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A Study Of The Effects On Attitude From Listening To McGuffey Readers And Dr. Seuss Books

Pamela June Farris
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A STUDY OF THE EFFECTS ON ATTITUDE FROM LISTENING
TO MCGUFFEY READERS AND DR. SEUSS BOOKS

A Dissertation
Presented to
The School of Graduate Studies
Indiana State University
Terre Haute, Indiana

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

by
Pamela J. Farris
May 1980

VITA

Pamela J. Farris was born in Terre Haute, Indiana, on January 20, 1953. She attended elementary and junior high school in Cory, Indiana. In May 1971, she was graduated from Clay City High School, Clay City, Indiana. A magna cum laude graduate of Indiana State University, Miss Farris received her Bachelor of Science Degree in 1975. She obtained her Master of Science Degree in 1977 from Indiana State University. She was the reading teacher and director of the Title I program for the South Putnam School Corporation from 1975-77. She was a doctoral fellow at Indiana State University from 1977-80.

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APPROVAL SHEET

The dissertation of Pamela J. Farris, Contribution to the School of Graduate Studies, Indiana State University, Series III, Number 215, under the title A Study of the Effects on Attitude from Listening to McGuffey Readers and Dr. Seuss Books is approved as partial fulfillment of the requirements for the Doctor of Philosophy Degree.

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ABSTRACT

This research study was conducted to determine whether children's attitudes are affected differently by listening to didactic literature than by listening to literature with subtle literary style. The five attitudes examined were generosity, greed, perseverance, quarreling, and respect for others.

Forty-eight third-grade pupils from two classrooms were randomly assigned to three treatment groups. The three treatments were (1) a McGuffey Reader Treatment, in which subjects listened to selections from McGuffey readers which were written in a didactic literary style; (2) a Dr. Seuss Book Treatment, in which subjects listened to stories and books authored by Dr. Seuss which represented a subtle literary style; and (3) a Control Group, in which subjects were not read stories. After listening to a selection, subjects were administered an attitudinal scale. The same scale was administered at a later date as a follow-up measure.

Analysis of the data indicated no statistically significant difference ($p > .05$) between treatment group for generosity, greed, quarreling, and respect for others. The Dr. Seuss Book Treatment group scored significantly higher ($p < .05$) for perseverance than the McGuffey Reader Treatment group and the Control Group. The results from the

follow-up measure yielded statistical significance at the .01 level ($p < .01$) for perseverance for the Dr. Seuss Book Treatment group and at the .05 level ($p < .05$) for quarreling for the McGuffey Reader Treatment group. No statistically significant difference over a period of time was found for generosity, greed, and respect for others.

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Chapter 1

THE PROBLEM AND DEFINITIONS OF TERMS USED

From Scripture catechism in The New England Primer in colonial days to the bond of friendship between a spider and a pig in Charlotte's Web, children's literature and textbooks have reflected social attitudes and values. Traditionally, school as a social institution has represented the attitudes and values of the citizenry. Didactic tales were read by children in the Puritan era. Today, literature for children is more subtle. Presently, an interest exists in the values and attitudes which children adopt.

THE PROBLEM

Statement of the Problem

The purpose of this study was to determine if children's attitudes are affected significantly by listening to literature with different literary styles: (1) a didactic literature experience as provided by stories from McGuffey's Eclectic Readers, and (2) a contemporary literature experience as contained in stories in Dr. Seuss books. The following questions were raised: (1) Can listening to a story affect significantly ($p > .05$) the following attitudes of children: generosity, greed, perseverance, quarreling, and respect for others? (2) If children's attitudes change

significantly ($p > .05$) is the change lasting or temporary?

Importance of the Study

Influencing the attitudes and values of children was a primary goal of Puritan leaders in the New England colonies. Cotton Mather (Lystad, 1976) added a statement to a popular children's book of the 1700's which said, "A Token for the Children of New England, or, Some Examples of Children, in Whom the Fear of God was remarkably Budding before they died; in several parts of New England. Preserved and Published for the Encouragement of Piety in other Children" (p. 10). The New England Primer was a primary textbook in which Puritan values were stressed. In 1836, the first McGuffey readers were published (Vail, 1911, R. Walker, 1973, B. Walker, 1976). Lindberg (1976) expounded that they "dominated the schoolbook market for over seventy-five years, holding and shaping the minds of several generations of Americans" (p. xv). Minnich (1936), R. Walker (1973), and B. Walker (1976) concurred that the McGuffey readers had a great influence on the people of that period. Over 122 million copies of the readers were sold between 1836 and 1920 (R. Walker, 1973, Lindberg, 1976, B. Walker, 1976, Westerhoff, 1978). Morality was emphasized by William Holmes McGuffey and his brother, Alexander H. McGuffey, in their works (Vail, 1911, B. Walker, 1976).

One of the most popular and prolific writers of twentieth century children's literature is Theodor Seuss Geisel. The pseudonyms of Rosetta Stone, Theo LeSieg and Dr. Seuss are used by Geisel (Nilsen, 1978). Publication figures of Dr. Seuss books run into the millions (Lindsay, 1960, Gorney, 1979). According to Lystad (1976), Dr. Seuss is the "most important picture book author-artist of modern times" (p. 14). Through the use of word play, Dr. Seuss conveys aspects about life and living (Cahn, 1957).

UNDERLYING ASSUMPTIONS

This research study was based on a few assumptions about attitudinal development and children's literature. One of the assumptions was that by age eight, children already have certain attitudes and are still in the process of developing attitudes. A second assumption was that some children's literature has value themes. Children's attitudes are assumed to be affected by what they hear.

LIMITATIONS OF THE STUDY

The study had some limitations. There may have been a difference in the intrinsic appeal of the McGuffey readers as compared to the Dr. Seuss books. The appeal of the illustrations in the McGuffey readers and the Dr. Seuss books may not have been the same. Some of the subjects could have identified with a character of the story. In each of the three groups of students studied, including both treatment groups and the control group, one of the subjects might have

heard one or more of the Dr. Seuss books previous to the study. The researcher did all of the testing and all the reading of materials to the groups. The subjects' responses may have been influenced by the two cultures represented in the selections. The population for the study comprised third-grade pupils of the University School at Indiana State University, Terre Haute, Indiana.

DEFINITION OF TERMS

The following definitions of terms are used throughout this research study:

Generosity. The willingness to give liberally or act magnanimously.

Greed. The desire for more of something by an individual who already has a sufficient amount.

Perseverance. The willingness to continue to do something when more than one obstacle is encountered.

Quarreling. An argument between two or more individuals.

Respect for others. The feeling that individuals, not including oneself, have worth.

ORGANIZATION OF THE REMAINDER OF THE DISSERTATION

A review of literature in the related areas of children's literature, curriculum, and child psychology is contained in Chapter 2.

Chapter 3 discusses the sources of data, methods of procedure, and techniques of measurement that were utilized in the study. Statistical analysis of the data and the interpretation of the findings are included in Chapter 4. The final Chapter contains a summary of the experiment in addition to conclusions. Recommendations for further research are also given in Chapter 5.

Chapter 3

REVIEW OF RELATED LITERATURE

Significant to this research study are the viewpoints pertaining to the characteristics of McGuffey readers and Dr. Seuss books. In addition, theories about attitude development in children and values expressed in children's literature are noteworthy.

McGUFFEY READERS

In an 1835 speech entitled "Lecture on the Relative Duties of Parents and Teachers," William Holmes McGuffey (1835) said, "It is knowledge and morality, the offspring of knowledge, that alone can give general prosperity to society" (p. 135). With that statement McGuffey summarized the theme of the yet-to-be-published McGuffey readers. Minnich (1936), Westerhoff (1978), and Steuer and Steddom (1979) pointed out that the values frequently mentioned in McGuffey readers are honesty, perseverance, kindness, courage, gratitude, reverence, industriousness, and patriotism. Moral principles are clear and direct (Vail, 1911). According to Westerhoff (1978), "In one sense, all the instrumental values affirmed in the readers are indicators of how the righteous are to live" (p. 94).

The noted historian Commager (1962) found the McGuffey Readers had few of the progressive educational ideas

which were prevalent during the period in which McGuffey created his reading series. The Prussian educational system and Horace Mann's efforts to improve education in the United States were seemingly ignored by McGuffey. The following quotation gives some insight into the way Commager perceived the McGuffey readers:

One thing the McGuffey Readers shared with school-books everywhere, and indeed with most literature and art of their day, was the notion that education itself was primarily moral and only secondarily intellectual. . . . Certainly what is most impressive in the McGuffey readers is the morality. From the First Reader on through the Sixth, that morality is pervasive and insistent. There is rarely a page but addresses itself to some moral problem, points out some moral lesson. (pp. 50-51)

The moral ideas of the McGuffey Readers reflect those of the Victorian Age. The primary audience of the McGuffey readers was the children of middle-class America. In Mosier's (1947) words, "The great achievement of the McGuffey readers is the complete integration of Christian and middle-class ideals" (p. 123). Because of this integration, Moiser considered the McGuffey readers to be "the great textbook of American middle class culture" (p. 123).

Junell (1979) emphasized that the McGuffey Readers dramatized the predominant values of society at that time. He further stated that the emotional needs of a child require the assistance of

genuine literary talent, which included the all-important sense of drama, a sharp eye for detail and the ability to turn little words--dramatically (italics in the original)--into big ideas with emotional impact.

These are the qualities needed to breathe life into human events in which powerful moral values are at stake.
(p. 75)

The tremendous success of the McGuffey readers has been attributed in part to their harmony with the values of society of the period (Vail, 1911, R. Walker, 1973, B. Walker, 1976). Much of the content of each readers is moralistic. Smith (1962) found that the readers contained more religious material than the readers of the preceding period. In a comparison of McGuffey Readers and modern readers, Abel (1966) concluded that McGuffey Readers contained a significantly greater number of selections devoted to religious motivation. In a study by Graney (1977), McGuffey Readers were found to stress reliance on authority figures, whereas modern readers stressed self-reliance.

With over 122 million copies of the McGuffey Readers sold prior to 1920, a vast number of children read the books. Often the books passed from one child in the family to the next as the children were educated. Because of their popularity and moralistic content, McGuffey Readers were acknowledged as being a major influence on the character of civilization of the nineteenth and early twentieth centuries (Minnich, 1936, B. Walker, 1976).

DR. SEUSS BOOKS

A "genius" (Commire, 1971, p. 106, Silverman, 1960, p. 135), "an American institution . . . [and] booster of things that matter" (Gorney, 1979, p. 1) are but a few of

the terms to describe Dr. Seuss, alias Theodor Seuss Geisel. In 1979, Gorney stated, "There is probably not another children's book author in America who has matched the impact, popularity and international fame of Dr. Seuss." The writings of Cahn (1957), Applegate (1960), Lindsay (1960), Fuller (1963), Hopkins (1969), and Lystad (1976) support Gorney's statement. Rudolf Flesch (Dr. Seuss, 1958) acknowledged both the lure Dr. Seuss books possess for children and the talent of the author. Flesch wrote:

What exactly is it that makes this stuff immortal? I don't know. There is something about it, a swing to the language, a deep understanding of the playful mind of a child, an undefinable something that makes Dr. Seuss a genius pure and simple. (p. back cover)

The publication of The Cat in the Hat, one of the earliest books written by Dr. Seuss was considered by Arbuthnot et al. (1971) to be a milestone in children's literature because of its initiating the category of easy-to-read books for young children.

Over forty children's books have been authored by Dr. Seuss (Lystad, 1976). Over 80 million copies have been sold (Gorney, 1979). The works of Dr. Seuss are found on bookshelves in libraries, schools, and homes throughout America.

Dr. Seuss is credited by MacCann (1973) with creating the "fanciful picture-book story" (p. 96). Dr. Seuss books combine plot with word play and amusing creatures. Fantasy and humor are basic to his materials.

Dr. Seuss books have moral tales without didacticism (MacCann, 1973, Smaridge, 1973, Gorney, 1979). The moral is subtle, overshadowed by both characterization and plot (MacCann, 1973). Perseverance, fidelity, enterprize, generosity, and brotherhood are some of the virtues exemplified in the books (Huck & Young, 1968, Smaridge, 1973, Schroth, 1978).

In response to questions about his books and whether or not he attempts to make a moral point, Dr. Seuss (1979) wrote:

I write primarily to entertain the reader and not to deliver a message.

Outside of The Lorax, I have never started a story with the intention of making a "point." However, as a story plot develops "points" occasionally make themselves. The characters get into situations that have to be solved. And in the solving of the situations a "moral" occasionally will sneak in. (See Appendix A)

VALUES AND CHILDREN'S LITERATURE

"Each passing epoch," in Strickland's (1961) words, "has its own special system with which it indoctrinates its children" (p. 69). She further stated that the books which children read "help to form their philosophy of life and to enter into their common humanity" (p. 69). In The Republic, Plato reflected on the impressions of youth as he contemplated that "we must do everything to insure that what they hear first, with respect to virtue, be the finest told tales for them to hear." Hundreds of years later in feudal England, some of the first children's books printed were How the Good Wijf Taugte Hir Dougtir, The Boke of Curtasye,

Lesson of Wysedome for All Manner Children and The Schoole of Virtue, all of which instructed boys and girls in the proper morals and behavior expected of them (Nelson, 1972). Later to follow were the Puritan moral tales.

Teachers of the nineteenth century often attempted to teach moral principles by having students memorize outstanding passages of children's literature and adult literature (Morland, 1934). In the 1800's and early 1900's, McGuffey Readers contained stories which were based on moral principles (Vail, 1911, Minnich, 1936, Abel, 1966, Wertheim, 1972, B. Walker, 1976, Steuer & Steddom, 1979).

Children's books written in the twentieth century continue to be moralistic, according to Nelson (1972). In her opinion,

Many adults enjoy writing and buying books that will overtly teach and improve "youth," yet themes must be handled with subtlety to be accepted by today's child. (p. 14)

The findings of Lowry (1966) indicated trends in values represented in the John Newbery Medal books, thus suggesting that values included in books reflect the values of society at that time.

Adler (1909) was adamant about the role literature plays in the development of character. "Literature," wrote Adler, "is the medium through which all that part of our inner life finds expression . . ." (p. 31).

A common set of values, in Johnson's (1962) view, should be acquired by all children, with the responsibility

of such a task falling to the schools. Glazer and Williams (1979) disagreed with Johnson. They believed books should be used to explore values and attitudes with children being open to "reflect on and express" (p. 624) their own values. Willingness to talk about a valuing decision was considered by Lee and Rubin (1979) to be a major step in the development of values.

A summary by Gray (1947) of research dealing with the social effects of reading led him to conclude that reading influences to some extent the attitudes, interests, and morals of readers. Literature, according to Smith (1948), aids in improving children's attitudes toward others. However, Russell's (1958b) review of over seventy studies concerned with the impact on children of reading, resulted in his stating that the influence reading in and of itself exerts is difficult to assess. Russell (1958a) expressed:

Only a wide variety of experiences can give some understandings of tolerance of perseverance or sacrifice, but sometimes the process of getting to understand such ideas can be quickened through literature. (p. 7)

"Certain books," asserted Moir (1977), "have the power to shape and influence the attitudes, values, and behavior" (p. 522) of children.

In the 1950's, concern was expressed by the Educational Policies Commission of the National Education Association that the values were not stressed enough in the educational program. Because of the great interest, Anderson (1956) made a comparison of the basal readers of

the 1950's and the McGuffey readers. The values contained in the basal readers were found to be quite similar to those in the McGuffey readers. In 1979, another review was made. Classroom reading materials, including basal readers, were referred to by Junell (1979) as being "devoid of all but the most innocuous kinds of social learning" (p. 71).

Hurlock (1958), Cronbach et al. (1963), and Bandura (Hartup, 1967) stated that children are influenced by models. Literature offers significant models according to Adler (1909) and Cronbach et al. (1963). The book which provides opportunities for identification and the fulfillment of wishes and dreams is most likely, in Cronbach's view, to be accepted by a child.

One of the earliest research studies involving attitudinal change and reading was conducted in 1935 by Knower. His findings indicated that attitudes of adults can be changed by reading. A second study by Knower (1935) which used the same material with an oral presentation resulted in significant attitudinal change in university students.

Research conducted by Lewis (1967) involving 216 sixth-grade pupils who read stories dealing with social values led her to conclude that reading such stories "provides opportunity for increased awareness of aggressive feelings in children" (p. 143).

Research has been done in the area of listening and its effects on attitude. A study of the effect of listening to children's stories about Mexican-Americans on the

attitudes of sixth graders resulted in Koeller's (1977) conclusion that ethnic content does not necessarily promote favorable attitudes towards that particular ethnic group. Berg-Cross and Berg-Cross (1978) conducted a study in which first-grade pupils listened individually as four picture books were read. The researchers found a large degree of attitudinal change towards death and sex roles.

ATTITUDES AND VALUES

Education has served as inculcator, and thus to a large extent, as perpetuator of the morals and values of society. In Kluckhohn's (1962) words:

From primitive tribes to Egypt, China, Greece, and the Christian world in its flower, the task of education has been first and foremost that of transmitting, expounding, and in some cases refining the great values of each culture. (p. 287)

Mosier (1947) pointed out there is "a direct and intimate relation between the curriculum and the culture" (p. v). Dewey (1909) believed that the "moral responsibility of the school, and of those who conduct it, is to society" (p. 7).

It was Durkheim's (1973) contention that society is the only source of morality. He further elaborated that the permanent features of society guarantee the existence of moral values. Morality, as Durkheim regarded it, is developed only through encounters with other people. Like Durkheim, Freud (Strachey & Freud, 1964) believed the moral norms of society become a part of an individual's external behavior. A child, according to Freud, internalizes the parents'

superego, which includes the conscience of the parent and the norms of society as well.

Comparing the American culture with itself and with other contemporary cultures, Bronfenbrenner and Condry (1970) stated that the American society gives "decreasing prominence to the family as a socializing agent" (p. 99). In a study of children's attitudes and those of their parents', Cronbach et al. (1963) found only a moderate correlation between children's attitudes and the beliefs of their parents. Kroll (1934) demonstrated that the attitudes of pupils are influenced by those exhibited by their teachers.

A 1930 study by Hartshorne and May led them to conclude that the character of an individual is best determined if attitude is considered along with other factors such as intelligence, conduct, and social adjustment.

Piaget's (1965) research with young children in the 1930's resulted in his theory of a developmental process in which children pass through moral stages. Building on Piaget's work, Kohlberg (Gibbs, 1977) established a hierarchy of four naturalistic stages and two existential stages of moral development. Three independent moral internalization processes were suggested by Hoffman (1979). A mature orientation, according to Hoffman, is predominantly based on empathic and cognitive processes, with anxiety having a lesser influence.

SUMMARY

Education has been acknowledged as being instrumental in transmitting social values. Authorities in the area of attitudes and values have considered children's literature to be a critical factor in instilling values at an early age.

In the 1800's, the McGuffey readers were the classroom reading materials in predominant use. McGuffey's works contained didactic tales and stories which he selected not only on the basis of their capability of teaching pupils to read but also for their potential for developing upright, moral character in children. On the other hand, the mid 1900's found popularity in the form of a more subtle type of children's literature such as that presented in Dr. Seuss books. Both the McGuffey readers and Dr. Seuss books proved to be extremely popular with the society of their times.

Making use of literary styles from opposite ends of the spectrum, didacticism versus subtlety, the researcher designed an experiment to provide two separate treatments to measure the influence of each of these styles on the attitudes of young children: (1) a McGuffey Reader Treatment, in which subjects would listen to selections from McGuffey readers, and (2) a Dr. Seuss Book Treatment, in which subjects would listen to stories or books written by Dr. Seuss.

The procedures for establishing the treatment groups, developing the testing instrument, and collecting the data for analysis are contained in Chapter 3.

Chapter 3

PROCEDURES OF THE EXPERIMENT

The primary objective of this experiment was to compare the influence of two different literary styles of presenting social values on the attitudes of children. Five social values were selected: generosity, greed, perseverance, quarreling, and respect for others. The three treatment groups in the study were (1) a McGuffey Reader Treatment, in which subjects listened to selections from McGuffey readers; (2) a Dr. Seuss Book Treatment, in which subjects listened to stories and books written by Dr. Seuss; and (3) a Control Group, in which subjects were not read stories.

SOURCES OF DATA

The Reading Material

Five social values were chosen, each representing a theme of a McGuffey reader story. The five social values were generosity, greed, perseverance, quarreling, and respect for others. A panel of judges comprising a primary teacher, a media specialist, and a librarian were given the McGuffey Reader stories along with stories and books written by Dr. Seuss. The judges were instructed to match selections composed by Dr. Seuss which contained the same value themes

as the stories from the McGuffey readers. Decisions about the selections were made independently. For each value theme, the judges unanimously chose the same Dr. Seuss work. The reading materials used in the study are listed below:

<u>Value Theme</u>	<u>McGuffey Reader Story</u>	<u>Dr. Seuss Book/Story</u>
Generosity	"The Young Teacher"	<u>Thidwick, the Big Hearted Moose</u>
Greed	"The Three Boys and the Three Cakes"	"Gertrude McFuzz"
Perseverance	"Perseverance"	<u>McElligot's Pool</u>
Quarreling	"The Quarrelsome Cocks"	"The Zax"
Respect for Others	"The Indian"	"The Sneetches"

Synopses of the stories may be found in Appendix C.

Hypotheses

Ten null hypotheses were formulated for the experiment. The hypotheses were:

1. There is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward generosity of children who listen to a story selected from a McGuffey reader, children who listen to a story selected from a Dr. Seuss book, and children who do not listen to a selection.
2. There is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward greed of children who listen to a story

selected from a McGuffey reader, children who listen to a story selected from a Dr. Seuss book, and children who do not listen to a selection.

3. There is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward perseverance of children who listen to a story selected from a McGuffey reader, children who listen to a story selected from a Dr. Seuss book, and children who do not listen to a selection.

4. There is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward quarreling of children who listen to a story selected from a McGuffey reader, children who listen to a story selected from a Dr. Seuss book, and children who do not listen to a selection.

5. There is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward respect for others of children who listen to a story selected from a McGuffey reader, children who listen to a story selected from a Dr. Seuss book, and children who do not listen to a selection.

6. After a period of time has elapsed, there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward generosity of children who listened to a story selected from a McGuffey reader, of children who listened to a story

selected from a Dr. Seuss book, and of children who were not read a selection.

7. After a period of time has elapsed, there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes towards greed of children who listened to a story selected from a McGuffey reader, of children who listened to a story selected from a Dr. Seuss book, and of children who were not read a selection.

8. After a period of time has elapsed, there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward perseverance of children who listened to a story selected from a McGuffey reader, children who listened to a story selected from a Dr. Seuss book, and children who were not read a selection.

9. After a period of time has elapsed, there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward quarreling of children who listened to a story selected from a McGuffey reader, children who listened to a story selected from a Dr. Seuss book, and children who were not read a selection.

10. After a period of time has elapsed, there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward respect for others of children who listened to a story selected from

a McGuffey reader, children who listened to a story selected from a Dr. Seuss book, and children who were not read a selection.

The Attitudinal Scale

Because specific attitudes were being examined, it was necessary for the experimenter to design an instrument for the study. Items were constructed for generosity, greed, perseverance, quarreling, and respect for others. The items were designed as situations similar to those utilized by Piaget (1965) in his attitudinal research. The situations were written in a story format which concluded with a question. The question could be answered with either yes or no. This type of item was recommended by Ebel (1979) as the "best method to measure attitudes of third graders." Items were examined by two judges for content and quality before being administered to a pilot group. Two third-grade classrooms in the Vigo County School Corporation, one in Ouabache Elementary and the other in Consolidated Elementary, constituted the pilot group of 51 pupils. The following is an item from the attitudinal scale:

Mark is collecting cereal box tops to get a free radio for his bike. Terry eats the same kind of cereal Mark does. Should Terry save his cereal box tops for Mark? Yes or No.

Each item was read to the subjects twice before they responded. Three items were selected for each attitude. Appendix B contains a copy of the attitudinal scale with the five sub-sections.

Listening Comprehension

To insure that the subjects attended to the stories that were read to them, a recall question composed in the same format as the attitudinal items was asked for each story. Those who could not correctly respond to the recall questions were dropped from the study.

The Population

The third-grade pupils of the University School at Indiana State University in September 1979, were subjects for the experiment. There were 29 boys and 19 girls. Two of the subjects had frequent absences from school and were dropped from the study. The number used in the statistical analysis was 48.

Assigning of subjects to groups. Subjects were randomly assigned to one of three treatments: a McGuffey Reader Treatment, a Dr. Seuss Book Treatment, or the Control Group. Within each treatment group, subjects were assigned to a smaller subgroup of four to six pupils. The subjects remained in the subgroups throughout the experiment.

The McGuffey Reader Treatment has 17 subjects, ten boys and seven girls. There were nine boys and seven girls in the Dr. Seuss Book Treatment for a total of 16 subjects. The Control Group had ten boys and five girls, which yielded a total of 15 subjects.

DESIGN FOR TREATMENT

Subjects were randomly assigned to groups in September 1979. The same room of the University School was used for reading to the subjects and administering the attitudinal scale to them. On Tuesday and Thursday mornings, the McGuffey Reader Treatment subgroups met. The subgroups of the Dr. Seuss Book Treatment met on Wednesday and Friday mornings. The subgroups of the Control Group were administered the attitudinal scale on Tuesday and Thursday mornings or on Monday and Wednesday mornings as assigned.

The experiment began the last week of September and ended the fourth week of October 1979. The experimenter read the material and administered the attitudinal scale to the groups. For the McGuffey Reader Treatment and the Dr. Seuss Book Treatment, the experimenter read to the subgroups the story which had been selected for that particular treatment. Subjects were then asked a recall question about the selection. After the recall question, three items pertaining to the value theme of the story were each read twice to the subjects. The Control Group did not listen to a story but was administered the attitudinal scale.

In order to insure that the experimenter was consistent both in reading the selections and in administering the attitudinal scale, a judge listened to sessions selected at random. The design of the room in which the study was conducted enabled the judge to listen to sessions without the knowledge of either the experimenter or the

subjects. In the opinion of the judge, the reading was consistent.

The attitudinal scale in its entirety was administered to the subgroups for a second time one week after the final selection had been read to the Treatments and the final attitudinal measure administered to the Control Group. The second administration of the scale was used as a follow-up measure. To minimize the possibility of carry-over effects, a time lapse of one week was adopted.

Subjects were requested not to write their names on the response sheets. They were told to be honest and mark how they actually felt. An identification number was assigned to the response sheets for each subject.

HOMOGENEITY OF VARIANCE

In order to have homogeneity of variance, a constant, one point, was added to the score of each of the subjects (Ferguson, 1976). Thus the range of possible scores for each attitude was from one to four.

Appendix D contains the basic data and group means from the attitudinal scale.

SUMMARY OF PROCEDURES

An experiment involving attitudes and listening has at least three major requirements: (1) the attitudes must be measured as accurately as possible, (2) there must be a check on listening comprehension, and (3) the material must be read to the treatment groups in a uniform manner.

For this study, an attitudinal scale based on five different attitudes was constructed and administered to a pilot group of 51 third-grade pupils. The best three items for each attitude were selected as a part of the attitudinal scale. A recall question was asked for each selection read to assess whether or not the subject had listened to the story.

All of the pupils who were in the third grade at the University School at Indiana State University in September 1979, were selected as subjects for the experiment. A total of 29 boys and 19 girls participated in the experiment.

Chapter 4

ANALYSIS AND INTERPRETATION OF THE DATA

The statistical treatment of the data yielded the findings of this experiment. The significance or non-significance of the difference between the treatments was determined through statistical analysis.

ESTABLISHING VALUE THEMES

Three educators matched Dr. Seuss stories which had the same value themes as those portrayed in five McGuffey reader stories which had been selected by the experimenter. The judges worked independently in the selection process. There was complete agreement among the judges of the reading material for each of the value themes. Stories chosen contained the value themes of generosity, greed, perseverance, quarreling, and respect for others.

PERFORMING TESTS FOR SIGNIFICANCE

After a story had been read to a treatment group, the three related attitude items and the recall question for that particular selection were administered to the subgroup. The Control Group was given only the attitude items. An analysis of each of the five attitudinal measures which combined to constitute the attitudinal scale was performed to test the hypotheses of the experiment.

Analysis of variance and analysis of variance with repeated measures on one dimension (Ferguson, 1976) were the statistical measures utilized. The addition of a constant was made to each subject's attitudinal score for each attitude examined.

REPORTING THE RESULTS

Data for statistical analyses were provided from three subgroups of each treatment group. The number of subjects within each subgroup ranged from four to six.

Analysis of variance was used to test the hypotheses of no difference between the three treatments: (1) the McGuffey Reader Treatment, in which subjects listened to selections from McGuffey Readers; (2) the Dr. Seuss Book Treatment, in which subjects listened to stories and books written by Dr. Seuss; and (3) the Control Group, in which the subjects were not read stories.

F values were computed between the treatment groups and the interaction effects. An alpha level was established at the .05 level of significance to test the F values.

The power of a test is generally low when the number of subjects is small. The value of $M_1 - M$ was set at .5 prior to the experiment. This resulted in the power of the test being equal to 0.9, a stringent measure (Winer, 1962).

Null hypotheses one through five stated that there were no differences between the means of the population of the study for each of the five attitudes:

$$H_0: \begin{matrix} M_{\text{McGuifey}} \\ \text{Reader} \\ \text{Treatment} \end{matrix} = \begin{matrix} M_{\text{Dr. Seuss}} \\ \text{Book} \\ \text{Treatment} \end{matrix} = \begin{matrix} M_{\text{Control}} \\ \text{Group} \end{matrix}$$

The first hypothesis of the experiment was that there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward generosity of children who listen to a story selected from a McGuifey Reader, children who listen to a story selected from a Dr. Seuss book, and children who do not listen to a selection.

Table 1 reports the findings for the first hypothesis:

Table 1
Analysis of Variance for Generosity

Sources of Variation	Degrees of Freedom	Sums of Squares	Variance Estimate	F Value
SS_A	2	.949	.475	.856
SS_B	45	24.968	.555	
Total	47	25.917		

The .05 level of significance with 2, 44 degrees of freedom is 3.21 (Ferguson, 1976). Therefore, no statistical significance was found, and the null hypothesis was accepted.

Table 2 reports the results of the analysis of variance for greed. The hypothesis stated that there is no

statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward greed of children who listen to a story selected from a McGuffey reader, children who listen to a story selected from a Dr. Seuss book, and children who do not listen to a selection.

Table 2
Analysis of Variance for Greed

Sources of Variation	Degrees of Freedom	Sums of Squares	Variance Estimate	F Value
SS_A	2	.258	.129	.17
SS_B	45	34.221	.76	
Total	47	34.479		

The F value of .17 was not statistically significant at the .05 level of significance, and the null hypothesis was accepted.

The third hypothesis was that there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward perseverance of children who listen to a story selected from a McGuffey reader, children who listen to a story selected from a Dr. Seuss book, and children who do not listen to a selection.

The following table is a summary of the results for hypothesis three.

Table 3
Analysis of Variance for Perseverance

Sources of Variation	Degrees of Freedom	Sums of Squares	Variance Estimate	F Value
SS_A	2	4.16	2.08	3.323
SS_B	45	28.152	.626	
Total	47	32.312		

The F value of 3.323 is statistically significant at the .05 level of significance with 2, 44 degrees of freedom. The null hypothesis was rejected. Upon closer examination, the Dr. Seuss Book Treatment was found to have made the significant difference.

Hypothesis four read that there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward quarreling of children who listen to a story selected from a McGuffey reader, children who listen to a story selected from a Dr. Seuss book, and children who do not listen to a selection.

Table 4 gives the statistical analysis for the fourth hypothesis.

Table 4
Analysis of Variance for Quarreling

Sources of Variation	Degrees of Freedom	Sums of Squares	Variance Estimate	F Value
SS _A	2	4.679	2.339	2.924
SS _B	45	35.988	.80	
Total	47	40.667		

The F value of 2.924 approached but did not reach the .05 level of statistical significance. The null hypothesis was accepted.

Hypothesis five stated that there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward respect for others of children who listen to a story selected from a McGuffey reader, children who listen to a story selected from a Dr. Seuss book, and children who do not listen to a selection was the fifth hypothesis of the experiment. The results of this hypothesis are reported in Table 5.

The F value of 3.17 approached the .05 level of statistical significance; therefore, acceptance was made of the null hypothesis.

Hypotheses six through ten involved a follow-up measure. Hypothesis six stated that after a period of time has elapsed, there is no statistically significant difference

at the .05 level of significant ($p > .05$) between the attitudes toward generosity of children who listen to a story selected from a McGuffey reader, children who listen to a story selected from a Dr. Seuss book, and children were not read a selection.

The results of hypothesis six are found in Table 6.

In order to attain significance at the .05 level ($p > .05$) between subjects, an F value of 3.21 must be obtained with 2, 44 degrees of freedom. The F value of 2.199 failed to reach this level. Significance within subjects as determined by the interaction effects was not found. The tabled value for significance for 1, 2 degrees of freedom is 18.51 at the .05 level (Ferguson, 1976). Neither the McGuffey Reader Treatment nor the Dr. Seuss Book Treatment has a significant difference when the interaction effects were considered.

Hypothesis seven stated that after a period of time has elapsed, there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward greed of children who listen to a story selected from a McGuffey Reader, children who listen to a story selected from a Dr. Seuss book, and children who do not listen to a selection. The analysis of variance with repeated measures on the greed dimension is contained in Table 7.

There was no statistical significance for the seventh hypothesis, and the null hypothesis was accepted.

Table 5
Analysis of Variance for Respect for Others

Source of Variation	Degrees of Freedom	Sums of Squares	Variance Estimate	F Value
SS_A	2	3.825	1.913	3.17
SS_B	45	27.154	.603	
Total	47	30.979		

Table 6
Analysis of Variance with Repeated Measures on
Generosity Dimension

Source of Variation	Degrees of Freedom	Sums of Squares	Variance Estimate	F Value
<u>Between Subjects</u>				
SS_B	2	2.472	1.236	2.199
SS_A	45	25.268	.562	
<u>Within Subjects</u>				
SS_A	1	.166	.166	1.711
SS_{AB}	2	.193	.097	.177
SS_{AS}	45	17.919	.398	
SS_{Total}	95	85.833		

Table 7
Analysis of Variance with Repeated Measures on
Greed Dimension

Source of Variation	Degrees of Freedom	Sums of Squares	Variance Estimate	F Value
<u>Between Subjects</u>				
SS _B	2	1.13	.565	.524
SS _S	45	48.495	1.078	
<u>Within Subjects</u>				
SS _A	1	.667	.667	11.117
SS _{AB}	2	.119	.060	.134
SS _{AS}	45	20.214	.449	
SS _{Total}	95	70.625		

The eight hypothesis dealt with perseverance. It read that after a period of time has elapsed, there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward perseverance of children who listen to a story selected from a McGuffey reader, children who listen to a story selected from a Dr. Seuss book, and children who did not listen to a selection. Table 8 summarizes the findings of the experiment for hypothesis seven.

Table 8
Analysis of Variance with Repeated Measures on
Perseverance Dimension

Source of Variation	Degrees of Freedom	Sums of Squares	Variance Estimate	F Value
<u>Between Subjects</u>				
SS_B	2	10.592	5.296	5.64
SS_S	45	42.241	.939	
<u>Within Subjects</u>				
SS_A	1	.042	.042	.568
SS_{AB}	2	.148	.074	.187
SS_{AS}	45	17.81	.396	
SS_{Total}	95	70.833		

The F value of 5.64 with 2, 45 degrees of freedom is significant at the .05 level ($p > .05$). The null hypothesis is rejected.

Quarreling was the theme of hypothesis nine. The hypothesis was that after a period of time has elapsed, there is no statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward quarreling of children who listen to a story selected from a McGuffey reader, children who listen to a story selected from

a Dr. Seuss book, and children who are not read a selection. The results of hypothesis nine are contained in Table 9.

Table 9
Analysis of Variance with Repeated Measures on
Quarreling Dimension

Source of Variation	Degrees of Freedom	Sums of Squares	Variance Estimate	F Value
<u>Between Subjects</u>				
SS _B	2	7.598	3.799	3.211
SS _S	45	53.235	1.183	
<u>Within Subjects</u>				
SS _A	1	.166	.166	1.711
SS _{AB}	2	.193	.097	.177
SS _{AS}	45	24.641	.548	
SS _{Total}	95	85.833		

A significant difference existed at the .05 level of significance ($p > .05$) for the B effect which involved comparisons between the three treatment groups. The F values failed to reach statistical significance for the A effect, which was comparisons within the treatment groups, and the AB effect, which was a within-subject effect.

The final hypothesis of the experiment was that after a period of time has elapsed, there is no

statistically significant difference at the .05 level of significance ($p > .05$) between the attitudes toward respect for others of children who listen to a story selected from a McGuffey Reader, children who listen to a story selected from a Dr. Seuss book, and children who are not read a selection. Table 10 contains the results obtained for hypothesis ten.

Table 10
Analysis of Variance with Repeated Measures on
Respect for Others Dimension

Source of Variation	Degrees of Freedom	Sums of Squares	Variance Estimate	F Value
<u>Between Subjects</u>				
SS_B	2	3.796	1.898	1.621
SS_S	45	52.704	1.171	
<u>Within Subjects</u>				
SS_A	1	1.142	1.142	3.021
SS_{AB}	2	.756	.378	2.779
SS_{AS}	45	6.102	.136	
SS_{Total}	95	64.5		

No significance was found for hypothesis ten. The null hypothesis was accepted.

INTERPRETING THE RESULTS

The alpha level of .05 was the criterion used to determine whether or not there was statistical significance. The tabled value at the .05 level of significance with 2, 44 degrees of freedom made the test slightly more conservative for the data analyzed by analysis of variance.

The F values of .856 and .70 for null hypotheses one and two respectively were relatively small and fell decidedly short of approaching significance at the .05 level. Thus, there was little difference between the means of the treatment groups with respect to the attitudes of generosity and greed. The two attitudes of quarreling and respect for others had some difference between the treatment means, but neither F value reached statistical significance at the .05 level ($p > .05$). The F value of the fourth hypothesis was 2.925, which approached the level of significance. Results of hypothesis five fell below the level required to reject the null hypothesis.

The 3.323 F value obtained for the third null hypothesis, which involved perseverance, was statistically significant at the alpha level of .05 ($p > .05$). Upon closer inspection of the data, the Dr. Seuss Book Treatment was found to have the greater effect.

Data for hypotheses six through ten were analyzed by using analysis of variance with repeated measures on one dimension, attitude. A follow-up measure was given to all of the subjects of the experiment in the form of the

attitudinal scale. The entire scale was administered one week after the last treatment.

The analysis of variance with repeated measures on the A dimension, generosity, yielded no statistical significance ($p > .05$) between treatments. The interaction effects performed consistently across time.

Data for null hypothesis seven were analyzed using the procedures outlined above. The F value for treatment effects was .524 with 2, 45 degrees of freedom ($p > .05$). The interaction effects performed consistently across time, failing to reach the level of statistical significance ($p > .05$).

Perseverance was the focus of the eighth hypothesis. The F value of 5.64 with 2, 45 degrees of freedom was statistically significant at the .01 level ($p < .01$) for the treatment effects. The null hypothesis was rejected at the .01 level of significance. As in the case of the third hypothesis, which also involved perseverance, the difference was due to the Dr. Seuss Book Treatment effects. However, the interaction effects for hypothesis eight performed consistently across time, failing to achieve statistical significance. Thus, there was insignificant variability due to the interaction effects.

The ninth hypothesis was based on quarreling. The treatment effects produced an F value of 3.211, which was significant at the .05 level ($p < .05$). Closer inspection

of the data indicated that the difference was due to the effects of the McGuffey Reader Treatment. The interaction effects were not statistically significant.

The analysis of variance with repeated measures on the attitude of respect for others failed to reach the required alpha level for significance. The interaction effects had insignificant variability.

INFORMAL MEASURES

During the experiment, informal methods were used which provide additional information relative to the study. These techniques included observation by the experimenter and a recording of the books which the subjects had obtained from the library of the University School.

Three subjects in the Dr. Seuss Book Treatment voluntarily told the experimenter on separate occasions that they had checked out of the library one of the books that had been read in the study. The three subjects were from different sub-groups. Two of the subjects brought books to show the experimenter.

A survey was taken of the library books checked out of the University School's library during the four-week period prior to the experiment and during the course of the experiment. Subjects in the Control Group checked out three books written by Dr. Seuss in the month before the experiment and seven books during that month. The McGuffey Reader Treatment's subjects had obtained two Dr. Seuss books during

the study and none in the month previous to the conduction of the research. Subjects in the Dr. Seuss Book Treatment had checked out, prior to the experiment, two books authored by Dr. Seuss. During the study, thirteen Dr. Seuss books were taken out of the library by subjects in the Dr. Seuss Book Treatment. During the two-month period neither classroom teacher read a Dr. Seuss book to the experiment's subjects.

Of all the Dr. Seuss books that were obtained from the Library during the duration of the experiment, subjects in the Dr. Seuss Book Treatment checked out eight copies of books which were read in the study. One subject in each of the remaining treatments selected a Dr. Seuss book which had been read to the Dr. Seuss Book Treatment group. It should be pointed out that subjects from each of the three treatment groups were in both classrooms and were able to initiate discussion with classmates about their library book selections.

SUMMARY OF THE RESULTS

The analyses of the data resulted in the rejection of null hypotheses three, eight, and nine. Hypotheses three and eight focused on the attitude toward perseverance. The ninth hypothesis involved the attitude toward quarreling. The F values for hypotheses four and five, which dealt with quarreling and respect for others, approached significance at the .05 level. The F values for generosity and greed, hypotheses one and two, fell decidedly short of approaching significance.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY OF THE EXPERIMENT

An experiment to test the relative influence of two separate literary experiences upon attitudes was conducted with third-grade pupils at the University School of Indiana State University in Terre Haute, Indiana, from September to October of 1979. Three separate treatments were given (1) an experience in which subjects listened to a didactic literary style; (2) an experience in which subjects listened to a subtle literary style; and (3) a control experience in which selections were not read. Five attitudes were measured: generosity, greed, perseverance, quarreling, and respect for others.

A review of literature on values and attitudes revealed the importance of education as transmitter of society's values and thus as being highly instrumental in the formulation of attitudes. Some researchers believe a hierarchy of moral stages exists which children pass through developmentally.

Educators have stated that children's literature can influence attitudes and beliefs of children. Research supports this. In the 1800's, the McGuffey readers, largely moralistic in content, were the predominant reading materials

for children, with millions of copies being sold. By mid 1900's, the popularity pendulum had swung from didactic children's literature to the more subtle style of Dr. Seuss.

The treatment sessions for the experiment were randomly assigned to one of three treatment groups: (1) a McGuffey Reader Treatment in which subjects listened to a selection from a McGuffey reader, (2) a Dr. Seuss Book Treatment in which subjects listened to a story selected from a Dr. Seuss book, and (3) a Control Group in which subjects were not read selections. Each of the three treatment groups was divided into smaller subgroups for the treatment sessions.

With the exception of the Control subgroups, a story was read to each of the subgroups prior to the administration of items from the attitudinal scale which were based on the story's value theme. The items measured the attitudes of the subjects. The Control subgroups were not read selections but were given the attitudinal scale. The complete scale was given as a follow-up measure one week after the last treatment sessions.

A panel of judges determined which stories and books authored by Dr. Seuss contained the same social value themes as those found in stories chosen by the experimenter from McGuffey Readers. The attitudinal scale used to measure attitudes of third-grade pupils was developed by the experimenter and was administered to a pilot group of 51 third grade students in two schools--Ouabache Elementary in

Terre Haute, Indiana, and Consolidated in West Terre Haute, Indiana.

An unbiased judge randomly listened to treatment sessions. This was done to ascertain whether or not the material presented to treatment groups was read in a consistent manner.

Statistical significance was obtained for the third hypothesis, which involved perseverance. Examination of the data indicated that the difference was due to the Dr. Seuss Book Treatment, McElligot's Pool. Unlike the other Dr. Seuss stories and books used in the study, the main character of McElligot's Pool was a human being.

The F values of hypotheses four and five, quarreling and respect for others, approached the .05 level of statistical significance. Data for generosity and greed, hypotheses one and two, generated small F values.

After the administration of the follow-up measure, an analysis of variance with repeated measures on one dimension, attitude, was applied to the data. The ninth hypothesis yielded an F value which was significant beyond the .05 level. This hypothesis involved quarreling. The McGuffey reader story for quarreling was entitled "The Quarrelsome Cocks." Two cocks constantly argued until they lost their lives rather than lose a quarrel. Scores for quarreling tended to be lower for subjects in the McGuffey Reader Treatment than for subjects in the other treatments. "The Quarrelsome Cocks" was the only material used in which

the main characters were killed as a result of their behavior.

Hypothesis number eight, which dealt with perseverance, was statistically significant at the .01 level ($p < .01$). The remaining three criteria produced weaker effects and were not significant.

Informal observation measures indicated that subjects in the Dr. Seuss Book Treatment obtained a greater number of Dr. Seuss books from the University School's library than did subjects from the McGuffey Reader Treatment or the Control Group.

CONCLUSIONS FROM THE EXPERIMENT

The analysis of the effects of the didactic literary style as compared with the subtle literary style on the attitudes of children resulted in the formation of several conclusions based on the findings of the experiment:

1. In comparing the attitudes of children who listened to stories from McGuffey readers, those who listened to Dr. Seuss books, and those who were not read selections, the following conclusions were drawn:
 - a. There was no statistically significant difference ($p > .05$) toward generosity.
 - b. There was no statistically significant difference ($p > .05$) toward greed.
 - c. There was statistically significant difference ($p < .05$) toward perseverance.

d. There was no statistically significant difference ($p > .05$) toward quarreling.

e. There was no statistically significant difference ($p > .05$) toward respect for others.

2. The following conclusions were made relative to the question of whether or not after listening to a story, attitudinal change is lasting or temporary:

a. There was no statistically significant difference ($p > .05$) over a period of time toward generosity.

b. There was no statistically significant difference ($p > .05$) over a period of time toward generosity.

c. There was statistically significant difference ($p < .01$) over a period of time toward perseverance.

d. There was statistically significant difference ($p < .05$) over a period of time toward quarreling.

e. There was no statistically significant difference ($p > .05$) over a period of time toward respect for others.

3. Some attitudes of a child are more affected than others by what is read to the child.

4. Reading to children influences their choice of reading material.

5. A selection which is read to a child may not have initial significance; however, its influence may appear over time.

RECOMMENDATIONS FOR FURTHER RESEARCH

On the basis of the findings of this experiment, the following recommendations were made for possible further research:

1. A replication of this study with discussion after the material has been read.
2. An administration of the attitudinal scale as an initial measure. Subjects would be read material that conflicts with the attitudes they possess.
3. A comparison of the effects of literary style on the attitudes of children with below-average, average, and above-average intelligence.
4. A comparison of the influence of literary styles on attitudes of children of different socioeconomic backgrounds.
5. An analysis of the influence of literary styles on the attitudes of children of different ethnic backgrounds.
6. A comparison of the effects of literary styles on the attitudes of children of varying age groups.
7. An analysis of attitudinal development to determine whether specific attitudes are obtained in a hierarchy by children.
8. A study of the length of time after a story is read during which it continues to exert influence on a child's attitude.
9. A study similar to the idea of this study, in which one treatment group is read stories which have some

form of severe punishment, and the other treatment group is read material in which the discipline is more lenient.

10. A comparison of relative influences on children's attitudes: the influence of literature with human beings as main characters versus cartoon characters in the leading roles.

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APPENDIX A

LETTER WRITTEN BY DR. SEUSS

Dr. Seuss

7301 Encelia Drive
La Jolla, California 92037

November 15, 1979

Dear Pamela Farris:

In answer to your letter of November 1:

I write primarily to entertain the reader and not to deliver a "message."

Outside of The Lorax, I have never started a story with the intention of making a "point." However, as a story plot develops "points" occasionally make themselves. The characters get into situations that have to be solved. And in the solving of the situations a "moral" occasionally will sneak in.

None of the stories you mentioned were written with children readers in mind. They were written for people.

Only my smaller Beginner Books are written for kids exclusively. These have only one purpose: to fire up a desire in kids to learn to read.

I hope that the above will be of some use to you.

Very sincerely,

Dr. Seuss

Theodor S. Geisel

APPENDIX B

ATTITUDINAL SCALE

ITEMS FOR GENEROSITY

1. Mark is collecting cereal box tops to get a free radio for his bike. Terry eats the same kind of cereal that Mark does. Should Terry save his cereal box tops for Mark? Yes/No

2. Jerry is going to the library to return a book. He knows that Joe, who lives down the block, checked out several books the same day he did. Should Jerry call Joe and offer to take some books back to the library for him? Yes/No

3. Dana is swinging in the red swing at the park when Kim comes along. There is only one red swing. Dana knows red is Kim's favorite color. Should Dana let Kim swing in the red swing? Yes/No

ITEMS FOR GREED

1. David collects football cards. Last week he finally got the card of his favorite player, who is a famous superstar quarterback. David went to the drugstore today to buy more bubble gum and get more football cards. He sees that one of the packs of gum has a card of his favorite player, just like the card he got last week. Should David buy that pack of gum? Yes/No

2. Jody is going to buy some crayons. He can't decide whether to get the box with twenty crayons or the box that has twenty-one crayons. Should he buy the box that has twenty crayons? Yes/No

3. Mary has a new pencil in her desk at school. Ted has a large box full of pencils. He asks Mary if she needs a pencil for school. What should Mary tell him? Yes/No

ITEMS FOR PERSEVERANCE

1. Nick wants to climb a tree in his backyard. He tries three times to climb it and each time he falls. Should Nick keep trying to climb the tree? Yes/No

2. After super, Dan decides to wash his dad's car. He finishes washing it and is putting the hose and rags away just as it begins to get dark. A truck goes past and splashes some mud on his dad's car. Should Dan wash the car again? Yes/No

3. Tom is doing his homework for math. He puts the math problems away when the TV show Mork and Mindy comes on. Tom plans to watch Mork and Mindy before he finishes his homework. Should he do this? Yes/No

ITEMS FOR QUARRELING

1. John hates to wash dishes. His brother, Mike, likes to wash dishes. Their mother tells John to wash the dishes and Mike to dry them. John says, "But I don't like to wash dishes and Mike doesn't like to dry them."

His mother says, "I don't want to hear any excuses. Get the dishes finished."

Should John and his mother keep trying to decide who is going to wash the dishes? Yes/No

2. Beth and Jill are cleaning the house. Jill goes to get the vacuum to use in the living room. She tells Beth, "Go get the dustcloth and dust the living room. Then I can vacuum it."

Beth asks Jill, "Why can't I vacuum while you dust?"

Jill answers, "Because I said so."

Beth says, "That's not a good reason."

Jill says, "Well, that's what we're going to do."

Should Beth and Jill keep trying to decide who is going to vacuum and who is going to dust? Yes/No

3. Jeff is reading a story about a basketball player. Just when he gets to an exciting part, his sister calls to him and asks him to take out the garbage. Jeff says, "I'll take out the garbage after I finish this story."

His sister says, "Take the garbage out now. You can finish the story later."

Jeff says, "But I can finish the story in just a few minutes."

Should Jeff and his sister continue to talk about when Jeff should take the garbage out? Yes/No

ITEMS FOR RESPECT FOR OTHERS

1. Carol and Susan are good friends. Both are trying to get on the gymnastics team, but Susan is a little clumsy. Carol is afraid if people see her with Susan they will think she is clumsy like Susan. Should Carol be seen with Susan before the gymnastics team is picked? Yes/No

2. Jeff always brings his lunch in an old paper sack. Sam always buys his lunch at the school cafeteria. Should Sam eat lunch with Jeff? Yes/No

3. Joan and Tracy are going to the movies. Joan asks Jill to go with them. Jill says, "I'm not going if Tracy is." Should Joan go with Jill and not with Tracy? Yes/No

APPENDIX C

SYNOPSSES OF THE STORIES

GENEROSITY

The Young Teacher (McGuffey, 1865B)

Charles is a young boy whose father is teaching him how to read and write. Each morning after his lessons are finished, Charles has an hour to spend as he pleased. Instead of spending his free time playing, Charles goes daily to a poor fisherman's hut where he teaches the fisherman's son to read and write.

Thidwick the Big-Hearted Moose (Seuss, 1976)

Thidwick is an extremely kind hearted moose whose generosity gets him into trouble. When a bingle bug asks Thidwick if he might ride on Thidwick's antlers, Thidwick responds with a pleasant yes. The bug invites other creatures to share the moose's horns. Thidwick never objects and is always polite to his guests.

When the moose herd migrates to the south side of the lake, the animals residing on Thidwick's antlers insist that Thidwick remain on the northern shore. When it appears that Thidwick will freeze to death because of his generosity, he loses his horns and is able to give his guests what they want and still migrate to the warmer climate.

GREED

The Three Boys and the Three Cakes (McGuffey, 1865A)

Three small boys each have a cake. The first boy eats all of his cake and becomes ill. The second boy hoards his cake, eating only tiny pieces. He saves his cake to eat later. Some mice discovers his cake and devours it. The last boy is not greedy. He shares his cake with his friends and an old blind man.

Gertrude McFuzz (Seuss, 1958)

The story "Gertrude McFuzz" is about a bird who has only one, small, plain tail feather. She tries to find a way to have more feathers. When she discovers that eating berries from the pill berry vine result in more feathers in her tail, she is overcome with greed and eats all of the berries.

PERSEVERANCE

Perseverance (McGuffey, 1866)

Attempts by John to fly his kite are unsuccessful. Each time he tries, the kite falls to the ground. His aunt offers encouragement after each of his attempts. She keeps insisting that he try again in spite of the setbacks. John does try again and eventually succeeds in getting the kite up into the breeze.

McElligot's Pool (Seuss, 1975)

Marco is fishing in McElligot's Pool when he is noticed by a farmer. The man scoffs at Marco, insisting that he will never catch any fish in McElligot's pool. In a soliloquy, Marco tells of the numerous possibilities which could be beneath the surface of the pool. In the end, he reiterates the importance of persevering.

QUARRELING

The Quarrelsome Cocks (McGuffey, 1865B)

Two cocks always quarrel despite being told it is naughty to do so. Every day the two cocks fight. One day the largest cock beat the smaller cock. The little rooster convinces a fox to eat the large cock. The small cock thinks in doing so he will win the quarrel. However, the fox kills both the large cock and the small cock.

The Zax (Seuss, 1961)

A north going Zax meets a south going Zax. Each refuses to move out of the way so the other can pass by. Each Zax insists that he is right and the other Zax is wrong. Once the two Zax begin their quarrel, there is no stopping them. The quarrel continues, still being unresolved at the end of the story.

RESPECT FOR OTHERS

The Indian (McGuffey, 1865B)

When an Indian asks a man for a drink of water, the man replies that he has none for him. Later the man goes hunting and gets lost. He finds an Indian hut. The Indian living there offers him shelter for the night. The following morning, the Indian guides the man back to his home. When they reach the house, the Indian reminds the man that he had refused to give him a drink of water. He goes on to tell the man never to turn a person aside because of being an Indian.

The Sneetches (Seuss, 1961)

Sneetches are creatures that live on beaches. There are two types of Sneetches: those with stars and those without stars. The Sneetches with stars on their tummies believe they are superior to those who have none.

When a con man offers to sell stars to the Sneetches without stars, they gladly accept his offer. The con man persuades the star belly Sneetches to have their stars removed; thus, the star belly Sneetches are able to retain an identity as a social group. All of the Sneetches are adding stars and then having them removed. Eventually nobody can remember what kind of Sneetch they are. As a result, the

Sneetches all decide that a Sneetch is a Sneetch and nobody is better than anyone else.

APPENDIX D

STATISTICAL DATA

FIRST SCORE FOR GENEROSITY

<u>Subject</u>	<u>McGuffey Reader Treatment</u>	<u>Subject</u>	<u>Dr. Seuss Book Treatment</u>	<u>Subject</u>	<u>Control Group</u>
1	4	18	4	34	4
2	4	19	3	35	3
3	2	20	4	36	3
4	2	21	3	37	3
5	4	22	3	38	4
6	4	23	2	39	4
7	4	24	3	40	3
8	4	25	2	41	4
9	4	26	4	42	2
10	3	27	3	43	3
11	3	28	3	44	3
12	2	29	3	45	4
13	4	30	4	46	2
14	4	31	4	47	2
15	4	32	4	48	3
16	4	33	3		
17	3				
<hr/> $\bar{X}_1=3.47$		$\bar{X}_2=3.25$		$\bar{X}_3=3.13$	

FIRST SCORE FOR GREED

<u>Subject</u>	<u>McGuffey Reader Treatment</u>	<u>Subject</u>	<u>Dr. Seuss Book Treatment</u>	<u>Subject</u>	<u>Control Group</u>
1	2	18	3	34	1
2	1	19	3	35	2
3	3	20	2	36	3
4	1	21	1	37	2
5	1	22	4	38	3
6	3	23	1	39	4
7	2	24	2	40	1
8	3	25	2	41	2
9	3	26	2	42	2
10	3	27	2	43	2
11	3	28	1	44	1
12	3	29	2	45	1
13	1	30	2	46	3
14	3	31	2	47	1
15	2	32	2	48	2
16	1	33	3		
17	2				
$\bar{X}_1=2.18$		$\bar{X}_2=2.13$		$\bar{X}_3=2.0$	

FIRST SCORE FOR PERSEVERANCE

<u>Subject</u>	<u>McGuffey Reader Treatment</u>	<u>Subject</u>	<u>Dr. Seuss Book Treatment</u>	<u>Subject</u>	<u>Control Group</u>
1	3	18	4	34	2
2	1	19	3	35	3
3	2	20	3	36	1
4	2	21	4	37	3
5	3	22	3	38	2
6	3	23	3	39	2
7	2	24	4	40	2
8	3	25	3	41	2
9	3	26	2	42	3
10	4	27	2	43	4
11	2	28	3	44	2
12	3	29	3	45	2
13	3	30	3	46	4
14	2	31	2	47	1
15	2	32	3	48	2
16	4	33	4		
17	3				
$\bar{X}_1=2.65$		$\bar{X}_2=3.06$		$\bar{X}_3=2.33$	

FIRST SCORE FOR QUARRELING

<u>Subject</u>	<u>McGuffey Reader Treatment</u>	<u>Subject</u>	<u>Dr. Seuss Book Treatment</u>	<u>Subject</u>	<u>Control Group</u>
1	1	18	2	34	3
2	1	19	2	35	2
3	1	20	3	36	1
4	4	21	2	37	3
5	1	22	2	38	2
6	1	23	1	39	1
7	1	24	4	40	1
8	1	25	1	41	1
9	2	26	2	42	4
10	1	27	2	43	1
11	1	28	1	44	3
12	2	29	1	45	2
13	1	30	3	46	2
14	2	31	1	47	3
15	1	32	3	48	2
16	1	33	3		
17	2				
<hr/> $\bar{X}_1=1.41$		$\bar{X}_2=2.06$		$\bar{X}_3=2.07$	

FIRST SCORE FOR RESPECT FOR OTHERS

<u>Subject</u>	<u>McGuffey Reader Treatment</u>	<u>Subject</u>	<u>Dr. Seuss Book Treatment</u>	<u>Subject</u>	<u>Control Group</u>
1	2	18	3	34	4
2	3	19	3	35	1
3	3	20	3	36	2
4	2	21	4	37	2
5	3	22	3	38	1
6	2	23	4	39	2
7	2	24	3	40	3
8	2	25	4	41	3
9	3	26	4	42	4
10	3	27	4	43	2
11	3	28	4	44	3
12	3	29	3	45	3
13	3	30	3	46	4
14	3	31	4	47	3
15	4	32	3	48	4
16	4	33	2		
17	3				
$\bar{X}_1=2.82$		$\bar{X}_2=3.38$		$\bar{X}_3=2.75$	

SECOND SCORE FOR GENEROSITY

<u>Subject</u>	<u>McGuffey Reader Treatment</u>	<u>Subject</u>	<u>Dr. Seuss Book Treatment</u>	<u>Subject</u>	<u>Control Group</u>
1	4	18	4	34	4
2	4	19	3	35	3
3	3	20	4	36	3
4	4	21	3	37	3
5	4	22	4	38	4
6	3	23	3	39	4
7	4	24	3	40	3
8	4	25	3	41	4
9	4	26	4	42	2
10	4	27	4	43	2
11	3	28	3	44	3
12	4	29	3	45	3
13	3	30	4	46	2
14	4	31	4	47	4
15	4	32	4	48	4
16	4	33	4		
17	2				
$\bar{X}_1=3.65$		$\bar{X}_2=3.56$		$\bar{X}_3=3.2$	

SECOND SCORE FOR GREED

<u>Subject</u>	<u>McGuffey Reader Treatment</u>	<u>Subject</u>	<u>Dr. Seuss Book Treatment</u>	<u>Subject</u>	<u>Control Group</u>
1	4	18	3	34	1
2	3	19	3	35	2
3	4	20	2	36	3
4	2	21	1	37	2
5	2	22	3	38	3
6	3	23	1	39	4
7	1	24	2	40	1
8	2	25	2	41	3
9	3	26	2	42	2
10	2	27	2	43	2
11	2	28	1	44	2
12	3	29	2	45	1
13	3	30	3	46	2
14	2	31	3	47	1
15	1	32	3	48	2
16	2	33	4		
17	2				
<hr/> $\bar{X}_1=2.41$		$\bar{X}_2=2.31$		$\bar{X}_3=2.07$	

SECOND SCORE FOR PERSEVERANCE

<u>Subject</u>	<u>McGuffey Reader Treatment</u>	<u>Subject</u>	<u>Dr. Seuss Book Treatment</u>	<u>Subject</u>	<u>Control Group</u>
1	2	18	4	34	2
2	2	19	3	35	2
3	2	20	3	36	1
4	2	21	3	37	3
5	4	22	4	38	3
6	3	23	3	39	2
7	2	24	3	40	2
8	3	25	3	41	2
9	3	26	4	42	3
10	3	27	2	43	3
11	2	28	4	44	2
12	3	29	3	45	2
13	3	30	3	46	4
14	2	31	2	47	1
15	3	32	3	48	2
16	3	33	4		
17	4				
$\bar{X}_1=2.71$		$\bar{X}_2=3.19$		$\bar{X}_3=2.27$	

SECOND SCORE FOR QUARRELING

<u>Subject</u>	<u>McGuffey Reader Treatment</u>	<u>Subject</u>	<u>Dr. Seuss Book Treatment</u>	<u>Subject</u>	<u>Control Group</u>
1	1	18	1	34	3
2	1	19	1	35	2
3	3	20	1	36	1
4	1	21	1	37	2
5	1	22	2	38	2
6	1	23	1	39	1
7	1	24	2	40	1
8	1	25	1	41	1
9	1	26	1	42	3
10	1	27	2	43	1
11	1	28	1	44	2
12	1	29	3	45	2
13	3	30	4	46	2
14	1	31	3	47	3
15	1	32	4	48	3
16	1	33	3		
17	4				
<hr/> $\bar{X}_1=1.41$		$\bar{X}_2=1.94$		$\bar{X}_3=1.93$	