate Potential
- 2 - Limited Potential
- 1 - No Potential/Not Applicable

Book Title - Author and Illustrator	ILLUSTRATIONS				CATEGORIES					
PRIMARY CATEGORY	Strong Influence	Moderate Influence	Limited Influence	No Influence	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1976 Nominated Titles</u>										
<u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst Illustrated by Ray Cruz (Contemporary Realistic Fiction)	3.75				3.5	1.0	2.5	2.25	1.0	1.0
<u>Dorrie and the Goblin</u> Written and Illustrated by Patricia Coombs (Modern Fanciful Fiction)			1.75		1.0	1.0	1.0	1.0	1.0	1.0
<u>Frog and Toad Together</u> Written and Illustrated by Arnold Lobel (Modern Fanciful Fiction)		2.75			2.25	1.0	1.0	2.25	1.0	1.0
<u>How Droofus the Dragon Lost His Head</u> Written and Illustrated by Bill Peet (Modern Fanciful Fiction)		3.25			2.0	1.0	1.25	1.5	1.0	1.0
<u>Ira Sleeps Over</u> Written and Illustrated by Bernard Waber (Contemporary Realistic Fiction)	3.5				3.5	1.0	2.25	2.75	1.0	1.0

Evaluator: _____

Date: _____

TABLE 4 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

4 - Strong Potential

3 - Moderate Potential

2 - Limited Potential

1 - No Potential/Not Applicable

Book Title - Author and Illustrator	ILLUSTRATIONS				CATEGORIES					
PRIMARY CATEGORY	Strong Influence	Moderate Influence	Limited Influence	No Influence	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1976 Nominated Titles continued</u>										
<u>Leo the Late Bloomer</u> Written by Robert Kraus Illustrated by Jose Aruego (Modern Fanciful Fiction)	4.0				3.5	1.0	2.0	1.0	1.75	1.0
<u>The Lorax</u> Written and Illustrated by Theodor Geisel (Modern Fanciful Fiction)	3.5				2.25	1.0	1.0	1.5	1.0	3.0
<u>One Monster After Another</u> Written and Illustrated by Mercer Mayer (Modern Fanciful Fiction)	4.0				1.0	1.0	1.0	1.0	1.0	1.0
<u>Play Ball, Amelia Bedelia</u> Written by Peggy Parrish Illustrated by Wallace Trip (Modern Fanciful Fiction)	4.0				1.25	1.0	1.0	1.25	1.0	1.0
<u>The Very Hungry Caterpillar</u> Written and Illustrated by Eric Carle (Modern Fanciful Fiction)	4.0				1.0	1.0	1.0	1.0	1.0	1.0

Evaluator: _____ Date: _____

TABLE 4 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

4 - Strong Potential

3 - Moderate Potential

2 - Limited Potential

1 - No Potential/Not Applicable

Book Title - Author and Illustrator	ILLUSTRATIONS				CATEGORIES					
PRIMARY CATEGORY	Strong Influence	Moderate Influence	Limited Influence	No Influence	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1978 Nominated Titles</u>										
<u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> (Second Nomination) Written by Judith Viorst Illustrated by Ray Cruz (Contemporary Realistic Fiction)	3.75				3.5	1.0	2.5	2.25	1.0	1.0
<u>George and Martha</u> Written and Illustrated by James Marshall (Modern Fanciful Fiction)	3.75				1.75	1.0	1.0	2.5	1.0	1.0
<u>Little Rabbit's Loose Tooth</u> Written by Lucy Bate Illustrated by Diane de Groat (Modern Fanciful Fiction)		3.25			2.5	1.0	2.5	1.25	1.0	1.0
<u>The Maggie B</u> Written and Illustrated by Irene Hass (Modern Fanciful Fiction)		3.25			1.75	1.0	1.0	1.0	1.0	1.0
<u>Mouse Tales</u> Written and Illustrated by Arnold Lobel (Modern Fanciful Fiction)		2.75			1.0	1.0	1.0	1.25	1.0	1.0

Evaluator: _____

Date: _____

TABLE 4 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

4 - Strong Potential

3 - Moderate Potential

2 - Limited Potential

1 - No Potential/Not Applicable

Book Title - Author and Illustrator	ILLUSTRATIONS				CATEGORIES					
PRIMARY CATEGORY	Strong Influence	Moderate Influence	Limited Influence	No Influence	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1980 Nominated Titles</u>										
<u>Big Bad Bruce</u> Written and Illustrated by Bill Peet (Modern Fanciful Fiction)		3.25			1.25	1.0	1.0	1.0	1.0	1.0
<u>Little Fox Goes to the End of the World</u> Written by Ann Tompert Illustrated by John Wallner (Modern Fanciful Fiction)	4.0				3.25	1.0	2.25	1.0	1.0	1.5
<u>Liza Lou and the Yellow Belly Swamp</u> Written and Illustrated by Mercer Mayer (Modern Fanciful Fiction)	4.0				1.75	1.0	2.0	1.0	1.0	1.0
<u>Mr. and Mrs. Pig's Evening Out</u> Written and Illustrated by Mary Rayner (Modern Fanciful Fiction)	3.75				1.5	1.0	2.75	1.0	1.0	1.0
<u>The Mysterious Tadpole</u> Written and Illustrated by Steven Kellogg (Modern Fanciful Fiction)	3.5				1.0	1.0	1.0	1.25	1.0	1.0

Evaluator: _____

Date: _____

TABLE 4 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:
 4 - Strong Potential
 3 - Moderate Potential
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 1 - No Potential/Not Applicable

Book Title - Author and Illustrator	ILLUSTRATIONS				CATEGORIES					
PRIMARY CATEGORY	Strong influence	Moderate Influence	Limited Influence	No Influence	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1982 Nominated Titles</u>										
<u>Cloudy with a Chance of Meatballs</u> Written by Judith Barrett Illustrated by Ron Barrett (Modern Fanciful Fiction)	4.0				1.0	1.0	1.0	1.0	1.0	1.0
<u>Cross-Country Cat</u> Written by Mary Calhoun Illustrated Erick Ingraham (Modern Fanciful Fiction)		3.0			2.25	1.0	2.25	1.0	1.0	1.0
<u>Cowardly Clyde</u> Written and Illustrated by Bill Peet (Modern Fanciful Fiction)	3.75				3.25	1.0	1.0	1.75	1.0	1.0
<u>Miss Nelson Is Missing!</u> Written by Harry Allard Illustrated by James Marshall (Modern Fanciful Fiction)	3.5				2.0	1.0	1.0	2.25	1.0	1.0
<u>Pinkerton, Behave!</u> Written and Illustrated by Steven Kellogg (Modern Fanciful Fiction)	4.0				1.5	1.0	1.5	1.5	1.0	1.0

valuator: _____

Date: _____

Table 4 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

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Book Title - Author and Illustrator	ILLUSTRATIONS				CATEGORIES					
PRIMARY CATEGORY	Strong Influence	Moderate Influence	Limited Influence	No Influence	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1983 Nominated Titles</u>										
<u>The Day Jimmy's Boa Ate the Wash</u> Written by Trinka Noble Illustrated by Steven Kellogg (Modern Fanciful Fiction)	3.75				1.0	1.0	1.0	1.0	1.0	1.0
<u>It's So Nice to Have a Wolf Around the House</u> Written by Harry Allard Illustrated by James Marshall (Modern Fanciful Fiction)		3.0			1.75	1.5	1.25	1.25	1.25	1.0
<u>Liza Lou and the Yellow Belly Swamp</u> Second Nomination Written and Illustrated by Mercer Mayer (Modern Fanciful Fiction)	4.0				1.75	1.0	3.0	1.0	1.0	1.0
<u>The Worst Person in the World</u> Written and Illustrated by James Stevenson (Modern Fanciful Fiction)		3.25			3.25	1.25	1.0	2.25	1.0	1.0
<u>The Wuggie Norple Story</u> Written by Daniel M. Pinkwater Illustrated by Tomie de Paola (Modern Fanciful Fiction)	3.75				1.0	1.0	1.25	1.0	1.0	1.0

Evaluators: _____ Date: _____

TABLE 4 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

4 - Strong Potential

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Book Title - Author and Illustrator	ILLUSTRATIONS				CATEGORIES					
PRIMARY CATEGORY	Strong Influence	Moderate Influence	Limited Influence	No Influence	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1984 Nominated Titles</u>										
<u>Alexander, Who Used to Be Rich Last Sunday</u> Written by Judith Viorst Illustrated by Ray Cruz (Contemporary Realistic Fiction)		3.25			2.75	1.0	3.0	1.0	1.0	1.75
<u>A Rose for Pinkerton!</u> Written and Illustrated by Steven Kellog (Modern Fanciful Fiction)		3.0			1.5	1.0	1.25	1.0	1.0	1.0
<u>Bagdad Ate It</u> Written by Phyllis Green Illustrated by Joel Schick (Modern Fanciful Fiction)		3.0			1.5	1.0	1.0	1.0	1.75	1.0
<u>No Bath Tonight</u> Written by Jane Yolen Illustrated by Nancy Winslow Parker (Contemporary Realistic Fiction)		3.25			1.75	1.0	2.75	1.0	1.0	1.0
<u>Oh! Were They Ever Happy!</u> Written and Illustrated by Peter Spier (Contemporary Realistic Fiction)		3.25			1.5	1.0	2.0	1.0	1.0	1.0

valuator: _____

Date: _____

Table 4 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

4 - Strong Potential

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1 - No Potential/Not Applicable

Book Title - Author and Illustrator	ILLUSTRATIONS				CATEGORIES					
PRIMARY CATEGORY	Strong Influence	Moderate Influence	Limited Influence	No Influence	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1985 Nominated Titles</u>										
<u>The Blanket That Had To Go</u> Written by Nancy Cooney Illustrated by Diane Dawson (Contemporary Realistic Fiction)	3.5				3.5	1.0	3.0	1.75	1.0	1.0
<u>Doctor De Soto</u> Written and Illustrated by William Steig (Modern Fanciful Fiction)		3.25			1.0	1.0	1.0	1.0	1.0	1.0
<u>Good As New</u> Written by Barbara Douglas Illustrated by Patience Brewster (Contemporary Realistic Fiction)	3.75				3.25	1.0	3.5	1.0	1.0	1.0
<u>Herbie's Troubles</u> Written by Carol Chapman Illustrated by Kelly Oechsli (Contemporary Realistic Fiction)	3.5				3.5	1.0	1.0	4.0	1.0	1.0
<u>Round Robin</u> Written and Illustrated by Jack Kent (Modern Fanciful Fiction)		3.25			1.0	1.0	1.0	1.0	1.0	1.0

Evaluator: _____

Date: _____

TABLE 4 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:
 4 - Strong Potential
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Book Title - Author and Illustrator	ILLUSTRATIONS				CATEGORIES					
PRIMARY CATEGORY	Strong Influence	Moderate Influence	Limited Influence	No Influence	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1986 Nominated Titles</u>										
<u>Do Not Open</u> Written and Illustrated by Brinton Turkle (Modern Fanciful Fiction)	4.0				2.25	1.0	1.0	1.0	1.0	1.25
<u>Friends</u> Written and Illustrated by Helme Heine (Modern Fanciful Fiction)	3.75				1.75	1.25	1.0	2.75	1.0	1.0
<u>Hot-Air Henry</u> Written by Mary Calhoun Illustrated by Erick Ingraham (Adventure/Survival Story)	3.75				1.0	1.0	1.25	1.0	1.0	1.0
<u>Round Trip</u> Written and Illustrated by Ann Jonas (Contemporary Realistic Fiction)		2.75			1.0	1.0	1.0	1.0	1.0	1.0
<u>Space Case</u> Written and Illustrated by James Marshall (Modern Fanciful Fiction)		2.75			1.0	1.25	1.0	1.75	1.0	1.0

Evaluator: _____ Date: _____

TABLE 4 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

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Book Title - Author and Illustrator	ILLUSTRATIONS				CATEGORIES					
PRIMARY CATEGORY	Strong Influence	Moderate Influence	Limited Influence	No Influence	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1987 Nominated Titles</u>										
<u>Happy Birthday, Moon</u> Written and Illustrated by Frank Asch (Modern Fanciful Fiction)	3.75				1.0	1.0	1.0	1.25	1.0	1.0
<u>Ming Lo Moves the Mountain</u> Written and Illustrated by Arnold Lobel (Modern Fanciful Fiction)		3.25			1.0	1.5	1.0	1.0	1.0	1.0
<u>Miss Rumphius</u> Written and Illustrated by Barbara Cooney (Contemporary Realistic Fiction)	4.0				3.75	1.0	1.75	1.0	1.25	1.0
<u>The Napping House</u> Written by Audrey Wood Illustrated by Don Wood (Modern Fanciful Fiction)	3.75				1.0	1.0	1.0	1.0	1.0	1.0
<u>What's Under My Bed?</u> Written and Illustrated by James Stevenson (Contemporary Realistic Fiction)	4.0				3.25	1.0	2.25	1.0	1.0	1.0

valuator: _____

Date: _____

TABLE 5**Bibliotherapeutic Implication****Content Analysis Survey (BICAS)****Intermediate Category****Pages 107-115**

TABLE 5

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

4 - Strong Potential

3 - Moderate Potential

2 - Limited Potential

1 - No Potential/Not Applicable

Book Title and Author	CATEGORIES					
INTERMEDIATE CATEGORY	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<p style="text-align: center;"><u>1975 Nominated Titles</u></p> <p><u>Annie and the Old One</u> by Miska Miles (Contemporary Realistic Fiction)</p> <p><u>How to Eat Fried Worms</u> by Thomas Rockwell (Modern Fanciful Fiction)</p> <p><u>Me and My Little Brain</u> John D. Fitzgerald (Modern Fanciful Fiction)</p> <p><u>Mrs. Frisby and the Rats of NIMH</u> by Robert O'Brien (Adventure/Survival Story)</p>	<p style="text-align: center;">4.0</p> <p style="text-align: center;">2.0</p> <p style="text-align: center;">3.5</p> <p style="text-align: center;">2.0</p>	<p style="text-align: center;">3.25</p> <p style="text-align: center;">1.0</p> <p style="text-align: center;">1.0</p> <p style="text-align: center;">2.25</p>	<p style="text-align: center;">4.0</p> <p style="text-align: center;">1.75</p> <p style="text-align: center;">3.75</p> <p style="text-align: center;">2.5</p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">3.5</p> <p style="text-align: center;">3.0</p> <p style="text-align: center;">2.5</p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">1.0</p> <p style="text-align: center;">1.0</p> <p style="text-align: center;">1.25</p>	<p style="text-align: center;">1.25</p> <p style="text-align: center;">1.5</p> <p style="text-align: center;">1.5</p> <p style="text-align: center;">3.0</p>

Evaluator: _____

Date: _____

TABLE 5 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

4 - Strong Potential

3 - Moderate Potential

2 - Limited Potential

1 - No Potential/Not Applicable

Book Title and Author	CATEGORIES					
INTERMEDIATE CATEGORY	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1977 Nominated Titles</u>						
<u>The Cat Ate My Gymsuit</u> by Paula Danziger (Contemporary Realistic Fiction)	3.75	1.25	3.5	3.75	2.0	1.0
<u>Freaky Friday</u> by Mary Rodgers (Modern Fanciful Fiction)	3.0	1.25	3.25	1.5	1.0	1.0
<u>Julie of the Wolves</u> by Jean Craighead George (Adventure/Survival Story)	4.0	3.0	2.75	2.25	1.0	3.5
<u>Ramona the Brave</u> by Beverly Cleary (Contemporary Realistic Fiction)	3.75	1.0	3.75	3.0	1.0	1.0
<u>Tales of a Fourth Grade Nothing</u> by Judy Blume (Contemporary Realistic Fiction)	2.75	1.0	1.0	1.75	1.0	1.0

Evaluator: _____

Date: _____

TABLE 5 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

RATING SCALE:

4 - Strong Potential

3 - Moderate Potential

2 - Limited Potential

1 - No Potential/Not Applicable

Story Genre Indicated in Parenthesis

Book Title and Author	CATEGORIES					
INTERMEDIATE CATEGORY	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1979 Nominated Titles</u>						
<u>Danny, the Champion of the World</u> by Roald Dahl (Modern Fanciful Fiction)	2.75	1.0	3.5	1.0	1.0	1.0
<u>The Devil's Storybook</u> by Natalie Babbitt (Modern Fanciful Fiction)	2.0	1.0	1.25	1.0	1.0	1.0
<u>Philip Hall Likes Me, I Reckon Maybe</u> by Bette Greene (Contemporary Realistic Fiction)	3.25	1.25	2.25	3.5	1.0	1.0
<u>Ramona the Brave</u> [Second Nomination] by Beverly Cleary (Contemporary Realistic Fiction)	3.75	1.0	3.75	3.0	1.0	1.0
<u>The Return of the Great Brain</u> by John D. Fitzgerald (Modern Fanciful Fiction)	1.75	1.0	2.75	3.0	1.0	1.25

Evaluator: _____

Date: _____

TABLE 5 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

RATING SCALE:

4 - Strong Potential

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2 - Limited Potential

1 - No Potential/Not Applicable

Story Genre Indicated in Parenthesis

Book Title and Author	CATEGORIES					
INTERMEDIATE CATEGORY	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1981 Nominated Titles</u>						
<u>Bunnicula: A Rabbit-Tale Mystery</u> by Deborah and James Howe (Modern Fanciful Fiction)	1.25	1.0	1.5	1.5	1.0	1.0
<u>The Great Gilly Hopkins</u> by Katherine Paterson (Contemporary Realistic Fiction)	4.0	2.5	4.0	3.5	2.0	1.75
<u>Journey Home</u> by Yoshiko Uchida (Historical Fiction)	3.75	4.0	4.0	3.0	1.75	3.5
<u>Ramona and Her Father</u> by Beverly Cleary (Contemporary Realistic Fiction)	2.5	1.0	4.0	1.75	1.0	3.75
<u>Summer of the Monkeys</u> by Wilson Rawls (Contemporary Realistic Fiction)	3.75	1.75	4.0	3.0	1.75	3.5

Evaluator: _____

Date: _____

TABLE 5 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

RATING SCALE:
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Story Genre Indicated in Parenthesis

Book Title and Author	CATEGORIES					
INTERMEDIATE CATEGORY	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<p style="text-align: center;"><u>1982 Nominated Titles</u></p> <p><u>The Boy Who Saw Bigfoot</u> by Marian T. Place (Contemporary Realistic Fiction)</p> <p><u>Ramona and Her Mother</u> by Beverly Cleary (Contemporary Realistic Fiction)</p> <p><u>Superfudge</u> by Judy Blume (Contemporary Realistic Fiction)</p>	<p style="text-align: center;">4.0</p> <p style="text-align: center;">3.25</p> <p style="text-align: center;">2.25</p>	<p style="text-align: center;">1.25</p> <p style="text-align: center;">1.0</p> <p style="text-align: center;">1.0</p>	<p style="text-align: center;">3.5</p> <p style="text-align: center;">4.0</p> <p style="text-align: center;">4.0</p>	<p style="text-align: center;">3.25</p> <p style="text-align: center;">2.25</p> <p style="text-align: center;">3.0</p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">1.0</p> <p style="text-align: center;">1.0</p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">2.25</p> <p style="text-align: center;">1.0</p>

Evaluator: _____

Date: _____

TABLE 5 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

RATING SCALE:
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Story Genre Indicated in Parenthesis

Book Title and Author	CATEGORIES					
INTERMEDIATE CATEGORY	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<p style="text-align: center;"><u>1983 Nominated Titles</u></p> <p><u>Anastasia Krupnik</u> by Lois Lowry (Contemporary Realistic Fiction)</p> <p><u>Do Bananas Chew Gum?</u> by Jamie Gilson (Contemporary Realistic Fiction)</p> <p><u>The Trouble with Tuck</u> by Theodore Taylor (Contemporary Realistic Fiction)</p>	<p style="text-align: center;">3.75</p> <p style="text-align: center;">4.0</p> <p style="text-align: center;">3.5</p>	<p style="text-align: center;">2.25</p> <p style="text-align: center;">1.25</p> <p style="text-align: center;">1.0</p>	<p style="text-align: center;">4.0</p> <p style="text-align: center;">2.5</p> <p style="text-align: center;">3.75</p>	<p style="text-align: center;">3.5</p> <p style="text-align: center;">3.25</p> <p style="text-align: center;">1.5</p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">4.0</p> <p style="text-align: center;">3.25</p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">1.25</p> <p style="text-align: center;">1.5</p>

Evaluator: _____ Date: _____

TABLE 5 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

4 - Strong Potential

3 - Moderate Potential

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Book Title and Author	CATEGORIES					
INTERMEDIATE CATEGORY	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1984 Nominated Titles</u> <u>Jumanji</u> by Chris Van Allsburg (Modern Fanciful Fiction) <u>The Indian in the Cupboard</u> by Lynne Reid Banks (Modern Fanciful Fiction) <u>Save Queen of Sheba</u> by Louise Moeri (Historical Fiction)	 1.0 3.75 4.0	 1.0 3.0 3.0	 1.0 1.25 3.75	 1.0 2.50 1.0	 1.0 1.0 1.0	 1.0 1.0 4.0

Evaluator: _____

Date: _____

TABLE 5 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

RATING SCALE:

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Story Genre Indicated in Parenthesis

Book Title and Author	CATEGORIES					
INTERMEDIATE CATEGORY	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<p style="text-align: center;"><u>1985 Nominated Titles</u></p> <p><u>Dear Mr. Henshaw</u> by Beverly Cleary (Contemporary Realistic Fiction)</p> <p><u>Hazel Rye</u> by Vera and Bill Cleaver (Contemporary Realistic Fiction)</p> <p><u>Nothing's Fair in Fifth Grade</u> by Barthe DeClements (Contemporary Realistic Fiction)</p>	<p style="text-align: center;">4.0</p> <p style="text-align: center;">3.75</p> <p style="text-align: center;">4.0</p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">1.75</p> <p style="text-align: center;">1.5</p>	<p style="text-align: center;">4.0</p> <p style="text-align: center;">3.75</p> <p style="text-align: center;">2.75</p>	<p style="text-align: center;">2.0</p> <p style="text-align: center;">3.25</p> <p style="text-align: center;">4.0</p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">1.0</p> <p style="text-align: center;">3.5</p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">2.5</p> <p style="text-align: center;">1.0</p>

Evaluator: _____ Date: _____

TABLE 5 (continued)

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

Story Genre Indicated in Parenthesis

RATING SCALE:

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1 - No Potential/Not Applicable

Book Title and Author	CATEGORIES					
INTERMEDIATE CATEGORY	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors
<u>1986 Nominated Titles</u> <u>The Dollhouse Murders</u> by Betty Ren Wright (Modern Fanciful Fiction) <u>Night of the Twisters</u> by Ivy Ruckman (Adventure/Survival Story) <u>The Sign of the Beaver</u> by Elizabeth George Speare (Historical Fiction)	 3.25 3.25 4.0	 1.75 1.0 3.5	 3.5 1.75 2.5	 3.0 1.5 3.75	 3.0 1.0 1.75	 1.25 4.0 3.75

Evaluator: _____

Date: _____

A summary of the evaluation-review panel's assessment of the nominated titles for developmental bibliotherapy by thematic content is presented in Tables 6 through 11. Each Table treats one of the six identified theme areas. The tables provide a comparison of responses to the Primary and Intermediate titles. Percentages and frequencies are reported from the data provided in Tables 4 and 5.

TABLE 6

Levels of Potential	Primary Category		Intermediate	
	Category N = 50		N = 34	
None or Not Applicable MS = 0.0 - 1.49	n = 18	% = 36	n = 2	% = 5.8
Limited MS = 1.5 - 2.49	n = 18	% = 36	n = 5	% = 14.7
Moderate MS = 2.50 - 3.49	n = 7	% = 14	n = 8	% = 23.5
Strong MS = 3.50 - 4.00	n = 7	% = 14	n = 19	% = 56.0

Table 6, dealing with Emotional Health, Self-Awareness, and Identity Needs, shows the highest frequency of Intermediate titles appearing in the Strong Potential area; nineteen of thirty-four titles which equals 56%. Primary titles are more evenly dispersed, however 72% of the books (thirty-six out of fifty) show limited or no potential at all.

This percentage corresponds to a much lower 20.5% of the Intermediate titles in the limited/no potential category. 79.5% of the Intermediate titles appear to have moderate to strong bibliotherapeutic potential.

TABLE 7

Summary of the Evaluation-Review Panel's Assessment of the
California Young Reader Medal Nominated Books for Developmental
Bibliotherapy in the Area of Cultural Differences

Levels of Potential	Primary Category N = 50		Intermediate Category N = 34	
	None or Not Applicable MS = 0.0 - 1.49	n = 48	% = 96	n = 21
Limited MS = 1.5 - 2.49	n = 2	% = 4	n = 6	% = 17.7
Moderate MS = 2.50 - 3.49	n = 0	% = 0	n = 5	% = 14.7
Strong MS = 3.50 - 4.00	n = 0	% = 0	n = 2	% = 5.8

Table 7 treats the thematic content area of Cultural Differences. A major concentration of Primary titles are identified as having No Bibliotherapeutic Potential or Not Applicable -- 96%, or forty-eight of the fifty titles. The Intermediate titles follow this pattern also, although only 79.5% of these titles are in the limited to no potential range. This figure comprised twenty-seven of the thirty-four titles. Only 5.8% of the combined Primary and Intermediate titles have strong potential in the

area of Cultural Differences. This potential is represented by two books found in the Intermediate title category. It appears that very few of the books considered treat the area of cultural differences as a major focus of the story presentation. The Intermediate titles that provided this format were Journey Home by Yoshiko Uchida and The Sign of the Beaver by Elizabeth George Speare. Uchida's book dealt with the Japanese in America during and following World War II whereas Speare's book concentrated on the Woodland Indians of Maine during the colonial period of American history. Three other books, Julie of the Wolves, Save Queen of Sheba, and Annie and the Old One dealt with Indian cultures in North America: the Eskimo of Alaska, the Plains Indians, and the Indians of the Southwest Desert region respectively. (Refer to Table 5 for Cultural Differences cell scores.)

This researcher concluded that very few of the eighty-four titles analyzed treat the thematic area of cultural differences. Fifty-nine of the total nominated titles are not applicable in this content area. Those stories that do contain issues dealing with cultural differences demonstrate varying levels of bibliotherapeutic potential from limited to strong. These stories tend to be realistic historical fiction or adventure/survival stories. Religious differences that are frequently a part of cultural considerations do not surface in the selections analyzed from the Young Reader Medal nominated books.

Table 8, assessing the area of Family Relationships and Dynamics, shows extremes in the Primary versus Intermediate titles. The Intermediate titles demonstrate strong potential in this area; nineteen of

the thirty-four titles which equal a percentage of 56%. The Primary titles show an almost reverse comparison with 64% of the titles having no bibliotherapeutic potential or not being applicable. This percentage accounts for thirty-two of the fifty Primary titles. Both categories have an almost equal distribution of titles falling in the Moderate level; 16% for the Primary and 20.6% for the Intermediate.

TABLE 8

Summary of the Evaluation-Review Panel's Assessment of the California Young Reader Medal Nominated Books for Developmental Bibliotherapeutic Potential in the Area of Family Relationships and Dynamics				
Levels of Potential	Primary Category		Intermediate Category	
	N = 50		N = 34	
None or Not Applicable MS = 1.0 - 1.49	n = 32	% = 64	n = 4	% = 11.7
Limited MS = 1.5 - 2.49	n = 9	% = 18	n = 2	% = 11.7
Moderate MS = 2.5 - 3.49	n = 8	% = 16	n = 7	% = 20.6
Strong MS = 3.5 - 4.00	n = 1	% = 2	n = 19	% = 56.0

Primary books tend not to concentrate on thematic content that deals with the family and family life situations. The one book that does appear in the STRONG potential area is Good As New by Barbara

Douglass. This book explores the bonding relationships between a grandfather and his grandson after a calamity has occurred to the young child's teddy bear. Books in the Intermediate category consider family relationships more frequently. An author who incorporates family life into much of her writing is Beverly Cleary. Her books, Ramona the Brave, Ramona and Her Mother, and Ramona and Her Father provide numerous family situations in a humorous approach. Annie and the Old One by Miska Miles also discusses the interaction between a grandparent and a child in dealing with death. Paula Danziger, Wilson Rawls, Katherine Paterson, Yoshiko Uchida, and Lois Lowry also treat family relationships and problem situations in their stories found among the nominated titles in the Intermediate category. The Intermediate titles offer a wide variety of family experience situations for the reader.

Table 9 on Peer Relationships and Dynamics presents a relatively even distribution of Intermediate titles in the four assessed potential levels. The moderate and limited levels, made up collectively of twenty-one titles, account for 61.7% of the total Intermediate assessment distribution. The Primary category again shows a strong tendency towards the limited and no potential/not applicable areas with a combined ranking of 92% of the titles. Seventy percent of this amount falls into the no potential or not applicable range. Only four Primary books of the fifty assessed, have moderate to strong potential. This accounts for 8% of the panel's assessment of the Primary titles. Seven titles are identified as having STRONG potential in the Intermediate category.

TABLE 9

Summary of the Evaluation-Review Panel's Assessment of the
California Young Reader Medal Nominated Books for Developmental
Bibliotherapeutic Potential in the Area of Peer Relationships and
Dynamics

Levels of Potential	Primary Category N = 50	Intermediate Category N = 34
None or Not Applicable MS = 1.0 - 1.49	n = 35 % = 70	n = 6 % = 17.7
Limited MS = 1.5 - 2.49	n = 11 % = 22	n = 9 % = 26.4
Moderate MS = 2.5 - 3.49	n = 3 % = 6	n = 12 % = 35.3
Strong MS = 3.5 - 4.00	n = 1 % = 2	n = 7 % = 20.6

The Primary titles do not tend to deal with peer interaction situations. The four books that do are Herbie's Troubles, Friends, Ira Sleeps Over, and George and Martha. All of these stories present problem encounters that are resolved because friends work together and are sensitive to other's needs. The Intermediate titles present numerous opportunities for the reader to investigate aspects of friendship and how friendships can be strained. These treatments range from a whimsical challenge to eat a worm a day, to an encounter with school authorities to defend the feelings of a school club, to the situations that a young girl faces when she allows herself to be "second place" at school because of

her liking of a young male classmate.

The area of Physical Limitations and Handicaps is portrayed in Table 10 below. Primary title ratings total 100% for the limited and no potential/not applicable levels. This percentage is almost mirrored by the 85.3% rating from the Intermediate category titles; twenty-nine of thirty-four books having limited or no potential/not applicable scoring. When the two category scores are combined (Primary and Intermediate), seventy-nine of the eighty-four titles account for 94% of the titles having very limited potential or are not applicable to this content area.

TABLE 10

Summary of the Evaluation-Review Panel's Assessment of the California Young Reader Medal Nominated Books for Developmental Bibliotherapeutic Potential in the Area of Physical Limitations and Handicaps

Levels of Potential	Primary Category N = 50		Intermediate Category N = 34	
	None or Not Applicable MS = 1.0 - 1.49	n = 48	% = 96	n = 25
Limited MS = 1.5 - 2.49	n = 2	% = 4	n = 4	% = 11.7
Moderate MS = 2.5 - 3.49	n = 0	% = 0	n = 3	% = 8.9
Strong MS = 3.5 - 4.00	n = 0	% = 0	n = 2	% = 5.8

Only two books from the eighty-four assessed have strong potential in this area. Do Bananas Chew Gum? by Jamie Gilson deals with an educationally handicapped child who can't read or spell and Nothing's Fair in Fifth Grade deals with a young girl who is unpopular because of her weight problem and her obnoxious personality.

The two Primary titles that received Limited Potential rating are Leo the Late Bloomer about a small tiger who doesn't seem to be maturing as quickly as Father Tiger thinks he should, and Bagdad Ate It about a puppy who has a problem with over eating. This researcher concluded that this thematic content area tends to receive little treatment in the books nominated for Young Reader Medal consideration.

The final table accompanying Question 2 in this study is TABLE 11 which deals with Economic Situations and Factors. The Intermediate titles show eight books that have moderate to strong potential. This accounts for 23.5% of the Intermediate Category. The Primary titles provide only one book in the moderate to strong potential range, equal to 2% of the Primary assessed books. A heavy concentration of limited to no potential/not applicable is quite evident in this thematic content area: 96% for Primary and 76.5% for the Intermediate books. This content area also appears to be an area in which few books are found in the total eighty-four titles assessed for bibliotherapeutic potential.

TABLE 11

Summary of the Evaluation-Review Panel's Assessment of the
California Young Reader Medal Nominated Books for Developmental
Bibliotherapeutic Potential in the Area of Economic Situations and
Factors

Levels of Potential	Primary Category N = 50		Intermediate Category N = 34	
	None or Not Applicable MS = 1.0 - 1.49	n = 47	% = 94	n = 21
Limited MS = 1.5 - 2.49	n = 2	% = 4	n = 5	% = 14.7
Moderate MS = 2.5 - 3.49	n = 1	% = 2	n = 2	% = 5.8
Strong MS = 3.5 - 4.00	n = 0	% = 0	n = 6	% = 17.7

SUMMARY FOR QUESTION 2

Differences can be noted in the degree to which developmental bibliotherapeutic potential can be found in the eighty-four nominated books. There are differences that occur between the Primary and the Intermediate categories as well. Generally, the Intermediate category books contain more potential for developmental bibliotherapy than do the Primary category titles. A higher frequency of titles in the Intermediate category have moderate to strong potential than titles in the Primary category. Thematic treatment also appeared to be a factor. Within the Intermediate category, stories dealing with Emotional Health, Self-Awareness, and Identity Needs, Family Relationships and Dynamics, Peer Relationships and Dynamics, and to a lesser degree, stories dealing with Economic Situations and Factors, surfaced as the titles with the greatest level of bibliotherapeutic potential. Only one thematic content area appeared high for the Primary titles. That was in the area of Emotional Health, Self-awareness, and Identity Needs. The majority of the Primary titles with bibliotherapeutic potential fell within the "LIMITED POTENTIAL" level.

QUESTION 3:

Are there any specific decade characteristics in either the Primary or Intermediate categories that appear when comparing the Young Reader Medal nominated books of the 1970s to the Young Reader Medal nominated books of the 1980s? Are there marked differences in thematic content and story genre?

DISCUSSION:

Tables 12 through 17 supply statistical data for Question 3. The statistics are drawn from two-way analysis of variance procedures with decade identification, the 1970s and the 1980s, and the Primary and Intermediate book categories serving as independent variables and the ratings given to the books by the evaluation-review panel members serving as dependent variables. Figures 1 and 2 visually portray the two-way interaction that exists in the areas of Physical Limitations and Handicaps and Economic Situations and Factors.

Table 12 shows a statistically significant indicator ($p < .05$) for bibliotherapeutic potential as it relates to stories dealing with Emotional Health, Self-Awareness, and Identity Needs. The Intermediate mean (3.21) is greater than the Primary mean (1.96), showing that books in the Intermediate category may have greater potential for developmental bibliotherapy than those selections found in the Primary Category in this thematic content area.

Table 13 which considers the thematic category of Cultural Differences also shows a statistically significant indicator ($p < .05$) in the Book Category source of variation. The mean of the Intermediate book category (1.64) is higher than the Primary mean (1.04), suggesting again that titles in the Intermediate Category have greater potential for developmental bibliotherapy relating to Cultural Differences than do the selections included in the Primary nominated books.

The bibliotherapeutic potential for titles having thematic content dealing with Family Relationships and Dynamics is analyzed in Table

14. Statistical significance ($p < .05$) is noted in the Book Category source of variation.

Table 12

Two-Way Analysis of Variance of Developmental Bibliotherapeutic Potential for Emotional Health, Self-Awareness, and Identity Needs by Decade of Selection and Book Category					
Source of Variation	Sum of Squares	df	Mean Square	F	p
MAIN EFFECTS	32.1	2	16.1	18.93	<.01
Decade	0.1	1	0.1	0.10	0.75
Book Category	32.1	1	32.1	37.79	<.01*
TWO-WAY INTERACTIONS					
Decade x Book Category	1.0	1	1.0	1.16	0.29
Category	1.0	1	1.0	1.16	0.29
WITHIN	67.9	80	0.85		
*Book Category					
Primary			Mean	n	
Intermediate			1.96	50	
			3.21	34	

TABLE 13

Two-Way Analysis of Variance of Developmental Bibliotherapeutic Potential for Cultural Differences by Decade of Selection and Book Category

Source of Variation	Sum of Squares	df	Mean Square	F	p
MAIN EFFECTS	8.0	2	4.0	12.41	<.01
Decade	0.6	1	0.6	1.79	0.19
Book Category	7.5	1	7.5	23.18	<.01*
TWO-WAY INTERACTIONS					
Decade x Book Category	0.36	1	0.36	1.11	0.30
Category	0.36	1	0.36	1.11	0.30
WITHIN	25.7	80	0.32		
<hr/>					
* Book Category		Mean	n		
Primary		1.04	50		
Intermediate		1.64	34		

TABLE 14

Two-Way Analysis of Variance of Developmental Bibliotherapeutic Potential for Family Relationships and Dynamics by Decade of Selection and Book Category

Source of Variation	Sum of Squares	df	Mean Square	F	p
MAIN EFFECTS	45.7	2	22.8	30.25	<.01
Decade	0.33	1	0.33	0.43	0.51
Book Category	45.7	1	45.4	60.19	<.01*
TWO-WAY INTERACTIONS					
Decade x Book Category	0.6	1	0.6	0.80	0.37
Category	0.6	1	0.6	0.80	0.37
WITHIN	60.4	80	0.76		
<hr/>					
* Book Category			Mean	n	
Primary			1.5	50	
Intermediate			3.04	34	

The Intermediate mean (3.04) is higher than the Primary mean, again indicating that more bibliotherapeutic potential can be found in the in the Intermediate titles nominated for the Young Reader Medal award.

Table 15 presents similar statistical significance ($p < .05$) in the Book Category source of variation for bibliotherapeutic potential in books dealing with Peer Relationships and Dynamics. The Intermediate

mean (2.45) is higher than the Primary mean (1.39), indicating that selections from the Intermediate Category have greater potential than do the Primary nominated titles.

TABLE 15

Two-Way Analysis of Variance of Developmental Bibliotherapeutic Potential for Peer Relationships and Dynamics by Decade of Selection and Book Category

Source of Variation	Sum of Squares	df	Mean Square	F	p
MAIN EFFECTS	22.7	2	11.3	17.47	<.01
Decade	0.02	1	0.02	0.03	0.85
Book Category	22.7	1	22.7	34.88	<.01*
TWO-WAY INTERACTIONS	0.13	1	0.13	0.20	0.65
Decade x Book Category	0.13	1	0.13	0.20	0.65
WITHIN	52.0	80	0.65		

* Book Category	Mean	n
Primary	1.39	50
Intermediate	2.45	34

Table 16 which deals with developmental bibliotherapeutic potential found in titles that deal with Physical Limitations and Handicaps indicates statistical significance ($p < .05$) in both the Decade Selection and the Book Category. The means for Decade Selection support the contention that titles from the 1980s (1.32) have greater potential that

titles from the 1970s (1.06). In addition to this, Intermediate titles again have greater potential for bibliotherapy than do the selections in the Primary Category (1.46 to 1.04).

When viewing the Two-Way Interactions of decade and book category (shown in Figure 1 following), the cell scores illustrate the greater potential that Intermediate titles have over the Primary titles in both decades, but especially in the 1980s. (See Figure 1).

TABLE 16

Two-Way Analysis of Variance of Developmental Bibliotherapeutic Potential for Physical Limitations and Handicaps by Decade of Selection and Book Category

Source of Variation	Sum of Squares	df	Mean Square	F	p
MAIN EFFECTS	4.8	2	2.4	8.55	<.01
Decade	1.4	1	1.4	4.92	0.029a
Book Category	3.5	1	3.5	12.36	0.001b
TWO-WAY INTERACTIONS	1.8	1	1.8	6.49	0.013c
Decade x Book Category	1.8	1	1.8	6.49	0.013c
WITHIN	22.4	80	0.28		
a	Decade	Mean	n		
	1970s	1.06	34		
	1980s	1.32	50		
b	Book Category	Mean	n		
	Primary	1.04	50		
	Intermediate	1.46	34		
c See Figure 1 on following page.					

Figure 1

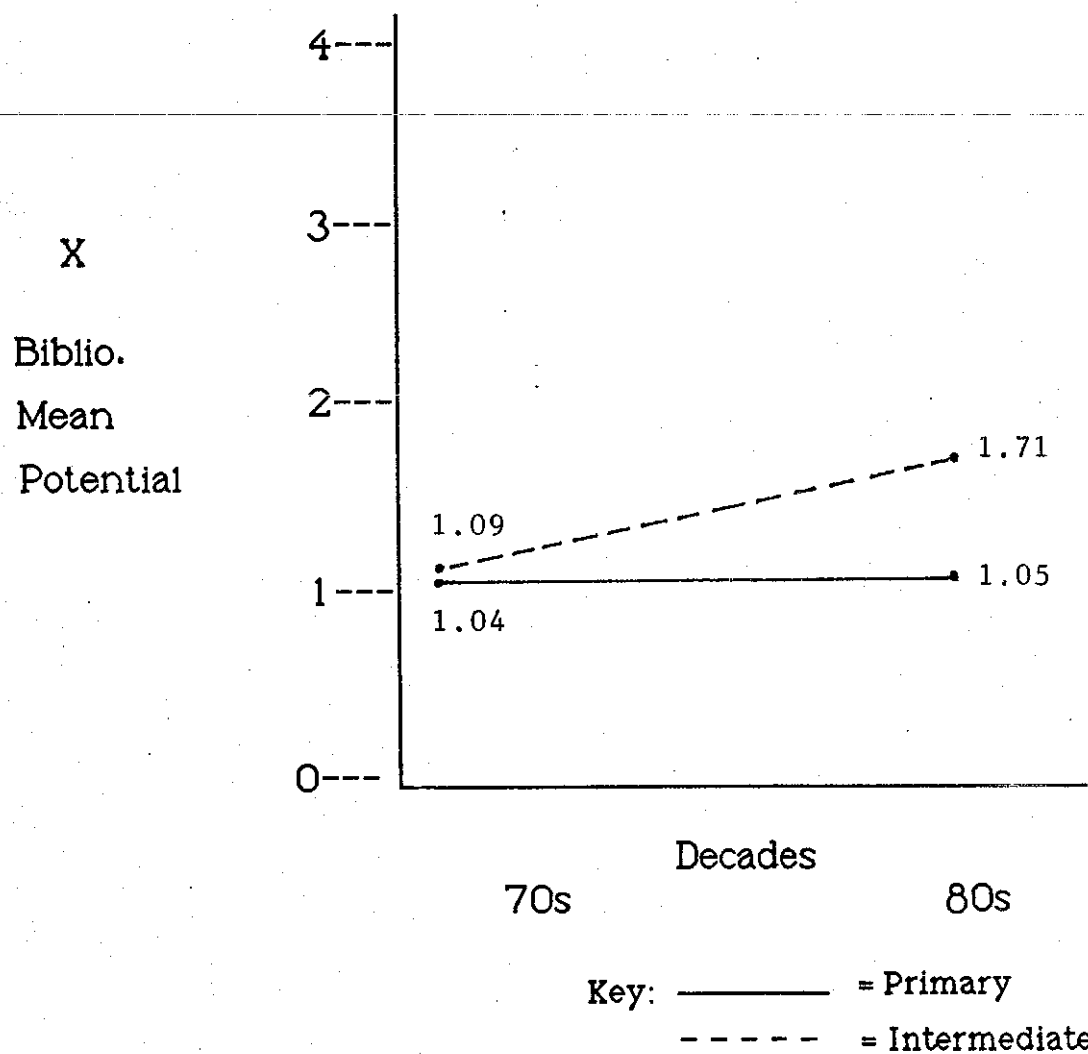


Figure 1: Portrayal of Decade by Grade Level Interaction on
Bibliotherapeutic Potential for Physical Limitations
and Handicaps

Table 17, the final interaction table, treats the thematic content area of Economic Situations and Factors. Statistical significance ($p < .05$) is noted in the Book Category source of variation. The mean score of 1.72 for Intermediate titles when compared to the mean score of 1.07 for the Primary titles, would again indicate that books from the Intermediate Category have greater potential for developmental bibliotherapy.

TABLE 17

Two-Way Analysis of Variance of Developmental Bibliotherapeutic Potential For Economic Situations and Factors by Decade of Selection and Book Category																					
Source of Variation	Sum of Squares	df	Mean Square	F	p																
MAIN EFFECTS	9.2	2	4.6	9.33	<.01																
Decade	0.6	1	0.6	1.22	0.27																
Book Category	8.6	1	8.6	17.54	<.01a																
TWO-WAY INTERACTIONS																					
Decade x Book Category	2.1	1	2.1	4.18	0.04b																
Category	2.1	1	2.1	4.18	0.04c																
WITHIN	39.3	80	0.49																		
<table border="0"> <tr> <td>a</td> <td>Book Category</td> <td>Mean</td> <td>n</td> </tr> <tr> <td></td> <td> Primary</td> <td>1.07</td> <td>50</td> </tr> <tr> <td>b</td> <td>Intermediate</td> <td>1.72</td> <td>34</td> </tr> <tr> <td>c</td> <td>See Figure 2.</td> <td></td> <td></td> </tr> </table>						a	Book Category	Mean	n		Primary	1.07	50	b	Intermediate	1.72	34	c	See Figure 2.		
a	Book Category	Mean	n																		
	Primary	1.07	50																		
b	Intermediate	1.72	34																		
c	See Figure 2.																				

Figure 2 shows the two-way interaction between decade selection and book category.

Figure 2

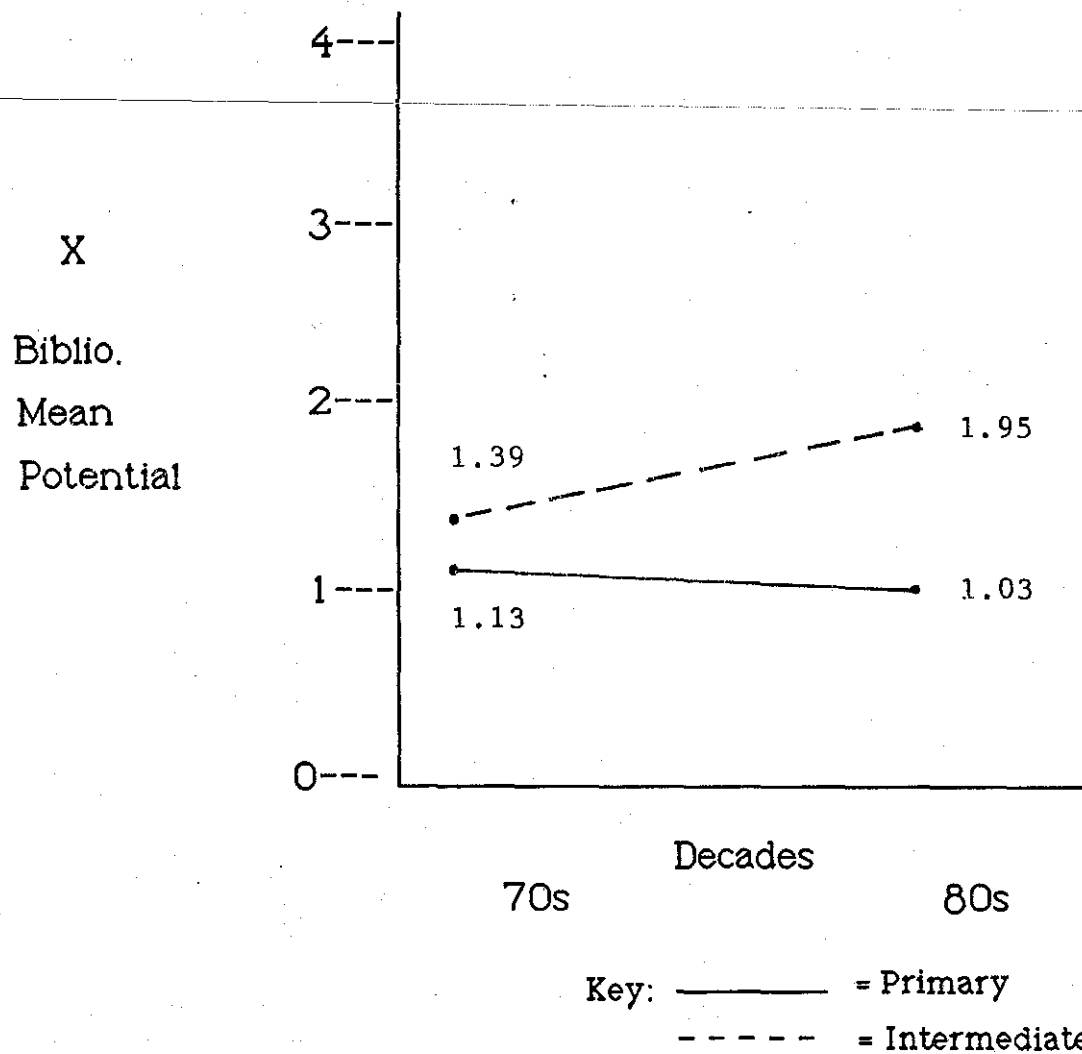


Figure 2: Portrayal of Decade by Grade Level Interaction on Bibliotherapeutic Potential for Economic Situations and Factors.

When comparing the Primary and Intermediate means of the 1980s (1.03 to 1.95) it is evident that the Intermediate titles have greater potential over the Primary titles selected for consideration during both decades and increasingly so in the 1980s.

Tables 18 through 23 provide crosstabulation data on the genre of fiction present in the eighty-four books being assessed and the degree to which each type has developmental bibliotherapeutic potential. The books were identified as either contemporary realistic fiction, modern fanciful fiction, historical fiction, or adventure-survival stories. Table 24 summarizes the genre by grouping all titles together that have some level of bibliotherapeutic potential, whether it be limited, moderate, or strong. Each genre is assessed in each of the six thematic content areas.

In Table 18, the predominant genre with developmental bibliotherapeutic potential for Emotional Health, Self-Awareness, and Identity Needs is found in the contemporary realistic fiction and modern fanciful fiction selections. The genre of contemporary realistic fiction includes the highest frequency of stories having strong potential with nineteen titles of the twenty-nine titles identified in this genre. Modern fanciful fiction also shows various potential levels, however most of the selections have limited potential (nineteen titles) or no apparent potential (nineteen titles).

TABLE 18

Developmental Bibliotherapeutic Potential within Thematic Content Compared by Story Genre - Content Area: Emotional Health, Self- Awareness and Identity Needs				
STORY GENRE	None/Not Applicable	LEVELS OF POTENTIAL		
		Limited	Moderate	Strong
Contemporary Realistic Fiction	0	3	7	19
Modern Fanciful Fiction	19	19	7	3
Adventure- Survival Stories	1	1	1	1
Historical Fiction	0	0	0	3
TOTALS	20	23	15	26
Percentage	23.8%	27.4%	17.9%	31.0%

Table 19 (on following page) shows the apparent lack of Thematic Content involving Cultural Differences. 82.1% of the books are not applicable or contain no aspects of bibliotherapeutic potential for this area. Seven titles do appear in the Moderate to Strong level comprising 8.4% of all selections assessed.

Table 19

Developmental Bibliotherapeutic Potential within Thematic Content Compared by Story Genre -- Content Area: Cultural Differences				
STORY GENRE	LEVELS OF POTENTIAL			
	None/Not Applicable	Limited	Moderate	Strong
Contemporary Realistic Fiction	23	4	2	0
Modern Fanciful Fiction	44	3	1	0
Adventure- Survival Stories	2	1	1	0
Historical Fiction	0	0	1	2
TOTALS	69	8	5	2
Percentages	82.1%	9.5%	6.0%	2.4%

Table 20

Developmental Bibliotherapeutic Potential within Thematic Content Compared by Story Genre -- Content Area: Family Relationships and Dynamics				
STORY GENRE	None/Not Applicable	LEVELS OF POTENTIAL		
		Limited	Moderate	Strong
Contemporary Realistic Fiction	2	5	7	15
Modern Fanciful Fiction	33	7	5	3
Adventure- Survival Stories	1	1	2	0
Historical Fiction	0	0	1	2
TOTALS	36	13	15	20
Percentages	42.9%	15.5%	17.9%	23.8%

Table 20 records the highest frequency of titles in the not applicable or no potential area for books treating the aspect of Family Relationships and Dynamics. However, 41.7% of all titles are in the Moderate to Strong level, 35 of the selected books. The genre of Contemporary Realistic Fiction is the type of literature in which more books appear to treat issues dealing with family situations. Modern fanciful fiction appears to be the genre in which family issues are not theme treated to a large extent. Forty of the 48 titles in this genre had limited to no potential, or were not applicable.

TABLE 21

STORY GENRE	LEVELS OF POTENTIAL			
	None/Not Applicable	Limited	Moderate	Strong
Contemporary Realistic Fiction	8	8	7	6
Modern Fanciful Fiction	31	10	6	1
Adventure- Survival Stories	1	2	1	0
Historical Fiction	1	0	1	1
TOTALS	41	20	15	8
Percentages	48.8%	23.8%	17.9%	9.5%

Peer Relationships and Dynamics appears to be a stronger theme in Contemporary Realistic fiction when compared with the other genres. Table 21 shows a wide distribution range for most of the genres represented with a concentration of "no application or potential" for a majority of the books in the fanciful fiction genre. Forty-one of the 84 book assessed (48.8%) have no bibliotherapeutic potential for issues dealing with friendship situations and the dynamics of interacting with peers.

Table 22

Developmental Bibliotherapeutic Potential within Thematic Content
Compared by Story Genre -- Content Area: Physical Limitations and
Handicaps

STORY GENRE	None/Not Applicable	LEVELS OF POTENTIAL		
		Limited	Moderate	Strong
Contemporary Realistic Fiction	23	2	2	2
Modern Fanciful Fiction	45	2	1	0
Adventure- Survival Stories	4	0	0	0
Historical Fiction	1	2	0	0
TOTALS	73	6	3	2
Percentages	86.9%	7.1%	3.6%	2.4%

In Table 22, which treats Physical Limitations and Handicaps, 73 of the 84 stories considered do not provide any bibliotherapeutic potential by story genre. This absence of potential accounts for 86.9% of the total. Contemporary Realistic fiction provides six titles with some potential, limited to strong. These six titles include the two titles that fall into the Strong Potential level and comprise 2.4% of the total score.

Table 23

Developmental Bibliotherapeutic Potential within Thematic Content Compared by Story Genre -- Content Area: Economic Situations and Factors				
STORY GENRE	None/Not Applicable	LEVELS OF POTENTIAL		
		Limited	Moderate	Strong
Contemporary Realistic Fiction	22	5	1	1
Modern Fanciful Fiction	45	2	1	0
Adventure- Survival Stories	1	0	1	2
Historical Fiction	0	0	0	3
TOTALS	68	7	3	6
Percentages	81.0%	8.3%	3.6%	7.1%

Table 23, the final table in this series, presents genre treatment of Economic Situations and Factors. 81.0% of the titles have no application or potential for developmental bibliotherapy. The area of Historical Fiction represents the genre having the most books with Strong Potential. All three books in this category qualified, equalling 50% of the books in the Strong Potential level.

Table 24 summarizes the developmental bibliotherapeutic potential within the content area themes as identified by the story genre. The table summarizes the findings found in Tables 18 through 23 by

grouping qualifying levels of potential together, indicating the frequency, and showing percentage conversions for the frequency.

Table 24 indicates that the major thematic content areas in the study that receive the greatest emphasis or treatment are (1) Emotional Health, Self-Awareness, and Identity Needs, (2) Family Relationships and Dynamics, and (3) Peer Relationships and Dynamics. These thematic content areas are carried predominantly in two of the four identified story genre: Contemporary Realistic Fiction and Modern Fanciful Fiction. Thematic content areas not receiving much treatment for developmental bibliotherapy in the assessed selections include (1) Cultural Differences, (2) Physical Limitations and Handicaps, and (3) Economic Situations and Factors. Story genre not strong in developmental bibliotherapeutic potential in this study include: (1) Adventure Survival Stories, and (2) Historical Fiction.

The concluding tables, 25 and 26, provide a distribution comparison of story genre by decade of selection and by grade level category. This data will indicate whether there are differences in the genre of stories from books nominated in the 1970s and those books nominated in the 1980s. The 1970s decade includes the books nominated from 1975 to 1980. The 1980s decade includes those titles nominated from 1981 to 1987. Table 25 separates the nominated books into Primary and Intermediate categories. By reading across the table, line by line, the reader can identify the number of titles found at each grade level during the decade and the percentage that those numbers represent. The capital letter "P" indicates Primary materials and the capital letter "I" identifies the

Intermediate materials. Table 26 views the two categories as a composite. The crosstabulation tables are based on analysis of variance procedures.

TABLE 24

Summary of Titles Having Some Level of Developmental
Bibliotherapeutic Potential within Themes as Identified by Story Genre --
Measures in Frequency and Percentage
(N = 84 Titles)

THEMATIC CONTENT AREAS	STORY GENRE			
	Contemp Realistic Fiction	Modern Fanciful Fiction	Adventure Survival Fiction	Historical Fiction
Emotional Health Self-Awareness & Identity Needs	n = 29 % = 34.5	n = 29 % = 34.5	n = 3 % = 3.5	n = 3 % = 3.5
Cultural Differences	n = 6 % = 7.1	n = 4 % = 4.7	n = 2 % = 2.3	n = 3 % = 3.5
Family Relation- ships & Dynamics	n = 27 % = 32.1	n = 15 % = 17.8	n = 3 % = 3.5	n = 3 % = 3.5
Peer Relation- ships & Dynamics	n = 21 % = 25.0	n = 17 % = 20.2	n = 3 % = 3.5	n = 2 % = 2.3
Phy. Limitations and Handicaps	n = 6 % = 7.1	n = 3 % = 3.5	n = 0 % = 0.0	n = 2 % = 2.3
Economic Sit. and Factors	n = 7 % = 8.3	n = 3 % = 3.5	n = 3 % = 3.5	n = 3 % = 3.5

Table 25

Story Genre Distribution by Decade of Selection and Grade Level
Category -- Measured in Frequency and Percent

STORY GENRE	DECADE			
	1970s N = 34 a		1980s N = 50 b	
Contemporary	P = 3	% = 15	P = 8	% = 27
Realistic Fiction	I = 6	% = 43	I = 12	% = 60
Modern Fanciful Fiction	P = 17	% = 85	P = 21	% = 70
	I = 6	% = 43	I = 4	% = 20
Adventure- Survival Fiction	P = 0	% = 0	P = 1	% = 3
	I = 2	% = 14	I = 1	% = 5
Historical Fiction	P = 0	% = 0	P = 0	% = 0
	I = 0	% = 0	I = 3	% = 15

a = 20 Primary titles and 14 Intermediate titles

b = 30 Primary titles and 20 Intermediate titles

Primary titles during the decade of the 1970s were predominantly Modern Fanciful fiction -- 17 of 20 selections, totaling 85% of books considered. The remaining books were Contemporary Realistic fiction. No books were identified as Historical Fiction or Adventure-Survival stories.

Intermediate titles during the decade of the 1970s were largely from two different genre: Contemporary Realistic fiction (43%) and Modern Fanciful fiction (43%). Each of these genre contained six titles. The remaining 14% consisted of two titles from the Adventure-Survival story genre.

During the decade of the 1980s, the Primary titles were again largely Modern Fanciful fiction. Twenty-one titles comprised this genre for a total of 70% of the books selected. Eight titles were identified as Contemporary Realistic fiction, or 27% of the selected titles. One Adventure-Survival story appeared.

Intermediate titles from the 1980s were again concentrated in the area of Contemporary Realistic fiction. Twelve of the twenty titles are from this genre, equaling 60% of the selected titles. Three selections in the Historical Fiction genre are evident for a total of 15%. A decline is noted in the percentage of Modern Fanciful fiction titles. Only 20% of the Intermediate books are from this genre compared to 43% during the decade of the 1970s.

TABLE 26

Composite Data of Genre Distribution by Decade of Selection and Combined Grade Level Categories -- Measured in Frequency and Percentage

STORY GENRE	DECADE			
	1970s N = 34		1980s N = 50	
Contemporary Realistic Fiction	n = 9	% = 26	n = 21	% = 42
Modern Fanciful Fiction	n = 23	% = 68	n = 24	% = 48
Adventure- Survival Fiction	n = 2	% = 6	n = 2	% = 4
Historical Fiction	n = 0	% = 0	n = 3	% = 6

Table 26 shows a stronger emphasis during the 1970s decade for Modern Fanciful fiction. This genre was comprised of 68% of the titles selected over the five year period assessed. Contemporary Realistic fiction was the second favored genre, 9 of the 34 titles for 26%.

During the 1980s decade, Modern Fanciful fiction was also well represented, however the percentage of titles dropped from 68% to 48%. Contemporary Realistic fiction showed a marked increase with 21 of the 50 titles coming from this genre. This increase accounted for 42% of the titles selected for the seven years comprising the 1980s' decade.

No Historical Fiction was identified in the 1970s. During the decade of the 1980s, 3 of the 50 titles were from this genre. These titles accounted for 6% of the decade total.

In viewing the two decades comparatively, there is no significant difference in the distribution of genre. The two genre most present in the 1970s remain present in the 1980s: Contemporary Realistic fiction and Modern Fanciful fiction

SUMMARY of QUESTION 3

Tables 12 through 26 and Figures 1 and 2 respond to the question regarding decade differences as they relate to story genre and the thematic content areas. Intermediate titles have greater potential in general, but most specifically in the decade of the 1980s. This frequently can be associated with the thematic content area and the story genre. Genre promoting greater bibliotherapeutic potential appear to be Contemporary Realistic fiction and Historical Fiction. Thematic content

areas that are treated with higher levels of bibliotherapeutic potential deal with family life situations, peer relationship situations, and self-awareness/identity need situations. This appears to hold true in both decades. The genre providing the most number of titles is Modern Fanciful fiction. This genre, however does not appear to promote high levels of developmental bibliotherapeutic potential. The majority of titles in this genre are from the Primary Category and are largely picture story books.

QUESTION 4:

How do younger children from ages five through twelve assess the California Young Reader Medal nominated books?

DISCUSSION:

Six tables are presented for this question which provide student responses to their interaction with the Young Reader Medal nominated books. Tables 27, 28, and 29 convey data from the Primary Category (Grades Kindergarten through Third). Tables 30, 31, and 32 convey data collected from the Intermediate Category (Grades Fourth through Sixth). Each table is separately discussed with correlations drawn to assessment made by the evaluation review panel members wherever possible.

Primary titles were read to the students by this researcher and data questions were then asked. Intermediate Category titles were read by the students independently and culminated with a written assessment.

Table 27 summarizes the primary students' assessment regarding

the impact of the illustrations on the story. As the researcher read the story orally, the illustrations were shared. 1,315 total responses were gathered from students at the primary level. Twelve different classrooms were involved in this process. On the average, each classroom had four or five selections read to them. Class size ranged from twenty-one students to thirty-two students.

TABLE 27

Summary of Primary Students' Assessment Regarding the Impact of the Illustrations on the Story (Reported in Frequencies and Percentages)

Student Responses	Boys N = 683	Girls N = 632	Total N = 1315
The pictures were helpful in understanding the story.	n = 613 % = 89.8	n = 564 % = 89.2	N = 1177 % = 89.5
The pictures were not helpful in understanding the story.	n = 70 % = 10.2	n = 68 % = 10.8	N = 138 % = 10.5

Table 27 indicates that primary students strongly supported the concept that pictures or illustrations are helpful to the over-all understanding and appreciation of the story. This positive impact was acknowledged by 89.8% of the boys and 89.2% of the girls. Conversely, 10.2% of the boys and 10.8% of the girls found the pictures unnecessary to understanding or appreciating the total story. The evaluation-review panel assessed the impact of illustrations on the story for the Primary

Category titles. See Table 4 for individual story title impact. Adults as well as students concluded that the illustrations have strong influence on the over-all presentation of the story. This researcher notes that the two Primary Category titles receiving responses that de-emphasized the illustrations were written and illustrated by Arnold Lobel: Mouse Tales and Frog and Toad Together. Both of these books are a series of short vignettes with rather small illustrations (3 x 2 to 4 x 5). Both selections are a part of Harper Trophy's "An I Can Read Book" series.

Table 28 summarizes the students' favorite aspect of the story. The question asked to elicit this information was:

"If you were to read this story again, or have it re-read to you, which of these (aspects) did you like the best?"

The aspects included:

- (1) The people in the story - Characters
- (2) The action in the story - Plot
- (3) The problem in the story - Conflict
- (4) The pictures in the story - Illustrations
- (5) The way the story made me feel - Mood or Theme
- (6) The way the author wrote the story - Style

(Each student was allowed ONE vote.)

According to Table 28 on the following page, 43.2% of the Primary students, 568 of 1315, selected "Action and Plot" as the favorite aspect of a story. The boys' ranking of this area was higher than the girls' ranking; 47.6% to 38.4%. The next favorite feature statistically was the "Conflict" area, or the problem presented in the story. This aspect

received 19.3% of the student assessment. The third ranked area was in "Character" treatment with 16.1%. The girls ranked this area slightly higher than the boys; 17.6% to 14.6%.

Least favorite aspects were related to "Author's Style" with 6.5% and "Theme and Mood" aspects of the story with 3.0%. Less than one percent of the boys selected the "Theme and Mood" aspect as a favorite part, or feature, of the story.

TABLE 28

Summary of Primary Students' Favorite Aspect of the Stories from the Primary Category of the California Young Reader Medal Nominated Books (Reported in Frequencies and Percentages)

Student Response Areas	Boys N = 683	Girls N = 632	Total N = 1315
Characters	n = 100 % = 14.6	n = 111 % = 17.6	N = 211 % = 16.1
Action/Plot	n = 325 % = 47.6	n = 243 % = 38.4	N = 568 % = 43.2
Conflict	n = 129 % = 18.9	n = 125 % = 19.8	N = 254 % = 19.3
Illustrations	n = 79 % = 11.6	n = 77 % = 12.2	N = 156 % = 11.9
Mood or Theme	n = 6 % = 0.9	n = 34 % = 5.4	N = 40 % = 3.0
Author's Style	n = 44 % = 6.4	n = 42 % = 6.6	N = 86 % = 6.5

The aspect of "Illustrations", although rated very important to the story by the students as seen in the previous Table 27, was not considered the "favorite" aspect by most of the primary students in the study. One book, Round Trip, did receive unanimous votes for illustration, however. This book's black and white illustrations form different pictures when turned up-side-down. Students' comments to this uniqueness included, "Oh, Wow!", "That's radical!", "How neat!", "How did she (the illustrator) do that?", and "Show us the pictures again, please."

Over-all enjoyment rating for the Primary Category books is summarized in Table 29. Students were allowed to cast one of three votes:

- (1) The book was EXCELLENT. It is one of the best I've heard.
- (2) The book was AVERAGE. The story was okay, but I've heard better.
- (3) The book was POOR. I didn't like this story at all.

TABLE 29

Summary of Primary Student Over-All Enjoyment Rating of the Primary Category California Young Reader Medal Nominated Books (Reported in Frequencies and Percentages)			
Rating Levels	Boys N = 683	Girls N = 632	Total N = 1315
Excellent	n = 547 % = 80.0	n = 525 % = 83.0	N = 1072 % = 81.5
Average	n = 120 % = 17.5	n = 96 % = 15.0	N = 216 % = 16.5
Poor	n = 16 % = 2.5	n = 11 % = 2.0	N = 27 % = 2.0

Distribution of collected data in Table 29 is relatively uniform for all three divisions of voting. Eighty-three of the girls and 80% of the boys rated the books heard as "Excellent". Fifteen percent of the girls and 17.5% of the boys rated the books heard as "Average". Two percent of the girls and 2.5% of the boys rated the books heard as "Poor". Total combined ratings for "Excellent" were 81.5%, for "Average" 16.5%, and for "Poor" 2.0%. Converting the percentages to actual titles would show that 41 of the 50 titles were considered "Excellent", eight were considered "Average", and one was considered "Poor".

Tables 30, 31, and 32 are presented to show Intermediate student responses to the materials read. As mentioned previously, these students responded independently after reading the materials. The seven female students participating read 60 books. The eight male students participating read 86 books. The average number of the 34 provided titles read by each female participant was ten. The male average number of titles read was nine.

Table 30 reports the breakdown of story aspects that are favored by intermediate students in their interaction with the 34 Young Reader Medal nominated titles for grades four through six. Percentages are based on the number of books read by each sex and then totally.

TABLE 30

Summary of the Favorite Aspects of Stories from the Intermediate Category of the California Young Reader Medal Nominated Books as Assessed by Intermediate Students (Based on the Number of Books Read and Reported in Frequencies and Percentages)

Student Response Areas	Boys N = 86	Girls N = 60	Total N = 146
Character/ Character Develop.	n = 20 % = 23.2	n = 15 % = 25.0	N = 35 % = 24.0
Action/Plot	n = 33 % = 38.4	n = 13 % = 21.7	N = 46 % = 31.5
Conflict	n = 15 % = 17.4	n = 24 % = 40.0	N = 39 % = 26.7
Story Theme	n = 12 % = 14.0	n = 6 % = 10.0	N = 18 % = 12.3
Author Style and Mood	n = 6 % = 7.0	n = 2 % = 3.3	N = 8 % = 5.5

Table 30 shows the boys favoring the "Action/Plot" aspect as illustrated by the 38.4% ranking, the highest of their five assessed areas. The boys' second choice is "Character/Character Development" which has a percentage ranking of 23.2%.

The girls' top favorite is in the area of "Story Conflict" with a 40%, a noticeable difference when compared to the boys' 17.4% score in this area. The second choice of the girls is "Character/Character Development" with a 25% ranking. This ranking is followed closely by "Action/Plot" with 21.7%.

Most frequently, a story's conflict is conveyed through the action or plot development. These elements of story are closely related. When combining the percentages of these two elements, conflict and plot, the girls' assessment is 61.7% and the boys' assessment shows 55.8%. The total intermediate population assessment of these related aspects accounts for 58.2% of all identified elements.

The two aspects ranked lowest are "Story Theme" and "Author Style and Mood". These two aspects account for only 17.8% of the combined total assessment.

The Over-All Rating of the Intermediate titles by the students is found in Table 31. The highest frequency of the ratings by both boys and girls is found in the "Very Good" level. Girls rated 53.3% of the books at this level. The boys identified 48.8% of the books as "Very Good."

More books are rated as "Average" by the girls than by the boys: 28.3% to 18.6%. The boys, however, rated more books as "Superior" when compared to the girls' assessment: 31.4% to 11.7%. This converts to eleven titles identified by the boys and four titles identified by the girls.

TABLE 31

Summary of Intermediate Student Over-All Rating of the Intermediate Category California Young Reader Medal Nominated Books (Based on the Number of Books Read and Reported in Frequencies and Percentages)

Rating Levels	Boys N = 86	Girls N = 60	Total N = 146
Superior	n = 27 % = 31.4	n = 7 % = 11.7	N = 34 % = 23.3
Very Good	n = 42 % = 48.8	n = 32 % = 53.3	N = 74 % = 50.7
Average	n = 16 % = 18.6	n = 17 % = 28.3	N = 33 % = 22.6
Poor	n = 1 % = 1.2	n = 4 % = 6.7	N = 5 % = 3.4

Only one response of "Poor" is identified by the boys, whereas four responses of "Poor" are offered by the girls. Only 3.4% of all responses are identified as "Poor". This percentage would convert to one title from the list of 34 books.

Table 32 summarizes the Intermediate students' responses to thematic issues encountered in the thirty-four nominated books. (Refer to Appendix N: Student Response Sheet -- Question #3). Students were allowed to identify as many issues as they felt were treated in each of the California Young Reader Medal nominated titles they read. A total of 199 responses were elicited from the students from 146 books read.

TABLE 32

Summary of Student Personal Awareness Issues Identified in the Intermediate Category of the California Young Reader Medal Nominated Books (Reported in Frequencies and Percentages)

Personal Awareness Areas	Boys N = 86	Girls N = 60	Total N = 146
Coping with problems or situations with parents	n = 10 % = 11.6	n = 11 % = 18.3	N = 21 % = 14.4
Coping with problems or situations with brothers and sisters	n = 14 % = 16.2	n = 11 % = 18.3	N = 25 % = 17.1
Coping with problems or situations with friends or peers	n = 19 % = 22.0	n = 6 % = 10.0	N = 25 % = 17.1
Coping with problems or situations that involve growing up	n = 11 % = 12.7	n = 14 % = 23.3	N = 25 % = 17.1
Coping with problems or situations that involve disasters, accidents, or life changes	n = 17 % = 19.7	n = 16 % = 26.6	N = 33 % = 22.6
Coping with problems or situations where people are different from you	n = 10 % = 11.6	n = 11 % = 18.3	N = 21 % = 14.4
Coping with problems or situations that involve prejudice	n = 1 % = 1.0	n = 3 % = 5.0	N = 4 % = 2.7
No Application for personal awareness growth	n = 31 % = 36.0	n = 14 % = 23.3	N = 45 % = 30.8

Table 32 correlates student thematic response with the adult evaluation-review panel's assessment of each title by thematic category on the BICAS instrument. In viewing the total population, the students participating in the study indicate higher frequency responses in "Coping with Problems or Situations that Involve Disasters, Accidents, or Life Changes." Students rate this aspect with 22.6%. The three other areas receiving greater student responses include:

- (1) Coping with Problems or Situations with Brothers and Sisters -- 17.1%
- (2) Coping with Problems or Situations with Friends or Peers -- 17.1%
- (3) Coping with Problems or Situations that Involve Growing Up -- 17.1%

The area of "Coping with Problems or Situations that Involve Prejudice" received the fewest responses from students: 1.0% for the boys, 5.0 % for the girls, giving a composite score of 2.7%.

When combining the first two issues from Table 32, "Coping with Parents" and "Coping with Brothers and Sisters", under the grouping Family Relationships and Dynamics as found in the adult evaluation-review panel's thematic categories, a total of 31.5% of the students responded that story content dealt with this issue.

Student responses could corroborate adult panel members' findings (See Table 8) which indicate an extensive presentation of books dealing with Family Relationships and Dynamics. The adult evaluation-review panel results showed 76.6% of the 34 Intermediate Category titles having

moderate to strong developmental bibliotherapeutic potential for this thematic issue.

The area identified as "No Application for Personal Awareness Growth" surfaces as the highest over-all area of student response; 36% for the boys, based on 31 responses, 23.3 % for the girls, based on 14 responses, and a composite score of 30.8% based on 45 student responses. These student assessments came largely from four different selections read:

The Devil's Storybook - nine readers

(six male and three female)

Jumanji - six readers

(five male and one female)

Hazel Rye - twelve readers

(six male and six female)

Danny the Champion of the World - 3 readers

(all male)

The students' enjoyment level of three of the four titles was very high. The exception was Hazel Rye, a book not popular with the students.

SUMMARY of QUESTION 4

Question 4 treated the aspect of student response to the nominated titles in both the Primary and the Intermediate Categories of the California Young Reader Medal program. Tables illustrate various aspects of the study which include: the impact of the illustrations on the

total text for the Primary titles, the degree to which children enjoyed their experiences with the books encountered, the aspects of the story that the students found most enjoyable, and an appraisal of the thematic content of the story for students reading the Intermediate Category books. All data are reported in frequency and percentage and are based on the number of books read or heard.

QUESTION 5 (A):

To what extent were the titles chosen by California children in grades kindergarten through sixth the same when compared to similar young reader program titles throughout the United States?

QUESTION 5 (B):

To what extent were the titles chosen in five identified regions of the United States, and nationally, the same when compared to the California Young Reader Medal program masterlist of nominated titles? (NOTE: The five identified regions are: the Northeast, the Southeast, the Mid-West, the Great Plains, and the West.)

DISCUSSION:

Tables 33 and 34 provide data for question 5 (A). Each table illustrates the titles that are common between the California program and those programs found in the other 27 states or geographic areas with whom correspondence was undertaken. Table 33 treats the Primary Category titles. It should be noted that many of the 27 reader

programs contacted do not have a primary grade level component, therefore establishing regional similarities (Question 5 -- part B) was not deemed necessary. Many of the programs that include a primary grade level component were established much later than the California program. This accounts for the exclusion of many of the earlier titles found in the California primary grade masterlist.

Arizona (1977) and Colorado (1976) have primary grade programs that have been in effect a comparable amount of time. Georgia (1969) added a primary category component in 1977 as a part of that state's children's book award program. This category is referred to as the Georgia Children's Picture Storybook Award (GCPSA). Kentucky's program (1983) includes a range of titles from grades three through eight, hence many primary category books can be found for readers in the primary level. Michigan (1980) has a Division I intended for students from preschool to grade three. This program has experienced some organizational changes and for several years, in the mid-1980s, no awards were given. The Golden Sower Award from Nebraska (1981) also initiated a K-3 category in 1983. The Buckeye Children's Book Awards (1982) from Ohio has a reading level category for students in grades K-2. The state of Washington, which participates in the Pacific Northwest Young Reader's Choice Award program for grades 4-8, initiated a special program for students in grades K-3 in 1982. This program is called the Washington Children's Choice Picture Book Award. Wisconsin (1974) also has a category for the primary grade readers called the Little Archer Award. This program does not honor

one specific title, however; it honors the writers popular with children. The Little Archer Award program began in 1976.

The similar titles from the various state programs may not have appeared during the same years that the books appeared on the California list. Criteria for selection varies from program to program, especially in the area of the date of publication. Some states require publication dates within a three year period of the time of nomination, whereas other states allow a five year publication range.

Table 33 lists the California primary category titles and shows the states which also feature this title. Table 33 provides a composite frequency and percentage of the book's relative popularity. (Please REFER TO TABLE 33 on the following pages.)

The title experiencing the greatest popularity is Doctor De Soto written and illustrated by William Steig with 89%. This selection appeared in eight of the nine assessed state programs. Titles that appeared in six of the nine programs include: Cloudy with a Chance of Meatballs, written by Judith Barrett and illustrated by Ron Barrett, and Round Trip, written and illustrated by Ann Jonas. These two titles appeared in 67% of the programs. Other titles appearing in 56% of the nine state programs include: The Mysterious Tadpole, written and illustrated by Steven Kellogg; Cross-Country Cat, written by Mary Calhoun and illustrated by Erick Ingraham; Miss Nelson Is Missing!, written by Harry Allard and illustrated by James Marshall; Pinkerton Behave!, written and illustrated by Steven Kellogg; The Day Jimmy's Boa Ate the Wash, written by Trinka Noble and illustrated by Steven

Kellogg; Do Not Open, written and illustrated by Brinton Turkle; and The Napping House, written by Audrey Wood and illustrated by Don Wood. A 1987-1988 title from the California list, If You Give a Mouse a Cookie, not assessed in this study, also appears in five different state programs. All of the top appearing titles are from the genre of "Modern Fanciful Fiction". Children also appear to enjoy the art work and stories of Steven Kellogg. Three books with which he is associated either as author/illustrator or illustrator are among the ten most frequently appearing titles. The titles identified above, when reviewed for their over-all developmental bibliotherapeutic potential, have limited to no potential. (See Table 4)

TABLE 33

**California Young Reader Medal Nominated Titles Appearing
in Other States' Young Reader Programs
Primary Category**

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TABLE 33

California Young Reader Medal Nominated Titles Appearing in Other States'
 Young Reader Programs -- Primary Category

CALIFORNIA BOOK TITLES	AZ	CO	GA	KY	MI	NE	OH	WA	WI	COMPOSITE
<u>1975-1976 Nominated Titles</u>										
<u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u>	X	X	X		X					n = 4 % = 44
<u>Dorrie and the Goblin</u>	X	X								n = 2 % = 22
<u>Frog and Toad Together</u>					X					n = 1 % = 11
<u>How Droofus the Dragon Lost His Head</u>		X								n = 1 % = 11
<u>Ira Sleeps Over</u>	X	X	X		X					n = 4 % = 44
<u>Leo the Late Bloomer</u>										n = 0 % = 0
<u>The Lorax</u>	X									n = 1 % = 11
<u>One Monster After Another</u>	X								X	n = 2 % = 22
<u>Play Ball, Amelia Bedelia</u>										n = 0 % = 0
<u>The Very Hungry Caterpillar</u>					X					n = 1 % = 11

TABLE 33
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Primary Category

CALIFORNIA BOOK TITLES	AZ	CO	GA	KY	MI	NE	OH	WA	WI	COMPOSITE
<u>1979-1980 Nominated Titles</u>										
<u>Big Bad Bruce</u>		X	X							n = 2 % = 22
<u>Little Fox Goes to the End of the World</u>									X	n = 1 % = 11
<u>Liza Lou and the Yellow Belly Swamp</u>		X								n = 1 % = 11
<u>Mr. and Mrs. Pig's Evening Out</u>										n = 0 % = 0
<u>The Mysterious Tadpole</u>	X	X	X		X				X	n = 5 % = 56

TABLE 33
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Primary Category

CALIFORNIA BOOK TITLES	AZ	CO	GA	KY	MI	NE	OH	WA	WI	COMPOSITE
<u>1981-1982 Nominated Titles</u>										
<u>Cloudy with a Chance of Meatballs</u>	X	X	X			X	X		X	n = 6 % = 67
<u>Cross-Country Cat</u>		X	X			X		X	X	n = 5 % = 56
<u>Cowardly Clyde</u>							X			n = 1 % = 11
<u>Miss Nelson Is Missing!</u>	X	X	X				X		X	n = 5 % = 56
<u>Pinkerton, Behave!</u>		X	X				X		X	n = 4 % = 44

TABLE 33
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Primary Category

CALIFORNIA BOOK TITLES	AZ	CO	GA	KY	MI	NE	OH	WA	WI	COMPOSITE
<u>1983-1984 Nominated Titles</u>										
<u>Alexander, Who Used to Be Rich Last Sunday</u>	X						X			n = 2 % = 22
<u>A Rose for Pinkerton!</u>						X		X		n = 2 % = 22
<u>Bagdad Ate It</u>										n = 0 % = 0
<u>No Bath Tonight</u>			X							n = 1 % = 11
<u>Oh! Were They Ever Happy!</u>		X							X	n = 2 % = 22

TABLE 33
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Primary Category

CALIFORNIA BOOK TITLES	AZ	CO	GA	KY	MI	NE	OH	WA	WI	COMPOSITE
<u>1985-1986 Nominated Titles</u>										
<u>Do Not Open</u>		X	X			X	X	X		n = 5 % = 56
<u>Friends</u>								X		n = 1 % = 11
<u>Hot-Air Henry</u>		X						X		n = 2 % = 22
<u>Round Trip</u>	X	X	X			X	X	X		n = 6 % = 67
<u>Space Case</u>		X					X	X		n = 3 % = 33

TABLE 33
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Primary Category

CALIFORNIA BOOK TITLES	AZ	CO	GA	KY	MI	NE	OH	WA	WI	COMPOSITE
<u>1986-1987 Nominated Titles</u>										
<u>Happy Birthday, Moon</u>			X					X		n = 2 % = 22
<u>Ming Lo Moves the Mountain</u>						X		X		n = 2 % = 22
<u>Miss Rumphius</u>			X	X		X		X		n = 4 % = 44
<u>The Napping House</u>		X	X	X		X		X		n = 5 % = 56
<u>What's Under My Bed?</u>			X						X	n = 2 % = 22

TABLE 33
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Primary Category

CALIFORNIA BOOK TITLES	AZ	CO	GA	KY	MI	NE	OH	WA	WI	COMPOSITE
<u>1987-1988 Nominated Titles</u>										
<u>Dabble Duck</u>										n = 0 % = 0
<u>If You Give A Mouse a Cookie</u>	X		X	X		X		X		n = 5 % = 56
<u>Imogene's Antlers</u>				X		X		X		n = 3 % = 33
<u>Molly's Pilgrim</u>		X								n = 1 % = 11
<u>The Trek</u>				X				X		n = 2 % = 22

Table 34 identifies the Intermediate Category titles from the California nominated lists that appear in other state programs. The titles are listed by the year of nomination in California. These titles may appear on different annual lists from the states reviewed and assessed. Twenty-six different programs are represented. The Pacific Northwest Young Reader's Choice Award program includes the states of Alaska, Idaho, Montana, Oregon, and Washington, as well as the Canadian provinces of Alberta and British Columbia, but is viewed as only one program. If these Northwest states were considered separately, 31 of the 50 states have some form of young reader award program in operation.

As mentioned in the discussion of the Primary Category books, many of the Intermediate Category programs were begun after the California program, therefore some of the earlier titles may not have been considered by various states. Programs in Florida (1984), Iowa (1980), Kentucky (1983), Michigan (1980), Minnesota (1980), Nebraska (1981), New Hampshire (1980), New Mexico (1981), Ohio (1982), Texas (1981), and West Virginia (1985) are relatively young when compared to the longer established programs in several states.

The oldest program is the Pacific Northwest Young Reader's Choice Award established in 1940. The William Allen White Children's Book Award program in Kansas was established in 1953 and is named in honor of the famous Kansas newspaper editor and journalist. Vermont's Dorothy Canfield Fisher Children's Book Award was established in 1957, the third program to appear in the country, as a tribute to the Vermont author. This program was followed by the

Oklahoma program, the Sequoyah Children's Book Award, established in 1959. Hawaii initiated the Nene Award in 1964 to promote library book reading by the children in Hawaii. Georgia established the Georgia Children's Book Award in 1969 through the University of Georgia, and Arkansas initiated the Charlie May Simon Children's Book Award in 1971 to honor its native author of many children's books. Arkansas' neighboring state, Missouri, established the Mark Twain Award in 1972, named for renowned Missouri author, Samuel Clemens.

Wisconsin (1974), Indiana (1975), Colorado (1976), Massachusetts (1976), South Carolina (1976), and Arizona (1977), along with California (1975) began active programs to encourage quality reading among the students of their states. Program characteristics and criteria vary from state to state as does the selection process and the sponsoring agencies. (Please refer to TABLE 34 on the following pages.) Complete information was not available from the programs in Indiana, New Hampshire, and Wisconsin. Wisconsin's and New Hampshire's programs do not provide masterlists from which the children read and vote. The children vote for any books they have encountered and find note-worthy. Complete lists of the total annual voting tabulations from these two states were not available for this researcher. A set of masterlists from 1975 through 1980 from Indiana was not available from the program's archives. Thus, the titles from the Young Hoosier Award cover only 1981 through 1987, and those titles from 1975-1980 that were winners.

Popular titles are How To Eat Fried Worms, Tales of a Fourth Grade Nothing, Ramona and Her Father, Bunnicula: A Rabbit-Tale Mystery, The Great Gilly Hopkins, Superfudge, The Trouble with Tuck, Anastasia Krupnik, Save Queen of Sheba, Dear Mr. Henshaw, Nothing's Fair in Fifth Grade, Night of the Twisters, and Sign of the Beaver. These titles are discussed in conjunction with TABLE 35. They do, however, surface as the titles that appear in eleven or more of the assessed programs.

TABLE 34

**California Young Reader Medal Nominated Titles Appearing
in Other States' Young Reader Programs
Intermediate Category**

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TABLE 34

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Intermediate Category

CALIFORNIA BOOK TITLES Grouped by Year Nominated	STATES PARTICIPATING																									
	Arizona	Arkansas	Colorado	Florida	Georgia	Hawaii	Indiana	Iowa	Kansas	Kentucky	Mass.	Michigan	Minnesota	Missouri	Nebraska	N. Hamp.	N. Mexico	Ohio	Oklahoma	Pac. NW.**	S. Car.	Texas	Utah	Vermont	W. Vir.	Wisconsin
<u>1975-1976 Nominated Titles</u>																										
<u>Annie and the Old One</u>	X	X			X				X		X			X					X		X					
<u>How to Eat Fried Worms</u>	X		X			X	X	X			X	X		X				X	X		X					X
<u>Me and My Little Brain</u>												X												X		
<u>Mrs. Frisby and the Rats of NIMH</u>		X				X			X		X	X		X		X			X	X			X			

** Includes Alaska, Idaho, Montana, Oregon, and Washington

TABLE 34
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Intermediate Category

CALIFORNIA BOOK TITLES Grouped by Year Nominated	STATES PARTICIPATING																									
	Arizona	Arkansas	Colorado	Florida	Georgia	Hawaii	Indiana	Iowa	Kansas	Kentucky	Mass.	Michigan	Minnesota	Missouri	Nebraska	N. Hamp.	N. Mexico	Ohio	Oklahoma	Pac. NW.**	S. Car.	Texas	Utah	Vermont	W. Vir.	Wisconsin
<u>1977-1978 Nominated Titles</u>																										
<u>The Cat Ate My Gymsuit</u>	X	X			X						X															
<u>Freaky Friday</u>					X	X					X	X	X						X							
<u>Julie of the Wolves</u>						X			X		X	X	X					X	X	X				X		
<u>Ramona the Brave</u>	X					X		X					X						X	X						X
<u>Tales of a Fourth Grade</u>																										
<u>Nothing</u>	X	X	X		X							X				X	X	X	X	X						X

** Includes Alaska, Idaho, Montana, Oregon, and Washington

TABLE 34
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Intermediate Category

CALIFORNIA BOOK TITLES Grouped by Year Nominated	STATES PARTICIPATING																										
	Arizona	Arkansas	Colorado	Florida	Georgia	Hawaii	Indiana	Iowa	Kansas	Kentucky	Mass.	Michigan	Minnesota	Missouri	Nebraska	N. Hamp.	N. Mexico	Ohio	Oklahoma	Pac. NW.**	S. Car.	Texas	Utah	Vermont	W. Vir.	Wisconsin	
<u>1979-1980 Nominated Titles</u>																											
<u>Danny, Champion of the World</u>						X					X	X							X	X							
<u>The Devil's Storybook</u>						X			X															X			
<u>Philip Hall Likes Me, I Reckon Maybe</u>		X			X	X			X			X	X						X	X		X	X				
<u>Ramona the Brave</u> (Second Nomination)	X					X		X				X	X						X							X	
<u>The Return of the Great Brain</u>						X													X								

** Includes Alaska, Idaho, Montana, Oregon, and Washington

TABLE 34
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Intermediate Category

CALIFORNIA BOOK TITLES Grouped by Year Nominated	STATES PARTICIPATING																										
	Arizona	Arkansas	Colorado	Florida	Georgia	Hawaii	Indiana	Iowa	Kansas	Kentucky	Mass.	Michigan	Minnesota	Missouri	Nebraska	N. Hamp.	N. Mexico	Ohio	Oklahoma	Pac. NW.**	S. Car.	Texas	Utah	Vermont	W. Vir.	Wisconsin	
<u>1981-1982 Nominated Titles</u>																											
<u>Bunnicula: A Rabbit Tale of Mystery</u>	X		X	X	X	X	X	X			X		X		X		X	X	X	X	X	X	X	X	X	X	
<u>The Great Gilly Hopkins</u>			X	X	X	X	X	X	X		X	X	X		X					X	X	X	X	X	X	X	
<u>Journey Home</u>		X				X			X											X							
<u>Ramona and Her Father</u>	X		X		X	X		X			X	X	X	X	X		X	X		X	X	X	X	X			
<u>Summer of the Monkeys</u>	X		X					X	X				X			X		X		X		X	X			X	

** Includes Alaska, Idaho, Montana, Oregon, and Washington

TABLE 34
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Intermediate Category

CALIFORNIA BOOK TITLES Grouped by Year Nominated	STATES PARTICIPATING																									
	Arizona	Arkansas	Colorado	Florida	Georgia	Hawaii	Indiana	Iowa	Kansas	Kentucky	Mass.	Michigan	Minnesota	Missouri	Nebraska	N. Hamp.	N. Mexico	Ohio	Oklahoma	Pac. NW.**	S. Car.	Texas	Utah	Vermont	W. Vir.	Wisconsin
<u>1982-1983 Nominated Titles</u>																										
<u>The Boy Who Saw Bigfoot</u>													X													
<u>Ramona and Her Mother</u>	X	X	X	X	X		X			X	X	X		X	X				X							
<u>Superfudge</u>	X		X	X	X	X	X	X				X			X	X	X	X	X			X	X			
<u>1983-1984 Nominated Titles</u>																										
<u>Anastasia Krupnik</u>			X		X	X	X	X			X	X						X	X			X	X	X		
<u>Do Bananas Chew Gum?</u>	X	X	X	X	X			X					X						X			X	X			
<u>The Trouble with Tuck</u>					X			X	X	X			X	X	X		X					X	X	X		X

** Includes Alaska, Idaho, Montana, Oregon, and Washington

TABLE 34
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Intermediate Category

CALIFORNIA BOOK TITLES Grouped by Year Nominated	STATES PARTICIPATING																										
	Arizona	Arkansas	Colorado	Florida	Georgia	Hawaii	Indiana	Iowa	Kansas	Kentucky	Mass.	Michigan	Minnesota	Missouri	Nebraska	N. Hamp.	N. Mexico	Ohio	Oklahoma	Pac. NW.**	S. Car.	Texas	Utah	Vermont	W. Vir.	Wisconsin	
<u>1984-1985 Nominated Titles</u>																											
<u>Jumanji</u>	X			X							X						X	X									X
<u>The Indian in the Cupboard</u>	X															X		X		X	X						
<u>Save Queen of Sheba</u>		X		X			X		X				X	X					X	X		X	X	X			
<u>1985-1986 Nominated Titles</u>																											
<u>Dear Mr. Henshaw</u>	X			X		X	X			X	X			X	X	X	X	X	X						X		
<u>Hazel Rye</u>		X							X															X	X		
<u>Nothing's Fair in Fifth Grade</u>	X		X	X	X	X	X	X			X		X	X	X	X	X	X									X

** Includes Alaska, Idaho, Montana, Oregon, and Washington

TABLE 34
(continued)

California Young Reader Medal Nominated Titles Appearing in Other States'
Young Reader Programs -- Intermediate Category

CALIFORNIA BOOK TITLES Grouped by Year Nominated	STATES PARTICIPATING																										
	Arizona	Arkansas	Colorado	Florida	Georgia	Hawaii	Indiana	Iowa	Kansas	Kentucky	Mass.	Michigan	Minnesota	Missouri	Nebraska	N. Hamp.	N. Mexico	Ohio	Oklahoma	Pac. NW.**	S. Car.	Texas	Utah	Vermont	W. Vir.	Wisconsin	
<u>1986-1987 Nominated Titles</u>																											
<u>The Dollhouse Murders</u>											X		X	X			X	X		X		X					
<u>Night of the Twisters</u>		X	X		X		X						X	X	X				X			X	X			X	
<u>The Sign of the Beaver</u>	X	X	X	X	X	X	X	X	X	X	X		X	X	X			X	X	X	X	X	X	X	X	X	
<u>1987-1988 Nominated Titles</u>																											
<u>Babe, the Gallant Pig</u>																				X	X			X			
<u>Be a Perfect Person in Just Three Days</u>		X		X	X	X	X				X		X		X		X										
<u>In the Year of the Boar and Jackie Robinson</u>	X	X	X	X	X	X			X	X	X		X	X	X				X	X		X	X	X	X	X	

** Includes Alaska, Idaho, Montana, Oregon, and Washington

TABLE 35 responds to Question 5 (B) regarding regional and national trends. It also summarizes the findings in TABLE 34. TABLE 35 groups the states in five distinct regions. The breakdown for regions, and the states included in each region, is as follows:

Northeast -- Three programs

Massachusetts

New Hampshire

Vermont

Southeast -- Seven programs

Arkansas Missouri

Florida South Carolina

Georgia West Virginia

Kentucky

Mid-West -- Six programs

Indiana Minnesota

Iowa Ohio

Michigan Wisconsin

Great Plains -- Five programs

Colorado Oklahoma

Kansas Texas

Nebraska

West - Five programs

Arizona Pacific Northwest

Hawaii Utah

New Mexico

TABLE 35

**Regional Frequencies and Percentages for Identical Titles
Found in Programs Similar to the California Young Reader
Medal Program
Intermediate Category**

Pages 187 - 193

TABLE 35

Regional Frequencies and Percentages for Identical Titles Found in
 Programs Similar to the California Young Reader Medal Program -- Intermediate Category

CALIFORNIA BOOK TITLES	REGIONAL PROGRAMS					TOTAL N = 26
	Northeast n = 3	Southeast n = 7	Mid-West n = 6	Plains n = 5	West n = 5	
<u>1975-1976 Nominated Titles</u>						
<u>Annie and the Old One</u>	n = 1 % = 33	n = 3 % = 43	n = 1 % = 17	n = 1 % = 20	n = 2 % = 40	N = 8 N = 31
<u>How to Eat Fried Worms</u>	n = 2 % = 67	n = 2 % = 29	n = 5 % = 83	n = 1 % = 20	n = 2 % = 40	N = 12 N = 46
<u>Me and My Little Brain</u>	n = 1 % = 33	n = 0 % = 0	n = 1 n = 17	n = 0 % = 0	n = 0 % = 0	N = 2 N = 8
<u>Mrs. Frisby and the Rats of NIMH</u>	n = 3 % = 100	n = 2 % = 29	n = 1 % = 17	n = 2 % = 40	n = 2 % = 40	N = 10 % = 38
<u>1977-1978 Nominated Titles</u>						
<u>The Cat Ate My Gymsuit</u>	n = 1 % = 33	n = 0 % = 0	n = 0 % = 0	n = 1 % = 20	n = 2 % = 40	N = 4 % = 15
<u>Freaky Friday</u>	n = 1 % = 33	n = 2 % = 29	n = 1 % = 17	n = 0 % = 0	n = 2 % = 40	N = 6 % = 23

TABLE 35
(continued)

Regional Frequencies and Percentages for Identical Titles Found in
Programs Similar to the California Young Reader Medal Program -- Intermediate Category

CALIFORNIA BOOK TITLES	REGIONAL PROGRAMS					TOTAL N = 26
	Northeast n = 3	Southeast n = 7	Mid-West n = 6	Plains n = 5	West n = 5	
<u>1977-1978 Nominated Titles (continued)</u>						
<u>Julie of the Wolves</u>	n = 2 % = 67	n = 2 % = 29	n = 2 % = 33	n = 1 % = 20	n = 2 % = 40	N = 9 % = 35
<u>Ramona the Brave</u>	n = 0 % = 0	n = 2 % = 29	n = 2 % = 33	n = 0 % = 0	n = 3 % = 60	N = 7 % = 27
<u>Tales of a Fourth Grade Nothing</u>	n = 2 % = 67	n = 3 % = 43	n = 1 % = 17	n = 2 % = 40	n = 3 % = 60	N = 11 % = 42
<u>1979-1980 Nominated Titles</u>						
<u>Danny, The Champion of the World</u>	n = 1 % = 33	n = 1 % = 14	n = 1 % = 17	n = 0 % = 0	n = 2 % = 40	N = 5 % = 19
<u>The Devil's Storybook</u>	n = 1 % = 33	n = 0 % = 0	n = 0 % = 0	n = 1 % = 20	n = 1 % = 20	N = 3 % = 12
<u>Philip Hall Likes Me, I Reckon Maybe</u>	n = 1 % = 33	n = 4 % = 57	n = 1 % = 17	n = 2 % = 40	n = 2 % = 40	N = 10 % = 38

TABLE 35
(continued)

Regional Frequencies and Percentages for Identical Titles Found in
Programs Similar to the California Young Reader Medal Program -- Intermediate Category

CALIFORNIA BOOK TITLES	REGIONAL PROGRAMS					TOTAL N = 26
	Northeast n = 3	Southeast n = 7	Mid-West n = 6	Plains n = 5	West n = 5	
<u>1979-1980 Nominated Titles (continued)</u>						
<u>Ramona the Brave</u> (Second Nomination)	n = 0 % = 0	n = 2 % = 29	n = 2 % = 33	n = 0 % = 0	n = 3 % = 60	N = 7 % = 27
<u>The Return of the Great Brain</u>	n = 0 % = 0	n = 0 % = 0	n = 1 % = 17	n = 0 % = 0	n = 2 % = 40	N = 3 % = 12
<u>1981-1982 Nominated Titles</u>						
<u>Bunnicula: A Rabbit-Tale Mystery</u>	n = 2 % = 67	n = 3 % = 43	n = 4 % = 67	n = 4 % = 80	n = 5 % = 100	N = 18 % = 69
<u>The Great Gilly Hopkins</u>	n = 2 % = 67	n = 3 % = 43	n = 4 % = 67	n = 4 % = 80	n = 3 % = 60	N = 16 % = 62
<u>Journey Home</u>	n = 0 % = 0	n = 1 % = 14	n = 0 % = 0	n = 1 % = 20	n = 2 % = 40	N = 4 % = 15
<u>Ramona and Her Father</u>	n = 1 % = 33	n = 3 % = 43	n = 4 % = 67	n = 3 % = 60	n = 5 % = 100	N = 16 % = 62

TABLE 35
(continued)

Regional Frequencies and Percentages for Identical Titles Found in
Programs Similar to the California Young Reader Medal Program -- Intermediate Category

CALIFORNIA BOOK TITLES	REGIONAL PROGRAMS					TOTAL N = 26
	Northeast n = 3	Southeast n = 7	Mid-West n = 6	Plains n = 5	West n = 5	
<u>1981-1982 Nominated Titles (continued)</u>						
<u>Summer of the Monkeys</u>	n = 0 % = 0	n = 1 % = 14	n = 3 % = 50	n = 4 % = 80	n = 2 % = 40	N = 10 % = 38
<u>1982-1983 Nominated Titles</u>						
<u>The Boy Who Saw Bigfoot</u>	n = 0 % = 0	n = 1 % = 14	n = 0 % = 0	n = 0 % = 0	n = 0 % = 0	N = 1 % = 4
<u>Ramona and Her Mother</u>	n = 2 % = 67	n = 1 % = 14	n = 3 % = 50	n = 2 % = 40	n = 2 % = 40	N = 10 % = 38
<u>Superfudge</u>	n = 1 % = 33	n = 2 % = 29	n = 4 % = 67	n = 3 % = 60	n = 5 % = 100	N = 15 % = 58

TABLE 35
(continued)

Regional Frequencies and Percentages for Identical Titles Found in
Programs Similar to the California Young Reader Medal Program -- Intermediate Category

CALIFORNIA BOOK TITLES	REGIONAL PROGRAMS					TOTAL N = 26
	Northeast n = 3	Southeast n = 7	Mid-West n = 6	Plains n = 5	West n = 5	
<u>1983-1984 Nominated Titles</u>						
<u>Anastasia Krupnik</u>	n = 2 % = 67	n = 2 % = 29	n = 4 % = 67	n = 1 % = 20	n = 3 % = 60	N = 12 % = 46
<u>Do Bananas Chew Gum?</u>	n = 0 % = 0	n = 3 % = 43	n = 2 % = 33	n = 3 % = 60	n = 2 % = 40	N = 10 % = 38
<u>The Trouble with Tuck</u>	n = 0 % = 0	n = 4 % = 57	n = 3 % = 50	n = 3 % = 60	n = 2 % = 40	N = 12 % = 46
<u>1984-1985 Nominated Titles</u>						
<u>Jumanji</u>	n = 0 % = 0	n = 3 % = 43	n = 1 % = 17	n = 0 % = 0	n = 2 % = 40	N = 6 % = 23
<u>The Indian in the Cupboard</u>	n = 1 % = 33	n = 1 % = 14	n = 1 % = 17	n = 0 % = 0	n = 2 % = 40	N = 5 % = 19
<u>Save Queen of Sheba</u>	n = 1 % = 33	n = 3 % = 43	n = 2 % = 33	n = 3 % = 60	n = 2 % = 40	N = 11 % = 42

TABLE 35
(continued)

Regional Frequencies and Percentages for Identical Titles Found in
Programs Similar to the California Young Reader Medal Program -- Intermediate Category

CALIFORNIA BOOK TITLES	REGIONAL PROGRAMS					TOTAL N = 26
	Northeast n = 3	Southeast n = 7	Mid-West n = 6	Plains n = 5	West n = 5	
<u>1985-1986 Nominated Titles</u>						
<u>Dear Mr. Henshaw</u>	n = 3 % = 100	n = 3 % = 43	n = 2 % = 33	n = 1 % = 20	n = 4 % = 80	N = 13 % = 50
<u>Hazel Rye</u>	n = 1 % = 33	n = 2 % = 29	n = 0 % = 0	n = 1 % = 20	n = 0 % = 0	N = 4 % = 15
<u>Nothing's Fair in Fifth Grade</u>	n = 2 % = 67	n = 2 % = 29	n = 5 % = 83	n = 3 % = 60	n = 3 % = 60	N = 15 % = 58
<u>1986-1987 Nominated Titles</u>						
<u>The Dollhouse Murders</u>	n = 1 % = 33	n = 1 % = 14	n = 2 % = 33	n = 1 % = 20	n = 2 % = 40	N = 7 % = 27
<u>Night of the Twisters</u>	n = 0 % = 0	n = 4 % = 57	n = 2 % = 33	n = 5 % = 100	n = 0 % = 0	N = 11 % = 42
<u>The Sign of the Beaver</u>	n = 2 % = 67	n = 7 % = 100	n = 4 % = 67	n = 5 % = 100	n = 5 % = 100	N = 23 % = 88

TABLE 35
(continued)

Regional Frequencies and Percentages for Identical Titles Found in
Programs Similar to the California Young Reader Medal Program -- Intermediate Category

CALIFORNIA BOOK TITLES	REGIONAL PROGRAMS					TOTAL N = 26
	Northeast n = 3	Southeast n = 7	Mid-West n = 6	Plains n = 5	West n = 5	
<u>1987-1988 Nominated Titles</u>						
<u>Babe, the Gallant Pig</u>	n = 0 % = 0	n = 1 % = 14	n = 0 % = 0	n = 0 % = 0	n = 2 % = 40	N = 3 % = 12
<u>Be a Perfect Person in Just Three Days</u>	n = 0 % = 0	n = 4 % = 57	n = 2 % = 33	n = 1 % = 20	n = 2 % = 40	N = 9 % = 35
<u>In the Year of the Boar and Jackie Robinson</u>	n = 2 % = 67	n = 6 % = 86	n = 1 % = 17	n = 5 % = 100	n = 3 % = 60	N = 17 % = 65

Regional favorites are identified first. Those titles with highest frequency in the Northeast are: Mrs. Frisby and the Rats of NIMH by Robert O'Brien and Dear Mr. Henshaw by Beverly Cleary. One title that appeared common to all programs in the Southeast is The Sign of the Beaver by Elizabeth George Speare. In the Mid-West, two titles are popular in the six state programs; Nothing's Fair in Fifth Grade by Barthe DeClements and How to Eat Fried Worms by Thomas Rockwell. Programs in the Great Plains region favored two titles with 100% inclusion on their respective lists. Those books are: Night of the Twisters by Ivy Ruckman and The Sign of the Beaver by Elizabeth George Speare.

The Western programs have three titles which appeared in all programs and a single title that appeared in four of the five programs. The 100% titles are: Ramona and Her Father by Beverly Cleary, Superfudge by Judy Blume, and Elizabeth George Speare's The Sign of the Beaver. The other popular title of the Western region is Dear Mr. Henshaw by Beverly Cleary.

Numerous other titles appear in each region that represent over 50% selection by the state young reader programs. These titles are utilized when making a composite of titles for a "national" trend of nominated books. Although they may not have been in the 80% to 100% range of the regional findings, their impact is significant when viewed as a total national unit. The book with the highest percentage (88%) was The Sign of the Beaver by Elizabeth George Speare. Three books fell into the 60%-70% range. These books include: Bunnicula: A Rabbit-Tale

Mystery by Deborah and James Howe (69%); The Great Gilly Hopkins by Katherine Paterson (62%); and Ramona and Her Father by Beverly Cleary. Titles in the 50%-60% range are: Nothing's Fair in Fifth Grade by Barthe DeClements (58%); Superfudge by Judy Blume; and Dear Mr. Henshaw by Beverly Cleary. Two titles appear quite strong with ratings of 46%. They are Anastasia Krupnik by Lois Lowry and Theodore Taylor's The Trouble with Tuck. One title that appears in California's 1987-1988 nominated list, and is therefore not included in this study, is In the Year of the Boar and Jackie Robinson by Bette Bao Lord. This book appears in seventeen different state programs and would rate a 67% if viewed nationally.

The nine appearing books most frequently represent three different genre of children's literature. The Sign of the Beaver is categorized as Historical Fiction in this study. Bunnicula: A Rabbit-Tale Mystery falls into the genre of Modern Fanciful Fiction. The remaining seven books are categorized as Contemporary Realistic Fiction. This type of literature appears to be popular among young readers in grades 4-6. With the exception of Bunnicula: A Rabbit-Tale Mystery, all of the other top-seeded titles have moderate to strong developmental bibliotherapeutic potential in several of the thematic content areas or categories. (Refer to TABLE 5)

SUMMARY OF QUESTION 5

California shares many Young Reader Medal titles in common with other states and regional areas. If the California titles were included with the Western region states, numerous like titles would appear. This also appears true with both the Northeast and the Mid-West Regions. This information is presented in Tables 33, 34, and 35.

Information was also provided about the different genre characteristics found in the Primary and Intermediate Category selections. The majority of the Primary Category titles shared in common with other states, are largely from the Modern Fanciful Fiction genre, while common Intermediate Category titles appear to be Contemporary Realistic Fiction.

Included with the major tables for this question was a brief background of the various state programs and their dates of inauguration. The programs vary in format and structure, age level audiences, and selection procedures, but the common element of each is to connect children with quality literature, exciting authors, and a love for reading.

Chapter V

SUMMARY, CONCLUSIONS, IMPLICATIONS OF THE FINDINGS, AND RECOMMENDATIONS

INTRODUCTION:

This content analysis study investigated the developmental bibliotherapeutic implications and potential of eighty-four titles of children's literature nominated for the California Young Reader Medal Award since the program's inception in 1975. This award program is sponsored by four professional organizations involved in reading and library science education throughout the state of California; the California Reading Association, the California Library Association, the California Media and Library Educators Association and the California Association of Teachers of English. The purpose of the Young Reader Medal program is two-fold: (1) to encourage California children to become better acquainted with good literature, and (2) to honor a favorite book and its author.

Reading for meaning and purpose are among the basic tenants of developing comprehension, application, and evaluation skills. Educators strive to have children synthesize the materials encountered in their reading, ponder the elements that may have meaning to their lives or thinking processes, and then accept or reject the information as valid.

Developmental bibliotherapy is the process in which children assimilate insights and experiences from the written word that may

help them in the maturation stages of childhood or adolescence. Developmental bibliotherapy encourages these vicarious experiences so that students can identify with fictional characters who may be experiencing life situations or emotional-adjustment problems that the readers themselves also may be experiencing. In clinical terms, bibliotherapy involves three levels of integration by the reader: identification, catharsis, and insight. Personalizing and applying the literature shared or experienced is the end result.

This content analysis, dealing with the developmental aspects of bibliotherapy, proposed to:

- (1.) determine the number of titles from the nominated California Young Reader Medal list that have bibliotherapeutic potential
- (2.) determine the extent to which each title has bibliotherapeutic potential in six identified thematic categories
- (3.) evaluate the titles by theme category, genre and decade in order to observe any trends in current literature, and for bibliotherapeutic potential
- (4.) measure students' reactions to, and assessments of the eighty-four nominated titles
- (5.) compare the California nominated titles and winners to other state program masterlists in an effort to establish regional and national trends in literature as well as children's favorite choices

The findings in this study were based upon data collected by a panel of four educators utilizing a recording instrument specifically designed

for the study; data and feedback collected from primary and intermediate aged students who interacted with the materials; and correspondence with officials representing twenty-seven state programs similar to the California Young Reader Medal Award program. Panel findings were subjected to analysis of variance procedures to determine areas of statistical significance and validity.

This research problem was limited to books within the Kindergarten through sixth grade range. Although the California program has a junior high and senior high component, those grade levels were not assessed. The researcher did not delete any titles from the identified, nominated books, nor add any because they were the researcher's favorites; nor were books included which had obvious thematic content that would insure high rating of developmental bibliotherapeutic potential. The main focus of the study was the assessment and reported findings made by the evaluation review panel of four adult members, including this researcher.

Various conclusions and recommendations have been drawn from this study relative to the assumptions, limitations, and delimitations stated in Chapter I. Each conclusion and recommendation is discussed and outlined under the appropriate category.

CONCLUSIONS DRAWN FROM THE INVESTIGATION

Conclusions are offered in two divisions: General Conclusions and Specific Conclusions. The specific conclusions are sub-grouped into

areas concerned with story elements, thematic content, genre, decade implications, the primary and intermediate categories of readers, and the evaluation tool utilized in the study.

GENERAL CONCLUSIONS

1. Analyzing children's literature for its bibliotherapeutic potential is a valuable process for assessing the impact of the story on the reader and for determining the quality of writing that is available to children today as established in this study.

2. Research in the field of children's literature is expanded through content analysis studies similar to this study. Each study provides additional information about the impact of literature on the lives of children and how literature may be used to help children who are experiencing adjustment problems or major life changes.

3. Establishing a purpose for listening to stories being read or for engaging in the actual reading process is an essential element of story appreciation and content understanding. In this study, students were more concise with their responses and evaluations when the story was preceded with an introductory explanation.

4. This researcher observed that Young Reader Medal programs "connect" children with a wide variety of current writing from the field of children's literature (See Story Annotations in the Appendix) and offer many opportunities for educators to expand children's awareness

levels and develop greater understanding of the child's personal "self" and others.

5. This study showed that developmental bibliotherapy, as an art, has legitimate applications in the educational arena and should be considered as a viable technique or process used with children as they encounter the printed word in structured and non-structured reading situations.

6. Children enjoy being read to and appreciate the delivery of a good story teller as evidenced by their comments and feedback in the student response sections of this study.

SPECIFIC CONCLUSIONS:

Conclusions Related to Story Elements

All conclusions were based upon the data collected and analyzed in this study. Those conclusions related to the story elements were as follows:

1. Children in grades Kindergarten through sixth are drawn to the action/plot aspects of a story as a favorite story element.
2. With rare exceptions, illustrations enhance the written text in children's picture story books and promote the telling of the story.
3. Author's theme and mood, as well as style of writing, are not significant story elements to the younger reader (Grades Kindergarten

through sixth). A lack of literary sophistication may be the over-all cause of this supposition.

4. Children see traits in the characters they read about and hear about that have positive and negative impacts on them and their attitudes.

Conclusions Related to a Story's Thematic Content

1. Major thematic content areas frequently treated in current children's literature for students in kindergarten through sixth grade are: Emotional Health, Self-awareness, and Identity Needs; Family Relationships and Dynamics; and Peer Relationships and Dynamics.

2. Issues of cultural differences are minimally treated in current children's literature in overt ways. Those treatments in this area are subtly intertwined with the story theme and plot.

3. Most primary picture story books have been written generally to entertain rather than to instruct. Their didactic intent, or moral teaching potential, is limited in scope and intensity.

Conclusions Related to Story Genre

1. Contemporary realistic fiction selections provide an excellent format for developmental bibliotherapy as they treat life situations and conflict encounters as a central element or theme more frequently than other genre.

2. A majority of the primary aged selections (picture story books) were modern fanciful fiction in nature and did not provide a format for developmental bibliotherapy to any large extent.

3. Modern fanciful fiction selections in the Intermediate Category (grades four through six) were also limited in the potential that they could offer for bibliotherapeutic development.

4. A balance between all genre does not exist among the nominated titles in the California Young Reader Medal Award program in either of the two grade level categories analyzed. Historical fiction and adventure/survival stories are not largely evident among the selections.

Conclusions Related to Decade Considerations

1. Titles from the 1980s decade have greater developmental bibliotherapeutic potential than do selections from the 1970s. This is especially evident in the Intermediate Category titles.

2. The thematic areas of Physical Limitations and Handicaps and Economic Situations and Factors received greater emphasis in the 1980s decade for the Intermediate Category selections analyzed in the study.

Conclusions Related to the Primary and Intermediate Categories of Readers

1. Children's interaction with, and reaction to selected literature varies depending on the child's needs, sensitivity, and ability to analyze and reflect on character development and motivation.

2. Intermediate Category readers have developed more sophisticated reading skills and may not be as swayed by the action of the story as the central focus of interest. Intermediate students appreciate the subtle nuances of character development and become more involved in the unifying theme or message that the story conveys.

3. Female students, especially those in the Intermediate Category, tended to become more involved in the conflict building and conflict resolution aspects of the stories than did their male counterparts.

4. Intermediate category students (male and female) tended to surface read material and miss aspects of the story that the researcher and the evaluation-review panel viewed as important.

5. Open discussion about the material read, or heard, is an essential element when applying developmental bibliotherapy with young readers.

Conclusions Related to the Evaluation Tool (BICAS) and the Research Format

1. The Bibliotherapeutic Implication Content Analysis Survey form (BICAS), developed for this study, is an effective tool to use when gathering data about developmental bibliotherapeutic potential in a selected group of children's books.

2. The evaluation-review panel's in-service for the study was a valuable growth opportunity for members of the panel, and the researcher, as the in-service focused upon the central need for having "relevant" meaningful reading material for children.

Conclusions Relevant to Developmental Bibliotherapeutic Potential

1. Primary picture story books do not lend themselves to extensive developmental bibliotherapeutic potential because of the story's brevity and emphasis on action.

2. The Primary Category picture story books tend not to have developmental bibliotherapeutic potential because they are largely from the genre of Modern Fanciful Fiction which entertains more than instructs.

3. Contemporary Realistic Fiction and Historical Fiction provide an excellent format for developmental bibliotherapy as these genre tend to treat life situations and conflict encounters as the central theme of the story more frequently than other genre.

4. Current children's literature of the 1980s offers many opportunities for developmental bibliotherapy in its thematic content treatment and emphasis.

RECOMMENDATIONS DRAWN FROM THE INVESTIGATION

This investigation indicated the need for additional on-going studies about the effects that bibliotherapy can have for educators and students in the classroom environment. Longitudinal studies which have not been emphasized in the past in this genre would clarify the impact that literature has on the lives of children. Because there are increasingly

voluminous new materials published annually, these types of studies are essential in assessing the content of children's literature for its quality, accuracy, and objectivity. The following recommendations are offered to readers, writers, researchers, illustrators, educators, professional organizations, and state programs sponsors.

General Recommendations

1. Investigators in the area of children's literature should conduct more research in the area of developmental bibliotherapy as an educational tool for teachers, librarians, counselors, and psychologists. The complexities of today's society present many new conflicts and problems to children. If some of the anxieties that accompany these problems and conflicts can be treated openly through literary means, children can explore their feelings, gain empathy towards others, and learn to establish personal values and coping strategies in the changing world. They may also gain awareness of, and learn to appreciate more, the similarities and differences that a pluralistic nation embodies and imbues.

2. Investigators in the area of children's literature should also be encouraged to undertake similar content analysis studies utilizing other selected pieces of children's literature to further assess the impact that literature can have on children's social, emotional, and cultural awareness and development. These selected pieces of literature could include the Newbery and Caldecott Award books, or the Honor Books

that appear annually in these two prestigious award programs. Similar studies could also be undertaken with the masterlist of books from any state program identified in this study, from the National/American Book Award winners, from the Children's Choices Books of selected years, from the New York Times annual book awards, or from international book lists and translations into English. Canada, Australia, and England, for example, have counterparts to the American Newbery and Caldecott Award programs that offer a rich field of study from the American point of view or as a comparative study. France has the coveted French Foundation Grand Prize for Children's Literature which presents a wealth of quality material for content analysis.

Selecting a group of books for analysis could also center around an identified publication date or books printed by a certain publishing firm. The list of book sources is truly inexhaustible with so many areas almost entirely untouched except by book reviewers in the field of children's literature.

3. Those professionals who come into contact with children and the presentation of literature should be encouraged to promote open and active discussion of the literature shared with students on an on-going basis, allowing for issues awareness as well as the essential elements of good story writing. If the ultimate goal of reading and the reading process is to obtain meaning, then it is essential that children have the opportunity to share their feelings and impressions about a written piece of literature and to ask questions of exploration about puzzling or provocative elements of the story. In this study, the intermediate

readers did not have the opportunity for on-going interaction with an adult or peer group. In assessing their responses to the literature read, many of the students missed rudimentary, and often critical story messages. Students didn't have the opportunity to ponder or consider character motivation and presentation. Although they interacted with the text, they did not have the opportunity to explore it for deeper meaning and application or to hear other students' reactions and respond and consider other children's impressions of the written text.

Therefore, it is the opinion of this researcher that deeper comprehension and personalized meaning can be accomplished most effectively through discussion and sharing of the material read.

Without the element of interaction with the text, children read with narrower focus, thus not allowing the richness of word and thought to become a part of their learning experience and their sense of appreciation for the artist and the art form.

Specific Recommendations to Writers, Illustrators, and Publishers of Children's Trade Books

1. Writers should be encouraged to use the genre of contemporary realistic fiction as a vehicle for their creative genius, but also to provide aspects of developmental bibliotherapy to and for the students in their writing.

2. Writers of children's picture story books should consider writing books that treat the themes involved in this study in a manner that

students can easily apply story messages to their lives and emotional well-being. The data show that there is a special need for quality stories dealing with cultural differences, issues of prejudice, and characters with handicaps.

3. It would be highly desirable for publishers and editors to balance the number of primary picture story books between fanciful fiction and contemporary realistic fiction, thereby allowing for greater thematic treatment and cross-cultural understanding in relevant meaningful books for children aged five through eight.

4. Our growing pluralistic society requires that meaningful literature be available for students from varying cultural backgrounds. This investigator notes the relative weakness in the treatment of the cultural area as shown in the data. It is hoped that those persons involved in the creation of books for children would accept the challenge of representing a wider cross-section of American society in their creative materials and publications.

Specific Recommendations for Educators

1. Schools in states offering young reader or children's choice award programs must be encouraged to actively support and avidly participate in the programs in each classroom with their students. Although statistics collected from the various state program representatives with whom this researcher corresponded showed growth and increased participation in the individual state programs,

active campaigns by schools and school districts could easily double the number of students involved in the reading programs and "connect" more children with quality literature.

2. Teachers and librarians should encourage open and active discussion of shared literature with students on an on-going basis, allowing for a sharing of ideas and promoting a deeper understanding of the conflicts and resolutions involved in quality story writing.

3. Institutions of higher learning should include coursework in children's literature as a requirement for liberal studies students, for education majors and minors in the fields of teacher preparation and specialized education, and for those pursuing degrees in counseling and psychology.

4. Teachers, librarians, and administrators should become actively involved in learning and applying procedures and strategies of developmental bibliotherapy in shared and guided reading, and in the total language integration process of listening, speaking, reading, and writing. In doing so, the art of bibliotherapy comes into being. No longer is it prescribed therapy, but it becomes affective therapy ready for identification, catharsis, insight, and ultimate application when the reader has a perceived need.

Specific Recommendations for Existing State Programs Involving Young Readers

1. Representatives of the various existing state programs need to communicate and "network" with other existing state programs on an

annual basis, sharing title masterlists as well as promotional techniques and winning titles. The volume of material collected from various state programs by this researcher illustrated the work of many dedicated people in the field of children's literature whether through a public library system or through the educational system. Many states have beautiful collections of ways to apply and use the recommended books with children. Sharing of ideas and materials could be a way of committing ourselves to truly becoming a "nation of readers", as a study title on the state of reading in America exhorts.

2. Organizers and screening committees of the various state programs should consider providing an adequate number of titles on the annual masterlist for young readers that not only afford enjoyment, but also render an enhancement and enrichment to the students' lives. Quality, as well as reader appeal, is an essential element.

3. State program organizers should be encouraged to require that students read more than three titles from the selected masterlist in state programs where twelve to twenty books appear on the masterlist. Although many children may read more than the required number of books in order to vote, they should be encouraged to expand their reading in an effort to make them more discriminating readers. Some masterlists may have weaker selections. The child may not have the opportunity to grow as a reader or as a person if their reading choices are limited to books of lesser literary quality

4. State young reader choice program committees should encourage active participation by all public and private schools through on-going

communication and recruitment of teachers, librarians, administrators, and curriculum personnel. A financial investment and renewed commitment towards the promotion of the state-wide program may bring more schools and readers into contact with the individual goals and objectives of each state program.

5. As a service to educators within the state or researchers from around the country, state program chairpersons or planning committees should be encouraged to keep readily available, information pertaining to the program, masterlists of titles, contact personnel, and relevant data in published form with easy access. In doing so, other educators and researchers might be encouraged to pursue similar content studies about reading choices of young readers and criteria foundations upon which these books are selected. Non-participating states might be encouraged to initiate a like program through one of their state professional organizations or through the State Department of Education.

Specific Recommendations for the California Young Reader Medal Award Selection Committee

1. This investigator believes that the California Young Reader Medal Award selection committee should attempt to balance the number of Primary Category books between modern fanciful fiction and contemporary realistic fiction, or historical fiction, in an effort to expose primary children to the wider genre of literature, and to provide a

sensitive, direct way in which children can experience and be exposed to issues that may confront them now or in their later lives, i.e. separation, divorce, jealousy, death, fears, anxieties involved with growing up, dealing with siblings and peers, and cultural and social differences. The data and story annotations included in this study show a preponderance of stories that would be categorized as modern fanciful fiction. Exposure to a wider variety of genre is an educationally sound practice in developing well rounded readers.

2. Because the data reveal that many students in the third grade find many of the primary picture books "too simple" and fourth graders find many of the Intermediate Category books "too difficult", too sophisticated, or above their emotional development level, this investigator suggests that the selection committee, or the planning committee establish a separate category for children in grades three and four. This new category inclusion would provide greater title exposure at the elementary school level. A majority of the books written for this age level are rather short, but offer some delightful growth experiences and opportunities. The books by Beverly Cleary are offered as an example. Sixth graders don't easily identify with Ramona Quimby, but third and fourth graders see their lives frequently mirrored in Cleary's stories about growing up.

It is this researcher's opinion that because of the existing format of the California Young Reader Medal Award Program, many exciting books are unfortunately overlooked. Teachers and students alike would benefit from this extended opportunity to experience relevant literature

at an appropriate grade level, including both story readability and thematic content.

Specific Recommendations Relevant to the Replication of this Study

1. Researchers wishing to replicate this study or pattern a study after it should consider using a wider range of ability level and grade level students for the Intermediate Category assessment and feed-back. This change might possibly allow for a greater diversity of responses and could provide some interesting analysis of variance statistics between grade levels, ability levels, boys and girls, and the materials. This researcher used students who were in "top level" reading groups only.

2. Replication of this study should include the incorporation of discussion groups for feed-back and sharing of ideas with Intermediate Category students. The informal discussions that this researcher had with intermediate readers on some of the materials read, forced the students into deeper thinking and analysis processes. Much current research indicates that bibliotherapy is most effective when linked directly with discussion/sharing groups. Children need a forum to share their varying ideas and opinions about what they have read. Transaction of reader with the text becomes more meaningful if discussion sessions are a part of the design.

3. In replicating this study, this investigator recommends revising the BICAS form to alleviate the confusion that may occur over the term "category". The existing BICAS form includes grade level "categories" as well as thematic content "categories". The appearance of "category" twice on the recording tool can cause a lack of clarity when discussing these two components. This aspect, or flaw, in the recording tool was not identified until the researcher was tabulating all data used in writing Chapter IV. The researcher chose to identify the later "category" as the "Thematic Content Areas". Minor modifications to the form could easily rectify the confusion of terms.

4. Although the correspondence with other state young reader choice programs was a very fulfilling part of this research study, this investigator suggests that future researchers conducting similar studies may wish to make initial contacts with other state programs or agencies by phone to verify their willingness to assist, and to expedite the information collecting process. This researcher found that many of the people contacted initially were no longer directly involved with the state program. Forwarded letters were not always answered. Phone contacts, although more expensive, were quite rewarding and accomplished what three letters and several months of patient waiting were unable to accomplish. Most state programs are extremely willing to help.

CONCLUDING COMMENTS

Jane Yolen, noted children's author, writes in the Foreward of Dr. Masha Rudman's book, Children's Literature: An Issues Approach (1976) that if current children's literature is to be concerned with human relationships, with understanding, and with morality, a two-step process is necessary. The second step requires educators to evaluate and assess appropriate literature for children, free of didactic morality, or books that only preach, even though the preaching may be correct. But before that second step can ever be taken, the first step, the creative process must occur. That first step, Yolen contends, lies with the authors and illustrators,

"... who create the materials with which children dream. We are the myth-makers. We must write from the heart. Write from the heart, and you write your own truth. And if we have changed and grown inside, the truth we write will change and grow, too. Then children will be touched. Touch and pass it on. It is the only way." (Rudman, 1976, p. IX)

Perhaps these comments embody the essential elements of quality literature for children and the true aspects of bibliotherapy at work. Rudman's (1976) text presents discussions, analyses, controversies, and arguments about the issues that affect children's lives today and with which they must deal: death, divorce, war, sibling relations, old age, treatment of minorities, and the role of the female. Each of these issues are covered in current children's books.

Because of this awareness level and the fact that there is almost no topic that is unmentionable in a child's book, those caring adults who have frequent contact with children and reading need to have background and knowledge of the concerns that children have. Rudman (1976) feels that these caring adults should "be able to use books as resources to help children work out the concerns and deal responsibly with the issues. Often books that are not obviously didactic are the most potent." (p. 4)

Children are "real" people and childhood is a "real" time filled with moments of wonder and joy, but also worries, anxieties, and fears. Society encourages children to read and think about the issues that confront them and the values that they will gather as their own personal code of ethics. "The practice of bibliotherapy -- the use of books to help children solve their personal problems -- has become accepted as an important teaching competence." (Rudman, 1976, p. 4)

Rudman (1976) encourages librarians, teachers, and parents to search for books that "mirror a problem that they wish to help a child overcome" (p. 4). Accomplishing this task is all the more reason to be knowledgeable about the scope and materials of children's literature; to know what children are reading; to know how to direct children to books that will enhance or assist an aspect of the child's life or personality, and to openly share and discuss feelings about books and feeling from books and feelings from within ones' self.

The final paragraphs from The Eternal Spring of Mr. Ito, written by Sheila Garrigue (1985), speak of these human needs from a story

character's perspective. A displaced English child living with relatives in Canada during World War II, experiences the harsh realities of life and death, hatred and fear, special friendships and love. The story concludes as Uncle Duncan puts his arm around Sara and states:

'These are historic times, Sara. Your children will study this war in their history books. They'll learn all about the evacuation of Dunkirk and the battles of Tobruk and Midway.' He smiled down at her. 'Perhaps you'll write a book of your own one day.'

She nodded. 'Perhaps.' But she knew that if she ever wrote a book about the war, it would be about Mary's scream and Mr. Lloyd's hands and Uncle Duncan's face in the cold moonlight. And Mr. Ito and his bonsai tree. (Garrigue, 1985, pp. 162-163)

SUMMARY

The current study has answered various questions about the developmental bibliotherapeutic potential of the eighty-four nominated books in the California Young Reader Medal Award program from 1975 through 1987. Included with this study, as a part of the appendices, are brief annotations on each of the titles, giving an over-view of the story content as well as the story genre and areas and levels of assessed bibliotherapeutic potential.

Many titles contain thematic material that would assist a young reader in dealing with conflicts or situations that touch upon interpersonal relationships and growing up. Other titles do not offer this element, but provide another dimension so important in literature for children -- simple whimsical enjoyment for the reader or listener.

It is hoped that this study will be of value as a resource to the sponsors of the California program and to the other state programs with which this researcher corresponded. The study could also be valuable to educators, librarians, authors and illustrators, parents, and publishers in the field of children's literature as a means of building awareness about the impact of literature upon today's young readers and insight into the needs that children have.

Many questions are undoubtedly raised that go unanswered because of the narrow facet of children's literature with which this study dealt. It is hoped that this investigation may prove to be only a beginning of numerous other studies dealing with the area of children's literature and the art of developmental bibliotherapy.

Primary Annotations

STORY ANNOTATIONS

Primary Category:

When possible, annotations were taken from the following sources:

Adventuring with Books, Mary Lou White (ed.)
National Council of Teachers of English
Urbana, Illinois (1981)

Adventuring With Books, Dianne Monson (ed.)
National Council of Teachers of English
Urbana, Illinois (1985)

Reading Ladders for Human Relations (6th Ed.)
Eileen Tway (ed.)
American Council on Education - Washington, D. C.
National Council of Teachers of English
Urbana, Illinois (1981)

Your Reading, Jane Christensen (Chair)
National Council of Teachers of English
Urbana, Illinois (1983)

Allard, Harry. It's So Nice to Have a Wolf around the House. Illustrated by James Marshall (1977).

The Old Man and his three pets advertise for a charming companion. Cuthbert Q. Devine arrives, a wolf disguised as a German shepherd. He does wonders for the household until they learn his true identity: a wolf bank robber. He reforms and they all move to Arizona for the wolf's health. Humorous illustrations.

Story Genre: Modern Fanciful Fiction
Bibliotherapeutic Potential:

Emotional Health et al - Limited
Cultural Differences - Limited

Allard, Harry. Miss Nelson is Missing! Illustrated by James Marshall (1977).

Nice Miss Nelson's class is the worst behaved in school. They are rude. Suddenly Miss Nelson disappears and a witchy substitute makes the children work hard. They try unsuccessfully to find Miss Nelson; the surprise ending lets the reader in on the secret. (California Young Reader Medal Award - 1982)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Peer Relationships and Dynamics - Limited

Asch, Frank. Happy Birthday, Moon. Illustrated by author (1982).

One night bear stares up in the sky and decides that the golden moon deserves a birthday present. Just what to give is a problem, but Bear resolves it in an unexpectedly funny conversation with the moon. Attractive, simple illustrations are dominated by shades of blue, green, and brown. (Children's Choices Book)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Barrett, Judi. Cloudy with a Chance of Meatballs. Illustrated by Ron Barrett (1978).

Surreal illustrations set the scene for this tale of calamity in the town of Chewandswallow. The weather sends all the food to the town. It rains soup and snows mashed potatoes. When the tomato tornado ensues, the townspeople set sail on peanut butter sandwiches to a new town. The delightful tale is told by Grandpa as his grandchildren prepare for bed. This story is told in flashback style.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Bate, Lucy. Little Rabbit's Loose Tooth. Illustrated by Diane de Groat (1975).

Delightfully familiar family dialogue surrounds the momentous loss of a first tooth by a rabbit girl. There is the question of what to do with the tooth, is there actually a tooth fairy, and how much might be left under the pillow.

Large-scale three-color drawings depict the same warm, homey details lodged in the text and clinch the book's sure appeal. -- from Booklist. Nov. 1975.

(Children's Choices Book and California Young Reader Medal Award - 1978)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Family Relationships and Dynamics - Moderate

Calhoun, Mary. Hot-Air Henry. Illustrated by Erick Ingraham (1981).

Henry, the star of Cross-Country Cat, returns. This time he tries a hot-air balloon adventure and learns the fundamentals of ballooning and the perils of solo flights. Predominantly blue illustrations show scenes from several perspectives, making the sense of adventure even more real.

Story Genre: Adventure/Survival Story

Bibliotherapeutic Potential: NONE

Calhoun, Mary. Cross-Country Cat. Illustrated by Erick Ingraham (1979).

A spunky cat, Henry, is using his unusual skill of walking on his hind legs when his family inadvertently leaves him behind at the ski cabin. He wears cross-country skis made especially for him and catches up with the family as they are searching for him. Outstanding illustrations.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Peer Relationships and Dynamics - Limited

Carle, Eric. The Very Hungry Caterpillar. Illustrated by author (1970).

The very hungry caterpillar eats his way through the book building a child's number concept along the way. Saturday's menu gave him quite a stomachache, but after eating through a nice green leaf on Sunday, the big, fat caterpillar was ready to build himself a home until he became a beautiful butterfly. The colorful illustrations and varied page sizes contribute to the total impact that the story has for the young reader.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Chapman, Carol. Herbie's Troubles. Illustrated by Kelly Oechsli (1981).

Herbie's troubles begin when Jimmy John starts bullying him at school. Herbie tries following the advice of his friends, but discovers his own way to solve the problem. The ending might strike some children as unrealistic, but it could happen. The slapstick humor in smashed granola bars and splattered paint is stronger than the humor in the message of the story, but the dialogue between Herbie and Jimmy John is realistic. (California Young Reader Medal Winner - 1985)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Peer Relationships and Dynamics - Strong

Coombs, Patricia. Dorrie and the Goblin. Illustrated by author (1972)

When a red-eyed goblin peeks out of the laundry basket, the Big Witch faints and Cook predicts disaster. The evening's Tea and Magic Show will be ruined! Anxious to help, Dorrie offers to Goblin-sit only to discover that it's a bigger job than she bargained for. After a series of mishaps and miscalculations, Dorrie finally saves the day in this hilarious mixture of mischief and magic.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Cooney, Barbara. Miss Rumphius. Illustrated by author (1982),

Miss Alice Rumphius promised her artist grandfather that she would someday do something to make the world more beautiful. She traveled to many places, but in the end she returned to a village by the sea where she planted the seeds of lupines that bloomed abundantly each spring. The illustrations, done in acrylics on coated fabric, reflect the artist's careful attention to detail and design. (Children's Choices Book, American Book Award Winner)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Family Relationships and Dynamics - Limited

Cooney, Nancy. The Blanket that Had to Go. Illustrated by Diane Dawson (1981).

Susi loved her blanket. It went everywhere with her, but Mother told her that she wouldn't be able to take it to school when Kindergarten began. Susi tries to find ways to take the blanket along, but nothing seems to work. She finally has a special plan that works for her and the blanket. Children will identify with Susi's security in a special object and how growing up can sometimes call for some important decision making.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Family Relationships and Dynamics - Moderate

Peer Relationships and Dynamics - Limited

Douglass, Barbara. Good As New. Illustrated by Patience Brewster (1982).

This true-to-life story will arouse the sympathy of all children who have tried to protect possessions from younger siblings or other culprits. The child's grandfather in the story repairs all the damage and establishes even greater bonding between the two characters. The conflict is portrayed realistically, and the wry humor in the full-color illustrations enhances the story. (Children's Choices Book)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Family Relationships and Dynamics - Strong

Geisel, Theodor Seuss. The Lorax. Illustrated by author (1971).

In this Dr. Seuss story with rhyme, the Once-ler describes the results of local pollution problems and how many are affected by carelessness and greed. The illustrations are creative and clever as is the text and message that the author communicates to young readers about their environment. Geisel does end the story on an optimistic, positive note, for the Once-ler offers a Truffula Seed that could bring back the Lorax and all his friends.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Peer Relationships and Dynamics - Limited

Economic Situations and Factors - Moderate

Green, Phyllis. Bagdad Ate It. Illustrated by Joel Schick (1980)

Bagdad is an overweight dog who eats everything insight even though he is put on a strict diet. Mr. Lakely and Jeremy try their hardest to help Bagdad lose some weight. But when Mr. Lakely decides to bake some bread, Bagdad just happens to find and eat three bowls of bread dough which continue to rise his already big stomach. Bagdad's condition is comically shown in the artist's delightful illustrations. (California Young Reader Medal Award - 1984)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Physical Limitations and Handicaps - Limited

Hass, Irene. The Maggie B. Illustrated by author (1975).

Margaret Barnstable wanted more than anything to sail for a day, "alone and free with someone nice for company", on a ship named after her. One night she wished for it on the North Star, and when she awoke she was in the cabin of The Maggie B., with her small brother James. It was a wonderful ship and she had some wonderful adventures. In simple, straightforward text and beautiful detailed brush drawings and paintings, the author lovingly creates a world into which children will eagerly go to share Margaret's wonderful day on The Maggie B.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Heine, Helme. Friends. Illustrated by author (1985).

"Good friends always stick together." That's what Charlie Rooster, Johnny Mouse, and fat Percy, the pig, always said -- and that is what they did all day long. First they woke the other animals in the barn; then they went off adventuring on a bicycle; they stopped to play hide-and-seek; they played "pirate" on an old boat they found; and many other exciting things. When they couldn't find a place to spend the night together, they had to sleep in their own beds and dream of each other, the way true friends do. Lively, humorous fresh watercolor paintings capture the sense of happy sharing.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Peer Relationships and Dynamics - Moderate

Jonas, Ann. Round Trip. Illustrated by author (1982).

Exceptional black-and-white silhouettes allow the reader to travel through the book, turn the book upside down, and travel back home again. Each page presents a graphically different image and story from either direction. This book could spark creative ideas in art class for older children. (Children's Choices Book)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential: NONE

Kellogg, Steven. A Rose for Pinkerton. Illustrated by author (1981).

Pinkerton's adventures with Rose, the new kitten, are hilarious and lively. As usual, Kellogg's detailed illustrations capture the humor of each new situation. The story is somewhat marred, however, by occasional and unclear shifts in narrator from the little girl to other characters.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Kellogg, Steven. The Mysterious Tadpole. Illustrated by author (1977).

Alphonse, the "tadpole" that Louis received from his uncle in Scotland, outgrows not only the bathtub but the apartment as well. Louis realizes that Alphonse needs a swimming pool and the problem of providing one is solved with the help of the librarian. Large color illustrations and short text make this a good read-aloud book.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Kellogg, Steven. Pinkerton, Behave! Illustrated by author (1979).

Pinkerton, the Great Dane, is having trouble learning the commands that will make him a valuable family pet. So, it's off to obedience school for Pinkerton. But he creates such a mess at the school that he is soon told to leave. When a burglar visits the house, Pinkerton proves how valuable he can really be. A very funny picture book.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

- Emotional Health et al - Limited
- Family Relationships and Dynamics - Limited
- Peer Relationships and Dynamics - Limited

Kent, Jack. Round Robin. Illustrated by author (1982).

Little Robin eats so much that he is too fat to fly south for the winter. After many close calls with danger, he finds a way to join his friends. The humorous conclusion should amuse young readers. Little Robin doesn't seem to learn his lesson about over-eating. Colorful cartoon-like illustrations feature "Round" Robin in his various adventures. (Children's Choices Book)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Kraus, Robert. Leo, the Late Bloomer. Illustrated by Jose Aruego (1973).

Leo the Tiger cannot do anything right, not even talk. His mother has faith that he will bloom in his own good time, and encourages Leo's father to be patient. Leo's late but triumphant blooming should be reassuring to all, whether they are slow starters or waiting for slow starters to bloom. Bright colorful illustrations capture the nature of the story.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

- Emotional Health et al - Strong
- Family Relationships and Dynamics - Limited
- Physical Limitations and Handicaps - Limited

Lobel, Arnold. Frog and Toad Together. Illustrated by author (1979).

This book continues the saga of two close friends, Frog and Toad, in five rib-tickling tales. In one of them, Toad makes a list of things to do. Number one on the list is "wake up." These wise and wonderful stories reaffirm the happy truth that Frog and Toad are friends. A book to encourage the reluctant reader. (Newbery Honor Book)

Story Genre: Modern Fanciful Fiction:

Bibliotherapeutic Potential:

- Emotional Health et al - Limited
- Peer Relationships and Dynamics - Limited

Lobel, Arnold. Ming Lo Moves the Mountain. Illustrated by author (1982).

In a humorous story told in folktale style, a Chinese couple seeks advice from a wise man about how to move the mountain in whose shadow they live. Many suggestions offered by the wise man do not work and Ming Lo is positive that nothing can be done. Then the wise man teaches Ming Lo the dance of the moving mountain. The wisdom that springs from foolishness is the theme of the text and the muted pastel illustrations.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Cultural Differences - Limited

Lobel, Arnold. Mouse Tales. Illustrated by author (1972).

It is bedtime for the mouse children. Papa Mouse agrees to tell them seven bedtime stories -- one story for each mouse boy. There is a tale about a wishing well, another about a grumpy old child-hating mouse, and still another about a mouse who couldn't get clean. By the end of the seventh tale, all mouse children are sound asleep. The small illustrations add an extra touch of humor to the tales.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Marshall, Edward. Space Case. Illustrated by James Marshall (1980).

When the "thing" from outer space is first observed, it is taken for a trick-or-treater on Halloween night, and then for a robot from Buddy McGee's school space project. Although the thing makes new friends and learns many new things, it really wants to go back home. The book provides a conversational text with red, blue, and yellow illustrations boldly outlined in black. (California Young Reader Medal Award - 1986)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Peer Relationships and Dynamics - Limited

Marshall, James. George and Martha. Illustrated by author (1972).

This is the first of Marshall's delightful books about the problems and joys of friendship between two gray hippos. In these five short stories, the hippos, George and Martha, engage readers with their deadpan antics in familiar, everyday exploits which include losing a tooth and planning a

balloon ride. Marshall's illustrations are also entertaining as he portrays two rather large gray hippos in many humorous life situations. Four other sequels follow this book.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Peer Relationships and Dynamics - Moderate

Mayer, Mercer. Liza Lou and the Yeller Belly Swamp. Illustrated by author (1976).

With her quick thinking, Liza Lou manages to outwit all the haunts, gobbygooks, witches, and devils that live in the Yeller Belly Swamp. She manages this and still gets everything accomplished that her mother had asked her to do. The colorful, detailed illustrations add to the uniqueness of each tale. Liza Lou's friendly opossum appears with her in most of the illustrations. Children will again love Mayer's monsters. (California Young Reader Medal Award - 1983)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Family Relationships and Dynamics - Moderate

Mayer, Mercer. One Monster After Another. Illustrated by author (1974).

All sorts of trouble occurs when Sally Ann attempts to mail a letter to her best friend, Lucy Jane. Somehow the letter seems to find its way into the hands, or claws, of "one monster after another." The letter finally gets delivered, but the reader is led to believe that the cycle will be repeated before the responding letter gets to its rightful owner. Mayer's colorful monster illustrations are reminiscent of Sendak's "wild things" (1963) in their composition and "terrible-ness."

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Noble, Trinkia Hakes. The Day Jimmy's Boa Ate the Wash. Illustrated by Steven Kellogg (1980).

Jimmy secretly takes his pet boa constrictor on a class field trip to a farm. When the boa gets loose, havoc ensues, from egg throwing to the boa's eating the farmer's clean clothes. Somehow, Jimmy's boa doesn't

boa's eating the farmer's clean clothes. Somehow, Jimmy's boa doesn't return on the bus. But in his place is a delightful new pet instead. Bright, action-filled illustrations match this silly, cumulative tale.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Parrish, Peggy. Play Ball, Amelia Bedelia. Illustrated by Wallace Trip (1972).

When one of the Grizzlies is ill with measles, Amelia Bedelia agrees to help the team in their big game against the Tornados. Amelia doesn't quite understand the rules of the game of baseball. Her antics add to this book's hilarious spoof about taking statements and rules literally. And yes, Amelia Bedelia saves the game!

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Peet, Bill. Big Bad Bruce. Illustrated by author (1977).

Big Bruce, a bear, is the bully of Forevergreen Forest and revels in scaring smaller animals. One day he antagonizes Roxy, a witch, who shrinks him to the size of a chipmunk. Roxy, really a kindly witch, rescues Bruce from predators and keeps him for a pet, but Bruce still has some of his bad habits in his reduced size. Colorful, humorous illustrations are featured in the story. (California Young Reader Medal Award - 1980)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Peet, Bill. Cowardly Clyde. Illustrated by author (1979).

Clyde looks like a great, brave war-horse, but isn't. He's a coward and knows it. When his courageous knight, Sir Galavant, is attacked by a fierce ogre, Clyde rides to a spectacular rescue and overcomes his fears. The story is filled with bold, big full-color illustrations.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Peer Relationships and Dynamics - Limited

Peet, Bill. How Droofus the Dragon Lost His Head. Illustrated by author (1971).

Droofus is quite an extraordinary dragon. His sympathy for other animals turns him into a vegetarian and makes him quite safe to be around. Droofus helps a poor farmer and his family clear their land, plant and harvest their crops without being caught. But one day the king and his royal knights come by the farm and discover Droofus. Droofus has a special role to play at the Spring Festival that brings a delightful conclusion to this amusing combination of fantasy and realism. (California Young Reader Medal Award - 1976)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Peer Relationships and Dynamics - Limited

Pinkwater, Daniel M. The Wuggie Norple Story. Illustrated by Tomie de Paola (1980).

Wuggie Norple, an unusual pet kitten, is growing! Lunchbox Louie mentions this fact to his wife and son but they disagree. Each day Louie brings home another animal to compare in size with the kitten. Soon Wuggie Norple is as big as an elephant and the family has acquired quite a menagerie around their home. Animated delightful illustrations are a strong feature of the book.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Rayner, Mary. Mr. and Mrs. Pig's Evening Out. Illustrated by author (1976).

Mr. and Mrs. Pig have planned an evening away from the piglets. Their new baby sitter is not what she seems. But what could you expect from a baby sitter by the name of Mrs. Wolf. The quick wits and resourcefulness of the ten brave piglets avert the unforeseen and dreadful consequences of their parent's night out. The comical illustrations add an extra dimension to the telling of the story.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Family Relationships and Dynamics - Moderate

Spier, Peter. Oh, Were They Ever Happy! Illustrated by author (1978).

When the baby sitter doesn't show up, the three Noonan children decide to paint the house after they have finished their chores. Three resourceful children and one great idea turned this unsupervised Saturday into a bedlam of paints and brushes and pets underfoot. Each page reveals more of the undertaking. The final double-page spread shows the multicolored house. A colorful delight!

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Family Relationships and Dynamics - Limited

Steig, William. Doctor DeSoto. Illustrated by author (1982).

This ingenious, appealing story is about a mouse dentist who helps a scheming fox who is suffering from a bad toothache. The fox has different plans for the small dentist and the young mouse finds himself in a precarious, life-threatening position. His solution to the problem of treating the fox is humorous and clever. The illustrations are exceptional. (Newbery Honor Book, Children's Choices Book)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Stevenson, James. The Worst Person in the World.
Illustrated by author (1978).

The worst person in the whole world doesn't like anything or anybody until he meets the ugliest creature in the world. Ugly brings new ideas to Worst and Worst ultimately has a change of heart. The story is humorously told and is an excellent choice for reading aloud.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Peer Relationships and Dynamics - Limited

Stevenson, James. What's Under My Bed? Illustrated by author (1983).

Many chuckles are elicited from children as they listen at bedtime to their grandfather's adventures when he was a boy. This book tells such a

tale. The cartoon-style illustrations with scary aspects will keep readers guessing and predicting what the object really was that was scaring Grandpa until they reach a very satisfying conclusion. (Children's Choices Book)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Family Relationships and Dynamics - Limited

Tompert, Ann. Little Fox Goes to the End of the World. Illustrated by John Wallner (1976).

Little Fox was restless after playing near her den while her mother sewed her a new jacket. She begins to tell her mother about all the adventures that she will have when she travels to the end of the world. She explains her encounters with bears, tigers, charging elephants, icy snows, and rivers full of crocodiles. She even meets some one-eyed cats. Mother Fox says she'll really miss Little Fox. Little Fox assures her mother that she will head straight for home. Detailed, colorful muted illustrations add much to the reality of Little Fox's adventures.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Family Relationships and Dynamics - Moderate

Economic Situations and Factors - Limited

Turkle, Brinton. Do Not Open. Illustrated by author (1981).

Miss Moody collects the objects that she has found along the beach after a storm. That's how she found Captain Kidd, a cat who now lives with Miss Moody. One day, after a storm, Miss Moody opens a mysterious bottle she finds on the beach which is plainly marked DO NOT OPEN. When this happens, Brinton's magical story has a real problem to solve. With Captain Kidd's help, Miss Moody demonstrates that fear is easy to conquer if you are practical and use your head. The impressive illustrations are executed in vibrant color. Turkle's expert use of light and shadow sharpens the senses.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day. Illustrated by Ray Cruz (1972).

Nothing was going right for Alexander. He went to sleep with gum in his mouth and woke up with gum in his hair; he lost his best friend; and his mother forgot to pack dessert in his lunch. Nothing at all was right. Everything went wrong, right down to lima beans for supper and kissing on TV. You can either go to Australia or realize that sometimes other people have days like that too. The whimsical black-and-white illustrations add extra humor and insight into Alexander's very bad day.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Family Relationships and Dynamics - Limited

Peer Relationships and Dynamics - Moderate

Viorst, Judith. Alexander, Who Used to be Rich Last Sunday. Illustrated by Ray Cruz (1978).

Money seems to run through Alexander's pockets like water. Last Sunday his grandparents gave him a dollar, but all sorts of misfortunes (bubble gum, bets, and other trifles) befall him and soon the money is gone. All he has left are bus tokens, and nobody wants bus tokens. The humorous illustrations add to the fun of Alexander and his money problems.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Family Relationships and Dynamics - Moderate

Economic Situations and Factors - Limited

Waber, Bernard. Ira Sleeps Over. Illustrated by author (1972).

Ira is invited to sleep overnight at Reggie's but there is one problem: he can't sleep without his teddy bear. He goes through great deliberations about whether or not to take the bear. He decides it's best to leave the bear at home, just like his sister said. But, after a scary story session, both boys make a decision that helps them sleep through the night. They each claim their "special" bear.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Family Relationships and Dynamics - Limited

Peer Relationships and Dynamics - Moderate

Wood Audrey. The Napping House. Illustrated by Don Wood (1984).

In this cumulative tale, a wakeful flea atop a number of sleeping creatures causes quite a commotion, with just one bite. Superb full-color illustrations bring the quiet moments and small scenes to life with variety and grace. They supplement the tale. (New York Times Children's Book Award, California Young Reader Medal Award - 1987)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Yolen, Jane. No Bath Tonight. Illustrated by Nancy Winslow Parker (1978).

Small aches and pains cause Jeremy to avoid bath time. "No bath tonight!" says Jeremy throughout the week. On Sunday, Jeremy's grandmother comes to visit. She listens to his week's adventures and takes a good look. Jeremy has met his match. Cleverly, Grandmother steers him into the long-postponed bath. Children love the illustrations that depict Jeremy's adventures during the week.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Family Relationships and Dynamics - Moderate

Intermediate Annotations

STORY ANNOTATIONS

Intermediate Category:

When possible, annotations were taken from the following sources:

Adventuring With Books, Mary Lou White (ed.)
National Council of Teachers of English
Urbana, Illinois (1981)

Adventuring With Books, Dianne Monson (ed.)
National Council of Teachers of English
Urbana, Illinois (1985)

Reading Ladders for Human Relations (6th Ed.)
Eileen Tway (ed.)
American Council on Education - Washington, D.C.
National Council of Teachers of English
Urbana, Illinois (1981)

Your Reading, Jane Christensen (Chair)
National Council of Teachers of English
Urbana, Illinois (1983)

Babbitt, Natalie. The Devil's Storybook. Illustrated by author (1974).

This collection of ten original stories shows us that there are more ways than one to view the Devil and his works. Some of the stories are simply good for a laugh while others will leave the readers thoughtful. He is a scheming practical joker and comes to earth often when he is restless, to play tricks on clergymen, goodwives, poets, and pretty girls. Together, these accounts of the Devil's comings and goings, his ups and downs in the battle for souls, make a varied and consistently entertaining book. Suitably wicked but hilarious drawings accompany each tale.

Story Genre: Modern Fanciful Fiction:

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Banks, Lynne Reid. The Indian in the Cupboard. Illustrated by Brock Cole (1980).

A nine-year-old boy, Omri, receives a plastic Indian, a cupboard, and a little key for his birthday. He isn't excited about the gift until he discovers the magic that the cupboard and key have to offer. Omri finds himself involved in a real adventure when the Indian comes to life in the cupboard and befriends him. Omri's friend, Patrick, becomes involved in the adventure, but lacks the wisdom that Omri gains as the story weaves its fantasy. A delightful, action-packed story that blends the drama and humor of everyday life with utterly believable fantasy. (California Young Reader Medal Award - 1985)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Cultural Differences - Moderate

Peer Relationships and Dynamics - Moderate

Blume, Judy. Superfudge. (1980).

Peter Hatcher is disturbed about the disruptions in family life. As if having an irritating brother like Fudge isn't enough, Dad quits his job to write a book, the family moves to the suburbs, and baby sister is on the way. Eventually family life straightens out to everyone's satisfaction. A genuinely funny story dealing with the kinks and knots of modern family life. (California Young Reader Medal Award - 1983)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited

Family Relationships and Dynamics - Strong

Peer Relationships and Dynamics - Moderate

Blume, Judy. Tales of a Fourth Grade Nothing. Illustrated by Roy Doty (1978).

Peter Hatcher has quite a large problem -- namely his two-year-old brother, whom everyone calls Fudge. Peter thinks that the adults in his life do not realize how difficult it is living with someone that age. When Fudge swallows Peter's pet turtle and has to go to the hospital, Peter learns that his parents understand more than he suspected. An amusing book, written and illustrated with a light touch.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Peer Relationships and Dynamics - Limited

Cleary, Beverly. Dear Mr. Henshaw. Illustrated by Paul O. Zelinsky (1983).

Leigh Botts reveals his loneliness and yearning for his father to return through his letters to Mr. Henshaw, a writer whose books he loves. Later, the letters are largely replaced with diary entries, but the continuing influence of Mr. Henshaw on Leigh's thinking and on his writing is clear. A sensitive treatment of a child's feelings when parents divorce. (Newbery Medal Book)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Family Relationships and Dynamics - Strong

Peer Relationships and Dynamics - Limited

Cleary, Beverly. Ramona and Her Father. Illustrated by Alan Tiegreen (1979).

When her father loses his job during Ramona's second-grade year, Ramona wants to help. She means well, but sometimes her actions place an additional strain on her family. Ramona practices for a career in television commercials, begins a no-smoking campaign for her father, and puts a new twist into the Christmas pageant. Fortunately, theirs is a warm, close family who can survive even Ramona's good intentions. Another well-written book about a popular character. (Newbery Honor Book -- 1978)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Family Relationships and Dynamics - Strong

Peer Relationships and Dynamics - Limited

Economic Situations and Factors - Strong

Cleary, Beverly. Ramona and Her Mother. Illustrated by Alan Tiegreen (1979).

A little bit of sibling rivalry, a large dose of self-pity, and some very ordinary family tensions combine to make Ramona feel unloved -- especially by her mother. Mr. and Mrs. Quimby both go to work and many household routines are changed. When Ramona threatens to run away, her mother picks a unique way to show Ramona just how much she really does love her.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate
 Family Relationships and Dynamics - Strong
 Peer Relationships and Dynamics - Limited
 Economic Situations and Factors - Limited

Cleary, Beverly. Ramona the Brave. Illustrated by Alan Tiegreen. (1975).

Ramona Quimby, who is in first grade, thinks she has many problems. Her sister, Beezus, a fifth grader, seems to be favored by her teachers, parents, and neighbors. Ramona wants to be liked too, and tries hard to be brave and spunky, but most of her efforts are in vain. Then one day she takes a new route to school, has an encounter with a German shepherd, and discovers new strength in herself.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong
 Family Relationships and Dynamics - Strong
 Peer Relationships and Dynamics - Moderate

Cleaver, Vera and Bill. Hazel Rye. (1983).

Hazel Rye has big plans. She doesn't care that she's in sixth grade and can barely read and write. She would like to quit school, drive a taxi, and make \$300 a week. She'd also like to take the run-down orange grove her father gave her and make it grow, then sell it for a lot of money. When Felder Poole and his family arrive in town, it looks as if her dream may come true. Until, with his own ideas about the grove, Felder shakes the foundations of Hazel's world. A touching and funny story.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Cultural Differences - Limited

Family Relationships and Dynamics - Strong

Peer Relationships and Dynamics - Moderate

Economic Situations and Factors - Moderate

Dahl, Roald. Danny, the Champion of the World. Illustrated by Jill Bennett (1975).

Danny lives a rather vagabond life with his father in the old gypsy caravan behind a filling station. Together they build a life of laughter and adventure. Danny learns about his father's most private and secret habit and soon becomes a partner in the mischief, but not without many risks and close-calls. Together, they devise a plan that makes Danny the "Champion of the World". This book recounts the hilarious adventures of Danny and the best dad a boy ever had. (California Young Reader Medal Award - 1979)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Family Relationships and Dynamics - Strong

Danziger, Paula. The Cat Ate My Gymsuit. (1976).

Marcy, a junior high student, has problems with her parents, her social life, and her weight. Her life gains purpose and meaning through contact with a remarkable English teacher. When Ms. Finney is suspended because of her controversial teaching methods, the students protest. When Marcy, now out of her shell, helps to organize a protest, she too is suspended. With her mother firmly on her side, her father violently opposed, Marcy must decide whether to fight for the values she stands for is worth the price she must pay at home and at school. Under Ms. Finney's influence, they all grow.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Family Relationships and Dynamics - Strong

Peer Relationships and Dynamics - Strong

Physical Limitations and Handicaps - Limited

DeClements, Barthe. Nothing's Fair in Fifth Grade. (1981).

Many children will sympathize with Elsie's exaggerated weight problem and her attempts to overcome her hunger and her feelings of worthlessness. The fifth-grade children in this story have typical reactions to the outcast Elsie, but they learn to pull together when they realize how wretchedly unhappy she really is. An optimistic, fast-paced story that shows how well things can work out when others care and help each other. Several characters do mature during the story, but most could have more depth. (California Young Reader Medal Award - 1986)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Cultural Differences - Limited

Family Relationships and Dynamics - Moderate

Peer Relationships and Dynamics - Strong

Physical Limitations and Handicaps - Strong

Fitzgerald, John. Me and My Little Brain. Illustrated by Mercer Mayer (1971)

When that shrewd conniver, Tom, the infamous Great Brain, is sent off to school in Salt Lake City, his brother J.D. figures he can step into the Great Brain's shoes as town hustler. Nothing is wrong with his technique, he just doesn't have the instincts of a real con man. But when his adopted younger brother, Frankie, is kidnapped by outlaws, J.D. finds the way to rescue him by using his "little brain" and a big heart.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Family Relationships and Dynamics - Strong

Peer Relationships and Dynamics - Moderate

Economic Situations and Factors - Limited

Fitzgerald, John. The Return of the Great Brain. Illustrated by Mercer Mayer (1974).

Tom Fitzgerald, known as the Great Brain, is back, struggling to stay reformed from his notorious swindles because his friends have threatened to ostracize him if he pulls one more trick. But J.D., Tom's brother, knows that the reform is just too good to be true -- and a reformed Great Brain

for a very dull life. Tom returns to business. Under the watchful eyes of parents and friends, Tom manages to be craftier than ever before. A fast-paced and amusing period piece.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited
 Family Relationships and Dynamics - Moderate
 Peer Relationships and Dynamics - Moderate

George, Jean Craighead. Julie of the Wolves. Illustrated by John Schoenherr (1973).

Julie, whose Eskimo name is Miyax, is a thirteen-year-old Eskimo bride who runs away from her retarded alcoholic husband to join her pen pal, Amy, in California. When she realizes that she is lost on the tundra, she courageously makes friends with a wolf pack who gradually accept, feed, and protect her. Her resourcefulness in the Arctic wilderness teaches readers much about the region, and Eskimo life and customs. In the course of her experiences, Julie learns to appreciate her heritage. (Newbery Award Winner)

Story Genre: Adventure/Survival Story

Bibliotherapeutic Potential:

Emotional Health et al - Strong
 Cultural Differences - Moderate
 Family Relationships and Dynamics - Moderate
 Peer Relationships and Dynamics - Limited
 Economic Situations and Factors - Strong

Gilson, Jamie. Do Bananas Chew Gum? (1980)

Why, everyone in the class could spell cute. Everyone, that is, except Sam Mott. Now the students in Sam's class know how dumb he really is! It doesn't matter that he can add like a whiz, and he has a nearly perfect memory. No amount of clowning around can hide the fact that Sam can't spell. But just when Sam is about to give up on his fifth school in seven years, things start happening. He finds buried treasure underneath Mrs. Glass's tree, and the mother of the children he babysits encourages his family to get more testing done for his learning disability. For the first time in his life, Sam Mott is learning to read and spell. Sam's learning problems are skillfully handled with humor, understanding, and sympathy.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Family Relationships and Dynamics - Moderate

Peer Relationships and Dynamics - Moderate

Physical Limitations and Handicaps - Strong

Greene, Bette. Philip Hall Likes Me, I Reckon Maybe. Illustrated by Charles Lilly (1974).

Would Philip Hall like her if she was first and he was second? Beth Lambert, an energetic and spirited young black girl, ponders this as she finally leads -- and he follows -- in the business of catching turkey thieves, winning a calf-raising contest, and running a roadside vegetable stand. Winning is hard work Beth decides; but so is losing, says Philip. Coming out on top is just too natural a thing for Beth. But she may lose Philip in the process. (Newbery Honor Book)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate

Family Relationships and Dynamics - Limited

Peer Relationships and Dynamics - Strong

Howe, Deborah and Howe, James. Bunnacula: A Rabbit-Tale of Mystery. Illustrated by Alan Daniel (1979).

How could Chester the cat convince the family that the cute little abandoned rabbit they had found was really a sinister creature? Chester starts finding white vegetables, drained dry, with two fang marks in them. He is sure that Bunnacula is a vampire bunny. Harold, Chester's housemate and dog friend, doesn't know what to do to resolve the problem. Chester stars in the delicate line drawings as well as in the story, but everyone wins in the end, including the reader.

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Family Relationships and Dynamics - Limited

Peer Relationships and Dynamics - Limited

Lowry, Lois. Anastasia Krupnik. (1979)

Ten-year-old Anastasia, an only child, has certain things that she thinks are wonderful and others that she hates. Her lists of these likes and dislikes change, sometimes rather rapidly. A baby brother about to be born, a 92-year-old grandmother in a nursing home, and a special sixth grade boy are all a part of the story. To Anastasia, being ten is very confusing. Humorous and poignant.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Cultural Differences - Limited

Family Relationships and Dynamics - Strong

Peer Relationships and Dynamics - Strong

Miles, Miska. Annie and the Old One. Illustrated by Peter Parnall (1971).

Annie and her grandmother are Navajos. The Old One says that she will die when Annie's mother finishes weaving the rug, so Annie tries to prevent her mother from completing it. Annie sets the flock of sheep loose at night, tries to get into trouble at school, and unravels the work that her mother has done on the blanket. Gradually the Old One helps Annie understand that there is a pattern to life which includes dying. Parnall's illustrations add a sensitive touch to the story. (Newbery Honor Book)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Cultural Differences - Moderate

Family Relationships and Dynamics - Strong

Moeri, Louise. Save Queen of Sheba. (1981).

Surviving a wagon train massacre, twelve-year-old King David finds himself left alone with his sister, Queen of Sheba. As they try to cross the plateau, Queen of Sheba slows them down every step of the way. Then she disappears and David's strength to find her is running out. Responsible for saving himself and also the spoiled six-year-old, King David learns much about what life requires of a grownup. A gripping story of survival.

Story Genre: Historical FictionBibliotherapeutic Potential:

- Emotional Health et al - Strong
- Cultural Differences - Moderate
- Family Relationships and Dynamics - Strong
- Economic Situations and Factors - Strong

O'Brien, Robert. Mrs Frisby and the Rats of NIHM. Illustrated by Zena Bernstein (1971).

The rats of NIHM have been used for learning experiments, and they are such good students that they learn to read, to escape the laboratory, and to adapt modern technology to their colony under the rosebush. Their mouse friend, Mrs. Frisby, alerts them to the danger of exterminators so that most can flee to a valley where they hope to build a self-sufficient society. The "rat race" and the burden of labor-saving devices are two themes for discussion in this tale of fantasy and adventure. (Newbery Award Winner)

Story Genre: Adventure/Survival StoryBibliotherapeutic Potential:

- Emotional Health et al - Limited
- Cultural Differences - Limited
- Family Relationships and Dynamics - Moderate
- Peer Relationships and Dynamics - Moderate
- Economic Situations and Factors - Moderate

Paterson, Katherine. The Great Gilly Hopkins. (1978).

Though bright and fiercely independent, Gilly realizes too late that her compulsion to be with her natural mother make her overlook the real love in her foster home with Trotter, Mr. Robinson, and William Ernest. It is warm, motherly Trotter, though, who helps Gilly by teaching her that, "life is tough -- but there is nothing to make you happy like doing good on a tough job." A well-written, poignant story with universal appeal. (Newbery Honor Book and National Book Award Winner -- 1979)

Story Genre: Contemporary Realistic FictionBibliotherapeutic Potential:

- Emotional Health et al - Strong
- Cultural Differences - Moderate
- Family Relationships and Dynamics - Strong
- Peer Relationships and Dynamics - Strong
- Physical Limitations and Handicaps - Limited
- Economic Situations and Factors - Limited

Place, Marian. The Boy Who Saw Bigfoot. (1979).

Ten-year-old Joey, placed in one foster home after another, finds a real home at last with Sara and Mike Brown near logging camps in the mountains of western Washington. His affection for Sara, and his learning to deal with his own emotions, grows as the two of them go out hiking and share the excitement of seeing Bigfoot. Joey learns about love, responsibility, and acceptance.

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Family Relationships and Dynamics - Strong

Peer Relationships and Dynamics - Moderate

Rawls, Wilson. Summer of the Monkeys. (1977)

In the late 1800s, Jay Berry Lee leaves Missouri for Oklahoma with his parents and crippled twin sister, Daisy. A poor family, they welcome their grandfather's offer of land. Fourteen-year-old Jay Berry and his dog, Rowdy, like to explore the river bottoms. Seeing a monkey one day sets in motion a series of exciting adventures. A reward that will buy what Jay Berry wants most in his life is the incentive he needs to work hard to capture the elusive monkeys. A generous, loving family helps Jay Berry put his "wants" into proper perspective. (California Young Reader Medal Award - 1981)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong

Cultural Differences - Limited

Family Relationships and Dynamics - Strong

Physical Limitations and Handicaps - Moderate

Economic Situations and Factors - Limited

Rockwell, Thomas. How to Eat Fried Worms. Illustrated by Emily McCully. (1973).

Because of a bet, Billy is in the uncomfortable position of having to eat fifteen worms in fifteen days. The worms are readily supplied by his opponent, whose motto seems to be the bigger and juicier, the better. Billy encounters many unique problems and situations in trying to win the bet. Billy's family, after checking with the doctor, take everything in stride and

even help Billy through the gastronomic ordeal. A hilarious story that will revolt and delight. (California Young Reader Medal Award - 1975)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Limited
 Family Relationships and Dynamics - Limited
 Peer Relationships and Dynamics - Strong

Rodgers, Mary. Freaky Friday. (1972).

Annabel, a rebellious thirteen-year-old, does not fully realize her own talents until a freaky Friday turns her into her mother for a day. In the course of following her mother's schedule, Annabel goes to a very enlightening school conference, where she gains a better understanding of herself and the school problems she had faced. (California Young Reader Medal Award - 1977)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate
 Family Relationships and Dynamics - Moderate
 Peer Relationships and Dynamics - Limited

Ruckman, Ivy. Night of the Twisters. (1984).

When the tornado alert is announced, Danny Hatch, his best friend, and his baby brother hurry down to the basement for shelter. Huddled in the shower stall under a blanket, they listen to the roaring, shrieking tornado overhead. Are their families safe? Is the town still there? It seems like the world is coming to an end right on top of them. This story based on a 1980 tornado disaster in Nebraska presents a first person narration that lets you feel the drama of such a calamity of nature.

Story Genre: Adventure/Survival Story

Bibliotherapeutic Potential:

Emotional Health et al - Moderate
 Family Relationships and Dynamics - Limited
 Peer Relationships and Dynamics - Limited
 Economic Situations and Factors - Strong

Speare, Elizabeth George. The Sign of the Beaver (1983).

The ever-present concern about wilderness survival dominates this story about frontier life in territorial Maine during the late 1790s. Taught survival skills by Indians who befriend him, Matt lives alone for many months while his father journeys to Massachusetts to bring the rest of the family to the new homestead. A survival story that documents the growth of an impetuous boy-man, this well-told tale is historical fiction at its best. (Children's Choices Book, Newbery Honor Book)

Story Genre: Historical Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong
 Cultural Differences - Strong
 Family Relationships and Dynamics - Moderate
 Peer Relationships and Dynamics - Strong
 Physical Limitations and Handicaps - Limited
 Economic Situations and Factors - Strong

Taylor, Theodore. The Trouble with Tuck. (1981).

Based on a true story, this is a first-person account of a young girl, Helen, who lacks self-confidence until she raises a golden retriever who later becomes blind. But Helen won't let Friar Tuck's blindness end his life or even limit it. She manages to train Friar Tuck to use a guide dog when its sight is gone. Most appealing are the unusual subject and the girl's development, but the story could be more dramatically recounted. (California Young Reader Medal Award - 1984)

Story Genre: Contemporary Realistic Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong
 Family Relationships and Dynamics - Strong
 Peer Relationships and Dynamics - Limited
 Physical Limitations and Handicaps - Moderate
 Economic Situations and Factors - Limited

Uchida, Yoshiko. Journey Home. Illustrated by Charles Robinson (1978).

Yuki longs for the day when she can return to her old home in Berkeley, the home from which she and her family were uprooted when the United States declared war on Japan. But when her brother, Ken, comes home wounded and bitter after serving as a soldier in the United States Army, she senses that there is more to coming home than being together in a

particular place. The indignities suffered in World War II by Japanese citizens, despite their loyalty to the United States, is sensitively portrayed.

Story Genre: Historical Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Strong
 Cultural Differences - Strong
 Family Relationships and Dynamics - Strong
 Peer Relationships and Dynamics - Moderate
 Physical Limitations and Handicaps - Limited
 Economic Situations and Factors - Strong

Van Allsburg, Chris. Jumanji. Illustrated by author (1981).

This story is a haunting tale about children playing a mysterious board game that they found under the tree. Little did they know when they unfolded its ordinary looking playing board that they were about to be plunged into the most exciting and bizarre adventure of their lives. The author explores the ever-shifting line between fantasy and reality with this story about a game that comes to life. Black-and-white illustrations depict the adventure with surrealistic tones. Perspective is used to emphasize mystery and suspense. (Caldecott Medal Book and Children's Choices Book)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential: NONE

Wright, Betty Ren. The Dollhouse Murders. (1983).

Amy has trouble dealing with her retarded sister, Louann. She resents her sister and her parents who expect her to constantly look after her. Amy visits her aunt, who lives alone in a large, old house. She discovers a dollhouse in the attic that is a perfect replica of the big house. The dollhouse leads to a terrifying experience and the solution to some murders that took place years ago. Family ties and problems add a note of reality to the story. (California Young Reader Medal Award - 1987)

Story Genre: Modern Fanciful Fiction

Bibliotherapeutic Potential:

Emotional Health et al - Moderate
 Cultural Differences - Limited
 Family Relationships and Dynamics - Strong
 Peer Relationships and Dynamics - Moderate
 Physical Limitations and Handicaps - Moderate

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Appendices

Appendix A

Medal Award Sequence

September - March

Reading and voting.

California Young Reader Medal Nominees
1986-87

Primary Category	<i>The Dollhouse Murders</i>
<i>Happy Birthday, Moon</i> Frank Asch.....Prentice/Hall, 1982	Betty Wright.....Holiday, 1983
<i>Miss Rumphius</i> Barbara Cooney.....Viking, 1982	Junior High Category
<i>Ming Lo Moves the Mountain</i> Arnold Lobel.....Greenwillow, 1982	<i>Someone is Hiding on Alcatraz Island</i> Eve Bunting.....Houghton, 1984
<i>What's Under My Bed?</i> James Stevenson.....Greenwillow, 1983	<i>You Shouldn't Have to Say Good-bye</i> Patricia Hermes.....Harcourt, 1982
<i>The Napping House</i> Audrey Wood.....Harcourt, 1984	<i>Dragon's Blood</i> Jane Yolen.....Delacorte, 1982
Intermediate Category	High School Category
<i>Night of the Twisters</i> Ivy Ruckman.....Harper, 1984	<i>Pursuit</i> Michael French.....Delacorte, 1981
<i>The Sign of the Beaver</i> Elizabeth Speare.....Houghton, 1983	<i>A Handful of Stars</i> Barbara Ciriron.....Scribner, 1981
	<i>Close to the Edge</i> Gloria Miklowitz.....Delacorte, 1983

Voting Requirements

1. The titles in the appropriate categories are read and voted upon by the state's children during the period from September of the current year through March of the following year. Students may read books in more than one category.
2. To become qualified voters, young readers must be exposed to all of the nominated books by:
 - a. reading the books themselves
 - b. having the books read to them
 - c. a combination of the two
3. Public library programs do not preclude young readers participating with their class group at school or in school library programs.
4. Those reading all books in a category are allowed one vote each in that category. Students may vote in more than one category if all books in that category are read.
5. A responsible adult in a classroom or library setting must monitor the voting procedure, and only one ballot should be submitted for each participating library, classroom, or school.
6. Ballots are due by April 1st of each year.

Appendix A continued

April 1st
Ballots are due.



May
Winners are announced.



November - February
Medals are presented at conferences.



June - June
Nominations can be submitted anytime.

Nomination Requirements

1. To be eligible for nomination, a book must:
 - a. have strong appeal for the *age group* for which the nomination is made
 - b. be titles most often read or requested by children and young adults
 - c. have been published within the previous five years and still be in print
 - d. be written by a living author
 - e. be an original work of fiction in the English language
2. Titles are submitted for nomination by young readers through their teachers and/or librarians.
3. Nominations are due by June 1st of each year.
4. The California Young Reader Medal Committee representatives determine the titles receiving the most nominations in each category and verify that they meet the criteria listed.
5. The number of nominated titles chosen for each category are:
 - a. Primary: five titles
 - b. Intermediate: three titles
 - c. Junior High: three titles
 - d. High School: three titles

June 1st
Nominations are due for next ballot



June - September
CYRM Committee members determine final nominated titles.



January
Nominated titles are announced.

Appendix A continued

California Young Reader Medal Nominations 1987-1988

Primary Category	Junior High Category
<i>Molly's Pilgrim</i>	<i>Fighting Ground</i>
Barbara CohenLothrop, 1983	Avi.....Lippincott, 1984
<i>Dabble Duck</i>	PB Harper
Anne Ellis.....Harper, 1984	<i>The Root Cellar</i>
<i>The Trek</i>	Janet LunnScribner, 1983
Ann Jonas.....Greenwillow, 1985	PB Penguin
<i>If You Give a Mouse a Cookie</i>	<i>Come Sing, Jimmy Jo</i>
Laura Numeroff.....Harper, 1985	Katherine PattersonLodestar, 1985
PB Scholastic	PB Avon
<i>Imogene's Antlers</i>	
David Small.....Crown, 1985	
PB Crown	
	High School Category
	<i>If I Asked You, Would You Stay?</i>
	Eve Bunting.....Harper, 1984
	PB Harper
	<i>Remembering the Good Times</i>
	Richard PeckDelacorte, 1985
	PB Dell
	<i>Interstellar Pig</i>
	William SteaterDutton, 1984
	PB Bantam
Intermediate Category	
<i>Babe, The Gallant Pig</i>	
Dick King-Smith.....Crown, 1983	
PB Dell	
<i>In the Year of the Boar and Jackie Robinson</i>	
Bette Lord.....Harper, 1984	
PB Harper	
<i>Be a Perfect Person in Three Days</i>	
Stephen Manes.....Houghton, 1982	
PB Bantam	

Sponsoring Associations of the California Young Reader Medal

California Reading Association

3400 Irvine Avenue, Suite No. 118, Newport Beach, CA 92660

California Library Association

717 K Street, Sacramento, CA 95814

California Media & Library Educators Association

1575 Old Bayshore Hwy., Burlingame, CA 94010

California Association of Teachers of English

Box 4427, Whittier, CA 90607



Appendix B

Members of the Evaluation-Review Panel

Mrs. Lynne Brown - School Librarian (K - 6)

B.A., History - University of California
Santa Barbara

M.L.S. - San Jose State University

Mrs. Barbara Davenport - School Library Clerk (K - 6)

A.A. - Minnesota School of Business
St. Paul

Mrs. Roselle Peasley - District Library Coordinator
- Junior High Librarian (7 - 8)

B.A., English - Sacramento State University

M.L.S. - San Jose State University

Mr. Armin Schulz - Principal (K - 6)
- Administrative Advisor and Chair
of the District Reading Committee
(K - 8)

B.S., Education and English Literature -

Concordia Teacher's College (Nebraska)

M.A., Curriculum and Instruction - Reading Emphasis
San Francisco State University

Appendix D

BIBLIOTHERAPEUTIC IMPLICATION CONTENT ANALYSIS SURVEY (BICAS)

RATING SCALE:
 4 - Strong Potential
 3 - Moderate Potential
 2 - Limited Potential
 1 - No Potential/Not Applicable

Book Title and Author	CATEGORIES					
INTERMEDIATE CATEGORY	Emotional Health, Self-Awareness & Identity Needs	Cultural Differences	Family Relationships and Dynamics	Peer Relationships and Dynamics	Physical Limitations and Handicaps	Economic Situations and Factors

Evaluator: _____ Date: _____

Appendix E -- Part I
California Young Reader Medal
Nominated Books

PRIMARY CATEGORY:

1976 Nominated Titles

How Droofus the Dragon Lost His Head by Bill Peet (1971)

The Very Hungry Caterpillar by Eric Carle (1970)

Dorrie and the Goblin by Patricia Coombs (1972)

Leo the Late Bloomer by Robert Kraus (1971)

Frog and Toad Together by Arnold Lobel (1972)

One Monster After Another by Mercer Mayer (1974)

Play Ball, Amelia Bedelia by Peggy Parish (1972)

The Lorax by Theodor Seuss Geisel (1971)

Alexander and the Terrible, Horrible, No Good, Very Bad Day

by Judith Viorst (1972)

Ira Sleeps Over by Bernard Waber (1972)

1978 Nominated Titles

Little Rabbit's Loose Tooth by Lucy Bate (1975)

The Maggie B. by Irene Hass (1976)

Mouse Tales by Arnold Lobel (1972)

George and Martha by James Marshall (1972)

Alexander and the Terrible, Horrible, No Good, Very Bad Day

by Judith Viorst (1972) Second Nomination

Appendix E -- Part I continued

1980 Nominated Titles

Big Bad Bruce by Bill Peet (1977)

The Mysterious Tadpole by Steven Kellogg (1977)

Liza Lou and the Yeller Belly Swamp by Mercer Mayer (1976)

Mr. and Mrs. Pig's Evening Out by Mary Rayner (1976)

Little Fox Goes to the End of the World by Ann Tompert (1976)

1982 Nominated Titles

Miss Nelson is Missing by Harry Allard (1977)

Cloudy with a Chance of Meatballs by Judith Barrett (1978)

Cross-Country Cat by Mary Calhoun (1979)

Pinkerton, Behave! by Steven Kellogg (1979)

Cowardly Clyde by Bill Peet (1979)

1983 Nominated Titles

Liza Lou and the Yeller Belly Swamp by Mercer Mayer (1980)

(Second Nomination)

It's So Nice to Have a Wolf Around the House by Harry Allard (1979)

The Day Jimmy's Boa Ate the Wash by Trinka Noble (1980)

The Wuggie Norple Story by Daniel M. Pinkwater (1980)

The Worst Person in the World by James Stevenson (1978)

Appendix E -- Part I continued

1984 Nominated Titles

- Bagdad Ate It by Phyllis Green (1980)
A Rose for Pinkerton by Steven Kellogg (1981)
Oh, Were They Ever Happy! by Peter Spier (1978)
Alexander, Who Used to Be Rich Last Sunday by Judith Viorst (1980)
No Bath Tonight by Jane Yolen (1978)

1985 Nominated Titles

- Herbie's Troubles by Carol Chapman (1981)
The Blanket that Had to Go by Nancy Cooney (1981)
Good As New by Barbara Douglass (1982)
Round Robin by Jack Kent (1982)
Dr. DeSoto by William Steig (1982)

1986 Nominated Titles

- Hot-Air Henry by Mary Calhoun (1981)
Friends by Helme Heine (1982)
Round Trip by Ann Jonas (1984)
Space Case by Edward Marshall (1982)
Do Not Open by Brinton Turkle (1981)

Appendix E -- Part I continued

1987 Nominated Titles

The Napping House by Audrey Wood (1984)

Miss Rumphius by Barbara Cooney (1982)

Happy Birthday, Moon by Frank Asch (1982)

Ming Lo Moves the Mountain by Arnold Lobel (1982)

What's Under My Bed? by James Stevenson (1983)

Appendix E -- Part II
California Young Reader Medal
Nominated Books

INTERMEDIATE CATEGORY:

1975 Nominated Titles

- How to Eat Fried Worms by Thomas Rockwell (1973)
Me and My Little Brain by John D. Fitzgerald (1971)
Annie and the Old One by Miska Miles (1971)
Mrs. Frisby and the Rats of Nimh by Robert O'Brien (1971)

1977 Nominated Titles

- Freaky Friday by Mary Rodgers (1972)
Tales of a Fourth Grade Nothing by Judy Blume (1972)
Ramona the Brave by Beverly Cleary (1975)
The Cat Ate My Gymsuit by Paula Danziger (1974)
Julie of the Wolves by Jean Craighead George (1972)

1979 Nominated Titles

- Danny, the Champion of the World by Roald Dahl (1975)
The Devil's Storybook by Natalie Babbitt (1974)
Ramona the Brave by Beverly Cleary (1975) -- 2nd Nomination
The Return of the Great Brain by John D. Fitzgerald (1974)
Philip Hall Likes Me, I Reckon Maybe by Bette Greene (1974)

Appendix E -- Part II continued

1981 Nominated Titles

- Summer of the Monkeys by Wilson Rawls (1980)
Ramona and Her Father by Beverly Cleary (1979)
Bunnicula: A Rabbit-Tale Mystery by Deborah and James Howe (1979)
The Great Gilly Hopkins by Katherine Paterson (1979)
Journey Home by Yoshiko Uchida (1978)

1983 Nominated Titles

- Superfudge by Judy Blume (1981)
Ramona and Her Mother by Beverly Cleary (1980)
The Boy Who Saw Bigfoot by Marian T. Place (1979)

1984 Nominated Titles

- The Trouble with Tuck by Theodore Taylor (1983)
Do Bananas Chew Gum? by Jamie Gilson (1981)
Anastasia Krupnik by Lois Lowry (1981)

1985 Nominated Titles

- The Indian in the Cupboard by Lynne Reid Banks (1982)
Save Queen of Sheba by Louise Moeri (1982)
Jumanji by Chris Van Allsburg (1981)

Appendix E -- Part II continued

1986 Nominated Titles

Dear Mr. Henshaw by Beverly Cleary (1984)

Hazel Rye by Vera and Bill Cleaver (1983)

Nothing's Fair in Fifth Grade by Barthe DeClements (1982)

1987 Nominated Titles

Night of the Twisters by Ivy Ruckman (1984)

The Sign of the Beaver by Elizabeth George Speare (1983)

The Dollhouse Murders by Betty Ren Wright (1983)

Appendix F

Category Suggestion Criteria for Developing
a Bibliotherapeutic Content Analysis Form

The six categories developed for the content analysis survey are based on the following writer's and researcher's suggestions. Each writer has proposed types of insecurities, or areas that children confront to some degree on a social, emotional, or developmental level.

Lindahl and Koch (1952)

1. Adjusting to school
2. Economic insecurity
3. Feeling of inferiority and not belonging
4. Feeling of superiority
5. Meeting trouble and facing responsibility
6. Personal fears
7. Physical handicaps
8. Racial insecurity

Bailey (1956)

1. Peer acceptance
2. Family relations
3. Failures and disappointments
4. Physical limitations
5. Economic crisis

Lindeman and Kling (1969)

1. Relations with peers
2. Family dynamics

Appendix F continued

Lindeman and Kling (1969) continued

3. Repeated failures
4. Economic daCTORS
5. Physical factors

Reid (1972)

1. Creating a positive self-image
2. Living with others
3. Appreciating different cultures
4. Coping with change

Tway (1981)

1. Growing into self
2. Relating to wide differences
3. Interacting with groups
4. Appreciating different cultures
5. Coping with a changing world

Appendix G

Thematic Classification Descriptors

Each of the six thematic classifications has a list of descriptors that aid the evaluation-review panel in their book assessments. These descriptors are listed below.

Classification A - Emotional Health, Self-awareness, and
Identity Needs

1. Loneliness and alienation
2. Overcoming fears
3. Establishing values
4. Knowing and accepting abilities and limitations
5. Dreams and the dreaming process
 - a. fantasies and day dreaming
 - b. nightmares
6. Getting lost or accidentally separated
7. Dating and physical maturation
 - a. voice changes
 - b. puberty and physical changes
 - c. menstruation, masterbation, etc.
8. Dealing with contemporary social problems
9. Accepting praise for accomplishments
10. Emotional security and the sense of belonging

Appendix G continued

Classification B - Cultural Differences

1. Prejudice towards others
 - a. racial
 - b. social or class distinction
 - c. religious or cultural
 - d. sexist
 - e. sexual orientation
 - f. monetary - poverty or wealth
 - g. occupational - related to work or profession
 - h. customs, practices, or mores
 - i. age - youth or elderly
2. Overt and covert actions to any of the above prejudices.

Classification C - Family Relationships and Dynamics

1. Birth of a new baby
2. Adoption of a sibling
3. Financial stress or unemployment
4. Separation or divorce
5. Desertion or abandonment
6. Moving to a new home, town, or school
7. Changes in parental working arrangements
8. Sibling jealousy and rivalry
9. Death of a family member or grandparent
10. Child abuse - physical, emotional, or sexual
11. Substance abuse of a family member (alcohol or drugs)

Appendix G continued

Classification C - continued

12. Imprisonment of a parent or family member for a criminal offense
13. Parent abuse and the issue of "generation gaps"
14. Step-parent or step-children interaction in family life situations
15. Bonding - family togetherness and sharing

Classification D - Peer Relationships and Dynamics

1. Making friends
2. Losing friends
 - a. by moving away
 - b. from arguments or fights
 - c. through death
 - d. by social class distinction
3. Peer pressures
 - a. drugs and alcohol
 - b. sexual experimentation
 - c. crime and violence
 - d. cliques
4. Maintaining one's individuality
5. Understanding group interaction

Classification E - Physical Limitations and Handicaps

1. Blindness
2. Mental retardation
3. Crippled or deformed - accidental or by birth

Appendix G continued

Classification E - continued

4. Hearing impaired (deaf)
5. Speaking impaired (dumb or stuttering impediment)
6. Debilitating illnesses
 - a. epilepsy
 - b. arthritis
 - c. cerebral palsy
 - d. cancer or leukemia
 - e. AIDS
 - f. multiple sclerosis
7. Learning handicapped, resource students, or mainstreamed students
8. Racial factors
9. Weight or height factors

Classification F - Economic Situations and Factors

1. Unemployment or loss of job
2. Welfare situations
3. Fires
4. Floods
5. Earthquakes
6. Storms
 - a. tornadoes
 - b. hurricanes and tidal waves
 - c. blizzards and avalanches
 - d. dust storms and droughts
7. War or nuclear destruction

Appendix G continued

Classification F - continued

8. Emergency situations
 - a. traffic accidents
 - b. serious illnesses
 - c. crimes - theft, rape, murder, kidnapping, etc.
9. Sustained illness
10. Death of a family breadwinner or other important member of the family

11. Asserting new independence
 - a. getting a job
 - b. living on your own
 - c. leaving the security of a protective home environment
12. Lifestyle changes

Appendix H

Selected Readings for Panel Members

Tewes, Ruth M. "Introduction". Library Trends Vol. 11
(October 1962): pp. 97-105.

Cianciolo, Patricia Jean. "Interaction between the
Personality of the Reader and Literature". School
Libraries Vol. 17 (Spring, 1968): pp 13-17.

Lindeman, Barbara and Kling, Martin. "Bibliotherapy:
Definitions, Uses, and Studies". Journal of School
Psychology Vol. 7 (1968-19): pp. 36-41.

Rubin, Rhea J. "Uses of Bibliotherapy in Response to the
1970s". Library Trends Vol. 28 (Fall 1979):
pp. 239-251.

Schrank, Fredrick A. "Bibliotherapy as an Elementary
Guidance Tool". Elementary School Guidance and Counsel-
ing Vol 16 (February 1982): pp. 218-227.

Jalongo, Mary Renck. "Bibliotherapy: Literature to Promote
Socioemotional Growth". The Reading Teacher Vol. 36
(April 1983): pp. 796-803

Optional Article for Reference:

Davison, Maureen McKinney. "Classroom Bibliotherapy: Why
and How". Reading World Vol. 23 (December 1983):
pp. 103-107.

Appendix I

Pilot Study Titles for Evaluation Process

Ox-Cart Man by Donald Hall
Illustrated by Barbara Cooney
Viking Press, New York. (1979)

The One in the Middle is the Green Kangaroo by Judy Blume
Illustrated by Amy Aitken
Dell Publishing Company, New York. (1981)

My Grandson Lew by Charlotte Zolotow
Illustrated by William Pene duBois
Harper and Row, Publishers, New York. (1974)

Tackle 22 by Louise Munro Foley
Illustrated by John Heinly
Dell Publishing Company, New York. (1978)

Curious George Gets a Medal by H.A. Rey
Illustrated by H. A. Rey
Houghton Mifflin Company, Boston. (1957)

Come to the Meadow with Me by Anna Grossnickle Hines
Illustrated by Anna Grossnickle Hines
Clarion Books, New York. (1984)

Appendix J

Request for Program Information - April 3, 1987

CORRESPONDENCE

Dear Committee Members:

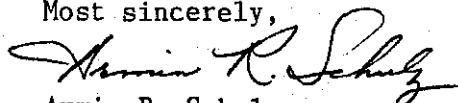
By way of introduction, I am Armin Schulz from Modesto, California. I am currently a doctoral student in the School of Education at the University of the Pacific in Stockton, California. I am working on my dissertation in Curriculum and Instruction with an emphasis on children's literature. I am engaged in a content analysis study of the California Young Reader Medal nominated books for their developmental bibliotherapeutic implications.

As part of my descriptive study, I wish to include information about similar "young reader medal" programs across the nation. I understand that your state is involved in a program for young readers on either an annual or biennial basis. I would greatly appreciate as much information on your program as possible including the following items:

- a. a description of the purpose and function of the program
- b. the nominating and final selection process
 - (1) Must students read all books appearing on the list?
 - (2) Do students nominate the books, or is a selection committee responsible for this process?
 - (3) Is the winning book based on the total number of votes that the book receives?
 - (4) If students nominate the titles, do the books with the highest nomination numbers automatically appear on the annual or biennial list?
- c. specific criteria that a book must meet before the book appears on the list
- d. a list of all nominated books and the winners since 1972
- e. articles from your "archives" that would be informative and valuable for this researcher to read
- f. statistical information about the growth of your state's program
- g. associations or organizations who sponsor the program

Thank you for your cooperation with my requests. If there is a cost involved with sending this material, please inform me. I would be most happy to remunerate you for these expenses. I eagerly await your reply.

Most sincerely,



Armin R. Schulz
925 Enslin Avenue
Modesto, California 95350

Request for Program Information - May 10, 1987

CORRESPONDENCE

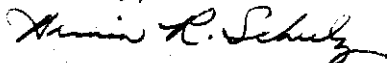
Dear Committee Members:

In mid-April you received a request from me for information about your state's young reader medal program. Twenty-eight letters were sent to various sections of the United States. I have been quite fortunate to receive responses from nine different state programs. Since the information that you possess is valuable to me in my dissertation compiling and writing, allow me to again request the following information:

1. a description of the purpose and function of your state's young reader program
2. the nominating process and final selection process for the master list published annually
(These questions might help clarify this item.)
 - a. Must students read all books on the master list?
 - b. Do students actually nominate the books, or is there a selection committee responsible for this?
 - c. If students nominate the titles, do the books with the highest nominations automatically appear on the annual or biennial list?
3. specific criteria that the book must meet before the book appears on the master list
4. a list of all nominated books and the winners since 1972
5. any articles from your "archives" that would be helpful and valuable for this researcher to read.
6. any statistical information that you may have about the growth of your state's program
7. a list of organizations and associations who sponsor the program

I realize that the request list appears rather lengthy. Any assistance would be greatly appreciated. I know that frequently articles appear in state journals from the library or reading associations. These seem to be quite difficult to obtain - thus the request found in item #5. If you are unable to provide this information, would you please forward it to a person who could, or write me a brief note stating to whom I should direct my correspondence. If this letter arrives after you have mailed material, please accept it as a "gentle reminder" that does not mean to offend. Thank you again for your assistance.

Sincerely,



Armin R. Schulz - Doctoral Student, University of the Pacific
925 Enslin Avenue
Modesto, California 95350

Appendix L

Request for Program Information - June 3, 1987

CORRESPONDENCE

Dear Committee Members:

I'm feeling a bit desperate and apprehensive. This letter will convey my third request for information about the young reader award program in your state. I have attempted correspondence with twenty-eight programs throughout the United States and British Columbia. In the roll call of responses, I have heard from Arizona, Arkansas, California, Colorado, Kansas, Kentucky, Minnesota, Nebraska, New Mexico, Ohio, South Carolina, Texas, Utah, Vermont, and Washington. Unfortunately, thirteen state programs have not responded.

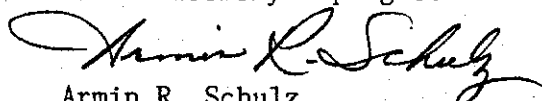
As I have mentioned in my previous letters, I am a doctoral candidate in the School of Education at the University of the Pacific in Stockton, California. I am hoping to complete my dissertation this summer. My dissertation focuses on developmental bibliotherapy in the California Young Reader Medal nominated books and winners, but in my Chapter 5, I would like to compare and contrast the California nominated books with other state programs. Information about your state program and the address were taken from the 1985 edition of Children's Books: Awards and Prizes compiled by the Children's Book Council, Incorporated in New York. This information was extremely limited and very general.

I do not wish to make a pest of myself, but being a 40-year-old elementary school principal who seriously wishes to complete his dissertation before the 1987-88 school term begins, I would greatly appreciate hearing from you. I am requesting the following data:

1. A list of all nominated titles and winners since your program began
2. A description of the criteria upon which books are selected or placed on the list and by whom (i.e. the nomination process)
3. Requirements for voting
4. Purpose or philosophy of the program
5. The role of the child in suggesting titles for a "master list"
6. Any articles that you might wish to share that expound on your program or give statistical data about student participation

I trust that these requests are not unreasonable. Many articles that appear in state journals are not available in most university libraries. Thus, I am at your mercy. I am more than willing to remunerate your association or program for any expenses incurred. Would you please help or connect me with someone who can help? Thank you!

Most sincerely hoping to hear from you,



Armin R. Schulz
925 Enslin Avenue
Modesto, California 95350

Appendix M

Letter of Approval

Dear Parents,

As a part of my doctoral dissertation in Curriculum and Instruction at the University of the Pacific, I am doing a content analysis of the California Young Reader Medal nominated books since 1975. My dissertation committee and I feel that it is equally important to record student responses to selected book titles as well as the opinion of my adult panel of reviewers.

I would like to enlist the services of your child to assist in the reading of selected titles from the intermediate list of nominated books, and follow up his or her reading with a series of response/reaction questions in written form. Mrs. Dent, your child's reading instructor, has willingly agreed to allow her Level 15 reading group to participate. She would like to expand their outside reading as much as possible and have them share in this literature experience.

The students will be reading anywhere from three to six books from the list. They will be using reading time and their own personal evening reading to accomplish this.

This project will be a part of their daily reading program. The students will be assessed according to their efforts by Mrs. Dent and myself.

Your child will have the opportunity to read and react to a wide variety of books. I have included the list with this letter. The Young Reader Medal Program is annually sponsored by the California Reading Association, the California Library Association, the California Media and Library Educators Association, and the California Association of Teachers of English.

Some of the child's written or oral discussion responses may be used in the analysis section of my dissertation, although no student names will be mentioned. A typical use of their responses might be as follows:

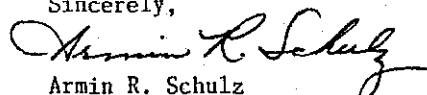
Three (3) intermediate students (one male, two females) stated that the realistic characters were the element that made the story most interesting to them.

OR

Five fifth grade males indicated that the story had no clear message for the reader. They indicated that the selection read was simply a book to entertain the reader, not to help them solve a conflict or problem.

Educational research demands that permission must be granted by an adult parent or guardian in order for a minor child's participation. Please sign the section below that indicates your feeling about your child's involvement in this project. I anticipate the completion of my doctoral studies and dissertation this summer. I appreciate your attention to my request.

Sincerely,


Armin R. Schulz

_____ Yes, my child may participate in the reading/responding aspects of this dissertation project.

_____ No, I do not wish to have my child participate in this dissertation project.

Parent Signature _____

Appendix N

Intermediate Student Survey Response Form

Title of the Selection _____

Author _____

Student Evaluator's Grade Level _____

Student Evaluator's Reading Level _____

Circle one: MALE FEMALE

RESPONSE/REACTION Questions

1. In your opinion, what was the main message of this book?

2. What aspect of the story did you enjoy the most? Check one (1).

- _____ the characters
- _____ the story line and action (plot)
- _____ the over-all idea that the story presented (theme)
- _____ the method the author used to tell the story (mood, structure, and vocabulary)
- _____ the problems presented in the story (conflict)

3. Did the reading of this book help increase your personal awareness to any of the following areas or issues? If "YES", place a check mark by the items or issues. If "NO", leave this section blank.

- _____ learning to cope with problems or situations with parents
- _____ learning to cope with problems or situations with brothers or sisters
- _____ learning to cope with problems or situations with friends
- _____ learning to cope with problems or situations of growing up
- _____ learning to cope with problems or situations that involve accidents, disasters, or life changes

Appendix N

Intermediate Student Survey Response Form continued

Page 2

Question 3 continued:

_____ learning to cope with problems and situations where people are different from you

_____ learning how prejudice can effect a person's life

4. If you checked any of the items in question #3, how did this book help you increase your awareness?

5. What would your over-all rating of this book be?

_____ SUPERIOR - One of the best books I've read.

_____ VERY GOOD - I'd recommend this book to other readers.

_____ AVERAGE - The book was "okay", but I've read better.

_____ POOR - The book didn't hold my interest at all.

6. Please answer one of the following parts to question #6.

A. If the book was rated SUPERIOR or VERY GOOD, what made the book worthwhile to you?

B. If the book was only AVERAGE or POOR, what do you consider the weaknesses of the book?

DATE COMPLETED _____

Student initials _____

Appendix O

Primary Student Survey Response Form

Grade Levels: _____ Number of Students _____

Title of Book _____

Author _____ Illustrator _____

ILLUSTRATION RATING

Illustration Impact	The pictures were excellent. They helped me with the story.	The pictures didn't help me with the story
BOYS		
GIRLS		
TOTAL		

STORY RATING

Over-all Story Rating	Excellent One of the best I've heard.	Average The story was okay.	Poor I didn't like this story.
BOYS			
GIRLS			
TOTAL			

Appendix O continued

STORY FEATURE RATING

If you were to read this story again or have it read to you, which did you like the best?	The people in the story.	The action in the story.	The problem in the story.	The pictures in the story.
BOYS				
GIRLS				
TOTAL				

See Question above	The way the story made me feel.	The way the author wrote the story.
BOYS		
GIRLS		
TOTAL		

CHILDREN'S IMPRESSIONS
AND COMMENTS

Appendix P

Initial Letter of Communication

June 16, 1986

Young Reader Medal Committee
3400 Irvine Avenue
Suite 118
Newport Beach, CA 92660

Dear Fellow Educators:

I am presently in the process of writing my proposal for my doctoral dissertation at the University of the Pacific in Stockton, California. It is my intent to incorporate the California Young Reader Medal program in my dissertation through a content analysis emphasis. In order to accomplish all areas of my research, I am requesting a complete list of all books, grades K-8, that have been nominated for the Young Reader Medal since the program was initiated.

I would greatly appreciate any assistance that you could offer in this area. I am hopeful that in your "archives" of information you would have such listings. My school has participated in the program for the past three years and the benefits of a state-wide program are truly praiseworthy. I have had the opportunity, as principal, to share the primary nominated books with children in our kindergarten through second grades. It has provided a wonderful "touch time" with the students and fulfills a love for sharing children's literature that I have.

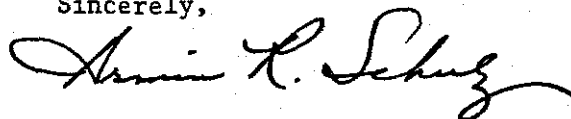
Also, if you could direct me to any specific materials, or research, that has been done with the medal books, I would be additionally appreciative. I will be doing a complete ERIC search this summer in the areas of bibliotherapy and book selection, but I would appreciate any direction or information that you could give regarding the Young Reader Medal books and their history, specifically. If there is a cost factor involved for any publications, or services, I would gladly cover the costs.

Your immediate attention to this request would be sincerely appreciated and a most welcomed assistance to my present research endeavors. Please send any information to:

Mr. Armin R. Schulz
925 Enslin Avenue
Modesto, CA 95350

Thank you for your help. I look forward to hearing from you soon.

Sincerely,



Armin R. Schulz

Correspondence of March 28, 1987

Jean Wickey
CMLEA/CYRM Representative
2004 Sandy Lane
Bakersfield, CA 93306

Dear Jean,

Thank you for your prompt response to my request for additional information on the California Young Reader Medal Program. I appreciated the two articles that you enclosed and the directions offered for gaining further information.

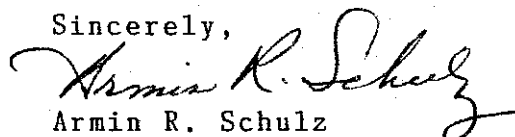
I am enclosing my brief synopsis of the California Young Reader Medal program as I have been able to gather from various sources. I would appreciate your feed-back as to the accuracy and reliability of my comments. I've included pages 4-7 for your general perusal and any comments. These pages are part of the text from my Chapter I section of the dissertation. I would welcome your comments.

I am writing to Ellis Vance as you recommended. One of the recent volumes of The California Reader had an article written by Mr. Vance on the California Young Reader Medal program, so further correspondence is a logical sequence to follow. Thank you for enclosing his address and comments regarding his involvement with the program over the past six years. I'm hoping that he will be able to provide me with necessary statistical information and other writing on the program.

A question that I would like to pose to you is regarding the selection process. I realize that children nominate books on an annual basis. Is the final selection of the books done by a reviewing committee, or are the books selected that have the highest number of student nominations? Are there guidelines that the CYRM committee follows in determining which books appear from all books nominated, or is the volume of student nominations the determining factor. To what extent does the committee "guide" the final selection of the titles that appear for student reading? I would greatly appreciate your comments and insight into this area.

Again, thank you for your assistance. It helps to have names and addresses that will connect me to more direct information. I am excited about the dissertation project and have just recently completed reading the eighty-four titles that are in the primary and intermediate categories. That truly was a pleasurable aspect of my dissertation process. I'd happily share my final results with you and the committee when the final project is completed.

Sincerely,



Armin R. Schulz
925 Enslin Avenue
Modesto, CA 95350

(Enclosures)

Correspondence of March 29, 1987

Ellis Vance
Coordinator - California Young Reader Medal Program
Clovis Unified School District
5545 East Herndon Avenue
Clovis, CA 93612

Dear Mr. Vance,

Allow me to briefly introduce myself so that this letter will make some sense as you read through it. I am Armin Schulz, a principal in the Sylvan District in Modesto, and I am presently working on my doctoral dissertation at the University of the Pacific in Stockton. My dissertation is focusing on the developmental bibliotherapeutic implications of the California Young Reader Medal nominated books from the inception of the program to date. I have been in correspondence with Ms. Jean Wickey of Bakersfield, and she suggested that you would be a key person to provide some information to me regarding the Young Reader Medal program in the state. I had the opportunity to hear you speak at the ACSA Administrator's Conference in Sacramento in January and should have approached you personally at that time. I was unable to attend your session at the recent English Language Arts Framework Conference in Fresno, hence my written correspondence to you now.

I am attempting to gather any articles that may have been written on the Young Reader Medal program since it was first initiated in the state. I am also looking for statistical information about the growth of the program, i.e. the number of schools participating, the number of votes cast over the years, and the number of nominations received annually. I would also like to ask for some clarification on the nominating and final selection process. General guidelines indicate that children nominate the titles for placement on the annual lists. Do the books receiving the most student nominations automatically appear on the list, or is there a selection committee that reviews the student nominations and then makes the final choices? Documentation on this is not clear. I realize that state programs similar to ours vary in the selection process and therefore would appreciate any assistance that you might have to offer in this area. I do understand that no voting statistics in each category are released.

Ms. Wickey indicated that since you have been chair of the state committee for the past six years, you might have articles and information stored within your "archives" that would be helpful to me in my dissertation writing. My study is a content analysis of the eighty-four titles that have been nominated in the primary and intermediate categories since the program began. I have a committee of three other readers who are also screening each title in order to establish inter-rater reliability in the categories that I have established for the study. I have also finished reading all of the selections - a truly enjoyable aspect of this dissertation project.

Page 2

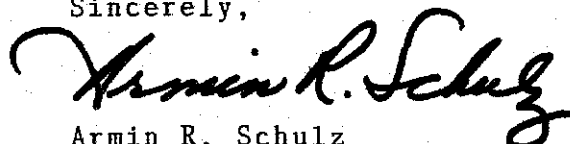
I look forward to completion of the project by June or July of this year. Two of my five chapters are currently with the dissertation committee for analysis and comment. I would be happy to share my study with you and your committee upon completion. It has been an exciting venture. I am also corresponding with other states to obtain information about their Young Reader Medal programs as an adjunct to my study. I am personally interested in seeing if many of our titles appear in lists from other states, but that could be a second dissertation in itself.

Thank you for any assistance that you may have to offer. I would be most willing to remunerate you for any costs that may be incurred with replication of articles or lists of statistics. Please inform me if this is required.

Numerous staff members from our district have visited your district this past year to review your program and see it in action. They have been most impressed. I anticipate a visit of my own soon and hope to have the opportunity to visit with you personally about your district's program in reading and literature and about the Young Reader Medal program as it relates to my current research work. Please feel free to call me collect at either of the numbers listed below if you need greater clarification about my requests. I have corresponded (initially) with the California Reading Association for information, but received only booklists and procedures for implementing the program.

Thank you for your assistance. I enjoyed your presentation in Sacramento in January. I enjoyed hearing your enthusiasm for children's literature in the school curriculum.

Sincerely,



Armin R. Schulz
925 Enslin Avenue
Modesto, CA 95350
(209) 522-1289 - Home
(209) 521-8560 - Work

Correspondence of May 7, 1987

Mr. Ellis Vance, Coordinator
California Young Reader Medal Program
Clovis Unified School District
5545 East Herndon Avenue
Clovis, California 93612

Dear Mr. Vance:

I realize that the past month and a half have probably been very busy for you with the implementation of the California Reading Initiative and the new English Language Arts Framework adoption and publication. Perhaps my letter of March 29 has been put aside, or never reached you. I am hoping that the latter did not occur.

I would again like to request some information about the California Young Reader Medal program for my doctoral dissertation at the University of the Pacific in Stackton. I am attempting to gather statistical information about the growth of our California program which would include data about the number of votes cast annually, the number of schools that participate, and the number of student nominations received on an annual basis. In talking with Jean Wickey of Bakersfield at the Language Conference in Fresno on March 17 and 18, she suggested you as the person most likely to be able to answer my questions.

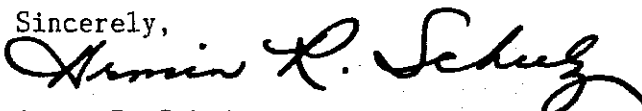
I would also appreciate any information on the nominating and final selection process. General guidelines indicate that children nominate the titles for placement on the annual lists. Do the books receiving the most student nominations automatically appear on the list, or is there a selection committee that reviews and screens the student nominations and then makes the final choices? Documentation in this area is not clear. I am hopeful that you can clarify the actual processes involved so that my dissertation descriptions and explanations are accurate and truly representative of the program. I do understand that individual voting statistics for each category and title are not released. Is this true of the student nominations also.

Since you have chaired the committee for the past six years, I am confident that you are the logical person with whom I should correspond. If the requested information is not readily available to you, would you please direct me to sources that might assist me in my study. I am more than willing to remunerate you or the medal program for the costs involved.

I have written to twenty-seven other states requesting information about their individual state programs. Nine states have responded with helpful data and information about their programs and the impact that their programs hope to achieve. Gathering the mail has now become an enjoyable part of my day after the work hours are completed.

Thank you for any assistance that you can offer.

Sincerely,



Armin R. Schulz
925 Enslin Avenue
Modesto, California 95350

Phone: (209) 522-1289 - Home
(209) 521-8560 - Work

Appendix T

Current State Young Reader Programs

Arizona Young Readers Award
Charlie May Simon Children's Book Award - Arkansas
California Young Reader Medals
Colorado Children's Book Award
Sunshine State Young Reader's Award - Florida
Georgia Children's Book Awards

Nene Award - Hawaii
Young Hoosier Award - Indiana
Iowa Children's Choice Award
William Allen White Children's Book Award - Kansas
Kentucky Bluegrass Award
Massachusetts Children's Book Awards
Michigan Young Readers' Awards
Maud Hart Lovelace Book Award - Minnesota
Mark Twain Award - Missouri
Nebraska Golden Sower Awards
Great Stone Face Award - New Hampshire
Land of Enchantment Book Award - New Mexico
Buckeye Children's Book Awards - Ohio
Sequoyah Children's Book Award - Oklahoma
Young Reader's Choice Award - Pacific Northwest
(This program includes the states of
Alaska, Idaho, Montana, Oregon, and
Washington, and the two Canadian
provinces of Alberta and British
Columbia.)

South Carolina Children's Book Award
The Texas Bluebonnet Award
Utah Children's Book Award
Dorothy Canfield Fisher Children's Book Award - Vermont
Washington Children's Choice Picture Book Award
West Virginia Children's Book Award
Golden Archer Award and Little Archer Award - Wisconsin