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THE TREATMENT OF CHINESE AND JAPANESE CHARACTERS IN
AMERICAN SETTINGS IN SELECTED WORKS OF FICTION FOR
CHILDREN

University of Hawaii   ED.D. 1982

THE TREATMENT OF CHINESE AND JAPANESE CHARACTERS

IN AMERICAN SETTINGS IN SELECTED WORKS

OF FICTION FOR CHILDREN

A DISSERTATION SUBMITTED TO THE GRADUATE DIVISION OF THE
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By

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ABSTRACT

Purpose

The purpose of this study was to determine how Chinese and Japanese
characters in American settings were characterized in a population of
fifty-four works of children's fiction based on an analysis of specified
characteristics and stereotypic terms. The following four null hypotheses
were tested: (1) there are no differences between the treatment of
Japanese and of Chinese characters as depicted in works of fiction for
children; (2) there are no differences between the portrayal of Chinese
and of Japanese characters in children's fiction written by Asian
Americans and those written by non-Asian Americans; (3) there are no
discernible changes over time in the treatment of Chinese and of Japanese
characters in works of fiction for children; and (4) works of fiction for
children with Chinese and Japanese characters in American settings are
not racially biased.

Methodology

The technique of content analysis was used with the investigator as
the principal coder. Two instruments—a character analysis instrument based
on the Berelson and Salter instrument with modifications by Gast and by
Cata and an instrument based on the Katz and Braly List of Verbal
Stereotypes—were employed. In addition, a list of nine criteria compiled
from guidelines published by the Council on Interracial Books for
Children and validated by four judges was used to detect racial bias.

Null hypotheses one, two, and three were rejected if differences of
more than 10 percent were found between the respective comparison groups

on any of the characteristics or stereotypic terms for which responses were specified. The fourth null hypothesis was rejected if at least one book met more than five of the nine criteria.

Findings

The overall results indicated that more than half of the characters were described as: (1) being elementary-age children or teen-agers attending school; (2) having slanted eyes and black hair; (3) living on the West Coast; (4) being from homes where the major breadwinners were proprietors or employees in small businesses; (5) wearing modern, Western-style clothing; (6) approving of family members; (7) being favorably perceived by family members; and (8) highly regarding family honor and filial piety. More than two-thirds of the books were noted as being written by non-Asian American writers. In addition, none of the stereotypic terms was used in describing more than 50 percent of the characters.

Null hypotheses one, two, and three were rejected since differences of more than 10 percent were found in the following areas: (1) Chinese, more than Japanese, were portrayed as being traditionally oriented, as belonging to the lower class, and as interacting with other Asians; (2) Japanese, more than Chinese, were depicted as being Westernized, as belonging to the middle class, and as interacting with non-Asians; (3) non-Asian American writers, more than Asian American writers, portrayed characters as desiring recognition through achievement and as being traditionally oriented; (4) Asian American authors, more than non-Asian American authors, pictured characters as valuing family and Asian ties and as being Westernized; (5) works published prior to 1970, more than

works published since 1970, portrayed characters as members of a model minority seeking approval from the dominant culture; and (6) works published since 1970, more than works published prior to 1970, depicted characters as seeking self-realization and independence.

The fourth null hypothesis was accepted since no book met five or more of the nine criteria.

Conclusions

Although no one book was determined to be racially biased, certain stereotypic tendencies were noted, particularly in works written by non-Asian Americans and published prior to 1970. The study revealed that there was a continuing need to portray Chinese and Japanese characters in a variety of lifestyles and situations and to encourage more Asian Americans to write and illustrate children's books depicting their own ethnic groups.

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CHAPTER I

THE PROBLEM

Chapter I is divided into the following sections: (1) introduction,
(2) statement of the problem, (3) significance of the study, (4)
hypotheses, (5) method, (6) limitations of the study, (7) definitions
of terms used, and (8) summary of the chapter.

Introduction

In recent years, largely due to the impetus created by the civil
rights movement, historians and scholars have produced a growing body
of studies on the Asian minorities in the United States. The research
indicates that the social and economic integration of these groups has
often been a difficult and painful process.[1] Chinese and Japanese in
the United States have been included among these groups who, because of
their racial, religious, and other ethnic characteristics, have been
often cut off from the "mainstream of dominant American culture."[2]

Of the two groups, the Chinese were the first to appear on the
West Coast in the period between 1840-1880. Hired primarily to fill a
labor shortage in the building of railroads, they quickly became targets
of discrimination and persecution as protests grew that the Chinese

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[1] Donald Teruo Hata and Nadine Hata, "Run Out and Ripped Off,"
Civil Rights Digest 9 (Fall 1976): 3.

[2] David Karl Gast, "Characteristics and Concepts of Minority
Americans in Contemporary Children's Fictional Literature" (Ph.D.
dissertation, Arizona State University, 1965), p. 1.

"depressed the wages and the living standards of the whites."[3] Antago-
nism toward the Chinese expressed itself in lawless violence, in
discriminatory city ordinances and state legislation, and finally in
successful persuasion of the federal government to exclude further
Chinese immigrants from freely entering the United States.[4]

Similar feelings regarding "cheap coolie labor" and the fears of
a "Yellow Peril" were transferred to the Japanese immigrants who were
the next major Asian group to arrive in the United States. In such
occupations as logging, mining, fishing, canning, and railroading, the
Japanese were regarded as "scabs" by white labor unions and employee
associations.[5] "Scapegoating" and "wholesale persecution" during World
War II resulted in the uprooting of more than 110,000 Japanese Americans
from their homes to relocation camps across the nation.[6]

Within recent decades, however, sociologists and historians have
recorded changes in some of the perceptions of other Americans toward
the Chinese and Japanese in the United States. The changes noted have
been largely the result of a rise in social, economic, and political
status of these groups to the point where they are seen today as "highly
successful, model minorities."[7] Controversy, however, still exists as

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[3] Charles F. Marden and Gladys Meyer, *Minorities in American Society*
(New York: American Book Co., 1968), p. 184.

[4] *Ibid.*

[5] Hata and Hata, "Run Out and Ripped Off," p. 7.

[6] Gast, "Characteristics and Concepts of Minority Americans . . .,"
p. 3.

[7] Stanley Sue and Harry H. L. Kitano, "Stereotypes and Measure of
Success," *Journal of Social Issues* 29 (Spring 1973): 83.

to whether such "complimentary stereotypes" are equally as "limiting and misleading" as previously held negative concepts.[8]

How do some of these concerns relate to the present study? There is general agreement among anthropologists today that people are products of their cultural environment and that there are "no inherent cultural predispositions or traits" in different races.[9] In that cultural environment, children learn through their interaction with parents, with other adults, and with peers. They also may learn through their experiences with mass media at home or at school and with instructional materials.[10]

One important type of instructional material available in schools is the children's trade book. In the mid-sixties, with the upsurge of Third World student strikes and the creation of ethnic studies programs, many writers and publishers became keenly aware that racial minority groups were underrepresented in children's literature.[11] In a 1965 study of Black American characters in children's literature conducted by Larrick, for example, it was discovered that less than one percent of the children's books published between 1962 and 1964 actually included figures of contemporary Black Americans.[12]

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[8]Juanita Salvador-Burris, "Changing Asian American Stereotypes," Bridge 6 (Spring 1978): 32.

[9]Gast, "Characteristics and Concepts of Minority Americans . . .," p. 4.

[10]Robert Havighurst and Bernice L. Neugarten, Society and Education, 2d ed. (Boston: Allyn and Bacon, 1962), pp. 380-81.

[11]Paul Cornelius, "Interracial Children's Books: Problems and Progress," Library Quarterly 41 (April 1971): 106.

[12]Nancy Larrick, "The All-White World of Children's Books," Saturday Review 48 (September 1965): 63-64.

One year after the Larrick study, the treatment of racial minority groups in books for young people again received national attention when the House of Representatives Committee on Education and Labor held hearings on the portrayal of minority ethnic groups in both textbooks and trade books used in public schools.[13] Many witnesses including publishers, authors, and educators, testified that the treatment of racial minorities in these books was "distorted" and that these books contributed to "misunderstanding among the races."[14]

Growing concern over the treatment of minority groups in children's books expressed by academic and community groups has also resulted in an increasing number of studies conducted in this area. Inherent in all of these studies have been two assumptions: (1) fictional literature available through library trade books serves as a potentially significant source of supplemental learning in schools; and (2) books concerning Americans of different races and creeds are one means of fostering intergroup and interracial understanding.

Leland Jacobs, in support of the view that children's fiction can be "an achievement in the exploration of child-living in time, past or present" stated:

> It affords the child reader an opportunity to share
> vicariously in the needs of fictional personalities
> in their total development within a culture. It
> enables the reader to participate vicariously in the
> pleasures, conflicts, achievements . . . of an

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[13]Cornelius, "Interracial Children's Books: Problems and Progress," p. 107.

[14]Ibid., p. 108.

appealingly created character . . . to share the aspir-
ations of other human beings in a setting and a regional
pattern either like or different from his own.[15]

In the past fifteen years, the Council on Interracial Books for

Children, an organization composed of writers, editors, illustrators,

teachers, librarians, and parents to promote learning materials that

embody principles of cultural pluralism, has been largely responsible

for focusing national attention on the issue of racial bias and stereo-

typing in children's books:

> We must be concerned above all with the effects of a book
> on the children who read it. What happens to children
> from the racial group depicted when they look in that
> mirror and see sameness, ugliness, dependency on whites,
> lack of resistance, acceptance only on the basis of an
> endless willingness to suffer? What happens when they
> see none of their own people showing strength? There
> is a similar list of questions for white children, and it
> also points to a pattern of harmful effects. What happens
> when white children look in that mirror and see only them-
> selves, although the world itself is not thus? What happens
> when they see minority people incapable of doing for them-
> selves, desiring only to be accepted by persons unlike
> themselves? Does it inspire the best human values . . . a
> desire to unite with others in order to make this a healthy
> society?[16]

With few exceptions, however, the studies done on children's liter-

ature have focused on the more visible and larger ethnic groups such as

the Black Americans, Hispanic Americans, and Native Americans. The

present study fills a need to examine the characterization of Asian

minority groups in children's literature.

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[15]Leland Jacobs, "Culture Patterns in Children's Fiction,"
Childhood Education 23 (May 1974): 432.

[16]Council on Interracial Books for Children, Guidelines for
Selecting Bias-Free Textbooks and Storybooks (New York: The Council,
1980), p. 13.

Statement of the Problem

The purpose of this investigation was to determine how Chinese
and Japanese in American settings were characterized in selected works
of children's fiction based on an analysis of specified characteristics
and stereotypic terms.

The specific objectives of this study were: (1) to determine
what characteristics and stereotypic terms were attributed to Chinese
and Japanese characters in American settings in works of fiction for
children; (2) to determine whether or not there were differences between
the Japanese and the Chinese in the attributed characteristics and
stereotypic terms; (3) to determine if there were differences in por-
trayals of Chinese and Japanese characters by Asian American authors
as opposed to non-Asian American authors; (4) to determine whether or
not characterizations of Chinese and Japanese in children's fiction had
changed with time; and (5) to determine whether or not the treatment of
Chinese and Japanese in American settings in children's fiction was
racially biased based on a list of established criteria.[17]

Significance of the Study

Educators have a major responsibility in the selection and evaluation
of literature used in the teaching-learning process. In recent years,
public interest groups and academic researchers have expressed increasing

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[17]The criteria used were based on statements and guidelines published
by the Council on Interracial Books for Children and were validated by a
team of judges.

concern about the treatment of minorities in children's books.[18] State
and local book evaluation committees as well as individual educators
recognize a need to be better informed of the characteristics and stereo-
types attributed to minority American groups in fiction for children in
order to make more objective and intelligent book selections in this
area.

Research has been done on how Black Americans, Hispanic Americans,
and Native Americans are treated in fiction for children; however, no
such studies of comparable scope have been attempted for the Asian
minorities in the United States.

Although a content analysis of minority group characters in
children's fiction was done by Gast in 1965, it included only a limited
sampling of works about the Chinese and Japanese. One conclusion of the
study was that such generally negative stereotypes as that of the
"Chinese heathen" and the "inscrutable Japanese" reported in studies of
other types of literature were not evident in the children's fiction
examined.[19] Less negative stereotypes, however, did exist with Asians
portrayed as being loyal to family and friends and as being industrious.
Gast also reported that while ethnic customs and traditions were mentioned,
similarities rather than differences tended to be emphasized between Asian

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[18]U.S. Commission on Civil Rights, Characters in Textbooks: A
Review of the Literature, Clearinghouse Publication 62, May 1980, p. 3.

[19]Lewis H. Carlson and George A. Colburn, In Their Place: White
America Defines Her Minorities 1850-1950 (New York: John Wiley & Sons,
1972), pp. 167-247.

minorities and white, middle-class Americans with regard to behavior, attitudes, and values.[20]

A report published by the Council on Interracial Books for Children in 1976 reflected a more critical view regarding the treatment of Asian Americans in children's books. Based on a collection of reviews written by eleven Asian American evaluators, the Council concluded that the general image presented in children's literature was a "misleading" one that portrayed Asians as looking and behaving alike with no distinctions drawn among the various Asian groups. The Council was also concerned that most of the books were written by non-Asian Americans who the Council felt tended to perpetuate the stereotype of the Asian Americans as a docile, passive minority group which clung to old world customs.[21]

The Council's findings, however, were not based on adequately documented evidence. Although a general evaluation guideline was provided, the individual reviewers were not required to record their data in any systematic fashion.

The present study, then, fills a need to provide an updated, systematically documented analysis of the treatment of Chinese and Japanese characters in children's fiction.

<div align="center">Hypotheses</div>

The hypotheses for this study stated in null form were: (1) there are no differences between the treatment of Japanese and of Chinese

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[20]Gast, "Characteristics and Concepts of Minority Americans . . ."

[21]Council on Interracial Books for Children, "The Portrayal of Asian Americans in Children's Books," Bridge 4 (July 1976): 5-27.

characters as depicted in works of fiction for children; (2) there are

no differences between the portrayals of Chinese and Japanese characters

in children's fiction written by Asian Americans and those written by

non-Asian Americans; (3) there are no discernible changes over time in

the treatment of Chinese and Japanese characters in works of fiction for

children; and (4) the treatment of Japanese and Chinese characters in

American settings in works of fiction for children is not racially biased.

Method

The method used in the present study was that of content analysis.

Berelson defines content analysis as a "research technique for the

objective, systematic, and quantitative description of the manifest

content of communication."[22] The use of content analysis allows the

investigator to move away from purely subjective opinions based on

recollections of individual titles to a more objective description of

the contents of a systematically selected group of books.[23]

The present investigation was an analysis of individual characters

in children's fiction done in two parts. The first part involved the

coding of characteristics attributed to each of the major characters in

the books according to the following categories: character and author

information, bibliographical data, locale, physical traits, status,

culture, attitudes toward specified concepts and institutions, attitudes

toward people, attitudes of others toward the major character, and goals.

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[22]Bernard Berelson, _Content Analysis in Communication Research_
(Glencoe, Ill.: The Free Press, 1952), p. 18.

[23]Tekla Bekkedal, "Content Analysis of Children's Books," _Library
Trends_ 22 (October 1973): 111.

This particular instrument was based on a similar one devised by Berelson

and Salter to describe the treatment of majority and minority Americans

in adult magazine fiction and on subsequent modifications of this instru-

ment by Gast and Cata in their respective studies of minority American

literature for children.[24]

In addition, the Katz and Braly List of Verbal Stereotypes was used

to identify the use of stereotypic terms in the books examined. The

list, which was also used by Gast and by Cata, consisted of eighty-four

words commonly used to describe members of racial and national groups. In

the present study, terms were documented by page numbers if they actually

appeared in the stories. Synonymous terms were also recorded and docu-

mented.[25]

The coder was the investigator of this study. Two other persons were

asked to code a sampling of ten characters in order to establish instru-

ment and coder reliability.

Finally, the coded data were examined against a list of criteria

to determine whether or not the works studied were racially biased. The

criteria were compiled from writings and guidelines published by the

Council on Interracial Books for Children and were validated by a team of

judges.

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[24]Bernard Berelson and Patricia Salter, "Majority and Minority
Americans: An Analysis of Magazine Fiction," Public Opinion Quarterly
10 (Summer 1946): 168-190; Gast, "Characteristics and Concepts of
Minority Americans . . ."; and Juanita Opal Cata, "The Portrait of
American Indians in Children's Literature" (Ph.D. dissertation,
University of New Mexico, 1977).

[25]Daniel Katz and Kenneth Braly, "Racial Stereotypes of 100 College
Students," Journal of Abnormal and Social Psychology 28 (October/
December 1933): 280-290.

Limitations of the Study

The population studied included all works of fiction for children
portraying Chinese or Japanese in the United States as listed in the
following selection aids: Children's Catalog, Elementary School Library
Collection, Reading Ladders for Human Relations, Building Ethnic
Collections: An Annotated Guide for School Media Centers and Public
Libraries, and A Bibliography of Asian and Asian American Books for
Elementary School Youngsters.[26] Titles selected were required to have
at least one major character who was Chinese or Japanese.

Definitions of Terms Used

The purpose of this section on the definitions of terms used was to
define key words used in the present study.

Characteristics. The term "characteristics" when used in this
study, refers to the racial origin, physical traits, status position,
culture, attitudes, and goals of the major characters in the stories.

Chinese. The term "Chinese" when used to describe fictional char-
acters, refers to persons of Chinese ancestry living in the United
States who may either have been born in this country or who may have
been immigrants to America. The terms "United States" and "America"
were used synonymously in this study.

Coders. The term "coders" refers to the investigator conducting
this study and to the two individuals involved in establishing the inter-
rater reliability measure.

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[26]Brief descriptions of the selection tools are provided in the
bibliography at the end of the present study.

Content analysis. The term "content analysis" refers to the research technique used to obtain an "objective, systematic, and quantitative description of the manifest content of communication."[27] In the present study, the form of communication examined was works of fiction for children concerning Japanese and Chinese in American settings.

Fiction for children. The term "fiction for children" refers to fiction works in book form at reading levels from kindergarten through grade eight. Reading levels were based on those assigned by the authorities who contributed to the selection aids used in the present study. The term included both children's picture books and juvenile fiction. Also, the term "children's fiction" was used synonymously with "fiction for children" in this study.

Instruments. The term "instruments" refers to the two research tools used in this study. The first was the character instrument used for analyzing major Chinese and Japanese characters in the books. This form was based on an instrument devised by Berelson and Salter and upon modifications of this instrument made by Gast and by Cata. The second instrument was based on the Katz and Braly List of Verbal Stereotypes.

Japanese. The term "Japanese" when used to describe fictional characters, refers to persons of Japanese ancestry living in the United States who may either have been born in this country or who may have been immigrants to America. The terms "United States" and "America" were used synonymously in this study.

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[27]Bernard Berelson, Content Analysis in Communication Research, p. 489.

Major character. The term "major character" when used in this
study, refers to the Japanese or Chinese character around whom a story
was built. In the works investigated, the major characters were those
individuals who were most affected by and most directly affected the
action and the interplay of characters in the stories.

Population. The. term "population" refers to all of the children's
fiction concerning Japanese and Chinese characters investigated in this
study.

Racial bias. The term "racial bias" refers to any attitude or
action which subordinates a person or group because of their color.[28]
In this study, a list of nine criteria compiled from guidelines published
by the Council on Interracial Books for Children was used to detect
racial bias. A book was determined to be racially biased if it met five
or more of the nine criteria.

Stereotypes. The term "stereotypes" refers to relatively unchanging,
general patterns of opinion and judgment which have been attributed to
groups of people and the individual members of these groups. In this
study, stereotypes were considered to be generalizations and assumptions
made about the personality, intellectual, and physical characteristics
of persons in the form of descriptive adjectives.[29]

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[28]Council on Interracial Books for Children, Human (and Anti-human)
Values in Children's Books (New York: The Council, 1976), p. 5.

[29]Lawrence R. Wheeless and Robert Charles, "A Review and Recon-
ceptualization of Stereotyping Behavior" (Bethesda, Md.: ERIC Document
Reproduction Service, ED 067 663, 1971), p. 89.

Summary of the Chapter

The chapter described the need for investigating the treatment of Chinese and Japanese characters in American settings in children's fiction. It also identified the purpose and specific objectives of the study and presented four hypotheses. Other sections described the methodology and the limitations of the study as well as definitions of key terms used.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of the review of the literature is to report the findings
of studies that are pertinent to the present investigation. This chapter
is divided into five sections: (1) research on the effects of literature
on children; (2) literature related to the research techniques of this
investigation; (3) content analysis studies of different minority group
characterizations in children's books; (4) literature related to the
treatment of Asians in American settings in children's books; and (5) a
summary of the chapter.

Research on the Effects of

Literature on Children

Children, having limited experiences upon which to make judgments,
are susceptible to the influences encountered in their lives. Depending
on the needs and predispositions of the young reader and the circum-
stances or settings in which the reading occurs, the content of
materials read can have a critical impact on children's lives.

Studies conducted over the past several decades have indicated that
children's values and attitudes concerning the race, ethnicity, gender,
social class, age, or physical appearance of people may be altered by
their exposure to printed materials.

In a survey conducted in 1948 by Smith to assess the self-reported
effects of reading on children, fourth- through eighth-grade students
were asked if they could remember any book, story, poem, or article

that changed their thinking or attitudes. A tally of 500 voluntary
responses revealed the following results: 60.7 percent reported changes
in their attitudes and 9.2 percent indicated alterations in their be-
havior. Changes in concepts, ideas, and understandings as a result of
new information gleaned from readings were listed by 30.1 percent of
the children. The following were examples of children's self-reported
changes in attitudes toward people:

> Girl, grade 6: The book has answered many questions for
> me. I have always wondered how the Chinese boys and girls
> were different from us. To me they seemed queer and I
> couldn't believe they have the same ambitions we have.
> The real reason was that I have never been with Chinese
> children or read about them.
>
> Boy, grade 8: I learned that Indians have honor and are
> not all savages and I have a respect for them now.[1]

Fehl attempted a similar study in 1969 with 420 Arizona secondary
school students who were asked to report any changes in concepts, atti-
tudes, and behaviors that they had experienced as a result of their
reading. Fifteen percent of the respondents reported their reading
resulted in behavioral change. The larger number of changes (45 per-
cent) occurred in the areas of concepts and attitudes. Findings also
indicated that students were more influenced by voluntary reading than
by assigned reading.[2]

In contrast with surveys such as the ones done by Smith and Fehl,
which relied upon personal recollections, other investigators have

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[1]Nila Banton Smith, "Some Effects on Reading on Children,"
Elementary English, 25 (May 1948): 271-278.

[2]Shirley L. Fehl, "Influence of Reading on Concepts, Attitudes and
Behavior," Journal of Reading 12 (February 1969): 407-413.

designed experimental studies exploring particular aspects of response in groups of readers. Studies in the area of literature about minority groups have often indicated both positive and negative attitudinal gains by children as a result of exposure to such material.

Thompson, Friedlander, and Oskamp conducted such a study to modify the negative social attitudes of a group of white, middle-class pre-school children through an experimental reading program. The program consisted of reading storybooks that presented minority figures in a favorable light. Results indicated a significant reversal from a low to a high percentage of positive adjectives that the children associated with minority figures.[3]

In another investigation, Fisher tested the hypothesis that reading materials about American Indians would help overcome prejudice in fifth-grade children. To gain more information about the process of attitudinal change, the relationships between this change and the factors of I.Q., reading achievement, socio-economic status, race, sex, initial attitude, and information gained were also studied. The subjects were students in Berkeley, California, who were divided into three groups—a reading group, a reading plus discussion group, and a control group. The Scale Discrimination Technique was used to construct an attitude test. Results indicated that both of the experimental groups showed significant changes in developing positive attitudes toward American Indians as compared with the control group; and that the greater change occurred in the group that

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[3]Kathy Seric Thompson, Patricia Friedlander, and Stuart Oskamp, "Change in Racial Attitudes of Preschool Children Through an Experimental Reading Program" (paper presented at the Western Psychological Association Meeting, Vancouver, June 1969), p. 4.

both read and discussed the stories. The following conclusions were also reported: (1) a favorable attitudinal change was greatest in students of middle-class, socio-economic status; (2) a favorable change was significantly greater among the Negro subjects of middle-class status than among the Caucasian subjects; and (3) attitudinal change was not significantly affected by differences in the sex, I.Q., or reading achievement of the subjects.[4]

Both the positive and the negative effects of reading materials on children's attitudes toward Eskimos were assessed by Tauran in a study testing the hypothesis that reading material of a literary nature would change children's emotional responses toward the psychological object about which they read. Eight classes of third-grade students in Montgomery and Prince Georges Counties, Maryland, were divided into two groups. One group read stories that were considered favorable to the Eskimos and the other group read stories that were considered unfavorable. A scale to pre- and post-test the students was constructed using the Scale-Discrimination Technique devised by Edwards and Kilpatrick. In addition, an eight-group, Solomon-type design was used to reduce the threat of pre-testing to external validity. The results of this study showed that the racial ideas of third-grade children could be influenced in a positive or a negative direction depending upon the kind of reading material presented.[5]

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[4]Frank L. Fisher, "The Influences of Reading and Discussion on the Attitudes of Fifth Graders Toward American Indians" (Ed.D. dissertation, University of California, Berkeley, 1965).

[5]Rouland Herman Tauran, "The Influences of Reading on the Attitudes of Third Graders Toward Eskimos" (Ph.D. dissertation, University of Maryland, 1967).

Aside from studies such as these dealing with the Eskimos and the American Indians, the bulk of the research about minority group materials has focused on children's responses to literature about Black Americans.

An early study by Jackson indicated that reading materials could influence Caucasian children's attitudes toward blacks. Jackson examined the attitudes of two groups of white junior high school students in Atlanta, Georgia. Matched on the basis of sex, intelligence, and socio-economic status, the students were divided into two groups with the experimental group being exposed to reading materials which portrayed blacks in a positive way and the control group reading materials with neutral content in respect to blacks. Results of the experiment indicated that the attitudes of the experimental group became significantly more favorable toward blacks than the attitudes of the control group subjects.[6]

In 1969, Litcher and Johnson investigated the effects of all-white and multi-ethnic basal readers on the attitudes toward blacks of second-grade white students in a midwestern city. Four independent measures of racial attitudes—the Clark doll test, the categories test, the Horowitz and Horowitz "show me" test, and a direct comparison test—were administered before and after the children had read the books. Thirty-four students who used the multi-ethnic basal reader for four months were compared with an equal number of students who used an all-white basal reader. Results of the four tests demonstrated that children who used

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[6]Evalene Jackson, "Effects of Reading Upon Attitudes Toward the Negro Race," Library Quarterly 14 (January 1944): 52-53.

the multi-ethnic reader "developed markedly more favorable attitudes towards blacks" than did the comparison group.[7]

The extent to which self-concept may be influenced by the teaching of all-black literature was investigated by Woodyard. The subjects were two ninth-grade classes in Picayune, Mississippi. While one group used a state-adopted text, the experimental group used an anthology of black literature. The Tennessee Self-Concept Scale was administered to both classes at the beginning of the semester and again at the end of the term. Results showed that although both groups scored higher on all dimensions of the self-concept scale, the experimental group scored "statistically significantly higher on all five of the self-evaluative dimensions."[8]

While the foregoing studies indicated positive changes in attitudes, the complexity of the relationship between reading and behavioral change has been noted in several other studies.

Lancaster, in an investigation of the effect of reading books with black characters on the racial preferences of white children, used fifty-six children's books with black characters which were rated by librarians and teachers on literary quality and ability to foster good race relations. These books were read by 125 Boston fifth-grade students in an all-white, suburban school. Reading was voluntary and not associated with regular assignments. A picture test, adapted from a similar test devised by Horowitz, was used to measure the degree to which race

[7]John Litcher and David Johnson, "Changes in Attitudes Toward Negroes of White Elementary School Students After Use of Multi-ethnic Readers," Journal of Educational Psychology 60 (April 1969): 148-152.

[8]Mary Ann Woodyard, "The Effects of Teaching Black Literature to a Ninth Grade Class in a Negro High School in Picayune, Mississippi" (Ed.D. dissertation, University of Tennessee, 1970).

was used as a criterion for decision-making. Results of the analysis indicated that the effect of books on racial preference was not a simple one-to-one relationship. For those students who displayed no racial preferences or who had a favorable bias toward Black Americans, the greater the number of books read, the less often race was used as a decision-making criterion. For students who indicated a prejudice against blacks, however, the greater number of books read was associated with higher prejudicial scores.[9]

In another study reported by Walker involving listening to stories with black characters, white and black kindergarten students in Kentucky were divided into two experimental and two control groups with one all-black and one all-white group in each category. Thirty-five stories with black characters were read to the experimental groups over a period of six weeks while the control groups heard animal stories over the same period of time. The Preschool Racial Attitude Scale was administered as a pre- and post-test measure. Results indicated that the test for significance of the effect of stories on racial attitudes was "not significant" and that "hearing stories was not a sufficient method by itself to modify negative attitudes."[10]

Finally, the results obtained by Brisbin in a study applying galvanic skin responses to measure the effects of literature on children also

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[9] Joyce Woodward Lancaster, "An Investigation of the Effect of Books with Black Characters on the Racial Preferences of White Children" (Ed.D. dissertation, Boston University School of Education, 1971).

[10] Patricia Walker, "The Effects of Hearing Selected Children's Stories That Portray Blacks in a Favorable Manner on the Racial Attitudes of Groups of Black and White Kindergarten Children" (Ph.D. dissertation, University of Kentucky, 1972).

revealed the complexity of the relationship between reading and behavioral change. In this investigation, white fifth-grade students were randomly assigned to an experimental and a control group. The experimental group read and discussed books with positive representations of blacks; while the control group read and discussed literature with neutral content in respect to blacks or to ethnic prejudice. Following the treatment, paired-comparison rankings were obtained from all subjects. In addition, positive and negative statements about blacks were read to the subjects to elicit galvanic skin responses (GSR). The ranking instrument revealed significant differences at the .05 level between the two groups. Rankings of the five ethnic groups used in the study showed blacks being ranked last by the control group and second by the experimental group. No differences were detected, however, when the GSR means to positive and negative statements about the blacks were examined. There were no significant correlations between the GSR data and the self-reported rankings of blacks. Brisbin concluded that the treatment was considered sufficient to bring about a "verbalized change," but not adequate to cause "emotional reorientation" that could be detected by GSR techniques.[11]

In summary, although the studies cited in this section generally supported the theory that books were effective in influencing children's attitudes and self-concepts, the implication was also clear that more research would be needed to make reliable predictions of the effects of particular books on individuals.

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[11]Charles Dan Brisbin, "An Experimental Application of the Galvanic Skin Response to the Measurement of Effects of Literature on Attitudes of Fifth Grade Students Toward Blacks" (Ph.D. dissertation, Wayne State University, 1971).

Books may play a significant part in shaping and re-shaping an individual's thinking; yet, the means by which they do this and the total significance of their role are matters still determined largely by the observer's intuition. In many cases children's readings may momentarily affect their responses, but how lasting these effects are remains as yet to be determined.

<center>Literature Related to the Research Techniques

of this Investigation</center>

The technique of content analysis is concerned with the systematic examination of existing records or documents as sources of data. Although documents usually consist of written words or figures, they may be of the graphic type and include paintings, drawings, cartoons, or photographs.[12]

Content analysis has been frequently used for research problems in which the question could be answered directly from a description of the attributes of the content.[13] Thus, the investigator is largely freed from problems of validity, except to the extent that validity is related to sampling and reliability. The content data serve as a direct answer to the research question, rather than as indicators from which characteristics of the sources or audiences are to be inferred.

In education, content analysis has been used to examine specimens of child use or performance in compositions and test papers, to analyze vocabulary in textbook-writing, to assign grade placement of curriculum

[12] John W. Best, Research in Education (Englewood Cliffs, N.J.: Prentice-Hall, 1959), p. 118.

[13] Ole R. Holsti, Content Analysis of the Social Sciences and the Humanities (Reading, Mass.: Addison-Wesley, 1969), p. 43.

materials, and to conduct error studies in remedial and developmental

aspects of instruction in such areas as reading, arithmetic, spelling, and

writing.[14]

In Berelson's <u>Content Analysis in Communication Research</u>, which has

been considered one of the standard codifications by many authorities

employing the technique, he defined content analysis as a "research

technique for objective, systematic, and quantitative description of the

manifest content of communication."[15]

Objectivity necessitates that each step in the research process be

carried out on the basis of explicitly formulated rules and procedures

to minimize the possibility that the findings reflect the analyst's sub-

jective predispositions rather than the content of the documents under

analysis. System requires that the inclusion and exclusion of content

or categories be done according to consistently applied rules in order

to eliminate analyses in which only materials supporting the investi-

gator's hypotheses are admitted as evidence. In most of the earlier

studies, quantification has meant measuring the frequency with which

symbols or other units appeared in each category. Today, however, other

modified methods of scoring, such as contingency analysis in which the

coding of items depends on the absence or presence of an attribute, are

also accepted. Often, frequency and non-frequency techniques are com-

bined by first coding the appearance of certain key symbols and then by

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[14]Carter V. Good, <u>Essentials of Educational Research</u> (Englewood
Cliffs, N.J.: Prentice-Hall, 1972), pp. 267-268.

[15]Bernard Berelson, <u>Content Analysis in Communication Research</u>
(Glencoe, Ill.: The Free Press, 1952), p. 18.

summarizing the findings by tabulating the number of items in which each symbol is present.[16]

Units of content analysis include word, theme, character, item, and space and time measures. The choice of the unit or units of analysis depends upon the goals of the research and the types of information sought. Categories of analysis have been described as the "what" and "how" or substance and form categories. "What is said" categories may deal with subject matter, direction, values, characteristics, and traits. The "how it is said" categories deal with form or type of communication and form of statement.[17]

One of the first applications of content analysis was done by Berelson and Salter in a study of the treatment of majority and minority American groups in magazine fiction. A sample of 198 short stories published in eight widely-read magazines was used. Stories appearing in 1937 and 1943 were selected in order to investigate the effect of World War II upon the fictional treatment of the following groups: (1) Americans who were defined as "white Protestants with no distinguishable ancestry of foreign origin"; (2) American minorities who included "Anglo-Saxon and Nordic hyphenates, other hyphenates, Negroes, and Jews"; and (3) foreigners who included "Anglo-Saxon and Nordic groups, and other foreign groups."[18]

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[16]Holsti, <u>Content Analysis of the Social Sciences and the Humanities</u>, pp. 3-7.

[17]Good, <u>Essentials of Educational Research</u>, pp. 267-268.

[18]Bernard Berelson and Patricia Salter, "Majority and Minority Americans--An Analysis of Magazine Fiction," <u>Public Opinion Quarterly</u> 10 (Summer 1946): 168-171.

The investigators formulated a set of hypotheses on the basis of their general knowledge of magazine fiction. The hypotheses dealt with the frequency of appearance of various groups, their characteristics, their relative status positions, and time and locale differences. Part of the conversion of the hypotheses into analytic operations took the form of an instrument based on a character in the story. The instrument required the coding of eight characteristics for each of the speaking characters. The characteristics included role in the story, sex, status position, social origin, personality traits, goals and values, approval or disapproval of the character, and summary identification by ethnic groups. Entries had to be documented with a brief summary or quotation from the appropriate story content. The appearances of these characteristics were coded and the findings were then summarized by tabulating the number of characters in which each characteristic was present.[19]

Findings indicated that on almost every index including frequency of appearance, role, status, and goals, the "Americans" received better treatment in magazine fiction than the "minority" and "foreign" groups. Also, the minority and foreign groups from the European and Asian countries received preferential treatment in the stories over both the Negroes and the Jews.[20]

Besides the character analysis instrument, a list of stereotypic terms devised by Katz and Braly has also been used in content analysis studies related to minority groups.

The term "stereotype" has been frequently employed in research concerning prejudice and intergroup perception and conflict. As early as

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[19]Ibid., pp. 171-172. [20]Ibid., p. 186.

1930, Lippmann applied the term to ideas and opinions molded and fixed

by people's mental processes. He said:

> For the most part we do not first see and then define, we
> define first and then see . . . . we pick out what our
> culture has already defined for us, and we in turn tend
> to perceive that which we have picked out in the form
> stereotyped for us by our culture.[21]

Coupled with the conceptual work of Lippmann, the methodology

developed by Katz and Braly has served as direct models for a major

portion of the research on racial stereotyping in the past forty years.[22]

In the original Katz and Braly study conducted at Princeton, one

hundred students were asked to list the traits that they considered most

characteristic of ten ethnic groups including Negroes, Germans, Jews,

Italians, English, Irish, Americans, Japanese, Chinese, and Turks. The

subjects chose the traits from a prepared list of eighty-four adjectives.

They were also permitted to use additional traits if they found the list

inadequate. The terms on the list had been compiled prior to the study

by twenty-five Princeton students who were given free range to list as

many characteristics as they could. The list was then supplemented by

the investigators.[23]

After the subjects had selected the traits for the ten ethnic groups,

they were asked to go back and "place an X" before the five words on each

list that seemed the "most typical" of each group. Only the marked

items were used in the data analysis. The trait most frequently assigned

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[21]Walter Lippmann, _Public Opinion_ (New York: Macmillan, 1930), p. 95.

[22]Daniel Katz and Kenneth Braly, "Racial Stereotypes of 100 College
Students," _Journal of Abnormal and Social Psychology_ 28 (October/December
1933): 280-290.

[23]_Ibid._, p. 282.

to each group and the percentage of students making each assignment were as follows: (1) Germans—scientifically minded (78 percent); (2) Italians—artistic (53 percent); (3) Negroes—superstitious (84 percent); (4) Irish—pugnacious (45 percent); (5) English—sportsmanlike (53.5 percent); (6) Jews—shrewd (79 percent); (7) Americans—industrious (48.5 percent); (8) Chinese—superstitious (35.1 percent); (9) Japanese—intelligent (47.9 percent); and (10) Turks—cruel (54 percent).[24]

Since 1933, the Katz and Braly study has been replicated twice at Princeton with two succeeding generations of students. In a 1950 investigation, Gilbert found that although the ordering of characteristics varied somewhat, the traits most commonly assigned to the various groups in the earlier study were, for the most part, assigned again. The students in 1950, however, showed less agreement among themselves about the assigned traits. Gilbert interpreted this finding as "evidence of resistance to the stereotyping tendency, and a fading out of such formulations."[25]

A third investigation of the trait attributions of Princeton students was carried out by Karlins, Coffman, and Walters in 1969. Employing procedures identical with those used in the two earlier studies, the team found that while the frequency of some "traditional" trait assignments had declined, other "new" traits had arisen, for which there was considerable inter-subject agreement in attributions to specific groups. For example, while the Japanese were identified most frequently as "intelligent" in 1933, in the 1969 study, new terms such as "ambitious,"

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[24]Ibid., pp. 284-285.

[25]G. M. Gilbert, "Stereotype Persistence and Change Among College Students," Journal of Abnormal and Social Psychology 76 (April 1951): 245-254.

"efficient," "loyal to family ties," and "courteous" were more frequently
mentioned.[26]

The Katz and Braly list has also been used in studies conducted by

other investigators including Meenes, Seago, Diab, and Chandra, who have

assessed stereotypes held by members of one national group about the

members of other selected national groups.[27]

Both the Berelson and Salter technique of content analysis and the

Katz and Braly List of Verbal Stereotypes have been modified and applied

in studies related to the analysis of children's literature about minority

groups.

One such study which was designed specifically by Gast to analyze

characterizations of minority group Americans in children's fiction, used

a character evaluation instrument based on the one created by Berelson

and Salter. Within the study, however, Gast added the categories of

physical traits and age. As in the Berelson and Salter study, the Gast

investigation required documentation for all entries by both page numbers

and by quotations and summary statements. Methods of tabulation similar

to those employed by Berelson and Salter were also used in this study.

In addition, Gast was the first to use the Katz and Braly list in

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[26]Marvin Karlins, Thomas L. Coffman, and Gary Walters, "On the
Fading of Social Stereotypes: Studies in Three Generations of College
Students," Journal of Personality and Social Psychology 13 (September
1969): 1-16.

[27]Max Meenes, "A Comparison of Racial Stereotypes in 1930-1942,"
Journal of Social Psychology 17 (May 1943): 327-336; Dorothy W. Seago,
"Stereotypes: Before Pearl Harbor and After," Journal of Psychology
23 (January 1947): 55-63; Lutfy N. Diab, "National Stereotypes and the
Reference Group Concept," Journal of Social Psychology 57 (August 1962):
339-351; and Sri Chandra, "Stereotype of University Students Toward
Different Ethnic Groups," Journal of Social Psychology 71 (February
1967): 87-94.

validating the stereotypes existing in children's fiction for minority

group characters. Page documentation was required for all terms

entered.[28] Gast's findings are reported later in this chapter.

The methodology used by Gast was replicated in a study by Brown in

1978 in which he sought to analyze the treatment of American Indians

in children's literature.[29] Brown's conclusions are noted later in this

chapter.

In another recent study, Cata also used the Katz and Braly list and

a modified version of Gast's character instrument to examine the portrayal

of American Indians in children's fiction. Cata's character analysis

instrument included additional categories for locale, for material

culture, for character's attitudes toward specified groups, concepts,

and institutions, and for tribal affiliations. Forms of documentation

and methods of tabulation similar to those used in the studies by

Berelson and Salter and by Gast were also employed in this investiga-

tion.[30] The conclusions to the Cata study are reported later in this

chapter.

In summary, the technique of content analysis appears to offer a

systematic approach to describing the content of existing materials.

There has been indication that ongoing research applying this technique

has yielded information about a widening variety of subjects.

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[28]David Gast, "Characteristics and Concepts of Minority Americans
in Contemporary Children's Fictional Literature" (Ph.D. dissertation,
Arizona State University, 1965).

[29]Richard William Brown, "Characteristics and Concepts of American
Indians in Children's Fictional Literature Published Between 1963 and 1973"
(Ed.D. dissertation, Temple University, 1978).

[30]Juanita Opal Cata, "The Portrait of American Indians in Children's
Literature" (Ph.D. dissertation, University of New Mexico, 1977).

In addition, the Katz and Braly list has been used in numerous studies dealing with racial stereotyping since its development in 1933. Together with the content analysis technique, it has been employed in recent research focusing on the treatment of minority groups in children's literature. Several investigators, whose studies have been summarized in this section, have recommended further experimentation with the content analysis technique and the Katz and Braly list. The present study has followed through on the recommendation.

<div align="center">Content Analysis Studies of Different Minority Group

Characterizations in Children's Books</div>

Within the past decade a number of studies have dealt with the treatment of various racial groups in children's books. Such studies have often focused on a single minority group such as the American Indians, the Black Americans, and the Hispanic Americans.

Napier, for example, analyzed twenty works containing North American Indian characters. A total of thirty-five characters from books written between 1931 and 1966 were analyzed according to categories of physical description, language, and status. Findings indicated that the traditional stereotype of the North American Indian as a "lazy savage" was not present in the literature and that the physical description of the American Indian was an "attractive" one.[31]

Brown's study of American Indians was limited to twenty works of fiction for children published between 1963 and 1973. Echoing Napier's

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[31]Georgia Pierce Napier, "A Study of the North American Indian Character in Twenty Selected Children's Books" (Ed.D. dissertation, University of Arkansas, 1970).

findings, Brown concluded that American Indians were generally depicted "very positively" and "in a dignified fashion." Although stereotypes remained, the most predominant ones were found to be "complimentary in nature."[32]

The study by Cata in 1977 was more comprehensive than the ones done by Brown and Napier. A total of 504 American Indian characters from 401 children's fictional stories published between 1900 and 1972 were analyzed. The purposes of the study included identifying the characteristics most commonly attributed to American Indians, determining whether misinformation and stereotypes were present, and noting any changes in characterizations related to time periods. Differences in portrayals by American Indian and non-American Indian authors and by experienced and less experienced authors were also investigated. Findings revealed that the majority of the characters were placed in a traditional setting and that the characters approved of family and peers but disapproved of non-American Indians. Misinformation was reported in descriptions of 115 characters. Among the more frequently assigned stereotypes were such items as "intelligent," "alert," "loyal to family," "kind," "superstitious," and "traditional." Ethnicity of the author and author familiarity with American Indian culture were also shown to have an effect on how the characters were portrayed.[33]

To assess possible trends in the characterization of American Indians, Troy compared a sample of books written between 1930 and 1940 with a

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[32]Brown, "Characteristics and Concepts of American Indians in Children's Fictional Literature . . ."

[33]Cata, "The Portrait of American Indians in Children's Fictional Literature."

sample of books written between 1960 and 1970. Data were secured in

several major areas, including setting, tribe, economy, physical

appearance, dress, housing, customs, and religion. Some of the major

findings were that the majority of the novels in both time periods

presented American Indians in dress, economy, housing, and customs of an

age other than the contemporary period. According to Troy, the stereotype

of the American Indian had also remained "relatively positive" over

time.[34]

Fewer studies have been done on the portrayal of Hispanic Americans

than on American Indians in children's literature. One of the more com-

prehensive surveys was attempted by the Council on Interracial Books for

Children. In collaboration with Chicano educators, the Council examined

over 200 books on Chicano themes. A set of criteria was devised to

analyze the books for racist and sexist contents. The following patterns

of stereotyping and distortion were reported:

> The poor, ignorant, helpless Mexican saved by a benevolent
> Anglo is one of the most popular themes. A second popular
> theme is the "Chicanito gets his wish, but selflessly
> sacrifices it." Rarely are families shown positively.
> The Chicano child of these stories is maneuvered through
> an incident relying on strangeness of place or quaintness
> of custom to hold reader interest.[35]

In a similar survey of children's books on Puerto Rican themes, the

Council sought out Puerto Ricans of different age groups to study a hundred

books for accuracy and authenticity. The findings indicated that the

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[34]Alice Ann Troy, "The Indian in Adolescent Literature, 1930-1940
vs. 1960-1970" (Ph.D. dissertation, University of Iowa, 1972).

[35]Donnarae McCann and Gloria Woodard, Cultural Conformity in Books
for Children (Metuchen, N.J.: Scarecrow Press, 1977), pp. 60-64.

majority of the books failed to deal with the realities of urban ghetto

life and tended to portray the characters as lacking in emotion and

humiliated by a language handicap. Resolution of conflict almost always

depended on the intervention of an "all-wise white benefactor." Only six

of the books were found to be authored by Puerto Rican writers.[36]

By far, the largest number of studies reported have dealt with the

treatment of Black American characters in children's literature.

In a 1969 study, Carlson compared the treatment of the Negro in

children's books for the periods 1929-1938 and 1959-1968. Using 545 books

printed by three major publishers, the investigator sought to test the

hypothesis that there was less racial stereotyping of the Negro in

literature written in the period from 1959 to 1968 than in the earlier

period. A scale was compiled for the evaluation of the treatment of the

Negro using the following levels: level 1--caricature, level 2--stereotype,

level 3--individual with a race problem, and level 4--individual with a

universal problem. Findings indicated that the Negro tended to be

stereotyped in the earlier literature but was viewed as an individual with

a race or a universal problem in the later works.[37]

Less optimistic findings regarding stereotyping, however, have been

reported in other studies.

In Broderick's analysis of 104 titles published between 1827 and

1967, the author concluded that Negroes as depicted in the literature

were physically unattractive, were musically oriented, were superstitious,

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[36]Ibid., pp. 68-72.

[37]Julie Ann Carlson, "A Comparison of the Treatment of the Negro in
Children's Literature in the Periods 1929-1938 and 1959-1968" (Ph.D.
dissertation, University of Connecticut, 1969).

and were dependent upon the white man for whatever good things they
hoped to acquire in life.[38]

Equally critical findings were reported by Agree in an evaluation of
children's trade books published between 1950 and 1970. The author used
an instrument of content analysis created by means of an attitude ques-
tionnaire sent to a stratified sampling of professionals involved in the
selection and evaluation of children's books. Findings indicated that
most of the sample books revolved about themes which "lacked honesty and
integrity regarding black life in America today." Furthermore, earlier
derogatory stereotypes had been replaced by "smiling, attractive, well
dressed, obviously middle class blacks completely lacking in significant
ethnic authenticity."[39]

Specific forms of children's literature dealing with Black American
characters have also been examined. An example of this was a content analy-
sis done by Bingham of Negro characters in forty-one children's picture
books published between 1930 and 1968. The study analyzed the illus-
trations in terms of physical characteristics of the people, environ-
ments pictured, roles of Negro adults, and interaction of characters.
The author compared her findings for four time periods. No striking
differences were found in these four periods, although the amount of

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[38]Dorothy May Broderick, "The Image of the Black in Popular and
Recommended American Juvenile Fiction, 1827-1969" (Ph.D. dissertation,
Columbia University, 1971).

[39]Rose Hyla Agree, "The Black American in Children's Books: A
Critical Analysis of the Portrayal of the Afro-American as Delineated
in the Contents of a Select Group of Children's Trade Books Published
in America from 1950-1970" (Ed.D. dissertation, New York University,
1973).

physical interaction among a variety of characters did increase over the time span.[40]

Several studies have analyzed how closely the literary image of the Black American mirrors life in contemporary black society.

In an attempt to describe the images of the everyday lives of Black American children found in forty titles of modern day realistic fiction, Fisher focused on the following areas: activities recurring in the daily lives of the fictional children; the participation of the characters in formal and informal social institutions and associations; and the attitudes, values, and goals attributed to the characters. The author found a wide variety of homes portrayed, with locations in all parts of the United States and in all kinds of neighborhoods ranging from slums to middle-class suburbs. The value of education was stressed in these books; and the main characters were frequently concerned with career plans, with personal development, and with reactions to situations unique to black children.[41]

The fictional treatment of the black adolescent living in an inner-city ghetto was the focus of Booth's study. A report of the National Advisory Committee on Civil Disorders was used as a standard by which eleven novels were evaluated in terms of the author's honesty in treating the adolescent in his total environment. The criteria covered home and family relationships, peer relationships, attitudes toward

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[40]Jane Marie Bingham, "A Content Analysis of the Treatment of Negro Characters in Children's Picture Books 1938-1968" (Ph.D. dissertation, Michigan State University, 1970).

[41]Winifred Maxine Fisher, "Images of Black American Children in Contemporary Realistic Fiction for Children" (Ed.D. dissertation, Columbia University, 1971).

authority, and attitudes toward the educational system. Although no
one book treated every characteristic marking ghetto life, all of them
were found to contain some of the characteristics which distinguished the
black ghetto adolescent. Booth concluded that the eleven novels gave
a "valid picture" of the life of the black ghetto adolescent in his
total environment as measured by the established criteria.[42]

Along similar lines, Kiah's study attempted to determine if and how
selected salient shared experiences of black people were portrayed in
contemporary children's fiction. The investigation was designed to find
out if such fiction provided a source where black children might see
themselves as unique individuals in terms of experiences shared by Black
Americans in the United States. The sample consisted of thirty-five
stories published between 1964 and 1975. Information gleaned from
sociological research reports was used in constructing an instrument to
answer the research questions generated for the study. Major findings
included the following: (1) more stories were shown to reflect the
experiences shared by all people than were found portraying salient
shared experiences of Black Americans; (2) stories that portrayed the
organization and social relationships of the black world were limited
to those that dealt with teen-age gangs which were not reflective of the
black community in general; and (3) the stories that portrayed the
world of work and the role work plays in the lives of blacks came closest
to approximating this aspect of the salient shared experiences of blacks.[43]

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[42]Martha F. Booth, "Black Ghetto Life Portrayed in Novels for the
Adolescent" (Ph.D. dissertation, University of Iowa, 1971).

[43]Rosalie Black Kiah, "A Content Analysis of Children's Contemporary
Realistic Fiction About Black People in the United States to Determine If

Besides these studies of specific racial groups in children's books, research has also been done to examine multiple minority groups.

Bey, for example, analyzed the pictorial and written content of forty-seven textbooks for the representation of Asian Americans, Black Americans, Euro-Americans, Hispanic Americans, and American Indians. The instrument used for the pictorial analysis was adapted from a checklist published by the Council on Interracial Books for Children. A second instrument used to analyze the written content was a modified version of the Ethnic Studies Materials Analysis Instrument developed by the Social Science Education Consortium. The findings indicated that ethnic groups, especially the non-white minorities, were underrepresented with texts providing significantly more information about the past and present accomplishments of Euro-Americans than any other group. In addition, the written content pertaining to different groups tended to be interpreted and written from a "Eurocentric perspective."[44]

Haas conducted a study involving 1,939 titles taken from thirty New Jersey elementary school libraries to determine whether fiction books for children presented a picture which supported a "polarized society" or an "integrated society." The analysis involved identifying the characteristics and communication patterns for a sampling of characters and establishing a computer coding system for the data. Fifty-one coders were used to identify the content data which were then scored by the

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and How a Sampling of These Stories Portray Selected Salient Shared Experiences of Black People" (Ph.D. dissertation, Michigan State University, 1976).

[44]Theresa Major Bey, "An Analysis of the Portrayal of Ethnic Groups in Elementary School Textbooks" (Ph.D. dissertation, University of Illinois, 1979).

computers. Based on the findings, Haas concluded that the overall
picture presented by the fiction offered little opposition to the ethnic
polarization in America today and "did not support any trend toward an
integrated society." Two additional findings of interest included the
following: (1) European American and European characters predominated;
and (2) "ethnic minority" characters tended to be pictured separately
from "ethnic majority" characters.[45]

In an investigation of the treatment of minority groups in children's
fiction, Gast focused on five groups including North American Indians,
Chinese, Japanese, Negroes, and Hispanic Americans. He found that while
occupational stereotypes were present for all the groups except the
blacks, the other stereotypes used were generally "complimentary and
positive." Gast also concluded that the books tended to "dignify the
differences in race, beliefs, and customs" and to emphasize the
similarities rather than differences between majority and minority
Americans. In addition, the author recommended that more minority group
Americans should be encouraged to produce children's literature.[46]

In summary, research in the content of children's books dealing with
the treatment of different racial groups indicated that while general
trends toward more complimentary portrayals of these groups were in
evidence, distortions and negative stereotypes also still persisted.

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[45]Joyce H. Haas, "Ethnic Polarization and School Library Materials:
A Content Analysis of 1,939 Fiction Books from 30 New Jersey School
Libraries" (Ph.D. dissertation, Rutgers University, 1971).

[46]Gast, "Characteristics and Concepts of Minority Americans . . .,"
pp. 165-166.

The need to encourage a greater number of minority group writers to produce children's literature with a more accurate and balanced view of the different groups was also expressed.

Literature Related to the Treatment of Asians
in American Settings in Children's Books

The number of studies involving the portrayal of Asians in American settings in children's books has been limited in comparison with the volume of research existing for groups such as the blacks and the American Indians.

In a study of social studies textbooks designed for the primary grade levels, Golden concluded that the texts gave a "tourist's view" of the Chinese and the Japanese emphasizing their foods and their arts and crafts but giving little insight into their actual home lives. The author also found that the Asian child was not socially accepted as an equal by children of the dominant group and that Asian adults had stereotyped occupations that reflected their cultural backgrounds (i.e., the Chinese owned Chinese restaurants and the Japanese ran Oriental curio shops).[47]

An investigation of public school curriculum and texts by Yee revealed that Asian Americans had not been given credit for their contributions in the historical development of the United States. In the study, Yee examined 300 elementary and secondary social studies texts at the curriculum libraries of the University of Wisconsin and the Madison

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[47]Loretta Golden, "The Treatment of Minority Groups in Primary Social Studies Textbooks" (Ed.D. dissertation, Stanford University, 1964).

public schools and found a "pattern of neglect and stereotyping" of

Chinese and Chinese Americans in their past and present American lives.

Specifically, the analysis revealed that 75 percent of the texts did not

mention the Chinese and that 17 percent gave only a "token representation"

to the group. The tokenism usually included a picture of an Asian and a

few lines mentioning the existence of urban Chinatowns, the Chinese rail-

road workers, and the laundering and culinary skills of the Chinese.

Only 3 percent devoted a few paragraphs or several pages to the Chinese

and the Chinese Americans.[48]

Based on these findings, Yee concluded:

> Americans have oriented themselves so strongly to Europe
> that they have ignored Asia, despite our mistakes and
> tragic involvements there over the years. It seems
> reasonable to require that authors of social studies
> textbooks present truthful and comprehensive accounts
> and interpretations of the past and present.[49]

The Council on Interracial Books for Children also examined text-

books by major publishers regarding their treatment of minority groups.

Although the Council found that the newer texts gave greater attention to

groups previously invisible, and were generally more sympathetic in their

treatment of some minority groups, Asian Americans were still frequently

omitted. When they were mentioned at all, they were often misrepresented.

The Council found that the books perpetuated two interrelated stereotypes

of Asian Americans:

> Asian workers are repeatedly described as "willing"
> to work for low wages, evoking an image of coolie

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[48]Albert H. Yee, "Myopic Perceptions and Textbooks: Chinese
Americans' Search for Identity," Journal of Social Issues 29 (1973):
99-113.

[49]Ibid., p. 109.

laborers who are faceless beasts of burden. Related to
this distortion is the stereotype of Asians as docile,
complacent, or subservient. This stereotype explains
their supposed willingness to be exploited. Both
stereotypes are reinforced because textbooks do not
present the persistent labor struggles and legal
battles carried on by Asian Americans.[50]

Concerns such as the ones raised by Yee and the Council have been

echoed by educators such as Sue who stated:

Many Chinese do not own a sewing shop, laundry, or
restaurant; many more people who live in Chinatown
work for meager wages rather than own their own
businesses. Others have moved away from Chinatown
and live in "American" communities. Stories about the
conflicts and adjustments, as well as just the way of
life of these non-Chinatown dwellers, are needed to
balance out the limited portrait of Chinese obtained
from the books about Chinese living in Chinatown.[51]

Studies focusing on the portrayal of Asians in children's trade

books have received even less attention than the depiction of Asians in

textbooks.

A limited sampling of seven works of fiction involving Asian

characters was analyzed in the Gast study. The author reported the follow-

ing findings regarding the Chinese and the Japanese: (1) the Chinese

and the Japanese had values similar to those of middle-class Americans

in relation to cleanliness, kindness, intelligence, ambition, hard work,

and success; (2) occupational stereotypes still persisted, with the

Chinese frequently depicted as cooks and laundry workers and the Japanese

as gardeners; and (3) traditional, noncomplimentary stereotypes (such as

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[50]Council on Interracial Books for Children, Stereotypes, Distortions
and Omissions in U.S. History Textbooks (New York: The Council, 1977),
p. 35.

[51]Paulina Wee Sue, "Promoting Understanding of Chinese American
Children," Language Arts 53 (March 1976): 265-266.

the "heathen Chinese" and the "inscrutable Japanese") were not present but more positive stereotypes (such as being "industrious" and "loyal to family ties") were often mentioned for both groups.[52]

Gast also noted certain differences between the portrayals of these two Asian groups. The Chinese were generally depicted as having a lower class, socio-economic status, while the Japanese were frequently portrayed as having middle-class status. In line with this, the Japanese tended to be depicted as more thoroughly assimilated with the culture of the majority American group than the Chinese. Although the Chinese accepted the material goods and economic motivation of the dominant culture, they were still inclined to cling to traditional patterns and customs. In addition, the Chinese were pictured as having few or no relationships with Anglo-Americans, whereas the Japanese had considerable interaction with the latter group.[53]

In a critical survey of Asian American books conducted in 1976 by the Council on Interracial Books for Children, a total of fifty-seven children's books dealing with Chinese and Japanese characters was reviewed by eleven Asian American book reviewers. Both fiction and nonfiction titles were included in the survey. Guidelines for evaluating the books were provided by the Council and were used by the reviewers in writing their critical comments about the different titles. A major conclusion reported was that with "few exceptions," the books were racist and mis-leading. The books were criticized for the following reasons: (1) Asian

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[52]Gast, "Characteristics and Concepts of Minority Americans . . ."

[53]Ibid.

Americans were portrayed as foreigners who all looked alike and chose to live together in inner-city communities; (2) Asian American cultures were misrepresented with emphases on exotic festivals and on ancient superstitions and costumes; (3) the books promoted the myth of Asian Americans as a "model minority" with the attendant notions that hard work, education (in particular learning to speak English correctly), and a low profile always overcame adversity; and (4) success tended to be measured by the extent to which Asian Americans had assimilated white, middle-class attitudes and values. Also, the survey pointed out that only one-sixth of the books were written by Asian Americans and that these writers tended to be more successful in authentically portraying Asians in American settings than were the non-Asian American authors.[54]

In summary, a limited amount of research has been conducted on the treatment of Asians in American settings in books for children. Analyses done on the textbooks indicated that any mention of Asian minority groups was generally sparse, superficial, and distorted. Trade book studies also revealed a continuing presence of occupational stereotypes. Assimilation with the values and goals of the dominant group appeared to be a critical key to the acceptance of Asians in the mainstream of American culture. In addition, although the ethnicity of the author in and of itself was no indication of a book's quality, at least one study suggested that Asian American authors were more likely to be sensitive in capturing the problems and struggles of their own people.

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[54]Council on Interracial Books for Children, "The Portrayal of Asian Americans in Children's Books," Bridge 4 (July 1976): 5-27.

Summary of the Chapter

Educators have long believed in the power of literature to affect
the values, attitudes, and behaviors of readers. Although authorities
do not know the extent and duration of the effect literature may have
on the developing personalities of children, many believe that a positive
relationship does exist. The findings reported in this chapter reveal
the complex nature of the problem researchers face in studying the effects
of books about minority groups on children. Whereas the studies generally
support the theory that books may be effective in altering attitudes and
self-concepts, questions regarding long-term behavioral changes still
require additional research.

Literature on content analysis as a means to analyze books relating
to minority groups was also explored. The technique was found to be a
systematic and objective one that has frequently been used for research
problems in which answers can be directly extracted from a description
of the content's attributes. In addition, the Katz and Braly list of
stereotypes was reported to be a useful tool in validating the existence
of stereotypes.

Finally, various analytical studies dealing with books on different
racial minority groups were also reviewed and summarized. The research,
in general, indicates a movement toward more positive portrayals of these
groups, although distortions and negative stereotypes still persist.
Limited research on the depiction of Asian Americans in children's books
also reports a superficial and distorted treatment of this group and the
presence of occupational and "model minority" stereotypes. In addition,
the research reveals a lack of authors representing these various racial
groups.

CHAPTER III

METHODOLOGY

The chapter on the methodology of the study is divided into the following sections: (1) general design of the study, (2) population, (3) instruments, (4) criteria to detect racial bias, (5) statistical procedures, and (6) a summary of the chapter.

General Design of the Study

The present study is an example of the descriptive method of research using content analysis which is a technique for examining various facets of communication content in an objective, systematic fashion.

In the present study, the basic requirements of objectivity, system, and quantification were met by: (1) following formulated procedures; (2) requiring that the inclusion and exclusion of content or categories be done according to certain specified rules; and (3) coding the appearance of certain key symbols and then summarizing the findings by tallying the number of characters in which each symbol was present.

All works of fiction for children with Chinese and Japanese characters in American settings as noted in specified references were included in the investigation.

The five objectives of the study were as follows: (1) to determine what characteristics and stereotypic terms were attributed to Chinese and Japanese characters in American settings in works of fiction for children; (2) to determine whether or not there were differences between the Japanese and the Chinese in the attributed characteristics and·

stereotypic terms; (3) to determine if there were differences in the por-

trayals of Chinese and Japanese characters by Asian American authors

as opposed to non-Asian American authors; (4) to determine whether or not

characterizations of Chinese or Japanese in children's fiction had changed

with time; and (5) to determine whether or not the treatment of Chinese

and Japanese in American settings in children's fiction was racially

biased, based on a list of established criteria.

To achieve the objectives of the present study, the investigator who

was also the principal coder, used two instruments and a list of criteria.

The first instrument was a character analysis instrument based on one

developed by Berelson and Salter and modified by Gast and by Cata.[1]

The second instrument was based on the Katz and Braly List of Verbal

Stereotypes which is a compilation of eighty-four terms that characterize

different racial groups.[2] Separate forms of both instruments were com-

pleted for each character.[3] The data from the completed forms were

ultimately transferred to master tally sheets devised by the investigator.[4]

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[1]Bernard Berelson and Patricia Salter, "Majority and Minority Americans--An Analysis of Magazine Fiction," Public Opinion Quarterly 10 (Summer 1946): 168-190; David Gast, "Characteristics and Concepts of Minority Americans in Contemporary Children's Fictional Literature" (Ph.D. dissertation, Arizona State University, 1965); and Juanita Opal Cata, "The Portrait of American Indians in Children's Literature" (Ph.D. dissertation, University of New Mexico, 1977).

[2]Daniel Katz and Kenneth Braly, "Racial Stereotypes of 100 College Students," Journal of Abnormal and Social Psychology 28 (October/ December 1933): 280-290.

[3]The character analysis instrument is included in Appendix A and the second instrument based on the Katz and Braly List of Verbal Stereotypes appears in Appendix B.

[4]Appendix C contains a list showing the correspondence of sections on the character analysis instrument with the categories on the master tally sheets. Appendix D includes a list of the categories and sub-categories on the master tally sheets.

The list of criteria was compiled from guidelines published by the
Council on Interracial Books for Children to determine whether or not the
books were racially biased.[5]

The first objective of the present study was achieved by reporting
all the characteristics and stereotypic terms attributed to both Chinese
and Japanese characters in American settings in works of fiction for
children. These overall findings were obtained directly from the master
tally sheets. (The findings are reported in Chapter IV.)

The other four objectives were achieved by testing the following four
null hypotheses: (1) there are no differences between the treatment of
Japanese and of Chinese characters as depicted in works of fiction for
children; (2) there are no differences between the portrayal of Chinese
and Japanese characters in children's fiction written by Asian Americans
and those written by non-Asian Americans; (3) there are no discernible
changes over time in the treatment of Chinese and Japanese characters in
works of fiction for children; and (4) works of fiction for children
with Chinese or Japanese characters in American settings are not racially
biased.

The first three hypotheses were tested by cross-tabulating the data
on the master tally sheets in the following manner: (1) by comparing
Japanese against Chinese characters to test for the first hypothesis;
(2) by comparing characters in works by Asian American authors against
characters in works by non-Asian American authors to test for the second

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[5]Sources used included the following publications of the Council
on Interracial Books for Children: Guidelines for Selecting Bias-Free
Textbooks and Storybooks (New York: The Council, 1980), pp. 50-52; and
"The Portrayal of Asian Americans in Children's Books," Bridge 4
(July 1976): 5-27.

hypothesis; and (3) by comparing characters in works published prior to 1970 against characters in works published since 1970 to test for the third hypothesis.[6] Following procedures established in the Cata study, a null hypothesis was rejected if differences of more than 10 percent were found between the two comparison groups on any of the characteristics or stereotypic terms for which responses were specified.[7] (Findings are reported in Chapter V.)

The testing of the fourth hypothesis required selecting characteristics and stereotypic terms from the master tally sheets and examining the data against a list of nine criteria compiled from guidelines published by the Council on Interracial Books for Children to determine whether or not the books were racially biased. The criteria were validated by a team of four judges including a state public library

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[6]The decision to divide the time periods in this manner was reached after a review of the literature indicated that the most significant changes in ethnic children's literature had occurred as a result of the Civil Rights movement and minority group concerns in the 1960s.

[7]The rationale used in the Cata study was that differences of 10 percent or less could be attributed to chance or error in measurement. The investigator of the present study chose to follow the precedent established by Cata after being unable to identify a suitable statistical test to determine the statistical significance of the results. The following tests were tried and were found to be inappropriate for the study: (1) the t-test, a parametric test that allows for the comparison of two means to determine the probability that the difference between the means is a real difference (the t-test was found to be inappropriate because the comparison groups in this study were not evenly matched); (2) the sign test, a nonparametric test which uses plus and minus signs rather than quantitative measures as its data (the sign test was found to be inappropriate because it requires matched groups); (3) the Cochran Q test, a nonparametric test for determining whether three or more sets of frequencies differ significantly among themselves (the Q test was found unsuitable because it requires some form of ranking of the data); and (4) the chi-square test, a nonparametric test which can be used for one, two, or more nominal variables but is commonly used for two (the chi-square test was found to be inappropriate because the relatively small population of the study led to expected frequencies of fewer than five which renders the test unusable).

coordinator of children's books, an elementary school librarian who has

compiled critical bibliographies in Asian literature, a coordinator of

the state public library children's reading collection, and a retired

state school library coordinator of book evaluation. The following

procedures, which were recommended by the judges, were used in this

study: (1) that more than half of the characteristics and stereotypic

terms assigned to a specific criterion had to be present in a work for the

book to have met that criterion;[8] and (2) that the fourth null hypothesis

could be rejected if at least one book met more than five of the nine

criteria. (The results are reported in Chapter VI.)

In addition, the investigator worked on measures of coder and

instrument reliability in the following two areas: (1) the coding of

data on the character analysis instrument and on the instrument based on

the Katz and Braly list; and (2) the selection of characteristics and

stereotypic terms from the master tally sheets for the nine criteria used

in testing for racial bias. Details on the procedures used are provided

later in this chapter.

Population

The population consisted of all works of fiction for children with

Chinese and Japanese characters in American settings which were noted

in specified reference books. The selection tools used included the

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[8]The only exception made to this procedure was for the criterion
regarding occupational stereotyping. The presence of at least one of
the three occupational categories assigned to this criterion was con-
sidered sufficient in meeting the criterion since most of the characters
could reasonably be expected to hold no more than one job.

following general reference books and specialized bibliographies:
Children's Catalog, Elementary School Library Collection, Reading Ladders
for Human Relations, Building Ethnic Collections: An Annotated Guide
for School Media Centers and Public Libraries, and A Bibliography of
Asian and Asian American Books for Elementary School Youngsters. These
references were recommended by members of the Hawaii school library
materials evaluation committee as appropriate sources of titles for the
present study.

The investigator used the following criteria for limiting the
population: (1) only juvenile fiction, including picture books, with
at least one major character who was Japanese or Chinese was considered;
and (2) the works selected were those designated for reading levels
ranging from kindergarten through grade eight by the authorities who
compiled the various selection aids.

The titles analyzed were obtained from one of the following loca-
tions: school and public libraries in the state of Hawaii and the special
juvenile book collections at the University of Hawaii at Manoa and at the
Hawaii Department of Education's School Library Services office. In
addition, titles not available through any of these sources were
requested through the interlibrary loan department of the Hamilton
Library of the University of Hawaii.

<div align="center">Instruments</div>

Two instruments were used in the present study.

The first was a two-page, character analysis instrument based on a tool used by Berelson and Salter and subsequently modified by Gast and by Cata.[9]

The story character was the basic unit of analysis in this instrument. Berelson explained the character unit in the following manner:

> Use of the fictional character as a unit is appropriate in analyses of stories. In cases where a narrative is woven around particular persons, the character unit is the most convenient unit on which to base an analysis.[10]

In the Berelson and Salter study, the instrument included the following sections: role in the story, sex, status position, social origin, personality traits, goals, approval or disapproval of the character, and summary identifications by ethnic groups.[11]

Gast altered the instrument by adding sections on physical traits and age.[12] Cata, in turn, deleted the section on personality traits and included additional sections for locale, for culture, for character's attitudes toward people and toward specified concepts and institutions, and for tribal affiliations.[13]

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[9] Berelson and Salter, "Majority and Minority Americans--An Analysis of Magazine Fiction"; Gast, "Characteristics and Concepts of Minority Americans . . ."; and Cata, "The Portrait of American Indians in Children's Literature."

[10] Bernard Berelson, Content Analysis in Communication Research (Glencoe, Ill.: The Free Press, 1952), p. 140.

[11] Berelson and Salter, "Majority and Minority Americans--An Analysis of Magazine Fiction," pp. 171-172.

[12] Gast, "Characteristics and Concepts of Minority Americans . . .," p. 52.

[13] Cata, "The Portrait of American Indians in Children's Literature," pp. 51-52.

In the present study, which used most of the modifications made by Cata, the section on role in the story was deleted since only major characters were selected and the section on tribal affiliations was also omitted since it was not applicable to the literature being examined. Additions were made to divisions within sections (e.g., filial piety and superstition were added under the section relating to attitudes toward concepts and institutions). The modifications were based on the investigator's prior reading of children's fiction dealing with Asian characters and on discussions about the instrument with two authorities in the field of evaluation of children's books.[14]

The character analysis instrument used in the present study contained the following sections: character and author information, bibliographical data, locale, physical traits, status, culture, attitudes toward specified concepts and institutions and toward various people, attitudes of other people toward the major character, and goals.

Each character was arbitrarily assigned an identification number (e.g., the first character analyzed was designated "#1"; the second character, "#2"; and so on). The identification numbers were then used in coding the data on the master tally sheets.

A separate copy of the character analysis form was used for each Chinese or Japanese character described. All entries were documented by direct quotation or by summary statement. Page number citations were also required in each instance. Entries were also obtained from

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[14]Both consultants have reviewed and evaluated children's books as state coordinators of library programs for youth in Hawaii.

illustrations since these often provided critical clues and information. The illustrations were also documented by page numbers. Asterisks were placed before all pictorial clues to differentiate them from textual citations.[15]

At the top of the character analysis instrument, spaces were provided for the author's ethnic background (designated as either Asian American or non-Asian American), for bibliographical information (title, author, publisher, copyright year, and book classification), for name of the character, and for racial origin of the character. The story character's identification number was also entered on the top right hand corner of the first sheet.

The remainder of the instrument was divided into four columns for sections, remarks, documentation, and page numbers. Eight sections covering the different characteristics were identified on the instrument. Based on the documentation entered, general statements regarding the character in relation to the various characteristics were made in the column for remarks.

The major sections on the character analysis instrument included the following:

Locale. The section was divided into time period and geographical setting. For the time period, the year or decade in which a story was set was entered. If no specific date was mentioned but text or pictures marked the story as having a contemporary setting, the decade in which the book was published was noted. Geographical setting included

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[15]Four samples of the completed instrument are included in Appendix E.

documentation on state and city as well as on inner-city locations. Based on these data, general regions of the United States covered were also noted (e.g., West Coast, East Coast, etc.).

Physical traits. Divisions under the section on physical traits included sex, age, physical description, and clothing. For sex, characters were designated as either male or female. The age of a character was noted as falling into the categories of preschool (up to five years), elementary (six to twelve years), teen (thirteen to nineteen years), or adult (twenty years or older). Physical description was included to find out whether or not Asian facial characteristics were mentioned, including yellowness of skin color, darkness of hair, and slanted shape of eyes. Clothing was noted as traditional, modern, or a mixture of both with documentation on specific clothing items entered on the instrument.

Status. Included under this section were occupations of both the major character and of the major character's parent or guardian if the former was a minor, economic status, and social class. Under occupations, major characters who were children or teen-agers were designated as students if they attended school. If they were employed full-time, the specific occupations were listed. In the instances where major characters were minors, the occupation of the family's major breadwinner was also documented in the same category with major characters who were adults. Notation was made as to the categorization of the job (e.g., professional, skilled worker, etc.).

An arbitrary choice of four basic responses under economic status previously used by Gast was employed in the present coding of data. The choices were "poor," "adequate," "comfortable," and "wealthy." Gast

equated "poor" with hand-to-mouth or meager existence, "adequate" with

having barely sufficient means to meet everyday needs, "comfortable" with

more than an economic sufficiency to meet everyday needs, and "wealthy"

with opulent living standards.[16] Documentation included such items as

the state of family finances, the abundance of food in the household, and

the availability of leisure time.

The social class division was arbitrarily limited to lower-, middle-,

and upper-class distinctions.[17] Similar distinctions were used in the

Gast study.[18] The coder's decision on class distinctions was based on

descriptions of the type of dwelling and the general condition of the

neighborhood, as well as on data cited under the divisions of economic

status and occupations.

Culture. The section included divisions for ceremonies and holidays,

recreation, and food. Space was also provided for any other special

aspect of culture mentioned. Based on the documentation, summarizing

remarks were made as to whether the cultural aspect cited was Asian, non-

Asian, or a mixture of both.

Attitudes toward specified concepts and institutions. The divisions

in this section included attitudes toward law and order, money and material

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[16]Gast, "Characteristics and Concepts of Minority Americans
. . .," p. 53.

[17]Class distinctions in this study were derived from W. Lloyd Warner, Social Class in America (New York: Harper and Bros., 1960).

[18]Gast, "Characteristics and Concepts of Minority Americans . . .," p. 53.

goods, religion, family honor and filial piety, nature, superstition, and school. Space was provided for additional entries. Summarizing remarks were also made regarding whether the particular concept or institution was held in "low" or "high" esteem. For example, if a character was quoted as "seeing no value in going to school" in the "documentation" column, his "low" regard for school was also noted in the "remarks" column.

Attitudes toward people. The section was further divided into family members, Asian and non-Asian peers, and Asian and non-Asian authorities. Space was also provided for additional entries. General approval (respect, liking, etc.) or disapproval (no respect, dislike, etc.) was noted for each character mentioned. For example, if a character was documented as "feeling proud of his father" by the end of a story, his "approval" of a family member was also entered under "remarks."

Attitudes of others toward the major character. The section was also divided into family members, Asian and non-Asian peers, and Asian and non-Asian authorities, with space provided for additional entries. Coding procedures similar to those used in the section on attitudes toward people were followed here.

Goals. The section on goals was devised to ascertain the ends the characters were attempting to attain. Goals similar to the ones included in both the Gast and Cata studies were used here: self-realization/ independence, social and economic advancement, education, social acceptance by members of the dominant (white) culture, social acceptance

by members of the character's own culture, and achievement.[19] For each

goal cited, documentation was required and space for summarizing remarks

was also provided. The possibility of an open response was taken into

account under "others."

In addition, a summary of each story was recorded for use in

preparing an annotated bibliography of all children's books evaluated in

the study.[20]

The second instrument used consisted of the eighty-four stereotypic

terms listed by Katz and Braly and a space for recording additional terms

at the bottom of the sheet.

A separate copy of this second instrument was also completed for each

character. A term was circled and documented by page number if it was

used to describe a character. Synonyms for the listed terms were noted

alongside their counterparts on the list and documented. The list was

further supplemented with additional terms identified during the process

of the character evaluation.[21]

In transferring the data from both instruments to the master tally

sheets, a tabulation procedure similar to the one used by Berelson and

Salter and by Gast and by Cata was used.[22] A character received the same

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[19]Gast, "Characteristics and Concepts of Minority Americans . . .,"
p. 54; and Cata, "The Portrait of American Indians in Children's Liter-
ature," p. 52.

[20]The annotated bibliography is included in Appendix F.

[21]Four examples of the completed instrument are included in
Appendix E.

[22]Berelson and Salter, "Majority and Minority Americans--An Analysis
of Magazine Fiction," pp. 171-173; Gast, "Characteristics and Concepts
of Minority Americans . . .," p. 45; and Cata, "The Portrait of American
Indians in Children's Literature," p. 40.

score whether a particular characteristic appeared once or several times to avoid distortion in reporting the overall results. The findings were then summarized by tallying the number of characters in which each characteristic was present. The results were also reported in percentage form.

In addition to the coding of the data by the investigator of the present study, a check was made for instrument and coder reliability by employing two additional coders to examine a sampling of ten story characters. The coders were a literature curriculum developer who has also written several books and a state school library materials specialist.

The books for the sample were randomly selected by writing the book titles on slips of paper and having a neutral observer pull out ten slips from a box. The books selected in this fashion included the following:

1. Willy Wong: American, by Vanya Oakes.

2. Mieko, by Leo Politi.

3. Rice Bowl Pet, by Patricia Miles Martin.

4. The Lost Umbrella of Kim Chu, by Eleanor Estes.

5. Mystery in Little Tokyo, by Frank Bonham.

6. Shortstop from Tokyo, by Matt Christopher.

7. Myeko's Gift, by Kay Haugaard.

8. Charley Yee's New Year, by Juanita B. Anderson.

9. Mr. Chu, by Norma Keating.

10. The Birthday Visitor, by Yoshiko Uchida.

Prior to the coding, definitions and delimitations of terms with respect to the various categories were shared with each coder. Sample copies of two forms completed by the investigator for books that were not

part of the sample were also discussed with the two coders to see if there was a need for further clarification of terms. The two coders read and coded over a period of four weeks during which time the investigator held periodic meetings with them to circulate the books, to collect completed forms, and to answer any questions regarding specific terms.

The coders completed both instruments for each major character and transferred the data to a copy of the master tally sheets. Table 1 provides a comparison of coder evaluations for the ten story characters.

The investigator, with the assistance of an educational evaluation specialist, determined the degree of reliability by using the Pearson Product-Moment Correlation. According to Tuckman, a correlation of .70 or better is "sufficiently high" to conclude that individual differences in coder perception are within "tolerable limits."[23] Based on the data provided by the coders, a correlation of .987 was obtained for the character analysis instrument and a correlation of .881 for the instrument based on the Katz and Braly list. Both correlations indicated high degrees of reliability.

<center>Criteria to Detect Racial Bias</center>

The findings for specific characteristics and stereotypic terms selected from the master tally sheets were also compared against the nine criteria compiled from guidelines published by the Council on Interracial Books for Children to determine whether or not the books were racially biased.

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[23]Bruce W. Tuckman, Conducting Educational Research (New York: Harcourt, Brace, Jovanovich, 1972), p. 165.

Table 1. Comparison of Coder Evaluations for Ten Story Characters

Category	Book 1 Coders			Book 2 Coders			Book 3 Coders			Book 4 Coders			Book 5 Coders			Book 6 Coders			Book 7 Coders			Book 8 Coders			Book 9 Coders			Book 10 Coders		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	1	1	1	2	2	2	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	2	2	2
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1
3	2	2	2	2	2	2	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2
5	4	4	4	5	5	5	5	5	5	6	6	6	5	4	5	6	6	6	5	5	5	6	6	6	5	5	5	6	6	6
6	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	2	2	2	1	1	1	2	2	2
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	1	1	1	1	1	1	2	2	2
8	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	2	2	2	1	1	1	2	2	2	2	2	2	1	1	1
9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	2	2	2	2	2	2	4	4	4	2	2	2
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	2	2	2
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	1	1	1	1	1	1	2	2	2	1	1	1
13	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
14	3	3	3	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	2	2	2	3	3	3	2	2	2
15	1	1	1	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	1	1	1
16	5	5	5	5	5	5	8	8	8	7	7	7	5	5	5	1	1	1	5	5	5	8	8	8	5	5	5	1	1	1
17	2	2	2	2	2	2	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	4	4	4	3	3	3	2	2	2
18	2	2	2	2	2	2	4	4	4	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	2	2	2
19	1	1	1	1	1	1	4	4	4	1	1	1	1	1	1	4	4	4	3	3	3	1	1	1	1	1	1	1	1	1
20	3	3	3	4	4	4	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	3	3	3	2	2	2
21	3	3	3	3	3	3	1	1	1	1	1	1	3	3	3	4	4	4	3	3	3	3	3	3	1	1	1	2	2	2
22	1	1	1	2	2	2	1	1	1	1	1	1	1	1	-	-	-	-	2	2	2	-	-	-	4	-	4	-	-	-
23	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
24	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	3	3	3	3	3	3
25	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1
26	1	1	1	3	3	3	3	3	3	1	1	1	3	3	3	3	3	3	1	1	1	1	1	1	3	3	3	3	3	3
27	1	1	1	1	1	1	1	1	1	3	3	3	3	3	3	3	3	3	1	1	1	3	3	3	3	3	3	3	3	3
28	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	3	3	1	3	3	3
29	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	3	3	3	3	3	3	3	3	3
30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	1	1	1	3	3	3	3	3	3	1	1	1
32	1	1	1	1	1	1	3	3	3	1	1	1	1	1	1	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1
33	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	3	3	3	3	3	3	3	3	3
34	3	3	3	1	1	1	3	3	3	3	3	3	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1
35	3	3	1	3	3	3	3	3	3	1	1	1	3	3	3	3	3	3	1	1	1	1	1	1	3	3	3	3	3	3
36	1	1	1	3	3	3	1	1	1	3	3	3	1	1	1	1	1	3	3	3	3	3	3	3	3	3	3	1	1	1
37	3	3	3	3	3	3	3	3	3	1	1	1	3	3	3	3	3	3	1	1	1	3	3	3	1	1	1	3	3	3
38	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	1	1	1	2	2	2	3	3	3	1	1	1
39	1	1	1	1	1	1	3	3	3	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1

Table 1 (continued) Comparison of Coder Evaluations for Ten Story Characters

Category	Book 1 Coders			Book 2 Coders			Book 3 Coders			Book 4 Coders			Book 5 Coders			Book 6 Coders			Book 7 Coders			Book 8 Coders			Book 9 Coders			Book 10 Coders		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
40	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	3	3	3	3	3	3	3	3	3
41	3	3	3	1	1	1	3	3	3	3	3	3	1	1	1	3	3	3	3	3	3	2	2	2	3	3	3	1	1	1
42	1	1	1	3	3	3	3	3	3	1	1	1	3	3	3	1	1	1	1	1	1	1	1	1	3	3	3	3	3	3
43	3	3	3	3	3	3	1	1	1	3	3	3	1	1	1	3	3	3	3	3	3	1	1	1	3	3	3	1	1	1
44	3	3	3	3	3	3	3	3	3	1	1	1	3	3	3	1	1	1	3	3	3	3	3	3	1	1	1	3	3	3
45	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	2	2	2	2	2	2
46	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
47	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2
48	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	2	2	2	2	2	2
49	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
50	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2
51	–	–	–	–	–	–	1	1	1	1	1	1	2	2	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

Stereotypic Terms

Book 1 Coders			Book 2 Coders			Book 3 Coders			Book 4 Coders			Book 5 Coders			Book 6 Coders			Book 7 Coders			Book 8 Coders			Book 9 Coders			Book 10 Coders		
4	4	4	6	6	6	12	12	12	12	12	12	2	2	2	34	34	34	6	6	6	33	33	33	21	–	21	12	12	12
6	6	6	12	12	12	33	33	33	31	31	31	12	12	12	58	58	–	12	12	12				34	34	34			
11	11	11	26	26	26	58	58	58	96	96	96	33	33	33	73	73	73	21	21	21				44	44	44			
26	26	26	33	33	33							34	34	34	100	100	100	34	34	34				89	89	89			
29	29	29	46	46	46							68	68	68				58	58	58				100	100	100			
33	33	33	51	51	51													96	96	96				105	105	105			
49	49	49	58	58	58													101	101	–									
57	57	57	87	87	87																								
58	58	58	97	97	97																								
73	73	73																											
87	87	–																											
94	94	94																											
104	104	104																											

NOTE: The numbers in the category column on the far left of the table correspond to the numbers assigned the categories on the master tally sheets. In a similar fashion, the numbered responses in the columns for coders 1, 2, and 3, correspond to the numbers assigned the sub-categories and stereotypic terms on the master tally sheets. (Refer to the master tally sheets in Appendix G for the categories, sub-categories and stereotypic terms.)

The nine criteria characterized Asians in the United States as:

1. looking alike and dressing alike in traditional Asian attire.

2. living in Asian communities in the midst of larger cities.

3. adhering to old world customs and traditions.

4. being a "model minority" who believe that hard work and education will overcome adversity.

5. being successful only to the extent that they have assimilated white, middle-class attitudes and values.

6. being submissive, quiet, respectful, and docile.

7. cultivating special talents, abilities, and skills in order to gain the approval of the dominant culture.

8. being sly, mysterious, and inscrutable.

9. being occupationally stereotyped as workers in or owners of small businesses, notably, gardening businesses, flower shops, laundries, gift shops, and restaurants.[24]

The four judges, who validated the nine criteria and recommended the procedures to follow in using the criteria, were also used to produce a reliability check on the specific characteristics and stereotypic terms selected by the investigator to measure the presence or absence of each criterion.

The judges, individually, identified from the master tally sheets the characteristics and stereotypic terms which they felt could be used to measure each of the nine criteria. Their lists were compared with a

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[24]Council on Interracial Books for Children, Guidelines for Selecting Bias-Free Textbooks and Storybooks, pp. 50-52; and Council on Interracial Books for Children, "The Portrayal of Asian Americans in Children's Books," pp. 5-27.

similar list prepared by the investigator of the present study. Table 2

provides a comparison of the investigator's and the judges' identification

of categories and stereotypic terms for the nine criteria.

The degree of reliability of the investigator's identification of

characteristics and stereotypic terms as compared with that of the

judges was determined by using the Pearson Product-Moment Correlation.

A coefficient of .76 was obtained indicating an acceptable degree of

reliability in terms of the investigator's selection of characteristics

and stereotypic terms to measure the nine criteria.

<div align="center">Statistical Procedures</div>

The present study dealt with population parameter--that is, the

study involved numerical values for a statistical population as a whole

rather than values for a sample of the population.[25] In this study the

measure of the distribution of the population was reported in terms of

percentages relative to the population (e.g., if ten characters displayed

a particular characteristic in the overall findings, this figure was

divided by the total number of characters studied [54] to derive a

percentage value of 18.5 percent).

The overall findings on the characteristics and stereotypic terms

attributed to Chinese and Japanese characters in American settings in

works of fiction for children were reported in the following areas:

character and author information, bibliographical data, locale, physical

traits, status, culture, attitudes toward specified concepts and

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[25]George Ferguson, Statistical Analysis in Psychology and Education,
3d ed. (New York: McGraw-Hill, 1971), p. 11.

Table 2

Comparison of Investigator's and Judges' Selection of Characteristics
and Stereotypic Terms from the Master Tally Sheets
for Measuring the Nine Criteria

	Characteristics (C)/ Stereotypic Terms (S)	I	J
Criterion 1	C9 shape of eyes - slanted	1	1
	C10 color of skin - dark or yellow	1	1
	C12 teeth - buck	1	1
	C13 clothing - traditional	1	1
	S87 myopic	0	.5
Criterion 2	C6 inner-city community - specified	1	1
Criterion 3	C13 clothing - traditional	1	1
	C18 ceremonies - Asian	1	1
	C19 recreation - Asian	1	1
	C20 food - Asian	1	1
	C21 material culture - Asian	1	1
	C22 law/order (Asian) - high regard	1	1
	C24 religion (Asian) - high regard	1	1
	C25 family honor/filial piety - high regard	1	1
	C26 nature - high regard	1	1
	C27 superstition (Asian) - high regard	1	1
	C28 school (Asian) - high regard	1	1
	C29 attitude - importance of male	1	.8
	C46 education - specified	1	1
	C48 acceptance of own culture - specified	1	1
	S10 conservative	1	1
	S11 conventional	1	1
	S18 extremely nationalistic	1	1
	S39 loyal to family ties	1	1
	S77 superstitious	1	1
	S80 tradition-loving	1	1
	S87 obedient	1	.8
	S88 respectful	1	.8
Criterion 4	C28 school - high regard	1	1
	C46 education - specified	1	1
	C49 achievement - specified	1	1
	S3 ambitious	1	1
	S33 industrious	1	1
	S34 intelligent	1	1
	S49 persistent	0	.8

	Characteristics (C)/ Stereotypic Terms (S)	I	J
Criterion 5	C17 social class - middle	1	1
	C22 law/order (non-Asian) high regard	1	1
	C23 money, material goods - high regard	1	1
	C24 religion (non-Asian) - high regard	1	1
	C28 school (non-Asian) - high regard	1	1
	C32 attitudes toward non-Asian peers - approval	1	1
	C34 attitudes toward non-Asian authorities - approval	1	1
	C36 attitudes toward other non-Asians - approval	1	1
	C39 perceived by non-Asian peers - approval	1	1
	C41 perceived by non-Asian authorities - approval	1	1
	C43 perceived by other non-Asians - approval	1	1
	C45 social/economic advancement - specified	1	1
	C46 education - specified	1	1
	C47 acceptance by dominant culture - specified	1	1
	C49 achievement - specified	1	1
	S3 ambitious	1	1
	S30 imitative	0	.5
	S33 industrious	1	1
	S40 materialistic	1	1
	S46 neat	0	.5
Criterion 6	C25 family honor/filial piety - high regard	1	1
	S12 courteous	1	1
	S58 quiet	1	1
	S60 reserved	1	1
	S87 obedient	1	1
	S88 respectful	1	1
	S90 submissive	1	1
Criterion 7	C46 education - specified	1	1
	C47 acceptance by dominant culture - specified	1	1
	C49 achievement - specified	1	1

Table 2 (continued) Comparison of Investigator's and Judges' Selection of Characteristics and Stereotypic Terms from the Master Tally Sheets for Measuring the Nine Criteria

	Characteristics (C)/ Stereotypic Terms (S)	I	J
Criterion 8	S15 deceitful		
	S66 shrewd	1	1
	S68 sly	1	1
	S71 stolid	1	.8
	S81 treacherous	1	1
	S82 unreliable	0	1
	S85 inscrutable	1	1
	S89 mysterious	1	1
Criterion 9	C15:5 proprietors, small business	1	1
	C15:6 semi-skilled workers	1	1
	C15:7 unskilled workers	1	1

NOTE: The "I" column indicates the investigator's selection of characteristics and stereotypic terms; the "J" column, the judges' choices. Within the "I" column, "0" designates that an item was not selected by the investigator and "I" indicates that it was chosen. In the "J" column, "1" signifies that four judges selected the item; ".8" indicates that three of the four judges chose the item; and ".5" signifies that two of the four judges selected the item.

institutions, attitudes toward people, attitudes toward the major

character, goals, and stereotypic terms.

For each area, the results taken from the corresponding categories

on the master tally sheets were reported in terms of percentages relative

to the total number of characters studied.

The cross-tabulated results for Japanese versus Chinese characters

were also done in the same areas. The percentages were derived by

dividing the number of characters responding in a category by the total

number of characters in the comparison group. In each category, the

difference between the two groups was also noted in the form of per-

centages. Only those categories in which there were differences of more

than 10 percent between the comparison groups in terms of specified

responses were reported in the findings.

The same procedure was used to report the findings in the two other

areas of cross-tabulation--Asian American authors versus non-Asian

American authors and works published prior to 1970 versus works published

since 1970.

The total number of characters that met at least five of the nine

criteria for detecting racial bias was also computed in terms of a

percentage relative to the total number of works analyzed.

Finally, the Pearson Product-Moment Correlation (r) was employed

to obtain a reliability check on the two instruments used in the study--

the character analysis instrument and the instrument based on the Katz

and Braly list.[26].

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[26]Tuckman, <u>Conducting Educational Research</u>, p. 235.

The formula used for computing the coefficient was:

$$r = \sqrt{\frac{N\Sigma XY - \Sigma X\Sigma Y}{[N\Sigma X^2 - (\Sigma X)^2] [N\Sigma Y^2 - (\Sigma Y)^2]}}$$

where:

N = number of pairs of values
r = zero order coefficient correlation
X = original value of an observation in one of the
    two sets of variables
Y = paired original value, in the other set of variables,
    that corresponds to X_i

The same formula was used to determine the reliability of the investigator's identification of characteristics and stereotypic terms from the master tally sheets. The characteristics and stereotypic terms were needed to determine the absence or presence of the nine criteria used to detect racial bias in the works analyzed.

Summary of the Chapter

This chapter outlined the technique of content analysis used as well as the guidelines selected to define the population of the study. Detailed information on the two instruments and on the list of criteria employed in gathering and analyzing the data was also presented. In addition, the procedures for obtaining coder and instrument reliability in the coding of data on the two instruments and on the selection of characteristics and stereotypic terms for the nine criteria were discussed. The statistical procedures used were also explained.

CHAPTER IV

FINDINGS ON CHARACTERISTICS AND STEREOTYPIC TERMS

ATTRIBUTED TO CHINESE AND JAPANESE CHARACTERS

The findings reported in this chapter which meet the first objective
of the present study are divided into the following sections: (1) nature
of the population, (2) characteristics and stereotypic terms attributed
to Chinese and Japanese characters in American settings in fiction for
children, and (3) a summary of the chapter.

Nature of the Population

The population of the present study consisted of fifty-four works
of fiction for children with Chinese and Japanese characters in American
settings. A total of fifty-four characters, one from each book, was
selected for analysis. Table 3 contains a list of the characters
arranged according to their identification number, racial origin, book
title, author, and year of publication.

The breakdown of books according to reading levels was as follows:
twenty-four titles were designated for kindergarten through grade two;
seventeen books were recommended for grades three through five; and
thirteen books were specified for grades six through eight.[1] In terms
of book classification, seventeen titles were catalogued as "easy" or
picture books and the remaining thirty-seven works were designated as
fiction titles.

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[1]Although the breakdown by reading levels was not used directly in
the analysis of the works, the levels were noted in the annotated
bibliography in Appendix F.

Table 3. Story Characters Included in the Study by I.D. Number, Racial Origin, Book Title, Author, and Year of Publication

I.D. No.	Character	Racial Origin	Title	Author	Year
1	Donald Chen	Chinese	Wingman	D. Pinkwater	1975
2	Suki	Japanese	Suki and the Invisible Peacock	J. Blackburn	1965
3	Dorothy Okamoto	Japanese	Tradition	A. Emery	1946
4	Lee Chow	Chinese	A Sky Full of Dragons	M. Wright	1969
5	Sue Ohara	Japanese	The Moved Outers	F. Means	1945
6	May Lee Chen	Chinese	Yellow Silk for May Lee	S. Newman	1961
7	Suki	Japanese	Suki and the Magic Dollar	J. Blackburn	1969
8	Lee Tai Quon	Chinese	Fire Dragon	B. Benezra	1970
9	Michi	Japanese	A Time for Flowers	C. Taylor	1967
10	Wu Lin	Chinese	Mr. Charley's Chopsticks	D. Evans	1972
11	Mai Mai	Chinese	The Land of the Golden Mountain	C. Y. Lee	1967
12	Johnny Hong	Chinese	Johnny Hong of Chinatown	C. Bulla	1952
13	Lee Lu	Chinese	The Many Names of Lee Lu	H. Cloutier	1960
14	Noriko Yamata	Japanese	The Two Worlds of Noriko	V. Breck	1966
15	Miki Takino	Japanese	Meet Miki Takino	H. Copeland	1963
16	Roy Sato	Japanese	Roy Sato, New Neighbor	V. Oakes	1955
17	Sam Ling Toy	Chinese	The Useful Dragon of Sam Ling Toy	G. Dines	1956
18	Susan Sasaki	Japanese	New Friends for Susan	Y. Uchida	1951
19	Mik Watanabe	Japanese	Mik and the Prowler	Y. Uchida	1960
20	Tim Ying	Chinese	Red is for Luck	T. Shannon	1963
21	Willy Wong	Chinese	Willy Wong, American	V. Oakes	1951
22	Moy Moy	Chinese	Moy Moy	L. Politi	1960
23	Bobby	Japanese	Youngest One	T. Yashima	1962
24	Mr. Fong	Chinese	Mr. Fong's Toy Shop	L. Politi	1979
25	Mieko	Japanese	Mieko	L. Politi	1969
26	Keiko	Japanese	The Promised Year	Y. Uchida	1959
27	Ah Jim	Chinese	The Rice Bowl Pet	P. Martin	1962
28	Taro Yoshino	Japanese	Desert Harvest: A Story of the Japanese in California	V. Oakes	1953
29	Kim Chu	Chinese	The Lost Umbrella of Kim Chu	E. Estes	1978
30	Danny Nomura	Japanese	Mystery in Little Tokyo	F. Bonham	1966
31	Sam Suzuki	Japanese	Shortstop from Tokyo	M. Christopher	1970
32	Mr. Chu	Chinese	Mr. Chu	N. Keating	1965
33	Emi Watanabe	Japanese	The Birthday Visitor	Y. Uchida	1975
34	Myeko Matsuda	Japanese	Myeko's Gift	K. Haugaard	1966
35	Charley Yee	Chinese	Charley Yee's New Year	J. Anderson	1970

Table 3 (continued) Story Characters Included in the Study by I.D. Number, Racial Origin, Book Title, Author, and Year of Publication

I.D No.	Character	Racial Origin	Title	Author	Year
36	Felix Fong	Chinese	San Francisco Boy	L. Lenski	1955
37	Koichi Matsuzaka	Japanese	Samurai of Gold Hill	Y. Uchida	1972
38	Soo Ling	Chinese	Soo Ling Finds a Way	J. Behrens	1965
39	Su-Lin Lee	Chinese	The Moon Guitar	M. Niemeyer	1969
40	Bernadette Nakamura	Japanese	What It's All About	N. Klein	1975
41	Wong Ling	Chinese	The Year of the Jeep	K. Robertson	1968
42	Momo	Japanese	Umbrella	T. Yashima	1958
43	Lu Chen	Chinese	The Green Ginger Jar	C. Judson	1949
44	Yuki Sakane	Japanese	Journey to Topaz	Y. Uchida	1971
45	Yuki Sakane	Japanese	Journey Home	Y. Uchida	1978
46	Casey Young	Chinese	Child of the Owl	L. Yep	1977
47	Jenny Kimura	Japanese	Jenny Kimura	B. Cavanna	1964
48	Jimmie Lee	Chinese	The White Horse	E. Hurd	1970
49	Momo	Japanese	Momo's Kittens	T. Yashima	1961
50	Ching Wing	Chinese	It's Crazy to Stay Chinese in Minnesota	E. Telemaque	1978
51	Amy	Japanese	Dance, Dance, Amy-chan	L. Hawkinson	1964
52	Stanley Sasaki	Japanese	The Red Shark	R. Tabrah	1970
53	Moon Shadow Lee	Chinese	Dragonwings	L. Yep	1975
54	Craig Chin	Chinese	Sea Glass	L. Yep	1979

Characteristics and Stereotypic Terms Attributed to
Chinese and Japanese Characters in American Settings
in Fiction for Children

The findings reported in this section achieve the first objective

of the present study which is to determine what characteristics and

stereotypic terms are attributed to Chinese and Japanese characters in

American settings in fiction for children. The results taken from the

master tally sheets are grouped in the following areas for reporting

purposes: character and author information, bibliographical data,

locale, physical traits, status, culture, attitudes toward specified

concepts and institutions, attitudes toward people, attitudes toward the

major character, goals, and stereotypic terms. In reporting the findings,

the actual numbers of characters identified with each characteristic and

stereotypic term are indicated within parentheses. The information is

also presented in percentage form following the actual numbers.[2]

Findings

Character information. In the area of character information,

results were obtained regarding the character's racial origin.

Character's racial origin

Chinese	(27)	50%
Japanese	(27)	50%

The findings indicate that there were equal numbers of Chinese

and Japanese characters.

Author information. In the area of author information, results

were obtained regarding the author's ethnic background.

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[2]Appendix G contains the master tally sheets.

<u>Author's ethnic background</u>

Asian American	(15)	27.8%
Non-Asian American	(39)	72.2%

The findings reveal that more than two-thirds of the books were written by non-Asian Americans.

<u>Bibliographical data</u>. In the area of bibliographical data, results in the following two categories were examined: (1) type of book, and (2) publication date.

<u>Type of book</u>

Easy (picture book)	(17)	31.5%
Fiction	(37)	68.5%

<u>Publication date</u>

Prior to 1970	(36)	66.7%
Since 1970	(18)	33.3%

The results indicate that there were more than twice as many fiction works as picture books published and that about two-thirds of the works were published prior to 1970.

<u>Locale</u>. The following three categories were used in reporting on the locale of a story: (1) time period, (2) geographical setting, and (3) inner-city community.

<u>Time period</u>

1800s	(2)	3.7%
1900-1939	(4)	7.4%
1940s	(4)	7.4%
1950s	(9)	16.7%
1960s	(24)	44.4%
1970s	(11)	20.4%

<u>Geographical setting</u>

East Coast	(8)	14.7%
West Coast	(31)	57.4%
Midwest	(6)	11.1%
South	(1)	1.9%
Hawaii	(1)	1.9%
Not specified	(7)	13 %

Inner-city community

Specified	(22)	40.7%
Not specified	(32)	59.3%

The results indicate that a majority of the books (81.5 percent) dealt with post-World War II settings and that more than half of the stories (57.4 percent) took place on the West Coast. Fewer than half of the works, however, were set in inner-city communities, such as Chinatowns or Little Tokyos.

Physical traits. In the area of physical traits, the following seven categories were examined: (1) sex, (2) age, (3) shape of eyes, (4) color of skin, (5) color of hair, (6) teeth, and (7) clothing.

Sex			Color of hair		
Female	(26)	48.1%	Black	(42)	77.8%
Male	(28)	51.9%	Not specified	(12)	22.2%
Age			Teeth		
Preschool	(3)	5.6%	Buck	(1)	1.9%
Elementary	(35)	64.7%	Not specified	(53)	98.1%
Teen	(13)	24.1%			
Adult	(3)	5.6%	Clothing		
			Traditional	(6)	11.1%
Shape of eyes			Modern	(37)	68.5%
Slanted	(38)	70.4%	Mixed	(11)	20.4%
Not specified	(16)	29.6%	Not specified	(0)	0
Color of skin					
Dark or yellow	(9)	16.7%			
Not specified	(45)	83.3%			

The findings reveal that the numbers of female and male characters were almost evenly divided, with the majority (88.8 percent) being either elementary children or teen-agers. In terms of physical characteristics, over 70 percent of the characters were described or pictured as having slanted eyes and black hair. On the other hand, fewer than 20 percent were mentioned as having dark or yellow skin and

only one character was pictured with protruding teeth. More than two-thirds of the characters were also noted as wearing modern Western attire as opposed to traditional Asian clothing, such as Chinese cheongsams and Japanese kimonos.

Status. In the area of status, the following four categories were analyzed: (1) occupation - child character, (2) occupation - major breadwinner/adult character, (3) economic status, and (4) social class.

Occupation - child character			Economic status		
Student	(39)	72.2%	Wealthy	(0)	0
Others - laborer	(8)	14.8%	Comfortable	(18)	33.3%
Not specified	(2)	3.7%	Adequate	(16)	29.6%
			Poor	(9)	16.7%
Occupation - major breadwinner/ adult character			Not specified	(11)	20.4%
Professional	(7)	13 %	Social class		
Semi-professional	(1)	1.9%	Upper	(0)	0
Clerks	(1)	1.9%	Middle	(21)	38.9%
Skilled workers	(0)	0	Lower	(20)	37 %
Proprietors	(26)	48.1%	Not specified	(13)	24.1%
Semi-skilled workers	(1)	1.9%			
Unskilled workers	(8)	14.8%			
Not specified	(10)	18.4%			

The tallied data reveal that the majority (72.2 percent) of the child characters were students. More than half of the adult characters or major breadwinners in the household held jobs as proprietors of or employees in small businesses, including laundries, gift and flower shops, groceries, and restaurants. In addition, more than half of the characters were portrayed as living under either comfortable or adequate economic conditions. The characters were almost evenly identified as belonging to either middle or lower class stations. No character was depicted as being wealthy or as enjoying upper-class status.

Culture. In the area of culture, data from the following four categories were analyzed: (1) ceremonies and holidays, (2) recreation, (3) food, and (4) Asian culture--other aspects.

Ceremonies and holidays			Food		
Asian	(22)	40.7%	Asian	(10)	18.5%
Non-Asian	(8)	14.8%	Non-Asian	(13)	24.1%
Mixed	(7)	13 %	Mixed	(26)	48.1%
Not specified	(17)	31.5%	Not specified	(5)	9.3%

Recreation			Asian culture--other aspects		
Asian	(4)	7.4%	Language school	(10)	18.5%
Non-Asian	(16)	29.6%	Arts, crafts	(6)	11.1%
Mixed	(10)	18.6%	Social customs	(5)	9.3%
Not specified	(24)	44.4%	Legends, lore	(3)	5.6%

In terms of culture, the data reveal that the largest percentage of characters participated in Asian ceremonies and holidays, such as Chinese New Year and the Japanese Boys' and Girls' Days, ate both Asian and non-Asian foods, and took part in non-Asian forms of recreation. Of the four other aspects of Asian culture mentioned, attendance at Asian language schools was the aspect most frequently specified.

Attitudes toward specified concepts and institutions. A total of eight categories was included in the area of attitudes toward specified concepts and institutions: (1) law and order, (2) money and material goods, (3) religion, (4) family honor and filial piety, (5) nature, (6) superstition, (7) school, and (8) other concepts.

Law and order			Religion		
High regard	(10)	18.5%	High regard	(15)	27.8%
Low regard	(1)	1.9%	Low regard	(1)	1.9%
Not specified	(43)	79.6%	Not specified	(38)	70.3%

Money and material goods			Family honor and filial piety		
High regard	(12)	22.2%	High regard	(28)	51.9%
Low regard	(3)	5.6%	Low regard	(0)	0
Not specified	(39)	72.2%	Not specified	(26)	48.1%

Nature

			School			
High regard	(26)	48.1%	High regard	(7)	13 %
Low regard	(0)	0	Low regard	(3)	5.6%
Not specified	(28)	51.9%	Not specified	(44)	81.4%

Superstition

Other concepts--importance of males

High regard	(13)	24.1%		(10)	18.5%
Low regard	(1)	1.8%			
Not specified	(40)	74.1%			

Excluding those indicated as "not specified," a greater percentage of characters expressed high regard rather than low regard for all of the listed concepts. Family honor and filial piety, however, was the only one of the seven specified concepts that was valued by more than half of the characters. A positive feeling toward nature, which was mentioned by fewer than half of the characters, was second to family honor and filial piety. The only item indicated under "other concepts" was a belief in the prominent status of males as opposed to females in Asian families, and it was noted in 18.5 percent of the books.

Attitudes toward people. A total of seven categories was examined in the area of the major character's attitudes toward people including the following: (1) family members, (2) Asian peers, (3) non-Asian peers, (4) Asian authorities, (5) non-Asian authorities, (6) other Asians, and (7) other non-Asians.

Family members

			Non-Asian peers			
Approval	(43)	79.6%	Approval	(25)	46.3%
Disapproval	(1)	1.9%	Disapproval	(1)	1.9%
Not specified	(11)	20.4%	Not specified	(28)	51.8%

Asian peers

			Asian authorities			
Approval	(23)	42.6%	Approval	(11)	20.4%
Disapproval	(2)	3.7%	Disapproval	(1)	1.9%
Not specified	(30)	55.5%	Not specified	(42)	77.7%

Non-Asian authorities			Other non-Asians		
Approval	(16)	29.5%	Approval	(18)	33.3%
Disapproval	(2)	3.7%	Disapproval	(3)	5.6%
Not specified	(36)	66.7%	Not specified	(33)	61.1%

Other Asians		
Approval	(19)	35.2%
Disapproval	(3)	5.6%
Not specified	(32)	59.2%

A greater percentage of the characters, excluding those indicated as "not specified," expressed approval rather than disapproval toward people in all seven categories. More than three-fourths of the characters indicated favorable feelings toward various family members, including parents, grandparents, and siblings. Next to approval of family members, a liking for non-Asian peers was most frequently mentioned. Disapproval toward people in all categories, except family members, was indicated; however, in each category, fewer than 6 percent of the characters were involved.

Attitudes toward the major character. The area of attitudes toward the major character involved the following seven categories: (1) family members, (2) Asian peers, (3) non-Asian peers, (4) Asian authorities, (5) non-Asian authorities, (6) other Asians, and (7) other non-Asians.

Family members			Asian authorities		
Approval	(43)	79.6%	Approval	(9)	16.7%
Disapproval	(2)	3.7%	Disapproval	(2)	3.7%
Not specified	(10)	18.5%	Not specified	(43)	79.6%

Asian peers			Non-Asian authorities		
Approval	(22)	40.7%	Approval	(18)	33.3%
Disapproval	(2)	3.7%	Disapproval	(2)	3.7%
Not specified	(31)	57.4%	Not specified	(34)	63 %

Non-Asian peers			Other Asians		
Approval	(25)	46.3%	Approval	(22)	40.7%
Disapproval	(0)	0	Disapproval	(0)	0
Not specified	(29)	53.7%	Not specified	(32)	59.3%

Other non-Asians

Approval	(21)	38.9%
Disapproval	(1)	1.9%
Not specified	(32)	59.2%

A greater percentage of the characters in all seven categories, excluding those indicated as "not specified," expressed approval rather than disapproval toward the major character. More than three-fourths of the characters who were members of the family responded favorably toward the protagonists of the stories. Among the other categories, the approval of non-Asian peers was most frequently mentioned. Disapproval was noted in five of the seven categories; however, in all instances, fewer than 8 percent of the characters were involved.

Goals. The following seven categories were included in the area of goals: (1) self-realization/independence, (2) social and economic advancement, (3) education, (4) acceptance by dominant culture, (5) acceptance by own culture, (6) achievement, and (7) other goals.

Self-realization/independence

Specified	(24)	44.4%
Not specified	(30)	55.6%

Acceptance by own culture

Specified	(4)	7.4%
Not specified	(50)	92.6%

Social and economic advancement

Specified	(6)	11.1%
Not specified	(48)	88.9%

Achievement

Specified	(13)	24.1%
Not specified	(41)	75.9%

Education

Specified	(11)	20.4%
Not specified	(43)	79.6%

Other goals

Material object	(4)	7.4%
Family unity	(4)	7.4%
Acceptance by subculture	(1)	1.9%

Acceptance by dominant culture

Specified	(17)	31.5%
Not specified	(37)	68.5%

The findings reveal that the goal of self-realization/independence was most frequently expressed, although no one goal was chosen by more

than half of the characters. Other goals that were not originally listed but that were found in the works included desire to: (1) obtain a material object (such as a pet or a car), (2) achieve family unity, and (3) gain the approval of members of a subculture (e.g., Stanley Sasaki in The Red Shark wanted to be accepted by the local Hawaiian group in his town).[3] Fewer than 8 percent of the characters, however, expressed any one of these additional goals.

Stereotypic terms. In the area of stereotypic terms, a total of fifty-nine terms was attributed to either Japanese or Chinese characters. The list was compiled from the instrument based on the Katz and Braly List of Verbal Stereotypes. The terms are presented here in order of tabulated frequency.

Stereotypic terms

1. quiet	(21)	38.9%	23. jovial	(4)	7.4%
2. courteous	(20)	37 %	24. neat	(4)	7.4%
3. industrious	(19)	35.2%	25. reserved	(4)	7.4%
4. intelligent	(17)	31.5%	26. tradition-loving	(4)	7.4%
5. proud	(16)	30 %	27. curious	(4)	7.4%
6. loyal to family	(13)	24.1%	28. serious	(4)	7.4%
7. brave	(11)	20.4%	29. calm	(4)	7.4%
8. persistent	(9)	16.7%	30. ambitious	(3)	5.6%
9. obedient	(8)	14.8%	31. conservative	(3)	5.6%
10. superstitious	(7)	13 %	32. generous	(3)	5.6%
11. patient	(7)	13 %	33. honest	(3)	5.6%
12. inscrutable	(6)	11.1%	34. individualistic	(3)	5.6%
13. artistic	(6)	11.1%	35. quick-tempered	(3)	5.6%
14. impulsive	(6)	11.1%	36. stubborn	(3)	5.6%
15. shy	(6)	11.1%	37. impatient	(3)	5.6%
16. delicate	(6)	11.1%	38. musical	(2)	3.7%
17. smiling	(5)	9.3%	39. practical	(2)	3.7%
18. submissive	(5)	9.3%	40. pugnacious	(2)	3.7%
19. responsible	(5)	9.3%	41. stolid	(2)	3.7%
20. conventional	(5)	9.3%	42. mysterious	(2)	3.7%
21. imaginative	(5)	9.3%	43. sly	(1)	1.9%
22. alert	(4)	7.4%	44. argumentative	(1)	1.9%

[3]Ruth M. Tabrah, The Red Shark (Chicago: Follett Publishing Co., 1970), p. 61.

45.	deceitful	(1)	1.9%	53.	myopic	(1)	1.9%
46.	kind	(1)	1.9%	54.	respectful	(1)	1.9%
47.	materialistic	(1)	1.9%	55.	rebellious	(1)	1.9%
48.	pleasure-loving	(1)	1.9%	56.	clumsy	(1)	1.9%
49.	sensual	(1)	1.9%	57.	dexterous	(1)	1.9%
50.	slovenly	(1)	1.9%	58.	philosophical	(1)	1.9%
51.	talkative	(1)	1.9%	59.	faithful	(1)	1.9%
52.	treacherous	(1)	1.9%				

The results indicate that no term was used to describe more than half of the characters. The five terms used in 30 percent or more of the works, however, were "quiet," "courteous," "industrious," "intelligent," and "proud." Also noted was the fact that 31.5 percent of the terms appeared in only one book each.

Conclusions

A compilation of the data regarding characteristics and stereotypic terms attributed to Chinese and Japanese characters in American settings in works of fiction for children revealed that more than half of the characters were described as: (1) being elementary-age children or teen-agers attending school; (2) having slanted eyes and black hair; (3) living on the West Coast; (4) being from homes where the major bread-winners were proprietors or employees in small businesses; (5) wearing modern, Western-style clothing; (6) approving of family members; (7) being favorably perceived by family members; and (8) regarding highly family honor and filial piety. More than two-thirds of the books were noted as being written by non-Asian American writers. The findings also indicated that no one goal was expressed by more than half of the characters. In addition, none of the stereotypic terms was used in describing more than 50 percent of the characters.

Summary of the Chapter

A total of fifty-four characters from fifty-four books was analyzed in the present study.

The first objective of the study was achieved by reporting the overall findings regarding the characteristics and stereotypic terms attributed to Chinese and Japanese characters in American settings in works of fiction for children. The data were reported in terms of actual numbers of characters and in terms of relative percentages. Character- istics and stereotypic terms that were found in more than 50 percent of the population were summarized from the tabulated results.

CHAPTER V

FINDINGS IN RELATION TO

NULL HYPOTHESES ONE, TWO, AND THREE

The findings reported in this chapter which test the first three
null hypotheses of the study are divided into the following sections:
(1) differences in the characteristics and stereotypic terms attributed
to Chinese characters versus those attributed to Japanese characters,
(2) differences in the characteristics and stereotypic terms attributed
to characters as depicted by Asian American authors versus those depicted
by non-Asian American authors, (3) differences in the characteristics
and stereotypic terms attributed to characters in works published prior
to 1970 versus those found in works published since 1970, and (4) a
summary of the chapter.

Following procedures established in the Cata study, only character-
istics and stereotypic terms on which there were differences of more than
10 percent between any two comparison groups in terms of specified
responses are reported in this chapter.[1] The actual numbers of characters
identified with each characteristic and stereotypic term are indicated
within parentheses. The information is also presented in percentage
form following the actual numbers. The differences between the two com-
parison groups are also reported in terms of percentages.

_____

[1]The Cata procedure is also discussed on p. 49.

Differences in the Characteristics and Stereotypic Terms
Attributed to Chinese Characters Versus Those Attributed
to Japanese Characters

The findings reported in this section test the first null hypothesis
that there are no differences between the treatment of Japanese and of
Chinese characters as depicted in works of fiction for children.[2] The
two comparison groups consisted of twenty-seven books with Chinese
characters and twenty-seven books with Japanese characters.

Findings

Author information. In terms of author information, the following
results were obtained:

Author information	Chinese	Japanese	Difference
Ethnic background – Asian American	(5) 18.5%	(10) 37 %	18.5%
Ethnic background – non-Asian American	(22) 81.5%	(17) 63 %	18.5%

The findings indicate that a greater percentage of books with
Japanese characters, as compared with books with Chinese characters, were
written by Asian Americans, whereas a larger percentage of books with
Chinese characters, as compared with books with Japanese characters, were
written by non-Asian Americans.

Bibliographical data. In terms of bibliographical data, the
following results were obtained:

Bibliographical data	Chinese	Japanese	Difference
Publication – prior to 1970	(16) 59 %	(20) 74 %	15 %
Publication – since 1970	(11) 40.7%	(7) 25.9%	14.8%

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[2]Appendix H contains a cross-tabulation of the data regarding
numbers of Chinese versus numbers of Japanese characters.

The data reveal that a higher percentage of books with Chinese rather than Japanese characters was published since 1970, whereas a greater percentage of books with Japanese rather than Chinese characters was published prior to 1970.

Locale. The findings in terms of locale included the following:

Locale	Chinese	Japanese	Difference
Time period - 1940s	(0) 0	(4) 14.8%	14.8%
Time period - 1970s	(7) 26 %	(4) 14.8%	11.2%
Setting - West Coast	(17) 63 %	(14) 51.9%	11.1%
Inner-city community	(20) 74.1%	(2) 7.4%	66.7%

The results indicate that a greater percentage of Chinese rather than Japanese characters was portrayed in West Coast settings and in inner-city surroundings during the 1970s. The data also reveal that a larger percentage of Japanese rather than Chinese characters was depicted in World War II (1940s) settings.

Physical traits. In the area of physical traits, the following results were obtained:

Physical traits	Chinese	Japanese	Difference
Sex - female	(8) 29.6%	(18) 66.7%	37.1%
Sex - male	(19) 70.4%	(9) 33.3%	37.1%
Age - adult	(3) 11.1%	(0) 0	11.1%
Color of hair - black	(19) 70.4%	(23) 85.2%	14.8%
Clothing - traditional	(5) 18.5%	(1) 3.7%	14.8%
Clothing - modern	(17) 63 %	(20) 74.1%	11.1%

The findings reveal that (1) a higher percentage of Japanese characters were female and more Chinese characters were male; (2) all adult protagonists were Chinese; and (3) a larger percentage of Chinese rather than Japanese characters was depicted in traditional clothing, whereas more Japanese rather than Chinese characters were described as having black hair and as wearing modern Western dress.

Status. The following results were noted in the area of status:

Status	Chinese	Japanese	Difference
Occupation - professional	(1) 3.7%	(6) 22.2%	18.5%
Economic status - comfortable	(3) 11.1%	(15) 55.6%	44.5%
Economic status - adequate	(10) 37.1%	(6) 22.2%	14.9%
Economic status - poor	(7) 25.9%	(2) 7.4%	18.5%
Social class - middle	(5) 18.5%	(16) 59.3%	40.8%
Social class - lower	(14) 51.9%	(6) 22.2%	29.7%

The data reveal that a greater percentage of Japanese rather than Chinese characters were members of families whose major breadwinners were white-collar professionals, including dentists, professors, and bank executives. Although a larger percentage of Japanese rather than Chinese characters lived under middle-class, economically comfortable conditions, more Chinese rather than Japanese characters lived under lower-class, economically adequate or poor conditions.

Culture. In the area of culture, the following findings were obtained:

Culture	Chinese	Japanese	Difference
Ceremonies - Asian	(16) 59.3%	(6) 22.2%	37.1%
Ceremonies - non-Asian	(2) 7.4%	(6) 22.2%	14.8%
Ceremonies - mixed	(0) 0	(7) 25.9%	25.9%
Food - Asian	(10) 37 %	(0) 0	37 %
Food - non-Asian	(2) 7.4%	(11) 40.7%	33.3%
Language school	(9) 33.3%	(1) 3.7%	29.6%
Social customs	(4) 14.8%	(1) 3.7%	11.1%
Legends, lore	(3) 11.1%	(0) 0	11.1%

The results indicate that a greater percentage of the Chinese rather than Japanese characters was tradition-oriented in such areas as ceremonies, foods, language school attendance, social customs, and legends and lore. In contrast, a larger percentage of Japanese rather than Chinese characters participated in a mixture of Asian and non-Asian ceremonies and holidays and ate Western foods.

Attitudes toward specified concepts and institutions. The area of specified concepts and institutions yielded the following results:

Attitudes toward specified concepts and institutions	Chinese	Japanese	Difference
Law and order - high regard	(3) 11.1%	(7) 25.9%	14.8%
Money and material goods - high regard	(8) 29.6%	(4) 14.8%	14.8%
Family honor and filial piety - high regard	(17) 63 %	(11) 40.7%	22.3%
Nature - high regard	(8) 29.6%	(18) 66.7%	37.1%
Superstition - high regard	(9) 33.3%	(4) 14.8%	18.5%

Differences were noted in the following areas: (1) a larger percentage of Chinese rather than Japanese characters expressed high regard for money and material goods and strong beliefs in family honor, filial piety, and superstition; and (2) a greater percentage of Japanese rather than Chinese characters expressed high regard for law and order and for nature.

Attitudes toward people. In terms of the character's attitudes toward people, the following results were obtained:

Attitudes toward people	Chinese	Japanese	Difference
Family members - approval	(19) 70.4%	(24) 88.9%	18.5%
Asian peers - approval	(8) 29.6%	(15) 55.6%	26 %
Non-Asian peers - approval	(10) 37 %	(15) 55.6%	18.6%
Other Asians - approval	(11) 40.7%	(8) 29.6%	11.1%
Other non-Asians - approval	(6) 22.2%	(12) 44.4%	22.2%

Differences were reported in the following areas: (1) a higher percentage of Japanese rather than Chinese characters expressed approval of family members, of Asian and non-Asian peers, and of other non-Asians; and (2) a larger percentage of Chinese rather than Japanese characters reacted favorably toward other Asians.

Attitudes toward the major character. In terms of attitudes toward the major character, the following results were obtained:

Attitudes toward the major character	Chinese	Japanese	Difference
Non-Asian peers - approval	(11) 40.7%	(14) 51.9%	11.2%
Asian authorities - approval	(6) 22.2%	(3) 11.1%	11.1%
Other Asians - approval	(15) 55.6%	(7) 25.9%	29.7%

The findings include the following: (1) non-Asian peers reacted favorably toward a greater percentage of Japanese rather than Chinese characters; and (2) Asian authorities and other Asians expressed approval toward a larger percentage of Chinese rather than Japanese characters.

Goals. The findings in terms of goals were as follows:

Goals	Chinese	Japanese	Difference
Acceptance by own culture	(4) 14.8%	(0) 0	14.8%
Material object	(4) 14.8%	(0) 0	14.8%
Family unity	(0) 0	(4) 14.8%	14.8%

Differences were reported in the following areas: (1) only Chinese characters expressed acceptance by their own culture or a desire to obtain a material object as goals; and (2) only Japanese characters mentioned the desire for family unity as a goal.

Stereotypic terms. The following was obtained in terms of stereotypic terms used to describe the major characters:

Stereotypic terms	Chinese	Japanese	Difference
Industrious	(11) 40.7%	(8) 29.6%	11.1%
Superstitious	(5) 18.5%	(2) 7.4%	11.1%

The terms "industrious" and "superstitious" were the only two for which differences of more than 10 percent were noted between the two groups. Both terms were used in describing a greater percentage of Chinese rather than Japanese characters.

Conclusions

The findings in this section tested the first null hypothesis that there are no differences between the treatment of Chinese and Japanese characters in American settings as depicted in works of fiction for children. Differences of more than 10 percent were found between Chinese and Japanese characters on forty-six (26.9 percent) of the characteristics and stereotypic terms for which responses were specified.

The results indicated that a larger percentage of the books dealing with Chinese rather than Japanese characters were written by non-Asian Americans, were published since 1970, and were set in the 1970s. The data also revealed that a greater percentage of Chinese rather than Japanese characters: (1) lived on the West Coast and in inner-city communities; (2) reflected an Asian orientation in terms of clothing, superstition, customs, ceremonies and holidays, foods, and language school attendance; (3) valued family honor, filial piety, money and material goods; (4) belonged to the lower social class; (5) approved of and were favorably perceived by other Asians; (6) were also favorably perceived by Asian authorities; (7) sought the approval of their own racial group; and (8) were described as being superstitious and industrious. An example of a protagonist exhibiting many of these characteristics is Lu Chen in The Green Ginger Jar, who lived in Chinatown and celebrated such holidays as the Moon Festival and the Big Ten (a Chinese version of the Fourth of July observance). He wanted to study "to be a credit" to his family and worked part-time at his father's restaurant to make money for himself. Lu Chen liked his Chinese peers; and he also received praise from his friends and from Chinese authorities, such as members of the On Leong Association, who found merit in his petition to organize a boys' club in the neighborhood.[3]

The findings also revealed that a greater percentage of the books dealing with Japanese rather than Chinese characters were written by Asian Americans, were published prior to 1970, and were set in the 1940s.

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[3]Clara Judson, The Green Ginger Jar (Boston: Houghton Mifflin Co., 1949), pp. 8, 98, 115, 184.

In addition, the data indicated that a larger percentage of Japanese

rather than Chinese characters: (1) preferred Western clothing and foods

and participated in both Asian and non-Asian ceremonies and holidays; (2)

came from middle-class homes where the major breadwinners were in white-

collar professions; (3) valued law and order and appreciated nature; (4)

approved of family members, Asian and non-Asian peers, and other non-

Asians; (5) received favorable comments from non-Asian peers; and (6)

wanted to achieve family unity as a goal. Dorothy Okamoto in Tradition

is an example of a protagonist displaying many of these characteristics.

A "typical teen-ager (of the 1940s)," Dorothy wore sweaters and pleated

skirts and spent her time at the local malt shop. Her father was a

dentist trying to establish his practice in a new suburban community. The

family was very close ("we needed each other") and displayed pride in a

son who returned from the war front as a hero. Dorothy's high academic

performance and "quiet ways" ultimately won her the respect and approval

of her white classmates.[4]

Based on the above findings, the null hypothesis--that there are no

differences between the treatment of Chinese and Japanese characters in

American settings as depicted in works of fiction for children--was

rejected.

Differences in the Characteristics and Stereotypic Terms
Attributed to Characters as Depicted by Asian American Authors
Versus Those Depicted by Non-Asian American Authors

The findings reported in this section test the second null hypothesis

that there are no differences between the portrayal of Chinese and Japanese

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[4]Anne Emery, Tradition (New York: Vanguard, 1946), pp. 12, 20,
149, 201.

characters in children's fiction written by Asian Americans and those written by non-Asian Americans.[5] The two comparison groups consisted of fifteen books written by Asian Americans and thirty-nine books written by non-Asian Americans. The fact must be also noted, however, that five Asian American writers were responsible for the fifteen books --one author wrote seven books; two authors wrote three books each; and two authors wrote one book each. Of the nineteen non-Asian Americans, two authored three books each; one authored two books; and the remaining sixteen wrote one book each.

Findings

Character information. In the area of character information, the following results were obtained:

Character information	Asian	Non-Asian	Difference
Racial origin - Chinese	(5) 33.3%	(22) 56.4%	23.1%
Racial origin - Japanese	(10) 66.7%	(17) 43.6%	23.1%

The findings indicate that a greater percentage of characters in books by Asian Americans, as opposed to those in books by non-Asian Americans, were Japanese, whereas the opposite was true for Chinese characters.

Bibliographical data. In the area of bibliographical data, the following results were obtained:

Bibliographical data	Asian	Non-Asian	Difference
Publication - prior to 1970	(7) 46.7%	(29) 74.4%	27.7%
Publication - since 1970	(8) 53.3%	(10) 25.6%	27.7%

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[5]Appendix I contains a cross-tabulation of the data regarding characters in works by Asian American authors versus characters in works by non-Asian American authors.

The findings indicate that a greater percentage of books authored by Asian Americans, as compared with those authored by non-Asian Americans, were published since 1970, whereas the opposite was true for books published prior to 1970.

Locale. The following results were obtained in terms of the locale of a story:

Locale	Asian	Non-Asian	Difference
Time period - 1800s	(2) 13.3%	(0) 0	13.3%
Time period - 1960s	(4) 26.7%	(20) 51.3%	24.6%
Setting - East Coast	(1) 6.7%	(7) 17.9%	11.2%
Setting - West Coast	(11) 73.3%	(20) 51.3%	22 %
Inner-city community	(3) 20 %	(19) 48.7%	28.7%

The data reveal that a greater percentage of the books written by non-Asian Americans, as compared with books written by Asian Americans, were: (1) situated in the East, (2) involved inner-city communities, and (3) set in the 1960s. In addition, a larger percentage of the works authored by Asian Americans, as compared with works by non-Asian Americans, were: (1) situated on the West Coast, and (2) were set in the 1800s.

Physical traits. In the area of physical traits, the following results were obtained:

Physical traits	Asian	Non-Asian	Difference
Sex - female	(10) 66.7%	(16) 41 %	25.7%
Sex - male	(5) 33.3%	(23) 59 %	25.7%
Shape of eyes - slanted	(6) 40 %	(32) 82.1%	42.1%
Color of hair - black	(10) 66.7%	(32) 82.1%	15.4%

Differences were indicated in the following areas: (1) a greater percentage of books by non-Asian Americans used male protagonists, whereas a larger percentage of books by Asian Americans focused on female characters; and (2) a higher percentage of non-Asian Americans, as compared with Asian Americans, described their protagonists as having slanted eyes and black hair.

Status. The following results were noted in the area of status:

Status	Asian	Non-Asian	Difference
Occupation - proprietors	(4) 26.7%	(22) 56.4%	29.7%
Occupation - unskilled	(4) 26.7%	(4) 10.3%	16.4%
Economic status - adequate	(2) 13.3%	(14) 35.9%	22.6%
Economic status - poor	(5) 33.3%	(4) 10.3%	23 %
Social class - lower	(7) 46.7%	(13) 33.3%	13.4%

The findings indicate that (1) a greater percentage of non-Asian American writers, as compared with Asian American writers, portrayed their characters from homes in which the major breadwinners were proprietors of small businesses with adequate economic means; and (2) a larger percentage of Asian American authors, as compared with non-Asian American writers, placed their characters in lower-class homes where the major breadwinners were poor, unskilled workers.

Culture. In terms of culture, the following figures were obtained:

Culture	Asian	Non-Asian	Difference
Ceremonies - Asian	(3) 20 %	(19) 48.7%	28.7%
Ceremonies - non-Asian	(5) 33.3%	(3) 7.7%	25.6%
Recreation - non-Asian	(6) 40 %	(10) 25.6%	14.4%
Recreation - mixed	(0) 0	(10) 25.6%	25.6%
Food - Asian	(0) 0	(10) 25.6%	25.6%
Food - mixed	(11) 73.3%	(15) 38.5%	34.8%
Language school	(1) 6.7%	(9) 23.1%	16.4%

The results indicate that a greater percentage of the characters portrayed by non-Asian American writers, as compared with those portrayed by Asian American writers, participated in Asian holidays and ceremonies, ate Asian foods, attended Asian language school, and enjoyed both Asian and Western forms of recreation. In contrast, a larger percentage of the characters depicted by Asian American authors, as opposed to those depicted by non-Asian American authors, took part in non-Asian festivities, engaged in Western forms of recreation, and ate both Asian and Western foods.

Attitudes toward specified concepts and institutions. The findings obtained in the area of attitudes toward specified concepts and institutions were as follows:

Attitudes toward specified concepts and institutions	Asian	Non-Asian	Difference
Law and order - high regard	(4) 26.4%	(6) 15.4%	11.3%
Money and material goods - high regard	(2) 13.3%	(10) 25.6%	12.3%
Nature - high regard	(9) 60 %	(7) 43.6%	16.4%

Differences were noted in the following areas: (1) a greater percentage of Asian Americans, as compared with non-Asian Americans, portrayed their characters as holding high regard for law and order and for nature; and (2) a larger percentage of non-Asian Americans, as compared with Asian Americans, depicted their protagonists as having a high regard for money and material goods.

Attitudes toward people. In terms of the character's attitudes toward people, the following results were obtained:

Attitudes toward people	Asian	Non-Asian	Difference
Family members - approval	(14) 93.3%	(29) 74.4%	18.9%
Asian peers - approval	(11) 73.3%	(12) 30.8%	42.5%
Asian authorities - approval	(6) 40 %	(5) 12.8%	27.2%
Other Asians - approval	(8) 53.3%	(11) 28.2%	25.1%

The findings reveal that a greater percentage of characters in books written by Asian Americans, as compared with characters in books by non-Asian Americans, expressed approval toward family members and toward the Asian community in general.

Attitudes toward the major character. In terms of attitudes toward the major character, the following results were obtained:

Attitudes toward the major character	Asian	Non-Asian	Difference
Asian peers - approval	(10) 66.7%	(12) 30.8%	35.9%
Other Asians - approval	(10) 66.7%	(12) 30.8%	35.9%
Other non-Asians - approval	(8) 53.3%	(13) 33.3%	20 %

The findings reveal that the characters were favorably perceived by Asian peers, by other Asians, and by other non-Asians in a larger percentage of the books written by Asian Americans, as opposed to books by non-Asian Americans.

Goals. In terms of goals, the data yielded the following information:

Goals	Asian	Non-Asian	Difference
Achievement	(2) 13.3%	(11) 28.2%	14.9%

The findings indicate that achievement, especially in school and in sports, was a goal expressed by a greater percentage of characters in books written by non-Asian Americans, as compared with characters in books written by Asian Americans.

Stereotypic terms. The following results were obtained in the area of stereotypic terms:

Stereotypic terms	Asian	Non-Asian	Difference
Artistic	(0) 0	(6) 15.4%	15.4%
Courteous	(3) 20 %	(17) 43.6%	23.6%
Industrious	(4) 26.7%	(15) 38.5%	11.8%
Loyal to family	(6) 40 %	(7) 17.9%	22.1%
Obedient	(1) 6.7%	(7) 17.9%	11.2%
Patient	(4) 26.7%	(3) 7.7%	19 %
Persistent	(4) 26.7%	(5) 12.8%	13.9%
Proud	(9) 60 %	(7) 17.9%	42.1%
Smiling	(0) 0	(5) 12.8%	12.8%

Differences of more than 10 percent were noted for the following: (1) a larger percentage of the characters in books written by Asian Americans, as opposed to those in books by non-Asian Americans, were described as "loyal to family," "patient," "persistent," and "proud"; and (2) a greater percentage of the characters in books written by non-Asian Americans, as opposed to those in books by Asian Americans, were referred to as "artistic," "courteous," "industrious," "obedient," and "smiling."

Conclusions

The findings in this section tested the second null hypothesis that there are no differences between the portrayal of Chinese and Japanese characters in children's fiction written by Asian Americans and those written by non-Asian Americans. Differences of more than 10 percent were found between characters in works written by Asian Americans and those in works written by non-Asian Americans on forty-five (26.3 percent) of the characteristics and stereotypic terms for which responses were specified.

The results indicated that a larger percentage of the works authored by Asian Americans, as opposed to works authored by non-Asian Americans, were published since 1970 and were set in the 1800s. The data also revealed that a greater percentage of the characters in works authored by Asian Americans, as opposed to those in works by non-Asian Americans: (1) lived on the West Coast; (2) were females; (3) were unskilled workers belonging to the lower social class; (4) reflected a Western orientation toward such cultural aspects as ceremonies and holidays and forms of recreation but ate both Asian and non-Asian foods; (5) valued law and order and nature; (6) approved of the family and various members of the Asian community, and, in turn, were favorably perceived by various Asian characters and by other non-Asians; and (7) were described as being loyal to family, patient, persistent, and proud. An example of a protagonist exhibiting many of these characteristics is Yuki Sakane in Journey to Topaz. Her family lost most of their possessions when they were uprooted from their home in California and forced into a Utah relocation camp during World War II. Yuki and her family believed in "observing every letter of the law" and felt that patience and persistence would see them

through the ordeal ("We must make the best of things"). The young

heroine expressed a desire to have her family "always be close" and a

part of her life and also developed strong bonds of friendship with both

Japanese peers and Japanese adults in the camp.[6]

The data also revealed that a greater percentage of the books

written by non-Asian Americans, as opposed to books by Asian Americans,

were published prior to 1970 and were set in the 1960s. In addition,

the results indicated that a larger percentage of the characters in books

written by non-Asian Americans, as opposed to those in works by Asian

Americans: (1) lived on the East Coast and in inner-city communities;

(2) were males; (3) came from homes in which the major breadwinners were

proprietors of small businesses with adequate incomes; (4) reflected an

Asian orientation toward such cultural aspects as ceremonies and holidays,

foods, and language school attendance; (5) sought recognition through

achievement; (6) valued money and material goods; and (7) were described

as having slanted eyes and as being artistic, courteous, obedient,

industrious, and smiling. Felix Fong in San Francisco Boy exemplifies

many of these characteristics. Living in Chinatown, Felix participated

in Chinese festivities, such as the New Year's Parade, and attended

language school. He was respectful toward his father, who operated a

Chinese restaurant, and toward his other elders. Described as being

industrious, Felix "worked hard in school" in order "to succeed in the

world."[7]

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[6]Yoshiko Uchida, Journey to Topaz (New York: Charles Scribner's Sons, 1971), pp. 56, 83, 90, 129.

[7]Lois Lenski, San Francisco Boy (New York: J. B. Lippincott Co., 1955), pp. 1, 11, 161.

Based on the above findings, the null hypothesis--that there are

no differences between the portrayal of Chinese and Japanese characters

in children's fiction written by Asian Americans and those written by

non-Asian Americans--was rejected.

Differences in Characteristics and Stereotypic Terms
Attributed to Characters in Works Published Prior to 1970
Versus Those Found in Works Published Since 1970

The findings reported in this section test the third null hypothesis

that there are no discernible changes over time in the treatment of

Chinese and Japanese characters in works of fiction for children.[8] The

two comparison groups consisted of thirty-six books published prior to

1970 and eighteen books published since 1970.

Findings

Character information. In the area of character information, the

following results were obtained:

Character information	Prior to 1970	Since 1970	Difference
Racial origin - Chinese	(16) 44.4%	(11) 61.1%	16.7%
Racial origin - Japanese	(20) 55.6%	(7) 38.9%	16.7%

The findings indicate that although a greater percentage of books

published since 1970, as compared with books published prior to 1970, had

Chinese characters, the reverse was true for books with Japanese

characters.

Author information. In the area of author information, the following

results were obtained:

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[8]Appendix J contains a cross-tabulation of the data regarding
characters in works published prior to 1970 versus characters in works
published since 1970.

Author information	Prior to 1970	Since 1970	Difference
Ethnic background - Asian American	(7) 19.4%	(8) 44.4%	25 %
Ethnic background - non-Asian American	(29) 80.6%	(10) 55.6%	25 %

The data reveal that although a greater percentage of the books published since 1970, as compared with books published prior to 1970, were authored by Asian Americans, the reverse was true in regard to works authored by non-Asian Americans.

Bibliographical data. In the area of bibliographical data, the following results were obtained:

Bibliographical data	Prior to 1970	Since 1970	Difference
Type of book - Easy (picture book)	(13) 36.1%	(4) 22.2%	13.9%
Type of book - Fiction	(23) 63.9%	(14) 77.8%	13.9%

The data reveal that although a greater percentage of picture books was published prior to 1970 than in the last decade, the reverse was true regarding the output of fiction.

Locale. The results in terms of story locale included the following:

Locale	Prior to 1970	Since 1970	Difference
Time period - 1950s	(8) 22.2%	(0) 0	22.2%
Time period - 1960s	(23) 63.9%	(0) 0	63.9%
Time period - 1970s	(0) 0	(13) 72.2%	72.2%
Setting - East Coast	(4) 11.1%	(4) 22.2%	11.1%
Setting - West Coast	(22) 61.1%	(9) 50 %	11.1%

The findings indicate that a greater percentage of the books published since 1970, as compared with books published prior to 1970, had East Coast settings and were set in the 1970s, and that the reverse was true in regard to the use of West Coast settings and stories set in the 1970s and 1960s.

Physical traits. In terms of physical traits, the following

results were obtained:

Physical traits	Prior to 1970	Since 1970	Difference
Sex - female	(19) 52.8%	(7) 38.9%	13.9%
Sex - male	(17) 47.2%	(11) 61.1%	13.9%
Shape of eyes - slanted	(28) 77.8%	(10) 55.6%	22.2%
Color of hair - black	(32) 88.9%	(10) 55.6%	33.3%
Clothing - modern	(23) 63.9%	(14) 77.8%	13.9%
Clothing - mixed	(9) 25 %	(2) 11.1%	13.9%

The data reveal that a greater percentage of the literature pub-
lished prior to 1970, as compared with literature published since 1970:
(1) had female characters, (2) described characters as having black hair
and slanted eyes, and (3) portrayed characters as wearing both tradi-
tional and Western attire. In contrast, a larger percentage of the books
published since 1970 as compared with books published prior to 1970:
(1) had male characters, and (2) depicted their protagonists solely in
Western-style attire.

Status. The following results were obtained in the area of status:

Status	Prior to 1970	Since 1970	Difference
Occupation - student	(23) 63.9%	(16) 88.8%	24.9%
Occupation - professional	(3) 8.3%	(4) 22.2%	13.9%
Occupation - proprietors	(19) 52.8%	(7) 38.9%	13.9%
Occupation - unskilled	(4) 11.1%	(4) 22.2%	11.1%
Economic status - adequate	(12) 33.3%	(4) 22.2%	11.1%
Economic status - poor	(2) 5.6%	(7) 38.9%	33.3%
Social class - middle	(16) 44.4%	(5) 27.8%	16.6%
Social class - lower	(9) 25 %	(11) 61.1%	36.1%

The findings indicate that (1) a greater percentage of the liter-
ature published prior to 1970, as opposed to books published since
1970, portrayed characters who were major breadwinners as proprietors
of small businesses who lived economically adequate, middle-class lives;
and (2) a larger percentage of books published since 1970, as opposed to
literature published prior to 1970, indicated that the child characters

were students and included adult characters from both extremes of the

occupational ladder (i.e., professionals as well as unskilled workers

from poor, lower-class origins).

Culture. In terms of culture, the following findings were obtained:

Culture	Prior to 1970	Since 1970	Difference
Ceremonies – non-Asian	(4) 11.1%	(4) 22.2%	11.1%
Recreation – non-Asian	(8) 22.2%	(8) 44.4%	22.2%
Recreation – mixed	(8) 22.2%	(2) 11.1%	11.1%
Language school	(8) 22.2%	(2) 11.1%	11.1%

The data reveal that (1) a greater percentage of the books published

prior to 1970, as opposed to works published since 1970, mentioned

attendance at Asian language school and participation in both Asian and

non-Asian forms of recreation; and (2) a larger percentage of the liter-

ature published since 1970, as opposed to works published prior to 1970,

focused on participation in non-Asian ceremonies and in non-Asian forms

of recreation.

Attitudes toward specified concepts and institutions. The following

results were obtained in the area of attitudes toward specified concepts

and institutions:

Attitudes toward specified concepts and institutions	Prior to 1970	Since 1970	Difference
Family honor and filial piety – high regard	(17) 47.2%	(11) 61.1%	13.9%
School – high regard	(6) 16.7%	(1) 5.6%	11.1%

The findings indicate that (1) a greater percentage of characters

in books published since 1970, as compared with characters in works pub-

lished prior to 1970, had high regard for family honor and filial piety;

and (2) a larger percentage of the characters in books published prior

to 1970, as compared with characters in books published since 1970,

valued schooling.

Attitudes toward people. In terms of the character's attitudes

toward people, the following results were obtained:

Attitudes toward people	Prior to 1970	Since 1970	Difference
Family members - approval	(30) 83.3%	(13) 72.2%	11.1%
Non-Asian peers - approval	(18) 50 %	(7) 38.9%	11.1%
Asian authorities - approval	(5) 13.9%	(6) 33.3%	19.4%
Other Asians - approval	(10) 27.8%	(9) 50 %	22.2%

The findings indicate that (1) a greater percentage of the characters

in books published since 1970, as opposed to characters in works published

prior to 1970, expressed approval of Asian authorities and of other

Asians; and (2) a larger percentage of the characters in books published

prior to 1970, as opposed to those in books published since 1970, ex-

pressed approval of family members and of non-Asian peers.

Attitudes toward the major character. In terms of attitudes toward

the major character, the following results were obtained:

Attitudes toward the major character	Prior to 1970	Since 1970	Difference
Asian authorities - approval	(5) 13.9%	(5) 27.8%	13.7%
Non-Asian authorities - approval	(10) 27.8%	(8) 44.4%	16.6%
Other Asians - approval	(12) 33.3%	(10) 55.6%	22.3%
Other non-Asians - approval	(10) 27.8%	(11) 61.1%	33.3%

The findings indicate that a greater percentage of the characters in

books published since 1970, as opposed to characters in works published

prior to 1970, were favorably perceived by both Asian and non-Asian

authorities, by other Asians, and by other non-Asians.

Goals. The data regarding goals yielded the following results:

Goals	Prior to 1970	Since 1970	Difference
Self-realization/independence	(11) 30.6%	(13) 72.2%	41.6%
Acceptance by dominant culture	(15) 41.7%	(2) 11.1%	30.6%

Differences of more than 10 percent in two categories reveal that

(1) a greater percentage of characters in books published since 1970, as

compared with characters in earlier works, expressed self-realization/ independence as a goal; and (2) a larger percentage of characters in books published prior to 1970, as compared with characters in books published since 1970, mentioned acceptance by the dominant culture as a goal.

Stereotypic terms. The following results were obtained in the area of stereotypic terms:

Stereotypic terms	Prior to 1970	Since 1970	Difference
Courteous	(15) 41.7%	(5) 27.8%	13.9%
Imaginative	(2) 5.6%	(3) 16.7%	11.1%
Industrious	(14) 38.9%	(5) 27.8%	11.1%
Intelligent	(10) 27.8%	(7) 38.9%	11.1%
Jovial	(4) 11.1%	(0) 0	11.1%
Loyal to family	(6) 16.7%	(7) 38.9%	22.2%
Obedient	(7) 19.4%	(1) 5.6%	13.8%
Patient	(1) 2.8%	(6) 33.3%	30.5%
Persistent	(4) 11.1%	(5) 27.8%	16.7%
Proud	(9) 25 %	(7) 38.9%	13.9%
Responsible	(5) 13.9%	(0) 0	13.9%

The data reveal that (1) a greater percentage of the characters in books published prior to 1970, as opposed to characters in works published since 1970, were described as "courteous," "industrious," "jovial," "obedient," and "responsible"; and (2) a larger percentage of the characters in works published since 1970, as opposed to characters in works published prior to 1970, were referred to as "imaginative," "intelligent," "loyal to family," "patient," "persistent," and "proud."

Conclusions

The findings in this section tested the third null hypothesis that there are no discernible changes over time in the treatment of Chinese and Japanese characters in works of fiction for children. Differences of more than 10 percent were found between characters in works published prior to 1970 and those in works published since 1970 on fifty-two

(30.4 percent) of the characteristics and stereotypic terms for which responses were specified.

The findings revealed that a larger percentage of the books published prior to 1970, as opposed to those published since 1970, were picture books. The results also indicated that a greater percentage of the characters in books published prior to 1970, as opposed to those in works published since 1970: (1) lived on the West Coast; (2) were females; (3) came from middle-class homes where the major breadwinners were proprietors of small businesses with adequate incomes; (4) wore both traditional and modern clothing and participated in both Asian and non-Asian forms of recreation; (5) approved of family and non-Asian peers; (6) valued schooling; (7) sought the approval of members of the dominant culture; and (8) were referred to as being courteous, industrious, jovial, obedient, and responsible. An example of a character displaying many of these traits is Myeko Matsuda in Myeko's Gift. Her father owned a gardening business in a suburban California community. She was affectionate toward her family (she "loved" her parents and little brother). Myeko's one goal was "to learn all the American ways. . . . to become a real American" so that she could be "like the other [white] girls." The young heroine also "respected the ways" of her parents and strove to be a student who could "spell well, read well and paint well."[9]

The findings also indicated that a greater percentage of the books published since 1970, as opposed to those published prior to 1970, were works of fiction. In addition, the data revealed that a larger percentage

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[9]Kay Haugaard, Myeko's Gift (New York: Abelard-Schuman, 1966), pp. 17, 59, 62, 89.

of the characters in books published since 1970, as opposed to those in books published prior to 1970: (1) lived on the East Coast; (2) were males and were students; (3) came from homes in which the major bread-winners were either professionals or unskilled workers; (4) showed Western preferences in clothing, in ceremonies and holidays, and in forms of recreation; (5) valued family honor and filial piety; (6) approved of and were favorably perceived by members of the Asian com-munity; (7) were favorably perceived by non-Asian authorities and by other non-Asians; (8) indicated self-realization/independence as a major goal; and (9) were described as being imaginative, intelligent, loyal to family, patient, persistent, and proud. Casey Young in Child of the Owl exemplifies many of these characteristics. After being separated from her father who was a gambler, she went to live with her grandmother in Chinatown. As she came to know the nooks and crannies of her new home, Casey also came to respect and to love her new Chinese acquaintances, including Booger Chew ("I really started to like her") and old Mr. Jeh ("He was my friend"). Although she was "the same on the outside," she felt a subtle transformation taking place within her: "I realized that it all depended on how I looked around myself . . . some Chinese know how to look deep inside themselves and I'm gonna be one of them."[10]

Based on the above findings, the null hypothesis--that there are no discernible changes over time in the treatment of Chinese and Japanese characters in works of fiction for children--was rejected.

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[10]Laurence Yep, Child of the Owl (New York: Harper & Row, 1977), pp. 22, 112, 196, 203.

Summary of the Chapter

Data on a total of fifty-four characters were analyzed to test the following three null hypotheses: (1) there are no differences between the treatment of Chinese and of Japanese characters in American settings as depicted in works of fiction for children; (2) there are no differences between the portrayal of Chinese and Japanese characters in children's fiction written by Asian Americans and those written by non-Asian Americans; and (3) there are no discernible changes over time in the treatment of Chinese and Japanese characters in works of fiction for children.

A null hypothesis was rejected if differences of more than 10 percent were found between the two comparison groups on any of the characteristics and stereotypic terms for which responses were specified. Based on the findings, the three null hypotheses were rejected.

CHAPTER VI

FINDINGS IN RELATION TO NULL HYPOTHESIS FOUR

The findings in this chapter which test the fourth null hypothesis
are divided into the following sections: (1) findings based upon the
criteria used to detect racial bias, and (2) a summary of the chapter.

Findings Based upon the Criteria
Used to Detect Racial Bias

The findings presented in this section test the fourth null hypothesis
that works of fiction for children with Chinese and Japanese characters
in American settings are not racially biased.

In the tables of the findings presented in this chapter, an "X" was
used to note the presence of a characteristic or stereotypic term and
a "O" to indicate its absence. Findings for all fifty-four books in
the population are reported in each table.[1] A given book met a criterion
if it contained examples of more than half of the characteristics and
stereotypic terms identified with that criterion. An exception was
made for the last criterion regarding occupational stereotyping, however,
since most of the characters could reasonably be expected to hold no more
than one job. Therefore, the presence of at least one of the three
occupational characteristics was considered sufficient in meeting the
last criterion.

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[1]See Table 3 for the identification of titles.

Findings

Criterion one. The first criterion--that Asians in the United

States are portrayed as looking alike and dressing alike in traditional

Asian attire--was measured by the following four characteristics (C):

    C 9 Shape of eyes - slanted
    C 10 Color of skin - dark or yellow
    C 12 Teeth - buck
    C 13 Clothing - traditional

A minimum of three of the four items had to be present for a character

to meet the first criterion. Table 4 indicates that none of the characters

met this criterion.

Criterion two. The second criterion--that Asians in the United

States are portrayed as living in Asian communities within larger cities--

was measured by the following characteristic (C):

    C 6 Inner-city community

The results presented in Table 5 reveal that twenty-two characters

(40.7 percent) met the second criterion. A review of data earlier

presented reveals the following: (1) that twenty of the characters were

Chinese and two were Japanese; (2) that three books were written by Asian

Americans and nineteen were written by non-Asian Americans; and (3) that

fourteen works were published prior to 1970 and eight were published

since 1970.

Criterion three. The third criterion--that Asians in the United

States are portrayed as adhering to old world customs and traditions--

was measured by the following twenty-two characteristics (C) and stereo-

typic terms (S):

    C 13 Clothing - traditional
    C 18 Ceremonies and holidays - Asian

Table 4

Summary of Findings for Criterion One

Book I.D.	C 9	C 10	C 12	C 13	Total	Met Crit.	Book I.D.	C 9	C 10	C 12	C 13	Total	Met Crit.	Book I.D.	C 9	C 10	C 12	C 13	Total	Met Crit.
1	0	0	0	0	0	No	19	X	0	0	0	1	No	37	X	0	0	0	1	No
2	X	0	0	0	1	No	20	X	0	0	0	1	No	38	X	0	0	0	1	No
3	0	0	0	0	0	No	21	X	0	X	0	2	No	39	X	0	0	0	1	No
4	X	0	0	X	2	No	22	X	0	0	X	2	No	40	0	0	0	0	0	No
5	X	0	0	0	1	No	23	0	0	0	0	0	No	41	X	0	0	0	1	No
6	X	0	0	0	1	No	24	X	0	0	X	2	No	42	X	0	0	0	1	No
7	X	0	0	0	1	No	25	X	0	0	X	2	No	43	X	0	0	0	1	No
8	X	X	0	0	2	No	26	0	0	0	0	0	No	44	X	0	0	0	1	No
9	X	0	0	0	1	No	27	X	0	0	0	1	No	45	0	X	0	0	1	No
10	X	0	0	0	1	No	28	X	X	0	0	2	No	46	X	X	0	0	2	No
11	0	0	0	X	1	No	29	X	0	0	0	1	No	47	X	X	0	0	2	No
12	X	0	0	0	1	No	30	X	0	0	0	1	No	48	0	0	0	0	0	No
13	X	0	0	0	1	No	31	X	0	0	0	1	No	49	0	0	0	0	0	No
14	X	X	0	0	2	No	32	X	0	0	0	1	No	50	0	0	0	0	0	No
15	X	0	0	0	1	No	33	X	0	0	0	1	No	51	X	0	0	0	1	No
16	0	X	0	0	1	No	34	X	0	0	0	1	No	52	0	0	0	0	0	No
17	0	0	0	0	0	No	35	X	X	0	0	2	No	53	0	X	0	X	2	No
18	0	0	0	0	0	No	36	X	0	0	0	1	No	54	0	0	0	0	0	No

Table 5

Summary of Findings for Criterion Two

Book I.D.	C 6	Total	Met Crit.	Book I.D.	C 6	Total	Met Crit.	Book I.D.	C 6	Total	Met Crit.	Book I.D.	C 6	Total	Met Crit.
1	0	0	No	15	0	0	No	29	X	1	Yes	43	X	1	Yes
2	0	0	No	16	0	0	No	30	X	1	Yes	44	0	0	No
3	0	0	No	17	X	1	Yes	31	0	0	No	45	0	0	No
4	X	1	Yes	18	0	0	No	32	X	1	Yes	46	X	1	Yes
5	0	0	No	19	0	0	No	33	0	0	No	47	0	0	No
6	X	1	Yes	20	X	1	Yes	34	0	0	No	48	0	0	No
7	0	0	No	21	X	1	Yes	35	X	1	Yes	49	0	0	No
8	X	1	Yes	22	X	1	Yes	36	X	1	Yes	50	0	0	No
9	0	0	No	23	0	0	No	37	0	0	No	51	0	0	No
10	X	1	Yes	24	X	1	Yes	38	0	0	No	52	0	0	No
11	0	0	No	25	X	1	Yes	39	X	1	Yes	53	X	1	Yes
12	X	1	Yes	26	0	0	No	40	0	0	No	54	X	1	Yes
13	0	0	No	27	X	1	Yes	41	0	0	No				
14	0	0	No	28	0	0	No	42	0	0	No				

C 19 Recreation - Asian
C 20 Food - Asian
C 21 Asian culture - other aspects
C 22 Law and order (Asian) - high regard
C 24 Religion (Asian) - high regard
C 25 Family honor and filial piety - high regard
C 26 Nature - high regard
C 27 Superstition (Asian) - high regard
C 28 School (Asian) - high regard
C 29 Importance of males - high regard
C 46 Goal - education
C 48 Goal - acceptance by own culture
S 10 Conservative
S 11 Conventional
S 18 Extremely nationalistic
S 39 Loyal to family
S 77 Superstitious
S 80 Tradition-loving
S 87 Obedient
S 88 Respectful

At least twelve of the twenty-two items had to be present for a character to meet the second criterion. Table 6 indicates that none of the characters met this criterion.

Criterion four. The fourth criterion--that Asians in the United States are portrayed as being a model minority who believe that hard work and education will overcome adversity--was measured by the following six characteristics (C) and stereotypic terms (S):

C 28 School - high regard
C 46 Goal - education
C 49 Goal - achievement
S   3 Ambitious
S 33 Industrious
S 34 Intelligent

At least four of the six items had to be present for a character to meet the fourth criterion. Table 7 indicates that two characters (3.7 percent) met this criterion. A review of data earlier presented reveals that (1) one character was Chinese; the other, Japanese; and (2) both books were written by non-Asian Americans and were published prior to 1970.

Table 6

Summary of Findings for Criterion Three

Book I.D.	C 13	C 18	C 19	C 20	C 21	C 22	C 24	C 25	C 26	C 27	C 28	C 29	C 46	C 48	S 10	S 11	S 18	S 39	S 77	S 80	S 87	S 88	Total	Met Crit.
1	0	X	0	0	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	No
2	0	0	0	0	0	0	0	X	X	0	0	0	0	0	0	0	0	0	0	0	0	0	2	No
3	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	0	0	X	0	0	0	0	2	No
4	X	X	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	No
5	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	1	No
6	0	X	X	X	X	0	0	X	0	X	0	X	0	0	0	0	0	X	0	0	0	0	8	No
7	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	0	0	X	0	0	0	2	No
8	0	X	0	X	X	X	X	X	0	X	0	X	0	0	0	0	0	X	0	0	0	0	9	No
9	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	1	No
10	0	0	0	X	0	0	0	X	0	0	0	0	0	0	X	0	G	0	0	0	0	0	3	No
11	X	0	0	0	X	0	0	X	0	X	0	X	0	0	X	0	0	0	X	0	0	0	7	No
12	0	0	0	0	0	0	0	X	0	0	0	0	0	X	0	0	0	0	0	0	0	0	2	No
13	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	No
14	0	0	0	0	X	0	X	X	X	0	0	X	0	0	X	0	0	X	0	0	X	0	8	No
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
16	0	0	0	0	0	0	0	0	X	X	0	X	0	0	0	0	0	0	X	0	0	0	4	No
17	0	X	0	0	0	0	0	0	X	0	0	0	0	0	X	0	0	0	0	0	0	0	3	No
18	0	X	0	0	0	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	2	No
19	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	1	No
20	0	X	0	0	X	0	X	X	0	X	0	X	0	0	0	0	0	X	X	X	X	0	10	No
21	0	X	0	0	X	0	0	X	X	0	0	0	0	0	0	X	0	0	0	0	X	0	6	No
22	X	X	0	X	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	No
23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
24	X	X	X	X	X	0	X	0	X	0	0	0	0	0	0	0	0	0	0	X	0	0	8	No
25	X	X	0	0	X	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	X	0	5	No
26	0	0	0	0	X	0	0	X	X	0	0	0	0	0	0	0	0	0	0	0	0	0	3	No
27	0	0	X	X	X	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	4	No

Table 6 (continued) Summary of Findings for Criterion Three

Book I.D.	C 13	C 18	C 19	C 20	C 21	C 22	C 24	C 25	C 26	C 27	C 28	C 29	C 46	C 48	S 10	S 11	S 18	S 39	S 77	S 80	S 87	S 88	Total	Met Crit.
28	0	X	0	0	X	0	X	X	X	X	0	0	0	0	0	X	0	X	X	X	0	X	11	No
29	0	X	0	X	X	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	No
30	0	X	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	No
31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
32	0	X	0	X	X	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	No
33	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	No
34	0	0	0	0	X	0	0	X	X	X	0	0	0	0	0	0	0	0	0	0	0	0	4	No
35	0	X	0	0	0	0	0	X	0	X	0	0	0	0	0	0	0	0	0	0	0	0	3	No
36	0	X	0	0	X	0	0	X	X	X	0	0	0	0	0	0	0	0	0	0	X	0	6	No
37	0	0	0	0	0	X	X	X	X	X	0	X	0	0	0	0	0	X	0	0	0	0	7	No
38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
39	0	X	0	0	X	0	X	X	0	0	0	X	0	0	0	X	0	0	0	0	X	0	7	No
40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
41	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
42	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
43	0	X	0	X	X	X	X	X	0	X	0	X	0	X	0	0	0	X	0	0	0	0	10	No
44	0	0	0	0	0	0	0	X	X	0	0	0	0	0	0	0	0	X	0	0	0	0	3	No
45	0	0	0	0	0	0	0	X	X	0	0	0	0	0	0	0	0	X	0	0	0	0	3	No
46	0	0	0	0	X	0	0	X	X	X	0	0	0	X	0	0	0	X	X	X	0	0	8	No
47	0	0	0	0	0	0	0	X	X	0	0	0	0	0	0	X	0	0	0	0	X	0	4	No
48	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	1	No
49	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	1	No
50	0	0	0	0	X	0	0	X	0	0	0	0	0	0	0	X	0	0	0	0	0	0	3	No
51	0	X	X	0	0	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	No
52	0	0	0	0	0	0	X	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	2	No
53	X	X	0	0	X	0	X	X	0	X	0	0	0	0	0	0	0	X	X	0	X	0	9	No
54	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	0	X	0	0	0	0	2	No

Table 7

Summary of Findings for Criterion Four

Book I.D.	C 28	C 46	C 49	S 3	S 33	S 34	Total	Met Crit.	Book I.D.	C 28	C 46	C 49	S 3	S 33	S 34	Total	Met Crit.
1	0	0	0	0	X	0	1	No	28	0	X	0	0	X	X	3	No
2	X	0	0	0	0	0	1	No	29	0	0	0	0	0	0	0	No
3	X	X	X	0	0	X	4	Yes	30	0	0	0	0	X	X	2	No
4	0	0	0	0	0	0	0	No	31	0	X	X	0	0	X	3	No
5	0	X	0	0	0	0	1	No	32	0	0	0	0	X	X	2	No
6	0	X	0	0	0	X	2	No	33	0	0	0	0	0	0	0	No
7	0	0	0	0	0	0	0	No	34	X	0	X	0	0	X	3	No
8	0	X	0	0	X	X	3	No	35	0	0	X	0	X	0	2	No
9	0	0	0	0	X	0	1	No	36	X	X	0	0	0	0	2	No
10	0	0	X	0	0	0	1	No	37	0	X	0	0	X	0	2	No
11	0	0	0	0	X	X	2	No	38	0	0	X	0	0	0	1	No
12	0	0	0	0	0	0	0	No	39	0	0	0	X	0	X	2	No
13	0	0	0	0	0	0	0	No	40	0	0	0	0	0	X	1	No
14	0	0	0	X	X	X	3	No	41	0	0	0	0	X	X	2	No
15	0	0	0	0	0	0	0	No	42	0	0	0	0	0	0	0	No
16	0	0	0	0	X	0	1	No	43	X	X	X	X	X	0	5	Yes
17	0	0	0	0	0	0	0	No	44	0	0	0	0	0	0	0	No
18	X	0	0	0	0	0	1	No	45	0	0	0	0	0	0	0	No
19	0	0	X	0	0	0	1	No	46	0	0	0	0	0	X	1	No
20	0	0	0	0	0	0	0	No	47	0	0	0	0	0	0	0	No
21	0	0	X	0	X	0	2	No	48	0	0	0	0	0	0	0	No
22	0	0	0	0	0	0	0	No	49	0	0	0	0	0	0	0	No
23	0	0	0	0	0	0	0	No	50	X	X	0	0	0	X	3	No
24	0	0	X	0	0	0	1	No	51	0	0	X	0	0	0	1	No
25	0	0	X	0	X	0	2	No	52	0	0	0	0	0	X	1	No
26	0	0	0	0	X	0	1	No	53	0	X	0	0	X	X	3	No
27	0	0	0	0	X	0	1	No	54	0	0	X	0	X	0	2	No

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Criterion five. The fifth criterion—that Asians in the United

States are portrayed as being successful only to the extent that they

have assimilated white, middle-class attitudes and values—was measured

by the following eighteen characteristics (C) and stereotypic terms (S):

```
C  17  Social class - middle
C  22  Law and order (non-Asian) - high regard
C  23  Money and material goods - high regard
C  24  Religion (non-Asian) - high regard
C  28  School (non-Asian) - high regard
C  32  Toward non-Asian peers - approval
C  34  Toward non-Asian authorities - approval
C  36  Toward other non-Asians - approval
C  39  Perceived by non-Asian peers - approval
C  41  Perceived by non-Asian authorities - approval
C  43  Perceived by other non-Asians - approval
C  45  Goal - social and economic advancement
C  46  Goal - education
C  47  Goal - acceptance by dominant culture
C  49  Goal - achievement
S   3  Ambitious
S  33  Industrious
S  40  Materialistic
```

A total of ten of the eighteen items had to be present for a

character to meet the fifth criterion. Table 8 indicates that one

character (1.9 percent) met this criterion. A review of data earlier

presented reveals that the lone book that met this criterion was written

by a non-Asian American and was published prior to 1970. The protagonist

of the story was Chinese.

Criterion six. The sixth criterion—that Asians in the United

States are portrayed as being submissive, :uiet, respectful, and docile

—was measured by the following seven characteristics (C) and stereotypic

terms (S):

```
C  25  Family honor and filial piety - high regard
S  12  Courteous
S  58  Quiet
S  60  Reserved
S  87  Obedient
```

Table 8

Summary of Findings for Criterion Five

Book I.D.	C 17	C 22	C 23	C 24	C 28	C 32	C 34	C 36	C 39	C 41	C 43	C 45	C 46	C 47	C 49	S 3	S 33	S 40	Total	Met Crit.
1	0	0	0	0	0	0	X	0	X	X	0	0	0	0	0	0	X	0	4	No
2	X	0	0	0	X	X	0	0	X	0	0	0	0	0	X	0	0	0	5	No
3	X	0	0	0	X	X	0	0	X	X	0	0	X	X	X	0	0	0	8	No
4	0	0	0	0	0	X	0	0	X	0	0	0	X	0	0	0	0	0	3	No
5	X	0	0	X	0	X	X	0	X	X	0	0	X	X	0	0	0	0	8	No
6	X	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	0	0	2	No
7	X	0	0	0	0	X	0	X	X	0	0	0	0	0	X	0	0	0	5	No
8	0	0	0	0	0	X	0	0	X	0	X	0	X	0	0	0	X	0	5	No
9	0	X	X	0	0	0	X	0	0	0	0	0	0	0	0	0	X	0	4	No
10	X	0	0	0	0	0	X	0	0	X	0	0	0	0	X	0	0	0	4	No
11	0	0	X	0	0	0	X	0	0	X	0	X	0	0	0	0	X	X	6	No
12	0	0	0	0	0	X	0	X	X	0	X	0	0	X	0	0	0	0	5	No
13	0	0	0	0	0	X	X	0	X	X	0	0	0	X	0	0	0	0	5	No
14	0	0	0	0	0	0	X	0	0	X	0	0	0	0	0	X	X	0	4	No
15	0	0	0	0	0	X	0	X	0	0	X	0	0	X	0	0	0	0	4	No
16	X	X	0	0	0	X	X	0	X	X	0	0	0	X	0	0	X	0	8	No
17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
18	X	0	0	0	X	X	X	0	X	X	0	0	0	X	0	0	0	0	7	No
19	X	X	0	X	0	X	X	X	X	0	X	0	0	0	X	0	0	0	9	No
20	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	No
21	X	0	X	0	0	X	0	0	X	X	0	X	0	X	X	0	X	0	9	No
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	1	No
25	X	0	0	0	0	0	0	0	0	0	0	0	0	0	X	0	X	0	3	No
26	X	0	0	0	0	X	0	X	X	0	X	0	0	X	0	0	X	0	7	No
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	X	0	1	No
28	0	0	X	0	0	0	0	X	0	0	X	X	X	0	0	0	X	0	6	No

Table 8 (continued)   Summary of Findings for Criterion Five

Book I.D.	C 17	C 22	C 23	C 24	C 28	C 32	C 34	C 36	C 39	C 41	C 43	C 45	C 46	C 47	C 49	S 3	S 33	S 40	Total	Crit.
29	0	0	0	0	0	0	X	X	0	X	X	0	0	0	0	0	0	0	4	No
30	X	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	X	0	3	No
31	X	0	0	0	0	X	0	0	X	X	X	0	X	0	X	0	0	0	7	No
32	0	0	0	0	0	0	0	X	0	0	X	0	0	0	0	0	X	0	3	No
33	X	0	0	X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	No
34	X	0	0	0	X	X	X	X	X	X	0	0	0	X	X	0	0	0	9	No
35	0	0	X	0	0	0	X	0	0	X	0	0	0	0	X	0	X	0	5	No
36	0	0	X	0	X	X	X	0	X	0	X	0	X	0	0	0	0	0	7	No
37	0	0	X	0	0	0	X	X	0	X	X	X	X	0	0	0	X	0	8	No
38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	1	No
39	X	X	X	0	0	X	X	X	X	X	X	0	0	X	0	X	0	0	11	Yes
40	X	0	X	0	0	X	0	X	X	0	X	X	0	0	0	0	0	0	7	No
41	X	0	X	0	0	X	0	X	X	0	0	0	0	X	0	0	X	0	7	No
42	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
43	0	0	X	0	X	0	0	0	0	0	X	X	X	0	X	X	X	0	8	No
44	X	X	0	0	0	X	0	X	X	X	X	0	0	0	0	0	0	0	7	No
45	0	X	0	X	0	0	0	X	0	0	X	0	0	0	0	0	0	0	4	No
46	0	0	0	0	0	0	0	0	0	0	X	0	0	0	0	0	0	0	1	No
47	X	0	0	0	0	X	0	X	X	0	X	0	0	0	0	0	0	0	5	No
48	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No
50	0	0	0	0	X	0	0	0	0	X	X	0	X	X	0	0	0	0	5	No
51	0	0	0	0	0	0	0	0	0	0	0	0	0	0	X	0	0	0	1	No
52	0	0	0	0	0	X	0	X	X	0	X	0	0	0	0	0	0	0	4	No
53	0	0	0	0	0	X	0	X	X	0	X	0	X	X	0	0	X	0	7	No
54	0	0	0	0	0	X	0	0	X	0	0	0	0	0	X	0	X	0	4	No

```
S  88  Respectful
S  90  Submissive
```

A minimum of four of the seven items had to be present for a character to meet the sixth criterion. Table 9 indicates that six characters (11.1 percent) met this criterion. A review of data earlier presented reveals that (1) three of the characters were Chinese and three were Japanese; and (2) all six titles were written by non-Asian Americans and were published prior to 1970.

Criterion seven. The seventh criterion--that Asians in the United States are portrayed as cultivating special talents, skills, and abilities to gain the approval of the dominant culture--was measured by the following three characteristics (C):

```
C  46  Goal - education
C  47  Goal - acceptance by dominant culture
C  49  Goal - achievement
```

A work had to specify at least two of the three goals in order to meet the seventh criterion. Table 10 indicates that eight works (14.8 percent) met this criterion. A review of data earlier presented reveals that (1) three of the characters were Chinese and five were Japanese; and (2) all eight titles were written by non-Asian Americans and were published prior to 1970.

Criterion eight. The eighth criterion--that Asians in the United States are portrayed as being sly, mysterious, and inscrutable--was measured by the following seven stereotypic terms (S):

```
S  15  Deceitful
S  66  Shrewd
S  68  Sly
S  71  Stolid
S  81  Treacherous
```

Table 9

Summary of Findings for Criterion Six

Book I.D.	C 25	S 12	S 58	S 60	S 87	S 88	S 90	Tot-tal	Met Crit	Book I.D.	C 25	S 12	S 58	S 60	S 87	S 88	S 90	Tot-tal	Met Crit
1	X	0	0	0	0	0	0	1	No	28	X	X	X	0	0	0	0	3	No
2	X	0	0	0	0	0	0	1	No	29	X	X	0	0	0	0	0	2	No
3	X	X	X	X	0	0	0	4	Yes	30	0	X	0	0	0	0	0	1	No
4	0	0	X	0	0	0	0	1	No	31	0	0	X	0	0	0	0	1	No
5	0	0	0	0	0	0	0	0	No	32	0	0	0	0	0	X	0	1	No
6	X	0	0	0	0	0	0	1	No	33	0	X	0	0	0	0	0	1	No
7	0	0	0	0	0	0	0	0	No	34	X	X	X	0	X	0	0	4	Yes
8	X	0	0	X	0	0	0	2	No	35	X	0	0	0	0	0	0	1	No
9	0	0	0	0	0	0	0	0	No	36	X	X	X	0	X	0	0	4	Yes
10	X	X	0	0	0	0	0	2	No	37	X	0	X	0	0	0	0	2	No
11	X	X	0	0	0	0	0	2	No	38	0	0	0	0	0	0	0	0	No
12	X	X	0	0	0	0	0	2	No	39	X	X	X	0	X	0	X	5	Yes
13	X	0	X	0	0	0	0	2	No	40	0	X	0	0	0	0	0	1	No
14	X	X	0	0	X	0	0	3	No	41	0	X	0	0	0	0	0	1	No
15	0	0	X	0	0	0	0	1	No	42	0	0	0	0	0	0	0	0	No
16	0	0	0	0	0	0	0	0	No	43	X	X	X	0	0	0	0	3	No
17	0	0	0	0	0	0	0	0	No	44	X	0	X	0	0	0	X	3	No
18	0	0	0	0	0	0	0	0	No	45	X	0	0	0	0	0	X	2	No
19	0	0	0	0	0	0	0	0	No	46	X	X	0	0	0	0	0	2	No
20	X	X	X	X	X	0	0	5	Yes	47	X	X	X	X	X	X	X	7	Yes
21	X	0	X	0	X	0	0	3	No	48	0	0	0	0	0	0	0	0	No
22	0	0	0	0	0	0	0	0	No	49	0	0	0	0	0	0	0	0	No
23	0	0	0	0	0	0	0	0	No	50	X	0	X	0	0	0	0	2	No
24	0	0	0	0	0	0	0	0	No	51	X	0	0	0	0	0	0	1	No
25	0	X	X	0	X	0	0	3	No	52	0	0	X	0	0	0	0	1	No
26	X	0	0	0	0	0	0	1	No	53	X	0	X	0	X	0	0	3	No
27	0	X	X	0	0	0	0	2	No	54	0	0	X	0	0	0	0	1	No

Table 10

Summary of Findings for Criterion Seven

Book I.D.	C 46	C 47	C 49	Total	Met Crit.	Book I.D.	C 46	C 47	C 49	Total	Met Crit.	Book I.D.	C 46	C 47	C 49	Total	Met Crit.
1	0	0	0	0	No	19	0	0	X	1	No	37	X	0	0	1	No
2	X	0	0	1	No	20	0	0	0	0	No	38	0	0	X	1	No
3	X	X	X	3	Yes	21	0	X	X	2	Yes	39	0	X	0	1	No
4	0	X	0	1	No	22	0	0	0	0	No	40	0	0	0	0	No
5	X	X	0	2	Yes	23	0	0	0	0	No	41	0	X	0	1	No
6	X	0	0	1	No	24	0	0	X	1	No	42	0	0	0	0	No
7	X	0	0	1	No	25	0	0	X	1	No	43	X	0	X	2	Yes
8	X	0	0	1	No	26	0	X	0	1	No	44	0	0	0	0	No
9	0	0	0	0	No	27	0	0	0	0	No	45	0	0	0	0	No
10	0	0	X	1	No	28	X	0	0	1	No	46	0	0	0	0	No
11	0	0	0	0	No	29	0	0	0	0	No	47	0	0	0	0	No
12	0	X	0	1	No	30	0	0	0	0	No	48	0	0	0	0	No
13	0	X	0	1	No	31	X	0	X	2	Yes	49	0	0	0	0	No
14	0	0	0	0	No	32	0	0	0	0	No	50	0	X	0	1	No
15	0	X	0	1	No	33	0	0	0	0	No	51	0	0	X	1	No
16	0	X	X	2	Yes	34	0	X	X	2	Yes	52	0	0	0	0	No
17	0	0	0	0	No	35	0	0	X	1	No	53	0	X	0	1	No
18	0	X	0	1	No	36	X	0	X	2	Yes	54	0	0	X	1	No

```
S  85  Inscrutable
S  89  Mysterious
```

A character had to be described with four or more of these terms in order to meet the eighth criterion. Table 11 indicates that none of the characters met this criterion.

Criterion nine. The ninth criterion--that Asians in the United States are portrayed as being occupationally stereotyped as workers in or as proprietors of small businesses--was measured by the following three characteristics (C):

```
C  15:5  Occupation - proprietors
C  15:6  Occupation - semi-skilled workers
C  15:7  Occupation - unskilled workers
```

One of the three categories had to be specified in order for a work to meet the ninth criterion. Table 12 indicates that thirty-five works (64.8 percent) met this criterion. A review of data earlier presented reveals that (1) twenty of the characters were Chinese and fifteen were Japanese; (2) eight books were written by Asian Americans and twenty-seven books were written by non-Asian Americans; and (3) twenty-four books were published prior to 1970 and eleven were published since 1970.

Conclusions

A minimum of five of the nine criteria had to be present in at least one of the fifty-four works in order to reject the fourth null hypothesis that works of fiction for children with Japanese and Chinese characters in American settings are not racially biased.

The overall results reported in Table 13 reveal that none of the books met five or more of the criteria. A breakdown of the findings reveals the following: (1) three works (5.6 percent) met four criteria; (2) four works (7.4 percent) met three criteria; (3) fourteen works

Table 11

Summary of Findings for Criterion Eight

Book I.D.	S 15	S 66	S 68	S 71	S 81	S 85	S 89	Tot-tal	Met Crit.	Book I.D.	S 15	S 66	S 68	S 71	S 81	S 85	S 89	Tot-tal	Met Crit.
1	0	0	0	0	0	0	0	0	No	28	0	0	0	0	0	0	0	0	No
2	0	0	0	0	0	0	0	0	No	29	0	0	0	0	0	0	0	0	No
3	0	0	0	X	0	X	0	2	No	30	0	0	X	0	0	0	0	1	No
4	0	0	0	0	0	0	0	0	No	31	0	0	0	0	0	0	0	0	No
5	0	0	0	X	X	0	0	2	No	32	0	0	0	0	0	0	X	1	No
6	0	0	0	0	0	0	0	0	No	33	0	0	0	0	0	0	0	0	No
7	0	0	0	0	0	0	0	0	No	34	0	0	0	0	0	0	0	0	No
8	0	0	0	0	0	0	0	0	No	35	0	0	0	0	0	0	0	0	No
9	0	0	0	0	0	0	0	0	No	36	0	0	0	0	0	0	0	0	No
10	0	0	0	0	0	0	0	0	No	37	0	0	0	0	0	X	0	1	No
11	0	0	0	0	0	X	0	1	No	38	0	0	0	0	0	0	0	0	No
12	0	0	0	0	0	0	0	0	No	39	0	0	0	0	0	0	0	0	No
13	0	0	0	0	0	0	0	0	No	40	0	0	0	0	0	0	0	0	No
14	0	0	0	0	0	0	0	0	No	41	0	0	0	0	0	X	0	1	No
15	0	0	0	0	0	0	0	0	No	42	0	0	0	0	0	0	0	0	No
16	X	0	0	0	0	0	0	1	No	43	0	0	0	0	0	X	0	1	No
17	0	0	0	0	0	0	0	0	No	44	0	0	0	0	0	0	0	0	No
18	0	0	0	0	0	0	0	0	No	45	0	0	0	0	0	0	0	0	No
19	0	0	0	0	0	0	0	0	No	46	0	0	0	0	0	0	0	0	No
20	0	0	0	0	0	0	0	0	No	47	0	0	0	0	0	X	X	2	No
21	0	0	0	0	0	0	0	0	No	48	0	0	0	0	0	0	0	0	No
22	0	0	0	0	0	0	0	0	No	49	0	0	0	0	0	0	0	0	No
23	0	0	0	0	0	0	0	0	No	50	0	0	0	0	0	0	0	0	No
24	0	0	0	0	0	0	0	0	No	51	0	0	0	0	0	0	0	0	No
25	0	0	0	0	0	0	0	0	No	52	0	0	0	0	0	0	0	0	No
26	0	0	0	0	0	0	0	0	No	53	0	0	0	0	0	0	0	0	No
27	0	0	0	0	0	0	0	0	No	54	0	0	0	0	0	0	0	0	No

Table 12

Summary of Findings for Criterion Nine

Book I.D.	C 15.5	C 15.6	C 15.7	Total	Met crit.	Book I.D.	C 15.5	C 15.6	C 15.7	Total	Met crit.	Book I.D.	C 15.5	C 15.6	C 15.7	Total	Met crit.
1	X	0	0	1	Yes	19	X	0	0	1	Yes	37	0	0	X	1	Yes
2	X	0	0	1	Yes	20	X	0	0	1	Yes	38	X	0	0	1	Yes
3	0	0	0	0	No	21	X	0	0	1	Yes	39	X	0	0	1	Yes
4	0	0	0	0	No	22	X	0	0	1	Yes	40	0	0	0	0	No
5	X	0	0	1	Yes	23	0	0	0	0	No	41	0	0	0	0	No
6	X	0	0	1	Yes	24	X	0	0	1	Yes	42	0	0	0	0	No
7	X	0	0	1	Yes	25	X	0	0	1	Yes	43	X	0	0	1	Yes
8	X	0	0	1	Yes	26	X	0	0	1	Yes	44	0	0	0	0	Yes
9	X	0	0	1	Yes	27	0	0	0	0	No	45	X	0	0	1	Yes
10	X	0	0	1	Yes	28	0	0	X	1	Yes	46	0	0	X	1	Yes
11	0	0	X	1	Yes	29	0	0	X	1	Yes	47	0	0	0	0	No
12	0	0	X	1	Yes	30	X	0	0	1	Yes	48	0	0	0	0	No
13	0	0	0	1	Yes	31	0	0	0	0	No	49	0	0	0	0	No
14	0	0	X	1	Yes	32	X	0	0	1	Yes	50	X	0	0	1	Yes
15	X	0	0	1	Yes	33	0	0	0	0	No	51	0	0	0	0	No
16	0	0	0	0	No	34	X	0	0	1	Yes	52	X	0	0	1	Yes
17	X	0	0	1	Yes	35	0	0	0	0	No	53	0	0	X	1	Yes
18	0	0	0	0	No	36	0	X	0	1	Yes	54	0	0	0	0	No

Table 13

Findings Based Upon the Criteria Used to Detect Racial Bias
Against Chinese and Japanese Characters
in Works of Fiction for Children

Book I.D.	1	2	3	4	5	6	7	8	9	Total	Met Crit.
1	0	0	0	0	0	0	0	0	X	1	No
2	0	0	0	0	0	0	0	0	X	1	No
3	0	0	0	X	0	X	X	0	0	3	No
4	X	0	0	0	0	0	0	0	0	1	No
5	0	0	0	0	0	0	X	0	X	2	No
6	0	X	0	0	0	0	0	0	X	2	No
7	0	0	0	0	0	0	0	0	X	1	No
8	0	X	0	0	0	0	0	0	X	2	No
9	0	0	0	0	0	0	0	0	X	1	No
10	0	X	0	0	0	0	0	0	X	2	No
11	0	0	0	0	0	0	0	0	X	1	No
12	0	X	0	0	0	0	0	0	X	2	No
13	0	0	0	0	0	0	0	0	0	0	No
14	0	0	0	0	0	0	0	0	X	1	No
15	0	0	0	0	0	0	0	0	X	1	No
16	0	0	0	0	0	0	X	0	0	1	No
17	0	X	0	0	0	0	0	0	X	2	No
18	0	0	0	0	0	0	0	0	0	0	No
19	0	0	0	0	0	0	0	0	X	1	No
20	0	X	0	0	0	X	0	0	X	3	No
21	0	X	0	0	0	0	X	0	X	3	No
22	0	X	0	0	0	0	0	0	X	2	No
23	0	0	0	0	0	0	0	0	0	0	No
24	0	X	0	0	0	0	0	0	X	2	No
25	0	X	0	0	0	0	0	0	X	2	No
26	0	0	0	0	0	0	0	0	X	1	No
27	0	X	0	0	0	0	0	0	0	1	No
28	0	0	0	0	0	0	0	0	X	1	No
29	0	X	0	0	0	0	0	0	X	2	No
30	0	X	0	0	0	0	0	0	X	2	No
31	0	0	0	0	0	0	X	0	0	1	No
32	0	X	0	0	0	0	0	0	X	2	No
33	0	0	0	0	0	0	0	0	0	0	No
34	0	0	0	0	0	X	X	0	X	3	No
35	0	X	0	0	0	0	0	0	0	1	No
36	0	X	0	0	0	X	X	0	X	4	No
37	0	0	0	0	0	0	0	0	X	1	No
38	0	0	0	0	0	0	0	0	X	1	No
39	0	X	0	0	X	X	0	0	X	4	No
40	0	0	0	0	0	0	0	0	0	0	No
41	0	0	0	0	0	0	0	0	0	0	No
42	0	0	0	0	0	0	0	0	0	0	No
43	0	X	0	X	0	0	X	0	X	4	No
44	0	0	0	0	0	0	0	0	0	0	No
45	0	0	0	0	0	0	0	0	X	1	No
46	0	X	0	0	0	0	0	0	X	2	No
47	0	0	0	0	0	X	0	0	0	1	No
48	0	0	0	0	0	0	0	0	0	0	No
49	0	0	0	0	0	0	0	0	0	0	No
50	0	0	0	0	0	0	0	0	X	1	No
51	0	0	0	0	0	0	0	0	0	0	No
52	0	0	0	0	0	0	0	0	X	1	No
53	0	X	0	0	0	0	0	0	X	2	No
54	0	X	0	0	0	0	0	0	0	1	No

(25.9 percent) met two criteria; (4) twenty-two works (40.7 percent) met one criterion; and (5) eleven works (20.4 percent) met none of the nine criteria.

The three books that came closest to meeting five criteria (i.e., those that met four criteria) were works which dealt with Chinese characters and were written by non-Asian Americans and were published prior to 1970.

Of the nine criteria, the two that were most frequently met dealt with Asians being occupationally stereotyped (64.8 percent) and with Asians living in inner-city communities (40.7 percent).

Based on the above findings, the null hypothesis--that works of fiction for children with Japanese or Chinese characters in American settings are not racially biased--was accepted.

Summary of the Chapter

A list of nine criteria compiled from two publications of the Council on Interracial Books for Children and validated by a panel of judges was used to test the fourth null hypothesis that works of fiction for children with Japanese and Chinese characters in American settings are not racially biased.

Specific characteristics and stereotypic terms taken from the master tally sheets were identified for each criterion. More than half of the items identified with each criterion had to be present in a work in order for a book to have met the specified criterion. The only exception made was for the last criterion regarding occupational stereotyping where the presence of one of the three characteristics was considered sufficient in meeting the criterion.

Results were tabulated for the fifty-four books used in the study. A book was considered racially biased if it met five or more criteria. The data revealed that none of the works met more than four criteria. Based on the findings, the fourth null hypothesis was accepted.

CHAPTER VII

SUMMARY, CONCLUSIONS,

IMPLICATIONS, AND RECOMMENDATIONS

The final chapter of the present study consists of the following

sections: (1) a summary, (2) conclusions, (3) implications, and (4)

recommendations.

Summary

The general purpose of the present investigation was to determine

how Chinese and Japanese characters in American settings were character-

ized in selected works of children's fiction based on an analysis of

specified characteristics and stereotypic terms.

Review of the Literature

A review of the literature related to both the procedures and

content of the present study revealed the following information: (1) the

technique of content analysis offers a systematic approach to describing

the content of existing materials; (2) the Katz and Braly List of Verbal

Stereotypes, together with the content analysis technique, has been

effectively employed in recent research focusing on the treatment of

minority groups in children's literature; (3) distortions and negative

stereotypes still persist in children's books dealing with the treatment

of different racial groups, although general trends toward more compli-

mentary portrayals are also evident; and (4) the limited amount of

research done specifically on Asians in children's fiction indicates that

the treatment has been generally sparse and superficial.

Objectives

The five objectives of the study were as follows: (1) to determine what characteristics and stereotypic terms were attributed to Chinese and Japanese characters in American settings in works of fiction for children; (2) to determine whether or not there were differences between the Japanese and the Chinese in the attributed characteristics and stereotypic terms; (3) to determine if there were differences in the portrayals of Chinese and Japanese characters by Asian American authors as opposed to non-Asian American authors; (4) to determine whether or not characterizations of Chinese or Japanese in children's fiction had changed with time; and (5) to determine whether or not the treatment of Chinese and Japanese in American settings in children's fiction was racially biased based on a list of established criteria.

Hypotheses

Based on these objectives, four null hypotheses were formulated and tested. The hypotheses were: (1) there are no differences between the treatment of Japanese and of Chinese characters as depicted in works of fiction for children; (2) there are no differences between the portrayals of Chinese and Japanese characters in children's fiction written by Asian Americans and those written by non-Asian Americans; (3) there are no discernible changes over time in the treatment of Chinese and Japanese characters in works of fiction for children; and (4) works of fiction for children with Chinese and Japanese characters in American settings are not racially biased.

Population

    The population of the study consisted of fifty-four major Chinese and Japanese characters taken from fifty-four picture books and juvenile fiction titles. The works selected were designated for reading levels ranging from kindergarten through grade eight.

Methodology

    The present study was an example of the descriptive method of content analysis.

    To achieve the objectives of the present study, the investigator who was also the principal coder, used two instruments and a list of criteria. The first instrument was a character analysis instrument based on one developed by Berelson and Salter and modified by Gast and by Cata. The second instrument was based on the Katz and Braly List of Verbal Stereotypes. Separate forms of both instruments were completed for each character and the data from the completed forms were transferred to master tally sheets. The list of criteria was compiled from guidelines published by the Council on Interracial Books for Children to determine whether or not the books were racially biased.

    The first objective of the present study was achieved by reporting all the characteristics and stereotypic terms attributed to both the Chinese and Japanese characters in American settings in works of fiction for children. These overall findings were obtained directly from the master tally sheets.

    The first three hypotheses were tested by analyzing the data on the master tally sheets in the following manner: (1) by comparing Japanese against Chinese characters to test for the first hypothesis; (2) by

comparing characters in works by Asian American authors against characters
in works by non-Asian American authors to test for the second hypothesis;
and (3) by comparing characters in works published prior to 1970 against
characters in works published since 1970 to test for the third hypothesis.
Following procedures established in the Cata study, a null hypothesis
was rejected if differences of more than 10 percent were found between the
two comparison groups on any of the characteristics or stereotypic terms
for which responses were specified.

The fourth null hypothesis was tested by selecting characteristics
and stereotypic terms from the master tally sheets and examining the
data against the nine criteria to determine whether or not the books
were racially biased. The criteria were validated by a team of four
judges who also recommended that the following procedures be used in the
study: (1) that more than half the characteristics and stereotypic terms
assigned to a specific criterion had to be present in a work for the book
to have met that criterion (the only exception made was for the last
criterion regarding occupational stereotyping where the presence of one
of three characteristics was considered sufficient in meeting the
criterion); and (2) that the fourth null hypothesis could be rejected if
at least one book met more than five of the nine criteria.

In addition, the investigator worked on measures of coder and instru-
ment reliability in the following two areas: (1) the coding of data on
the character analysis instrument and on the instrument based on the Katz
and Braly list; and (2) the selection of characteristics and stereotypic
terms from the master tally sheets for the nine criteria used in testing
for racial bias. Using the Pearson Product-Moment Correlation, acceptable
levels of reliability were obtained in both areas.

Findings

The findings of the study included data in the following areas:
character and author information, bibliographical data, locale, physical
traits, status, culture, attitudes toward specified concepts and in-
stitutions, attitudes toward people, attitudes toward the major character,
goals, and stereotypic terms.

Overall findings. A compilation of the data regarding character-
istics and stereotypic terms attributed to Chinese and Japanese characters
in American settings in works of fiction for children, which met the
first objective of the study, revealed that more than half of the char-
acters were described as: (1) being elementary-age children or teen-
agers attending school; (2) having slanted eyes and black hair; (3)
living on the West Coast; (4) being from homes where the major bread-
winners were proprietors of or employees in small businesses; (5) wearing
modern, Western-style clothing; (6) approving of family members; (7)
being favorably perceived by family members; and (8) highly regarding
family honor and filial piety. More than two-thirds of the books were
noted as being written by non-Asian American writers. The findings
also indicated that no one goal was expressed by more than half of the
characters. In addition, none of the stereotypic terms was used in
describing more than 50 percent of the characters.

Null hypothesis one. The first null hypothesis was rejected since
differences of more than 10 percent were found between Japanese and
Chinese characters on forty-six (26.9 percent) of the characteristics
and stereotypic terms for which responses were specified. The results
indicated that a larger percentage of the books dealing with Chinese
rather than Japanese characters were written by non-Asian Americans,

were published since 1970, and were set in the 1970s. The data also revealed that a greater percentage of Chinese rather than Japanese characters lived on the West Coast and in inner-city communities; reflected an Asian orientation in terms of clothing, superstition, customs, ceremonies and holidays, foods, and language school attendance; valued family honor, filial piety, money and material goods; belonged to the lower social class; approved of and were favorably perceived by other Asians; were also favorably perceived by Asian authorities; sought the approval of their own racial group; and were described as being super-stitious and industrious.

In contrast, the findings revealed that a greater percentage of the books dealing with Japanese rather than Chinese characters were written by Asian Americans, were published prior to 1970, and were set in the 1940s. The data also indicated that a larger percentage of Japanese rather than Chinese characters preferred Western clothing and foods and participated in both Asian and non-Asian ceremonies and holidays; came from middle-class homes where the major breadwinners were in white-collar professions; valued law and order and appreciated nature; approved of family members, Asian and non-Asian peers, and other non-Asians; received favorable comments from non-Asian peers; and wanted to achieve family unity as a goal.

Null hypothesis two. The second null hypothesis was also rejected since differences of more than 10 percent were found between characters in books written by Asian Americans and characters in books written by non-Asian Americans on forty-five (26.3 percent) of the characteristics and stereotypic terms for which responses were specified. The results indicated that a larger percentage of the works authored by Asian

Americans, as opposed to works authored by non-Asian Americans, were
published since 1970 and were set in the 1800s. The data also revealed
that a greater percentage of the characters in works authored by Asian
Americans, as opposed to those in works by non-Asian Americans, lived
on the West Coast; were females; were unskilled workers belonging to the
lower social class; reflected a Western orientation toward such cultural
aspects as ceremonies and holidays and forms of recreation, but ate both
Asian and non-Asian foods; valued law and order and nature; approved of
the family and various members of the Asian community, and, in turn, were
favorably perceived by various Asian characters and by other non-Asians;
and were described as being loyal to family, patient, persistent, and
proud.

In contrast, the data revealed that a greater percentage of the books
written by non-Asian Americans, as opposed to books by Asian Americans,
were published prior to 1970 and were set in the 1960s. The results also
indicated that a larger percentage of the characters in books written
by non-Asian Americans, as opposed to those in works by Asian Americans,
lived on the East Coast and in inner-city communities; were males; came
from homes in which the major breadwinners were proprietors of small
businesses with adequate incomes; reflected an Asian orientation toward
such cultural aspects as ceremonies and holidays, foods, and language
school attendance; sought recognition through achievements; valued money
and material goods; and were described as having slanted eyes and as being
artistic, courteous, obedient, industrious, and smiling.

Null hypothesis three. The third null hypothesis was also rejected
since differences of more than 10 percent were found between characters
in books published prior to 1970 and characters in books published since

1970 on fifty-two (30.4 percent) of the characteristics and stereotypic terms for which responses were specified. The results indicated that a larger percentage of the books published prior to 1970, as opposed to those published since 1970, were picture books. The results also indicated that a greater percentage of the characters in books published prior to 1970, as opposed to those in works published since 1970, lived on the West Coast; were females; came from middle-class homes where the major breadwinners were proprietors of small businesses with adequate incomes; wore both traditional and modern clothing and participated in both Asian and non-Asian forms of recreation; approved of family and non-Asian peers; valued schooling; sought the approval of members of the dominant culture; and were referred to as being courteous, industrious, jovial, obedient, and responsible.

In contrast, the findings indicated that a greater percentage of the books published since 1970, as opposed to those published prior to 1970, were works of fiction. In addition, the data also revealed that a larger percentage of the characters in books published since 1970, as opposed to those in books published prior to 1970, lived on the East Coast; were males and were students; came from homes in which the major breadwinners were either professionals or unskilled workers; showed Western preferences in clothing, in ceremonies and holidays, and in forms of recreation; valued family honor and filial piety; approved of and were favorably perceived by members of the Asian community; were favorably perceived by non-Asian authorities and by other non-Asians; indicated self-realization/independence as a major goal; and were described as being imaginative, intelligent, loyal to family, patient, persistent, and proud.

<u>Null hypothesis four</u>. The fourth null hypothesis—that works of fiction for children with Japanese and Chinese characters in American settings are not racially biased—was accepted since none of the books met five or more of the criteria.

Conclusions

The following conclusions are derived from the findings of the present study:

1. Although recent trends indicate an increase in the number of Asian American writers, children's fiction dealing with Chinese and Japanese characters in American settings has more frequently been authored by non-Asian Americans than by Asian Americans.

2. The majority of the Chinese and Japanese characters are not identified with any particular stereotypic term. Although fifty-nine terms were found in the various works, no one term was used to describe more than 50 percent of the population.

3. The majority of the Chinese and Japanese characters are portrayed as children or teen-agers who approve of their families and who highly regard family honor and filial piety.

4. Although recent trends indicate an increase in characters portrayed as white-collar professionals, the majority of the adult characters are occupationally stereotyped as owners or employees of restaurants, laundries, gift shops, groceries, and nurseries.

5. Children's fiction tends to portray the Chinese as more traditionally oriented than the Japanese. A greater percentage of the Chinese are depicted as living under lower-class conditions in Chinatowns, as adhering to Asian forms of culture, and as having friendly relations with other Chinese.

6. Children's fiction tends to portray the Japanese as more Westernized than the Chinese. A larger percentage of the Japanese than of the Chinese are pictured as middle-class citizens with Western food and clothing preferences and as enjoying interaction with members of the non-Asian community.

7. Non-Asian American authors, more than Asian American authors, tend to portray the Japanese and the Chinese as "courteous" and "obedient" Asians desiring recognition through achievement, usually academic or athletic, or through material gains. Non-Asian American writers also tend to emphasize Asian forms of culture in terms of ceremonies and holidays, foods, and language school attendance.

8. Asian American writers, more than non-Asian American writers, tend to portray the Japanese and Chinese as Westernized in terms of ceremonies, holidays, and recreation and as taking pride in their strong bonds with their families and with other Asians.

9. Non-Asian American writers tend to write more stories set in modern times, such as the 1960s, whereas Asian American writers

tend to write more stories set in earlier times, such as the 1800s.

10. Children's works published prior to 1970 tend to be in the picture book format, whereas children's works published since 1970 tend to be in the juvenile fiction format.

11. Children's fiction published prior to 1970 tends to portray Chinese and Japanese as members of a model minority seeking the approval of the dominant culture. The characters tend to approve of non-Asian peers, to value schooling, and to come from middle-class homes where the major breadwinners are proprietors of small businesses.

12. Children's fiction published since 1970 tends to portray Chinese and Japanese characters as seeking self-realization/ independence as a major goal. Although the characters tend to be Westernized in clothing tastes and recreational pursuits, they also have close ties with members of the Asian community and value family honor and filial piety. In addition, the characters tend to be favorably perceived by non-Asian authorities and by other non-Asians.

13. Works of fiction for children with Chinese and Japanese characters in American settings are not racially biased. No book analyzed in the present study was able to meet five or more of the nine criteria used in evaluating this particular concern.

14. The overall number of works of fiction for children with Chinese and Japanese characters in American settings is

limited. The investigator was able to identify a total of
fifty-four books written about these two racial groups over
the past thirty-five years. This figure represented all the
titles available according to the selection sources used in
this study.

In summary, the findings of this study indicate that there is a
dearth of books dealing with Chinese and Japanese characters and that
more non-Asian Americans than Asian Americans have written children's
books focusing on these two groups. Although no specific stereotypic
term is used in a majority of the books, certain stereotypic conceptions
regarding the characters tend to emerge in the analysis of the literature.
The Chinese, for example, are inclined to be described as adhering to
old world customs, whereas the Japanese tend to be portrayed as more
closely aligned with Western practices. In addition, occupational
stereotyping of both groups is found in the literature.

The data also reveal that a greater percentage of the works published
prior to 1970 tend to be picture books, whereas a larger percentage of
the works published since 1970 tend to be juvenile fiction titles. The
findings note that non-Asian American authors, especially those writing
prior to 1970, tend to depict their characters as embracing traits often
associated with the concept of a model minority and also tend to empha-
size Asian forms of culture. Asian Americans, on the other hand, tend
to portray their characters as Westernized in terms of certain aspects
of culture but as strongly bonded to Asian familial and friendship ties.
A greater percentage of Asian American authors also tend to use settings
in the 1800s, whereas a larger percentage of non-Asian American writers
tend to use more modern settings. In addition, characters in works

published since 1970 tend to be portrayed as products of both Eastern

and Western cultures and as searching for their own identities in

American society.

Implications

The implications of the findings merit further discussion. Although

no one stereotypic term was found to be identified with a majority of

the books, certain stereotypes commonly associated with Asian Americans

(e.g., Asians as living in inner-city communities, Asians as adhering

to old world customs) emerged from the study. This seeming contra-

diction in findings might possibly be attributed to two interrelated

factors: (1) the identification of stereotypic terms in this study relied

on the actual presence of these terms in the text; and (2) writers of

fiction generally tend to delineate characters through dialogue and

action rather than through direct statement. For example, a specific

stereotypic term such as "tradition-loving" might not appear in the

actual text; however, a character might be shown participating exclusively

in Asian celebrations and stating preferences for wearing Asian attire

and eating Asian foods.

Based on the findings, the Chinese, more than the Japanese appeared

to be portrayed as the exotic Oriental living in an inner-city community

and abiding by traditional customs and beliefs. The Japanese, on the

other hand, tended to be depicted as more Westernized than the Chinese

in terms of lifestyle. This difference might possibly be construed to

mean that the Japanese have been more successful in adapting to the

customs and values of white, middle-class culture than the Chinese.

Certain trends regarding books published since 1970 were also suggested by the findings. First, job stereotyping appeared to be decreasing with more characters being depicted as white-collar professionals. Second, the stories appeared to be less an all-or-nothing contest between two cultures in which characters were either striving to be accepted by the dominant culture or struggling to be accepted by their own group and more a matter of characters coming to terms with their own individuality and uniqueness as human beings. These trends might be due to an increase in the percentage of books authored by Asian Americans as well as to a growing national sensitivity toward ethnic group concerns. In the last decade, writers have been exposed to the efforts of various organizations trying to raise the national consciousness regarding issues of racism. The decline in occupational stereotyping reported in this study might be reflective of authors' responsiveness to stereotyping concerns. In regard to the goal of self-realization/independence, Asian Americans in particular tended to depict their characters as being proud of their dual heritages. The characters not only accepted the challenge of coming to terms with living and working in a Western society but were also not ashamed or afraid to acknowledge their Asian backgrounds.

The trend toward the publication of more fiction than picture books in the last decade might be indicative of general trends in the area of children's publishing where rising printing costs have curtailed the output of more expensive formats such as picture books.

The findings also appeared to support the contention brought out in other content analysis studies that minority group authors tended to be more successful than non-minority group authors in portraying their own

people in ways that were not stereotyped. In the present study, Asian American authors seemed less apt to rely on such stereotypes as Asians needing to achieve high scholastic records in order to win acceptance and Asians as an exotic breed dwelling in inner-city communities. Asian American writers also appeared to be more inclined than non-Asian American writers to deal with stories set in earlier times which might indicate their interest in portraying the struggles and achievements of the early Asian immigrants in the United States.

The tenuous line between authenticity and stereotyping might also merit further exploration. For example, the question might be raised as to whether the high percentage of Asian characters depicted as proprietors is in fact an accurate depiction of the actual occupational picture. To respond to this question, the findings of this study might be compared with census statistics in relation to occupations held by Asian groups in the United States. Another example might be to verify whether the high regard that a majority of the Japanese and Chinese characters in fiction have for family honor and filial piety is substantiated in real life by comparing the findings of the present investigation with the results of a study on the attitudes of contemporary Asian American youth toward family.

Finally, further study of changes noted in the depiction of Asian characters over time (e.g., increasing Westernization, decreasing occupational stereotypes, shifting goals, etc.) and how these changes might be reflective of socio-historical changes in the United States over the decades might generate even greater appreciation and understanding of the literature.

Recommendations

The following recommendations are made on the basis of the findings of the present study.

To Asian American and Non-Asian American Authors

1. Authors of children's literature depicting Chinese and Japanese characters in American settings should avoid the occupational stereotyping of these characters.

2. Authors of children's literature should consider the inclusion of more Chinese characters in settings other than inner-city communities.

3. Authors of children's literature should carefully study the social scene so as to depict Chinese and Japanese characters in non-stereotypic ways (e.g., portray them in ways other than as a model minority or as a submissive, docile race).

To Publishers

1. Publishers of children's literature should continue to encourage writing that portrays Chinese and Japanese characters in a variety of lifestyles and situations.

2. Publishers of children's literature should encourage more Asian Americans to write and illustrate books depicting their own ethnic groups.

To Educators

1. Educators should encourage the use of children's literature dealing with Asian Americans in supplementing reading and social studies textbooks in the schools.

2. Educators should carefully assess books dealing with Asian American characters in their present school library collections in order to make possible future purchases in areas where needs are perceived.

For Further Research

1. Further research should be done to compare contemporary portrayals of Asian Americans found in children's literature with sociological studies of Asian Americans to determine how closely current literary portrayals reflect the lives of Asian Americans in contemporary society.

2. Further research should be done to compare changes over time in the portrayals of Asian Americans found in children's literature with socio-historical studies of Asian Americans to determine how closely the literary portrayals over time mirror the lives of Asian Americans in the shifting social scene in the United States.

3. Further research should be done to determine the effect of literature on changing children's attitudes toward Asian Americans.

4. Further research should be done to evaluate the literary quality of children's fiction depicting Asians in the United States.

5. Further research should be done on the relationship between the ethnic background of authors and the possible influence of their ethnicity in their portrayal of Asian American characters in children's fiction.

6. Further research should be done on children's literature depicting Asian Americans other than the Chinese and the Japanese as such literature becomes available.

APPENDIX A

CHARACTER ANALYSIS INSTRUMENT

I.D. no.

AUTHOR:

    ASIAN AMERICAN _____   NON-ASIAN AMERICAN _____

BIBLIOGRAPHICAL DATA:

    BOOK TITLE _____
    AUTHOR _____
    PUBLISHER _____ COPYRIGHT YEAR _____
    BOOK CLASSIFICATION _____

NAME OF MAJOR CHARACTER: _____ RACIAL ORIGIN: _____

SECTION	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE

LOCALE:
  TIME PERIOD
  GEOG. SETTING			

PHYSICAL TRAITS:
  SEX
  AGE
  DESCRIPTION
 	
  CLOTHING			

STATUS:
  OCCUPATION - MAIN
    CHARACTER
  OCCUPATION-PARENT
 	
  ECONOMIC STATUS
 	
  SOCIAL CLASS			

MATERIAL CULTURE:
  CEREMONIES/
    HOLIDAYS
 	
  RECREATION
 	
  FOOD
 	
  OTHERS			

CATEGORY	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE

ATTITUDES TOWARD:
  LAW/ORDER
  MONEY
  RELIGION
  FAMILY HONOR/
    FILIAL PIETY
  NATURE
  SUPERSTITION
  SCHOOL
  OTHERS			

ATTITUDES TOWARD:
  FAMILY MEMBERS
 	
  PEERS--
    ASIAN
    NON-ASIAN
  AUTHORITIES--
    ASIAN
    NON-ASIAN
  OTHERS			

ATTITUDES OF OTHERS:
  FAMILY MEMBERS
 	
  PEERS--
    ASIAN
    NON-ASIAN
  AUTHORITIES--
    ASIAN
    NON-ASIAN
  OTHERS			

GOALS:
  SELF-REALIZATION/
    INDEPENDENCE
  SOCIAL, ECONOMIC
    ADVANCEMENT
  EDUCATION
  ACCEPTANCE--
    DOMINANT CULTURE
    OWN CULTURE
  ACHIEVEMENT
  OTHERS			

SUMMARY OF STORY:

APPENDIX B

INSTRUMENT BASED ON THE KATZ AND BRALY LIST
OF VERBAL STEREOTYPES

Aggressive	Imaginative	Quick-tempered
Alert	Imitative	Quiet
Ambitious	Impulsive	Radical
Argumentative	Individualistic	Reserved
Arrogant	Industrious	Revengeful
Artistic	Intelligent	Rude
Boastful	Jovial	Scientifically-minded
Brilliant	Kind	Sensitive
Conceited	Lazy	Sensual
Conservative	Loud	Shrewd
Conventional	Loyal to family ties	Slovenly
Courteous	Materialistic	Sly
Cowardly	Meditative	Sophisticated
Cruel	Mercenary	Sportsmanlike
Deceitful	Methodical	Stolid
Efficient	Musical	Straightforward
Evasive	Naive	Stubborn
Extremely	Neat	Stupid
nationalistic	Ostentatious	Suave
Faithful	Passionate	Suggestible
Frivolous	Persistent	Superstitious
Generous	Physically dirty	Suspicious
Gluttonous	Pleasure-loving	Talkative
Grasping	Ponderous	Tradition-loving
Gregarious	Practical	Treacherous
Happy-go-lucky	Progressive	Unreliable
Honest	Pugnacious	Very religious
Humorless	Quarrelsome	Witty
Ignorant		

Other stereotypes found (list below and document):

APPENDIX C

CORRESPONDENCE OF SECTIONS ON

THE CHARACTER ANALYSIS INSTRUMENT AND

THE CATEGORIES ON THE MASTER TALLY SHEETS

Section	Category	
Character information	C1.	Character's racial origin
Author information	C2.	Author's ethnic background
Bibliographical data	C3.	Type of book
	C4.	Publication date
Locale	C5.	Time period
	C6.	Geographical setting
	C7.	Inner-city community
Physical traits	C8.	Sex
	C9.	Age
	C10.	Shape of eyes
	C11.	Color of skin
	C12.	Color of hair
	C13.	Teeth
	C14.	Clothing
Status	C15.	Occupation - child character
	C16.	Occupation - major breadwinner/adult character
	C17.	Economic status
	C18.	Social class
Culture	C19.	Ceremonies and holidays
	C20.	Recreation
	C21.	Food
	C22.	Culture - other aspects
Attitudes toward specified concepts and institutions	C23.	Law and order
	C24.	Money and material goods
	C25.	Religion
	C26.	Family honor and filial piety
	C27.	Nature
	C28.	Superstition
	C29.	School
	C30.	Attitudes - others

APPENDIX C (continued)

Section	Category	
Attitudes toward people	C31.	Toward family members
	C32.	Toward Asian peers
	C33.	Toward non-Asian peers
	C34.	Toward Asian authorities
	C35.	Toward non-Asian authorities
	C36.	Toward other Asians
	C37.	Toward other non-Asians
Attitudes of other people toward the major character	C38.	Perceived by family members
	C39.	Perceived by Asians
	C40.	Perceived by non-Asian peers
	C41.	Perceived by Asian authorities
	C42.	Perceived by non-Asian authorities
	C43.	Perceived by other Asians
	C44.	Perceived by other non-Asians
Goals	C45.	Self-realization/independence
	C46.	Social and economic advancement
	C47.	Education
	C48.	Acceptance by dominant culture
	C49.	Acceptance by own culture
	C50.	Achievement
	C51.	Goals - others

APPENDIX D

LIST OF CATEGORIES AND SUB-CATEGORIES

ON THE MASTER TALLY SHEETS

C1. Character's racial origin
   1. Chinese
   2. Japanese
C2. Author's ethnic background
   1. Asian American
   2. Non-Asian American
C3. Type of book
   1. Easy (picture book)
   2. Fiction
C4. Publication date
   1. Prior to 1970
   2. Since 1970
C5. Time period
   1. 1800s
   2. 1900-1939
   3. 1940s
   4. 1950s
   5. 1960s
   6. 1970s
C6. Geographical setting
   1. East Coast
   2. West Coast
   3. Midwest
   4. South
   5. Hawaii
   6. Not specified
C7. Inner-city community
   1. Specified
   2. Not specified
C8. Sex
   1. Female
   2. Male
C9. Age
   1. Preschool
   2. Elementary
   3. Teen
   4. Adult
   5. Not specified
C10. Shape of eyes
   1. Slanted
   2. Not specified
C11. Color of skin
   1. Dark or yellow
   2. Not specified

C12. Color of hair
   1. Black
   2. Not specified
C13. Teeth
   1. Buck
   2. Not specified
C14. Clothing
   1. Traditional
   2. Modern
   3. Mixed
   4. Not specified
C15. Occupation - child character
   1. Student
   2. Others - laborer
   3. Not specified
C16. Occupation - major breadwinner/
      adult character
   1. Professional
   2. Semi-professional
   3. Clerks, kindred workers
   4. Skilled workers
   5. Proprietors of small
      businesses
   6. Semi-skilled workers
   7. Unskilled workers
   8. Not specified
C17. Economic status
   1. Wealthy
   2. Comfortable
   3. Adequate
   4. Poor
   5. Not specified
C18. Social class
   1. Upper
   2. Middle
   3. Lower
   4. Not specified
C19. Ceremonies and holidays
   1. Asian
   2. Non-Asian
   3. Mixed
   4. Not specified

APPENDIX D (continued)

C20. Recreation
    1. Asian
    2. Non-Asian
    3. Mixed
    4. Not specified
C21. Food
    1. Asian
    2. Non-Asian
    3. Mixed
    4. Not specified
C22. Culture - other aspects
    1. Language school
    2. Arts, crafts
    3. Social customs
    4. Legends, lore
C23. Law and order
    1. High regard
    2. Low regard
    3. Not specified
C24. Money and material goods
    1. High regard
    2. Low regard
    3. Not specified
C25. Religion
    1. High regard
    2. Low regard
    3. Not specified
C26. Family honor and filial piety
    1. High regard
    2. Low regard
    3. Not specified
C27. Nature
    1. High regard
    2. Low regard
    3. Not specified
C28. Superstition
    1. High regard
    2. Low regard
    3. Not specified
C29. School
    1. High regard
    2. Low regard
    3. Not specified
C30. Attitudes - others
    1. Importance of male
C31. Attitudes toward family members
    1. Approval
    2. Disapproval
    3. Not specified

C32. Attitudes toward Asian peers
    1. Approval
    2. Disapproval
    3. Not specified
C33. Attitudes toward non-Asian peers
    1. Approval
    2. Disapproval
    3. Not specified
C34. Attitudes toward Asian authorities
    1. Approval
    2. Disapproval
    3. Not specified
C35. Attitudes toward non-Asian authorities
    1. Approval
    2. Disapproval
    3. Not specified
C36. Attitudes toward other Asians
    1. Approval
    2. Disapproval
    3. Not specified
C37. Attitudes toward other non-Asians
    1. Approval
    2. Disapproval
    3. Not specified
C38. Perceived by family members
    1. Approval
    2. Disapproval
    3. Not specified
C39. Perceived by Asian peers
    1. Approval
    2. Disapproval
    3. Not specified
C40. Perceived by non-Asian peers
    1. Approval
    2. Disapproval
    3. Not specified
C41. Perceived by Asian authorities
    1. Approval
    2. Disapproval
    3. Not specified
C42. Perceived by non-Asian authorities
    1. Approval
    2. Disapproval
    3. Not specified

APPENDIX D (continued)

C43. Perceived by other Asians
  1. Approval
  2. Disapproval
  3. Not specified
C44. Perceived by other non-Asians
  1. Approval
  2. Disapproval
  3. Not specified
C45. Self-realization/independence
  1. Specified
  2. Not specified
C46. Social and economic
     advancement
  1. Specified
  2. Not specified
C47. Education
  1. Specified
  2. Not specified

C48. Acceptance by dominant
     culture
  1. Specified
  2. Not specified
C49. Acceptance by own culture
  1. Specified
  2. Not specified
C50. Achievement
  1. Specified
  2. Not specified
C51. Goals - others
  1. Material object
  2. Family unit
  3. Acceptance by sub-
     culture

FOUR COMPLETED EXAMPLES OF THE CHARACTER ANALYSIS INSTRUMENT AND OF THE INSTRUMENT
BASED ON THE KATZ AND BRALY LIST OF VERBAL STEREOTYPES

I.D. no. 15

CHARACTER ANALYSIS INSTRUMENT

AUTHOR:
   ASIAN AMERICAN _____   NON-ASIAN AMERICAN __✓__

BIBLIOGRAPHICAL DATA:
   BOOK TITLE _____Meet Miki Takino_____
   AUTHOR _____Helen Copeland_____
   PUBLISHER _____Lothrop, Lee, Shepard Co., Inc._____ COPYRIGHT YEAR ___1963___
   BOOK CLASSIFICATION __Easy___

NAME OF MAJOR CHARACTER: ____Miki Takino_____   RACIAL ORIGIN: _____Japanese_____

SECTION	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
LOCALE			
TIME PERIOD	Contemporary	*Modern clothing - *skyscrapers	*1,*5
GEOG. SETTING	East Coast	lived in New York City	2
PHYSICAL TRAITS:			
SEX	Male	Boy	1
AGE	Elementary	"in the first grade"	1
DESCRIPTION	Black hair Slanted eyes	*black hair, slanted eyes	*1
CLOTHING	Modern	*jacket, T-shirt, short pants, socks	*1

SECTION	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
STATUS:			
OCCUPATION-CHILD			
CHARACTER	Student	"in the first grade"	1
OCCUPATION-PARENT/			
ADULT CHARACTER	Proprietor, small business	father's flower shop	2
ECONOMIC STATUS	Adequate	mother also had to work part-time as a seamstress to make ends meet	3
SOCIAL CLASS	Lower	lived in apartment above their "small shop" in a modest neighborhood near East River	3,4
MATERIAL CULTURE:			
CEREMONIES/			
HOLIDAYS			
RECREATION			
FOOD	Non-Asian	licorice - ice cream	10,28
OTHERS			
ATTITUDES TOWARD:			
LAW/ORDER			
MONEY			
RELIGION			
FAMILY HONOR/			
FILIAL PIETY			
NATURE			
SUPERSTITION			
SCHOOL			
OTHERS			

CATEGORY	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
ATTITUDES TOWARD:			
FAMILY MEMBERS			
PEERS--			
ASIAN			
NON-ASIAN	Approval - Sara	She was a "friend"	4
AUTHORITIES --			
ASIAN			
NON-ASIAN			
OTHERS			
NON-ASIAN	Approval - Mrs. Tuttle (store owner)	Wanted her to be his grandmother	9
	Approval - Mr. Kelly (mother's customer)	"Could I call you Gramps?"	15
ATTITUDES OF OTHERS:			
FAMILY MEMBERS	Approval - mother	"You are a wonderful boy"	3
PEERS--			
ASIAN			
NON-ASIAN			
AUTHORITIES--			
ASIAN			
NON-ASIAN			
OTHERS			
NON-ASIAN	Approval - Mr. Kelly	"You can call me Gramps"	15
	Approval - Tuttles	came to Miki's party as his "adopted grandparents"	27

CATEGORY	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE

GOALS:
  SELF-REALIZATION/
    INDEPENDENCE
  SOCIAL, ECONOMIC
    ADVANCEMENT
  EDUCATION
  ACCEPTANCE --
    DOMINANT CULTURE
	Wanted to be like white classmates	He "didn't want to be different" from the other students in his class	6

OWN CULTURE
  ACHIEVEMENT
  OTHERS			

SUMMARY OF STORY:

    Little Miki Takino faces a problem when all the other children have grandparents to invite to a class party and he has no one to bring. A candy stand operator and his mother's customer come to his aid at the last moment.

INSTRUMENT BASED ON THE KATZ AND BRALY LIST
OF VERBAL STEREOTYPES

Aggressive	Imaginative	Quick-tempered
Alert	Imitative	Quiet 28
Ambitious	Impulsive 9	Radical
Argumentative	Individualistic	Reserved
Arrogant	Industrious	Revengeful
Artistic	Intelligent	Rude
Boastful	Jovial	Scientifically-minded
Brilliant	Kind	Sensitive
Conceited	Lazy	Sensual
Conservative	Loud	Shrewd
Conventional	Loyal to family ties	Slovenly
Courteous	Materialistic	Sly
Cowardly	Meditative	Sophisticated
Cruel	Mercenary	Sportsmanlike
Deceitful	Methodical	Stolid
Efficient	Musical	Straightforward
Evasive	Naive	Stubborn
Extremely	Neat	Stupid
nationalistic	Ostentatious	Suave
Faithful	Passionate	Suggestible
Frivolous	Persistent	Superstitious
Generous	Physically dirty	Suspicious
Gluttonous	Pleasure-loving	Talkative
Grasping	Ponderous	Tradition-loving
Gregarious	Practical	Treacherous
Happy-go-lucky	Progressive	Unreliable
Honest	Pugnacious	Very religious
Humorless	Quarrelsome	Witty
Ignorant		

Other stereotypes found (list below and document):

APPENDIX E (continued)

CHARACTER ANALYSIS INSTRUMENT

AUTHOR:
    ASIAN AMERICAN _____   NON-ASIAN AMERICAN ___✓___

BIBLIOGRAPHICAL DATA:
    BOOK TITLE   Mr. Chu
    AUTHOR   Norma Keating
    PUBLISHER   Macmillan Co.   COPYRIGHT YEAR   1965
    BOOK CLASSIFICATION   Easy

NAME OF MAJOR CHARACTER: Mr. Chu   RACIAL ORIGIN: Chinese

SECTION	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
LOCALE:			
TIME PERIOD	Contemporary	*modern clothing	*11
GEOG. SETTING	East Coast – inner-city community	New York, lived in Chinatown	1
PHYSICAL TRAITS:			
SEX	Male	his	1
AGE	Adult	"Old Mr. Chu"	1
DESCRIPTION	Slanted eyes	*slanted eyes	*2
CLOTHING	Mixed	"old checked cap" – leather jacket, "long black silk Chinese New Year's coat"	2,23

APPENDIX E (continued)

SECTION	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
STATUS:			
OCCUPATION-CHILD			
CHARACTER			
OCCUPATION-ADULT			
CHARACTER	Proprietor, small business	Sold "lanterns, dishes, fans, robes, jade"	1
ECONOMIC STATUS	Adequate	Wore "old clothes" - ate "sparse" dinners	2
SOCIAL CLASS	Lower	"lived in shabby room above shop" with few furnishings	1
MATERIAL CULTURE:			
CEREMONIES/ HOLIDAYS	Asian	Chinese New Year - dragon dance	15,30
RECREATION	Mixed	Played Asian and non-Asian songs on moon guitar	13
FOOD	Asian	Chinese chicken dish, rice - "Chinese feast"	10,24
OTHERS			
Legends/lore	Asian	Told about Chinese general, Tao-Tao; Chinese philosopher Li-po	7
ATTITUDES TOWARD:			
LAW/ORDER			
MONEY			
RELIGION	High regard	said daily prayers	18
FAMILY HONOR/ FILIAL PIETY			
NATURE			
SUPERSTITION			
SCHOOL			
OTHERS			

APPENDIX E (continued)

CATEGORY	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
ATTITUDES TOWARD:			
FAMILY MEMBERS			
PEERS--			
ASIAN	Approval - Mr. Loo	called him "friend"	3
NON-ASIAN			
AUTHORITIES --			
ASIAN			
NON-ASIAN			
OTHERS			
NON-ASIAN	Approval - Johnny (orphan)	"liked to go places together"--"We are going to keep Johnny all the time"	3,33
ATTITUDES OF OTHERS:			
FAMILY MEMBERS			
PEERS --			
ASIAN	Approval - Mr. Loo	invited him to New Year's feast because he was a friend	23
NON-ASIAN			
AUTHORITIES--			
ASIAN			
NON-ASIAN			
OTHERS			
NON-ASIAN	Approval - Johnny	Visited Mr. Chu every day--"He knew philosophers were wise men like Mr. Chu"	3,8

APPENDIX E (continued)

CATEGORY	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
GOALS:			
SELF-REALIZATION/			
INDEPENDENCE			
SOCIAL, ECONOMIC			
ADVANCEMENT			
EDUCATION			
ACCEPTANCE --			
DOMINANT CULTURE			
OWN CULTURE			
ACHIEVEMENT			
OTHERS			

SUMMARY OF STORY:

     An old Chinese shopkeeper befriends a red-haired orphan boy and their shared experiences bring them very close together.

INSTRUMENT BASED ON THE KATZ AND BRALY LIST

OF VERBAL STEREOTYPES

Aggressive	Imaginative	Quick-tempered
Alert	Imitative	Quiet
Ambitious	Impulsive	Radical
Argumentative	Individualistic	Reserved
Arrogant	Industrious/worked hard 2	Revengeful
Artistic	Intelligent /wise 8	Rude
Boastful	Jovial	Scientifically-minded
Brilliant	Kind	Sensitive
Conceited	Lazy	Sensual
Conservative	Loud	Shrewd
Conventional	Loyal to family ties	Slovenly
Courteous	Materialistic	Sly
Cowardly	Meditative	Sophisticated
Cruel	Mercenary	Sportsmanlike
Deceitful	Methodical	Stolid
Efficient	Musical 3,22,24,25,26,28	Straightforward
Evasive	Naive	Stubborn
Extremely	Neat	Stupid
nationalistic	Ostentatious	Suave
Faithful	Passionate	Suggestible
Frivolous	Persistent	Superstitious
Generous 33	Physically dirty	Suspicious
Gluttonous	Pleasure-loving	Talkative
Grasping	Ponderous	Tradition-loving
Gregarious	Practical	Treacherous
Happy-go-lucky	Progressive	Unreliable
Honest	Pugnacious	Very religious
Humorless	Quarrelsome	Witty
Ignorant		

Other stereotypes found (list below and document):

Smiling 2,4,11,18,23,26,34
philosophical 8
mysterious 26

APPENDIX E (continued)

CHARACTER ANALYSIS INSTRUMENT

AUTHOR:
    ASIAN AMERICAN _____   NON-ASIAN AMERICAN __√__

BIBLIOGRAPHICAL DATA:
    BOOK TITLE   __What It's All About__
    AUTHOR   __Norma Klein__
    PUBLISHER   __Dial Press__   COPYRIGHT YEAR __1975__
    BOOK CLASSIFICATION __Fiction__

NAME OF MAJOR CHARACTER: __Bernadette Nakamura__   RACIAL ORIGIN: __Japanese__

SECTION	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
LOCALE:			
TIME PERIOD	Contemporary	rode airplane	117
GEOG. SETTING	East Coast	New York	5
PHYSICAL TRAITS:			
SEX	Female	She	1
AGE	Elementary	eleven years old	4
DESCRIPTION			
CLOTHING	Modern	shorts, sandals	124

SECTION	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
STATUS:			
OCCUPATION-CHILD			
CHARACTER	Student	attends private school	5
OCCUPATION-PARENT/			
ADULT CHARACTER	Professional	mom is a newscaster for an ETV channel	6
ECONOMIC STATUS	Comfortable	can afford a private school--"We're doing pretty well"--could adopt a child	5,113,5
SOCIAL CLASS	Middle	lives in a spacious brownstone with three levels	5
MATERIAL CULTURE:			
CEREMONIES/	Non-Asian	Thanksgiving - Christmas	74,87
HOLIDAYS			
RECREATION	Non-Asian	loves to write stories in her spare time - ice skate	7,61
FOOD	Non-Asian	lemonade - Italian noodles - French toast - peanut brittle - peanut butter and jelly sandwiches, hot dogs	38,57,78, 99
ATTITUDES TOWARD:			
LAW/ORDER			
MONEY	High regard	"You need an economic incentive" - "I could publish my books and make lots of money"	27,71
RELIGION			
FAMILY HONOR/			
FILIAL PIETY			
NATURE			
SUPERSTITION			
SCHOOL			
OTHERS			

APPENDIX E (continued)

CATEGORY	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
ATTITUDES TOWARD:			
FAMILY MEMBERS	Approval – dad	"really kind person" – misses him	15,63
	Approval – baby Suzu	"I like showing her things and teaching her"	28
	Approval – mom	"You're the nicest mommy in the whole wide world"	70
	Approval – grand-mother	"I love it when she comes to visit" –"I love her"	32,110
PEERS--			
ASIAN			
NON-ASIAN	Approval – Jonah	"You're my best friend who's a boy"	146
	Approval – Francesca	Wanted her to stay with her	139
AUTHORITIES--			
ASIAN			
NON-ASIAN			
OTHERS			
NON-ASIAN	Approval-Jonah's parents	"They are nice"	96
	Approval-Peggy (dad's new wife)	She "really seemed to listen to you" – "very sincere person"	59,67

CATEGORY	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
ATTITUDES OF OTHERS:			
FAMILY MEMBERS	Approval-dad	"He never stops talking about you"	124
	Approval-baby Suzu	"She adores you ... like a second mother"	70
	Approval-mom	"You're my sweetheart" – "You're the best thing that money can buy"	30,79
	Approval-grandmother	"Grandma's awfully proud of you"	40
PEERS--			
ASIAN			
NON-ASIAN	Approval-Jonah	"You're my best friend"	89
AUTHORITIES--			
ASIAN			
NON-ASIAN			

APPENDIX E (continued)

CATEGORY	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
ATTITUDES OF OTHERS: OTHERS NON-ASIAN	Approval-Peggy Approval-Gabe (grandma's new spouse)	wanted her to come live with them "Never heard of such a talented child"	65 102

GOALS:
  SELF-REALIZATION/
   INDEPENDENCE
  SOCIAL, ECONOMIC
   ADVANCEMENT
 	
  EDUCATION
  ACCEPTANCE--
   DOMINANT CULTURE
   OWN CULTURE
  ACHIEVEMENT
  OTHERS
	Realizes where her
	home is
	Wants to become a
	famous writer
		comes to realization that she likes "our
		family" just the way it is
		"I'm going to be a writer when I grow up" -
		"I could publish my books and make
		lots of money"
			137
			
			7,71

SUMMARY OF STORY:

      When Bernadette's mother and stepfather adopt a four-year-old Vietnamese orphan, the family undergoes a period of changing relationships. Bernie herself re-examines her feelings toward her real father and toward her mother's second divorce.

INSTRUMENT BASED ON THE KATZ AND BRALY LIST

OF VERBAL STEREOTYPES

Aggressive
Alert /Sharp-eyed [86]
Ambitious
Argumentative
Arrogant
Artistic [84]
Boastful
Brilliant
Conceited
Conservative
Conventional
Courteous /polite [82]
Cowardly
Cruel
Deceitful
Efficient
Evasive
Extremely
    nationalistic
Faithful
Frivolous
Generous
Gluttonous
Grasping
Gregarious
Happy-go-lucky
Honest
Humorless
Ignorant

Imaginative [84,130]
Imitative
Impulsive
Individualistic
Industrious
Intelligent [60,67]
Jovial
Kind
Lazy
Loud
Loyal to family ties
Materialistic
Meditative
Mercenary
Methodical
Musical
Naive
Neat
Ostentatious
Passionate
Persistent
Physically dirty
Pleasure-loving
Ponderous
Practical   [91]
Progressive
Pugnacious
Quarrelsome

Quick-tempered
Quiet
Radical
Reserved
Revengeful
Rude
Scientifically-minded
Sensitive
Sensual
Shrewd
Slovenly
Sly
Sophisticated
Sportsmanlike
Stolid
Straightforward
Stubborn
Stupid
Suave
Suggestible
Superstitious
Suspicious
Talkative
Tradition-loving
Treacherous
Unreliable
Very religious
Witty

Other stereotypes found (list below and document):

calm 24
serious 126

APPENDIX E (continued)

CHARACTER ANALYSIS INSTRUMENT

AUTHOR:
       ASIAN AMERICAN ___√___   NON-ASIAN AMERICAN _____

BIBLIOGRAPHICAL DATA:
       BOOK TITLE   Child of the Owl
       AUTHOR   Laurence Yep
       PUBLISHER   Harper & Row   COPYRIGHT YEAR ____1977____
       BOOK CLASSIFICATION   Fiction

NAME OF MAJOR CHARACTER: Casey Young   RACIAL ORIGIN: Chinese

SECTION	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
LOCALE:			
TIME PERIOD	1960s	Beatles are the "new group" on the musical scene	28
GEOG. SETTING	West Coast - inner city community	San Francisco - Chinatown	3,26
PHYSICAL TRAITS:			
SEX	Female	girl	3
AGE	Elementary	twelve years old	6
DESCRIPTION	Dark skin	"honey kind of tan" - eyes with tiny folds	26,27
	Slanted eyes	"of flesh at the corners" slanted upwards	
CLOTHING	Modern	dress, jeans - sweat shirt - skirt	22,47,116

SECTION	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
STATUS:			
OCCUPATION-CHILD CHARACTER	Student	went to the local school	4
OCCUPATION-PARENT/ ADULT CHARACTER	Unskilled worker	took odd jobs when gambling luck ran low	3
ECONOMIC STATUS	Poor	"desperate for money" - "scrambling around for some way to pay the bills" - skipped hotels when they couldn't pay the rent	4,6,10
SOCIAL CLASS	Lower	"lived in tacky hotels" - "crummy rooms" - father a gambler who is always on the run	4,56,3
MATERIAL CULTURE:			
CEREMONIES/ HOLIDAYS	Non-Asian	Easter	144
RECREATION	Mixed	Slapjack (cards) - listened to "pop music" - saw Chinese kung fu films	35,85,139
FOOD	Mixed	chow mein - hamburger, French fries - roast duck, gai bow	94,106
OTHERS			
Chinese School	Asian	attended Chinese school	40
ATTITUDES TOWARD:			
LAW/ORDER			
MONEY	Low regard	"[love] worth more to me than penthouses and limousines" - felt sorry for her materialistic uncle	203,199
RELIGION			
FAMILY HONOR/ FILIAL PIETY	High regard	"Must protect family honor"	168
NATURE	High regard	"I took the blossom ... sniffed its delicate scent ... it was the best birthday present"	52
SUPERSTITION	High regard	believed that the owl spirit lived in her	81

CATEGORY	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
ATTITUDES TOWARD: SCHOOL OTHERS	Low regard	found school "crowded" with "dumb lessons"	38
ATTITUDES TOWARD: FAMILY MEMBERS	Disapproval - Uncle Phil and family	"a real pill" - "anybody would be better than Uncle Phil and his family"	11,29
	Approval- Paw Paw	"I love you" - "I want to be like you when I grow up"	196,205
	Approval-Father	"Missed Barney an awful lot"	44
PEERS-- ASIAN	Disapproval-other girls	"I don't want to be like them"	40
	Approval-Booger Chew	"I started to like her"	112
NON-ASIAN AUTHORITIES-- ASIAN	Disapproval-teacher	found her "harsh and unfair"	43
NON-ASIAN OTHERS-- ASIAN	Approval-Mr. Jeh, Gilbert	"earned the right to be called her friends"	196
NON-ASIAN	Approval-Morey (Black musician)	hocked his horn so that she could have bus money ... looked after her when her dad was sick	10
ATTITUDES OF OTHERS: FAMILY MEMBERS	Disapproval-Uncle Phil and his family	"horrid little child"	23
	Approval-Paw Paw	"I love you too girl"	196
	Approval-father	"You're all I've got"	201

CATEGORY	REMARKS	DOCUMENTATION (TEXT/ILLUS.)	PAGE
ATTITUDES OF OTHERS:			
PEERS--			
ASIAN	Disapproval-other girls	called her "rag bag"	39
	Approval-Booger Chew	"good friend"	192
NON-ASIAN			
AUTHORITIES--			
ASIAN	Disapproval-teacher	"you 'Merican born. Lazy"	41
NON-ASIAN			
OTHERS			
ASIAN	Approval-Mr. Jeh	"You're lucky to have a good girl like her ..."	103
	Approval-Gilbert (pachinko)	"I knew there was some reason why I liked you"	212
NON-ASIAN	Approval-Morey	felt like "family" to her	10
GOALS:			
SELF-REALIZATION/ INDEPENDENCE	Finding self	"I realized it all depended on how I looked around myself" - "Some Chinese knew how to look deep inside themselves and I'm gonna be one of them"	42,203
SOCIAL, ECONOMIC ADVANCEMENT			
EDUCATION			
ACCEPTANCE--			
DOMINANT CULTURE			
OWN CULTURE	examining roots	"You can't run away from the past. I want to know what it means to be Chinese"	129
ACHIEVEMENT			
OTHERS			

SUMMARY OF STORY:

    When her gambler father lands in the hospital, Casey Young is sent to live with her grandmother in San Francisco's Chinatown. Slowly, she begins to understand and to appreciate a part of her heritage that she had never known before.

INSTRUMENT BASED ON THE KATZ AND BRALY LIST
OF VERBAL STEREOTYPES

Aggressive	Imaginative	Quick-tempered
Alert	Imitative	Quiet
Ambitious	Impulsive	Radical
Argumentative	Individualistic 3,9	Reserved
Arrogant	Industrious	Revengeful
Artistic	Intelligent 31,32	Rude
Boastful	Jovial	Scientifically-minded
Brilliant	Kind	Sensitive
Conceited	Lazy 41	Sensual
Conservative	Loud 172	Shrewd
Conventional	Loyal to family ties /	Slovenly /sloppy 20
Courteous/polite	Materialistic	Sly
Cowardly 98,172	Meditative	Sophisticated
Cruel	Mercenary	Sportsmanlike
Deceitful	Methodical	Stolid
Efficient	Musical	Straightforward
Evasive	Naive	Stubborn
Extremely	Neat	Stupid
nationalistic	Ostentatious	Suave
Faithful	Passionate	Suggestible
Frivolous	Persistent	Superstitious 113,202
Generous	Physically dirty	Suspicious
Gluttonous	Pleasure-loving	Talkative
Grasping	Ponderous	Tradition-loving 114
Gregarious	Practical	Treacherous
Happy-go-lucky	Progressive	Unreliable
Honest	Pugnacious	Very religious
Humorless	Quarrelsome	Witty
Ignorant		

Other stereotypes found (list below and document):

proud 43,147,170

APPENDIX F

ANNOTATED BIBLIOGRAPHY OF WORKS OF FICTION FOR CHILDREN
WITH JAPANESE AND CHINESE CHARACTERS IN AMERICAN SETTINGS

Anderson, Juanita B. Charley Yee's New Year. Chicago: Follett
    Publishing Co., 1970.

    Little Charley Yee has to earn two dollars in order to clear his
debt before the end of the New Year festivities. Fired from one job,
he stumbles onto a unique part-time proposition. (Easy/picture book--
kindergarten-grade 2)

Behrens, June. Soo Ling Finds a Way. San Carlos, California: Golden
    Gate Junior Books, 1965.

    Soo Ling is upset when a laundromat opens across the street from
her grandfather's laundry shop. The problem is solved, however, when the
laundromat's owner asks her grandfather to become partners with him.
(Easy/picture book--kindergarten-grade 2)

Benezra, Barbara. Fire Dragon. New York: Criterion, 1970.

    Sam Watkins is separated from his family and is taken in by Charlie
Lee and his Chinese American family during the 1906 earthquake and fire
in San Francisco. In the process of doing their share to help in the
rescue and rebuilding efforts, both Sam and Charlie come to share new
perceptions about their respective cultures and about themselves.
(Fiction--grades 6-8)

Blackburn, Joyce. Suki and the Invisible Peacock. Waco, Texas: Word
    Books, 1965.

    Suki, an imaginative Japanese American girl, learns lessons about
caring and love from a made-up friend, an invisible peacock. (Easy/
picture book--kindergarten-grade 2)

Blackburn, Joyce. Suki and the Magic Sand Dollar. Waco, Texas: Word
    Books, 1969.

    Suki takes a vacation trip with her parents to an island off the
Georgia coast where she learns to appreciate the wonders of the sea and
shore from a friendly scientist and her young niece. (Easy/picture
book--kindergarten-grade 2)

Bonham, Frank. Mystery in Little Tokyo. New York: E. P. Dutton Co.,
    1966.

Danny Nomura, a young Japanese American boy, helps find a box of valuable swords that has mysteriously disappeared. In the process, he brings a long-standing feud between his grandfather and a neighbor to an end. (Fiction--grades 3-5)

Breck, Vivian. The Two Worlds of Noriko. Garden City, New York: Doubleday, 1966.

Noriko Yamata is strongly drawn to a young dental student in California and is against journeying to Japan as part of her parents' graduation gift to her. Whether to obey her family's wish or to follow the dictates of her own heart becomes Noriko's dilemma. (Fiction--grades 6-8)

Bulla, Clyde Robert. Johnny Hong of Chinatown. New York: Thomas Crowell Co., 1952.

As his eighth birthday draws near, Johnny wants to make enough friends to invite to a party. A series of mishaps makes it possible for Johnny to have his wish come true. (Fiction--grades 3-5)

Cavanna, Betty. Jenny Kimura. New York: William Morrow, 1964.

When Jenny spends a summer with her Caucasian grandmother in Kansas City, she finds it a time of growing up and a time of growing to love her new home. (Fiction--grades 6-8)

Christopher, Matt. Shortstop from Tokyo. Boston: Little, Brown, 1970.

Sam Suzuki, a new arrival from Tokyo, takes over Stogie Crane's position as shortstop for the Mohawks. Stogie's resentment simmers until a forgotten baseball mitt makes both boys realize that they have more to gain by being friends. (Fiction--grades 3-5)

Cloutier, Helen. The Many Names of Lee Lu. Chicago: Albert Whitman, 1960.

Young Lee Lu experiences fear and loneliness on his first day in an American school. A gentle teacher and friendly classmates help him overcome this first hurdle. (Easy/picture book--kindergarten-grade 2)

Copeland, Helen. Meet Miki Takino. New York: Lothrop, Lee, Shepard Co., 1963.

Miki faces a problem when all the other children have grandparents to invite to the class party and he has no one to bring. Several under-standing adults come to his aid at the last minute. (Easy/picture book--kindergarten-grade 2)

Dines, Glen. The Useful Dragon of Sam Ling Toy. New York: Macmillan, 1956.

Old Sam Ling Toy owns a laundry shop that is a refuge for all the stray animals of Chinatown. When he brings home a strange lizard that grows into a dragon, Sam Ling becomes involved in a series of comical disasters. (Easy/picture book--kindergarten-grade 2)

Emery, Anne. Tradition. New York: Vanguard, 1946.

When a Japanese American family moves into Northridge in 1944, they meet subtle as well as open hostility from their new neighbors. Stacy, a fun-loving high school senior, is drawn to intelligent and talented Dorothy Okamoto. With a band of sympathetic friends, Stacy manages to succeed in changing long-standing prejudices in her school. (Fiction--grades 6-8)

Estes, Eleanor. The Lost Umbrella of Kim Chu. New York: Antheneum, 1978.

When Kim Chu forgets her father's special umbrella at a public library, she begins a day-long search that takes her from New York's Chinatown to an adventure on the Staten Island ferry. (Fiction--grades 3-5)

Evans, Doris Portwood. Mr. Charley's Chopsticks. New York: Coward, McCann & Geoghegan, Inc., 1972.

The Wu family excitedly prepares a dinner for one of father's best customers, Mr. Charley. Just before the guest arrives, Wu Lin, the youngest son, discovers the pair of special chopsticks for Mr. Charley is missing. He manages to track down the culprit and earn some recognition for his work. (Easy/picture book--kindergarten-grade 2)

Haugaard, Kay. Myeko's Gift. New York: Abelard-Schuman, 1966.

Myeko feels she will never be at home in the United States until a near disaster makes her realize that she need not be a carbon copy of the other students in order to be accepted. (Fiction--grades 3-5)

Hawkinson, Lucy. Dance, Dance, Amy-chan. New York: Albert Whitman, 1964.

More than anything else, Amy wants to be able to dance in the annual O-Bon Festival. On the day of the street celebration, a pouring rain and a lost sister create anxious moments for her. (Easy/picture book--kindergarten-grade 2)

Hurd, Edith Thacher. The White Horse. New York: Harper & Row, 1970.

A young Chinese boy who is a loner fantasizes about flying on a magic white horse when his class spends a day at the zoo. (Easy/picture book--kindergarten-grade 2)

Judson, Clara. *The Green Ginger Jar*. Boston: Houghton Mifflin Co., 1949.

Lu Chen's dream of becoming a doctor is in financial jeopardy when his younger sister impulsively gives away their grandmother's valuable ginger jar. Through persistence and hard work, however, Lu Chen manages to keep his ambition alive. (Fiction—grades 3-5)

Keating, Norma. *Mr. Chu*. New York: Macmillan, 1965.

An old Chinese shopkeeper befriends a red-haired orphan boy and their shared experiences bring them very close together. (Easy/ picture book—kindergarten-grade 2)

Klein, Norma. *What It's All About*. New York: Dial Press, 1975.

Bernadette's family undergoes a period of changing relationships when they adopt a four-year-old Vietnamese orphan. Bernie herself re-examines her feelings toward her real father and toward her mother's impending divorce. (Fiction—grades 6-8)

Lee, Chin Yang. *The Land of the Golden Mountain*. New York: Meredith Press, 1967.

A teen-age Chinese girl disguises herself as a coolie boy in order to leave her famine-torn village in China to go to California. Using her own wits, she manages to not only survive the trials of the rough mining camps but to find romance in her new home. (Fiction—grades 6-8)

Lenski, Lois. *San Francisco Boy*. Philadelphia: J. B. Lippincott Co., 1955.

Felix Fong, a young Chinese American boy, wrestles with his own unhappiness over having to live in crowded, noisy San Francisco after spending his younger years on a California farm. (Fiction—grades 3-5)

Martin, Patricia Miles. *The Rice Bowl Pet*. New York: Thomas Crowell Co., 1962.

A young Chinese boy who desperately wants a pet is told by his mother that he may have one on the condition that it be able to fit in his rice bowl. His search takes him throughout San Francisco until he finally finds the ideal pet. (Easy/picture book—kindergarten-grade 2)

Means, Florence Crannell. *The Moved Outers*. Boston: Houghton Mifflin Co., 1945.

When Japan attacks Pearl Harbor in 1941, Sue Ohara finds that this event changes the comfortable life she has known. Her father is taken away; her brother dies on the war front; and she and the rest of her

family experience the bleakness of living in a relocation camp. (Fiction
--grades 6-8)

Newman, Shirlee Petkin. Yellow Silk for May Lee. Indianapolis:
    Bobbs-Merrill Co., 1961.

    May Lee Chen wants two things in life: to own a yellow silk
dress and to be accepted by her demanding grandmother. She finds that
a sacrifice in one area helps her to achieve her dreams in the other.
(Fiction--grades 3-5)

Niemeyer, Marie. The Moon Guitar. New York: Franklin Watts, Inc.,
    1969.

    A young Chinese American girl rebels against her unbending grand-
father who wants her to be raised in the traditional, old world manner.
When Su-Lin and her friend Tracy solve the mystery of the moon guitar,
however, attitudes start to change in the Lee household. (Fiction--
grades 3-5)

Oakes, Vanya. Desert Harvest: A Story of the Japanese in California.
    Philadelphia: John C. Winston Co., 1953.

    Taro Yoshino, a sixteen-year-old Japanese boy, is part of a band
of Japanese settlers who wages a heroic battle against droughts and
locust attacks in the San Joaquin Valley in the early 1900s. (Fiction
--grades 6-8)

Oakes, Vanya. Roy Sato, New Neighbor. New York: Julian Messner, 1955.

    The Satos move from Little Tokyo to a middle-class suburb where
young Roy experiences subtle forms of prejudice. A courageous act and
caring friends help him to realize that being American is more than a
matter of skin color. (Fiction--grades 3-5)

Oakes, Vanya. Willy Wong, American. New York: Julian Messner, 1951.

    Willy learns that being an American can also mean accepting your-
self as his grandfather helps him to see that recognition and strength
can come in various ways. (Fiction--grades 3-5)

Pinkwater, Daniel Manus. Wingman. New York: Dodd, Mead, 1975.

    Donald Chen is a daydreamer who hates school but loves to read comic
books and to climb bridges. One day, a mysterious stranger alights
beside him on the George Washington Bridge--Wingman. Donald's special
friendship with this feathered superman leads him to explore his Chinese
roots and to make an important discovery about himself. (Fiction--
grades 3-5)

Politi, Leo. Mieko. San Carlos, California: Golden Gate Junior Books, 1969.

Mieko wants to surprise her parents by becoming queen of the annual Ondo Parade in Los Angeles' Little Tokyo. In order to do this, she practices all the arts required of a model Japanese girl. (Easy/picture book--kindergarten-grade 2)

Politi, Leo. Mr. Fong's Toy Shop. New York: Charles Scribner's Sons, 1978.

A Chinese toymaker and his young friends prepare a shadow puppet play for the Moon Festival in Los Angeles' Chinatown. (Easy/picture book--kindergarten-grade 2)

Politi, Leo. Moy Moy. New York: Charles Scribner's Sons, 1960.

Little Moy Moy is filled with wonder and excitement as her family and friends prepare for the festivities of the Chinese New Year. (Easy/ picture book--kindergarten-grade 2)

Robertson, Keith. The Year of the Jeep. New York: Viking Press, 1968.

Cloud Selby and Wong Ling team to make Cloud's dream of owning his own jeep come true. The teen-age boys spend a venturesome summer making new friends and apprehending a band of antique furniture thieves. (Fiction--grades 6-8)

Shannon, Terry. Red is for Luck. San Carlos, California: Golden Gate Junior Books, 1963.

Tim Ling saves his money in order to buy a magnificent red rooster only to find that the bird has been sold. Saddened by this news, Tim returns home to find a surprise awaiting him. (Fiction--grades 3-5)

Tabrah, Ruth M. The Red Shark. Chicago: Follett Publishing Co., 1970.

Stanley Sasaki's family moves from Chicago to a small fishing village in Hawaii. As his father struggles to establish a store, Stanley finds himself drawn into the past through his bonds with a Hawaiian mystic whose guardian is the shark god. (Fiction--grades 3-5)

Taylor, Clark. A Time for Flowers. San Carlos, California: Golden Gate Junior Books, 1967.

Michi and her brother want to be able to grow and sell flowers like their father. When their grandfather breaks his glasses, they hit upon a plan to make him happy and to make their little garden pay off. (Easy/picture book--kindergarten-grade 2)

Telemaque, Eleanor Wong. It's Crazy to Stay Chinese in Minnesota. New York: Thomas Nelson, Inc., 1978.

As an only child of the only Chinese family living in a small Minnesota town, Ching Wing wants to be "wholly American." In one summer, she discovers new strengths in her parents and manages to do some growing up herself. (Fiction—grades 6-8)

Uchida, Yoshiko. The Birthday Visitor. New York: Charles Scribner's Sons, 1975.

Emi is certain that her seventh birthday will be spoiled by a visiting minister from Japan. She is in for a surprise when she discovers that he is far from being dull and proper. (Easy/picture book —kindergarten-grade 2)

Uchida, Yoshiko. Journey Home. New York: Atheneum, 1978.

In this sequel to Journey to Topaz, the Sakanes make a painful readjustment from life in a relocation camp to their original home in California. Young Yuki discovers that "coming home" is a matter of both heart and spirit. (Fiction—grades 3-5)

Uchida, Yoshiko. Journey to Topaz. New York: Charles Scribner's Sons, 1971.

Yuki Sakane and her family face the bitter bleakness of a relocation camp in Topaz, Utah, along with hundreds of other Japanese Americans after the Pearl Harbor attack. (Fiction—grades 3-5)

Uchida, Yoshiko. Mik and the Prowler. New York: Harcourt, Brace & Co., 1960.

Mikitaro Watanabe wants to prove to his parents that he can be responsible; however, from the minute he takes on a house-sitting job, Mik starts to encounter trouble. He manages to straighten things out and learns a valuable lesson in dependability in the end. (Fiction— grades 3-5)

Uchida, Yoshiko. New Friends for Susan. New York: Charles Scribner's Sons, 1951.

An earthquake renders Madison School unsafe for its students and Susan Sasaki is unhappy about having to transfer to another school. Her anxieties are short-lived, however, when she finds friendly new classmates who make her feel welcome. (Fiction—grades 3-5)

Uchida, Yoshiko. The Promised Year. New York: Harcourt, Brace & Co., 1959.

Keiko has misgivings about having to leave her family in Japan and spending time with her aunt and uncle in California. At first, she finds her Uncle Henry cold and unfriendly; but a missing cat, a smoggy night, and a sick aunt help Keiko to see things in a new light. (Fiction —grades 3-5)

Uchida, Yoshiko. Samurai of Gold Hill. New York: Charles Scribner's Sons, 1972.

Young Koichi and his samurai father join a band of colonists journeying from Wakamatsu, Japan, to Gold Hill, California, in 1869. As the Japanese struggle to start a tea and silk farm, Koichi wrestles with his own unhappiness over becoming a farmer in a hostile, new land. (Fiction--grades 3-5)

Wright, Mildred Whatley. A Sky Full of Dragons. Austin, Texas: Steck-Vaughn, 1969.

With his grandfather's assistance, Lee Chow uses the "magic of China" to win some non-Asian friends when the pair make special dragon kites for a Spring Festival celebration. (Easy/picture book--kindergarten-grade 2)

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

A little girl waits anxiously for the first day of rain so that she can try out her new galoshes and umbrella. (Easy/picture book--kindergarten-grade 2)

Yashima, Taro. Youngest One. New York: Viking Press, 1962.

A very young boy makes his first friend. Having only his grandmother as a playmate, Bobby learns to overcome his shyness of strangers. (Easy/picture book--kindergarten-grade 2)

Yashima, Taro and Yashima, Mitsu. Momo's Kitten. New York: Viking Press, 1961.

A young Japanese girl lovingly cares for a kitten until it grows old enough to have its own litter. (Easy/picture book--kindergarten-grade 2)

Yep, Laurence. Child of the Owl. New York: Harper & Row, 1977.

When her father lands in the hospital, Casey is sent to live with her grandmother in San Francisco's Chinatown. Slowly, she begins to understand and to appreciate a part of her heritage that she has never known before. (Fiction--grades 6-8)

Yep, Laurence. Dragonwings. New York: Harper & Row, 1975.

Moon Shadow learns to adjust to a strange, new land filled with "white demons" and to help his father fulfill his dream of building a flying machine. (Fiction--grades 6-8)

Yep, Laurence. Sea Glass. New York: Harper & Row, 1979.

Craig Chin struggles against his own fear of failure at the same time that he gets his father to recognize that excelling in sports is not the only measure of a person's achievement. (Fiction--grades 6-8)

MASTER TALLY SHEETS

Characters	#	%
C1. CHARACTER'S RACIAL ORIGIN		
1. Chinese 1,4,6,8,10,11,12,13,17,20,21,22,24,27,29,32,35,36,38,39,41,43, 46,48,50,53,54	27	50
2. Japanese 2,3,5,7,9,14,15,16,18,19,23,25,26,28,30,31,33,34,37,40,42,44,45, 47,49,51,52	27	50
C2. AUTHOR'S ETHNIC BACKGROUND		
1. Asian American 11,18,19,23,26,33,37,42,44,45,46,49,50,53,54	15	27.8
2. Non-Asian American 1,2,3,4,5,6,7,8,9,10,12,13,14,15,16,17,20,21,22,24,25,27,28,29, 30,31,32,34,35,36,38,39,40,41,43,47,48,51,52	39	72.2
C3. TYPE OF BOOK		
1. Easy 2,4,7,9,15,17,22,23,24,27,32,33,35,38,42,48,49	17	31.5
2. Fiction 1,3,5,6,8,10,11,12,13,14,16,18,19,20,21,25,26,28,29,30,31,34, 36,37,39,40,41,43,44,45,46,47,50,51,52,53,54	37	68.5
C4. PUBLICATION DATE		
1. Prior to 1970 2,3,4,5,6,7,9,11,12,13,14,15,16,17,18,19,20,21,22,23,25,26,27, 28,30,32,34,36,38,39,41,42,43,47,49,51	36	66.7
2. Since 1970 1,8,10,24,29,31,33,35,37,40,44,45,46,48,50,52,53,54	18	33.3
C5. TIME PERIOD		
1. 1800s 11,37	2	3.7
2. 1900-1939 8,28,43,53	4	7.4

	Characters	#	%
3. 1940s	3,5,44,45	4	7.4
4. 1950s	12,16,17,18,21,26,36,42,50	9	16.7
5. 1960s	2,4,6,7,9,13,14,15,19,20,22,23,25,27,30,32,34,38,39,41,46,47,49,51	24	44.4
6. 1970s	1,10,24,29,31,33,35,40,48,52,54	11	20.4
C6. GEOGRAPHICAL SETTING			
1. East Coast	1,15,29,31,32,40,41,42	8	14.7
2. West Coast	4,5,6,8,11,12,14,16,17,18,19,20,21,22,24,25,26,27,28,30,33,34, 35,36,37,39,45,46,49,53,54	31	57.4
3. Midwest	2,3,43,44,47,50	6	11.1
4. South	7	1	1.9
5. Hawaii	52	1	1.9
6. Not specified	9,10,13,23,38,48,51	7	13
C7. INNER-CITY COMMUNITY			
1. Specified	4,6,8,10,12,17,20,21,22,24,25,27,29,30,32,35,36,39,43,46,53,54	22	40.7
2. Not specified	1,2,3,5,7,9,11,13,14,15,16,18,19,23,26,28,31,33,34,37,38,40,41, 42,44,45,47,48,49,50,51,52	32	59.3
C8. SEX			
1. Female	2,3,5,6,7,9,11,14,18,22,25,26,29,33,34,38,39,40,42,44,45,46,47, 49,50,51	26	48.1
2. Male	1,4,8,10,12,13,15,16,17,19,20,21,23,24,27,28,30,31,32,35,36,37, 41,43,48,52,53,54	28	51.9
C9. AGE			
1. Preschool	22,23,42	3	5.6
2. Elementary	1,2,4,6,7,9,10,12,13,15,16,18,19,20,21,25,26,27,29,30,33,34,35, 36,37,38,39,40,44,45,46,48,49,51,53	35	64.7

		Characters	#	%
	3. Teen	3,5,8,11,14,28,31,41,43,47,50,52,54	13	24.1
	4. Adult	17,24,32	3	5.6
	5. Not specified		0	0
C10.	SHAPE OF EYES 1. Slanted	2,4,5,6,7,8,9,10,12,13,14,15,19,20,21,22,24,25,27,28,29,30, 31,32,33,34,35,36,37,38,39,41,42,43,44,46,47,51	38	70.4
	2. Not specified	1,3,11,16,17,18,23,26,40,45,48,49,50,52,53,54	16	29.6
C11.	COLOR OF SKIN 1. Dark or yellow	8,14,16,28,35,45,46,47,53	9	16.7
	2. Not specified	1,2,3,4,5,6,7,9,10,11,12,13,15,17,18,19,20,21,22,23,24,25, 26,27,29,30,31,32,33,34,36,37,38,39,40,41,42,43,44,48,49, 50,51,52	45	83.3
C12.	COLOR OF HAIR 1. Black	1,2,3,4,5,6,7,9,10,11,12,13,14,15,16,18,19,20,21,22,25,26, 27,29,30,33,34,35,36,37,38,39,41,42,43,44,45,47,48,49,51,52	42	77.8
	2. Not specified	8,17,23,24,28,31,32,40,46,50,53,54	12	22.2
C13.	TEETH 1. Buck	21	1	1.9
	2. Not specified	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,22,23,24, 25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44, 45,46,47,48,49,50,51,52,53,54	53	98.1
C14.	CLOTHING 1. Traditional	4,11,22,24,25,53	6	11.1
	2. Modern	1,2,3,4,6,7,9,10,12,13,14,15,16,17,19,23,26,27,29,30,31, 33,35,36,38,40,41,42,43,44,45,46,48,49,50,52,54	37	68.5

Characters		#	%
3. Mixed	8,18,20,21,28,32,34,37,39,47,51	11	20.4
4. Not specified		0	0
C15. OCCUP..-CHILD CHARACTER			
1. Student	1,2,3,5,6,8,10,13,14,15,16,18,19,20,21,26,27,29,30,31,33,34, 35,36,39,40,41,42,43,44,45,46,47,48,49,50,52,53,54	39	72.2
2. Others-laborer	11,28	2	3.7
3. Not spec/applic	4,7,9,12,17,22,23,24,25,32,37,38,51	13	24.1
C16. OCCUP-MAJOR BREAD-WINNER-ADULT CHARACTER			
1. Professional	3,31,33,40,41,44,47	7	13
2. Semi-professional	16	1	1.9
3. Clerks, kindred workers	54	1	1.9
4. Skilled workers		0	0
5. Proprietors of small businesses	1,2,5,6,7,8,9,10,15,17,19,20,21,22,24,25,26,30,32,34,38, 39,43,45,50,52	26	48.1
6. Semi-skilled workers	36	1	1.9
7. Unskilled workers	11,12,14,28,29,37,46,53	8	14.8
8. Not specified	4,13,18,23,27,35,42,48,49,51	10	18.4
C17. ECONOMIC STATUS			
1. Wealthy		0	0
2. Comfortable	2,5,7,10,16,18,19,21,25,26,30,31,33,34,39,40,44,47	18	33.3
3. Adequate	3,4,6,9,12,14,15,20,27,29,32,36,43,45,52,54	16	29.6

		Characters	#	%
4.	Poor	1,8,11,28,35,37,46,50,53	9	16.7
5.	Not specified	13,17,22,23,24,38,41,42,48,49,51	11	20.4
C18.	**SOCIAL CLASS**			
1.	Upper		0	0
2.	Middle	2,3,4,6,7,10,16,18,19,21,25,26,30,31,33,34,39,40,41,44,47	21	38.9
3.	Lower	1,8,11,12,14,15,20,28,29,32,35,36,37,43,45,46,50,52,53,54	20	37
4.	Not specified	4,9,13,17,22,23,24,27,38,42,48,49,51	13	24.1
C19.	**CEREMONIES/HOLIDAYS**			
1.	Asian	1,4,6,8,17,18,20,21,22,24,25,28,29,30,32,33,35,36,39,43, 51,53	22	40.7
2.	Non-Asian	3,5,23,40,45,46,49,50	8	14.8
3.	Mixed	14,16,26,34,37,44,47	7	13
4.	Not specified	2,7,9,10,11,12,13,15,19,27,31,38,41,42,48,52,54	17	31.5
C20.	**RECREATION**			
1.	Asian	6,24,27,51	4	7.4
2.	Non-Asian	1,3,5,10,18,20,22,23,26,30,40,43,46,47,50,52,54	16	29.6
3.	Mixed	4,12,16,21,29,30,31,32,34,36	10	18.6
4.	Not specified	2,7,8,9,11,13,14,15,17,19,23,25,28,35,37,38,39,41,42, 44,45,48,49,53	24	44.4
C21.	**FOOD**			
1.	Asian	4,6,8,10,22,24,27,29,32,43	10	18.5
2.	Non-Asian	2,3,5,7,9,15,19,33,38,40,42,48,52	13	24.1
3.	Mixed	1,11,12,14,16,18,20,21,25,26,28,30,34,35,36,37,39,41,44, 45,46,47,49,50,53,54	26	48.1
4.	Not specified	13,17,23,31,51	5	9.3
C22.	**ASIAN CULTURE-OTHERS** (list)			
1.	Language school	6,20,21,22,27,29,30,36,39,46	10	18.5
2.	Arts, crafts	1,4,25,26,28,34	6	11.1
3.	Social customs	8,11,14,43,50	5	9.3
4.	Legends, lore	24,32,53	3	5.6

Characters		#	%
C23.	**LAW/ORDER**		
	1. High 8,9,16,19,30,37,39,43,44,45	10	18.5
	2. Low 53	1	1.9
	3. Not specified 1,2,3,4,5,6,7,10,11,12,13,14,15,17,18,20,21,22,23,24,25, 26,27,28,29,31,32,33,34,35,36,38,40,41,42,46,47,48,49, 50,51,52,54	43	79.6
C24.	**MONEY, MATERIAL GOODS**		
	1. High 9,11,20,21,28,35,36,37,39,40,41,43	12	22.2
	2. Low 14,46,53	3	5.6
	3. Not specified 1,2,3,4,5,6,7,8,10,12,13,15,16,17,18,19,22,23,24,25,26, 27,29,30,31,32,33,34,38,42,44,45,47,48,49,50,51,52,54	39	72.2
C25.	**RELIGION**		
	1. High 5,8,14,19,20,24,28,32,33,37,39,43,45,52,53	15	27.8
	2. Low 50	1	1.9
	3. Not specified 1,2,3,4,6,7,9,10,11,12,13,15,16,17,18,21,22,23,25,26, 27,29,30,31,34,35,36,38,40,41,42,44,46,47,48,49,51,54	38	70.3
C26.	**FAMILY HONOR/FILIAL PIETY**		
	1. High 1,2,3,6,8,10,11,12,13,14,20,21,26,28,29,34,35,36,37,39, 43,44,45,46,47,50,51,53	28	51.9
	2. Low	0	0
	3. Not specified 4,5,7,9,15,16,17,18,19,22,23,24,25,27,30,31,32,33,38,40, 41,42,48,49,52,54	26	48.1
C27.	**NATURE**		
	1. High 2,5,7,9,14,16,17,18,19,21,24,25,26,27,28,34,36,37,44,45, 46,47,48,49,52,54	26	48.1
	2. Low	0	0
	3. Not specified 1,3,4,6,8,10,11,12,13,15,20,22,23,29,30,31,32,33,35,38,39, 40,41,42,43,50,51,53	28	51.9

		Characters	#	%
C28.	SUPERSTITION			
	1. High	6,8,11,16,20,28,34,35,36,37,43,46,53	13	24.1
	2. Low	47	1	1.8
	3. Not specified	1,2,3,4,5,7,9,10,12,13,14,15,17,18,19,21,22,23,24,25,26,27,29,30, 31,32,33,38,39,40,41,42,44,45,48,49,50,51,52,54	40	74.1
C29.	SCHOOL			
	1. High	2,3,18,34,36,43,50	7	13
	2. Low	1,26,46	3	5.6
	3. Not specified	4,5,6,7,8,9,10,11,12,13,14,15,16,17,19,20,21,22,23,24,25,27,28, 29,30,31,35,37,38,39,40,41,42,44,45,47,48,49,51,52,53	44	81.4
C30.	ATTITUDES TOWARD MISC. (list)			
	1. Impor. of male	6,8,11,14,16,37,39,43	10	18.5
C31.	ATTITUDES TOWARD FAMILY			
	1. Approval	2,3,4,5,6,7,8,9,10,11,12,13,14,16,18,19,20,21,23,25,26,27,28,29, 30,33,34,37,38,39,40,43,44,45,46,47,49,50,51,52,53,54	43	79.6
	2. Disapproval		0	0
	3. Not specified	1,15,17,22,24,31,32,35,41,42,48	11	20.4
C32.	ATTITUDES TOWARD ASIAN PEERS			
	1. Approval	5,11,12,14,18,19,21,23,25,28,29,30,32,33,36,37,43,44,45,46,47,50,54	23	42.6
	2. Disapproval	6,46	2	3.7
	3. Not specified	1,2,3,4,7,8,9,10,13,15,16,17,20,22,24,26,27,31,34,35,38,39,40,41, 42,48,49,51,52,53	30	55.5
C33.	ATTITUDES TOWARD NON-ASIAN PEERS			
	1. Approval	2,3,4,5,7,8,12,13,15,16,18,19,21,26,31,34,36,39,40,41,44,47,52, 53,54	25	46.3

APPENDIX G (continued)

			Characters	#	%
	2.	Disapproval	50	1	1.9
	3.	Not specified	1,6,9,10,11,14,17,20,22,23,24,25,27,28,29,30,32,33,35,37,38,42, 43,45,46,48,49,51	28	51.8
C34.	ATTITUDES TOWARD ASIAN AUTHORITIES				
	1.	Approval	1,8,11,25,26,30,33,43,44,50,53	11	20.4
	2.	Disapproval	46	1	1.9
	3.	Not specified	2,3,4,5,6,7,9,10,12,13,14,15,16,17,18,19,20,21,22,23,24,27,28,29, 31,32,34,35,36,37,38,39,40,41,42,45,47,48,49,51,52,54	42	77.7
C35.	ATTITUDES TOWARD NON-ASIAN AUTHORITIES				
	1.	Approval	1,5,9,10,11,13,14,16,18,19,29,34,35,36,37,39	16	29.6
	2.	Disapproval	52,53	2	3.7
	3.	Not specified	2,3,4,6,7,8,12,15,17,20,21,22,23,24,25,26,27,28,30,31,32,33,38,40, 41,42,43,44,45,46,47,48,49,50,51,54	36	66.7
C36.	ATTITUDES TOWARD OTHER ASIANS				
	1.	Approval	17,21,22,24,26,27,28,30,31,33,36,37,38,39,44,45,46,53,54	19	35.2
	2.	Disapproval	23,50,52	3	5.6
	3.	Not specified	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,18,19,20,25,29,32,34,35,40, 41,42,43,47,48,49,51	32	59.2
C37.	ATTITUDES TOWARD OTHER NON-ASIANS				
	1.	Approval	7,12,15,19,26,28,29,32,34,37,39,40,41,44,45,47,52,53	18	33.3
	2.	Disapproval	8,23,50	3	5.6
	3.	Not specified	1,2,3,4,5,6,9,10,11,13,14,16,17,18,20,21,22,24,25,27,30,31,33,35, 36,38,42,43,46,48,49,51,54	33	61.1

Characters		#	%
C38.	PERCEIVED BY FAMILY		
1. Approval	1,2,4,5,6,8,9,10,12,13,14,15,16,18,19,20,21,22,23,25,26,27,28,29, 30,33,34,36,37,38,39,40,41,43,44,45,46,47,50,51,52,53,54	43	79.6
2. Disapproval	35,46	2	3.7
3. Not specified	3,7,11,17,24,31,32,42,48,49	10	18.5
C39.	PERCEIVED BY ASIAN PEERS		
1. Approval	5,11,12,14,18,19,21,23,25,28,29,32,33,37,39,43,44,45,46,47,50	22	40.7
2. Disapproval	46,54	2	3.7
3. Not specified	1,2,3,4,6,7,8,9,10,13,15,16,17,20,22,24,26,27,30,31,34,35,38,40, 41,42,48,49,51,52,53	31	57.4
C40.	PERCEIVED BY NON-ASIAN PEERS		
1. Approval	1,2,3,4,5,7,8,12,13,16,18,19,21,26,31,34,36,39,40,41,44,47,52,53,54	25	46.3
2. Disapproval		0	0
3. Not specified	6,9,10,11,14,15,17,20,22,23,24,25,27,28,29,30,32,33,35,37,38,42, 43,45,46,48,49,50,51	29	53.7
C41.	PERCEIVED BY ASIAN AUTHORITIES		
1. Approval	8,25,30,33,36,39,43,50,53	9	16.7
2. Disapproval	35,46	2	3.7
3. Not specified	1,2,3,4,5,6,7,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,26, 27,28,29,31,32,34,37,38,40,41,42,44,45,47,48,49,51,52,54	43	79.6
C42.	PERCEIVED BY NON-ASIAN AUTHORITIES		
1. Approval	1,3,5,10,11,13,14,16,18,21,29,31,34,35,37,39,44,50	18	33.3
2. Disapproval	8,17	2	3.7
3. Not specified	2,4,6,7,9,12,15,19,20,22,23,24,25,26,27,28,30,32,33,36,38,40,41, 42,43,45,46,47,48,49,51,52,53,54	34	63

		Characters	#	%
C43.	PERCEIVED BY OTHER ASIANS			
	1. Approval	6,11,12,17,22,24,26,27,28,30,33,35,36,37,38,39,44,45,46,50,53,54	22	40.7
	2. Disapproval		0	0
	3. Not specified	1,2,3,4,5,7,8,9,10,13,14,15,16,18,19,20,21,23,25,29,31,32,34,40, 41,42,43,47,48,49,51,52	32	59.3
C44.	PERCEIVED BY OTHER NON-ASIANS			
	1. Approval	8,12,15,19,26,28,29,31,32,36,37,39,40,43,44,45,46,47,50,52,53,	21	38.9
	2. Disapproval	16	1	1.9
	3. Not specified	1,2,3,4,5,6,7,9,10,11,13,14,17,18,20,21,22,23,24,25,27,30,33,34, 35,38,41,42,48,49,51,54	32	59.2
C45.	SELF-REALIZATION			
	1. Specified	1,3,5,6,8,14,16,21,28,29,34,36,37,39,40,44,45,46,47,48,50,52,53,54	24	44.4
	2. Not specified	2,4,7,9,10,11,12,13,15,17,18,19,20,22,23,24,25,26,27,30,31,32,33,35, 38,41,42,43,49,51	30	55.6
C46.	ADVANCEMENT			
	1. Specified	11,21,28,37,40,43	6	11.1
	2. Not specified	1,2,3,4,5,6,7,8,9,10,12,13,14,15,16,17,18,19,20,22,23,24,25,26, 27,29,30,31,32,33,34,35,36,38,39,41,42,44,45,46,47,48,49,50,51, 52,53,54	48	88.9
C47.	EDUCATION			
	1. Specified	3,5,6,8,28,31,36,37,43,50,53	11	20.4
	2. Not specified	1,2,4,7,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27, 29,30,32,33,34,35,38,39,40,41,42,44,45,46,47,48,49,51,52,54	43	79.6

	Characters	#	%
C48.	**ACCEP. - DOMINANT**		
1. Specified	2,3,4,5,7,12,13,15,16,18,21,26,34,39,41,50,53	17	31.5
2. Not specified	1,6,8,9,10,11,14,17,19,20,22,23,24,25,27,28,29,30,31,32,33,35,36, 37,38,40,42,43,44,45,46,47,48,49,51,52,54	37	68.5
C49.	**ACCEP. - OWN**		
1. Specified	12,17,43,46	4	7.4
2. Not specified	1,2,3,4,5,6,7,8,9,10,11,13,14,15,16,18,19,20,21,22,23,24,25,26, 27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,44,45,47,48,49, 50,51,52,53,54	50	92.6
C50.	**ACHIEVEMENT**		
1. Specified	3,10,19,21,24,25,31,34,35,38,43,51,54	13	24.1
2. Not specified	1,2,4,5,6,7,8,9,11,12,13,14,15,16,17,18,20,22,23,26,27,28,29,30, 32,33,36,37,39,40,41,42,44,45,46,47,48,49,50,52,53	41	75.9
C51.	**GOALS-OTHERS** (list)		
1. Material object	20,22,27,29	4	7.4
2. Family unity	9,30,44,47	4	7.4
3. Accep. subcult	52	1	1.9

APPENDIX G (continued)

Katz and Braly List of Stereotypes

TERM	Characters	#	%	TERM	Characters	#	%
1. Aggressive				22. Gluttonous			
2. Alert	6,30,37,40	4	7.4	23. Grasping			
3. Ambitious	14,39,43	3	5.6	24. Gregarious			
4. Argumentative	21	1	1.9	25. Happy-go-lucky			
5. Arrogant				26. Honest	21,25,50	3	5.6
6. Artistic	1,21,25,34,40,47	6	11.1	27. Humorless			
7. Boastful				28. Ignorant			
8. Brilliant				29. Imaginative	2,21,40,48,53	5	9.3
9. Conceited				30. Imitative			
10. Conservative	10,11,14	3	5.6	31. Impulsive	15,29,39,47,50,52	6	11.1
11. Conventional	21,28,39,47,50	5	9.3	32. Individualistic	5,14,46	3	5.6
12. Courteous	3,10,12,14,20,25,27,28, 29,30,33,34,36,39,40, 41,43,46,47	20	37	33. Industrious	1,8,9,11,14,16,21, 25,26,27,28,30,32, 35,37,41,43,53,54	19	35.2
13. Cowardly				34. Intelligent	3,6,8,11,14,28,30,31, 32,34,39,40,41,46,50, 52,53	17	31.5
14. Cruel							
15. Deceitful	16	1	1.9				
16. Efficient				35. Jovial	16,18,19,41	4	7.4
17. Evasive				36. Kind	17	1	1.9
18. Extremely nationalistic				37. Lazy			
				38. Loud			
19. Faithful	53	1	1.9	39. Loyal to family ties	3,6,8,14,20,28,37,43 44,45,46,53,54	13	24.1
20. Frivolous							
21. Generous	19,32,34	3	5.6	40. Materialistic	11	1	1.9

APPENDIX G (continued)

Katz and Braly List of Stereotypes

TERM	Characters	#	%	TERM	Characters	#	%
41. Meditative				61. Revengeful			
42. Mercenary				62. Rude			
43. Methodical				63. Scientifically-minded			
44. Musical	3,32	2	3.7				
45. Naive				64. Sensitive			
46. Neat	3,25,43,53	4	7.4	65. Sensual	50	1	1.9
47. Ostentatious				66. Shrewd			
48. Passionate				67. Slovenly	46	1	1.9
49. Persistent	3,8,21,28,37,39,45,53,54	9	16.7	68. Sly	30	1	1.9
50. Physically dirty				69. Sophisticated			
				70. Sportsmanlike			
51. Pleasure-loving	25	1	1.9	71. Stolid	3,5	2	3.7
52. Ponderous				72. Straight-forward			
53. Practical	19,41	2	3.7	73. Stubborn	14,21,31	3	5.6
54. Progressive				74. Stupid			
55. Pugnacious	47,50	2	3.7	75. Suave			
56. Quarrelsome				76. Suggestible			
57. Quick-tempered	21,28,43	3	5.6	77. Superstitious	6,11,16,20,28,46,53	7	13
				78. Suspicious			
58. Quiet	3,4,13,15,20,21,25, 27,28,31,34,36,37 39,43,44,47,50,52,53,54	21	38.9	79. Talkative	53	1	1.9
				80. Tradition-loving	20,24,28,46	4	7.4
59. Radical				81. Treacherous	5	1	1.9
60. Reserved	3,8,20,47	4	7.4	82. Unreliable			

APPENDIX G (continued)

Katz and Braly List of Stereotypes

TERM	Characters	#	%	TERM	Characters	#	%
83. Very religious				95. Responsible	14,19,26,36,41	5	9.3
84. Witty				96. Shy	23,29,34,47,52,53	6	11.1
85. Inscrutable	3,11,37,41,43,47	6	11.1	97. Delicate	11,25,26,47,50,51	6	11.1
86. Myopic	17	1	1.9	98. Impatient	28,52,54	3	5.6
87. Obedient	14,20,21,25,36,39,47,53	8	14.8	99. Rebellious	28	1	1.9
88. Respectful	28	1	1.9	100. Smiling	31,32,34,38,41	5	9.3
89. Mysterious	32,47	2	3.7	101. Serious	40,41,43,47	4	7.4
90. Submissive	39,44,45,47,53	5	9.3	102. Calm	37,39,40,47	4	7.4
91. Brave	5,12,28,36,37,39,43,44 45,47,50	11	20.4	103. Clumsy	54	1	1.9
				104. Dexterous	21	1	1.9
92. Curious	7,23,27,52	4	7.4	105. Philosophical	32	1	1.9
93. Patient	8,40,44,45,47,53,54	7	13				
94. Proud	11,13,16,21,26,28,36, 37,43,44,45,46,47,50, 53,54	16	29.6				

APPENDIX H

CROSS-TABULATION OF DATA: CHINESE VERSUS JAPANESE CHARACTERS

Comparison groups: Chinese   (27)
                     Japanese (27)

	Characters – Chinese	#	%	Characters – Japanese	#	%	% diff.
C1. CHARACTER'S RACIAL ORIGIN							
1. Chinese	1,4,6,8,10,11,12,13,17,20,21,22, 24,27,29,32,35,36,38,39,41,43, 46,48,50,53,54	27	--				
2. Japanese				2,3,5,7,9,14,15,16,18,19,23, 25,26,28,30,31,33,34,37,40,42, 44,45,47,49,51,52	27	--	
C2. AUTHOR'S ETHNIC BACKGROUND							
1. Asian American	11,46,50,53,54	5	18.5	18,19,23,26,33,37,42,44,45,49	10	37	18.5
2. Non-Asian American	1,4,6,8,10,12,13,17,20,21,22,24, 27,29,32,35,36,38,39,41,43,48	22	81.5	2,3,5,7,9,14,15,16,25,28,30,31, 34,40,47,51,52	17	63	18.5
C3. TYPE OF BOOK							
1. Easy	4,17,22,24,27,32,35,38,48	9	33.3	2,7,9,15,23,33,42,49	8	29.6	3.7
2. Fiction	1,6,8,10,11,12,13,20,21,29,36,39, 41,43,46,50,53,54	18	66.7	3,5,14,16,18,19,25,26,28,30, 31,34,37,40,44,45,47,51,52	19	70.4	3.7
C4. PUBLICATION DATE							
1. Prior to 1970	4,6,11,12,13,17,20,21,22,27,32,36, 38,39,41,43	16	59	2,3,5,7,9,14,15,16,18,19,23, 25,26,28,30,34,42,47,49,51	20	74	15
2. Since 1970	1,8,10,24,29,35,46,48,50,53,54	11	40.7	31,33,37,40,44,45,52	7	25.9	14.8
C5. TIME PERIOD							
1. 1800s	11	1	3.7	37	1	3.7	0
2. 1900-1939	8,43,53	3	11.1	28	1	3.7	7.4
3. 1940s		0	0	3,5,44,45	4	14.8	14.8
4. 1950s	12,17,21,36,50	5	18.5	16,18,26,42	4	14.8	3.7
5. 1960s	4,6,13,20,22,27,32,38,39,41,46	11	40.7	2,7,9,14,15,19,23,25,30,34, 47,49,51	13	48	7.5
6. 1970s	1,10,24,29,35,48,54	7	26	31,33,40,52	4	14.8	11.2
C6. GEOGRAPHICAL SETTING							
1. East Coast	1,29,32,41	4	14.8	15,31,40,42	4	14.8	0
2. West Coast	4,6,8,11,12,17,20,21,22,24,27,35, 36,39,46,53,54	17	63	5,14,16,18,19,25,28,30,33, 34,37,45,49	14	51.9	11.1
3. Midwest	43,50	2	7.4	2,3,44,47	4	14.8	7.4
4. South		0	0	7	1	3.7	3.7
5. Hawaii		0	0	52	1	3.7	3.7
6. Not specified	10,13,38,48	4	14.8	9,23,51	3	11.1	3.7
C7. INNER-CITY COMMUNITY							
1. Specified	4,6,8,10,12,17,20,21,22,24,27,29, 32,35,36,39,43,46,53,54	20	74.1	25,30	2	7.4	66.7
2. Not specified	1,11,13,38,41,48,50	7	25.9	2,3,5,7,9,14,15,16,18,19,23,26, 28,31,33,34,37,40,42,44,45,47, 49,51,52	25	92.6	66.7

	Characters - Chinese	#	%	Characters - Japanese	#	%	% diff.
C8. SEX				2,3,5,7,9,14,18,25,26,31,33,34,40			
1. Female	6,11,22,29,38,39,46,50	8	29.6	42,45,47,49,51	18	66.7	37.1
2. Male	1,4,8,10,12,13,17,20,21,24,27,						
	32,35,36,41,43,48,53,54	19	70.4	15,16,19,23,28,30,31,37,52	9	33.3	37.1
C9. AGE							
1. Preschool	22	1	3.7	23,42	2	7.4	3.7
2. Elementary	1,4,6,10,12,13,20,21,27,29,35,			2,7,9,15,16,18,19,25,26,30,33,			
	36,38,39,46,48,53	17	63	34,37,40,44,45,49,51	18	66.7	3.7
3. Teen	8,11,41,43,50,54	6	22.2	3,5,14,28,31,47,52	7	25.9	3.7
4. Adult	17,24,32	3	11.1		0	0	11.1
5. Not specified		0	0		0	0	0
C10. SHAPE OF EYES	4,6,8,10,12,13,20,21,22,24,27,29,			2,5,7,9,14,15,19,25,28,30,31,33			
1. Slanted	32,35,36,38,39,41,43,46	20	74.1	34,37,42,44,47,51	18	66.7	7.4
2. Not specified	1,11,17,48,50,53,54	7	25.9	3,16,18,23,26,40,45,49,52	9	33.3	7.4
C11. COLOR OF SKIN							
1. Dark or yellow	8,35,46,53	4	14.8	14,16,28,45,47	5	18.5	3.7
2. Not specified	1,4,6,10,11,12,13,17,20,21,22,24,			2,3,5,7,9,15,18,19,23,25,26,30,31,			
	27,29,32,36,38,39,41,43,48,50,54	23	85.2	33,34,37,40,42,44,49,51,52	22	81.5	3.7
C12. COLOR OF HAIR	1,4,6,10,11,12,13,20,21,22,27,29,			2,3,5,7,9,14,15,16,18,19,25,26,30,			
1. Black	35,36,38,39,41,43,48	19	70.4	33,34,37,42,44,45,47,49,51,52	23	85.2	14.8
2. Not specified	8,17,24,32,46,50,53,54	8	29.6	23,28,31,40	4	14.8	14.8
C13. TEETH							
1. Buck	21	1	3.7		0	0	3.7
2. Not specified	1,4,6,8,10,11,12,13,17,20,22,24,			2,3,5,7,9,14,15,16,18,19,23,25,26,			
	27,29,32,35,36,38,39,41,43,46,48,			28,30,31,33,34,37,40,42,44,45,47,			
	50,53,54	26	96.3	49,51,52	27	100	3.7
C14. CLOTHING							
1. Traditional	4,11,22,24,53	5	18.5	25	1	3.7	14.8
2. Modern	1,6,10,12,13,17,27,29,35,36,38,			2,3,5,7,9,14,15,16,19,23,26,30,			
	41,43,46,48,50,54	17	63	31,33,40,42,44,45,49,52	20	74.1	11.1
3. Mixed	8,20,21,32,39	5	18.5	18,28,34,37,47,51	6	22.2	3.7
4. Not specified		0	0		0	0	0
C15. OCCUP - CHILD CHARACTER	1,6,8,10,13,20,21,27,29,35,36,39			2,3,5,14,15,16,18,19,26,30,31,33,			
1. Student	41,43,46,48,50,52,54	19	70.4	34,40,42,44,45,47,49,52	20	74.1	3.7
2. Others - laborer	11	1	3.7	28	1	3.7	0
3. Not specified/applicable	4,12,17,22,24,32,38	7	25.9	7,9,23,25,37,51	6	22.2	3.7
C16. OCCUP-MAJOR BREADWINNER-ADULT CHARACTER							
1. Professional	41	1	3.7	3,31,33,40,44,47	6	22.2	18.5
2. Semi-professional		0	0	16	1	3.7	3.7
3. Clerks, kindred workers	54	1	3.7		0	0	3.7
4. Skilled workers		0	0		0	0	0
5. Proprietors of small small businesses	1,6,8,10,17,20,21,22,24,32,38,39, 48,50	14	51.9	2,5,7,9,15,19,25,26,30,34,45,52	12	44.5	7.4

APPENDIX H (continued)

	Characters - Chinese	#	%	Characters - Japanese	#	%	% diff
6. Semi-skilled workers	36	1	3.7		0	0	3.7
7. Unskilled workers	11,12,29,46,53	5	18.5	14,28,37	3	11.1	7.4
8. Not specified	4,13,27,35,48	5	18.5	18,23,42,49,51	5	18.5	0
C17. ECONOMIC STATUS							
1. Wealthy		0	0		0	0	0
2. Comfortable	10,21,39	3	11.1	2,5,7,16,18,19,25,26,30,31,33, 34,40,44,47	15	55.6	44.5
3. Adequate	4,6,12,20,27,29,32,36,43,54	10	37.1	3,9,14,15,45,52	6	22.2	14.9
4. Poor	1,8,11,35,46,50,53	7	25.9	28,37	2	7.4	18.5
5. Not specified	13,17,22,24,38,41,48	7	25.9	23,42,49,51	4	14.8	11.1
C18. SOCIAL CLASS							
1. Upper		0	0		0	0	0
2. Middle	6,10,21,39,41	5	18.5	2,3,5,7,16,18,19,25,26,30,31,33, 34,40,44,47	16	59.3	40.8
3. Lower	1,8,11,12,20,29,32,35,36,43, 46,50,53,54	14	51.9	14,15,28,37,45,52	6	22.2	29.7
4. Not specified	4,13,17,22,24,27,38,48	8	29.6	9,23,42,49,51	5	18.5	11.1
C19. CEREMONIES/HOLIDAYS							
1. Asian	1,4,6,8,17,20,21,22,24,29,32, 35,36,39,43,53	16	59.3	18,25,28,30,33,51	6	22.2	37.1
2. Non-Asian	46,50	2	7.4	3,5,23,40,45,49	6	22.2	14.8
3. Mixed		0	0	14,16,26,34,37,44,47	7	25.9	25.9
4. Not specified	10,11,12,13,27,38,41,48,54	9	33.3	2,7,9,15,19,31,42,52	8	29.6	3.7
C20. RECREATION							
1. Asian	6,24,27	3	11.1	51	1	3.7	7.4
2. Non-Asian	1,10,20,22,43,49,50,54	8	28.6	3,5,18,20,33,40,47,52	8	28.6	0
3. Mixed	4,12,21,29,32,36	6	22.2	16,30,31,34	4	14.8	7.4
4. Not specified	8,11,13,17,35,38,39,41,48,53	10	37	2,7,9,14,15,19,23,25,28,37, 42,44,45,49	14	51.9	14.9
C21. FOOD							
1. Asian	4,6,8,10,22,24,27,29,32,43	10	37		0	0	37
2. Non-Asian	38,48	2	7.4	2,3,5,7,9,15,19,33,40,42,52	11	40.7	33.3
3. Mixed	1,11,12,20,21,35,36,39,41,46,50, 53,54	13	48.1	14,16,18,25,26,28,30,34,37, 44,45,47,49	13	48.1	0
4. Not specified	13,17	2	7.4	21,31,51	3	11.1	3.7
C22. ASIAN CULTURE-OTHERS (list)							
1. Language school	6,20,21,22,27,29,36,39,46	9	33.3	30	1	3.7	29.6
2. Arts, crafts	1,4	2	7.4	25,26,28,34	4	14.8	7.4
3. Social customs	8,11,43,50	4	14.8	14	1	3.7	11.1
4. Legends, lore	24,32,53	3	11.1		0	0	11.1

	Characters - Chinese	#	%	Characters - Japanese	#	%	% diff.
C23. LAW/ORDER							
1. High	8,39,43	3	11.1	9,16,19,30,37,44,45	7	25.9	14.8
2. Low	53	1	3.7		0	0	3.7
3. Not specified	1,4,6,10,11,12,13,17,20,21,22,24, 27,29,32,35,36,38,41,46,48,50,54	28	85.2	2,3,5,7,14,15,18,23,25,26,28,31, 33,34,40,42,47,49,51,52	20	74.1	11.1
C24. MONEY, MATERIAL GOODS							
1. High	11,20,21,35,36,39,41,43	8	29.6	9,28,37,40	4	14.8	14.8
2. Low	46,53	2	7.4	14	1	3.7	3.7
3. Not specified	1,4,6,8,10,12,13,17,22,24,27,29, 32,38,48,50,54	17	63	2,3,5,7,15,16,18,19,23,25,26,30, 31,33,34,42,44,45,47,49,51,52	22	81.5	18.5
C25. RELIGION							
1. High	8,20,24,32,39,43,53	7	25.9	5,14,19,28,33,37,45,52	8	29.6	3.7
2. Low	50	1	3.7		0	0	3.7
3. Not specified	1,4,6,10,11,12,13,17,21,22,27,29, 35,36,38,41,46,48,54	19	70.4	2,3,7,9,15,16,18,23,25,26,30,31, 34,40,42,44,47,49,51	19	70.4	0
C26. FAMILY HONOR/FILIAL PIETY							
1. High	1,6,8,10,11,12,13,20,21,29,35,36, 39,43,46,50,53	17	63	2,3,14,26,28,34,37,44,45,47,51	11	40.7	22.3
2. Low		0	0		0	0	0
3. Not specified	4,17,22,24,27,32,38,41,48,54	10	37	5,7,9,15,16,18,19,23,25,30,31, 33,40,42,49,52	16	59.3	22.3
C27. NATURE							
1. High	17,21,24,27,36,46,48,54	8	29.6	2,5,7,9,14,16,18,19,25,26,28,34, 37,44,45,47,49,52	18	66.7	37.1
2. Low		0	0		0	0	0
3. Not specified	1,4,6,8,10,11,12,13,20,22,29,32, 35,38,39,41,43,50,53	19	70.4	3,15,23,30,31,33,40,42,51	9	33.3	37.1
C28. SUPERSTITION							
1. High	6,8,11,20,35,36,43,46,53	9	33.3	16,28,34,37	4	14.8	18.5
2. Low		0	0	47	1	3.7	3.7
3. Not specified	1,4,10,12,13,17,21,22,24,27,29, 32,38,39,41,48,50,54	18	66.7	2,3,5,7,9,14,15,18,19,23,25,26, 30,31,33,40,42,44,45,49,51,52	22	81.5	14.8
C29. SCHOOL							
1. High	36,43,50	3	11.1	2,3,18,34	4	14.8	3.7
2. Low	1,46	2	7.4	26	1	3.7	3.7
3. Not specified	4,6,8,10,11,12,13,17,20,21,22,24, 27,29,32,35,38,39,41,48,53,54	22	81.5	5,7,9,14,15,16,19,23,25,28,30, 31,33,37,40,42,44,45,47,49,51,52	22	81.5	0
C30. ATTITUDES TOWARD MISC. (list)							
1. Imp. of male	6,8,11,39,43	5	18.5	14,16,37	3	11.1	7.4
C31. ATTITUDES TOWARD FAMILY							
1. Approval	4,6,8,10,11,12,13,20,21,27,29, 36,38,39,43,46,50,53,54	19	70.4	2,3,5,7,9,14,16,18,19,23,25,26, 28,30,33,34,37,40,44,45,47,49,51, 52	24	88.9	18.5
2. Disapproval	46	1	3.7		0	0	3.7
3. Not specified	1,17,22,24,32,35,41,48	8	29.6	15,31,42	3	11.1	18.5

	Characters - Chinese	#	%	Characters - Japanese	#	%	% diff.
C32. ATTITUDES TOWARD ASIAN PEERS							
1. Approval	11,21,32,36,43,46,50,54	8	29.6	5,14,18,19,23,25,28,30,33,37, 40,44,45,47,49	15	55.6	26
2. Disapproval	6,12	2	7.4		0	0	7.4
3. Not specified	1,4,8,10,13,17,20,22,24,27,29,35, 38,39,41,48,53	17	63	2,3,7,9,15,16,26,31,34,42,51,52	12	44.4	18.6
C33. ATTITUDES TOWARD NON-ASIAN PEERS							
1. Approval	4,8,12,13,21,36,39,41,53,54	10	37	2,3,5,7,15,16,18,19,26,31,34, 40,44,47,52	15	55.6	18.6
2. Disapproval	50	1	3.7		0	0	3.7
3. Not specified	1,6,10,11,17,20,22,24,27,29, 32,35,38,43,46,48	16	59.3	9,14,23,25,28,30,33,37,42,45, 49,51	12	44.4	14.9
C34. ATTITUDES TOWARD ASIAN AUTHORITIES							
1. Approval	1,8,11,43,50,53	6	22.2	25,26,30,33,44	5	18.5	3.7
2. Disapproval	46	1	3.7		0	0	3.7
3. Not specified	4,6,10,12,13,17,20,21,22,24,27,29, 32,35,36,38,39,41,48,54	20	74.1	2,3,5,7,9,14,15,16,18,19,23,28, 31,34,37,40,42,45,47,49,51,52	22	81.5	7.4
C35. ATTITUDES TOWARD NON-ASIAN AUTHORITIES							
1. Approval	1,10,11,13,29,35,36,39	8	29.6	5,9,14,16,18,19,34,37	8	29.6	0
2. Disapproval	53	1	3.7	52	1	3.7	0
3. Not specified	4,6,8,12,17,20,21,22,24,27,32,38, 41,43,46,48,50,54	18	66.7	2,3,7,15,23,25,26,28,30,31,33, 40,42,44,45,47,49,51	18	66.7	0
C36. ATTITUDES TOWARD OTHER ASIANS							
1. Approval	17,21,22,24,27,36,38,39,46,53,54	11	40.7	26,28,30,31,33,37,44,45	8	29.6	11.1
2. Disapproval	50	1	3.7	23,52	2	7.4	3.7
3. Not specified	1,4,6,8,10,11,12,13,20,29,32,35, 41,43,48	15	55.6	2,3,5,7,9,14,15,16,18,19,25,34, 40,42,47,49,51	17	63	7.4
C37. ATTITUDES TOWARD OTHER NON-ASIANS							
1. Approval	12,29,32,39,41,53	6	22.2	7,15,19,26,28,34,37,40,44,45, 47, 52	12	44.4	22.2
2. Disapproval	8,50	2	7.4	23	1	3.7	3.7
3. Not specified	1,4,6,10,11,13,17,20,21,22,24,27, 35,36,38,43,46,48,54	19	70.4	2,3,5,9,14,16,18,25,30,31,33, 42,49,51	14	51.9	18.5
C38. PERCEIVED BY FAMILY							
1. Approval	1,4,6,8,10,12,13,20,21,22,27,29, 36,38,39,41,43,46,53,54	21	77.8	2,5,9,14,15,16,18,19,23,25,26,28, 30,33,34,37,40,44,45,47,51,52	22	81.5	3.7
2. Disapproval	35,46	2	7.4		0	0	7.4
3. Not specified	11,17,24,32,48	5	18.5	3,7,31,42,49	5	18.5	0
C39. PERCEIVED BY ASIAN PEERS							
1. Approval	4,12,21,29,32,36,39,43,46,50	10	37	5,14,18,19,23,25,28,33,37,44, 45,47	12	44.4	7.4
2. Disapproval	46,54	2	7.4		0	0	7.4
3. Not specified	1,4,6,8,10,13,17,20,22,24,27, 35,38,41,48,53	16	59.3	2,3,7,9,15,16,26,30,31,34,40, 42,49,51,52	15	55.6	3.7

	Characters - Chinese	#	%	Characters - Japanese	#	%	% diff.
C40. PERCEIVED BY NON-ASIAN PEERS							
1. Approval	1,4,8,12,13,21,36,39,41,53,54	11	40.7	2,3,5,7,16,18,19,26,31,34,40,44, 47,52	14	51.9	11.2
2. Disapproval		0	0		0	0	0
3. Not specified	6,10,11,17,20,22,24,27,29,32,35, 38,43,46,48,50	16	59.3	9,14,15,23,25,28,30,33,37, 42,45,49,51	13	48.1	11.2
C41. PERCEIVED BY ASIAN AUTHORITIES							
1. Approval	8,36,39,43,50,53	6	22.2	25,30,33	3	11.1	11.1
2. Disapproval	35,46	2	7.4		0	0	7.4
3. Not specified	1,4,6,10,11,12,13,17,20,21,22,24, 27,29,32,38,41,48,54	19	70.4	2,3,5,7,9,14,15,16,18,19,23,26,28, 31,34,37,40,42,44,45,47,49,51,52	24	88.9	18.5
C42. PERCEIVED BY NON-ASIAN AUTHORITIES							
1. Approval	1,10,11,13,21,29,35,39,50	9	33.3	3,5,14,16,18,31,34,37,44	9	33.3	0
2. Disapproval	8,17	2	7.4		0	0	7.4
3. Not specified	4,6,12,20,22,24,27,32,36,38,41, 43,46,48,53,54	16	59.3	2,7,9,15,19,23,25,26,28,30,33,40, 42,45,47,49,51,52	18	66.7	7.4
C43. PERCEIVED BY OTHER ASIANS							
1. Approval	6,11,12,17,22,24,27,35,36,38, 39,46,50,53,54	15	55.6	26,28,30,33,37,44,45	7	25.9	29.7
2. Disapproval		0	0		0	0	0
3. Not specified	1,4,8,10,13,20,21,29,32,41,43,48	12	44.4	2,3,5,7,9,14,15,16,18,19,23,25,31, 34,40,42,47,49,51,52	20	74.1	29.7
C44. PERCEIVED BY OTHER NON-ASIANS							
1. Approval	8,12,29,32,36,39,43,46,50,53	10	37	15,19,26,28,31,37,40,44,45,47,52	11	40.7	3.7
2. Disapproval		0	0	16	1	3.7	3.7
3. Not specified	1,4,6,10,11,13,17,20,21,22,24,27, 35,38,41,48,54	17	63	2,3,5,7,9,14,18,23,25,30,33,34, 42,49,51	15	55.6	7.4
C45. SELF-REALIZATION							
1. Specified	1,6,8,21,29,36,39,46,48,50,53,54	12	44.4	3,5,14,16,28,34,37,40,44,45,47,52	12	44.4	0
2. Not specified	4,10,11,12,13,17,20,22,24,27,32, 35,38,41,43	15	55.6	2,7,9,15,18,19,23,25,26,30,31,33, 42,49,51	15	55.6	0
C46. ADVANCEMENT							
1. Specified	11,21,43	3	11.1	28,37,40	3	11.1	0
2. Not specified	1,4,6,8,10,12,13,17,20,22,24,27, 29,32,35,36,38,39,41,46,48,50,53, 54	24	88.9	2,3,5,7,9,14,15,16,18,19,23,25, 26,30,31,33,34,42,44,45,47,49,51, 52	24	88.9	0
C47. EDUCATION							
1. Specified	6,8,36,43,50,53	6	22.2	3,5,28,31,37	5	18.5	3.7
2. Not specified	1,4,10,11,12,13,17,20,21,22,24,27, 29,32,35,38,39,41,46,48,54	21	77.8	2,7,9,14,15,16,18,19,23,25,26,30, 33,34,40,42,44,45,47,49,51,52	22	81.5	3.7

APPENDIX H (continued)

	Characters – Chinese	#	%	Characters – Japanese	#	%	% diff.
C48. ACCEP. – DOMINANT							
1. Specified	4,12,13,21,39,41,50,53	8	29.6	2,3,5,7,15,16,18,26,34	9	33.3	3.7
2. Not specified	1,6,8,10,11,17,20,22,24,27,29,32, 35,36,38,43,46,48,54	19	70.4	9,14,19,23,25,28,30,31,33,37, 40,42,44,45,47,49,51,52	18	66.7	3.7
C49. ACCEP. – OWN							
1. Specified	12,17,43,46	4	14.8		0	0	14.8
2. Not specified	1,4,6,8,10,11,13,20,21,22,24, 27,29,32,35,36,38,39,41,48,50, 53,54	23	85.2	2,3,5,7,9,14,15,16,18,19,23, 25,26,28,30,31,33,34,37,40,42, 44,45,47,49,51,52	27	100	14.8
C50. ACHIEVEMENT							
1. Specified	10,21,24,35,38,43,54	7	25.9	3,19,25,31,34,51	6	22.2	3.7
2. Not specified	1,4,6,8,11,12,13,17,20,22,27,29, 32,36,39,41,46,48,50,53	20	74.1	2,5,7,9,14,15,16,18,23,26,28, 30,33,37,40,42,44,45,47,49,52	21	77.8	3.7
C51. GOALS – OTHERS (list)							
1. Material object	20,22,27,29	4	14.8		0	0	14.8
2. Family unity		0	0	9,30,44,47	4	14.8	14.8
3. Accep – subculture		0	0	52	1	3.7	3.7

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TERM	Characters - Chinese	#	%	Characters - Japanese	#	%	% diff
1. Aggressive							
2. Alert	6	1	3.7	30,37,40	3	11.1	7.4
3. Ambitious	39,43	2	7.4	14	1	3.7	3.7
4. Argumentative	21	1	3.7		0	0	3.7
5. Arrogant							
6. Artistic	1,21	2	7.4	25,34,40,47	4	14.8	7.4
7. Boastful							
8. Brilliant							
9. Conceited							
10. Conservative	10,11	2	7.4	14	1	3.7	3.7
11. Conventional	21,39,50	3	11.1	28,47	2	7.4	3.7
12. Courteous	10,11,12,20,27,29,36,39, 41,43,46	11	40.7	3,14,25,28,30,33,34,40, 47	9	33.3	7.4
13. Cowardly							
14. Cruel							
15. Deceitful		0	0	16	1	3.7	3.7
16. Efficient							
17. Evasive							
18. Extremely nationalistic							
19. Faithful	53	1	3.7		0	0	3.7
20. Frivolous							
21. Generous	32	1	3.7	19,34	2	7.4	3.7
22. Gluttonous							
23. Grasping							
24. Gregarious							
25. Happy-go-lucky							
26. Honest	21,50	2	7.4	25	1	3.7	3.7
27. Humorless							

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TERM	Characters - Chinese	#	%	Characters - Japanese	#	%	% diff.
28. Ignorant							
29. Imaginative	21,48,53	3	11.1	2,40	2	7.4	3.7
30. Imitative							
31. Impulsive	29,39,50	3	11.1	15,47,52	3	11.1	0
32. Individualistic	46	1	3.7	5,14	2	7.4	3.7
33. Industrious	1,8,11,24,27,32,35,41, 43,53,54	11	40.7	9,14,16,25,26,28,30, 37	8	29.6	11.1
34. Intelligent	6,8,11,32,39,41,46,50, 53	9	33.3	3,14,28,30,31,34,40, 52	8	29.6	3.7
35. Jovial	41	1	3.7	16,18,19	3	11.1	7.4
36. Kind	17	1	3.7		0	0	3.7
37. Lazy							
38. Loud							
39. Loyal to family ties	6,8,20,43,46,53,54	7	25.9	3,14,28,37,44,45	6	22.2	3.7
40. Materialistic	11	1	3.7		0	0	3.7
41. Meditative							
42. Mercenary							
43. Methodical							
44. Musical	32	1	3.7	3	1	3.7	0
45. Naive							
46. Neat	43,53	2	7.4	3,25	2	7.4	0
47. Ostentatious							
48. Passionate							
49. Persistent	8,21,39,53,54	5	18.5	3,28,37,45	4	14.8	3.7
50. Physically dirty							
51. Pleasure-loving		0	0	25	1	3.7	3.7
52. Ponderous							
53. Practical	41	1	3.7	19	1	3.7	0

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TERM	Characters - Chinese	#	%	Characters - Japanese	#	%	% diff.
54. Progressive							
55. Pugnacious	50	1	3.7	47	1	3.7	0
56. Quarrelsome							
57. Quick-tempered	21,43	2	7.4	28	1	3.7	3.7
58. Quiet	4,13,20,21,27,36,39, 43,50,53,54	11	40.7	3,15,25,28,31,34,37,44, 47,52	10	37	3.7
59. Radical							
60. Reserved	8,20	2	7.4	3,47	2	7.4	0
61. Revengeful							
62. Rude							
63. Scientifically- minded							
64. Sensitive							
65. Sensual	50	1	3.7		0	0	3.7
66. Shrewd							
67. Slovenly	46	1	3.7		0	0	3.7
68. Sly		0	0	30	1	3.7	3.7
69. Sophisticated							
70. Sportsmanlike							
71. Stolid		0	0	3,5	2	7.4	7.4
72. Straightforward							
73. Stubborn	21	1	3.7	14,31	2	7.4	3.7
74. Stupid							
75. Suave							
76. Suggestible							
77. Superstitious	6,11,20,46,53	5	18.5	16,28	2	7.4	11.1
78. Suspicious							
79. Talkative	53	1	3.7		0	0	3.7
80. Tradition loving	20,24,46	3	11.1	28	1	3.7	7.4
81. Treacherous		0	0	5	1	3.7	3.7
82. Unreliable							

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TERM	Characters – Chinese	#	%	Characters – Japanese	#	%	% diff.
83. Very religious							
84. Witty							
TERM (OTHERS)							
85. Inscrutable	11,41,43	3	11.1	3,37,47	3	11.1	0
86. Myopic	17	1	3.7		0	0	3.7
87. Obedient	20,21,36,39,53	5	18.5	14,25,47	3	11.1	7.4
88. Respectful		0	0	28	1	3.7	3.7
89. Mysterious	32	1	3.7	47	1	3.7	0
90. Submissive	39,53	2	7.4	44,45,47	3	11.1	3.7
91. Brave	12,36,39,43,50	5	18.5	5,28,37,44,45,47	6	22.2	3.7
92. Curious	7	1	3.7	23,37,52	3	11.1	7.4
93. Patient	8,53,54	3	11.1	40,44,45,47	4	14.8	3.7
94. Proud	11,13,21,36,43,46,50, 53,54	9	33.3	16,26,28,37,44,45, 47	7	25.9	7.4
95. Responsible	36,41	2	7.4	14,19,26	3	11.1	3.7
96. Shy	29,53	2	7.4	23,34,47,52	4	14.8	7.4
97. Delicate	11,50	2	7.4	25,26,47,51	4	14.8	7.4
98. Impatient	54	1	3.7	28,52	2	7.4	3.7
99. Rebellious		0	0	28	1	3.7	3.7
100. Smiling	32,38,41	3	11.1	31,34	2	7.4	3.7
101. Serious	41,43	2	7.4	40,47	2	7.4	0
102. Calm	39	1	3.7	37,40,47	3	11.1	7.4
103. Clumsy	54	1	3.7		0	0	3.7
104. Dexterous	21	1	3.7		0	0	3.7
105. Philosophical	32	1	3.7		0	0	3.7

CROSS-TABULATION OF DATA:
CHARACTERS IN WORKS BY ASIAN AMERICAN AUTHORS VERSUS
CHARACTERS IN WORKS BY NON-ASIAN AMERICAN AUTHORS

Comparison groups: Asian American authors (15)
Non-Asian American authors (39)

	Characters Asian-American authors	#	%	Characters Non-Asian American authors	#	%	% diff.
C1. CHARACTER'S RACIAL ORIGIN							
1. Chinese	11,46,50,53,54	5	33.3	1,4,6,8,10,12,13,17,20,21,22,24, 27,29,32,35,36,38,39,41,43,48	22	56.4	23.1
2. Japanese	18,19,23,26,33,37,42,44,45,49	10	66.7	2,3,5,7,9,14,15,16,25,28,30,31 34,40,47,51,52	17	43.6	23.1
C2. AUTHOR'S ETHNIC BACKGROUND							
1. Asian American	11,18,19,23,26,33,37,42,44,45, 46,49,50,53,54	15	--				
2. Non-Asian American				1,2,3,4,5,6,7,8,9,10,12,13,14, 15,16,17,20,21,22,24,25,27,28, 29,30,31,32,34,35,36,38,39,40, 41,43,47,48,51,52	39	--	
C3. TYPE OF BOOK							
1. Easy	23,33,42,49	4	26.7	2,4,7,9,15,17,22,24,27,32,35,38,45	13	33.3	6.6
2. Fiction	11,18,19,26,37,44,45,46,50,53,54	11	73.3	1,3,5,6,8,10,12,13,14,16,20,21,25 28,29,30,31,34,36,39,40,41,43,47, 51,52	26	66.7	6.6
C4. PUBLICATION DATE							
1. Prior to 1970	11,18,19,23,26,42,49	7	46.7	2,3,4,5,6,7,9,12,13,14,15,16,17, 20,21,22,25,27,28,30,32,34,36, 38,39,41,43,47,51	29	74.4	27.7
2. Since 1970	33,37,44,45,46,50,53,54	8	53.3	1,8,10,24,29,31,35,40,48,52	10	25.6	27.7
C5. TIME PERIOD							
1. 1800s	11,37	2	13.3		0	0	13.3
2. 1900-1939	53	1	6.7	8,28,43	3	7.7	1.0
3. 1940s	44,45	2	13.3	3,5	2	5.1	8.2
4. 1950s	18,26,42,50	4	26.7	12,16,17,21,36	5	22.8	3.9
5. 1960s	19,23,46,49	4	26.7	2,4,6,7,9,13,14,15,20,22,25,27, 30,32,34,38,39,41,47,51	20	51.3	24.6
6. 1970s	33,54	2	13.3	1,10,24,29,31,35,40,48,52	9	23.1	9.8
C6. GEOGRAPHICAL SETTING							
1. East Coast	42	1	6.7	1,15,29,31,32,40,41	7	17.9	11.2
2. West Coast	11,18,19,26,33,37,45,46,49,53,54	11	73.3	4,5,6,8,12,14,16,17,20,21,22,24 25,27,28,30,34,35,36,39	20	51.3	2.2
3. Midwest	44,50	2	13.3	2,3,43,47	4	10.3	3.0
4. South		0	0	7	1	2.6	2.6
5. Hawaii		0	0	52	1	2.6	2.6
6. Not specified	23	1	6.7	9,10,13,38,48,51	6	15.3	8.6

	Characters Asian-American authors	#	%	Characters Non-Asian American authors	#	%	% diff.
C7. INNER-CITY COMMUNITY				4,6,8,10,12,17,20,21,22,24,25,27,			
1. Specified	46,53,54	3	20	29,30,32,35,36,39,43	19	48.7	28.7
2. Not specified	11,18,19,23,26,33,37,42,44, 45,49,50	12	80	1,2,3,5,7,9,13,14,15,16,23,31,34, 38,40,41,47,48,51,52	20	51.3	28.7
C8. SEX				2,3,5,6,7,9,14,22,25,29,34,38,39,			
1. Female	11,18,26,33,42,44,45,46,49,50	10	66.7	40,48,51	16	41	25.7
2. Male	19,23,37,53,54	5	33.3	1,4,8,10,12,13,15,16,17,20,21,24, 27,28,30,31,32,35,36,41,43,48,52	23	59	25.7
C9. AGE							
1. Preschool	23,42	2	13.3	22	1	2.6	10.7
2. Elementary	18,19,26,33,37,44,45,46,49,53	10	66.7	1,2,4,6,7,9,10,12,13,15,16,20,21 25,27,29,30,34,35,36,38,39,40,48, 51	25	64.1	2.6
3. Teen	11,50,54	3	20	3,5,8,14,28,31,41,43,47,52	10	25.6	5.6
4. Adult		0	0	17,24,52	3	7.7	7.7
5. Not specified		0	0		0	0	0
C10. SHAPE OF EYES				2,4,5,6,7,8,9,10,12,13,14,15,20,			
1. Slanted	19,33,37,42,44,46	6	40	21,22,24,25,27,28,29,30,31,32,34, 35,36,38,39,41,43,47,51	32	82.1	42.1
2. Not specified	11,18,23,25,45,49,50,53,54	9	60	1,3,16,17,40,48,52	7	17.9	42.1
C11. COLOR OF SKIN							
1. Dark or yellow	45,46,53	3	20	8,14,16,28,35,47	6	15.4	4.6
2. Not specified	11,18,19,23,26,33,37,42,44,49,50, 54	12	80	1,2,3,4,5,6,7,9,10,12,13,15,17, 20,21,22,24,25,27,29,30,31,32,34, 36,38,39,40,41,43,48,51,52	33	84.6	4.6
C12. COLOR OF HAIR				1,2,3,4,5,6,7,9,10,12,13,14,15,16,			
1. Black	11,18,19,26,33,37,42,44,45,49	10	66.7	20,21,22,25,27,29,30,34,35,36,38, 39,41,43,47,48,51,52	32	82.1	15.4
2. Not specified	23,46,50,53,54	5	33.3	8,17,24,28,31,32,40	7	17.9	15.4
C13. TEETH							
1. Buck		0	0	21	1	2.6	2.6
2. Not specified	11,18,19,23,26,33,37,42,44,45, 46,49,50,53,54	15	100	1,2,3,4,5,6,7,8,9,10,12,13,14,15, 16,17,20,22,24,25,27,28,29,30,31, 32,34,35,36,38,39,40,41,43,47,48, 51,52	38	97.4	2.6
C14. CLOTHING							
1. Traditional	11,53	2	13.4	4,22,24,25	4	10.2	3.2
2. Modern	19,23,26,35,42,44,45,46,49,50,54	11	73.3	1,2,3,5,6,7,9,10,12,13,14,15,16, 17,27,29,30,31,35,36,38,40,41,43, 48,52	26	66.7	6.6
3. Mixed	18,37	2	13.3	8,20,21,28,32,34,39,47,51	9	23.1	9.8
4. Not specified		0	0		0	0	0

	Characters Asian-American authors	#	%	Characters Non-Asian American authors	#	%	% diff.
C15. OCCUP - CHILD CHARACTER							
1. Student	18,19,26,33,42,44,45,46,49, 50,53,54	12	80	1,2,3,5,6,8,10,13,14,15,16,20,21, 27,29,30,31,34,35,36,39,40,41,43, 47,48,52	27	68.2	10.8
2. Others - laborer	11	1	6.7	28	1	2.6	4.1
3. Not specified/applicable	23,37	2	13.4	4,7,9,12,17,22,24,25,32,38,51	11	28.2	14.8
C16. OCCUP - MAJOR BREADWINNER ADULT CHARACTER							
1. Professional	33,44	2	13.2	3,31,40,41,47	5	12.7	.5
2. Semi-professional		0	0	16	1	2.6	2.6
3. Clerks, kindred workers	54	1	6.7		0	0	6.7
4. Skilled workers		0	0		0	0	0
5. Proprietors of small businesses	19,26,45,50	4	26.7	1,2,5,6,7,8,9,10,15,17,20,21,22, 24,25,26,32,34,38,39,43,52	22	56.4	29.7
6. Semi-skilled workers		0	0	36	1	2.6	2.6
7. Unskilled workers	11,37,46,53	4	26.7	12,14,28,29	4	10.3	16.4
8. Not specified	18,23,42,49	4	26.7	4,13,27,35,48,51	6	15.4	11.3
C17. ECONOMIC STATUS							
1. Wealthy		0	0		0	0	0
2. Comfortable	18,19,26,33,44	5	33.3	2,5,7,10,16,21,25,30,31,34,39, 40,47	13	33.3	0
3. Adequate	45,54	2	13.3	3,4,6,9,12,14,15,20,27,29,32, 36,43,52	14	35.9	22.6
4. Poor	11,37,46,50,53	5	33.3	1,8,28,35	4	10.3	23
5. Not specified	23,42,49	3	20.1	13,17,22,24,38,41,48,51	8	20.5	.5
C18. SOCIAL CLASS							
1. Upper		0	0		0	0	0
2. Middle	18,19,26,33,44	5	33.3	2,3,5,6,7,10,16,21,25,30,31,34, 39,40,41,47	16	41	7.7
3. Lower	11,37,45,46,50,53,54	7	46.7	1,8,12,14,15,20,28,29,32,35,36, 43,52	13	33.3	13.4
4. Not specified	23,42,49	3	20	4,9,13,17,22,24,27,38,48,51	10	25.7	5.7
C19. CEREMONIES/HOLIDAYS							
1. Asian	18,33,53	3	20	1,4,6,8,17,20,21,22,24,25,28, 29,30,32,35,36,39,43,51	19	48.7	28.7
2. Non-Asian	23,45,46,49,50	5	33.3	3,5,40	3	7.7	25.6
3. Mixed	26,37,44	3	20	14,16,34,47	4	10.3	9.7
4. Not specified	11,19,42,54	4	26.7	2,7,9,10,12,13,15,27,31,38,41, 48,52	13	33.3	6.6
C20. RECREATION							
1. Asian		0	0	6,24,27,51	4	10.3	10.3
2. Non-Asian	18,26,33,50,54	6	40	1,3,5,10,20,22,40,43,47,52	10	25.6	14.4
3. Mixed		0	0	4,12,16,21,29,30,31,32,34,36	10	25.6	25.6
4. Not specified	11,19,23,37,42,44,45,49,53	9	60	2,7,8,9,13,14,15,17,25,28,35, 38,39,41,48	15	38.5	21.5

	Characters Asian-American authors	#	%	Characters Non-Asian American authors	#	%	% diff.
C21. FOOD							
1. Asian		0	0	4,6,8,10,22,24,27,29,32,43	10	25.6	25.6
2. Non-Asian	19,33,42	3	20	2,3,5,7,9,15,38,40,48,52	10	25.6	5.6
3. Mixed	11,18,26,37,44,45,46,49,50, 53,54	11	73.3	1,16,20,21,25,28,30,34,35,36 39,41,44,46,47	15	38.5	34.8
4. Not specified	23	1	6.7	13,17,31,51	4	10.3	3.6
C22. ASIAN CULTURE - OTHERS (list)							
1. Language school	46	1	6.7	6,20,21,22,27,29,30,36,39	9	23.1	16.4
2. Arts, crafts	26	1	6.7	1,4,25,28,34	5	12.8	6.1
3. Social customs	11,50	2	13.3	8,14,43	3	7.7	5.6
4. Legends, lore	53	1	6.7	24,38	2	5.1	1.6
C23. LAW/ORDER							
1. High	19,37,44,45	4	26.7	8,9,16,30,39,43	6	15.4	16.3
2. Low	53	1	6.7		0	0	6.7
3. Not specified	11,18,23,26,33,42,46,49, 50,54	10	66.6	1,2,3,4,5,6,7,10,12,13,14,15,17 20,21,22,24,25,27,28,29,31,32,34, 35,36,38,40,41,47,48,51,52	33	84.6	18.
C24. MONEY, MATERIAL GOODS							
1. High	11,37	2	13.3	9,20,21,28,35,36,39,40,41,43	10	25.6	12.3
2. Low	46,53	2	13.3	14	1	2.6	10.7
3. Not specified	18,19,23,26,33,42,44,45,49, 50,54	11	73.4	1,2,3,4,5,6,7,8,10,12,13,15,16, 17,22,24,25,27,29,30,31,32,34,35, 47,48,51,52	28	71.8	1.6
C25. RELIGION							
1. High	19,33,37,45,53	5	33.3	5,8,14,20,24,28,32,39,43,52	10	25.6	7.7
2. Low	50	1	6.7		0	0	6.7
3. Not specified	11,18,23,26,42,44,46,49,54	9	60	1,2,3,4,6,7,9,10,12,13,15,16, 17,21,22,25,27,29,30,31,34,35, 36,38,40,41,47,48,51	29	74.4	14.4
C26. FAMILY HONOR/FILIAL PIETY							
1. High	11,26,37,44,45,46,50,53	8	53.3	1,2,3,6,8,10,12,13,14,20,21,28, 29,34,35,36,39,43,47,51	20	51.3	2.0
2. Low		0	0		0	0	0
3. Not specified	18,19,23,33,42,49,54	7	46.7	4,5,7,9,15,16,17,22,24,25,27, 30,31,32,38,40,41,48,52	19	48.7	2.0
C27. NATURE							
1. High	18,19,26,37,44,45,46,49,54	9	60	2,5,7,9,15,16,17,21,24,25,27,28, 34,36,47,48,52	17	43.6	16.4
2. Low		0	0		0	0	0
3. Not specified	11,23,33,42,50,53	6	40	1,3,4,6,8,10,12,13,15,20,22,29, 30,31,32,35,38,39,40,41,43,51	22	56.4	16.4
C28. SUPERSTITION							
1. High	11,37,46,53	4	26.7	6,8,16,20,28,34,35,36,43	9	23.1	3.6
2. Low		0	0	47	1	2.6	2.6
3. Not specified	18,19,23,26,33,42,44,45,49, 50,54	11	73.3	1,2,3,4,5,7,10,12,13,14,15,17, 21,22,24,25,27,29,30,31,32,38, 39,40,41,48,51,52		29 74.3	1.0

Characters Asian American authors	#	%	Characters Non-Asian American authors	#	%	% diff.
C29. SCHOOL						
1. High	18,50	2	13.3	2,3,34,36,43	5	12.8	.5
2. Low	26,46	2	13.3	1	1	2.6	10.7
3. Not specified	11,19,23,33,37,42,44,45,49, 53,54	11	73.4	4,5,6,7,8,9,10,12,13,14,15,16, 17,20,21,22,24,25,27,28,29,30, 31,32,35,38,39,40,41,47,48,51, 52	33	84.6	11.2
C30. ATTITUDES TOWARD MISC. (list)						
1. Imp. of male	11,37	2	13.3	6,8,14,16,39,43	6	15.4	2.1
C31. ATTITUDES TOWARD FAMILY	11,18,19,23,26,33,37,44,45,46,			2,3,4,5,6,7,8,9,10,12,13,14,			
1. Approval	49,50,53,54	14	93.3	16,20,21,25,27,28,29,30,34,36, 38,39,40,43,47,51,52	29	74.4	18.9
2. Disapproval	46	1	6.7		0	0	6.7
3. Not specified	42	1	6.7	1,15,17,22,24,31,32,35,41,48	10	25.6	18.9
C32. ATTITUDES TOWARD ASIAN PEERS	11,18,19,23,33,37,44,45,46,			5,12,14,21,25,28,29,30,32,36,			
1. Approval	53,54	11	73.3	43,47,50	12	30.8	42.5
2. Disapproval	46	1	6.7	6	1	2.6	4.1
3. Not specified	26,42,49,53	4	26.7	1,2,3,4,7,8,9,10,13,15,16,17,20, 22,24,27,31,34,35,38,39,40,41, 48,51,52	26	66.6	39.9
C.33 ATTITUDES TOWARD NON-ASIAN **PEERS**				2,3,4,5,7,8,12,13,15,16,21,31,			
1. Approval	18,19,26,44,53,54	6	40	34,36,39,40,41,47,52	19	48.7	8.7
2. Disapproval	50	1	6.7		0	0	6.7
3. Not specified	11,23,33,37,42,45,46,49	8	53.3	1,6,9,10,14,17,20,22,24,25,27, 28,29,30,32,35,38,43,48,51	20	51.3	2.0
C34. ATTITUDES TOWARD ASIAN **AUTHORITIES**							
1. Approval	11,26,33,44,50,53	6	40	1,8,25,30,43	5	12.8	27.2
2. Disapproval	46	1	6.7		0	0	6.7
3. Not specified	18,19,23,37,42,45,49,54	8	53.3	2,3,4,5,6,7,9,10,12,13,14,15,16, 17,20,21,22,24,27,28,29,31,32,34, 35,36,38,39,40,41,47,48,51,52	34	87.2	33.9
C35. ATTITUDES TOWARD NON-ASIAN **AUTHORITIES**							
1. Approval	11,18,19,37	4	26.7	1,5,9,10,13,14,16,29,34,35,36,39	12	30.8	4.1
2. Disapproval	53	1	67	52	1	2.6	4.1
3. Not specified	23,26,33,42,44,45,46,49,50,54	10	66.6	2,3,4,6,7,8,12,15,17,20,21,22,24, 25,27,28,30,31,32,38,40,41,43,47, 48,51	26	66.6	0
C36. ATTITUDES TOWARD OTHER ASIANS							
1. Approval	26,33,37,44,45,46,53,54	8	53.3	17,21,22,24,27,28,30,31,36,38,39	11	28.2	25.1
2. Disapproval	23,50	2	13.3	52	1	2.6	10.7

	Characters Asian American authors	#	%	Characters Non-Asian American authors	#	%	% diff.
3. Not specified	11,18,19,42,49	5	33.4	1,2,3,4,5,6,7,8,9,10,12,13,14,15, 16,20,29,32,34,35,40,41,43,47,48, 51	27	69.2	35.8
C37. ATTITUDES TOWARD OTHER **NON-ASIANS** 1. Approval	19,26,37,44,45,53	6	40	7,12,15,28,29,32,34,39,40,41,47, 52	12	30.8	9.2
2. Disapproval	23,50	2	13.3	8	1	2.6	10.7
3. Not specified	11,18,33,42,46,49,54	7	46.7	1,2,3,4,5,6,9,10,13,14,16,17,20, 21,22,24,25,27,30,31,35,36,38, 43,48,51	26	66.6	19.9
C38. PERCEIVED BY FAMILY 1. Approval	18,19,23,26,33,37,44,45,46, 50,53,54	12	80	1,2,4,5,6,8,9,10,12,13,14,15,16, 20,21,22,25,27,28,29,30,34,36, 38,39,40,41,43,47,51,52	31	79.5	.5
2. Disapproval	46	1	6.7	35	1	2.6	4.1
3. Not specified	11,42,49	3	20	3,7,17,24,31,32,48	7	17.9	2.1
C39. PERCEIVED BY ASIAN PEERS 1. Approval	11,18,19,23,33,37,44,45,46,50	10	66.7	5,13,14,21,25,28,29,32,36,39,43, 47	12	30.8	35.9
2. Disapproval	46	1	6.7	54	1	2.6	4.1
3. Not specified	26,42,49,53	4	26.6	1,2,3,4,6,7,8,9,10,13,15,16,17, 20,22,24,27,30,31,34,35,38,40,41, 48,51,52	27	69.2	42.6
C40. PERCEIVED BY NON-ASIAN PEERS 1. Approval	18,19,26,44,53,54	6	40	1,2,3,4,5,7,8,12,13,16,21,31,34, 36,39,40,41,47,52	19	48.7	8.7
2. Disapproval		0	0		0	0	0
3. Not specified	11,23,33,37,42,45,46,49,50	9	60	6,9,10,14,15,17,20,22,24,25,27, 28,29,30,32,35,38,43,48,51	20	51.3	8.7
C41. PERCEIVED BY ASIAN **AUTHORITIES** 1. Approval	33,50,53	3	20	8,25,30,36,39,43	6	15.3	4.7
2. Disapproval	46	1	6.7	35	1	2.6	4.1
3. Not specified	11,18,19,23,26,37,42,44,45,49,54	11	73.3	1,2,3,4,5,6,7,9,10,12,13,14,15,16, 17,20,21,22,24,27,28,29,31,32,34, 38,40,41,47,48,51,52	32	82.1	8.8
C42. PERCEIVED BY NON-ASIAN **AUTHORITIES** 1. Approval	11,18,37,44,50	5	33.3	1,3,5,10,13,14,16.21.29,31,34, 35,39	13	33.3	0
2. Disapproval		0	0	8,17	2	5.2	5.2
3. Not specified	19,23,26,33,42,45,46,49,53,54	10	66.7	2,4,6,7,9,12,15,20,22,24,25,27, 28,30,32,36,38,40,41,43,47,48, 51,52	24	61.5	5.2

APPENDIX I (continued)

	Characters Asian American authors	#	%	Characters Non-Asian American authors	#	%	% diff.
C43. PERCEIVED BY OTHER ASIANS							
1. Approval	11,26,33,37,44,45,46,50,53,54	10	66.7	6,12,17,22,24,27,28,30,35,36,38,39	12	30.8	35.9
2. Disapproval		0	0		0	0	0
3. Not specified	18,19,23,42,43	5	33.3	1,2,3,4,5,7,8,9,10,13,14,15,16,20,21,25,29,31,32,34,40,41,43,47,48,51,52	27	69.2	35.9
C44. PERCEIVED BY OTHER NON-ASIANS							
1. Approval	19,26,37,44,45,46,50,53	8	53.3	8,12,15,28,29,31,32,36,39,40,43,47,52	13	33.3	20
2. Disapproval		0	0	16	1	2.6	2.6
3. Not specified	11,18,23,33,42,49,54	7	46.7	1,2,3,4,5,6,7,9,10,13,14,17,20,21,22,24,25,27,30,34,35,38,41,48,51	25	64.1	17.4
C45. SELF-REALIZATION							
1. Specified	37,44,45,46,50,53,54	7	46.7	1,3,5,6,8,14,16,21,28,29,34,36,39,40,47,48,52	17	43.6	3.1
2. Not specified	11,18,19,23,26,33,42,49	8	53.3	2,4,7,9,10,12,13,15,17,20,22,24,25,27,30,31,32,35,38,41,43,51	22	56.4	3.1
C46. ADVANCEMENT							
1. Specified	11,37	2	13.3	21,28,40,43	4	10.3	3.0
2. Not specified	18,19,23,26,33,42,44,45,46,49,50,53,54	13	86.7	1,2,3,4,5,6,7,8,9,10,12,13,14,15,16,17,20,22,24,25,27,29,30,31,32,34,35,36,38,39,41,47,48,51,52	35	89.7	3.0
C47. EDUCATION							
1. Specified	37,50,53	3	20	3,5,6,8,28,31,36,43	8	20.5	.5
2. Not specified	11,18,19,23,26,33,42,44,45,46,49,54	12	80	1,2,4,7,9,10,12,13,14,15,16,17,20,21,22,24,25,27,29,30,32,34,35,38,39,40,41,47,48,51,52	31	79.5	.5
C48. ACCEP - DOMINANT							
1. Specified	18,26,50,53	4	26.7	2,3,4,5,7,12,13,15,16,21,34,39,41	13	33.3	6.6
2. Not specified	11,19,23,33,37,42,44,45,46,49,54	11	73.3	2,6,8,9,10,14,17,20,22,24,25,27,28,29,30,31,32,35,36,38,40,43,47,48,51,52	26	66.7	6.6
C49. ACCEP - OWN							
1. Specified	46	1	6.7	12,17,43	3	7.7	1.0
2. Not specified	11,18,19,23,26,33,37,42,44,45,49,50,53,54	14	93.3	1,2,3,4,5,6,7,8,9,10,13,14,15,16,20,21,22,24,25,27,28,29,30,31,32,34,35,36,38,39,40,41,47,48,51,52	36	92.3	1.0
C50. ACHIEVEMENT							
1. Specified	19,54	2	13.3	3,10,21,24,25,31,34,35,38,43,51	11	28.2	14.9
2. Not specified	11,18,23,26,33,37,42,44,45,46,49,50,53	13	86.7	1,2,4,5,6,7,8,9,12,13,14,15,16,17,20,22,27,28,29,30,32,36,39,40,41,47,48,52	28	71.8	14.9

	Characters Asian American authors	#	%	Characters Non-Asian American authors	#	%	% diff.
C51. GOALS - OTHERS (list)							
1. Material object		0	0	20,22,27,29	4	10.3	10.3
2. Family unity	44	1	6.7	9,30,47	3	7.7	1.0
3. Accep - subculture		0	0	52	1	2.6	2.6

APPENDIX I (continued)

Katz and Braly List of Stereotypes

TERM	Characters – Asian American authors	#	%	Characters – Non-Asian American authors	#	%	% diff.
1. Aggressive							
2. Alert	37	1	6.7	6,30,40	3	7.7	1.0
3. Ambitious		0	0	14,39,43	3	7.7	7.7
4. Argumentative		0	0	21	1	2.6	2.6
5. Arrogant							
6. Artistic		0	0	1,21,25,34,40,47	6	15.4	15.4
7. Boastful							
8. Brilliant							
9. Conceited							
10. Conservative	11	1	6.7	10,14	2	5.1	1.6
11. Conventional	50	1	6.7	21,28,39,47	4	10.3	3.6
12. Courteous	11,33,46	3	20	3,10,12,14,20,25,27,28, 29,30,34,36,39,40,41, 43,47	17	43.6	23.6
13. Cowardly							
14. Cruel							
15. Deceitful		0	0	16	1	2.6	2.6
16. Efficient							
17. Evasive							
18. Extremely nationalistic							
19. Faithful	53	1	6.7		0	0	6.7
20. Frivolous							
21. Generous	19	1	6.7	32,34	2	5.1	1.6
22. Gluttonous							
23. Grasping							
24. Gregarious							
25. Happy-go-lucky							

APPENDIX I (continued)

Katz and Braly List of Stereotypes

TERM	Characters – Asian American authors	#	%	Characters – Non-Asian American authors	#	%	% diff.
26. Honest	50	1	6.7	21,25	2	5.1	1.6
27. Humorless							
28. Ignorant							
29. Imaginative	53	1	6.7	2,21,40,48	4	10.3	3.6
30. Imitative							
31. Impulsive	50	1	6.7	15,29,39,47,52	5	12.8	6.1
32. Individualistic	46	1	6.7	5,14	2	5.1	1.6
33. Industrious	11,26,53,54	4	26.7	1,8,9,14,16,21,25,27,28, 30,32,35,37,41,43	15	38.5	11.8
34. Intelligent	11,46,50,53	4	26.7	3,6,8,14,28,30,31,32,34, 39,40,41,52	13	33.3	6.6
35. Jovial	18,19	2	13.3	16,41	2	5.1	8.2
36. Kind		0	0	17	1	2.6	2.6
37. Lazy							
38. Loud							
39. Loyal to family ties	37,44,45,46,53,54	6	40	3,6,8,14,20,28,43	7	17.9	22.1
40. Materialistic	11	1	6.7		0	0	6.7
41. Meditative							
42. Mercenary							
43. Methodical							
44. Musical		0	0	3,32	2	5.1	5.1
45. Naive							
46. Neat	53	1	6.7	3,25,43	3	7.7	1.0
47. Ostentatious							
48. Passionate							
49. Persistent	37,45,53,54	4	26.7	3,8,21,28,39	5	12.8	13.9
50. Physically dirty							

APPENDIX I (continued)

Katz and Braly List of Stereotypes

TERM	Characters - Asian American authors	#	%	Characters - Non-Asian American authors	#	%	% diff.
51. Pleasure-loving		0	0	25	1	2.6	2.6
52. Ponderous							
53. Practical	19	1	6.7	41	1	2.6	4.1
54. Progressive							
55. Pugnacious	50	1	6.7	47	1	2.6	4.1
56. Quarrelsome							
57. Quick-tempered		0	0	21,28,43	3	7.7	7.7
58. Quiet	37,44,50,53,54	5	33.3	3,4,13,15,20,21,25,27, 28,31,34,36,39,43,47,52	16	41	7.7
59. Radical							
60. Reserved		0	0	3,8,20,47	4	10.3	10.3
61. Revengeful							
62. Rude							
63. Scientifically- minded							
64. Sensitive							
65. Sensual	50	1	6.7		0	0	6.7
66. Shrewd							
67. Slovenly	46	1	6.7		0	0	6.7
68. Sly		0	0	30	1	2.6	2.6
69. Sophisticated							
70. Sportsmanlike							
71. Stolid		0	0	3,5	2	5.1	5.1
72. Straightforward							
73. Stubborn		0	0	14,21,31	3	7.7	7.7
74. Stupid							
75. Suave							
76. Suggestible							
77. Superstitious	11,46,53	3	20	6,16,20,28	4	10.3	9.7

APPENDIX I (continued)

Katz and Braly List of Stereotypes

TERM	Characters - Asian American authors	#	%	Characters - Non-Asian American authors	#	%	% diff.
78. Suspicious							
79. Talkative	53	1	6.7		0	0	6.7
80. Tradition-loving	46	1	6.7	20,24,28	3	7.7	1.0
81. Treacherous		0	0	5	1	2.6	2.6
82. Unreliable							
83. Very religious							
84. Witty							
TERM (OTHERS)							
85. Inscrutable	11,37	2	13.3	3,41,43,47	4	10.3	3.0
86. Myopic		0	0	17	1	2.6	2.6
87. Obedient	53	1	6.7	14,20,21,25,36,39,47	7	17.9	11.2
88. Respectful		0	0	28	1	2.6	2.6
89. Mysterious		0	0	32,47	2	5.1	5.1
90. Submissive	45,53	2	13.3	39,44,47	3	7.7	5.6
91. Brave	37,44,45,50	4	26.7	5,12,28,36,39,43,47	7	17.9	7.8
92. Curious	23,37	2	13.3	7,52	2	5.1	8.2
93. Patient	44,45,53,54	4	26.7	8,40,47	3	7.7	19
94. Proud	11,26,37,44,46,50,53,54	9	60	13,16,21,28,36,43,47	7	17.9	42.1
95. Responsible	19,26	2	13.3	14,36,41	3	7.7	5.6
96. Shy	23,53	2	13.3	29,34,47,52	4	10.3	3.0
97. Delicate	11,26	2	13.3	25,47,50,51	4	10.3	3.0
98. Impatient	54	1	6.7	28,52	2	5.1	1.6
99. Rebellious		0	0	28	1	2.6	2.6
100. Smiling		0	0	31,32,34,38,41	5	12.8	12.8
101. Serious		0	0	40,41,43,47	4	10.3	10.3
102. Calm	37	1	6.7	39,40,47	3	7.7	1.0
103. Clumsy	54	1	6.7		0	0	6.7
104. Dexterous		0	0	21	1	2.6	2.6
105. Philosophical		0	0	32	1	2.6	2.6

APPENDIX J

CROSS-TABULATION OF DATA: CHARACTERS IN WORKS PUBLISHED PRIOR TO 1970

VERSUS CHARACTERS IN WORKS PUBLISHED SINCE 1970

Comparison groups: Books published prior to 1970 (36)
Books published since 1970 (18)

	Characters – prior to 1970	#	%	Characters – since 1970	#	%	% diff.
C1. CHARACTER'S RACIAL ORIGIN	4,6,11,12,13,17,20,21,22,27,32,						
1. Chinese	36,38,39,41,43	16	44.4	1,8,10,24,29,35,46,48,50,53,54	11	61.1	16.7
2. Japanese	2,3,5,7,9,14,15,16,18,19,23,25,26,						
	28,30,34,42,47,49,51	20	55.6	31,33,37,40,44,45,52	7	38.9	16.7
C2. AUTHOR'S ETHNIC BACKGROUND							
1. Asian American	11,18,19,23,26,42,49	7	19.4	33,37,44,45,46,50,53,54	8	44.4	25
2. Non-Asian American	2,3,4,5,6,7,9,12,13,14,15,16,17,			1,8,10,24,29,31,35,40,48,			
	20,21,22,25,27,28,30,32,34,36,38,	29	80.6	52	10	55.6	25
	39,41,43,47,51						
C3 TYPE OF BOOK							
1. Easy	2,4,7,9,15,17,22,23,27,32,38,42,49	13	36.1	24,33,35,48	4	22.2	13.9
2. Fiction	3,5,6,11,12,13,14,16,18,19,20,21,			1,8,10,29,31,37,40,44,45,46,50,			
	25,26,28,30,34,36,39,41,43,47,51	23	63.9	52,53,54	14	77.8	13.9
C4. PUBLICATION DATE	2,3,4,5,6,7,9,11,12,13,14,15,16,17,						
1. Prior to 1970	18,19,20,21,22,23,25,26,27,28,30,						
	32,34,36,38,39,41,42,43,47,49,51	36	--				
2. Since 1970				1,8,10,24,29,31,33,35,37,40,44,			
				45,46,48,50,52,53	18	--	
C5. TIME PERIOD							
1. 1800s	11	1	2.8	37	1	5.6	2.8
2. 1900-1939	28,43	2	5.6	8,53	2	11.1	5.5
3. 1940s	3,5	2	5.6	44,45	2	11.1	5.5
4. 1950s	12,16,17,18,21,26,36,42	8	22.2		0	0	22.2
5. 1960s	2,4,6,7,9,13,14,15,19,20,22,23,25,						
	27,30,32,34,38,39,41,47,49,51	23	63.9		0	0	63.9
6. 1970s		0	0	1,10,24,29,31,33,35,40,46,48,			
				50,52,54	13	72.2	72.2
C6. GEOGRAPHICAL SETTING							
1. East Coast	15,32,41,42	4	11.1	1,29,31,40	4	22.2	11.1
2. West Coast	4,5,6,11,12,14,16,17,18,19,20,21,						
	22,25,26,27,28,30,34,36,39,49	22	61.1	9,24,33,35,37,45,46,53,54	9	50	11.1
3. Midwest	2,3,43,47	4	11.1	44,50	2	11.1	0
4. South	7	1	2.8		0	0	2.8
5. Hawaii		0	0	52	1	5.6	5.6
6. Not specified	9,13,23,38,51	5	13.9	10,48	2	11.1	2.8

	Characters - prior to 1970	#	%	Characters - since 1970	#	%	% diff.
C7. INNER-CITY COMMUNITY	4,6,12,17,20,21,22,25,27,30,32,						
1. Specified	36,39,43	14	38.9	8,10,24,29,35,46,53,54	8	44.4	5.5
2. Not specified	2,3,5,7,9,11,13,14,15,16,18,19,						
	23,26,28,34,38,41,42,47,49,51	22	61.1	1,31,33,37 40,44,45,48,50,52	10	55.6	5.5
C8. SEX	2,3,5,6,7,9,11,14,18,22,25,26,34,						
1. Female	38,39,42,47,49,51	19	52.8	29,33,40,44,45,46,50	7	38.9	13.9
2. Male	4,12,13,15,16,17,19,20,21,23,27,						
	28,30,32,36,41,43	17	47.2	1,8,10,24,31,35,37,48,52,53,54	11	61.1	13.9
C9 AGE							
1. Preschool	22,23,42	3	8.3		0	0	8.3
2. Elementary	2,4,6,7,9,12,13,15,16,18,19,20,			1,10,29,33,35,37,40,44,45,46,			
	21,25,26,27,30,34,36,38,39,49,51	23	63.9	48,53	12	66.6	2.7
3. Teen	3,5,11,14,28,41,43,47	8	22.2	8,31,50,52,54	5	27.8	5.6
4. Adult	17,32	2	5.6	24	1	5.6	0
5. Not specified		0	0		0	0	0
C10. SHAPE OF EYES	2,4,5,6,7,9,12,13,14,15,19,20,21,						
1. Slanted	22,25,27,28,30,32,34,36,38,39,41,	28	77.8	8,10,24,29,31,33,35,37,44,46	10	55.6	22.2
	42,43,47,51						
2. Not specified	3,11,16,17,18,23,26,49	8	22.2	1,40,45,48,50,52,53,54	8	44.4	27.8
C11. COLOR OF SKIN							
1. Dark or yellow	14,16,28,47	4	11.1	8,35,45,46,53	5	17.8	6.7
2. Not specified	2,3,4,5,6,7,9,11,12,13,15,17,18,			1,10,24,29,31,33,37,40,44,48,			
	19,20,21,22,23,25,26,27,30,32,34,	32	88.9	50,52,54	13	72.2	16.7
	36,38,39,41,42,43,49,51						
C12. COLOR OF HAIR	2,3,4,5,6,7,9,11,12,13,14,15,16,						
1. Black	18,19,20,21,22,25,26,27,30,34,	32	88.9	1,10,29,33,35,37,44,45,48,52	10	55.6	33.3
	36,38,39,41,42,43,47,49,51						
2. Not specified	17,23,28,32	4	11.1	8,24,31,40,46,50,53,54	8	44.4	33.3
C13. TEETH							
1. Buck	21	1	2.8		0	0	2.8
2. Not specified	2,3,4,5,6,7,9,11,12,13,14,15,			1,8,10,24,29,31,33,35,37,40,44,			
	16,17,18,19,20,22,23,25,26,27,	35	97.2	45,46,48,50,52,53,54	18	100	2.8
	28,30,32,34,36,38,39,41,42,43,						
	47,49,51						
C14. CLOTHING							
1. Traditional	4,11,22,25	4	11.1	24,53	2	11.1	0
2. Modern	2,3,5,6,7,9,12,13,14,15,16,17,			1,10,29,31,33,35,40,44,45,46,			
	19,23,26,27,30,36,38,41,42,43,49	23	63.9	48,52,54	14	77.8	13.9
3. Mixed	18,20,21,28,32,34,39,47,51	9	25	8,37	2	11.1	13.9
4. Not specified		0	0		0	0	0
C15. OCCUP - CHILD CHARACTER	2,3,5,6,13,14,15,16,18,19,20,21,			1,8,10,29,31,33,35,40,44,45,46,			
1. Student	26,27,30,34,36,39,41,42,43,47,49	23	63.9	48,50,52,53,54	16	88.8	24.9
2. Others - laborer	11,28	2	5.6		0	0	5.6
3. Not specified/applicable	4,7,9,12,17,22,23,25,32,38,51	11	30.5	24,37	2	11.2	19.3

	Characters - prior to 1970	#	%	Characters - since 1970	#	%	% diff.
C16. OCCUP-MAJOR BREADWINNER ADULT CHARACTER							
1. Professional	3,41,47	3	8.3	31,33,40,44	4	22.2	13.9
2. Semi-professional	16	1	2.8		0	0	2.8
3. Clerks, kindred workers		0	0	54	1	5.6	5.6
4. Skilled workers		0	0		0	0	0
5. Proprietors of small businesses	2,5,6,7,9,15,17,19,20,21,22,25,26,30,32,34,38,39,43	19	52.8	1,8,10,24,45,50,52	7	38.9	13.9
6. Semi-skilled workers	36	1	2.8		0	0	2.8
7. Unskilled workers	11,12,14,28	4	11.1	29,37,46,53	4	22.2	11.1
8. Not specified	4,13,18,23,27,42,49,51	8	22.2	35,48	2	11.1	11.1
C17. ECONOMIC STATUS							
1. Wealthy		0	0		0	0	0
2. Comfortable	2,5,7,16,18,19,21,25,26,30,34,39,47	13	36.1	10,31,33,40,44	5	27.8	8.3
3. Adequate	3,4,6,9,12,14,15,20,27,32,36,43	12	33.3	29,45,52,54	4	22.2	11.1
4. Poor	11,28	2	5.6	1,8,35,37,46,50,53	7	38.9	33.3
5. Not specified	13,17,22,23,38,41,42,49,51	9	25	24,48	2	11.1	13.9
C18. SOCIAL CLASS							
1. Upper		0	0		0	0	0
2. Middle	2,3,5,6,7,16,18,19,21,25,26,30,34,39,41,47	16	44.4	10,31,33,40,44	5	27.8	16.6
3. Lower	11,12,14,15,20,28,32,36,43	9	25	1,8,29,35,37,45,46,50,52,53,54	11	61.1	36.1
4. Not specified	4,9,13,17,22,23,27,38,42,49,51	11	30.6	24,48	2	11.1	19.5
C19. CEREMONIES/HOLIDAYS							
1. Asian	4,6,17,18,20,21,22,25,28,30,32,36,39,43,51	15	41.7	1,8,24,29,33,35,53	7	38.9	2.8
2. Non-Asian	3,5,23,49	4	11.1	40,45,46,50	4	22.2	11.1
3. Mixed	14,16,26,34,47	5	13.9	37,44	2	11.1	2.8
4. Not specified	2,7,9,11,12,13,15,19,27,38,41,42	12	33.3	10,31,48,52,54	5	27.8	5.5
C20. RECREATION							
1. Asian	6,27,51	3	8.3	24	1	5.6	2.7
2. Non-Asian	3,5,18,20,22,26,43,47	8	22.2	1,10,33,40,46,50,52,54	8	44.4	22.2
3. Mixed	4,12,16,21,30,32,34,36	8	22.2	29,31	2	11.1	11.1
4. Not specified	2,7,9,11,13,14,15,17,19,23,25,28,38,39,41,42,49	17	47.3	8,35,37,44,45,48,53	7	38.9	8.4
C21. FOOD							
1. Asian	4,6,22,27,32,43	6	16.7	8,10,24,29	4	22.2	5.5
2. Non-Asian	2,3,5,7,9,15,19,38,42	9	25	33,40,48,52	4	22.2	2.8
3. Mixed	11,12,14,16,18,20,21,25,26,28,30,34,36,39,41,47,49	17	47.2	1,35,37,44,45,46,50,53,54	9	50	2.8
4. Not specified	13,17,23,51	4	11.1	31	1	5.6	5.5

APPENDIX J (continued)

	Characters - prior to 1970	#	%	Characters - since 1970	#	%	% diff.
C22. ASIAN CULTURE - OTHERS (list)							
1. Language school	6,20,21,22,27,30,36,39	8	22.2	29,46	2	11.1	11.1
2. Arts, crafts	4,25,26,28,34	5	13.9	1	1	5.6	8.3
3. Social customs	11,14,43	3	8.3	8,50	2	11.1	2.8
4. Legends, lore	32	1	2.8	24,53	2	11.1	8.3
5. Not specified	2,3,5,7,9,12,13,15,16,17,18,19, 23,38,41,42,47,49,51	19	52.8	10,31,33,35,37,40,44,45,48, 52,54	11	61.1	8.3
C23. LAW/ORDER							
1. High	9,16,19,30,39,43	6	16.7	8,37,44,45	4	22.2	5.5
2. Low		0	0	53	1	5.6	5.6
3. Not specified	2,3,4,5,6,7,11,12,13,14,15,17,18, 20,21,22,23,25,26,27,28,32,34,36, 38,41,42,47,49,51	30	83.3	1,10,24,29,31,33,35,40,46,48,50, 52,54	13	72.2	11.1
C24. MONEY, MATERIAL GOODS							
1. High	9,11,20,21,28,36,39,41,43	9	25	35,37,40	3	16.7	8.3
2. Low	14	1	2.8	46,53	2	11.1	8.3
3. Not specified	2,3,4,5,6,7,12,13,15,16,17,18,19, 22,23,25,26,27,30,32,34,38,42,47, 49,51	26	72.2	1,8,10,24,29,31,33,44,45,48, 50,52,54	13	72.2	0
C25. RELIGION							
1. High	5,14,19,20,28,32,39,43	8	22.2	8,24,33,37,45,52,53	7	21.9	6.7
2. Low		0	0	50	1	5.6	5.6
3. Not specified	2,3,4,6,7,9,11,12,13,15,16,17,18, 21,22,23,25,26,27,30,34,36,38,41, 42,47,49,51	28	77.8	1,10,29,31,35,40,44,46,48,54	10	55.5	22.3
C26. FAMILY HONOR/FILIAL PIETY	2,3,6,11,12,13,14,20,21,26,28,34,						
1. High	36,39,43,47,51	17	47.2	1,8,10,29,35,37,44,45,46,50,53	11	61.1	13.9
2. Low		0	0		0	0	0
3. Not specified	4,5,7,9,15,16,17,18,19,22,23,25, 27,30,32,38,41,42,49	19	52.8	24,31,33,40,48,52,54	7	38.9	13.9
C27. NATURE	2,5,7,9,14,16,17,18,19,21,25,26,						
1. High	27,28,34,36,47,49	18	50	24,37,44,45,46,48,52,54	8	44.4	5.6
2. Low		0	0		0	0	0
3. Not specified	3,4,6,11,12,13,15,20,22,23,30, 32,38,39,41,42,43,51	18	50	1,8,10,29,31,33,35,40,50,53	10	55.6	5.6
C28. SUPERSTITION							
1. High	6,11,16,20,28,34,36,43	8	22.2	8,35,37,46,53	5	27.8	5.6
2. Low	47	1	2.8		0	0	2.8
3. Not specified	2,3,4,5,7,9,12,13,14,15,17,18,19, 21,22,23,25,26,27,30,32,38,39,41, 42,49,51	27	75	1,10,24,29,31,33,40,44,45,48, 50,52,54	13	72.2	2.8

	Characters - prior to 1970	#	%	Characters - since 1970	#	%	% diff.
C29. SCHOOL							
1. High	2,3,18,34,36,43	6	16.7	50	1	5.6	11.1
2. Low	26	1	2.8	1,46	2	11.1	8.3
3. Not specified	4,5,6,7,9,11,12,13,15,16,17,19, 20,21,22,23,25,27,28,30,32,38,39, 41,42,47,49,51	29	80.5	8,10,24,29,31,33,35,37,40,44, 45,48,52,53,54	15	83.3	2.8
C30. ATTITUDES TOWARD MISC. (list)							
1. Imp. of male	6,11,14,16,39,43	6	16.7	8,37	2	11.1	5.6
C31. ATTITUDES TOWARD FAMILY	2,3,4,5,6,7,9,11,12,13,14,16,18,			8,10,29,33,37,40,44,45,46,50,			
1. Approval	19,20,21,23,25,26,27,28,30,34,36, 38,39,43,47,49,51	30	83.3	52,53,54	13	72.2	11.1
2. Disapproval		0	0	46	1	5.6	5.6
3. Not specified	15,17,22,32,41,42	6	16.7	1,24,31,35,48	5	27.8	11.1
C32. ATTITUDES TOWARD ASIAN PEERS	5,11,12,14,18,19,21,23,25,28,						
1. Approval	30,32,36,43,47	15	41.7	29,33,37,44,45,46,50,54	8	44.4	2.7
2. Disapproval	6	1	2.8	46	1	5.6	2.8
3. Not specified	2,3,4,7,9,13,15,16,17,20,22,26, 27,34,38,39,41,42,49,51	20	55.5	1,8,10,24,31,35,40,48,52,53	10	55.6	.1
C33. ATTITUDES TOWARD NON-ASIAN PEERS	2,3,4,5,7,12,13,15,16,18,19,21,26,						
1. Approval	34,36,39,41	18	50	8,31,40,44,52,53,54	7	38.9	11.1
2. Disapproval		0	0	50	1	5.6	5.6
3. Not specified	6,9,11,14,17,20,22,23,25,27,28,30, 32,38,42,43,49,51	18	50	1,10,24,29,33,35,37,45,46,48	10	55.5	5.5
C34. ATTITUDES TOWARD ASIAN AUTHORITIES							
1. Approval	11,25,26,30,43	5	13.9	1,8,33,44,50,53	6	33.3	19.4
2. Disapproval		0	0	46	1	5.6	5.6
3. Not specified	2,3,4,5,6,7,9,12,13,14,15,16,17, 18,19,20,21,22,23,27,28,32,34,36, 38,39,41,42,47,49,51	31	86.1	10,24,29,31,35,37,40,45,48, 52,54	11	61.1	25
C35. ATTITUDES TOWARD NON-ASIAN AUTHORITIES							
1. Approval	5,9,11,13,14,16,18,19,34,36,39	11	30.6	1,10,29,35,37,53	6	33.3	2.7
2. Disapproval		0	0	52	1	5.6	5.6
3. Not specified	2,3,4,6,7,12,15,17,20,21,22,23, 25,26,27,28,30,32,38,41,42,43, 47,49,51	25	69.4	8,24,31,33,40,44,45,46,48,50,54	11	61.1	8.3

APPENDIX J (continued)

	Characters – prior to 1970	#	%	Characters – since 1970	#	%	% diff.
C36. ATTITUDES TOWARD OTHER ASIANS							
1. Approval	17,21,22,26,27,28,30,36,38,39	10	27.8	24,31,33,37,44,45,46,53,54	9	50	22.2
2. Disapproval	23	1	2.8	50,52	2	11.1	8.2
3. Not specified	2,3,4,5,6,7,9,11,12,13,14,15,16, 18,19,20,25,32,34,41,42,43,47,49, 51	25	69.4	1,8,10,29,35,40,48	7	38.9	30.5
C37. ATTITUDES TOWARD OTHER NON-ASIANS							
1. Approval	7,12,15,19,26,28,32,34,39,41,47	11	30.6	29,37,40,44,45,52,53	7	38.9	8.3
2. Disapproval	23	1	2.8	8,50	2	11.1	8.3
3. Not specified	2,3,4,5,6,9,11,13,14,16,17,18,20, 21,22,25,27,30,36,38,42,43,49,51	24	66.6	1,10,24,31,33,35,46,48,54	9	50	16.6
C38. PERCEIVED BY FAMILY							
1. Approval	2,4,5,6,9,12,13,14,15,16,18,19, 20,21,22,23,25,26,27,28,30,34,36, 38,39,41,43,47,51	29	80.6	1,8,10,29,33,37,40,44,45,46, 50,52,53,54	14	77.8	2.8
2. Disapproval	35	1	2.8	46	1	5.6	2.8
3. Not specified	3,7,11,17,32,42,49	7	19.4	24,31,48	3	16.6	2.8
C39. PERCEIVED BY ASIAN PEERS							
1. Approval	5,11,12,14,18,19,21,23,25,28,32, 36,39,43,47	15	41.7	29,33,37,44,45,46,50	7	38.9	2.8
2. Disapproval	54	1	2.8	46	1	5.6	2.8
3. Not specified	2,3,4,6,7,9,13,15,16,17,20,22,26, 27,30,34,38,41,42,49,51	21	58.3	1,8,10,24,31,35,40,43, 52,53	10	55.5	2.8
C40. PERCEIVED BY NON-ASIAN PEERS							
1. Approval	2,3,4,5,7,12,13,16,18,19,21,26,34, 36,39,41,47	17	47.2	1,8,31,40,44,52,53,54	8	44.4	2.8
2. Disapproval		0	0		0	0	0
3. Not specified	6,9,11,14,15,17,20,22,23,25,27, 28,30,32,38,42,43,49,51	19	52.8	10,24,29,33,35,37,45,46, 48,50	10	55.6	2.8
C41. PERCEIVED BY ASIAN AUTHORITIES							
1. Approval	25,30,36,39,43	5	13.9	8,33,35,50,53	5	27.8	13.9
2. Disapproval		0	0	46	1	5.6	5.6
3. Not specified	2,3,4,5,6,7,9,11,12,13,14,15,16,17, 18,19,20,21,22,23,26,27,28,32,34, 38,41,42,47,49,51	31	86.1	1,10,24,29,31,37,40,44,45,48, 52,54	12	66.6	19.5
C42. PERCEIVED BY NON-ASIAN AUTHORITIES							
1. Approval	3,5,11,13,14,16,18,21,34,39	10	27.8	1,10,29,31,35,37,44,50	8	44.4	16.6
2. Disapproval	17	1	2.8	8	1	5.6	2.8
3. Not specified	2,4,6,7,9,12,15,19,20,22,23,25, 26,27,28,30,32,36,38,41,42,43, 47,49,51	25	69.4	24,33,40,45,46,48,52,53,54	9	50	19.4

APPENDIX J (continued)

Characters - prior to 1970	#	%	Characters - since 1970	#	%	% diff.
C43. PERCEIVED BY OTHER ASIANS						
1. Approval — 6,11,12,17,22,26,27,28,30, 36,38,39	12	33.3	24,33,35,37,44,45,46,50, 53,54	10	55.6	22.3
2. Disapproval	0	0		0	0	0
3. Not specified — 2,3,4,5,7,9,13,14,15,16,18,19, 20,21,23,25,32,34,41,42,43,47, 49,51	24	66.7	1,8,10,29,31,40,48,52	8	44.4	22.3
C44. PERCEIVED BY OTHER NON-ASIANS			8,29,31,37,40,44,45,46,50,			
1. Approval — 12,15,19,26,28,32,36,39,43,47	10	27.8	52,53	11	61.1	33.3
2. Disapproval — 16	1	2.8		0	0	2.8
3. Not specified — 2,3,4,5,6,7,9,11,13,14,17,18,20, 21,22,23,25,27,30,34,38,41,42, 49,51	25	69.4	1,10,24,33,35,48,54	7	38.9	30.5
C45. SELF-REALIZATION			1,8,29,37,40,44,45,46,48,50,			
1. Specified — 3,5,6,14,16,21,28,34,36,39,47	11	30.6	52,53,54	13	72.2	41.6
2. Not specified — 2,4,7,9,11,12,13,15,17,18,19,20, 22,23,25,26,27,30,32,38,41,42,43, 49,51	25	69.4	10,24,31,33,35	5	27.8	41.6
C46. ADVANCEMENT						
1. Specified — 11,21,28,43	4	11.1	37,40	2	11.1	0
2. Not specified — 2,3,4,5,6,7,9,12,13,14,15,16,17, 18,19,20,22,23,25,26,27,30,32,34, 36,38,39,41,42,47,49,51	32	88.9	1,8,10,24,29,31,33,35,44,45,46, 48,50,52,53,54	16	88.9	0
C 47. EDUCATION						
1. Specified — 3,5,6,28,36,43	6	16.7	8,31,37,50,53	5	20.8	4.1
2. Not specified — 2,4,7,9,11,12,13,14,15,16,17,18, 19,20,21,22,23,25,26,27,30,32,34, 38,39,41,42,47,49,51	30	83.3	1,10,24,29,33,35,40,44,45,46, 48,52,54	13	72.2	11.1
C48. ACCEP - DOMINANT						
1. Specified — 2,3,4,5,7,12,13,15,16,18,21,26, 34,39,41	15	41.7	50,53	2	11.1	30.6
2. Not specified — 6,9,11,14,17,19,20,22,23,25,27, 28,30,32,36,38,42,43,47,49,51	21	58.3	1,8,10,24,29,31,33,35,37,40, 44,45,46,48,52,54	16	88.9	30.6
C49. ACCEP - OWN						
1. Specified — 12,17,43	3	8.3	46	1	5.6	2.7
2. Not specified — 2,3,4,5,6,7,9,11,13,14,15,16,18, 19,20,21,22,23,25,26,27,28,30,32, 34,36,38,39,41,42,47,49,51	33	91.7	1,8,10,24,29,31,33,35,37,40,44, 45,48,50,52,53,54	17	94.4	2.7
C50. ACHIEVEMENT						
1. Specified — 3,19,21,25,34,38,43,51	8	22.2	10,24,31,35,54	5	27.8	5.6
2. Not specified — 2,4,5,6,7,9,11,12,13,14,15,16,17, 18,20,22,23,26,27,28,30,32,36,39, 41,42,47,49	28	77.8	1,8,29,33,37,40,44,45,46,48, 50,52,53	13	72.2	5.6

APPENDIX J (continued)

C51. GOALS - OTHERS (list)	Characters - prior to 1970	#	%	Characters - since 1970	#	%	% diff.
1. Material object	20,22,27	3	8.3	29	1	5.6	2.7
2. Family unity	9,30,47	3	8.3	44	1	5.6	2.7
3. Acceptance - subculture		0	0	52	1	5.6	5.6
4. Not specified	2,3,4,5,6,7,11,12,13,14,15,16,17, 18,19,21,23,25,26,28,32,34,36,38, 39,41,42,43,49,51	30	83.4	1,8,10,24,31,33,35,37,40,45,46, 48,50,53,54	15	83.2	.2

APPENDIX J (continued)

Katz and Braly List of Stereotypes

TERM	Characters - prior to 1970	#	%	Characters - since 1970	#	%	% diff.
1. Aggressive							
2. Alert	6,30	2	5.6	37,40	2	11.1	5.5
3. Ambitious	14,39,43	3	8.3		0	0	8.3
4. Argumentative	21	1	2.8		0	0	2.8
5. Arrogant							
6. Artistic	21,25,34,47	4	11.1	1,40	2	11.1	0
7. Boastful							
8. Brilliant							
9. Conceited							
10. Conservative	11,14	2	5.6	10	1	5.6	0
11. Conventional	21,28,39,47	4	11.1	50	1	5.6	5.5
12. Courteous	3,11,12,14,20,25,27,28,30, 34,36,39,41,43,47	15	41.7	10,29,33,40,46	5	27.8	13.9
13. Cowardly							
14. Cruel							
15. Deceitful	16	1	2.8		0	0	2.8
16. Efficient							
17. Evasive							
18. Extremely nationalistic							
19. Faithful		0	0	53	1	5.6	5.6
20. Frivolous							
21. Generous	19,32,34	3	8.3		0	0	8.3
22. Gluttonous							
23. Grasping							
24. Gregarious							
25. Happy-go-lucky							
26. Honest	21,25	2	5.6	50	1	5.6	0
27. Humorless							
28. Ignorant							

APPENDIX J (continued)

Katz and Braly List of Stereotypes

TERM	Characters - prior to 1970	#	%	Characters - since 1970	#	%	% diff.
29. Imaginative	2,21	2	5.6	40,48,53	3	16.7	11.1
30. Imitative							
31. Impulsive	15,39,47	3	8.3	29,50,52	3	16.7	8.4
32. Individualistic	5,14	2	5.6	46	1	5.6	0
33. Industrious	8,9,11,14,16,21,25,26,27, 28,30,32,41,43	14	38.9	1,35,37,53,54	5	27.8	11.1
34. Intelligent	3,6,11,14,28,30,32,34, 39,41	10	27.8	8,31,40,46,50,52,53	7	38.9	11.1
35. Jovial	16,18,19,41	4	11.1		0	0	11.1
36. Kind	17	1	2.8		0	0	2.8
37. Lazy							
38. Loud							
39. Loyal to family ties	3,6,14,20,28,43	6	16.7	8,37,44,45,46,53,54	7	38.9	22.2
40. Materialistic	11	1	2.8		0	0	2.8
41. Meditative							
42. Mercenary							
43. Methodical							
44. Musical	3,32	2	5.6		0	0	5.6
45. Naive							
46. Neat	3,25,43	3	8.3	53	1	5.6	2.7
47. Ostentatious							
48. Passionate							
49. Persistent	3,21,28,39	4	11.1	8,37,45,53,54	5	27.8	16.7
50. Physically dirty							
51. Pleasure-loving	25	1	2.8		0	0	2.8
52. Ponderous							
53. Practical	19,41	2	5.6		0	0	5.6
54. Progressive							

Katz and Braly List of Stereotypes

TERM	Characters - prior to 1970	#	%	Characters - since 1970	#	%	% diff.
55. Pugnacious	47	1	2.8	50	1	5.6	2.8
56. Quarrelsome							
57. Quick-tempered	21,28,43	3	8.3		0	0	8.3
58. Quiet	3,4,13,15,20,21,25,27,28, 34,36,39,43,47	14	38.9	31,37,44,50,52,53,54	7	38.9	0
59. Radical							
60. Reserved	3,20,47	3	8.3	8	1	5.6	2.7
61. Revengeful							
62. Rude							
63. Scientifically-minded							
64. Sensitive							
65. Sensual		0	0	50	1	5.6	5.6
66. Shrewd							
67. Slovenly		0	0	46	1	5.6	5.6
68. Sly		0	0	30	1	5.6	5.6
69. Sophisticated							
70. Sportsmanlike							
71. Stolid	3,5	2	5.6		0	0	5.6
72. Straightforward							
73. Stubborn	14,21	2	2.8	31	1	5.6	2.8
74. Stupid							
75. Suave							
76. Suggestible							
77. Superstitious	6,11,16,20,28	5	13.9	46,53	2	11.1	2.8
78. Suspicious							
79. Talkative		0	0	53	1	5.6	5.6
80. Tradition-loving	20,28	2	5.6	24,26	2	11.1	5.5
81. Treacherous	5	1	2.8		0	0	2.8
82. Unreliable							
83. Very religious							

APPENDIX J (continued)

Katz and Braly List of Stereotypes

TERM	Characters – prior to 1970	#	%	Characters – since 1970	#	%	% diff.
84. Witty							
TERM (OTHERS)							
85. Inscrutable	3,11,41,43,47	5	13.9	37	1	5.6	8.3
86. Myopic	17	1	2.8		0	0	2.8
87. Obedient	14,20,21,25,36,39,47	7	19.4	53	1	5.6	13.8
88. Respectful	28	1	2.8		0	0	2.8
89. Mysterious	32,47	2	5.6		0	0	5.6
90. Submissive	39,47,53	3	8.3	44,45	2	11.1	2.8
91. Brave	5,12,28,39,43,47	6	16.7	37,44,45,50	4	22.2	5.5
92. Curious	7,23	2	5.6	37,52	2	11.1	5.5
93. Patient	47	1	2.8	8,40,44,45,53,54	6	33.3	30.5
94. Proud	11,13,16,21,26,28,36,43,47	9	25	37,44,45,46,50,53,54	7	38.9	13.9
95. Responsible	14,19,26,36,41	5	13.9		0	0	13.9
96. Shy	23,34,47	3	8.3	29,52,53	3	6.7	8.4
97. Delicate	11,25,26,47,51	5	13.9	50	1	5.6	8.3
98. Impatient	28	1	2.8	52,54	2	11.1	8.3
99. Rebellious	28	1	2.8		0	0	2.8
100. Smiling	32,34,38,41	4	11.1	31	1	5.6	5.5
101. Serious	41,43	2	5.6	40,47	2	11.1	5.5
102. Calm	39,47	2	5.6	37,40	2	11.1	5.5
103. Clumsy		0	0	54	1	5.6	5.6
104. Dexterous	21	1	2.8		0	0	2.8
105. Philosophical	32	1	2.8		0	0	2.8

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