

1975

Boys Will Be Boys or How They Are Portrayed in Children's Books

Nancy Volmer
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1975 Nancy Voltmer

Follow this and additional works at: <https://scholarworks.uni.edu/grp>

Recommended Citation

Volmer, Nancy, "Boys Will Be Boys or How They Are Portrayed in Children's Books" (1975). *Graduate Research Papers*. 4084.

<https://scholarworks.uni.edu/grp/4084>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Boys Will Be Boys or How They Are Portrayed in Children's Books

Find Additional Related Research in UNI ScholarWorks

To find related research in UNI ScholarWorks, go to the collection of [School Library Studies Graduate Research Papers](#) written by students in the [Division of School Library Studies](#), Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

Abstract

For this research the author was concerned with the portrayal of males in literature; more specifically, the characterization of boys in children's books. The researcher wanted to find out if boys are represented realistically and if the characteristics of boys in fiction have changed over time. The books selected were fiction and the reading level ranged from fourth to sixth grade. The main character of each book was a male figure of approximately ten years of age. There were two time periods from which the books were selected. One grouping was from 1959-1963 and the other from 1970-1974. Other books published before 1959, between 1964 and 1969, and after 1974 were not considered. A list containing characteristics of boys was compiled. These characteristics were classified according to type-physical traits, motor skills, feeling, and health. The characters in the books were compared to the list of characteristics to see how many boys had attributes on the list. Then these findings from both time periods were compared and contrasted.

BOYS WILL BE BOYS
or
HOW THEY ARE PORTRAYED
IN CHILDREN'S BOOKS

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Nancy Voltmer

July 16, 1975

Read and approved by
Leah F. Hiland

Elizabeth Martin

Accepted by Department
Elizabeth Martin

Date *July 22, 1975*

TABLE OF CONTENTS

| | Page |
|--|------|
| LIST OF CHARTS | 111 |
| INTRODUCTION | 1 |
| THE PROBLEM | 1 |
| Definitions | 4 |
| REVIEW OF RELATED LITERATURE..... | 8 |
| METHODOLOGY OF THE STUDY | 12 |
| ANALYSIS OF DATA..... | 14 |
| CONCLUSIONS | 21 |
| BIBLIOGRAPHY | 24 |
| APPENDIXES | |
| A. Books Analyzed 1959-1963 | 26 |
| B. Books Analyzed 1970-1974 | 27 |
| C. Sample Form Used in Study | 28 |
| D. PERCENTAGES OF CHARACTERISTICS 1959-1963 | 29 |
| E. PERCENTAGES OF CHARACTERISTICS 1970-1974 | 31 |

LIST OF CHARTS

| Charts | Page |
|--|------|
| 1. Characteristics-Physical Traits Percentages of Characteristics Displayed..... | 17 |
| 2. Characteristics-Motor Skills Percentages of Characteristics Displayed..... | 18 |
| 3. Characteristics-Feelings Percentages of Characteristics Displayed..... | 19 |
| 4. Characteristics-Health Percentages of Characteristics Displayed..... | 20 |

INTRODUCTION

In the last few years the topic of women's liberation has become an issue of much interest. This 'fever' has carried nationwide and involved most females, one way or another. One aspect-the portrayal of females in literature-has recently become the subject of much concern. Studies and research have been made concerning the stereotypes of women in children's books. But although much has been done on the females, little ^{research} has been conducted concerning the male figure. Women's liberation has reached a climax and quieted down some; now a type of male's liberation has come about. Because of this new movement, research will need to be done accordingly and consequently the male in children's books will be examined more closely.

In this study several items were studied. The author did research concerning characteristics displayed by fictional males in books. This was done for two different time periods. Both groups were then compared and contrasted to see if any change in characteristics had occurred from the earlier date to the later.

THE PROBLEM

For this research the author was concerned with the portrayal of males in literature; more specifically, the characterization of boys in children's books. The researcher wanted to find out if boys are represented

realistically and if the characteristics of boys in fiction have changed over time. The books selected were fiction and the reading level ranged from fourth to sixth grade. The main character of each book was a male figure of approximately ten years of age. There were two time periods from which the books were selected. One grouping was from 1959-1963 and the other from 1970-1974. Other books published before 1959, between 1964 and 1969, and after 1974 were not considered. A list containing characteristics of boys was compiled. These characteristics were classified according to type-physical traits, motor skills, feeling, and health. The characters in the books were compared to the list of characteristics to see how many boys had attributes on the list. Then these findings from both time periods were compared and contrasted.

This research problem should have several interesting outcomes. One is the difference between male characters. From this study readers will be able to see that the characters are similar and very different. Boys are not always alike, each is an individual. The outcome of this research will show the change, if there has been any, in boy characters of sixteen years ago and boy characters of the last four years. Boys may not have changed much during the years, but they may be portrayed as different. The research will provide insight as to how the authors portray young males. This research should reveal whether they are seen realistically or have been

created from a fantasy world.

Before actually doing the research, some assumptions were made. The researcher felt that one assumption was the characters in each book would differ to some degree. Also, the characteristics of the boys in the books would match many of those on the list of characteristics. And likewise some of the characteristics on the list would not pertain to the characters in the books. It was to be expected that as time changed so did people. Therefore, another assumption was that the characters in the 1970-1974 grouping would differ from those in the 1959-1963 grouping.

With this study there were some limitations. One problem was the selection aid. Children's Catalog¹ was chosen from the available selection aids in the Youth Collection.² The books listed in Children's Catalog were not representative of all that were published. This is because of the requirements of inclusion in Children's Catalog. Books included are the best books for children in fiction and nonfiction. "Best" is defined by several individuals. An advisory group of distinguished librarians prepare a voting list for the consultants. The consultants are chosen by the American Association of School Librarians and the Children's Services Division which are both divisions of the American Library Association. Out-of-print books

1 Estelle A. Fidell, ed., Children's Catalog, 1971.

2 The Youth Collection is located in the library of the University of Northern Iowa, Cedar Falls, Iowa.

are not included. This information and requirements for inclusion had a bearing on the research and were considered a limitation. The list of characteristics that was compiled may be considered a limitation. Although different sources listed many of the same characteristics, no two lists were identical. The characteristic 'anger' was on two separate lists, A and B. But that did not mean that every other characteristic on list A was on list B. Some of the characteristics on list A were on list B, but the two lists were not identical.

If not specific and identifiable lists, use to indicate make-up even

Definitions

For this paper several terms need to be defined. This will enable the reader to better understand what is being done.

Fiction is a type of writing. Fiction and the characters in the story are not true; they're imaginary. Imaginary does not mean unrealistic, just that the people and events do not actually exist.

A selection aid is a tool used by several individuals, but more often by librarians. Information (title, author, illustrator, date published, publisher, number of pages) is given about books. Inclusion in a selection aid is usually due to some qualification, an unusual or outstanding book. A selection aid is a reference tool and help in selecting books.

Reading level means the difficulty ^{or} easiness of the book determined by the vocabulary. Although reading

level varies with the individual, the majority of students read on the same level at certain ages.

Main characters will mean the characters that the story revolves around or is about. This does not restrict each book to only one main character; there may be two or more.

Characteristics of boys refer to special, distinctive features or traits that they display. Each individual has his own characteristics which set him apart from other individuals; makes him different.

Evaluating the extent to which a boy displays certain characteristics, "slightly" will mean small in amount or extent. "Moderately" will refer to an average or normal, an absence of excesses and extremes. The degree marked "exceptionally" will mean different from the usual pattern, a large amount.

The characteristics of boys as defined and used by the author are given below. The definitions for the 'physical traits' category are:

1. Short-low in height.
2. Tall-higher than average.
3. Slender-small in width.
4. Heavy-larger, greater than usual weight.
5. Blond-yellow or yellowish-brown hair.
6. Brunette-black or dark brown hair.
7. Redhead-red haired person.
8. Light colored skin-fair skin.
9. Dark skinned-not light in color.

The definitions for the motor skills category are as follows:

10. Throwing-to cause to fly through the air by releasing from the hand at the end of a rapid motion of the arm.

11. Jumping-to move oneself suddenly from the ground by using the leg muscles.
12. Running-to go by moving the legs rapidly, faster than walking, and in such a way that for an instant both feet are off the ground.
13. Muscle control-making muscles do what one wants; able to carry through an act other than throwing, jumping, or running.

Below are the definitions used for the 'feelings' category.

14. Fear-a feeling of anxiety of danger or evil.
15. Anger-a feeling that results from injury or mistreatment.
16. Jealousy-being resentfully suspicious of a person or thing.
17. Affection-a fond or tender feeling.
18. Joy-a glad feeling;happiness;delight.
19. Irritable-easily annoyed or provoked.
20. Intolerance-the inability to endure.
21. Impulsiveness-the sudden inclination to act without conscious thought.
22. Shyness-being bashful.
23. Laughing-to make the characteristic sounds of the voice that expresses amusement.
24. Rebellious-resisting authority.
25. Antagonistic-opposing, hostile.
26. Demanding-to require boldly or urgently.
27. Cruel-an individual causing pain; delighting in another's suffering.
28. Extroverted-an active person interested in the environment and other people.
29. Introverted-a person more interested in oneself.
30. Sullenness-being gloomy, dismal, or sad.
31. Independence-when one does not depend on others;he is more on his own.
32. Conformist-is in accord or agreement.

These definitions will be used when talking of 'health':

33. Visual impairment-damage to eyesight.
34. Auditory impairment-damage to hearing.
35. Poor grooming-sloppy in dress and care of hair, nails, etc.
36. Orthopedic disabilities-deformities/injuries of bones.

37. Rational thought-the ability to reason and think things out sensibly.
38. Curiosity-a desire to learn or know.

Several sources were used to arrive at the list of characteristics given above. Boorman³ was used for some of the characteristics, but Rodgers⁴ was used to a greater degree. Rodgers was a more current source than Boorman and contained more material about the characteristics. The list of characteristics was compiled from these two sources, but most of the actual definitions came from Webster's.⁵

3 W. Ryland Boorman, Developing Personality in Boys (New York: The MacMillan Company, c1929).

4 Dorothy Rodgers, Child Psychology (Belmont, California: Brooks/Cole Publishing, c1969).

5 Webster's New World Dictionary-College Edition. (New York: The World Publishing Company, c1960).

REVIEW OF RELATED LITERATURE

Little literature has been written that relates to the problem of the portrayal of males in fiction. A great deal of research has been done and much literature written about females, but very little on the male. This seems to be a fairly new concern. Although more research is being done and more literature being written, only a few articles of possible relevance were available to the researcher.

One article chosen was "Reading Preferences of Fourth Grade Children Related to Sex and Reading Ability."⁶ The problem of this research was to probe the preferences children in the fourth grade had in regard to reading. A sample of ninety-nine children was used. A questionnaire was given to each child and they were asked to complete it. The results were organized by ten categories, previously set. The results were then analyzed according to reliability of the ten categories, rank order of reading preferences, comparisons between sexes, and profile stability of reading preferences.

The results showed that the reading preferences of

6 Lian-Hwang Chiu, "Reading Preferences of Fourth Grade Children Related to Sex and Reading Ability," The Journal of Educational Research, LXVI, No. 8 (April, 1973), 369-373.

fourth grade boys differed from those of fourth grade girls. Boys preferred stories dealing with cars and sports while girls went the mystery story route. The results also showed that reading abilities are not related to reading preferences.

Articles and studies concerning the portrayal of girls and women in literature are relevant to this study.

"Sex-Role Stereotypes in Children's Readers"⁷ was a study concerning female stereotyping in the California elementary reading textbook series. Domestic roles and behavior were looked at most closely. (It) was shown that 75% of the main characters were male. Mothers were typified as housewives that stayed at home. Boys were shown superior to girls in most activities. Only 15% of the illustrations had females included. The results showed that females are portrayed as uncreative and submissive. They are also shown as inactive and unachieving.

Another article dealing with the portrayal of females in children's literature is "Heroines in Recent Children's Fiction-An Analysis."⁸ This analysis is concerned with the emergence of a new type of heroine. Fourteen books were selected from standard lists of notable books that were published between 1960 and 1970. The heroines were

7 Marjorie E. Taylor, "Sex-Role Stereotypes in Children's Readers," Elementary English, Vol. LIII, No. 7 (October 1973), 1045-1047.

8 Selma R. Siege, "Heroines in Recent Children's Fiction-An Analysis," Elementary English, Vol. LIII, No. 7 (October 1973), 1039-1043.

analyzed and studied for differences and similarities.

Some conclusions were that there is a new type of heroine in children's fiction in the last 10 years. These new heroines' behavior is a form of protest. They are depicted realistically, doing and acting like girls actually do.

In the article "Why Jane Can't Win (Sex Stereotyping and Career Role Assignments in Reading Materials)"⁹ sixteen reading series were analyzed. The author was looking for several criteria. She wanted to see if there was sex stereotyping for grades 1-10 in reading materials, if one sex was depicted more than the other, and to determine what career roles were depicted as well as the number of career roles for females and males. The author states that reading series are used in 75% of public schools and influence present and future roles in society. Ten research assistants from Oregon State University analyzed the series. The criteria used were taken from "Dick and Jane as Victims."¹⁰ The texts used were chosen on the basis of availability and currentness. On the whole males were portrayed in the major role 58% of the time and females only 14%. The information was divided into four categories: primary grade levels, intermediate grade levels, junior high

9 Gwyne E. Britton, "Why Jane Can't Win (Sex Stereotyping and Career Role Assignments in Reading Materials)", ERIC, Dept. of HEW-Nat'l. Inst. of Education (May 1974), 39pp. (ED 092 919)

10 S. Wasserman and J. Wasserman, Salior Jack (Chicago: Beckley-Cardy), 1960.

and senior high, and high interest low reading vocabulary.

Sex stereotyping was found to be obvious and did not vary much from series to series.

Stereotyping comes to individuals through other forms of media. In "Advising and Ordering on Television Dramas: The Display of Knowledge According to Male-Female Stereotypes"¹¹ research was conducted concerning the cultural stereotyping of men and women on tv. Research showed males dominant in giving knowledge. Women were minimized in the evening drama and more important during the soap operas. Stereotyping was found to be more subtle.

More literature is coming out now on the research being done, but at the moment very little is present concerning the male portrayal in children's literature.

11 Joseph Turow, "Advising and Ordering on Television Dramas: The Display of Knowledge According To Male-Female Stereotypes", ERIC, Dept. of HEW-Nat'l. Inst. of Education (April 1974), 21pp. (ED 093 003)

METHODOLOGY OF THE STUDY

For this research content analysis was used. Specific books were chosen. After these were read they were analyzed and compared to a list of characteristics of boys. The analysis consisted of deciding what were the characteristics of the main characters. Then these characteristics were compared to the list of characteristics. The two periods, 1959-1963 and 1970-1974 were compared and contrasted. Conclusions were drawn from the findings.

Several sources of data were used for this research. To obtain a list of characteristics of boys, reading was done. These characteristics were obtained from articles, reading, and books. These readings were on the development of boys and their characteristics.

The books to be chosen were picked from Children's Catalog and its supplements. The selection aid included fiction books. It also included books from 1959-1963 and 1970-1974. The author turned to the fiction section and proceeded to read the annotations. If the book was published in one of the two time periods it was looked at more closely. Suggested reading levels had to correspond with specifications of the author. The book was to be around the fourth grade reading level. If a book had a reading level of 3-5 this was included because it covers fourth grade. Several books were for grades 5-7

and were included because the main character was 10 years old or in the fourth grade. Then, if the book had a boy 10 years old, it was put on the list. Some books did not specify any age but said a 'young boy.' These were also included until the author had a chance to read the book.

The data for this research was gathered by reading. The books were read and then analyzed. They were analyzed according to the characteristics of the main character. Does he fill any of the categories on the list of characteristics? Which ones? The information was then compared to a list of characteristics. These characteristics were recorded on a special form.* Each main character had his own form. The book title, author, illustrator, copyright, publisher, and character's name were listed at the top of the form. The list of characteristics were also on the form. For each characteristic that the character exhibited a check was made on the form. The data from these forms was then compiled.

* see APPENDIX C

ANALYSIS OF DATA

The data analyzed for this paper had some rather interesting outcomes. The graphs may help to see these results more clearly. The current physical traits of boys had a large increase over the 1959-1963 grouping.(see Chart 1 and Appendix D) Boys have become noticeably shorter in height. In the 1959 grouping over half of the boys were considered tall, but in the 1970 grouping all but one of the boys were considered short. (see Chart 1 and Appendix E) The hair color of boys jumped in numbers also. More brunettes and redheads were evident in the 1970 grouping. Another big difference in the two groupings is the skin color. More boys are dark skinned in the more recent books. In the earlier grouping (see Appendix D) the boys were 20% more slender than in the later group, and, fewer boys were termed 'heavy' in the 1959-1963 group than the 1970-1974 group.

The motor skills displayed by the 1959-1963 boys appeared rather stable on Chart 2. But in the 1970-1974 group, though the boys display 'running' to a high degree they do not display 'muscle control' at all.

The category of characteristics-feelings (see Chart 3 and Appendixes D and E) illustrated many differences. The characteristic 'affection' was shown to a high degree in the 1959-1963 gorup and not displayed much in the 1970-1974 group. With the exception of 'independence' the

remaining characteristics in this category seemed to be at two extremes on the graph, or at least not in much agreement for both groupings. There are several characteristics that the 1970-1974 boys are attributed with more than the 1959-1963 boys are. More specifically these are: rebellious, antagonistic, demanding, and cruel.

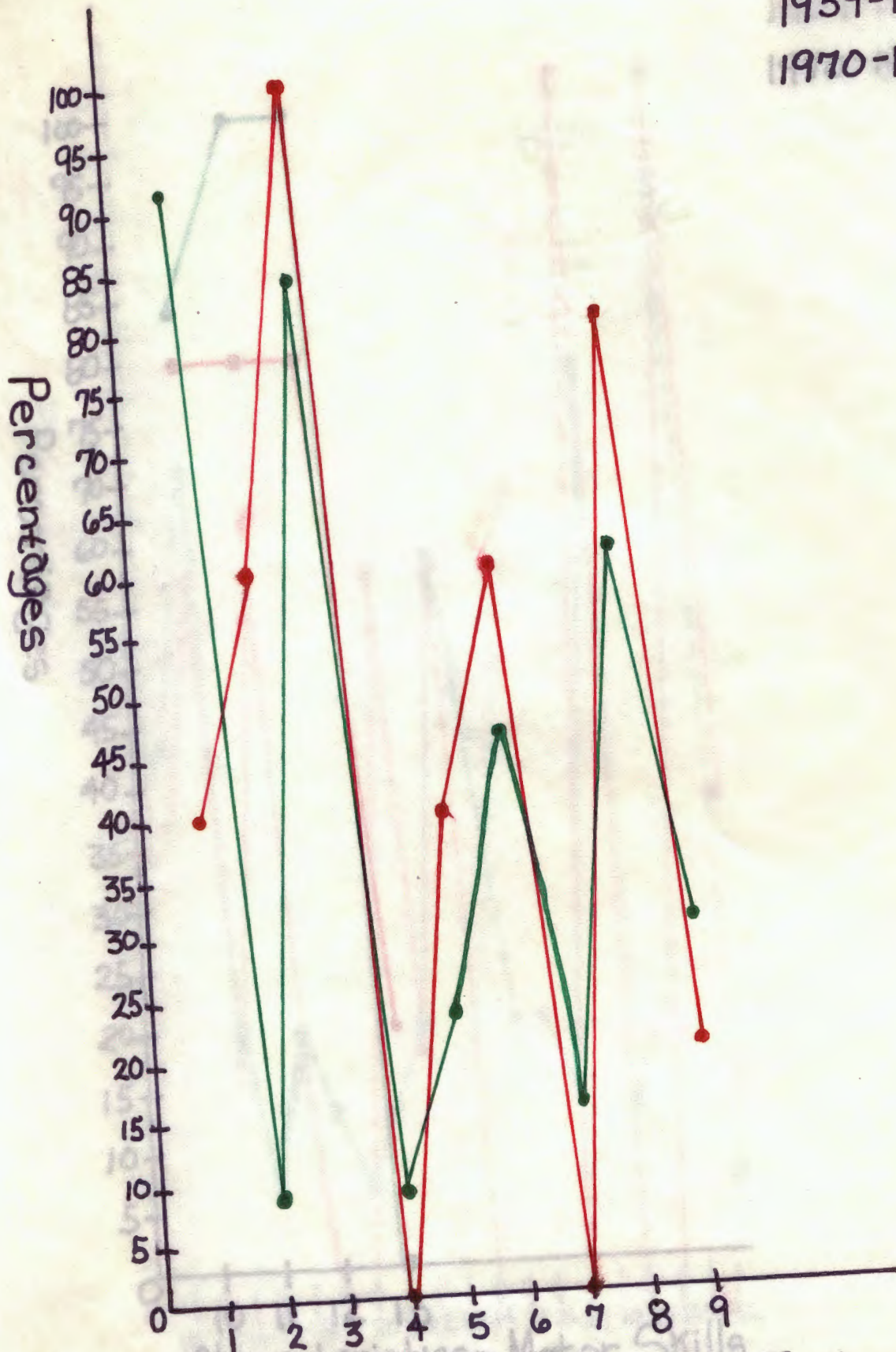
The category health (see Chart 4) showed the least amount of difference; however 'visual impairment', 'poor grooming' and 'curiosity' showed some difference. The other characteristics were matched exactly.

Although the two groupings have been contrasted they can also be compared. In both groups of boys, all exhibited some form of rational thought. Both groups agreed on this 100%. As far as the physical traits are concerned groupings are represented by slender boys. In the 1959-1963 and 1970-1974 groups, the boys did not show much affection. Of these same boys very few had impairments or disabilities that were mentioned. Another outcome of the research was that the motor skills in each group were about the same. On Chart 1 both groupings differed and never achieved exactly the same marks. However, the two groups were 0% and 7% with the characteristic 'heavy.' On Chart 2, Motor Skills, both groups were similar. When one group dropped in percent exhibiting a characteristic, the other group did likewise. Chart 3-Feelings-shows many similarities in the groups. 'Jealousy', 'joy', 'shyness',

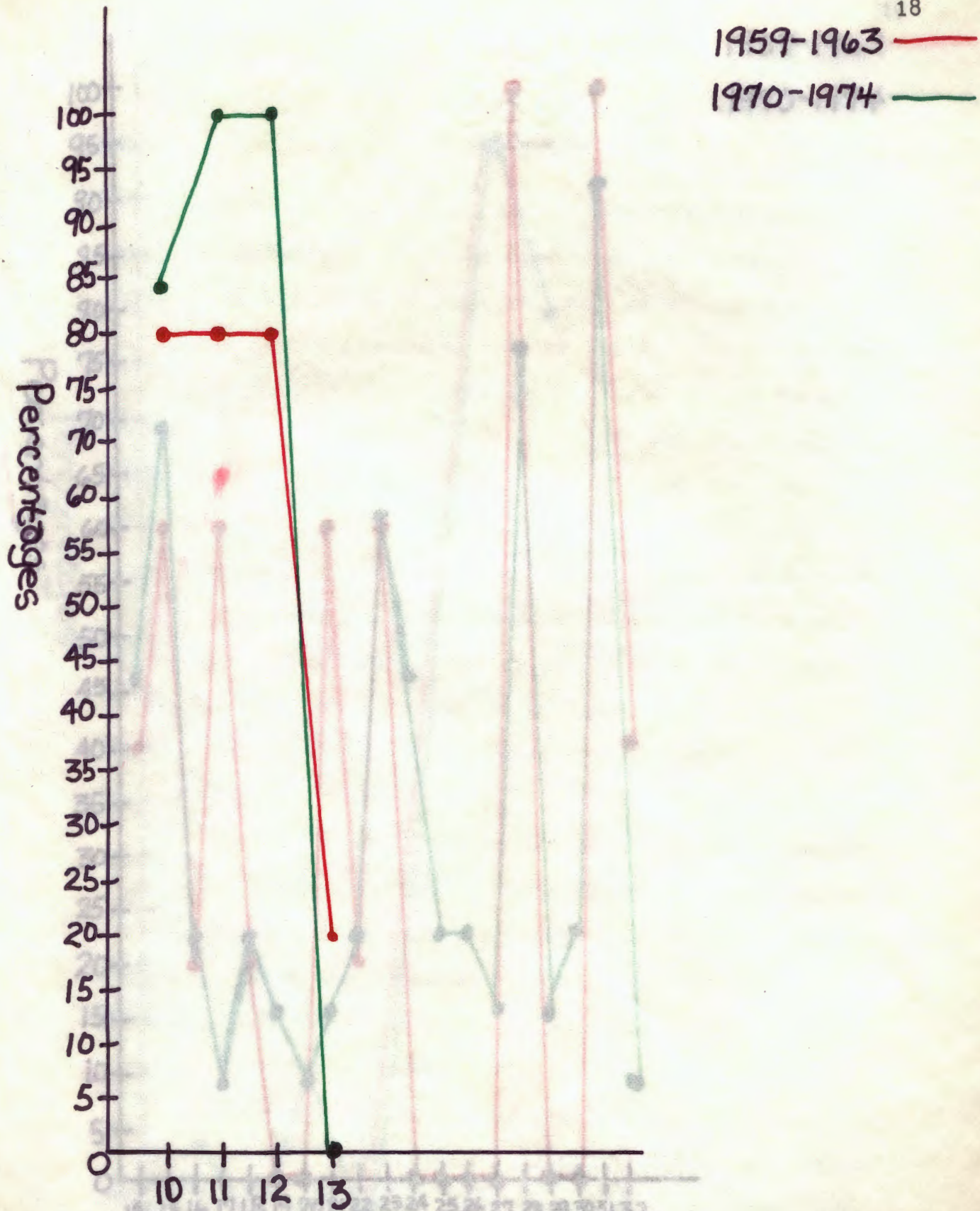
and 'laugh' are all within a 5% range difference or less on the graph in each time period. (see Appendix D and E) 'Auditory impairment', 'orthopedic disabilities' and 'rational thought' (see Chart 4) had the same percent for the 1959-1963 and 1970-1974 groups. Also, when one group moved to the higher percentage portion of the graph, the other group moved in the same direction.

On the whole the characteristics displayed were on the moderate level. There were a few boys in the other two categories, but the moderate group was the average.

1959-1963¹⁷ —
1970-1974 —



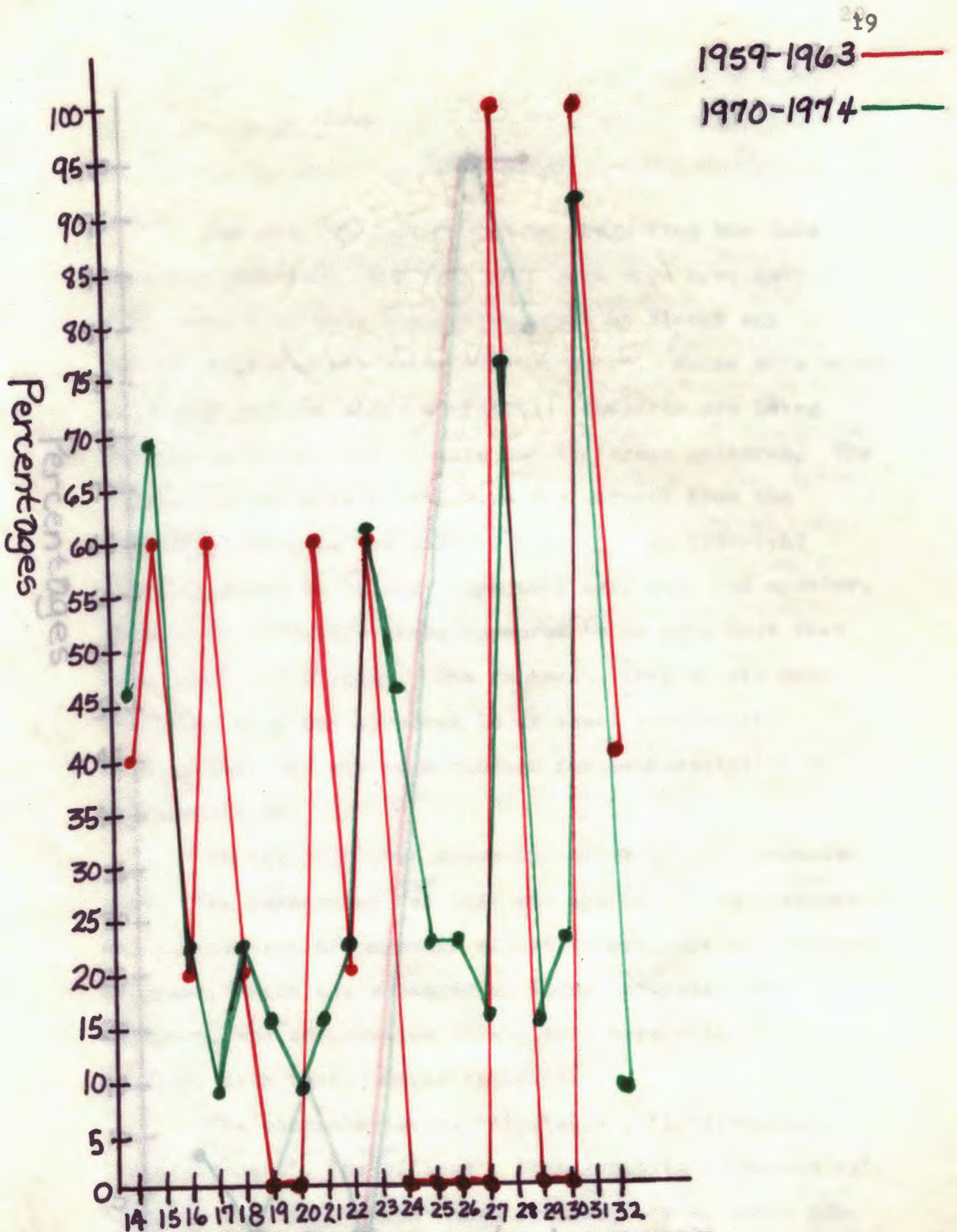
Characteristics - Physical Traits
PERCENTAGES OF CHARACTERISTICS DISPLAYED
Chart 1



Characteristics- Motor Skills

PERCENTAGES OF CHARACTERISTICS DISPLAYED

Chart 2

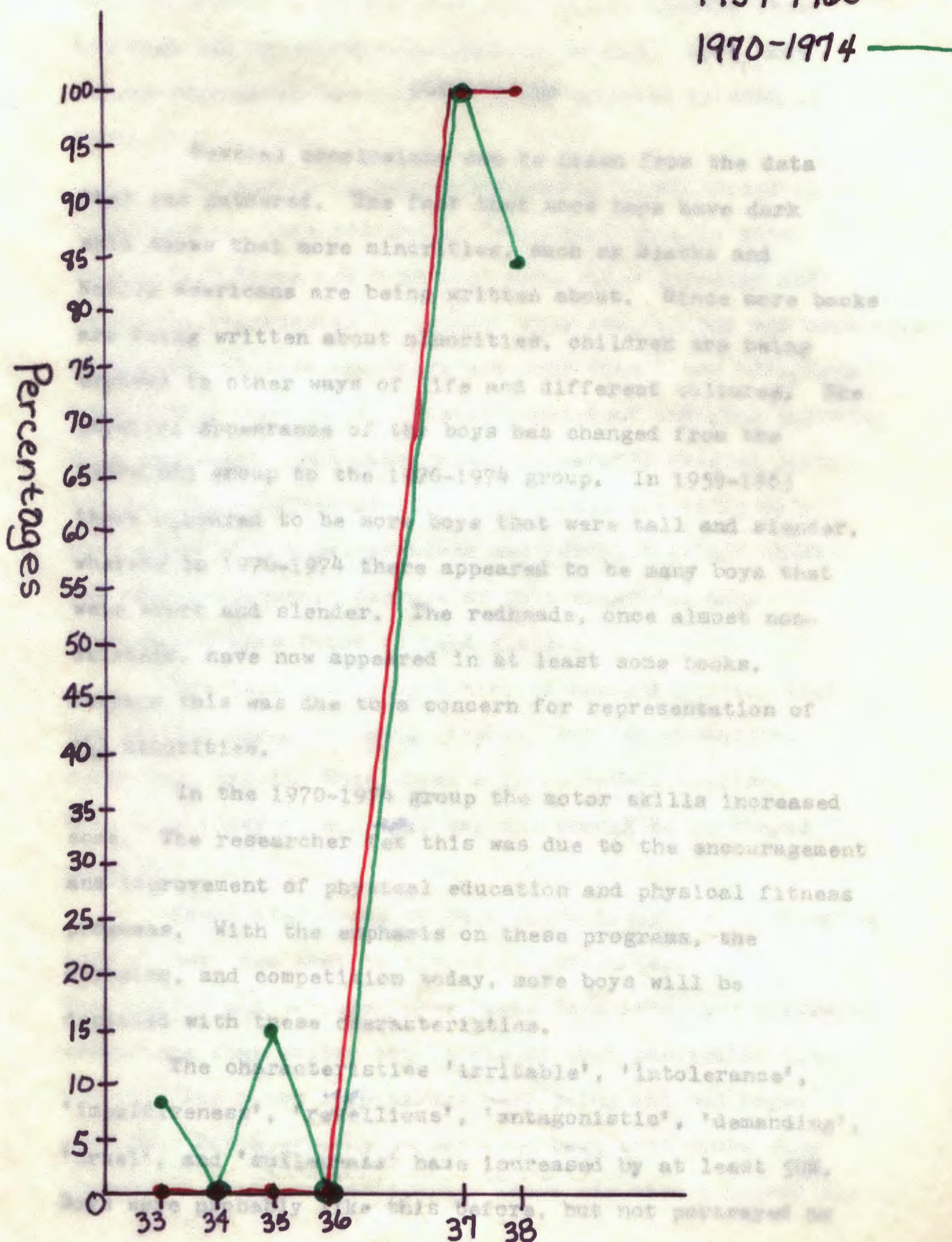


Characteristics - Feelings

PERCENTAGES OF CHARACTERISTICS DISPLAYED
Chart 3

1959-1963 —

1970-1974 —



Characteristics-Health

PERCENTAGES OF CHARACTERISTICS DISPLAYED
Chart 4

CONCLUSIONS

Several conclusions can be drawn from the data that was gathered. The fact that more boys have dark skin shows that more minorities, such as Blacks and Native Americans are being written about. Since more books are being written about minorities, children are being exposed to other ways of life and different cultures. The physical appearance of the boys has changed from the 1959-1963 group to the 1970-1974 group. In 1959-1963 there appeared to be more boys that were tall and slender, whereas in 1970-1974 there appeared to be many boys that were short and slender. The redheads, once almost non-existent, have now appeared in at least some books. Perhaps this was due to a concern for representation of all minorities.

In the 1970-1974 group the motor skills increased some. The researcher ^{up} felt this was due to the encouragement and improvement of physical education and physical fitness programs. With the emphasis on these programs, the Olympics, and competition today, more boys will be depicted with these characteristics.

The characteristics 'irritable', 'intolerance', 'impulsiveness', 'revellious', 'antagonistic', 'demanding', 'cruel', and 'sullenness' have increased by at least 50%. Boys were probably like this before, but not portrayed as

such in books. More and more writers are writing about how they really perceive things and people. Boys have become more outspoken and are being depicted as such in books.

Neither group showed ~~hardly~~ any disabilities or impairments. This researcher feels that this is not realistic. There are boys that have these problems and should be represented in books. Only one (1) boy was mentioned as wearing glasses and there are more than 1 boy that have this visual impairment. Visual impairment and poor grooming have increased. The poor grooming probably existed before, but was never talked about. Individuals are being made more aware of medical problems and having eyesight checked has been a concern. Because of this practice, many individuals were found to need glasses.

The later grouping exhibited characteristics that the earlier group did not_x (rebellious, antagonistic, demanding, cruel). This shows a trend toward realism. Some boys today do act this way and should be portrayed as such.

There also seems to be a trend toward an outstanding type of boy; one that is extremely independent, extroverted and curious. The books from 1959-1963 portrayed characters that suited the people of that particular time period. The books were rather easy going and had happy endings. But a growing concern has been that books show characters that are realistic. There has been a demand for

books that show children (boys) that are cruel, antagonistic, and have disabilities. The 1970-1974 grouping of books has overcome some of the old stereotypes and presents a new, realistic kind of boy.

Books with young boys as main characters have changed over the past sixteen years. The authors have changed with the times and attempted to create a different image of boys. The authors have given their characters certain characteristics for good reasons-success and self-expression. If the characters were not believable the books would not be read. If no books are read, the authors make no money. The authors may also feel they can better get their message across this way. The characters in the books are depicting boys of that time period and boys have changed somewhat.

BIBLIOGRAPHY

- Boorman, W. Ryland. Developing Personality in Boys.
New York: The MacMillan Company, c1929.
- Britton, Gwyne E. "Why Jane Can't Win (Sex Stereotyping
and Career Role Assignments in Reading "aterials)".
Department of HEW: National Institute of Education,
May 1974 (ED 092 919).
- Budd, Richard W. and others. Content Analysis of
Communications. New York: The MacMillan Company,
c1967.
- Chiu, Lian-Hwang. "Reading Preferences of Fourth Grade
Children Related to Sex and Reading Ability," The
Journal of Educational Research, LXVI, No. 8 (April,
1973), 369-373.
- Dill, Barbara E., ed. Supplement to the Twelfth Edition
of Children's Catalog. New York: The H.W. Wilson
Company, 1974, 48-59.
- Dill, Barbara E., ed. Supplement to the Twelfth Edition
of Children's Catalog. New York: The H.W. Wilson
Company, 1973, 49-59.
- Dill, Barbara E. and Estelle A. Fidell, ed. Supplement
to the Twelfth Edition of Children's Catalog.
New York: The H.W. Wilson Company, 1972, 47-55.
- Fidell, Estelle A., ed. Children's Catalog. New York:
The H.W. Wilson Company, 1971, 367-467.
- Insellberg, R.M. and L. Burke, "Social and Psychological
Correlates of Masculinity in Young Boys," Merrill-
Palmer Quarterly of Behavior and Development; XIX
(January 1973).
- Rodgers, Dorothy. Child Psychology. Belmont, California:
Brooks/Cole Publishing, c1969.
- Siege, Selma R. "Heroines in Recent Children's Fiction-
An Analysis," Elementary English, LIII, No. 7
(October 1973), 1039-1043.
- Taylor, Marjorie E. "Sex-Role Stereotypes in Children's
Readers," Elementary English, LIII, No. 7
(October 1973), 1045-1047.

Turow, Joseph. "Advising and Ordering on Television Dramas: The Display of Knowledge According To Male-Female Stereotypes". Department of HEW: National Institute of Education, April 1974. (ED 093 003).

Wasserman, S. and J. Wasserman. Salior Jack. Chicago: Beckley-Cardy, 1960.

Webster's New World Dictionary-College Edition. New York: The World Publishing Company, c1960.

APPENDIX

APPENDIX A

Books Analyzed 1959-1963

1. Betty Baker, The Shaman's Last Raid (New York: Harper & Row, c1963, pp.182).
2. Oliver Butterworth, The Trouble With Jenny's Ear (Boston: Little, Brown and Company, c1960, pp.275).
3. Beverly Cleary, Henry and the ClubHouse (New York: William Morrow & Co., 1962, pp.192).
4. Norton Juster, The Phantom Tollbooth (New York: Epstein & Carroll, c1961, pp.256).
5. Donald J. Sobol, Encyclopedia Brown (New York: Thomas Nelson & Sons, c1963, pp.88).

APPENDIX B

Books Analyzed 1970-1974

1. Natalie Babbitt, Goody Hall (New York: Farrar, Straus & Giroux, 1971, unnumbered).
2. Natalie Babbitt, KneeKnock Rise (New York: Farrar, Straus & Giroux, 1970, pp.118).
3. Betsy Byars, The House of Wings (New York: The Viking Press, 1972, pp.142).
4. Peter Zachary Cohen, Morena (New York: Atheneum, 1970, pp.140).
5. Mollie Hunter, The Walking Stones (New York: Harper & Row, c1970, pp.143).
6. Thomas Rockwell, How to Eat Fried Worms (New York: Franklin Watts, Inc., 1973, pp.116).
7. Virginia Driving Hawk Sneve, Jimmy Yellow Hawk (New York: Holiday House, 1972, pp.76).
8. John Steptoe, Train Ride (New York: Harper & Row, c1971, pp.24).
9. John Steptoe, Uptown (New York: Harper & Row, c1970, pp.22).

TITLE _____
ILLUSTRATOR _____
PUBLISHER _____
COPY RIGHT _____

AUTHOR _____ 28
CHARACTER _____
PLACE OR PUBLISHING _____
PAGES _____

Characteristics

slightly

moderately

exceptionally

Physical Traits-

1. short
2. tall
3. slender
4. heavy
5. blond
6. brunette
7. redhead
8. fair skinned
9. dark skinned

Motor Skills-

10. throwing
11. jumping
12. running
13. muscle control

Feelings-

14. fear
15. anger
16. jealousy
17. affection
18. joy
19. irritable
20. intolerance
21. impulsiveness
22. shyness
23. laugh
24. rebellious
25. antagonistic
26. demanding
27. cruel
28. extroverted
29. introverted
30. sullenness
31. independence
32. conformist

Health-

33. visual impairment
34. auditory impairment
35. poor grooming
36. orthopedic disabilities
37. rational thought
38. curiosity

PERCENTAGES OF CHARACTERISTICS

1959-1963

5 characters

| CHARACTERISTICS | TOTAL | SLIGHTLY | MODERATELY | EXCEPTIONALLY |
|-------------------------|-------|----------|------------|---------------|
| Physical Traits- | | | | |
| 1. short | 40% | 40% | 0% | 0% |
| 2. tall | 60% | 20% | 40% | 0% |
| 3. slender | 100% | 0% | 100% | 0% |
| 4. heavy | 0% | 0% | 0% | 0% |
| 5. blond | 40% | 0% | 40% | 0% |
| 6. brunette | 60% | 20% | 40% | 0% |
| 7. redhead | 0% | 0% | 0% | 0% |
| 8. fair skinned | 80% | 0% | 40% | 40% |
| 9. dark skinned | 20% | 20% | 0% | 0% |
| Motor Skills- | | | | |
| 10. throwing | 80% | 0% | 60% | 20% |
| 11. jumping | 80% | 0% | 60% | 20% |
| 12. running | 80% | 0% | 60% | 20% |
| 13. muscle control | 40% | 0% | 20% | 20% |
| Feelings- | | | | |
| 14. fear | 40% | 20% | 20% | 0% |
| 15. anger | 60% | 60% | 0% | 0% |
| 16. jealousy | 20% | 20% | 0% | 0% |
| 17. affection | 60% | 20% | 20% | 20% |
| 18. joy | 20% | 0% | 20% | 0% |
| 19. irritable | 0% | 0% | 0% | 0% |
| 20. intolerance | 0% | 0% | 0% | 0% |
| 21. impulsiveness | 60% | 0% | 60% | 0% |
| 22. shyness | 20% | 0% | 20% | 0% |
| 23. laugh | 60% | 20% | 20% | 20% |

| CHARACTERISTICS | TOTAL | SLIGHTLY | MODERATELY | EXCEPTIONALLY |
|-----------------------------|-------|----------|------------|---------------|
| 24. rebellious | 0% | 0% | 0% | 0% |
| 25. antagonistic | 0% | 0% | 0% | 0% |
| 26. demanding | 0% | 0% | 0% | 0% |
| 27. cruel | 0% | 0% | 0% | 0% |
| 28. extroverted | 100% | 20% | 60% | 20% |
| 29. introverted | 0% | 0% | 0% | 0% |
| 30. sullenness | 0% | 0% | 0% | 0% |
| 31. independence | 100% | 0% | 60% | 40% |
| 32. conformist | 40% | 40% | 0% | 0% |
| Health- | | | | |
| 33. visual impairment | 0% | 0% | 0% | 0% |
| 34. auditory impairment | 0% | 0% | 0% | 0% |
| 35. poor grooming | 0% | 0% | 0% | 0% |
| 36. orthopedic disabilities | 0% | 0% | 0% | 0% |
| 37. rational thought | 100% | 0% | 80% | 20% |
| 38. curiosity | 100% | 0% | 20% | 80% |

1970-1974

13 characters

| <u>CHARACTERISTICS</u> | <u>TOTAL</u> | <u>SLIGHTLY</u> | <u>MODERATELY</u> | <u>EXCEPTIONALLY</u> |
|------------------------|--------------|-----------------|-------------------|----------------------|
| Physical Traits- | | | | |
| 1. short | 92.3% | 61.5% | 30.7 | 0% |
| 2. tall | 7.69% | 0% | 0% | 7.69% |
| 3. slender | 84.6% | 30.7% | 30.7% | 23.07% |
| 4. heavy | 7.69% | 0% | 7.69% | 0% |
| 5. blond | 23.07% | 15.3% | 7.69% | 0% |
| 6. brunette | 46.1% | 0% | 23.07% | 23.07% |
| 7. redhead | 15.3% | 0% | 0% | 15.3% |
| 8. fair skinned | 61.5% | 0% | 46.1% | 15.3% |
| 9. dark skinned | 30.7% | 7.69% | 15.3% | 7.69% |
| Motor Skills- | | | | |
| 10. throwing | 84.6% | 0% | 53.8% | 30.7% |
| 11. jumping | 100% | 0% | 69.2% | 30.7% |
| 12. running | 100% | 0% | 53.8% | 46.1% |
| 13. muscle control | 0% | 0% | 0% | 0% |
| Feelings- | | | | |
| 14. fear | 46.1% | 23.07% | 23.07% | 0% |
| 15. anger | 69.2% | 23.07% | 46.1% | 0% |
| 16. jealousy | 23.07% | 15.3% | 7.69% | 0% |
| 17. affection | 7.69% | 7.69% | 0% | 0% |
| 18. joy | 23.07% | 15.3% | 7.69% | 0% |
| 19. irritable | 15.3% | 15.3% | 0% | 0% |
| 20. intolerance | 7.69% | 7.69% | 0% | 0% |
| 21. impulsiveness | 15.3% | 0% | 7.69% | 7.69% |
| 22. shyness | 23.07% | 7.69% | 15.3% | 0% |
| 23. laugh | 61.5% | 30.7% | 30.7% | 0% |

| CHARACTERISTICS | TOTAL | SLIGHTLY | MODERATELY | EXCEPTIONALLY |
|-----------------------------|--------|----------|------------|---------------|
| 24. rebellious | 46.1% | 30.7% | 15.3% | 0% |
| 25. antagonistic | 23.07% | 23.07% | 0% | 0% |
| 26. demanding | 23.07% | 23.07% | 0% | 0% |
| 27. cruel | 15.3% | 7.69% | 7.69% | 0% |
| 28. extroverted | 76.9% | 7.69% | 69.2% | 0% |
| 29. introverted | 15.3% | 15.3% | 0% | 0% |
| 30. sullenness | 23.07% | 23.07% | 0% | 0% |
| 31. independence | 92.3% | 7.69% | 84.6% | 0% |
| 32. conformist | 7.69% | 7.69% | 0% | 0% |
| Health- | | | | |
| 33. visual impairment | 7.69% | 0% | 7.69% | 0% |
| 34. auditory impairment | 0% | 0% | 0% | 0% |
| 35. poor grooming | 15.3% | 0% | 7.69% | 7.69% |
| 36. orthopedic disabilities | 0% | 0% | 0% | 0% |
| 37. rational thought | 100% | 53.8% | 46.1% | 0% |
| 38. curiosity | 84.6% | 30.7% | 30.7% | 23.07% |