A CONTENT ANALYSIS OF SELECTED CHILDREN'S BOOKS ON THE NEGRO AND ON JAPAN

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ABSTRACT

A CONTENT ANALYSIS OF SELECTED CHILDREN'S BOOKS ON THE NEGRO AND ON JAPAN

by Gerd Böger

The purpose of the study was (1) to sharpen the general definitions of the categories of symbolic, empirical, ethical, and synoptic thought-units for operational use in analyzing a selected body of children's literature; (2) to establish profiles of the content of selected individual children's books in terms of the presence/absence of four corresponding specific indicator-categories 1, 2, 3, and 4; and (3) to examine the evidence for the assumption that the books on Japan will rank higher than the books on the Negro in terms of the two general categories of ethical and synoptic thought-units.

Submitted to analysis were the books listed in the Children's Catalog, 1941-1965, under "Negroes" and under "Japan," classified as "Fiction" or as "Easy books," and designated for grades k-4.

The thought-unit, or clause, served as the unit for a qualitative content analysis which produced the following results: (1) The general definitions of the categories of symbolic, empirical, ethical,and synoptic thought-units were sharpened by the application of two criteria: (a) the degree to which a given scoring unit reflects the main child character to be the subject of

an action; (b) the degree to which a given scoring unit reflects the main child character to be the object of an action. (2) Ratings, whose reliability was measured as approaching a contingency coefficient of C = .60, established a profile for each book included in the study. Matrices tabulated the frequency and sequence of the thought-units in differentiated form and in terms of comparable percentages. (3) The chi-square test ($X^2 = 29.07$, $p < .001$) supported significantly the assumption that the books on Japan contain a distribution of thought-units in the ethical and synoptic categories which is proportionately greater than that of books on the Negro.

It was concluded that the books on Japan were slightly more adequate than the books on the Negro in terms of the definition of a realistic story as "a tale that is convincingly true to life."* The relative absence of ethical and synoptic thought-units in the stories on the Negro was interpreted as a lack of opportunity for the Negro child to grow in respect to ethical and synoptic thought.

Specific lines of future inquiry were proposed for the purpose of pursuing objectives related to those of the present exploration and its implications for intercultural education and teacher awareness.

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* May Hill Arbuthnot, Children and Books (third edition; Chicago: Scott,Foresman, 1964), p. 426.

included in the study. Matrices tabulated the frequency and sequence of the thought-units in differentiated form and in terms of comparable percentages. (3) The chi-square test (χ^2 = 2.[illegible], p = .001) supported at minimally the assumption that the books [illegible]

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FOREWORD

With almost equal time spent in each country, the author has brought to the present undertaking the triple background of learning in Germany, Japan, and the United States. These experiences received their particular focus in a program of studies directed by Dr. William J. Walsh and further guided by Dr. G. Marian Kinget, Dr. Jean M. LePere, and last but not least by Dr. Troy L. Stearns. Gratitude is expressed to each of these four persons and is also extended to many other individuals who have assisted the writer in various ways in the course of the present investigation.

Preparing to teach in Hawaii, the author is looking forward to working in a school situation in which he will share with children the rich resources of a variety of cultures.

East Lansing, August, 1966 Gerd Böger

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CHAPTER I

INTRODUCTION

Japanese in the state of Hawaii and Negroes on the mainland of the United States may be viewed as two contrasting minority groups within the larger American society. Historically, the Japanese-Americans in Hawaii have been allowed to contribute to a pluralistic cultural pattern, while American Negroes on the mainland were not given a similar opportunity.

This process of the meeting of cultures has many facets. One interesting aspect, as observed by sociologists, is the fact that characteristics attributed by members of one culture to those of another actually disclose less about the particular group described than they do about the relationship between both groups involved.

In approaching this problem, the present study considered children's books which feature minority groups, as examples of such a description which may actually provide less information about the people described than about the process of describing. Therefore, the focus of study centers upon the question, whether a body of children's literature on the Negro and on Japan reflects the relationship of authors representing the majority culture to each of these minority cultures.

In view of the historical evidence of a greater cultural

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contribution of the Japanese in Hawaii as compared to that of the Negro in the continental United States, the following assumption was made as a basis for study: The content of two selected sets of children's books on Japan and on the Negro will differ beyond the degree to which these sets of books would be expected to differ in terms of their two distinct areas of factual information. That is, authors writing on Japan, to a greater extent than authors writing on the Negro, will allow the main child character in a book to contribute with his own actions to the trend of thought in a given story.

No instrument was available to the present investigator with which one could determine the degree of the hero's influence in these activities, the main child character's active share in the events that comprise the content of a book. One problem of the present study, therefore, was seen to be the development of a measuring technique. In this development, the basic choice concerning the categories for the content analysis was influenced by the following reasoning: (i) The exploratory character of this investigation justifies the use of a rather general scale which will allow more detailed scrutiny at a later stage; (ii) a very specific scale employed at the beginning of the analysis may not protect the researcher from proceeding in directions of fruitless inquiry.

For this reason the theoretical scheme of an exponent of general education was used during the initial stages of the thesis. Philip. H. Phenix, a philosopher of education at Teachers College, Columbia University, views all human actions as being of one of six kinds. More specifically he says that all action is based on six modes of

thought:* (1) symbolic, (2) empirical, (3) esthetic, (4) interpersonal (or synnoetic), (5) ethical, and (6) synoptic. The following statement relates these modes of thought to education:

> [1] In the languages thought follows the pattern of arbitrary... construction. [2] In the sciences the methods are those of classification, hypothesis formation, generalization, and explanation by the use of theories and models. [3] In the arts thought proceeds by perceptual abstraction through particular presented forms. [4] In the personal realm thought consists in the existential realization of intersubjective relationships. [5] Moral thought involves deliberate decisions to act in consideration of principles of right or consequences of good. [6] Historical thinking integrates understanding through recreaction of past events in the present. Religious thought unites finite and infinite by means of the symbols of ultimacy. Philosophical thought consists of analytic, synthetic, and critical evaluation of meanings by the use of interpretive concepts.

The above statements, for purposes of definition, view the six modes of thought under separate subject-matter headings. However, in any given human action several of these six tenets may be overlapping. In literature, including a young child's book, if it attempts to portray life as a whole, some aspects of all six disciplines will be present. In accordance with this theory, then, it may be postulated that the actions of the main child character in a given story can be based upon six identifiable modes of thought.

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* For the reader, it may be more convenient to think of these six classifications as forms of behavior indicative of thought rather than as varied modes of thought. For the purposes of this thesis , however, Phenix's terminology is employed without additional qualification.

[1] Philip H. Phenix, Realms of Meaning - A Philosophy of the Curriculum for General Education (New York: McGraw-Hill, 1964), p.338.

But children's literature, as a distinct field of professional study, is a relatively recent concern of education and society. For this reason, systematic research of the content of young children's books has been sparse and isolated. However, some traditional scientific perspectives on literature have aimed to explore esthetic thought; and a few recent investigations have begun to examine interpersonal thought.[2] These two modes of thought, the esthetic and the interpersonal, were therefore excluded from the present analysis. The writer has been supported in this decision by the explanations of various authors which are seen to stress the point that the esthetic and the interpersonal are separable tenets to a far lesser extent than they are integral aspects of the remaining modes of thought.[3]

Thus, the present study attempts to analyze the content of a selected body of children's literature by focussing on four modes thought: the symbolic, the empirical, the ethical, and the synoptic.

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[2]Examples of studies are:

Alma Cross Homze, " Interpersonal Relationships in Children's Literature 1920-1960" (unpublished doctoral dissertation, Pennsylvania State University, 1936); and

George E. Winsor, " The Self-Other Concept as Revealed through an Analysis of a Selected List of Children's Books" (unpublished doctoral dissertation, Michigan State University, 1965).

[3]Compare: Cyorgy Kepes, " Comments on Art", in New Knowledge in Human Values, ed. Abraham H. Maslow (Research Society for Creative Altruism, New York : Harper and Row, 1959), p.88; further: Phenix, op.cit ., pp.297, 298, 345-49. Also see: Erich Fromm's illustration of a person perceiving a mountain, in " The Moral Responsibility of Modern Man", Merrill-Palmer Quarterly, Fall, 1958, pp.13-14; and : Martin Buber's image of human ways of relating to a tree, in I and Thou, translated by Ronald G. Smith (Edinburgh: T. and T. Clark, 1957), pp. 7-8.

Purpose of the Study

Three basic purposes may be distinguished:

1. It was the purpose of the present inquiry to adapt the general categories of symbolic, empirical, ethical, and synoptic thought for use in analyzing the content of children's books. Berelson has written on this point: " The categories are often quite generalized. As such they require the designation of specific, concrete indicators which represent the categories yet refer directly to the particular content under analysis."[4] Thus, the four general categories of symbolic, empirical, ethical, and synoptic thought were translated into operationally applicable indicator-categories 1,2,3, and 4 by the application of two criteria: (a) the degree to which a given unit for scoring reflects the main child character to be the agent, or subject, of the particular action described; and (b) the degree to which a given unit for scoring reflects the main child character to be the content, or object, of the particular action described. Chapter V will develop a rationale proposing to view these specific indicator-categories 1 through 4 as representing increasingly higher levels of the hero's active participation in terms of the stated criteria.

2. It was a further purpose of this study to establish individual profiles of the content of the books included in the analysis in terms of the frequency and sequence of thought-units for each of the four indicator-categories. - In one of the earliest studies of content analysis, Child, Potten, and Levine determined the following basic

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[4]Bernard Berelson, Content Analysis in Communication Research (Glencoe: The Free Press, 1952), p. 163.

focus:" The general criterion for selection was that the story contain characters in action."[5] Sentences communicating the main child character's action, therefore, were chosen as the only relevant content for the present purpose. To delimit an individual unit for scoring, each sentence in turn had to be broken down into its component clauses. Dollard and Mowrer have defined each of these clauses as a " thought-unit".[6] The investigator's ratings of each of the books were obtained and expressed in terms of these thought-units.- For each book, matrices were employed to tabulate the frequency and sequence of the thought-units in differentiated form and in terms of comparable percentages.

3. The third and final purpose of the study was to examine the evidence supporting the assumption made that a group of books featuring the Japanese child would differ significantly from a group of books concentrating on the Negro child. It had been assumed that this difference would lie in the degree to which the hero's actions were characterized by the subject and object function criteria. More specifically, it was assumed that the books on Japan would rank higher than the books on the Negro in terms of the two general categories of ethical and synoptic thought. This assumption was later supported significantly by the chi-square test ($X^2 = 29.07$, $p < .001$). As interpreted it showed that the books on Japan contain a distribution of thought-units in indicator-

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[5] I.L.Child, E.H. Potten, E.M.Levine, "Children's Textbooks and Personality Development, An Exploration in the Social Psychology of Education, " Psychological Monographs, No. 279,1946, p.2.

[6] John Dollard and Hobart Mowrer, " A Method of Measuring Tension in Written Documents," The Journal of Abnormal and Social Psychology, 42:12, January, 1947.

categories 3 and 4 which was proportionately greater than the corresponding distribution found in books on the Negro.

Definition of Terms

Content analysis. The term content analysis was interpreted to indicate a content assessment (or qualitative content analysis) as defined by Berelson: " Qualitative analysis usually contains quantitative statements in rough form... it may also mean more clever or relevant analysis because of the lack of a rigid system of categories, allowing for more subtle or more individualized interpretations."[7]

Phenix's categories* of symbolic, empirical, ethical and synoptic thought were freely paraphrased:

Symbolic thought comprises instances of the main child character communicating intelligibly through elementary forms of active inquiry.

Empirical thought comprises instances of the main child character increasingly using his personal abilities as tools toward growing insight.

Ethical thought comprises instances of the main child character deciding consciously and acting responsibly in an ever widening context.

Synoptic thought comprises instances of the main child character comprehending himself integrally and envisioning his future life-time purposes.

Selected children's books on the Negro and on Japan

This study includes only books listed in the Children's Catalog (New York: H.W.Wilson), editions 1941-1965 (Supplement), under "Negroes"

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* For the working-definitions of the indicator-categories 1 through 4 the reader is referred to page 37 in chapter V. The preceding chapters II, III, and IV were considered to provide essential background for an understanding of the formulations finally arrived at on page 37. It is in the nature of the study that even at that point the statements were too tentative for being listed here under " Definitions of Terms."

[7]Berelson, op.cit., pp.116,125.

and under "Japan", classified as "Fiction" or as " Easy books", and designated as suitable for grades k-2, k-3, 1-3, 1-4, 2-3, or 2-4.[8]

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[8]Annie V. Weaver, Frawg, although classified under " Easy books" , is the only book graded 3-4.

Appendix A contains a complete listing of the sixteen books included in the main body of the thesis.

The following books have been excluded because they do not contain a main child character as indicated under point 2, pages 5,6: Stella G. Sharpe, Tobe (Chapel Hill: University of North Carolina Press, 1939); Toba Sojo, The Animal Frolic (New York: G.P.Putnam's Sons, 1954).- It was for a similar reason of a more equal basis for comparison that only the first chapter was analyzed in each of the following books: Frawg, Araminta, Jerome Anthony, and Indigo Hill.

Appendix B presents the analyses of six additional books which appear in the Children's Catalog under their author's names rather than under " Negroes " or " Japan."

CHAPTER II

BACKGROUND AND IMPORTANCE OF THE STUDY

Recently, multiple modes of thought rather than one single pattern have become the focus of research in education. Among learning theorists, Gagne[1] and Mandler[2] may stand as representative for the new approach of encompassing several previously isolated conceptions. Similarly, Gage[3] and Bush[4] may be mentioned as spokesmen for a differentiated theory of teaching which tries to take into account the multiplicity of intellectual abilities involved. Some of the currently developing hypotheses of causative relationships, e.g., between the conceptual styles of a mother and her child, are being tested with preschool children in settings of various subcultures.[5]

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[1] Robert M. Gagne, " The Acquisition of Knowledge, " Psychological Review, Vol. 69, July, 1962, pp. 355-65.

[2] G. Mandler, " From Association to Structure," Psychological Review, Vol. 69, September, 1962, pp. 415-27.

[3] N. L. Gage, " Toward a Cognitive Theory of Teaching," Teachers College Record, February, 1964, pp. 408-12.

[4] Robert N. Bush and N. L. Gage, Center for Research and Development in Teaching, School of Education, Stanford University (papers delivered at a conference on teacher education, October 22 and 23, 1965, to be published as a book).

[5] Robert D. Hess and Virginia C. Shipman, " Early Experience and the Specialization of Cognitive Modes in Children," Child Development, December, 1965.

The discovery that these diverse modes of thought arise and are furthered within a person through his interaction with others has been one of the most significant contributions of American social and educational psychology. To verify this theory, experimental studies constructed itemized scales for the observation of specific factors in these personal relationships.

It is in line with this continuing trend in educational research, toward individualizing interaction profiles, that the present study is directed at delineating individualized book profiles. For two reasons it is believed that the criteria for the main child character's subject function and his object function lend themselves to this purpose. First, both factors seem of fundamental human relevance for any individual: " He is at one and the same time both subject and object, knower and known, agent and patient, observer and observed."[6] Secondly, the active character of the subject and object factors appears to agree with the basic attribute sought in literature, namely, that it is to offer a " vitalization of opinions, sensations, and emotions."[7]

Virginia C. Shipman and Robert D. Hess, " Children's Conceptual Styles as a Function of Social Status and Maternal Conceptual Styles." (mimeograph prepared for the American Psychological Association Symposium on " The Effect of Maternal Behavior on Cognitive Development and Impulsivity," given in Chicago, Illinois, September 5, 1965).

[6] Phenix, op. cit., p. 22.

[7] Henry P. Smith and Emerald V. Dechant, Psychology in Teaching Reading (Englewood Cliffs: Prentice-Hall, 1961), p. 369 .

Before proceeding to apply the subject function and object function criteria to certain aspects of the curriculum in children's literature, it may be helpful to present each criterion separately at the hand of the following two pairs of references.

Webster's general definition for subject reads: " That which sustains or is embodied in though or consciousness; the thinking agent; the mind, ego, or reality of whatever sort, which supports, or assumes the form of, mental operations."[8] To point out the implications possibly inherent in this view of the child's subject function, only one source will be quoted here and assumed to serve as representative of many others: " Learning, in reality, depends on development, contrary to the widespread opinion that development is a consequence of a series of learning experiences."[9] Webster's definition of object is as follows: " That by which the mind, or any of its activities, is directed; that on which the purposes are fixed as the end of action or effort; that which is sought for; end; aim; motive; final cause."[10]

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[8] Webster's New International Dictionary of the English Language (2nd ed., Springfield: G. and C. Merriam, 1956).

[9] Jean Piaget, " The Psychology of Intelligence and Education." Childhood Education, May, 1966, p. 528.

. . . It is therefore urgent not to forget and even to provide facilitation in helping the child to improve his own activity. The intelligent act consists of the coordination of operations. These operations are essentially internalized actions. It is fundamental not to be satisfied alone with verbal methods or even intuitive methods (images, etc.) but to facilitate spontaneous action and experimentation by the child. This by no means excludes education in thought and reflection. However, to comprehend is essentially to invent or to reinvent, and every time one teaches too quickly an outcome of reflection, one hinders the child from discovering it or from inventing it by himself.

[10] Webster's New International Dictionary, Op. cit.

Again, reference to only one representative statement will be made in which, by implication, the above definition of a person being his own object has been viewed in the context of children's literature: " Some researchers reported efforts at individualized reading instruction, but few based choices of materials on judgements of children. Adult judgments of literature for children seemed still to prevail in selection and utilization."[11]

The particular contribution of the present content analysis may be understood, however, to reach beyond the detailed study of the main child character's action and underlying thought in only the content of a particular book.

Both American and European sources justified two additional questions to be asked. They were directed at the beginning and at the end phase of a program in children's literature. These criticisms were raised in terms of (a) the subject function and (b) the object function of the reader.

(a) Does the process of book selection effectively take into account the child reader to be the subject of his actions? When examining annotations of children's books, for example, the impressions are received that no sufficient effort has been made to approach an understanding of the psychology of the individual child or of children's literature as art. Yet, increasingly, humanistic psychologists such as W. Metzger[12] or

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[11] Jean M. LePere, " Literature in the Elemantary School," Review of Educational Research , Vol. XXXI, April, 1961, p. 179.

[12] Metzger, Wolfgang, Frühkindlicher Trotz, 1956.

A. Petzelt[13] in Germany and Abraham H. Maslow[14] or Carl R. Rogers[15] in the United States may be interpreted as stressing the essential factor of a personal purpose. Among critics of books for children, Herbert Read[16] in England and Henry Barnes,[17] for example, in America are seen today as widely accepted writers who emphasize an activation of thought.

(b) Do considerations about the effect of reading on the child adequately emphasize the object function of the reader? In the United States, unproportionate importance seems to have been attached traditionally to factual knowledge (especially by reading texts), more recently to specific aspects of behavior (by general elementary textbooks), and currently to improved communication skills (by instructional bulletins). In Germany, the trends have been similar, except for the awakening American interest in bibliotherapy. Only a few instances are known to the present investigator which point out the significance for the child of deepened understanding of his relations to others: In Germany, a friendly debate by two modern authors, G. Benn and R. Schneider,[18] on reading as an end in itself rather than a means to an end has stimulated much thought in this respect. In the United States, the acceptance speeches by authors of award winning children's books have become an almost classic source of ideas on the theme of interpersonal relations.

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[13] Petzelt, Alfred, Kindheit - Jugend- Reifezeit, (Freiburg i. B.: Lambertus Verlag, 1962).

[14] Maslow, Abraham H, Toward a Psychology of Being, (Princeton N.J. Van Nostrand, 1962).

[15] Carl R. Rogers, On Becoming a Person: A Therapist's View of Psychotherapy ,(Boston: Houghton Mifflin, 1961).

[16] Sir Herbert Edward Read, Education through Art, (London:Faber & Faber, 1958).

Insights, however, concerning the child's relationship to himself are almost completely lacking in the research carried out in the context of modern educational systems in Western nations. This point will be further explored in the closing chapters of the present study, at that time in connection with concrete evidence to be obtained from the content analysis in Chapter V.

The following may be said to sum up the above discussion on the background and importance of the research on selected children's books reported in this thesis. Neither in the United States nor in Germany, do educators in the field of children's literature appear to be fully aware of the intercultural implications of their effort. At least it has been the present investigator's observation that an effective curricular practice seems long overdue: a realization of the potential for a variety of modes of thought -- in both the majority child and the minority child.

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[17] Henry Barnes, " The Winged Horse: An Essay on the Art of Reading"; in Phyllis Fenner, The Proof of the Pudding: What Children Read ,(New York: John Day, 1952).

[18] Gottfied Benn and Reinhold Schneider, Soll die Dichtung das Leben bessern ? (Wiesbaden : Limes Verlag, 1956).

CHAPTER III

RESEARCH RELATED TO THE DEVELOPMENT OF SYMBOLIC EMPIRICAL, ETHICAL, AND SYNOPTIC THOUGHT

Four areas of research were reviewed as these are seen to be related to the development of symbolic, empirical, ethical and synoptic thought in elementary school children.

Symbolic thought: Some writers such as Martin Deutsch[1] are understood to stress growth in symbolic thought. This ability is viewed as being a basic prerequisite to any student progress in programs of formal education. Research on symbolic thought is judged to provide the central focus of projects examining perceptual skills of pre-schoolers and kindergarteners.[2]

Empirical thought. Jerome S. Bruner[3] leads another group which is interpreted as emphasizing empirical thought. Founding on developmental studies in concept formation, this group is seen to be concerned about allowing for continuity in the curriculum.

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[1] Publications of the Institute for Developmental Studies at New York Medical College. Martin Deutsch, " Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement." Monograph No. 2, 1960, Society for Applied Anthropology. Martin Deutsch, " The Role of Social Class in Language Development and Cognition," American Journal of Orthopsychiatry, Vol. XXXV. No. 1 (January, 1956). Martin Deutsch, " The Disadvantaged Child and the Learning Process," in Education in Depressed Areas, ed. A. Harry Passow, 1963.

[2] Jean Piaget, Karl H. Pribram, William Fowler, Bernard Spodek.

[3] Jerome S. Bruner, The Process of Education(New York:Random House, 1960).

The progress achieved in research on empirical thought is largely accounted for as due to the cooperation of classroom teachers, psychologists, and subject matter specialists.[4]

Ethical thought. Proponents of general education, such as Philip H. Phenix,[5] seem to advocate growth in ethical thought. The child tends to be regarded as possessing varied abilities which need to be guided by a system of moral values. This approach to the student as a whole being is commonly applied to advanced levels of maturation. However, discussions on the non-graded elementary school are accepted as providing evidence of the significance of ethical thought also for younger children.[6]

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[4] Hilda Taba has drawn together various participants to the Intergroup Education Program cooperating schools of the American Council of Education.

From Maria Montessori to J.W. Getzels, Hilda Taba, Ernest R. Hilgard.

[5] Philip H. Phenix, op.cit.;Phenix, Education and the Common Good- A Moral Philosophy of the Curriculum (New York: Harper and Brothers, 1961); Phenix, Man and His Becoming (New Brunswick: Rutgers University Press, 1964); Phenix, " Key Concepts and the Crisis in Learning," Teachers College Record, 58:137-43, December, 1956. Other outstanding indirect contributors include: Martin Buber, Erich Fromm, Howard Thurman.

[6] John I. Goodlad, Daniel Prescott, Richard E. Ripple, P.M. Symonds, among others, have provided important stimulation.

Synoptic thought The cumulative impact of representatives in various subject-matter fields (such as Engle and Price [7] in the social studies, and Schwab and Suchman[8] in science) is interpreted as emphasizing synoptic thought. Although spurred during an international crisis, namely, the impact of Sputnik in the late 1950's, today's efforts of developing skills for scientific inquiry are viewed by the present investigator as most promising for intercultural education. In this perspective, federal and state leadership of relevant programs seems very justified.[9]

The general human uncertainty resulting from the crisis situation mentioned above is heightened in the case of the minority child for the reason of his minority group status. For him, the elementary goal for reading, "zest for life," [10] seems to have been realized with the greatest degree of intercultural harmony by Ashton-Warner.

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[7] Engle, Shirley H. (ed.), New Perspectives in World History. Thirty-fourth Yearbook of the National Council for the Social Studies, 1964

Price, Roy A. (ed.), Needed Research in the Teaching of the Social Studies. A Conference Report. National Council for the Social Studies, Research Bulletin No. 1.

[8] J. Richard Suchman, " Inquiry Training in the Elementary School," The Science Teacher, November, 1960; Suchman, " Inquiry Training: Building Skills for Autonomous Discovery, " Merrill-Palmer Quarterly, Vol. VII, No. 3 (July, 1961); Suchman, The Elementary School Training Program in Scientific Inquiry (Urbana: University of Illinois, 1962); Joseph J. Schwab, " Inquiry, the Science Teacher, and the Educator, " The School Review, 68:176-95, Summer, 1960.

[9] Also compare, for the social studies, Ronald Lippitt and Charles Lahey; for science, James B. Conant and Michael Polanyi.

[10] May H. Arbuthnot (ed.). The Arbuthnot Anthology of Children's Literature (Chicago: Scott, Foresman and Co., 1953). p.vi.

She appears to be a teacher who was able to help Maori children build " a plank in a bridge from one culture to another; and to the extent that this bridge is strengthened may a Maori in later life succeed." [11]

The present writer, as a proponent of general education, interprets the four positions reviewed in the field of research to culminate in the postulation of this harmony. As a concept that conveys the commonly understood meaning of balance, the term harmony has been used freely by Paul Hazard,[12] a major exponent in the area of children's literature.

And it was in this sense that the foregoing discussion of contributions by various authorities determined the basis of the present investigation: that it may be more desirable for a book to contain symbolic, empirical, ethical, and synoptic thought-units in rather equal proportions than in extremely unequal ones.

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[11] Sylvia Ashton-Warner, Teacher (New York: Simon & Schuster, 1963), p. 31.

[12] Paul Hazard, Books, Children, and Men, (Boston: Horn Book, 1947).

CHAPTER IV

PROCEDURE

Consideration of Specific Lines of Inquiry

It will be recalled that the problem of the present study, as stated in Chapter I, was viewed in terms of three aspects: (1) to sharpen the categories for purposes of use in a content analysis, (2) to carry out the individual book analysis, and (3) to interpret the evidence arrived at with respect to a comparison of groups of books.

Chapters II and III elaborated essentially only on the first of these three aspects.

Findings in respect to the second and third aspects of the problem will constitute the basic outcome of the content assessment and will be summarized at the end of the next chapter, pp. 80-86. It is an inherent disadvantage of a qualitative analysis as employed here that the researcher will be able to submit his quantitative results only in " rough form."[1] Information about aspect (2) above will be presented in two tables: " Patterns of Sequence of Thought-Units," and " Patterns of Frequence of Thought-Units." The inquiry concerned with aspect (3) will be answered by " The Chi-Square Test of the Distribution of Indicator-Categories 1 and 2, and 3 and 4."

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[1] Berelson, op. cit., p.116.

As regards the findings of the individual book analyses, no statistical measure was known with which to compare the very diverse profiles derived by the present technique.

At this very point, on the other hand, also lies the strength of a qualitative analysis with its " lack of a rigid system of categories, allowing for more subtle or more individualized interpretations."[2] This advantage will allow the writer, in the two closing chapters, to extend the potential usefulness of the data obtained by two procedures: A theoretical assessment will aim at an intensification of the earlier general analysis. A practical evaluation will be directed toward a more extensive impact of the ideas presented. Both approaches will attempt to point out the immediate relevance of the content of this study to intercultural education.

It is on the basis of this over-all process that this study intends to fulfill the task posed at the outset and generate a set of working hypotheses which will lend themselves to be tested in further investigations. At that time, it is hoped, experimental designs will make it possible to utilize expanded and more firmly controlled conditions and thereby put to rigorous test the exploratory data of the present examination.

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[2] Ibid., p. 125.

Identification of the Unit for Scoring

In Chapter I (under point (2) in "Purpose of the Study") a unit for scoring was said to be equivalent to the grammarian's independent clause. Certain adaptations and specifications have proven necessary and will be explained subsequently to the following two illustrations: Taro Yashima, Youngest One (New York: The Viking Press, 1962). The original text, page by page:

p. 2: Momo has many friends.
3: Youngest one is Bobby.
4: Bobby's house stands on the same hill as Momo's house,
5: a little below, with a field and a hedge between.
6: Bobby lives with his father, mother, baby sister,
7: grandfather, and grandmother.
8: Two big men leave home every morning for work.
9: Mother is busy all day long with the family work.
10: Until a half year ago, Bobby had no playmates except his grandmother.
11: He did not like any strangers at all.
12: Even the mailman was a stranger.
13: Even the milkman or the newspaper boy was a stranger.
14: Then one day Bobby began wanting to get close to the hedge between his house and Momo's --
15: of course, with his grandmother.
16: Always, beyond the hedge,
17: something seemed to be going on.
18: Someone seemed to be doing something.
19: Someone seemed to be doing something interesting.
20: Something seemed curious.
21: When Bobby got close to the hedge the first time,Momo's face appeared and said, "Hi, Bobby!"
23: Although Bobby wanted to be there, he felt so uncomfortable that he hid behind his grandmother.
24: When Bobby got close to the hedge the next time, Momo's face appeared again and said, "How do you feel today, Bobby?"
25: And although Bobby wanted to be there, he felt so uncomfortable that he closed his eyes.
26: When Bobby got close to the hedge the next time, Momo's face appeared again and said, "Your nickname is apricot, Bobby!"
27: And although Bobby wanted to be there, he felt so uncomfortable that he covered his face with grandmother's hand.
28: When Momo said next time, "Oh, Bobby, you look like a big boy

today!" Bobby wanted to see her. He kept his eyes open.
29: Sure enough, right there, smiling eyes in Momo's face were looking straight at him! AND Bobby smiled right back.
30: Christmas Eve of that year, Bobby received a present from his friend Momo.
31: That was just what he wanted to have for his own.
32: Momo has many friends.
33: Youngest one is two years old.

Rewritten in terms of thought-units to be scored:

pp. 6/7: Bobby lives with his father, mother, baby sister, grandfather, and grandmother.
10: (. . .) Bobby had no playmates except his grandmother.
11: He did not like any strangers at all.
14/15: (. . .) Bobby began wanting to get close to the hedge between his house and Momo's -- of course, with his grandmother.
22: (. . .) Bobby got close to the hedge the first time . . .
23: (. . .) Bobby wanted to be there
23: he felt so uncomfortable that he hid behind his grandmother.
24: (. . .) Bobby got close to the hedge the next time . . .
25: (. . .) Bobby wanted to be there.
25: he felt so uncomfortable that he closed his eyes.
26: (. . .) Bobby got close to the hedge the next time . . .
27: he felt so uncomfortable that he covered his face with Grandmother's hand.
28: Bobby wanted to see her.
28: He kept his eyes open.
29: (. . .) Bobby smiled right back.
30: (. . .) Bobby received a present from his friend Momo.

Concerning the breaking down of sentences here employed, one and the same rule applies to the sentences pp. 6/7, p. 10, p. 11, pp. 14/15, p. 30 and to the second sentences p. 28, p.29, namely: <u>A sentence contains only one thought-unit, therefore one scoring unit</u>. A second rule applies to the sentences p. 22, p. 24, p. 26 and to the first sentence p. 28, namely: <u>Disregarding clauses with a grammatical subject other than the main child character of the story, a sentence contains only one thought-unit, therefore one scoring unit</u>. A third rule applies to the sentences p. 23, p. 25 and p. 27[3], namely: <u>A sentence</u>

contains two thought-units, therefore two scoring units. In this way, sixteen (16) scoring units were identified. (One further rule must be mentioned at this point: Introductions and postscripts, for the reason of viewing the events of a story from a perspective other than the main child character's, are not scored.)

In a second book, all scoring units have been underlined: Ezra Jack Keats, Whistle for Willie (New York: The Viking Press, 1964).

> Oh, how Peter wished he could whistle! He saw a boy playing with his dog. Whenever the boy whistled, the dog ran straight to him. Peter tried and tried to whistle, but he couldn't. So instead he began to turn himself around -- around and around he whirled . . . faster and faster . . . When he stopped everything turned down . . . and around and around. Peter saw his dog, Willie, coming. Quick as a wink, he hid in an empty carton, lying on the sidewalk. "Wouldn't it be funny if I whistled?" Peter thought. "Willie would stop and look all around to see who it was." Peter tried again to whistle -- but still he couldn't. So Willie just walked on. Peter got out of the carton and started home. On the way he took some colored chalk out of his pocket and drew a long, long line right up to his door. He stood there and tried to whistle again. He blew till his cheeks were tired. But nothing happened. He went into the house and put on his father's old hat to make himself feel more grown-up. He looked into the mirror to practice whistling. Still no whistle! When his mother saw what he was doing, Peter pretended that he was his father. He said, "I've come home early today, dear. Is Peter here?" His mother answered, "Why no, he's outside with Willie." "Well, I'll go out and look for him," said Peter. First, he walked along a crack in the sidewalk. Then he tried to run away from his shadow. He jumped off his shadow. But when he landed they were together again. He came to the corner where the carton was, and who should he see but Willie! Peter scrambled under the carton. He blew and blew and blew. Suddenly -- out came a real whistle! Willie stopped and looked around to see who it was. "It's me," Peter shouted, and stood up. Willie raced straight to him. Peter ran home to show his father and mother what he could do. They loved Peter's whistling. So did Willie. Peter's mother asked him and Willie to go on an errand to the grocery store. He whistled all the way there, and he whistled all the way home.

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[3]The sentence p. 27, in the above selection, forms an exception only

[illegible]

[illegible] In this way, children (16) according [illegible] identified. (The [illegible] rule were [illegible] be mentioned at this point: I [illegible] and [illegible], for the reason [illegible] viewing the events of a story from a perspective other than the main child character's, are not recorded.)

In a [illegible] of, all [illegible] [illegible] [illegible] [illegible]:

[illegible] 1 [illegible], [illegible] [illegible] (or [illegible] the [illegible] [illegible], [illegible]

Forty scoring units were identified.

To summarize, the following were agreed upon as systematic

Instructions for scoring:

1. Break the sentence down into its component parts and score as one unit each independent clause which has the main child character as its subject.

Examples:[4] As the man explained about the gas gauge and the starter and the clutch, Hezekiah looked across the street and saw the garage man staring at him as if he didn't believe his eyes.
(2 units.)

Or: Whistling, he bounded past the stoop and up the stairs.
(2 units.)

Or: After the handshaking, Hezekiah watched his new friend drive the beautiful red automobile away.
(1 unit.)

2. Literally repeated phrases are only scored once in addition to their first occurrence.

Example:[5] When he got home . . .
When he got home . . .

When he got home . . .

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for the reason that its first clause, although having the main child character for its subject, is not scored because of the following additional rule: The third literal repition of a thought-unit is no scoring unit.

[4]Ellen Tarry, Hezekiah Horton (New York: The Viking Press, 1942), pp. 23, 39, 38.

[5]Sara C. Bryant, Epaminondas and His Auntie (Boston: Houghton Mifflin, 1907), pp. 7, 10, 14.

3. An adverbial phrase denoting time is scored as one unit.

Examples: See under No. 2 above;

others introduced by Whenever
As soon as
As
After
While
Until
Now that

4. If no new verb introduces a new clause, no additional unit is scored.

Example:[6] He rode on a bus as far as the bus station in Atlanta and in a car with his uncle for the rest of the way.

(1 unit.)
Compare with examples under No. 1 above.

5. If the verb is repeated, the whole phrase is scored as one unit only.

Example:[7] I thought and thought, and finally decided to take the red ones.
(2 units.)

6. One-word or two-word exclamatory phrases are not scored.

Example:[8] ("Oh, me,") he sighed,
as he took a big bite of his strawberry sundae,
"everything IS different in the city!"
(2 units.)

7. Phrases introduced by the infinitive or subjunctive conjunctions are not scored as separate units.

Examples:[9] "What's that?" asked little Bootjack and he jumped up

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[6]Eva K. Evans, Jerome Anthony (New York: G. P. Putnam's Sons, 1936), p. 7.

[7]Masako Matsuno, A Pair of Red Clogs (New York: World, 1960), fourth page.

[8]Evans, op. cit., p. 15.

[9]Ellis Credle, The Flop-Eared Hound (New York: Oxford University Press, 1938), p.3.

and ran to find out what the noise was.

(3 units.)

But now they had to walk much more slowly so that the worms could keep up with them.[10]
(1 unit.)

"If you could move over just a bit, I could see beyond you."[11]
(1 unit.)

Crow Boy would nod and smile as if he liked the name.[12]

(2 units.)

8. Following the verb to wonder, a phrase introduced with the adverb how is not scored as an additional unit.

Example:[13] Frawg looked at the pile of fish and indeed wondered how they were going to tote [sic] that many.

(2 units.)

9. Following the verb to know, a phrase introduced with the conjunctive adverb that is not scored as an additional unit.

Example:[14] I just knew that I would never try to trick my mother again.

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[10] Annie V. Weaver, Frawg (New York: Frederick A. Stokes, 1930), p. 18.

[11] Betty J. Lifton, The Dwarf Pine Tree (New York: Atheneum, 1963), p. 4.

[12] Taro Yashima, Crow Boy (New York: The Viking Press, 1955), p. 36.

[13] Weaver, op. cit., p. 30.

[14] Matsuno, op. cit., page second to the last; (not numbered).

10. In other contexts, the conjunctive adverb that introduces a clause which will be scored as an additional unit.

Example:[15] He turned his head and there, in front of the candy store next door, stood the most beautiful automobile that he had ever seen in all his years of living.

(2 units.)

However, the following example will show a prepositional adverbial phrase which will not be scored as an additional unit:

Example:[16] But Hezekiah was so entranced by what his eyes beheld that he hardly heard.

(1 unit.)

11. Phrases with verbs expressed in the negative mode are scored as discards under zero,0,(58 instances).

Epaminondas and His Auntie	0
Frawg	1
Nicodemus and His Little Sister	2
Araminta	3
Jerome Anthony	8
The Flop-Eared Hound	1
Hezekiah Horton	3
Indigo Hill	3
	21
The Village Tree	1
Crow Boy	2
Joji and the Dragon	2
A Pair of Red Clogs	4
The Forever Christmas Tree	8
The Dwarf Pine Tree	13
Sumi's Prize	4
The Greedy One	3
	37

12. Direct speech, presented in quotation marks: When given by the main child character, each independent clause is scored as a

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[15] Tarry, op. cit., p. 14.

[16] Ibid, p. 20.

separate unit. When addressed to him by others (that is, received by the main child character) each independent clause is scored as one discard under zero, 0, (240 instances).

Epaminondas and His Auntie	8
Frawg	16
Nicodemus and His Little Sister	1
Araminta	4
Jerome Anthony	13
The Flop-Eared Hound	33
Hezekiah Horton	23
Indigo Hill	7
	105
The Village Tree	0
Crow Boy	1
Joji and the Dragon	2
A Pair of Red Clogs	10
The Forever Christmas Tree	19
The Dwarf Pine Tree	52
Sumi's Prize	26
The Greedy One	25
	135

13. Introductions and postscripts (together: 86 thought-units) are not scored. (They are defined as those sentences at the beginning and the end of a story where it is obviously the author who is speaking rather than the main child character.)

Epaminondas and His Auntie	0/0
Frawg	9/0
Nicodemus and His Little Sister	0/0
Araminta	3/0
Jerome Anthony	3/0
The Flop-Eared Hound	4/0
Hezekiah Horton	0/0
Indigo Hill	29/0
	48/0
The Village Tree	4/2
Crow Boy	0/0
Joji and the Dragon	0/0
A Pair of Red Clogs	10/7
The Forever Christmas Tree	15/0
The Dwarf Pine Tree	0/0
Sumi's Prize	0/0
The Greedy One	0/0
	29/9

CHAPTER V

METHOD AND FINDINGS OF THE ANALYSIS: SYMBOLIC, EMPIRICAL, ETHICAL, AND SYNOPTIC THOUGHT-UNITS IN SELECTED CHILDREN'S BOOKS ON THE NEGRO AND ON JAPAN

Method of Arriving at Operational Definitions of the Four Categories

Translating the general categories of symbolic, empirical, ethical, and synoptic thought into operationally applicable indicator-categories 1, 2, 3, and 4. In a hypothesis-generating study, like the present investigation, assumptions rather than hypotheses form the starting point available to the researcher. The basic methodological assumption was that the general categories of symbolic, empirical, ethical, and synoptic thought could be progressively sharpened until they would be useful for a content analysis of selected children's books. This process was considered an integral part of the thesis. The following account was reproduced in every detail as it evolved step by step throughout the assessment of sixteen books.

Note: The continuous sharpening of the definitions is indicated on the pages below as horizontal progression from the left to the right margin of the page. (Especially in the left hand columns, no particular order was inherent in the sequential arrangement of the items. They have been listed simply in the order of their appearance in the

books scored.)

<u>The symbolic thought-unit</u> is seen to reflect the main child character's thought

in connection with:	in the sense of:	of:	in connection with an action:
labeling objects and actions	being aware	things other than himself	which does not include his conscious planning
describing	hearing and seeing	(i. e., in terms of: general human symbols)	
perceiving	labeling objects and actions and a state of affairs		
asking (aimlessly)			
being curious	describing a process and a state of affairs		

<u>The empirical thought-unit</u> is seen to reflect the main child character's thought

in connection with:	in the sense of:	of:	in connection with an action:
perceiving an interpersonal relation	expressing joy and sorrow	his own feelings and ideas	which includes his conscious planning
acting within a larger interpersonal context	liking and disliking	(i. e., in terms of: his own empirically discovered concepts)	
explaining	hope and despair		
asking (purposefully)	viewing the past (i. e., remembering, acknowledging, recognizing, interpreting)		
acknowledging, recognizing, remembering, interpreting, searching			

in connection with:	in the sense of:	of:	in connection with an action:
consciously deciding liking, disliking	viewing the present (wondering, knowing, understanding)		
expressing fear, surrendering imagining grumbling, worrying	viewing the future (wanting, planning, searching, imagining, anticipating)		
laughing, rejoycing wondering, anticipating wanting, planning	perceiving, asking, acting in an interpersonal context (which may include animals)		
hoping knowing (with reasons), understanding	consciously explaining and deciding		

<u>The ethical thought-unit</u> is seen to reflect the main child character's thought

in connection with:	in the sense of:	of:	in connection with an action:
asserting himself positively, confirming and sustaining this position feeling considerately toward human beings and animals	feeling his own life envisioning himself as growing asserting himself before himself and others feeling with considerateness toward other persons and animals	his individual self (i. e., in terms of: his self ethically)	which includes his conscious planning concerning himself

in connection with:	in the sense of:	of:	in connection with an action:
deciding considerately concerning human beings and animals	deciding with consideratenesss toward other persons and animals		
acting considerately toward human beings and animals	acting with consideratenesss toward other persons and animals		
directing others responsibly	controlling responsibly himself, other persons, animals		
controlling himself (in terms of not allowing fear, complaint)			
feeling his own life			
consciously growing, envisioning his own growth			

<u>The synoptic thought-unit</u> is seen to reflect the main child character's thought

in connection with:	in the sense of:	of:	in connection with an action:
envisioning his whole life and his control over it	consciously envisioning his whole life	his whole life (i. e., in terms of the synopsis of his whole life)	concerning his whole life
using unbounded imagination for purposes of self-transformation	imaginatively transforming his whole life		

If the horizontal perspective may have served to clarify the evolution of each one of the four categories by itself, a vertical comparison of the last tentative definitions in each case may point toward their potential interrelatedness. However, at this stage of

the investigation the evidence available does not yet justify the nominal scale[1] to be exchanged for an ordinal continuum.

The symbolic thought-unit	is seen to reflect the main child character's thought in connection with an action	which does not include his conscious planning.
The empirical thought-unit	is seen to reflect the main child character's thought in connection with an action	which includes his conscious planning.
The ethical thought-unit	is seen to reflect the main child character's thought in connection with an action	which includes his conscious planning concerning himself.
The synoptic thought-unit	is seen to reflect the main child character's thought in connection with an action	(or an anticipation) concerning his whole life.

This same information may be viewed in a different arrangement:

The symbolic thought-unit	The empirical thought-unit	The ethical thought-unit	The synoptic thought-unit
	is seen to reflect the main child character's thought in connection with an action -- which		
does not include his conscious planning.	includes his conscious planning.	includes his conscious planning concerning himself.	(or an anticipation which) concerns his whole life.

---

[1] "When numbers or other symbols are used to identify the groups to which various objects belong, these numbers or symbols constitute a nominal or classificatory scale." Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956), p. 22.

It is by employing these operational definitions that the 245 symbolic thought-units, 723 empirical thought-units, 318 ethical thought-units, and the 22 synoptic thought-units allowed themselves to be categorized under two sub-headings most easily.[2] These two sub-headings, for each category, are criteria (a) and (b):

Indicator-category 1*	Indicator-category 2*	Indicator-category 3*	Indicator-category 4*	
The main child character not consciously planning a given action (45%);	The main child character pursuing an action he consciously planned (50%);	The main child character straightforwardly acting as the subject of an action (and anticipating this role) (46%);	The main child character (in anticipation:) (implied: 100%)	criterion (a)
labeling time and (objects, conditions, habits, customs in) space as mere points of reference (55%).	expressing ideas and feelings about an action he consciously planned (50%).	verbally expressing himself (implicitly or explicitly) as the object of an action he consciously planned (54%).	verbally and nonverbally expressing his whole life as the object of his thoughts (100%).	criterion (b)

* An explanation is due for the fact that the categories are called by numbers instead of names ("1" for symbolic, "2" for empirical, "3" for ethical, and "4" for synoptic): As has been apparent since Chapter I, the terms symbolic, empirical, ethical, and synoptic, although initially helpful in communication, have here undergone a redefinition

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[2]The percentages refer to the relative frequencies with which the total number of thought-units for a particular category was divided up under its two sub-headings.

which sets them apart from the meanings commonly attached to them. Further, "any thought-unit will have some aspects of all four types of thinking."[3] It was for the purpose of reducing the possibilities for misunderstanding by independent judges that the scoring instructions (see below, under "Reliability") were presented in the least ambiguous manner, even to the extent of avoiding names for the four categories, beyond the labels 1, 2, 3, and 4.

Three excerpts are offered for illustration of the scoring process:

Annie V. Weaver, Frawg, New York: Frederick A. Stokes, 1930, pp. 23, 25:

> Frawg roused himself and they began dropping rocks into the creek, making a terrific splash. But nothing happened. Not a fish came near them.
>
> . . .
>
> Frawg begged him very hard to jump in and wake the fishes, but Brer Bullfrog is a hard-headed creature. "Not me. Not me," he kept on saying. "Not me astirring up de po' fishes." Frawg, however, was determined to catch some fish before he went home.
>
> (6 thought-units to be scored.)

Betty J. Lifton, Joji and the Dragon, New York: William Morrow, 1957, p. 34:

> "Do not be sad," said Joji, "for I would rather be here loved by you, than mighty in the field scaring you away."
> And then Joji became so tired, he could not say another word."
>
> (3 thought-units to be scored.)

Yoshiko Uchida, The Forever Christmas Tree, New York: Charles Scribner's Sons, 1963, pp. 38,39:

> Takashi blew at his icy cold fingers and took one more look at the tree. "Our forever Christmas tree!" he said happily. Then he waved to Mr. Toda and the old man raised his hand in return.
>
> (4 thought-units to be scored.)

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[3] Phenix, in personal correspondence with the writer.

The categorization took place in accordance with the rules agreed upon under "Identification of the Unit for Scoring" as well as with the last operational version of the definitions of indicator-categories 1 through 4, which are here arranged horizontally:

1	2	3	4
he went home	Frawg roused himself they began dropping rocks into the creek making a terrific splash Frawg begged him very hard to jump in and wake the fishes up	Frawg (. . .) was determined to catch some fish	
Joji became so tired		"Do not be sad," said Joji	"I would rather be here loved by you than mighty in the field scaring you away"
Takashi blew at his icy cold fingers	took one more look at the tree	he waved to Mr. Toda	"Our forever Christmas tree!" he said happily
(3 thought-units scored)	(5 thought-units scored)	(3 thought-units scored)	(2 thought-units scored)

There seems to be, among indicator-categories 1, 2, 3, and 4, an interrelatedness which at present cannot be expressed specifically. At the same time, unspecified terms such as 'varying degrees in the intensity of thought,'[4] or 'an increasing owning of one's behavior,'[5]

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[4]This approach may possibly be characteristic of the traditional European manner and purpose of scientific inquiry.

do not appear to be helpful tools at articulation either.

It was because of such considerations that the definitions were stated in this preliminary form:

Indicator-category 1:

any thought-unit reflecting the main child character to be (the object and/or especially) the subject of an action to a lesser degree than is true for category 2.

Indicator-category 2:

any thought-unit reflecting the main child character to be the object and/or (especially) the subject of an action to a greater degree than is true for category 1;

any thought-unit reflecting the main child character to be the subject and/or especially the object of an action to a lesser degree than is true for category 3.

Indicator-category 3:

any thought-unit reflecting the main child character to be the subject and/or (especially) the object of an action to a greater degree than is true for category 2;

any thought-unit reflecting the main child character to be the subject and/or especially the object of an action to a lesser degree than is true for category 4.

Indicator-category 4:

any thought-unit reflecting the main child character to be (the subject and/or especially) the object of an action to a greater degree than is true for category 3.

These definitions were applied to the content analysis reported in the two sections below on the findings of the individual book analyses.

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[5]This understanding may be indicative of several modern schools of American psychotherapy.

Reliability of the categories employed. To determine the reliability of the present author's ratings, a cross check with independent sources was initiated. After consultation with a number of authorities in children's literature, three books[6] were scored by children's literature personnel not connected with the research.

Since the order of the categories was not yet established, a conservative correlative technique was used. The Contingency Coefficient C yielded the following statistical values: Nicodemus and His Little Sister: C = .55; Hezekiah Horton: C = .56; The Dwarf Pine Tree: C = .59.

"The upper limit for the contingency coefficient is a function of the number of categories."[7] For four categories, the maximum value which C can attain is 3/4 = .866. This would therefore be comparable to equal unity, or 1, if other measures of correlation were used. For the present purposes, a contingency coefficient approaching .60 is considered adequate to establish interjudge agreement for the follow-

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[6]Other books originally intended for a second group of judges to score, were Credle, The Flop-Eared Hound; Uchida, Sumi's Prize; Martin, The Greedy One. Due to lack of time, the arrangements planned for this second jury to provide independent ratings could not be realized.

The following criteria determined the selection of these six books: (i) Both sets were to be considered with an equal number of choices, books on the Negro, and books on Japan; (ii) of all books to draw from, preference should be given to those which were more likely than others to contain thought-units for a wider range of categories; (iii) the books to be included were not permitted to be among those from which examples for illustrating purposes had been excerpted and presented in a section of the scoring instructions. The least ambiguous procedure assuring the greatest degree of objectivity within the above limits was to choose the three most recent books in each of the two sets. (The reader is referred to footnote 8 in Chapter I concerning the books Indigo Hill, Jerome Anthony, and Araminta.)

[7]Siegel, op. cit., p. 201.

ing additional reason. The scoring instructions did not contain any special reference to the treatment of an issue such as direct speech; nor was the general policy of analyzing with a view toward the "totality of impression" stated explicitly. The correlation achieved between raters was felt to be characteristic only of this technique of analysis in its present exploratory stage.

The following were presented to the jury as Directions for Scoring:

> The unit is the thought-unit.*
> For your convenience, all thought-units to be scored have been isolated already and are presented to you on the three enclosed lists. These therefore only comprise parts of the six books.
>
> Before you begin to score the thought-units on the first list, it is recommended that you leisurely read the first book, enjoying the story from the beginning to the end.
>
> Only then please study the following definitions: We are employing four categories, 1, 2, 3, and 4, established through the application of two criteria: (a) the degree to which a given thought-unit reflects the main child character to be the agent (subject) of the particular action described in that thought-unit; (b) the degree to which a given thought-unit reflects the main child character to be the content (object) of the particular action described in that thought-unit.
>
> Here are some illustrations:
> (For this part, compare pages 35, 36.)

Directions continued:

> Interpretation:
> If all of literature is to offer a "vitalization of opinions, sensations, and emotions,"** then it seems justified to describe categories 1 through 4 as representing increasingly higher levels of activation, of the main child character's participation in the form of being the agent (subject) and the content (object) of an action.

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* Referred to by Dollard and Mowrer as: "the grammarian's 'independent clause' or 'complete thought'."
** Smith/Dechant, p. 269.

You are asked to review the characteristics of the several examples of thought-units given for each of the four categories, while accepting the following operational definitions:
(For this part, compare page 37, definitions.)

Given these instructions, a contingency coefficient of .59 (reached by the judge in his third story scored) seems significant.[8]

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[8] On validity: Edward E. Cureton, "Validity," Educational Measurement, E. F. Lindquist, editor (Washington, D.C.: American Council on Education, 1951), p. 623: "Validity is therefore defined in terms of the correlation between the actual test scores and the 'true' criterion scores . . . . Sometimes the test is the job, in which case the question of validity reduces simply to the question of reliability. In other cases the job itself is of such a type that the ultimate criterion performances cannot be observed or judged or scored . . . . In such cases we make the test as relevant as we can on the basis of logical analysis and research, but we cannot compute its validity, though we can and should investigate its reliability."

On reliability: Berelson, op. cit., p. 173: "Most of the reported reliability results apply to relatively simple versions of content analysis. The reliability of a list of symbols may be high, but the reliability of a complex semantic analysis is another matter. Presumably the use of complicated and sophisticated categories creates serious problems in reliability. This is the problem referred to in our discussion of 'qualitative' analysis, the problem of the balance between reliability of the procedures on the one hand and the richness of the categories on the other. What does it matter that we gain reliability if in the process we lose all our insights? This critical area of content analysis, i.e., the relaibility of complex categories, still needs to be adequately handled."

Findings: Individual Profiles of Books on the Negro

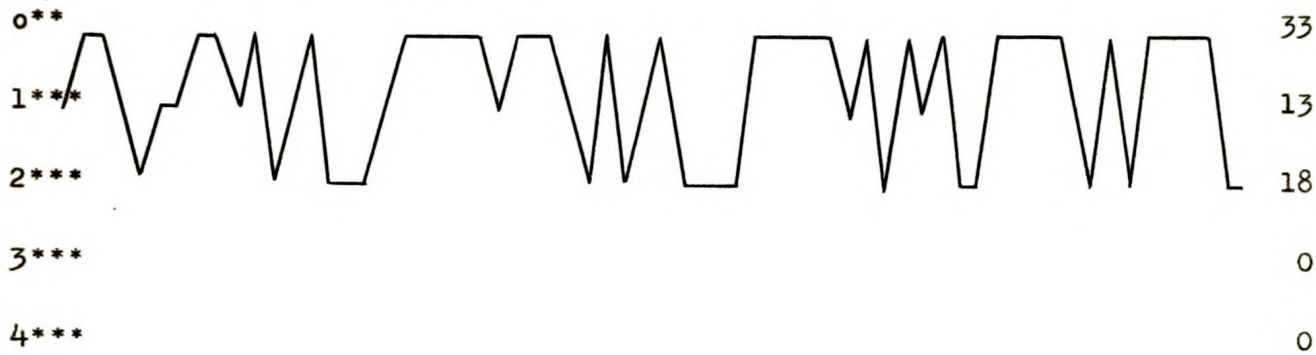
Note: Each profile shows the frequency and sequence of thought-units contained in a given story.

The flow of the story, its verbal progression from clause to clause, is portrayed in the curve moving from the upper left margin of the page toward the right. Profiles of longer books occupy additional rows on the page.

Thought-units with subjects other than the main child character are not scored as belonging to one of the four indicator-categories 1, 2, 3, and 4 and are classified as discards under zero, 0.

(The reader is referred to Appendix B for the profiles of the two books discussed under "Identification of Units for Scoring" on pages 21 - 23.)

Profile* No.1: Epaminondas and His Auntie



Comment on profile and matrices (No.1) :

The book seems to expend itself in a very regular,almost systematic pattern,between description of the setting** and use of only indicator-categories 1 and 2.

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* For explanation see note on page 41.

** The following meaning of setting will apply to each of the comments for the books on the pages below: The term setting refers to action by others than the main child character;in terms of units for scoring,these instances comprise the discards (classified under zero,0).

*** Numbers 1,2,3,and 4 refer to indicator-categories 1,2, 3,and 4.This arrangement will apply to all following profiles.

Note: The matrices serve to present in differentiated form the frequencies and sequences of thought-units contained in a given profile. Each matrix is a 5-row by 5-column table, with the rows indicating the origin of a particular sequence and the columns indicating its direction.

The separate titles included on the sample page are sufficiently detailed to be self-explanatory.

However, two matters of procedure need emphasis:

1. Percentages were computed to allow relationships within one book, among several books, and between the two groups of books to be shown more easily. These percentages, on the left side of all but the first and second[9] matrix, are expressed in terms of the sum of thought-units in indicator-categories 1, 2, 3, and 4; that is, in terms of the subtotal. Additional percentages were recorded on the right side of the third matrix (in terms of the sum of thought-units in indicator-categories 1, 2, 3, and 4 plus discards -- that is, the grand total) and on the right side of the last six matrices, lower half of the page (in terms of the sum of thought-units in indicator-categories 1, 2, 3, and 4 minus that proportion of these thought-units which is connected, by sequence, to discards).

2. Table 1, pages 80,81, summarizes the six lower matrices of all books scored. Table 2, pages 83,84, summarizes the second row of matrices (iv, v, vi) of all books scored.

---

[9] For this matrix, ii, the percentages were computed in terms of the sum of discards.

Note: The matrices serve to present in differentiated form the frequencies and sequences of trouble-spots appearing for a given profile. Each matrix is a Screw by Sequence table, with the rows indicating the origin of a particular sequence and the columns indicating its direction.

The separate tables included in the section page are sufficiently detailed to [illegible] .

However, [illegible]

1. [illegible]

Titles of Matrices *

Sequences of thought-units from indicator-categories 1,2,3,4 (plus discards) to indicator-categories 1,2,3,4 (plus discards)

i	0	1	2	3	4
0					
1					
2					
3					
4					

Sequences of thought-units from discards to indicator-categories 1,2,3,4 -and vice versa- (and from discard to discard)

ii	0	1	2	3	4
0					
1					
2					
3					
4					

Sequences of thought-units within one and the same indicator-category: 1,2,3,4 (and from discard to discard)

iii	0	1	2	3	4
0					
1					
2					
3					
4					

Frequencies of thought-units in indicator-categories 1,2,3,4 (plus discards)

iv	
0	
1	
2	
3	
4	

Frequencies of thought-units in indicator-categories 1 and 2 as compared with 3 and 4

v	
1	
2	
3	
4	

Frequency of thought-units in indicator-categories 2 and 3

vi	
2	
3	
4	

Sequences of thought-units from indicator-category 1 to indicator-category 2 (and vice versa)

vii	0	1	2	3	4
1					
2					
3					
4					

Sequences of thought-units from indicator-category 3 to indicator-category 4 (and vice versa)

viii	0	1	2	3	4
1					
2					
3					
4					

Sequences of thought-units from indicator-category 2 to indicator-category 3 (and vice versa)

ix	0	1	2	3	4
1					
2					
3					
4					

Sequences of thought-units from indicator-category 1 to indicator-category 4 (and vice versa)

x	0	1	2	3	4
1					
2					
3					
4					

Sequences of thought-units fr. indicator-category 1 to indicator-category 3 (and vice versa)

xi	0	1	2	3	4
1					
2					
3					
4					

Sequences of thought-units from indicator-category 2 to indicator-category 4 (and vice versa)

xii	0	1	2	3	4
1					
2					
3					
4					

* These twelve titles apply to all following sets of matrices.

Matrices:* Epaminondas and His Auntie

Legend for the first matrix,No.i,(applying to all further books analyzed): The subtotal refers to the sum of the thought-units in indicator-categories 1,2,3,and 4.The grand total refers to the sum of the subtotal plus discards.The plus sign at the top of the column for indicator-category 2 indicates that this particular book ends with a thought-unit in indicator-category 2,which is to be included in the total of thought-units in indicator-category 2.

i	0	1	+ 2	3	4	64 grand total	
0	18	7	8			=33	55%
1	9	1	3			=13	27%
2	6	4	7			=18	18%
3							
4							

subtotal: 31

ii	0	1	2	3	4	21%24%
0	18	7	8			
1	9					
2	6					
3						
4						

iii	0	1	2	3	4	
0	18					28%
1		1				2%
2			7			11%
3						
4						

	iv		
	0	...	33
42%	1	...	13
58%	2	...	18
	3		
	4		

	v		
100%	1	...	31
	2	...	

	vi		
	2	...	18
58%	3	...	

		vii	0	1	2	3	4	
	10%	1			3			20%
23%	13%	2		4				27%
		3						
		4						

47%

viii** 0 1 2 3 4

1	
2	
3	
4	

ix** 0 1 2 3 4

1	
2	
3	
4	

x** 1 2 3 4

1	
2	
3	
4	

xi** 1 2 3 4

1	
2	
3	
4	

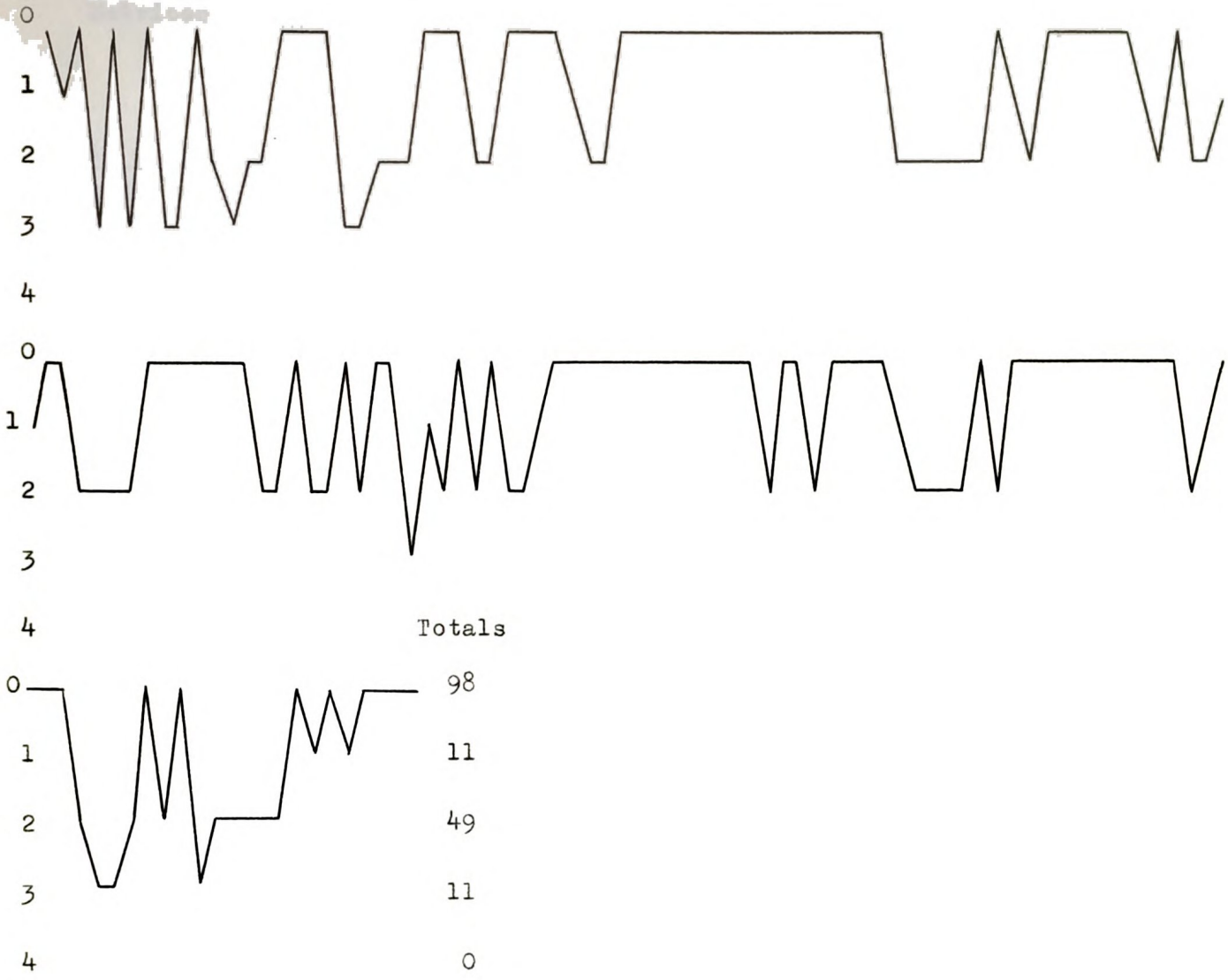
xii** 1 2 3 4

1	
2	
3	
4	

* For explanation see note on page 43.

** If there are no thought-units to be tabulated for a given sequence, that particular matrix will remain blank.

Profile* No.2: **Frawg**



Comment on profile and matrices (No. 2):

With a strong beginning, followed by several long passages of setting, the chapter seems to show at least a slight growth again just before the end. Although this very ending reverts back to the setting, the book has given major parts of the first chapter a considerable opportunity to explore indicator-category 2.

* For explanation see note on page 41.

Matrices:* Frawg

i	0	1	2	3	4	169
0	68	7	16	6		98
1	6		5			11
2	20	3	24	2		49
3	3	1	4	3		11
4						
						71

	ii	0	1	2	3	4
			7%	16%	6%	
69%	0	68	7	16	6	
6%	1	6				
20%	2	20				
3%	3	3				
	4					

	iii	0	1	2	3	4
	0	68				40%
	1					
34%	2			24		14%
4%	3				3	2%
	4					

	iv		
	0	...	98
15%	1	...	11
69%	2	...	49
15%	3	...	11
	4		

	v		
85%	1	...	60
	2	...	
15%	3	...	11
	4		

	vi		
85%	2	...	60
	3	...	

	vii	0	1	2	3	4	
11%	7% 1			5		12%	19%
	4% 2		3			7%	
	3						
	4						

viii	0	1	2	3	4
1					
2					
3					
4					

	ix	0	1	2	3	4	
	1						
9%	3% 2				2	5%	15%
	6% 3				4	10%	
	4						

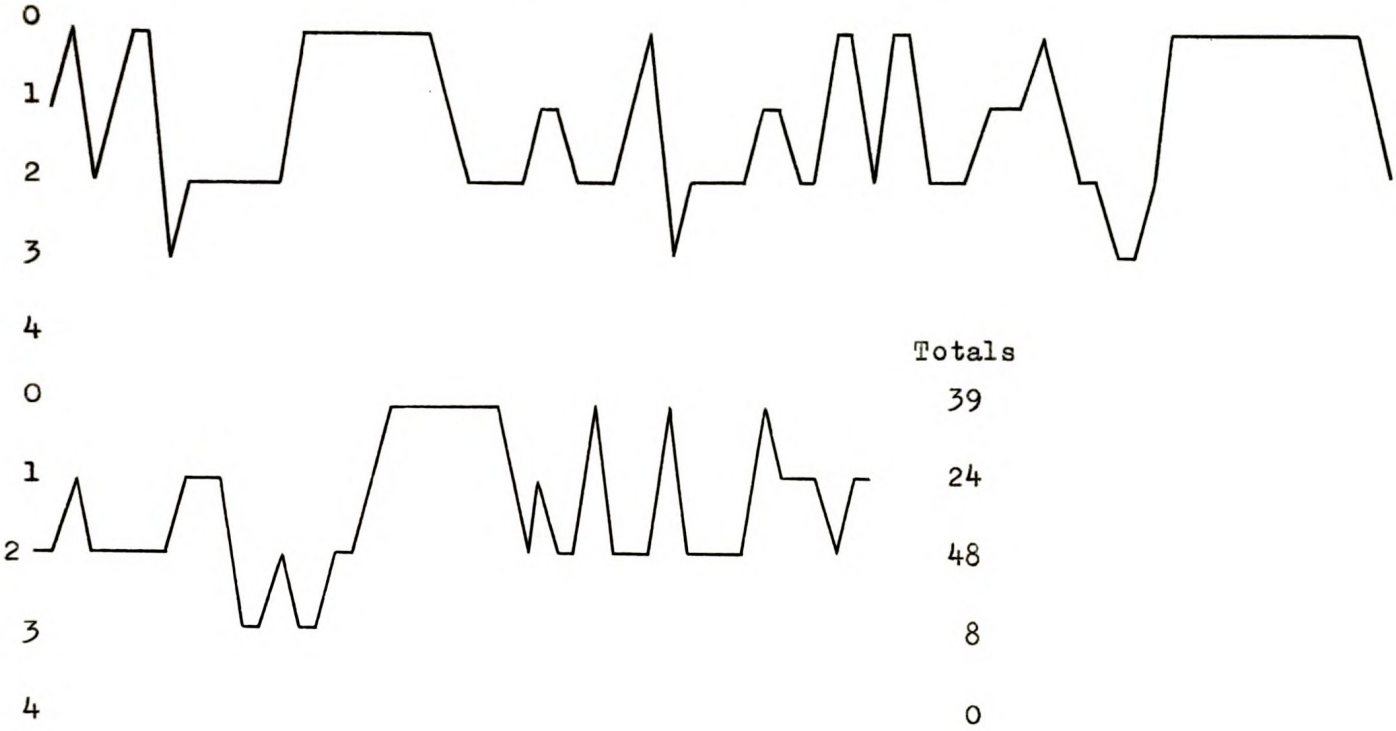
X	0	1	2	3	4
1					
2					
3					
4					

	xi	0	1	2	3	4	
	1					0	
1%	0 2						2%
	1% 3		1			2%	
	4						

xii	0	1	2	3	4
1					
2					
3					
4					

* For explanation see note on page 43.

Profile* No. 3: Nicodemus and His Little Sister



Comment on profile and matrices (No. 3):

In spite of a brief outreach toward indicator-category 3 at the beginning and a very considerable use of indicator-category 2 throughout the book, there is no permanent growth toward indicator-category 3.

* For explanation see note on page 41.

Matrices:* Nicodemus and His Little Sister

i	0	1†	2	3	4	119
0	27	4	6	2		39
1	5	9	8	1		24
2	7	10	29	2		48
3			4	4		8
4						
						80

	ii	0	1	2	3	4
			10%	15%	5%	
69%	0	27	4	6	2	
13%	1	5				
18%	2	7				
	3					
	4					

	iii	0	1	2	3	4	
	0	27					23%
11%	1		9				7%
36%	2			29			24%
5%	3					4	3%
	4						

	iv		
	0	...	39
30%	1	...	24
60%	2	...	48
10%	3	...	8
	4		

	v		
90%	1	...	72
	2	...	
10%	3	...	8
	4		

	vi		
70%	2	...	56
	3	...	

		vii	0	1	2	3	4	
23%	10%	1			8		12%	27%
	13%	2		10			15%	
		3						
		4						

viii	0	1	2	3	4
1					
2					
3					
4					

	ix	0	1	2	3	4	
	1						
8%	3% 2				2		3% 9%
	5% 3			4			6%
	4						

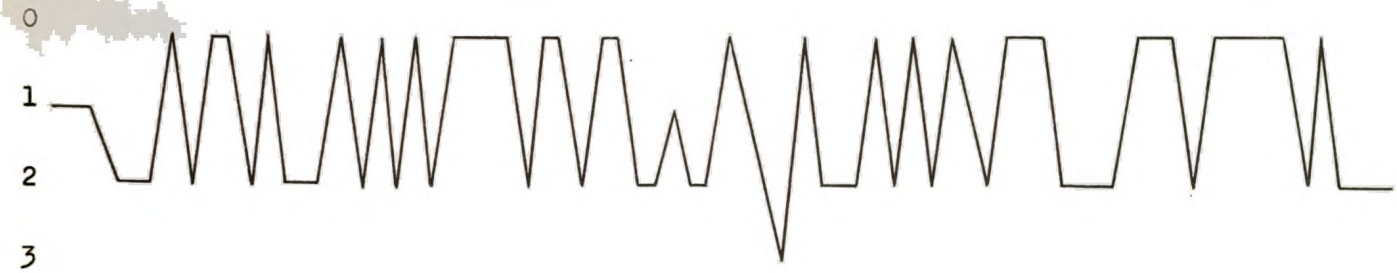
	x	0	1	2	3	4
	1					
	2					
	3					
	4					

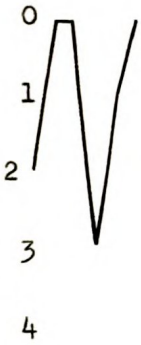
		xi	0	1	2	3	4	
1%	1%	1				1	2%	2%
		2						
	0	3					0	
		4						

xii	0	1	2	3	4
1					
2					
3					
4					

* For explanation see note on page 43.

Profile* No. 4: <u>Araminta</u>





Totals
35
7
34
2
0

Comment on profile and matrices (No. 4):

The pattern seems strictly planned and controlled to range between the setting and especially indicator-category 2. Indicator-category 3 is reached briefly at the end of two major episodes in the chapter.

* For explanation see note on page 41.

Matrices:* **Araminta**

i	0	1	2	3	4	78
0	15	2	16	1		35
1	1	2	4			7
2	18	1	14	1		34
3	1	1				2
4						
						43

	ii	0	1	2	3	4
			6%	46%	3%	
43%	0	15	2	16	1	
3%	1	1				
51%	2	18				
3%	3	1				
	4					

	iii	0	1	2	3	4
	0	15				20%
5%	1		2			3%
33%	2			14		18%
	3					
	4					

	iv		
	0	...	35
16%	1	...	7
79%	2	...	34
5%	3	...	2
	4		

	v		
95%	1	...	41
	2	...	
5%	3	...	2
	4		

	vi		
84%	2	...	36
	3	...	

	vii	0	1	2	3	4
11%	1 (9%)			4		
	2 (2%)		1			
	3					
	4					

	viii	0	1	2	3	4
21%	1 (17%)					
	2 (4%)					
	3					
	4					

	ix	0	1	2	3	4
	1					
4%	2 (2%)				1	
	3			0		
	4					

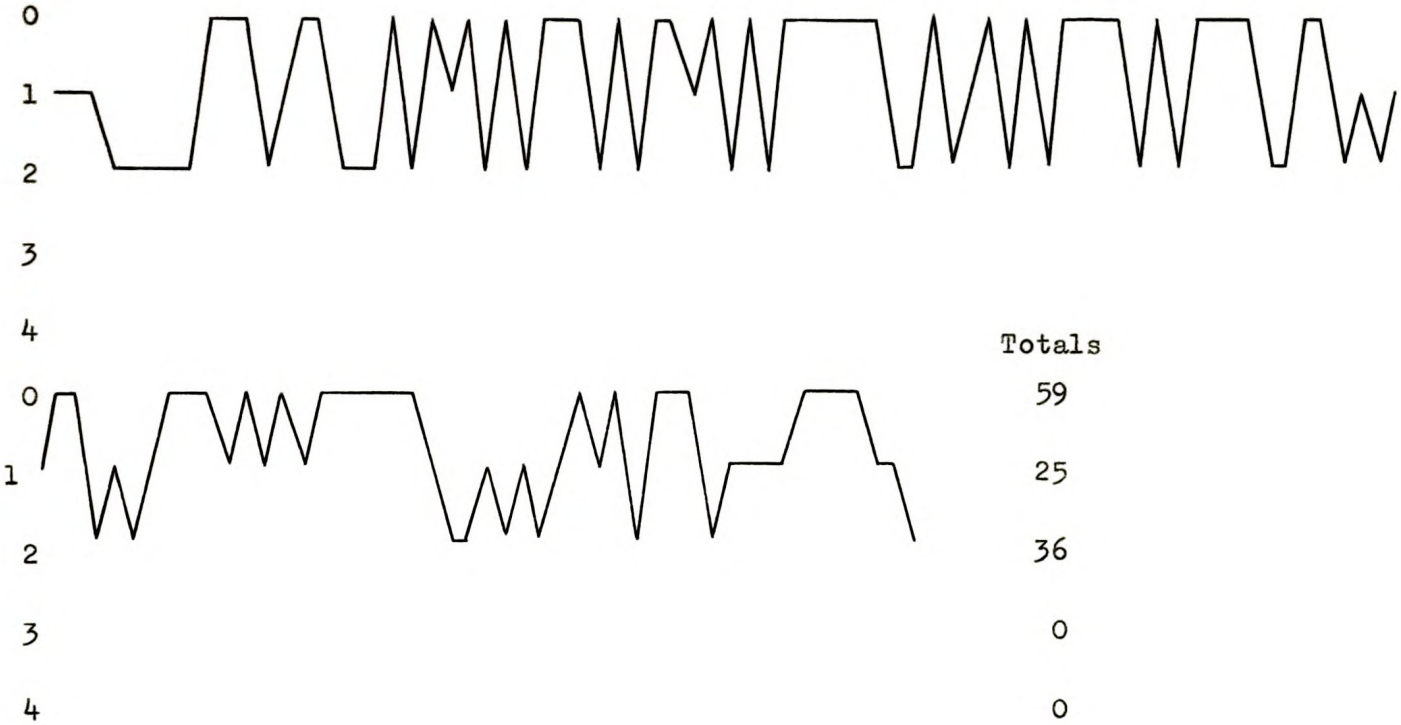
	x	0	1	2	3	4
	1					
	2					
	3					
	4					

	xi	0	1	2	3	4
4%	1				0	
	2 (2%)					
	3 (2%)		1			4%
	4					

	xii	0	1	2	3	4
	1					
	2					
	3					
	4					

* For explanation see note on page 43.

Profile* No. 5: Jerome Anthony



Comment on profile and matrices (No. 5):

Except for the very beginning and a few instances near the end, the setting seems to be needed as an inevitable framework for the development of indicator-categories 1 and 2.

* For explanation see note on page 41.

Matrices:* **Jerome Anthony**

i	0	1	2	3	4	120
0	31	8	20			59
1	12	6	7			25
2	16	10	9			36
3						
4						
						61

	ii	0	1	2	3	4
			14%	34%		
53%	0	31	8	20		
20%	1	12				
27%	2	16				
	3					
	4					

	iii	0	1	2	3	4
	0	31				26%
10%	1		6			5%
15%	2			9		8%
	3					
	4					

	iv		
	0	...	59
41%	1	...	25
59%	2	...	36
	3		
	4		

	v		
100%	1	...	61
	2	...	
	3		
	4		

	vi		
59%	2	...	36
	3		

	vii	0	1	2	3	4
12%	1			7		
17%	2		10			
	3					
	4					
29%						

	viii	0	1	2	3	4
22%	1					
31%	2					
	3					
	4					
53%						

	ix	0	1	2	3	4
	1					
	2					
	3					
	4					

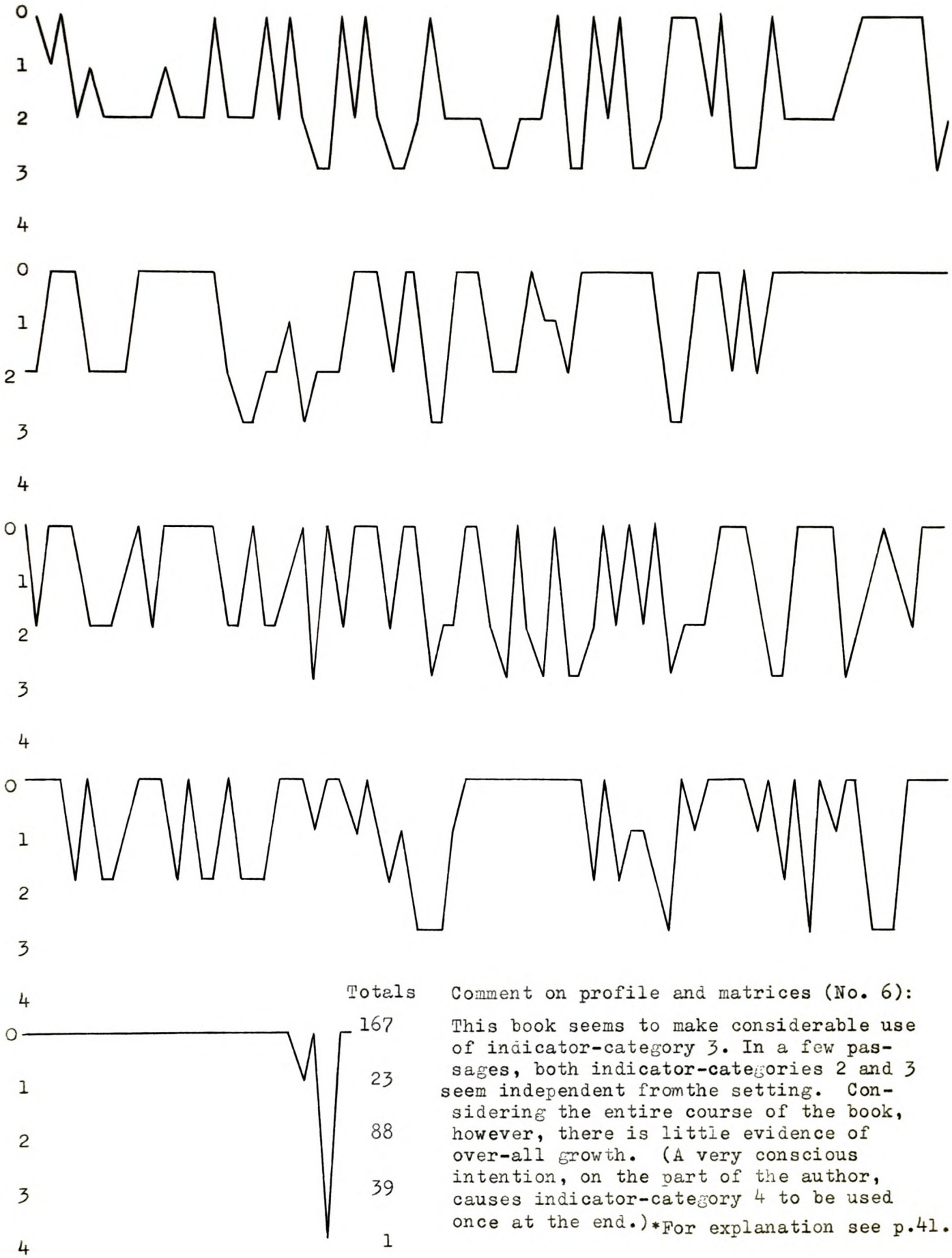
	x	0	1	2	3	4
	1					
	2					
	3					
	4					

	xi	0	1	2	3	4
	1					
	2					
	3					
	4					

	xii	0	1	2	3	4
	1					
	2					
	3					
	4					

* For an explanation see note on page 43.

Profile* No. 6: <u>The Flop-Eared Hound</u>



Comment on profile and matrices (No. 6):

This book seems to make considerable use of indicator-category 3. In a few passages, both indicator-categories 2 and 3 seem independent fromthe setting. Considering the entire course of the book, however, there is little evidence of over-all growth. (A very conscious intention, on the part of the author, causes indicator-category 4 to be used once at the end.)*For explanation see p.41.

Matrices:* **<u>The Flop-Eared Hound</u>**

i	0	1	2	3	4	318
0	106	10	36	13	1	167
1	13	2	6	2		23
2	33	11	36	8		88
3	12	1	10	16		39
4	1					1
						151

		6%	21%	8%	1%
ii	0	1	2	3	4
63% 0	106	10	36	13	1
8% 1	13				
20% 2	33				
7% 3	12				
1% 4	1				

iii	0	1	2	3	4	
0	106					33%
1% 1		2				1%
24% 2			36			11%
11% 3				16		5%
4						

iv		
0	...	167
15% 1	...	23
58% 2	...	88
26% 3	...	39
1% 4	...	1

v		
74% 1	...	111
2	...	
26% 3	...	40
4	...	

vi		
84% 2	...	127
3	...	

vii	0	1	2	3	4	
11% 4% 1			6			6%
7% 2		11				12% 18%
3						
4						

viii	0	1	2	3	4
1					
2					
3					
4					

ix	0	1	2	3	4	
1						
12% 5% 2				8		9%
7% 3			10			11% 20%
4						

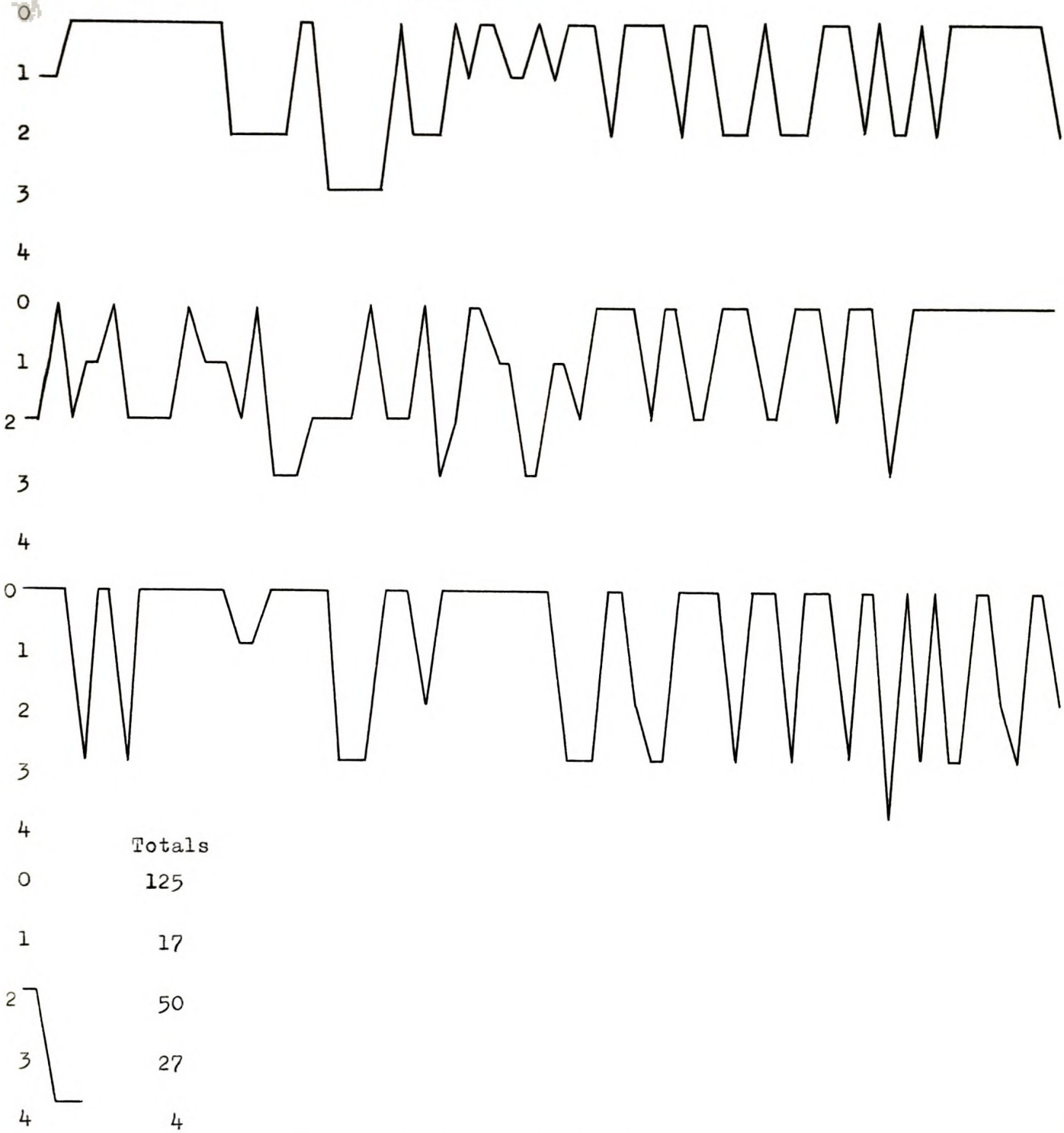
x	0	1	2	3	4
1					
2					
3					
4					

xi	0	1	2	3	4	
1% 1				2		2%
2% 2						3%
1% 3		1				1%
4						

xii	0	1	2	3	4
1					
2					
3					
4					

* For explanation see note on page 43.

Profile* No. 7: Hezekiah Horton



	Totals
0	125
1	17
2	50
3	27
4	4

Comment on profile and matrices (No. 7):

There seems to be a growth pattern which introduces indicator-category 3 rather early in the beginning, allows it again in the middle of the book, and brings it out forcefully for several passages toward the end. Indicator-category 4 is reached in the closing lines.

* For explanation see note on page 41.

Matrices:* Hezekiah Horton

i	0	1	2	3	4	223
0	84	6	22	12	1	125
1	6	8	2	1		17
2	22	1	24	2	1	50
3	12	1	2	12		27
4	1				2	4
						98

	ii	0	1 (5%)	2 (18%)	3 (10%)	4 (1%)
67%	0	84	6	22	12	1
5%	1	6				
18%	2	22				
10%	3	12				
1%	4	1				

	iii	0	1	2	3	4	
	0	84					38%
8%	1		8				4%
24%	2			24			11%
12%	3				12		5%
2%	4					2	1%

	iv		
	0	...	125
17%	1	...	17
51%	2	...	50
28%	3	...	27
4%	4	...	4

	v			
68%	1	...		67
	2	...		
32%	3	...		31
	4	...		

	vi			
79%	2	...		77
	3	...		

		vii 0	1	2	3	4	
3%	2%	1		2			4%
	1%	2	1				2%
		3					
		4					

	viii	0	1	2	3	4
	1					
	2					
	3					
	4					

		ix 0	1	2	3	4	
	1						
4%	2%	2			2		4%
	2%	3		2			4%
		4					

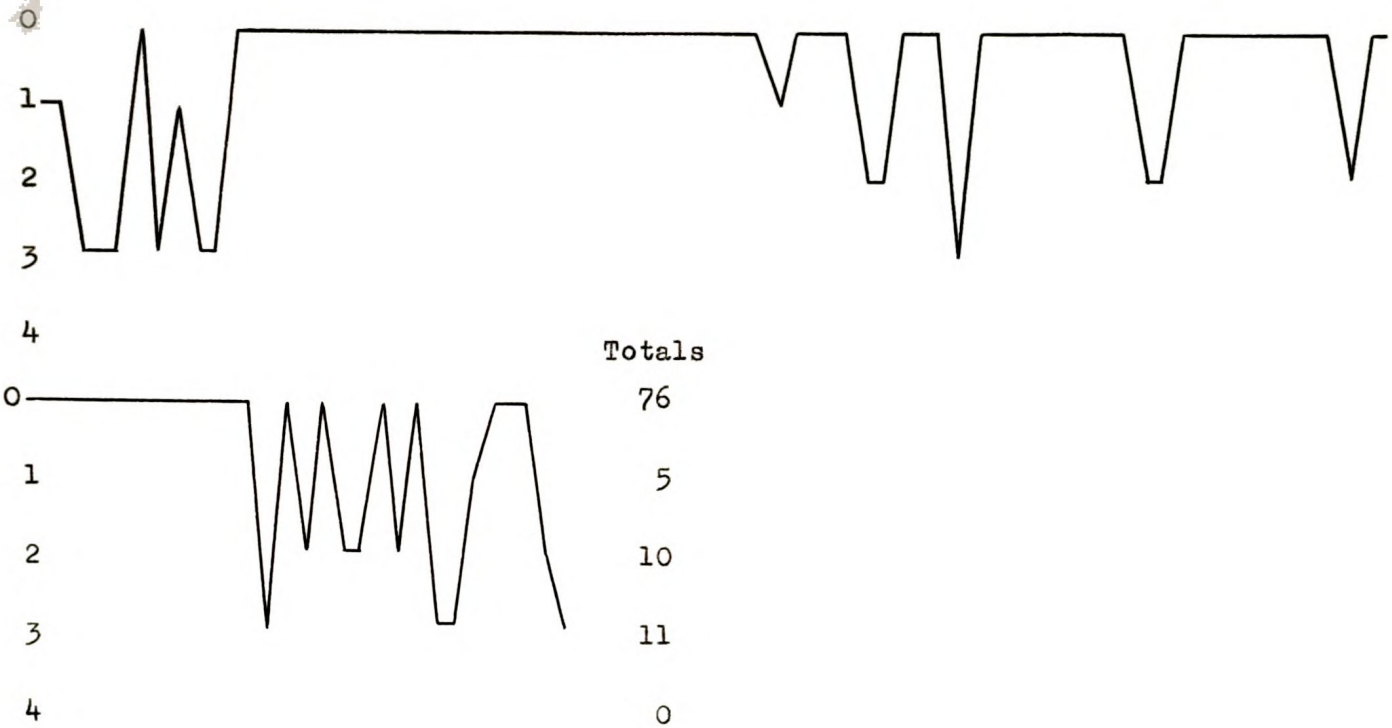
	x	0	1	2	3	4
	1					
	2					
	3					
	4					

		xi 0	1	2	3	4	
2%	1%	1			1		2%
		2					4%
	1%	3		1			2%
		4					

		xii 0	1	2	3	4	
	1						
1%	2					1	2%
	3						2%
	4			0			

* For explanation see note on page 43.

Profile* No. 8: Indigo Hill



Comment on profile and matrices (No. 8):

The story seems to move at a calm pace, although its first chapter is begun with brief use of indicator-category 1 and rather strong use of indicator-category 3. Except for very incidental use in the center of this chapter, indicator-categories 2 and 3 only reappear at its end. In between, the thought of the story seems to be carried almost entirely by the setting.

* For explanation see note on page 41.

Matrices:* Indigo Hill

i	0	1	2	3	4	102
0	64	1	7	4		76
1	2	1		2		5
2	6		3	1		10
3	4	2		4		11
4						
						26

	ii	0	1	2	3	4
			1%	9%	5%	
84%	0	64	1	7	4	
3%	1	2				
8%	2	6				
5%	3	4				
	4					

	iii	0	1	2	3	4	
	0	64					63%
4%	1		1				1%
12%	2			3			3%
15%	3				4		4%
	4						

	iv		
	0	...	76
19%	1	...	5
38%	2	...	10
42%	3	...	11
	4		

	v		
58%	1	...	15
	2	...	
42%	3	...	11
	4		

	vi		
81%	2	...	21
	3	...	

vii	0	1	2	3	4
1					
2					
3					
4					

viii	0	1	2	3	4
1					
2					
3					
4					

	ix	0	1	2	3	4	
	1						
4%	2				1		8%
4%	3			0			8%
	4						

x	0	1	2	3	4
1					
2					
3					
4					

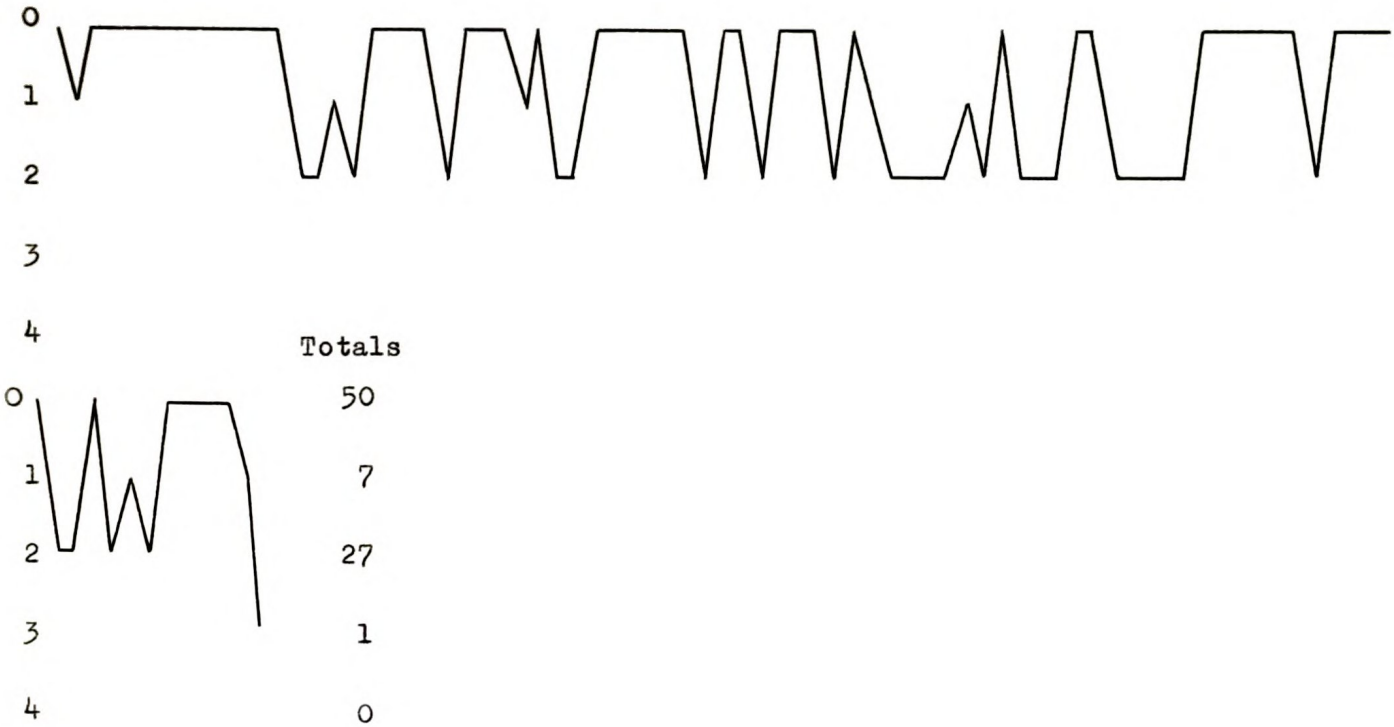
	xi	0	1	2	3	4	
8%	1				2		15%
16%	2						30%
8%	3		2				15%
	4						

	xii	0	1	2	3	4
	1					
	2					
	3					
	4					

* For explanation see note on page 43 .

Findings: Individual Profiles of Books on Japan

Profile* No. 9: <u>The Village Tree</u>



Comment on profile and matrices (No. 9):

The book seems to have its strength in the center part where the predominance of the setting is broken temporarily by somewhat consistent use of indicator-category 2. In a very minor way, a contrast of the beginning with the end may also show this slight presence of growth.

* For explanation see note on page 41.

Matrices:* **The Village Tree**

i	0	1	2	3	4	85
0	35	4	11			50
1	2		4	1		7
2	12	3	12			27
3						1
4						
						35

	ii	0	1	2	3	4
			8%	22%		
70%	0	35	4	11		
4%	1	2				
24%	2	12				
	3					
	4					

	iii	0	1	2	3	4
	0	35				41%
	1					
34%	2			12		14%
	3					
	4					

	iv		
	0	...	50
20%	1	...	7
77%	2	...	27
3%	3	...	1
	4		

	v		
97%	1	...	34
	2	...	
3%	3	...	1
	4		

	vi		
80%	2	...	28
	3	...	

	vii	0	1	2	3	4
21%	12% 1			4		
	9% 2		3			
	3					
	4					

	viii	0	1	2	3	4
35%	20% 1					
	15% 2					
	3					
	4					

ix	0	1	2	3	4
1					
2					
3					
4					

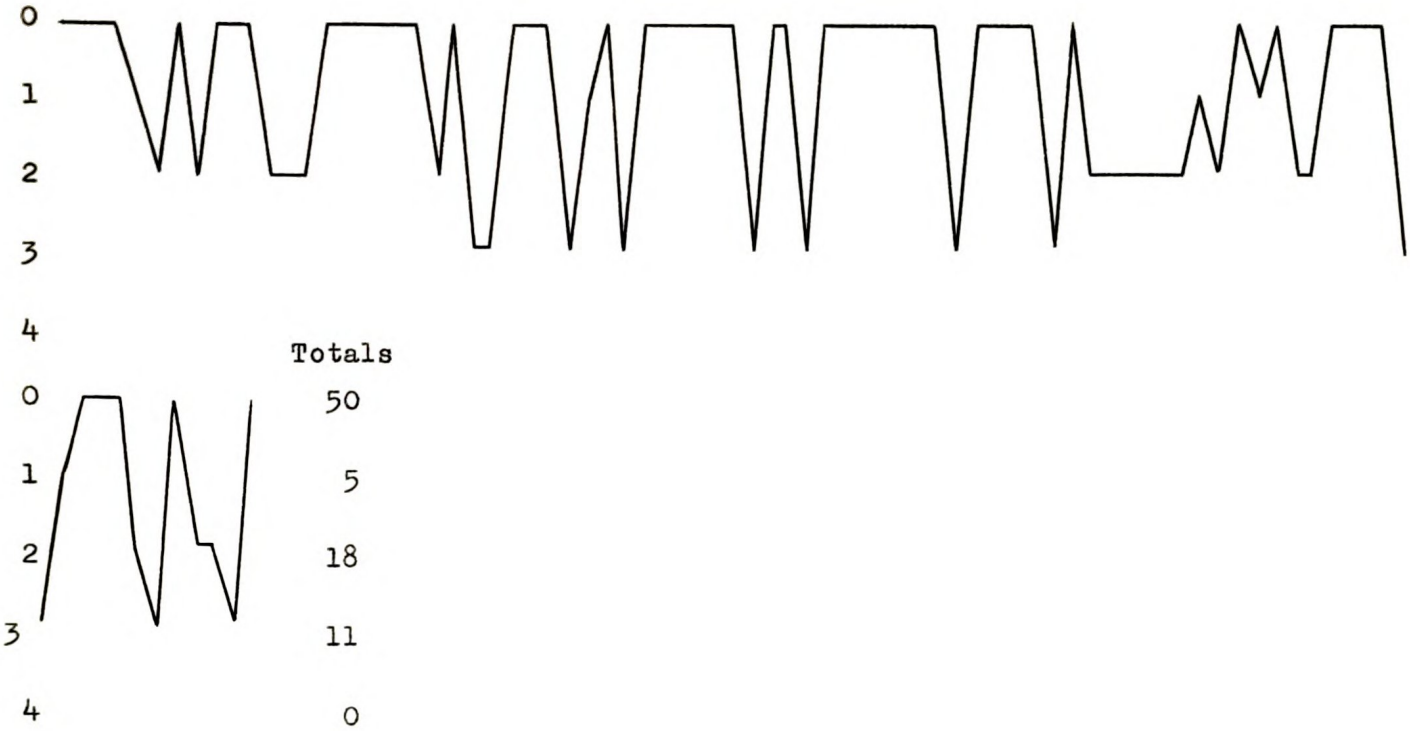
x	0	1	2	3	4
1					
2					
3					
4					

	xi	0	1	2	3	4
3%	3% 1				1	5%
	2					
	3		0			
	4					

xii	0	1	2	3	4
1					
2					
3					
4					

* For explanation see note on page 43.

Profile* No. 10: Crow Boy



Comment on profile and matrices (No. 1o):

This appears to be a book of four parts which are characterized, in the following order, by indicator-categories 2, 3, 2, and 3. Brief growth occurs near the end. On the whole, strong planning is apparent, especially in the control by the setting.

* For explanation see note on page 41.

Matrices:* **Crow Boy**

i	0	1	2	3	4	84
0	32	2	7	8		50
1	3		2			5
2	6	1	9	2		18
3	8	2		1		11
4						
						34

	ii	0	1	2	3	4
			4%	14%	16%	
64%	0	32	2	7	8	
6%	1	3				
12%	2	6				
16%	3	8				
	4					

	iii	0	1	2	3	4
	0	32				38%
	1					
26%	2			9		11%
3%	3				1	1%
	4					

	iv		
	0	...	50
15%	1	...	5
53%	2	...	18
32%	3	...	11
	4		

	v		
68%	1	...	23
	2	...	
32%	3	...	11
	4		

	vi		
85%	2	...	29
	3	...	

	vii	o	1	2	3	4		
9%	6%	1		2			12%	18%
	3%	2	1				6%	
		3						
		4						

viii	0	1	2	3	4
1					
2					
3					
4					

	ix	0	1	2	3	4	
	1						
6%	2				2	12%	12%
	3			0			
	4						

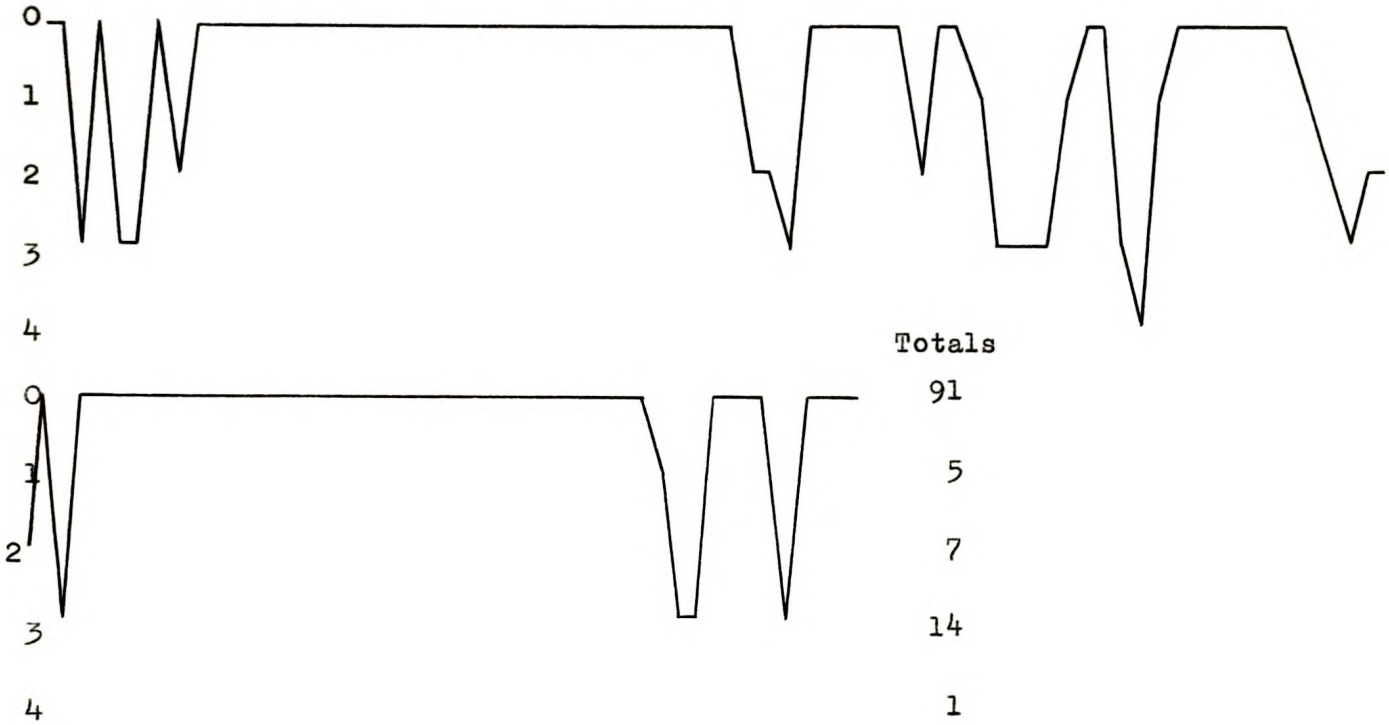
x	0	1	2	3	4
1					
2					
3					
4					

	xi	0	1	2	3	4		
	1				0			
6%	2						12%	12%
6%	3			2		12%		
	4							

	xii	0	1	2	3	4
	1					
	2					
	3					
	4					

* For explanation see note on page 43.

Profile* No. 11: Joji and the Dragon



Comment on profile and matrices (No. 11):

This book seems to consist of three distinct parts to which rather strong use of indicator-category 3 was added in the beginning and at the end. While the first and last thirds are entirely descriptive setting, the center part allows quick growth to indicator-categories 2, 3, and, in one instance, even 4.

* For explanation see note on page 41.

Matrices:* **Joji and the Dragon**

i	0	1	2	3	4	118
0	79	3	3	5		91
1	2		1	2		5
2	3		2	2		7
3	6	1	1	5	1	14
4		1				1
						27

	ii	0	1	2	3	4
			3%	3%	5%	
87%	0	79	3	3	5	
2%	1	2				
3%	2	3				
7%	3	6				
	4					

	iii	0	1	2	3	4
	0	79				67%
	1					
7%	2			2		2%
19%	3				5	4%
	4					

	iv		
	0	...	91
19%	1	...	5
26%	2	...	7
52%	3	...	14
4%	4	...	1

	v		
	1	...	
44%	2	...	12
	3	...	
55%	4	...	15

	vi		
	2	...	
77%	3	...	21
	4	...	

	vii	0	1	2	3	4	
4%	1			1			6%
	2		0				6%
	3						
	4						

	viii	0	1	2	3	4	
	1						
	2						
4%	3					1	6%
4%	4				0		6%

	ix	0	1	2	3	4	
	1						
7%	2				2		13%
4%	3			1			6%
	4						

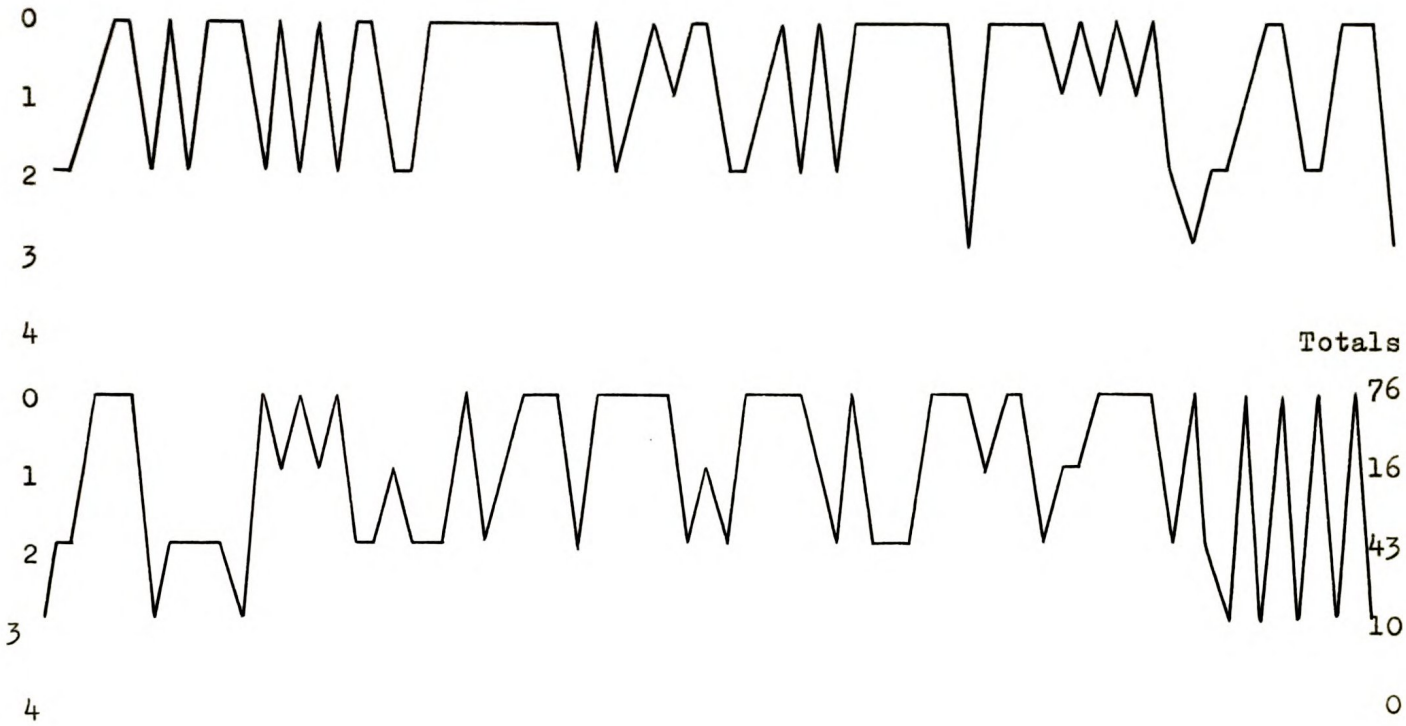
	x	0	1	2	3	4	
	1					0	
	2						11%
4%	3						6%
4%	4		1				6%

	xi	0	1	2	3	4	
7%	1				2		13%
	2						19%
4%	3		1				6%
	4						

	xii	0	1	2	3	4
	1					
	2					
	3					
	4					

* For explanation see note on page 43.

Profile* No. 12: A Pair of Red Clogs



Comment on profile and matrices (No. 12):

Some growth to indicator-category 3 seems to occur in the middle of the book and again at the end, this time in more concentrated form. Otherwise, there is rather regular use of the setting and of indicator-category 2 throughout the story. To some extent, this is also true of indicator-category 1.

* For explanation see note on page 41.

Matrices:* <u>A Pair of Red Clogs</u>

i	0	1	2	3	4	145
0	40	7	22	7		76
1	12	1	3			16
2	18	8	14	3		43
3	6		3			10
4						
						69

	ii	0	1	2	3	4
			9%	29%	9%	
53%	0	40	7	22	7	
16%	1	12				
24%	2	18				
8%	3	6				
	4					

	iii	0	1	2	3	4	
	0	40					28%
1%	1		1				1%
20%	2			14			10%
	3						
	4						

	iv		
	0	...	76
23%	1	...	16
62%	2	...	43
14%	3	...	10
	4		

	v		
86%	1	...	59
	2	...	
14%	3	...	10
	4		

	vi		
77%	2	...	53
	3	...	

	vii	0	1	2	3	4	
16%	4%	1		3			9%
	12%	2		8			25%
		3					
		4					

viii	0	1	2	3	4
1					
2					
3					
4					

	ix	0	1	2	3	4	
	1						
8%	4%	2				3	9%
	4%	3			3		9%
		4					

x	0	1	2	3	4
1					
2					
3					
4					

xi	0	1	2	3	4
1					
2					
3					
4					

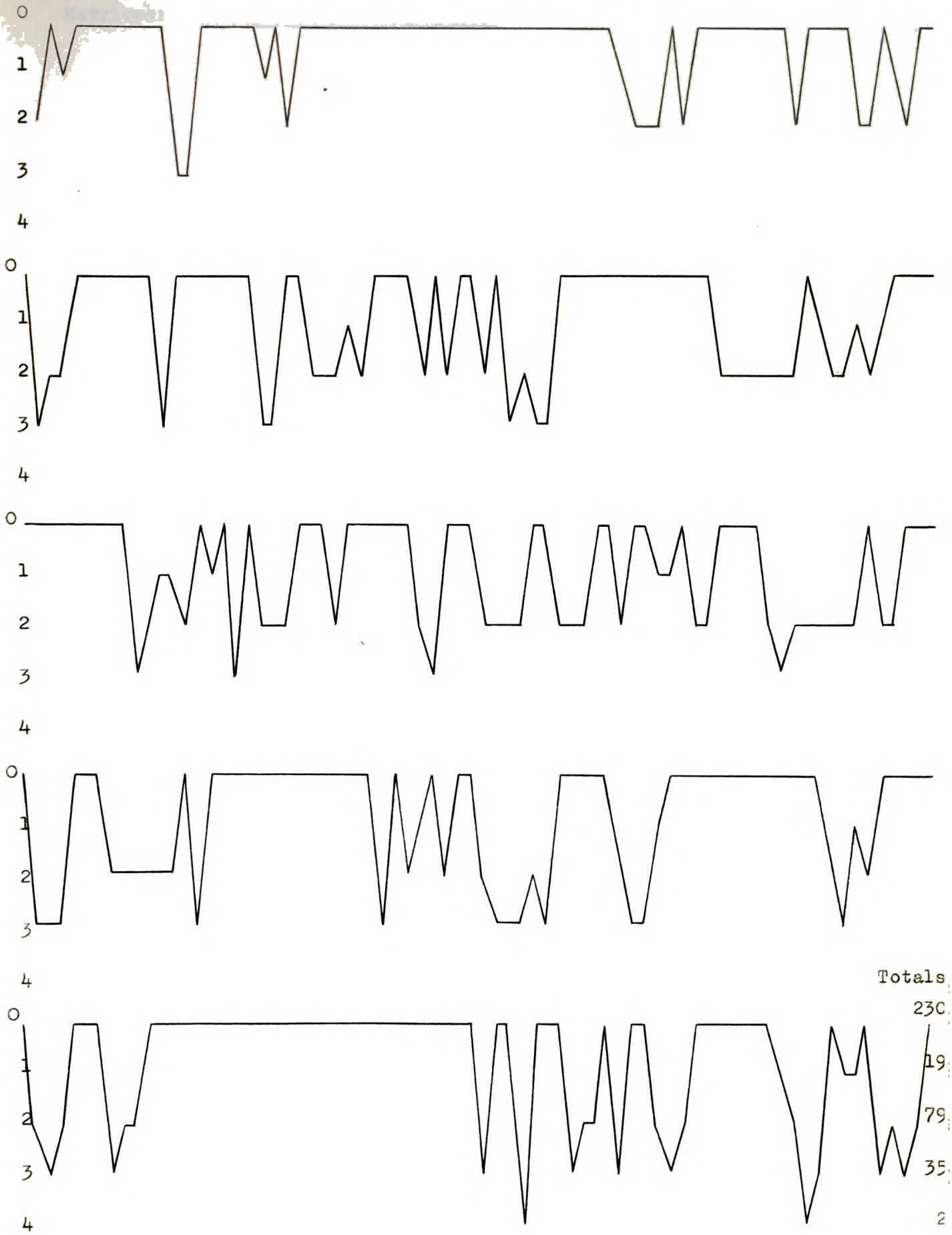
xii	0	1	2	3	4
1					
2					
3					
4					

* For explanation see note on page 43.

Comment on profile and matrices (No. 13):

On the whole, the book seems to present a rather uniform pattern and is possibly too carefully planned. However, there is some slight independence of indicator-categories 2 and 3 (as well as 1 and 2) from the setting. Indicator-category 4 appears briefly near the end. There is additional evidence for some over-all growth throughout the story in the gradual increase of indicator-category 3.

Profile* No. 13: The Forever Christmas Tree. (*For explanation see p. 41.)



Matrices:* **The Forever Christmas Tree**

i	0	1	2	3	4	365
0	178	9	25	16	1	230
1	8	3	8			19
2	30	5	34	9	1	79
3	13	2	11	9		35
4	1			1		2
						135

	ii	0	1	2	3	4
			4%	11%	7%	0%
77%	0	178	9	25	16	1
3%	1	8				
13%	2	30				
6%	3	13				
0%	4	1				

	iii	0	1	2	3	4	
	0	178					49%
2%	1		3				1%
25%	2			34			9%
7%	3				9		2%
	4						

	iv		
	0	...	230
14%	1	...	19
59%	2	...	79
26%	3	...	35
1%	4	...	2

	v		
73%	1	...	98
	2	...	
27%	3	...	37
	4	...	

	vi		
84%	2	...	114
	3	...	

		vii	0	1	2	3	4
10%	6%	1			8		
	4%	2		5			
		3					
		4					

		viii	0	1	2	3	4
10%	4%	1					
		2					
1%	1%	3					0
		4				1	

			ix	0	1	2	3	4	
			1						
	7%	15%	2				9		11%
	8%		3			11			13%
		1%	4						

		x	0	1	2	3	4
		1					
		2					
		3					
		4					

			xi	0	1	2	3	4
			1				0	
1%			2					
	1%	2%	3		2			2%
			4					

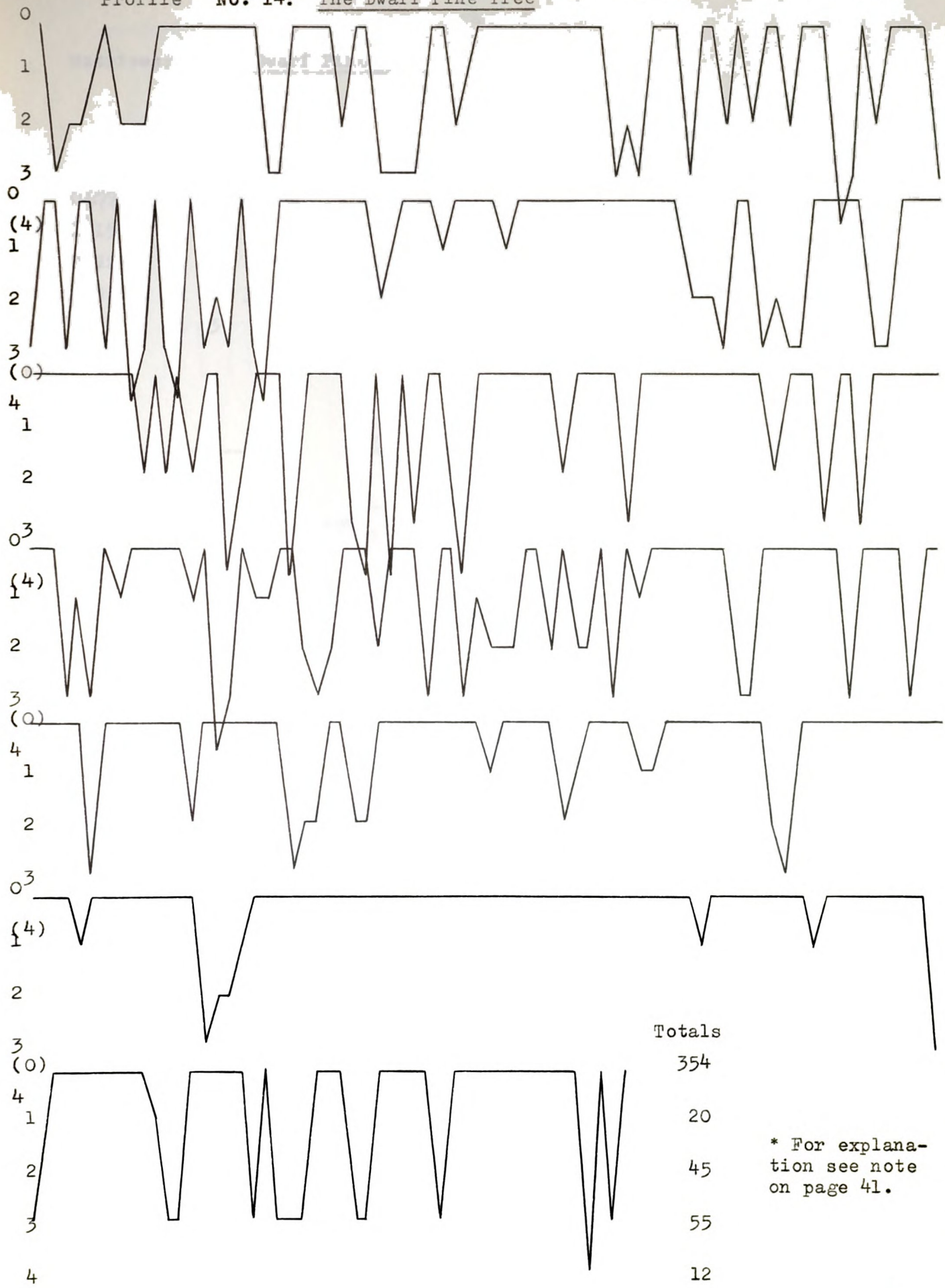
			xii	0	1	2	3	4	
			1						
	1%	2%	2					1	1%
		1%	3						1%
			4			0			

* For explanation see note on page 43.

Comment on profile and matrices (No. 14):

This seems to be a lively pattern with a rhythm which is not rigid.Indicator-categories 3 and 4 seem stronger than indicator-categories 1 and 2 ! With the help of a sizable indicator-category 4,the direction toward a possible balance of representation of all four indicator-categories seems to have been opened up.This book appears to be a beautiful piece of art.So much strength has been built up in the first half,that the reader is easily carried through to the end,even over long parts of setting.

Profile* **No. 14:** The Dwarf Pine Tree



Totals

354

20

45

55

12

* For explanation see note on page 41.

Matrices:* **The Dwarf Pine Tree**

i	0	1	2	3	4	486
0	277	11	24	33	8	354
1	15	2	1	2		20
2	22	5	11	6	1	45
3	31	2	8	11	3	55
4	8		1	3		12
						132

	ii	0	1	2	3	4
			3%	7%	9%	2%
78%	0	277	11	24	33	8
4%	1	15				
6%	2	22				
9%	3	31				
2%	4	8				

	iii	0	1	2	3	4	
	0	277					57%
2%	1		2				0%
8%	2			11			2%
8%	3				11		2%
	4						

	iv		
	0	...	354
15%	1	...	20
34%	2	...	45
42%	3	...	55
9%	4	...	12

	v			
49%	1	...		65
	2	...		
51%	3	...		67
	4	...		

	vi			
76%	2	...		100
	3	...		

		vii	0	1	2	3	4		
5%	1%	1			1			2%	11%
	4%	2		5				9%	
		3							
		4							

		viii	0	1	2	3	4		
		1							
		2							
4%	2%	3					3	6%	11%
	2%	4				3		6%	12%

		ix	0	1	2	3	4		
		1							
	5%	2				6		11%	25%
	6%	3			8			14%	
		4							

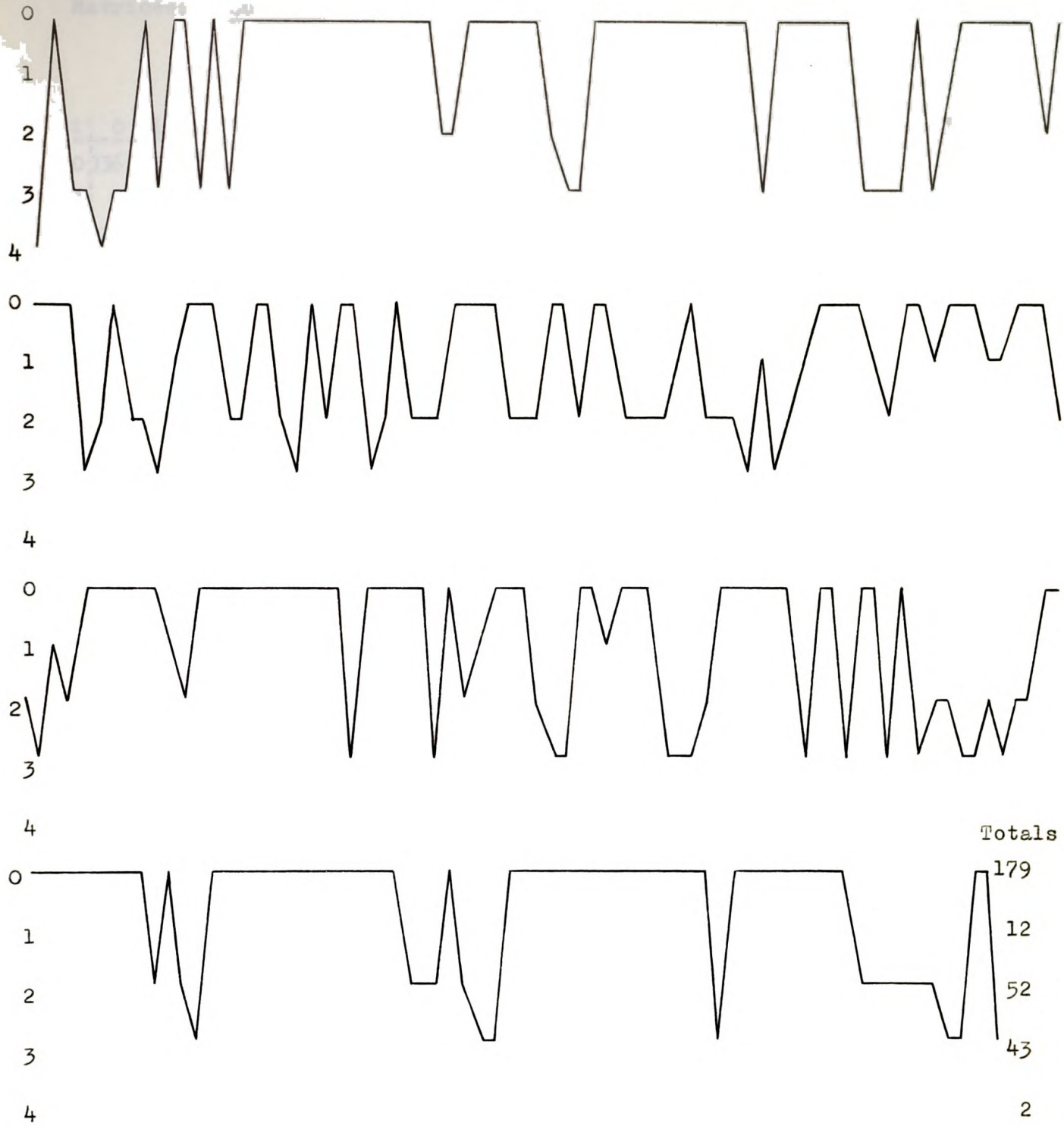
		x	0	1	2	3	4
		1					
		2					
		3					
		4					

		xi	0	1	2	3	4		
4%	2%	1				2		4%	8%
		2							
	2%	3		2				4%	
		4							

		xii	0	1	2	3	4		
		1							
	1%	2					1	2%	4%
		3							
	1%	4			1			2%	

* For explanation see note on page 43.

Profile* No. 15: **Sumi's Prize**



Comment on profile and matrices (No. 15):
There seem to be four parts, with the second being most lively, followed in this respect by the third part. The first and last parts are dominated by the setting. However, all the time, indicator-category 3 is allowed to come forward, often prepared by indicator-category 2 in a beautiful interplay. Indicator-category 4 appears in a fast first beginning.

* For explanation see note on page 41.

Matrices:* **Sumi's Prize**

i	0	1	2	3	4	288
0	136	5	20	18		179
1	7	1	3	1		12
2	17	3	21	11		52
3	18	3	8	12	1	43
4	1			1		2
						109

	ii	0	1	2	3	4
			3%	11%	10%	
76%	0	136	5	20	18	
4%	1	7				
9%	2	17				
10%	3	18				
1%	4	1				

	iii	0	1	2	3	4
	0	136				47%
1%	1		1			0%
19%	2			21		7%
11%	3				12	4%
	4					

	iv		
	0	...	179
11%	1	...	12
48%	2	...	52
39%	3	...	43
2%	4	...	2

	v		
59%	1	...	64
	2	...	
41%	3	...	45
	4	...	

	vi		
87%	2	...	95
	3	...	

	vii	0	1	2	3	4	
6%	3% 1			3		5%	10%
	3% 2		3			5%	
	3						
	4						

	viii	0	1	2	3	4	
	1						
	2						
2%	1% 3					1	2%
	1% 4				1		2%

	ix	0	1	2	3	4		
	1							
10%	2				11		17%	29%
17% 7%	3			8			12%	
4%	4							

x	0	1	2	3	4
1					
2					
3					
4					

	xi	0	1	2	3	4	
4%	1% 1				1		2%
	2						7%
	3% 3		3				5%
	4						

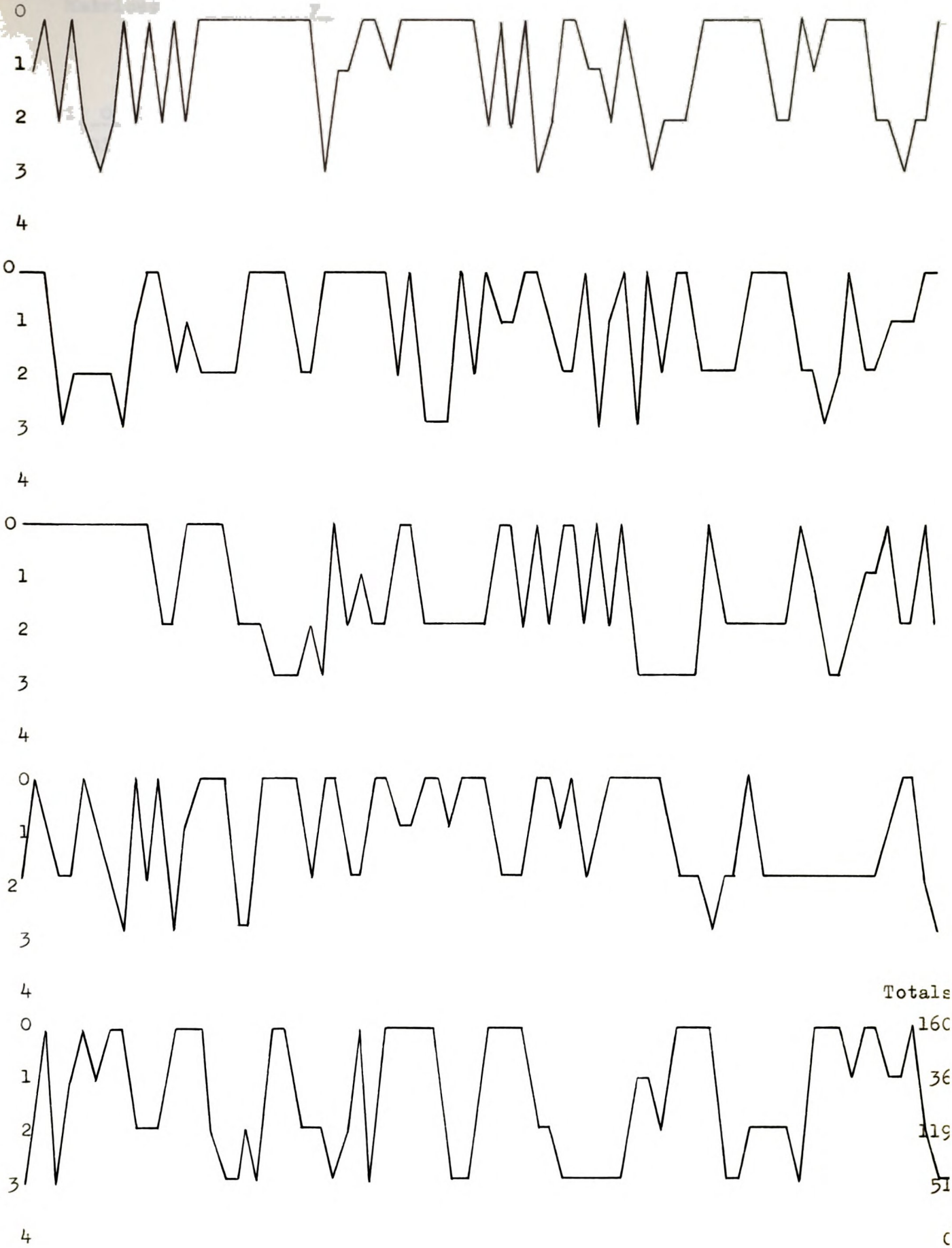
xii	0	1	2	3	4
1					
2					
3					
4					

* For explanation see note on page 43.

Comment on profile and matrices (No. 16):

This appears to be a loose,lively pattern with great strength in indicator-category 2 from the beginning.Indicator-category 3 increases toward the end.There is very frequent independence from the setting,making for continued growth as the story is unfolding.

Profile* No. 16: The Greedy One. (* For explanation see note p. 41.)



Matrices:* **The Greedy One**

i	0	1	2	3	4	366
0	91	14	42	13		160
1	19	9	7	1		36
2	40	6	57	16		119
3	10	6	13	21		51
4						
						206

	ii	0	1	2	3	4
			9%	26%	8%	
56%	0	91	14	42	13	
12%	1	19				
25%	2	40				
6%	3	10				
	4					

	iii	0	1	2	3	4
	0	91				25%
4%	1		9			2%
28%	2			57		16%
10%	3				21	6%
	4					

	iv		
	0	...	160
17%	1	...	36
58%	2	...	119
25%	3	...	51
	4		

	v		
75%	1	...	155
	2	...	
25%	3	...	51
	4		

	vi		
83%	2	...	170
	3	...	

	vii	0	1	2	3	4	
6%	3%	1		7		5%	9%
	3%	2	6			4%	
	3						
	4						

viii	0	1	2	3	4
1					
2					
3					
4					

	ix	0	1	2	3	4	
	1						
14%	8%	2			16	12%	22%
	6%	3		13		10%	
	4						

x	0	1	2	3	4
1					
2					
3					
4					

	xi	0	1	2	3	4	
	0%	1			1	1%	
3%		2					5%
	3%	3		6		4%	
		4					

xii	0	1	2	3	4
1					
2					
3					
4					

* For explanation see note on page 43.

Findings in Terms of

Patterns of sequence

Table 1. Patterns of se-

	summarizing matrices vii: cat. 1-cat. 2 cat. 2-cat. 1				summarizing matrices viii: cat. 3-cat. 4 cat. 4-cat. 3				summarizing matrices ix: cat. 2-cat. 3 cat. 3-cat. 2			
	%*	R*	%	R	%*	R*	%	R	%*	R*	%	R
Epaminondas...	(23)	(2)	(47)	2								
Frawg	(11)	(5)	19	7					9	6	15	8
Nicodemus...	(23)	(2)	(27)	(5)					8	7	9	10
Araminta	(11)	(5)	(21)	(6)					2	10	4	12
Jerome Anthony	(29)	(1)	(53)	(1)								
Flop-Eared Hound	(11)	(5)	(18)	(8)					(12)	(4)	(20)	(5)
Hezekiah Horton	3	11	6	13					4	9	8	11
Indigo Hill									4	9	8	11
The Village Tree	(21)	(3)	(35)	(3)								
Crow Boy	9	7	18	8					6	8	12	9
Joji and the Dragon	4	10	6	13	(4)	(1)	(6)	(2)	(11)	(5)	(19)	(6)
A Pair of Red Clogs	(16)	(4)	(34)	(4)					8	7	18	7
The Forever Christmas Tree	10	6	14	9	1	3	1	4	(15)	(2)	(24)	(3)
The Dwarf Pine Tree	5	9	11	10	(4)	(1)	(12)	(1)	(11)	(5)	(25)	(2)
Sumi's Prize	6	8	10	11	2	2	4	3	(17)	(1)	(29)	(1)
The Greedy One	6	8	9	12					(14)	(3)	(22)	(4)

R = rank of a book among all books analyzed.

* : The asterisk pertains to the percentages (and corresponding ranks) xi, and xii; the subtotal was the population, 100%. The percentages (and the six matrices; in this case, the population, 100%, was defined as the difference categories 1 through 4 which were followed by a discard.

Two Groups of Books

of thought-units.

quence of thought-units

summarizing matrices x: cat. 1-cat. 4 cat. 4-cat. 1				summarizing matrices xi: cat. 1-cat. 3 cat. 3-cat. 1				summarizing matrices xii: cat. 2-cat. 4 cat. 4-cat. 2			
%*	R*	%	R	%*	R*	%	R	%*	R*	%	R
				1	7	2	9				
				1	7	2	9				
				2	6	4	7				
				2	6	3	8				
				2	6	4	7	1	2	2	2
				(16)	(1)	(30)	(1)				
				3	5	5	6				
				(6)	(3)	(12)	(3)				
4	1	6	1	(11)	(2)	(19)	(2)				
				1	7	2	9	1	2	1	3
				4	4	(8)	(4)	(2)	(1)	(4)	(1)
				4	4	7	5				
				3	5	5	6				

which were recorded on the left side of matrices vii, viii, ix, x, ranks) without asterisks were recorded on the right side of these between the subtotal and those among the thought-units in indicator-

To Table 1:

The books on the Negro ranked ahead of the books on Japan in emphasizing the sequences from indicator-category 1 to indicator-category 2 and vice versa.

The books on Japan ranked ahead of the books on the Negro in emphasizing the sequences from indicator-category 2 to indicator-category 3 and vice versa.

(Sequences from indicator-category 3 to indicator-category 4 and vice versa were only scored by books on Japan; the same was true, in one instance, for sequences from indicator-category 1 to indicator-category 4 and vice versa; sequences from indicator-category 2 to indicator-category 4 and vice versa were scored by two books on Japan and one book on the Negro. The books on Japan also ranked ahead of the books on the Negro in terms of emphasizing the sequences from indicator-category 1 to indicator-category 3 and vice versa.)

Among all the books on the Negro and on Japan there is none which scored all six sequences (not to speak of scoring these with equal emphasis).

Table 2. Patterns of fre-

	summarizing matrices iv: cat.1		cat.2		cat.3		cat.4	
	%	R	%	R	%	R	%	R
Epaminondas ...	(42)	(1)	58	7				
Frawg	15	9	(69)	(3)	15	8		
Nicodemus ...	(30)	(3)	(60)	(5)	10	10		
Araminta	16	8	(79)	(1)	5	11		
Jerome Anthony	(41)	(2)	(59)	(6)				
Flop-Eared Hound	15	9	58	7	(26)	(6)	1	4
Hezekiah Horton	17	7	51	9	(28)	(5)	(4)	(2)
Indigo Hill	19	6	38	11	(42)	(2)		
The Village Tree	(20)	(5)	(77)	(2)	3	12		
Crow Boy	15	9	53	8	(32)	(4)		
Joji and the Dragon	19	6	26	13	(52)	(1)	(4)	(2)
A Pair of Red Clogs	(23)	(4)	(62)	(4)	14	9		
The Forever Christmas Tree	14	10	(59)	(6)	(26)	(6)	1	4
The Dwarf Pine Tree	15	9	34	12	(42)	(2)	(9)	(1)
Sumi's Prize	11	11	48	10	(39)	(3)	2	3
The Greedy One	17	7	58	7	25	7		

In the above table (as well as Table 1, pages 80,81), the percent-
tophalf for each column. These parentheses cause certain parts of the ta-
emphasis. They thereby demonstrate visually the evidence for the distri-
below: Books on the Negro contain proportionately fewer thought-

of thought-units.

quency of thought-units

summarizing matrices v: categories 1,2		3,4		summarizing matrices vi: categories 2,3	
%	R	%	R	%	R
(100)	(1)			58	12
(85)	(6)	15	9	(85)	(2)
(90)	(4)	10	11	70	10
(95)	(3)	5	12	(84)	(3)
(100)	(1)			59	11
74	8	26	7	(84)	(3)
68	10	(32)	(5)	79	7
58	12	(42)	(3)	(81)	(5)
(97)	(2)	3	13	(80)	(6)
68	10	(32)	(5)	(85)	(2)
44	14	(55)	(1)	77	8
(86)	(5)	14	10	77	8
73	9	(27)	(6)	(84)	(3)
49	13	(51)	(2)	76	9
59	11	(41)	(4)	(87)	(1)
(75)	(7)	25	8	(83)	(4)

ages and ranks in parentheses comprise the entries ranking among the
ble to convey to the reader's eye the impression of a shading, an
bution of thought-units as measured by the chi-square test on page
units in indicator-categories 3 and 4 than books on Japan.

To Table 2:

The books on the Negro ranked ahead of the books on Japan in terms of the frequency of thought-units scored for indicator-category 1 and also for indicator-category 2.

The books on Japan ranked ahead of the books on the Negro in terms of the frequency of thought-units scored for indicator-category 3 and also for indicator-category 4.

(If viewed together, indicator-categories 1 and 2 were used more frequently in the books on the Negro, while indicator-categories 3 and 4 were used more frequently in the books on Japan.)

The combined indicator-categories 2 and 3 were chosen almost equally often in the books on the Negro and in the books on Japan (with a slight dominance of the latter over the former).

The X^2 test of the distribution of indicator-categories 1 and 2, and 3 and 4. The X^2 test was used to determine whether the distribution of indicator-categories 1 and 2 and 3 and 4 in the books on the Negro differed significantly from the distribution of indicator-categories 1 and 2 and 3 and 4 in the books on Japan.

Table 3. Distribution of indicator-categories 1 and 2 and 3 and 4 in the books on the Negro and in the books on Japan.*

	Indicator-categories 1 and 2	Indicator-categories 3 and 4	totals
Books on the Negro	(415.94) 458	(145.83) 103	561
Books on Japan	(552.83) 510	(194.17) 237	747
Totals	968	340	1308

* The figures in parentheses constitute the expected frequencies in terms of the chi-square formula.

The resulting chi-square ($X^2 = 29.07$, $p < .001$) was considered as supporting significantly one of the central assumptions of this thesis expressed in purpose number three under "Purpose of the Study" on page 6: that the books on Japan contain a distribution of thought-units in indicator-categories 3 and 4 which is proportionately greater than that of books on the Negro.

CHAPTER VI

SUMMARY AND CONCLUSIONS

SUMMARY

The objectives of the content assessment as charted and tabulated in Chapter V were threefold: to present individualized book profiles; to determine patterns characteristic of whole sets of books; and to derive guidelines concerning the desirability or undesirability of certain of these profiles and patterns.

As regards the first two objectives, it was considered outside the scope of the present investigation to interpret the data in any way beyond the comments accompanying each graphic profile and those immediately following Tables I and 2.

Within the defined limits of theoretical approach as outlined in the introduction, the evidence for the attainment of the third objective may be summarized in this way: The very unequal distribution of scores for thought-units in indicator-categories 1, 2, 3, and 4 describes a weakness in many of the books analyzed. In terms of the definitions proposed, most of these books are therefore judged to show a low potential for the development of diverse modes of thought in children.

This finding confirms for a specified area of children's literature the results of two earlier analyses in related fields:[1] Child, Potten, and Levine, in their ground-breaking analysis of general third grade readers were led to conclude: " There is relatively little encouragement of original thinking on the part of the central character"[2] Independent action by child characters in a story was more likely to be punished if initiated by themselves than if performed under the direction of a superior. Lasker wrote similarly in the context of Race Attitudes in Children: " The virtues which are most in need of being intellectually grasped and sympathetically felt in an age of complex community structure are least represented among the attendent learnings of children's literature."[3]

The absence, then, of opportunities for attendant learnings in terms of ethical and synoptic thought is exemplified by the books analyzed in the present study, especially those on the Negro. In these stories, decisions seem to be made for the Negro child, answers seem imposed on him.

This condition appears to prevent the Negro child from attaining even the initial position prerequisite to successful learning in the

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1 Significantly, the child's decision-making was a central factor in one of the first and most influential investigations on individualized aspects of psychological climate as mentioned in chapter II: Harold H. Anderson and associates, " Studies of Teachers Classroom Personalities, I, II, III," Applied Psychology Monographs, Nos. 6, 8. 11 (Stanford: Stanford University Press, 1945, 1946, 1946).

2 Child, Potten and Levine, op.cit.,p. 44.

3 Bruno L. Lasker, Race Attitudes in Children (New York: Holt, 1929), p.170.

course of a general education as outlined in chapter I. The Negro child's " imposition to learn" is in direct contrast with the postulates in chapters II and III: of the active quality of thought and of its diversity in an intercultural perspective.

Stendler and Martin list a selection of the books analyzed in the present study among the materials they consider promising for improving Intergroup Education in Kindergarten-Primary Grades.[4] The evidence presented in this thesis, however, led the investigator to specify the above prospect by the following reservation: Through a genuinely sensitive manner of balancing in children's reading experience of symbolic, empirical, ethical, and synoptic thought the teacher may help toward the realization " not only that culture is learned behavior, it is also a setup for learning behavior."[5]

Conclusions

The described assessment of the content of two selected sets of books on Japan and the Negro allows a systematic presentation of individual book profiles. This is considered of greater advantage to the teacher than, for example, is the availability of the usual annotated book lists.[6]

The group analyses of a set of books on Negro children and of a set of books on Japanese children resulted in differentiated

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[4] Celia B. Stendler and William B.Martin, Intergroup Education in Kindergarten-Primary Grades, (New York: Macmillan, 1953).

[5] John P. Gillin, The Ways of Men (New York: Appleton-Century-Crofts, 1948), p.249 .

[6] For example, " Books on Asia for Children," A Selected Reading List, The Asia Society (New York, 1961), contains this annotation: Masako Matsuno, A Pair of Red Clogs, ill. Kazue Mizamura (Cleveland: World, 1960).A helpful book on Japanese customs and dress. Younger children.

findings concerning the representation of the four modes of thought under discussion. The described process of obtaining these date is offered to the teacher as a technique potentially more helpful to his work than, for example, are the customary literary reviews.[7]

In view of the importance of possible inferences,[8] as yet untested, and referring back to the Statement of the Problem on pages 5-7, the following three sets of working hypotheses are presented for more extensive and intensive future research:

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[7] The investigator was able to locate only two useful examples of current criticism in regard to the content of this study:

Nancy Larrick (in " The All-White World of Children's Books," Saturday Review, September 11, 1965, p.64), writes about the 3-year period, 1962-1964: " Of the 5,206 children's trade books launched by the 63 publishers..... only 349 include one or more Negroes -- an average of 6.7%. The scarcity of children's books portraying American Negroes is much greater than the figure of 6.7% would indicate, for almost 60% of the books with Negroes are placed outside of continental United States or before World War II . . . Most of them show a way of life that is far removed from that of the contemporary Negro and may be highly distasteful to him."

Miriam Burris (in " Japan in Children's Fiction," Elementary English, 43 , January, 1966. No. 1. p. 30) reviews twelve years of books on Japan: " In 1953 only one title was published; in 1964, nine. In the 12-year period, a total of 58 books were published. . . The bulk fall into the middle path of accurate information presented with varying degrees of inspiration."

The article by Helen R. Sattley (" Children's Books for Democratic Survival, " Elemantary English Review, XXII, No. 3: 77-85, April, 1945) is considered very inadequate by the present investigator. By contrast, the well-known critic Herbert Read in writing the preface to Ashton-Warner's Teacher, op.cit.,seems to be much more aware of the significance of the general problem of war and peace if understood on the individual personal level.

(1.i) If the definitions are increasingly sharpened, it may be possible to arrange indicator-categories 1,2,3 and 4 on an ordinal continuum instead of an a nominal one.

(1.ii) Future researchers may be able to specify sub-divisions within the ranges of each of the present indicator-categories 1, 2, 3, and 4.

(1.iii) It may be possible to construct a scale which will distinguish clearly both morally positive and morally negative thought-units within a given category, or sub-category.

(2.i) Books on children of cultural groups other than those studied may lend themselves to be analyzed by the method employed.

(2. ii) Books for older children may lend themselves to be analyzed by the method employed.

(2.iii) Textbooks in the non-technical fields may lend themselves to be analyzed by a technique similar to the present one.

(3.i) The examples of modes of thought found in children's books on a particular culture, although possibly not written with this specific conscious purpose, may be found to reflect the authors' understandings and beliefs as to the kind, variety, and strenth of modes of thought which young children in that culture most frequently employ.

(3.ii) A comparison of authors' understandings with those held and expressed by social scientists may reveal the similarities and differences between them.

(3.iii) A comparison of authors' and scientists' understandings concerning different cultures, especially minority group cultures, may reveal important similarities which are not supported by authors and

scientists who themselves represent these other cultures or sub-cultures.

These nine major recommendations[9] were suggested by the sequence of inquiries developed in the present study, and

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[9] The hypotheses expressed tentatively under (3) were formed in connection with others stated in Ferne Shipley.

Ferne Shipley, " Concepts of Play in Selected Realistic Fiction for Young Children (unpublished doctoral dissertation, Teachers College, Columbia University, 1956).

A further hypothesis could be arrived at in conjunction with relationships presented in Homze, op.cit., namely that the present technique of content analysis may be usefully focussed on a very specific topic, such as the father-child and mother-child relationships, as portrayed in various contexts.

The analysis of classroom discussion has already received much attention in the United States. In Germany, the contribution by Emil Gostischa, " Die sprachliche Entfaltung sozialer Lebendigkeit beim Kind" (unpublished) should be considered, if an approach would be attempted that is related to the present technique of analysis. It is Gostischa's study which also brings out most clearly the relationship between a child's decision making and the type of a particular piece of literature, i.e. , epic, poem, or drama.

Finally, mention must be made of an area which has hardly yet been contemplated for research: the relationship between illustrations in children's books and the child reader. While this problem is not included in the present analysis either, its emphasis on books for very young children may provide one basis for further study. The following related investigation is to be made available through publication soon: Werner Schlate, " Welche Erfahrungen sammelt der Lehrer an Kinderbildern in der Evangelischen Unterweisung?" (Furche Verlag, Tübingen). A careful empirical approach to art education in Germany may prove to be a fruitful stimulus in terms of balancing the traditional theoretical perspective.

are forwarded as " an outgrowth of activity and thought in connection with major social needs.[10]

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10 G. B. Watson, concluding a survey of the attitude literature up to 1936, raised the above characteristic as the first postulate for a scientific study. He was quoted by Llewellyn Queener, in "The Development of Internationalist Attitudes: III. The Literature and a Point of View", Journal of Social Psychology, 30, 1949, pp. 105-126. (The original source cited proved incorrect: G. B. Watson, "Social Attitudes," Review of Educational Research, 5, 1935, pp. 259-272.)

CHAPTER VI

IMPLICATIONS

Intercultural Education

In the context of this thesis, the need for intercultural education may be seen to begin with the need for understanding children's books which refer to a culture other than one's own.

If the categories employed in this study are accepted as relevant to human beings everywhere, then two observations may be made. On the one hand, it seemed as if the books on Japan were slightly more adequate than the books on the Negro, in terms of the following definition of a realistic story: " a tale that is convincingly true to life."[1] On the other hand, only one among the eight books on Japan, Lifton's The Dwarf Pine Tree, seemed to show an understanding of the Japanese view of nature in which the emphasis lies on the affinity of rather than the distinction between man and other living things: The book records expressions, among plants(!), of respect for old age, of reverence for beauty, and of the role of tree spirits, the full moon, etc.

When viewed historically, more improvement should have been expected, greater evidence of intercultural understanding in the content of children's books. For it was already the 1930's which

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[1] May Hill Arbuthnot, Children and Books (third edition; Chicago: Scott,Foresman, 1964), p. 426.

" set definite trends in children's books" with a " remarkable rise of stories with European or other foreign backgrounds that build a new internationalism in American children's books."[2] In the late 1940's " Standards for Books about Other Lands" were established;[3] and ten years ago it was stated that "by mid-century it is safe to say that American children's literature was the most cosmopolitan literature in the world."[4]

Will Hazard's hope, for the part to be played by children's literature, be realized during the life time of the present generation of children? " Every country gives and every country receives -- innumerable are the exchanges-- and so it comes about that in our first impressionable years the universal republic of childhood is born."[5]

This researcher is convinced that the implications of the present study will contribute to Hazard's prospect only if more elementary teachers everywhere will attempt to realize intercultural education as self-education. To use the terms introduced in this investigation, the task is to allow the very young children,met in their immediate school situation, the opportunity to grow not only in symbolic and empirical thought but especially also in ethical and synoptic thought.

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[2] Irene Smith, A History of the Newbery and Caldecott Medals (New York: The Viking Press, 1957), p. 56.

[3] Azile Wafford, " Standards for Choosing Books about Other Countries," Elementary English, November, 1947, pp.469-73.

[4] May Massee, " Children's Books on Demand," In Reading Without Boundaries, New York Public Library, The Library, 1956, p. 582.

[5] Hazard, op.cit. p. 146.

Teacher Awareness

The teacher's attitude toward the four categories of this study, toward the various subject-matter fields these categories were originally derived from, may provide the common basis for children everywhere who are beginning to educate themselves for intercultural understanding. The teacher's attitude may return to the Japanese child, and especially to the Negro child, the purpose and the tools for a self-determined sense of direction. The teacher's attitude may help minority and majority children alike " to see racial reality in a broad social context" and to comprehend that the differences encountered " unite people on the same scale."[6] It is the teacher's attitude that may make up for or even override in importance the defects inherent in the mere content of books.

It is hoped that the teacher will find that the present investigation, in the same sense as the earlier analysis by Child, Potten, and Levine, offers implications which contribute to his role of " shaping not merely the intellect but the general personality of children."[7]

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[6] Mary E. Goodman, Race Awareness in Young Children (New York: Collier, 1964), p. 223.

[7] Child, Potten, and Levine, op.cit. p.1.

The teacher should be aware that the terms symbolic, empirical, ethical, and synoptic thought, as used in this thesis, were not meant to stand for cognitive concepts[8] but for general education. That is, the teacher should offer guidance for the individual child to develop a variety of modes of thought to their full human potential: free from the limits imposed on them by the narrow interests of only one cultural group.

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[8] Among many sources, most relevant seem: Russell G. Stauffer, " Concept Development and Reading," The Reading Teacher, November, 1965, pp. 100-105; and particularly a mimeograph by Patricia J. Cianciolo, " Vocabulary and Concept Builders for the 4-, 5- and 6-year olds," (a program in connection with Operation Head Start).

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Winsor, George E. "The Self-Other Concept as Revealed Through an Analysis of a Selected List of Children's Books." Unpublished Doctoral Dissertation. Michigan State University. 1965.

APPENDICES

APPENDIX A

LIST OF BOOKS ANALYZED IN THE MAIN BODY OF THE THESIS *

1. Bryant, Sara C. Epaminondas and His Auntie. Boston: Houghton Mifflin, 1907.

2. Weaver, Annie V. Frawg. New York: Frederick A. Stokes, 1930.

3. Hogan, Inez. Nicodemus and His Little Sister. New York: E. P. Dutton, 1932.

4. Evans, Eva K. Araminta. New York: Milton, Balch, 1935.

5. Evans, Eva K. Jerome Anthony. New York: G. P. Putnam's Sons, 1936.

6. Credle, Ellis. The Flop-Eared Hound. New York: Oxford University Press, 1938.

7. Tarry, Ellen. Hezekiah Horton. New York: The Viking Press, 1942.

8. Lattimore, Eleanor F. Indigo Hill. New York: William Morrow, 1950.

9. Yashima, Taro. The Village Tree. New York: The Viking Press, 1953.

10. Yashima, Taro. Crow Boy. New York: The Viking Press, 1955.

11. Lifton, Betty J. Joji and the Dragon. New York: William Morrow, 1957.

12. Matsuno, Masako. A Pair of Red Clogs. New York: World, 1960.

13. Uchida, Yoshiko. The Forever Christmas Tree. New York: Charles Scribner's Sons, 1963.

14. Lifton, Betty J. The Dwarf Pine Tree. New York: Atheneum, 1963.

15. Uchida, Yoshiko. Sumi's Prize. New York: Charles Scribner's Sons, 1964.

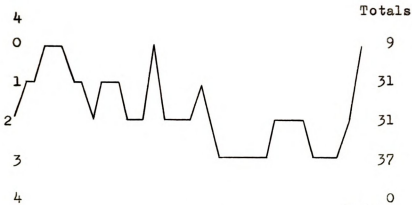
16. Martin, Patricia M. The Greedy One. New York: Rand McNally, 1964.

* These books are listed here in the chronological order in which their titles appeared in the Children's Catalog; (see section on Definition of Terms in Chapter I).

APPENDIX B

ADDITIONAL BOOKS ANALYZED

Beim, Lorraine and Jerrold. Two Is A Team. New York: Harcourt, Brace and World, 1945. (Children's Catalog, 1961, "Easy book," 1-3.)



(For this one particular book, Two Is A Team, matrices viii, x, and xii were omitted here because of lack of space. None of the three relevant sequences was recorded in the book.)

i	0	1	2	3	4	108
0	2	3	3			9
1	4	13	9	5		31
2	2	10	12	7		31
3	1	5	6	25		37
4						
						99

	ii	0	1	2	3	4
				33%	33%	
22%	0	2	3	3		
44%	1	4				
22%	2	2				
11%	3	1				
	4					

	iii	0	1	2	3	4
	0	2				2%
13%	1		13			12%
12%	2			12		11%
25%	3				25	23%
	4					

	iv	0	1	2	3	4
	0		...			9
31%	1		...			31
31%	2		...			31
37%	3		...			37
	4					

	v	0	1	2	3	4	
63%	1		...				62
	2		...				
37%	3		...				37
	4						

	vi	0	1	2	3	4	
69%	2		...				68
	3		...				

		vii	o	1	2	3	4		
19%	9%	1		9				10%	21%
	10%	2	10					11%	
		3							
		4							

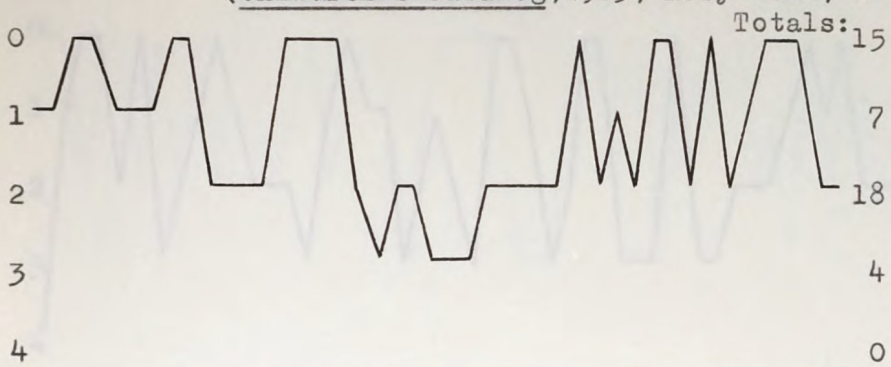
		x	0	1	2	3	4		
10%	5%	1				5		5%	
		2							
13%	5%	3		5				5%	
		4							

		ix	0	1	2	3	4		
15%	7%	1							
		2					7	8%	
	6%	3		6				7%	
		4							

For explanation of both, profile and matrices, see pages 41-45.

Keats, Ezra J. The Snowy Day. New York: The Viking Press, 1962.

(Children's Catalog, 1963, "Easy book," k-1.)



i	0	1	½	3	4	44
0	8	1	6			15
1	3	3	1			7
2	4	2	9	2		18
3			2	2		4
4						
						29

	ii	0	1	2	3	4
			7%	40%		
53%	0	8	1	6		
20%	1	3				
27%	2	4				
	3					
	4					

	iii	0	1	2	3	4
	0	8				18%
10%	1		3			7%
31%	2			9		20%
7%	3				2	5%
	4					

	iv	0	1	2	3	4
	0		...			15
24%	1		...			7
62%	2		...			18
14%	3		...			4
	4					

	v	0	1	2	3	4	
86%	1		...				25
	2		...				
14%	3		...				4
	4						

	vi	0	1	2	3	4	
76%	2		...				22
	3		...				

		vii	0	1	2	3	4	
10%	3%	1		1			5%	15%
	7%	2		2			10%	
		3						
		4						

	viii	0	1	2	3	4
	1					
	2					
	3					
	4					

		ix	0	1	2	3	4	
		1						
14%	7%	2				2	10%	20%
	7%	3			2		10%	
		4						

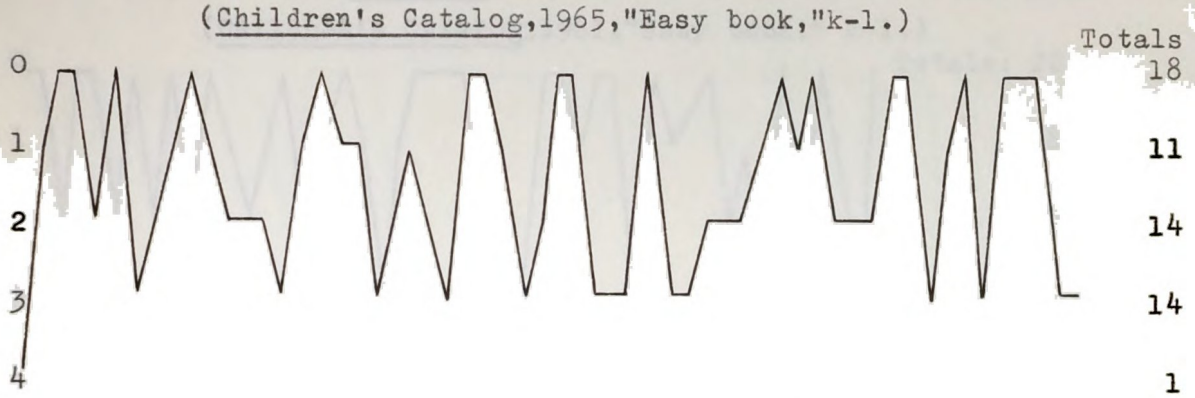
x	0	1	2	3	4
1					
2					
3					
4					

xi	0	1	2	3	4
1					
2					
3					
4					

xii	0	1	2	3	4
1					
2					
3					
4					

For explanation of both, profile and matrices, see pages 41-45.

Keats, Ezra J. Whistle for Willie. New York: The Viking Press, 1964.
(Children's Catalog, 1965, "Easy book," k-1.)



i	0	1	2	3	4	58
0	6	4	2	6		18
1	6	1	2	2		11
2	3	3	6	2		14
3	3	2	4	4		14
4		1				1
						40

22% 11% 33%

	ii	0	1	2	3	4
33%	0	6	4	2	6	
33%	1	6				
17%	2	3				
17%	3	3				
	4					

	iii	0	1	2	3	4	
	0	6					10%
3%	1		1				2%
15%	2			6			10%
10%	3				4		7%
	4						

	iv	0	1	2	3	4	
	0		...				18
28%	1		...				11
35%	2		...				14
35%	3		...				14
3%	4		...				1

	v	0	1	2	3	4	
63%	1		...				25
	2		...				
38%	3		...				15
	4		...				

	vi	0	1	2	3	4	
70%	2		...				28
	3		...				

		vii	0	1	2	3	4		
13%	5%	1			2			7%	18%
	8%	2		3				11%	
		3							
		4							

viii	0	1	2	3	4
1					
2					
3					
4					

		ix	0	1	2	3	4		
		1							
15%	5%	2				2		7%	22%
	10%	3			4			15%	
		4							

		x	0	1	2	3	4		
3%		1					0		10% 4%
		2							
		3							
	3%	4		1			4%		

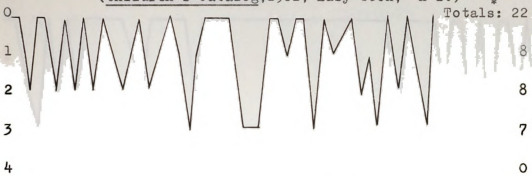
		xi	0	1	2	3	4		
	5%	1				2		7%	14%
		2							
	5%	3		2				7%	
		4							

	xii	0	1	2	3	4
	1					
	2					
	3					
	4					

For both, profile and matrices, see explanation on pages 41-45.

Yashima,Taro. Umbrella. New York:The Viking Press,1958.

(Children's Catalog,1961,"Easy book," k-1.)



i	0	1	2	3	4	55
0	7	4	7	3		22
1	5		1	2		8
2	5	3				8
3	4	1		2		7
4						
						23

	ii	0	1	2	3	4
				18%	32%	14%
32%	0	7	4	7	3	
23%	1	5				
23%	2		5			
18%	3	4				
	4					

	iii	0	1	2	3	4
	0	7				13%
	1					
	2					
6%	3			2		4%
	4					

	iv	0	1	2	3	4
	0	,	...			22
35%	1		...			8
35%	2		...			8
30%	3		...			7
	4					

	v	0	1	2	3	4	
70%	1		...				16
	2		...				
30%	3		...				7
	4						

	vi	0	1	2	3	4	
65%	2		...				15
	3		...				
	4						

	vii	0	1	2	3	4	
17%	1	4%	1			11%	44%
	2	13%		3		33%	
	3						
	4						

	viii	0	1	2	3	4
	1					
	2					
	3					
	4					

	ix	0	1	2	3	4
	1					
	2					
	3					
	4					

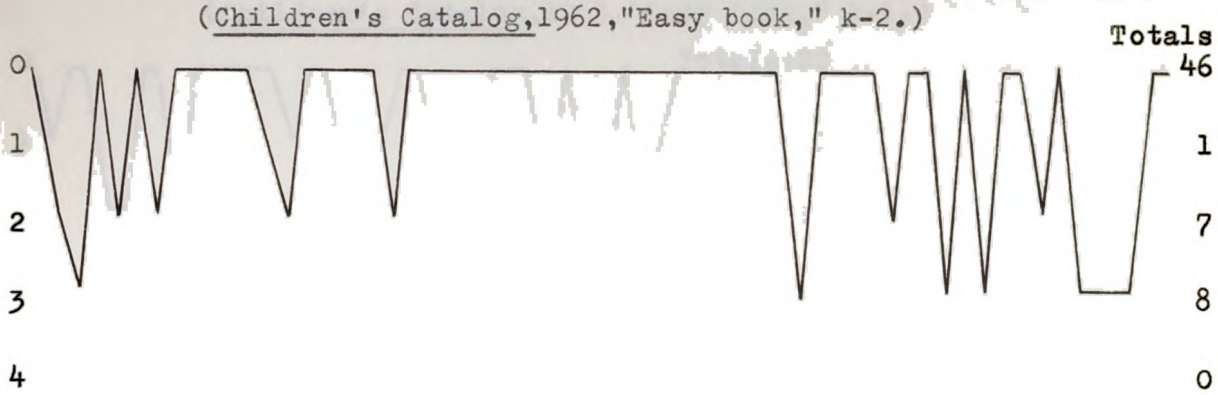
	x	0	1	2	3	4
	1					
	2					
	3					
	4					

	xi	0	1	2	3	4	
10%	1	6%			2	22%	33%
	2						
	3	4%	1			11%	
	4						

	xii	0	1	2	3	4
	1					
	2					
	3					
	4					

For explanation of both, profile and matrices, see pages 41-45.

Yashima,Mitsu. Momo's Kitten. New York:The Viking Press,1961.
(Children's Catalog,1962,"Easy book," k-2.)



i	0	1	2	3	4	62
0	34	1	6	4		46
1			1			1
2	6			1		7
3	5			3		8
4						16

	ii	0	1	2	3	4
			2%	13%	9%	
74%	0	34	1	6	4	
	1					
13%	2	6				
11%	3	5				
	4					

	iii	0	1	2	3	4
	0	34				55%
	1					
	2					
19%	3				3	5%
	4					

	iv	0	1	2	3	4
	0		...			46
6%	1		...			1
44%	2		...			7
50%	3		...			8
	4					

	v	0	1	2	3	4	
50%	1		...				8
	2		...				
50%	3		...				8
	4						

	vi	0	1	2	3	4	
94%	2		...				15
	3		...				
	4						

	vii	0	1	2	3	4	
6%	1	6%		1			22%
	2		0				
	3						
	4						

viii	0	1	2	3	4
1					
2					
3					
4					

	ix	0	1	2	3	4	
	1						
6%	2	6%			1		22%
	3			0			
	4						

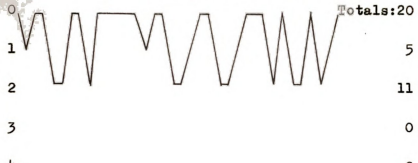
x	0	1	2	3	4
1					
2					
3					
4					

xi	0	1	2	3	4
1					
2					
3					
4					

xii	0	1	2	3	4
1					
2					
3					
4					

For explanation of both, profile and matrices, see pages 41-45.

Yashima,Taro. Youngest One. New York:The Viking Press,1962.
(Children's Catalog,1963,"Easy book," k-1.)



10%35%

i	0	1	2	3	4	36
0	10	2	7			20
1	5					5
2	4	3	4			11
3						
4						
						16

	ii	0	1	2	3	4
50%	0	10	2	7		
25%	1	5				
20%	2	4				
	3					
	4					

	iii	0	1	2	3	4	
	0	10					28%
	1						
25%	2			4			11%
	3						
	4						

	iv	0	1	2	3	4	
	0		...				20
31%	1		...				5
69%	2		...				11
	3						
	4						

	v	0	1	2	3	4	
100%	1		...				16
	2		...				
	3						
	4						

	vi	0	1	2	3	4	
69%	2		...				11
	3		...				

	vii	0	1	2	3	4	
	1			0			
19%	2	19%	3			43%	43%
	3						
	4						

viii	0	1	2	3	4
1					
2					
3					
4					

ix	0	1	2	3	4
1					
2					
3					
4					

x	0	1	2	3	4
1					
2					
3					
4					

xi	0	1	2	3	4
1					
2					
3					
4					

xii	0	1	2	3	4
1					
2					
3					
4					

For explanation of both, profile and matrices, see pages 41-45.