

1977

Characterization of Asian Americans in Children's Literature

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CHARACTERIZATION OF ASIAN AMERICANS
IN CHILDREN'S LITERATURE

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

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

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March 10, 1977

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Date April 25, 1977

Abstract

This study was designed to determine how Asian Americans have been characterized in children's fiction. The questions investigated were: (1) what are the identifiable physical, social and personality stereotypes attributed to Asian Americans, (2) how have characterizations of Asian Americans changed between the periods 1945-1965 and 1966-1976, and (3) how have Asian American authors and illustrators characterized Asian Americans as compared with non-Asian American authors and illustrators. The time periods were chosen to test the impact of the Civil Rights Movement and the growing consciousness of the importance of ethnicity.

A total of 34 books and 219 characters were analyzed. The books selected were recommended by professionally recognized selection guides and located in area libraries under the subject headings: Chinese in the U.S. - Fiction, Chinese in San Francisco - Fiction, Japanese in the U.S. - Fiction, and Japanese in Los Angeles - Fiction. Children's fiction about other Asian American ethnic groups was not available. A book instrument and a character instrument were used to collect data.

The results of this study: (1) identified physical, social and personality stereotypes used to characterize Asian Americans in children's fiction published between 1945 and 1976, (2) showed there was little change in the number of stereotyped characterizations in 1966-1976, as compared with 1945-1965, and (3) showed that non-Asian American authors and illustrators were responsible for significantly higher percentages of stereotyped physical, social and personality characterizations of Asian Americans than Asian American authors and illustrators, though the hypothesized 80 percent difference was not realized.

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Chapter 1

INTRODUCTION

The recent American Civil Rights Movement brought the attention of educators and media specialists to the problem of what can be done to help change negative (or "racist") attitudes toward minority groups. David Cohen, Coordinator of the Task Force on Ethnic Materials of the Office for Library Service to the Disadvantaged, made the observation that due to the Civil Rights Movement there has been an increasing sensitivity to the concept of ethnicity and consequently the treatment of minority groups in our media in recent years has shown greater respect for multicultural heritage and diversity. He wrote, "In the fierce struggle for attention, equality and identity, the sociological concept of the melting pot has been cast aside in favor of a pluralism which gives each minority an independent and self-fulfilling role."¹

Norman Drachler, in his rationale for a pluralistic society, stated:

American culture will not be weakened or diluted by cultural pluralism--it would more than likely be strengthened and enriched. Just as nationalism was the thrust of the nineteenth and early twentieth centuries, it is safe to observe that a quest for cultural identity and understanding of one's roots and background are harbingers for the future. Hanson's "law" that the third generation wants to recall what the second

¹Multi-ethnic Media: Selected Bibliographies in Print, David Cohen, Coordinator, Task Force on Ethnic Materials Information Exchange, Social Responsibilities Roundtable (Chicago, Office for Library Service to the Disadvantaged, American Library Association, 1975), p. 1.

generation wished to forget may indeed² have significance for future planners of American education.

Often, in the attempt to "Americanize" children of minority ethnic backgrounds, the schools have alienated the student from his cultural background. The alienation was often the result of the "invisibility" of the child's home culture in the school. Harry N. Rivlin emphasized this point in his preface to Cultural Pluralism in Education: A Mandate for Change. He wrote:

No child should have to feel that he must reject his parents' culture to be accepted. Indeed, his chances of adjusting successfully to his school, to his community, and to the larger society are enhanced if he is not encumbered by feelings of shame and of inferiority because he was not born into another family and another culture. To speak of any child as "culturally disadvantaged" merely because of his ethnic origin is damaging not only to the child but also to society, for it deprives the nation of the contributions that³ can be made by each of the many groups that make up our country.

While the focus of concern has been on Blacks, Chicanos and Native Americans, the need for study and research concerning the 2.6 million Asian Americans, the "neglected" or "silent" minority, has been strongly voiced. Dr. Wing Sue, a counseling psychologist, said, "... educators who believe that Asian Americans experience few adjustment difficulties in society fail to understand the masking effect of Asian cultural imperatives dictating against self-disclosure."⁴ Most Americans

²Norman Drachler, "A Rationale for a Pluralistic Society," Eliminating Ethnic Bias in Instructional Materials, ed. Maxine Dunfee (Washington, D. C., Association for Supervision and Curriculum Development, 1974), p. 4

³Madelon D. Stent, William R. Hazard, and Harry N. Rivlin, Cultural Pluralism in Education: A Mandate for Change (N. Y., Appleton-Century-Crofts, 1973), p. 149.

⁴Derald Wing Sue, "Understanding Asian Americans: The Neglected Minority," Personnel and Guidance Journal, 51:387, February, 1973.

identify Asian Americans as a "successful" or "model" minority. This has been largely due to the high levels of education and low official rates of mental illness, juvenile delinquency and divorce among the Chinese and Japanese. However, in a study of "normal" Chinese American students at the University of California, Berkeley, Sue and Kirk found that they exhibited greater feelings of loneliness, isolation, anxiety, and discomfort than other students in the general student body.⁵ Recent violence in San Francisco's Chinatown by Chinese youth gangs and the increased militancy of Asian Americans at colleges and universities, especially on the West Coast, are indications that feelings of frustration, dissatisfaction and oppression are now surfacing.⁶

Educational psychologists have long emphasized the fact that a positive self-image helps an individual to be more receptive to learning. If a child of a minority group discovers that the dominant culture has been enriched by his presence and the presence of persons of his ethnic group, he can feel good about himself and can better communicate his feelings and thoughts. He can also interpret the thoughts and actions of others more accurately. Chun-Hoon wrote, "Ultimately, it is this unexplored region of personal identity and individual personality that needs expression, and acceptance, on its own terms."⁷ He also said,

⁵Stanley Sue and Nathaniel N. Wagner, Asian Americans: Psychological Perspectives (Palo Alto, California, Science & Behavior Books, 1973), p. 1.

⁶Ibid.

⁷Lowell K. Y. Chun-Hoon, "Teaching the Asian American Experience," Teaching Ethnic Studies, ed. James A. Banks (Washington, D. C., National Council for the Social Studies, 1973), p. 132.

"There needs...to be a recognition of Asian American personalities in the teaching of the Asian American experience so that there can be some discovery of the common human dimension shared by Asians and Americans alike."⁸ Sue has concurred that ethnic identity and self-awareness are major goals for Asian Americans.⁹

Although the need and potential for positive results from the availability of ethnic materials has been established, it has not been an easy matter to furnish these materials. Paul Cornelius wrote an interesting article about the historical background of this attempt.¹⁰

In the mid-1960's many writers, editors and publishers became aware of the fact that racial minority groups were inadequately represented in the world of children's books. Nancy Larrick, in 1965, pointed out how few books for black and other minority children had been published. Describing "the almost complete omission of Negroes from books for children", she concluded that "integration may be the law of the land, but it certainly was not a common feature of children's books."¹¹

One year after the publication of Larrick's article, racial minority groups in books again received attention and publicity when the House of Representatives Committee on Education and Labor, whose chairman

⁸Ibid., p. 136.

⁹Stanley Sue, "Community Intervention: Implications for Action," op. cit., p. 276.

¹⁰Paul Cornelius, "Interracial Children's Books: Problems and Progress," The Library Quarterly, 41:106-127, April, 1971.

¹¹Nancy Larrick, "The All-White World of Children's Books," Saturday Review, 48:63, September, 1965.

was Representative Adam Clayton Powell, held hearings on the treatment of racial minorities in textbooks and library books used in the public schools. "Many witnesses testified that the treatment of racial minorities in books for young persons was distorted and contributed greatly to misunderstanding and distrust between the races."¹²

The Kerner Report produced further evidence that our schools had failed to present a positive picture of black people to students. It stated:

The quality of education offered by ghetto schools is diminished further by use of curricula and materials poorly adapted to the life-experiences of their students. Designed to serve a middle-class culture, such educational material appears irrelevant to the youth of the racial and economic ghetto. Until recently, few texts featured any Negro personalities. Few books used or courses offered reflected the harsh realities of life in the ghetto, or the contribution of Negroes to the country's culture and history. This failure to include materials relevant to their own environment has made students skeptical about the utility of what they are being taught. Reduced motivation to learn results.¹³

*2-20-68
penetration
accurate*

In recent years, while the treatment of Blacks, and increasingly Spanish-speaking and Native Americans, has shown improvement, much remains to be done about the representation and characterization of Asian Americans in children's literature.

THE PROBLEM

Purpose

This study was undertaken to determine how Asian Americans have been characterized in children's fiction. The writer hopes that the results of the study will help media specialists in their selection of

¹²U. S. Congress, House, Ad. Hoc. Subcommittee on De Facto School Segregation, Committee on Education and Labor, Books for Schools and the Treatment of Minorities, Hearing, 89th Congress, 2nd Sess. (Washington; Government Printing Office, 1966), p. 2.

¹³National Advisory Commission on Civil Disorders, Report of the National Advisory Commission on Civil Disorders (N. Y., E. P. Dutton & Co., 1968), p. 434.

books with Asian Americans as major or minor characters.

Statement of the Problem

Specifically, the writer attempted to determine how the characters were portrayed, if they reinforced or eliminated stereotypes, and whether or not characterizations of Asian Americans by authors and illustrators had changed appreciably during the period 1945-1976.

The questions investigated were:

1. What are the characteristics of Asian Americans in children's fiction?
2. What are the identifiable stereotypes attributed to Chinese Americans and Japanese Americans in children's fiction?
3. How have characterizations of Asian Americans changed between the periods, 1945-1965 and 1966-1976?
4. How does the treatment of Asian Americans by Asian American authors and illustrators compare with their treatment by authors and illustrators who do not belong to this ethnic group?

Hypotheses

This study was designed to test the following hypotheses:

1. Stereotypes of Chinese Americans and Japanese Americans exist in children's fiction with Asian Americans as major or minor characters.
2. There are 20 percent less stereotyped characterizations of Asian Americans in children's fiction published from 1966-1976 than in those published between 1945-1965.
3. Books written and/or illustrated by Asian Americans contain 80 percent less stereotyped characterizations of Asian Americans than those written and illustrated by non-Asian Americans.

Assumptions

This study was based on the following assumptions:

1. Children gain ideas and impressions about themselves and the world around them from the books they read.

2. A representative number of recommended books would be accessible for examination in order to conduct the study. These books would also be representative of those found in public and school libraries.

3. The content of these books could be analyzed according to categories and evaluated quantitatively. Identifiable differences would exist between books written and/or illustrated by Asian Americans and those which ^{are} are not.

Limitations

The sample in this study was limited to children's fiction about Asian Americans available in the UNI Youth Collection and area libraries. A sufficient number of non-print materials was not available for examination.

It was necessary to limit this study to books about Chinese Americans and Japanese Americans since books about Filipino Americans, the third largest group of Asian Americans, and Korean Americans were not available.

It was not possible to limit age levels and dates of publication to a 10-year cut-off period due to the small sample.

The writer is a 3rd-generation Japanese American. This has the possibility of bringing some bias into the study. There were no other readers to corroborate judgments made regarding the characterizations.

Definition of Terms

Asian American. For the purpose of this study, Asian Americans are Americans of Chinese and Japanese ancestry.

Character. The aggregate of qualities that distinguishes one person from others. One such quality is a characteristic. In this study the characteristics are roles played in the story, the physical traits, the status position, the personality traits, and the stereotypes of the characters in the stories.¹⁴

Children's fiction. For this study, children's fiction consists of books containing narrative prose based on imagination, with reading levels from preschool to young adult, and published from 1945 to 1976.

Cultural pluralism. Multicultural heritage and diversity..when referring to cultural pluralism in the United States we mean an awareness and respect for the idea that the U. S. is made up of people of many different and unique cultural backgrounds.

Ethnic group. A group of people racially and historically related who may or may not share a common and distinctive culture apart from the dominant culture of the United States.¹⁵

Minority. A group of people, who because of their physical or cultural

¹⁴David K. Gast, "Characteristics and Concepts of Minority Americans in Contemporary Children's Fictional Literature," (Doctoral dissertation, Arizona State University, 1965; Ann Arbor, Mich., Univ. Microfilms, Inc.), p. 11.

¹⁵Bernard Berelson and Patricia Salter, "Majority and Minority Americans: An Analysis of Magazine Fiction," Mass Culture, Bernard Rosenberg and David Manning White, editors (Glencoe, Ill., The Free Press, 1957), p. 237.

characteristics, are singled out from the others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination. Minority status carries with it the exclusion from full participation in the life of the society.¹⁶

Stereotype. Refers to fixed or general patterns of opinion and judgment which are attributed to groups of people and the individual members of these groups. Stereotypes are generalizations and assumptions made about one individual or group of individuals, usually in the form of descriptive adjectives.¹⁷

SIGNIFICANCE OF THE STUDY

The importance of ethnicity and cultural pluralism in the United States and their value to the achievement of educational goals has been discussed in the introduction. Providing instructional materials about the child's own culture was suggested as a method of implementing these goals. In recent years, an increasing number of children's books about Blacks, Chicanos and Native Americans have been published, and studies have been made of their contents. These studies of the characterization of ethnic minorities in children's literature have pointed out that too many children's books maintain old stereotypes, contain inaccuracies in illustrations and text, and do not truly represent the realities of

¹⁶George E. Simpson and J. Milton Yinger, Racial and Cultural Minorities, 3d ed. (N. Y., Harper & Row, 1965), p. 47.

¹⁷Gast, op. cit., p. 11.

the way of life of ethnic minorities in the United States. This study ~~was~~ is an attempt to corroborate these findings in relation to the characterization of Asian Americans in children's fiction.

It is hoped that the results of this study will provide information helpful to educators, specifically media specialists, in the selection of books which convey the reality of the Asian American experience. An added benefit might be the improvement of self images and increased potential on the part of Asian American students.

Chapter 2

REVIEW OF RELATED LITERATURE

Bernard Berelson, whose work is still the standard, defined content analysis as a "...research technique for the objective, systematic and quantitative description of the manifest content of communication."¹⁸ He listed seventeen uses of content analysis and organized them under the following categories: (1) Characteristics of communication content, (2) Causes of content, and (3) Consequences of content.¹⁹ As early as 1923, the American Federation of Labor based its claim for more and better treatment of labor in the school upon a content analysis of high school texts.²⁰

In order to carry out content analysis it was necessary to quantify content elements. As a basis for counting relevant aspects of the content, certain standard subdivisions were used. Berelson listed five major units of analysis: words, themes, characters, items and space-and-time measures.²¹

Tekla K. Bekkedal wrote an excellent article about the application of content analysis to children's books.²² Though limited in number, content analysis studies of children's literature can be grouped

¹⁸Bernard Berelson, Content Analysis in Communication Research (Glencoe, Illinois: Free Press, 1952), p. 18.

¹⁹Ibid., p. 26.

²⁰Ibid., p. 47.

²¹Ibid., p. 136.

²²Tekla K. Bekkedal, "Content Analysis of Children's Books," Library Trends, 22:109-126, October, 1973.

into three subject areas: (1) Studies of human relationships depicted in books, (2) Studies on values and cultural content, and (3) Studies concerned with the portrayal of specific racial and ethnic groups in books. Bekkedal surveyed content analysis studies in each of the three areas. Studies in the third area included content analyses of single ethnic groups such as the North American Indian,²³ Jews,²⁴ and Blacks.²⁵ There also have been studies on the treatment of two or more minority groups. Only the studies related to Asian Americans will be discussed.

Dorothy Kahn analyzed four groups: North American Indians, Jewish Americans, Mexican Americans, and Chinese Americans.²⁶ She picked groups which seemed to represent a combination of racial, ethnic, and/or religious prejudices. The sample consisted of books with U.S. settings listed in Publishers Weekly and Children's Catalog, published in 1948 and aimed at readers in kindergarten through tenth grade. Cultural values, physical descriptions, occupations, attitudes of characters toward each other, role of minority group characters, author's viewpoint, and acceptance of minority group were categories used. She found that the treatment of minority groups in the books was

²³Georgia Napier, "A Study of the North American Indian Character in Twenty Selected Children's Books," (Unpublished Ed.D. dissertation, University of Arkansas, 1970) cited by Bekkedal, *ibid.*, p. 125.

²⁴Leona Daniels, "The 34th Man: How Well is Jewish Minority Culture Represented in Children's Fiction?," Library Journal, 95:738-743, February, 1970.

²⁵Julie Carlson, "A Comparison of the Treatment of the Negro in Children's Literature in the Periods 1929-1938 and 1959-1968," (Unpublished Ph.D. dissertation, University of Connecticut, 1969) cited by Bekkedal, *op. cit.*, p. 126.

²⁶Dorothy Kahn, "An Analysis of the Treatment of Minority Group Characters in Juvenile Fiction," (Unpublished M.A. thesis, University of Chicago, 1955), *ibid.*

mainly one of omission.

David K. Gast studied five minority groups: North American Indians, Chinese, Japanese, Negroes, and Spanish Americans. His sample included all fiction titles about these minority groups listed in Children's Catalog and four recommended book lists published by the American Library Association. All the books had contemporary U.S. settings and were first published between 1945 and 1962. He found that Chinese and Japanese Americans were portrayed as having adopted the dominant middle-class American values related to cleanliness, kindness, intelligence, ambition, hard work and success. He also found that the books analyzed contained "complimentary" stereotypes regarding Asian Americans.²⁷

Dorothea Scott studied the content of Chinese stories for children. She included older books (pre-1950) because they are "still on the shelves and have a wide influence in building up a mental picture of China." She wrote, "In drawing his characters and in his use of time and space for their setting, a novelist's power in the presentation of the lives of others is unlimited. He not only tells us what people did, where they did it, when and how they did it, but he tells us also what he thinks about their actions."²⁸ She studied books for children and teenagers, grades 4 and up, found in recommended lists. She deplored the "artificial quaintness of speech", historically inaccurate illustrations, mixing of various articles of Asian clothing..Chinese and Japanese

²⁷Gast, op. cit., p. 154.

²⁸Dorothea Scott, "Chinese Stories: A Plea for Authenticity," School Library Journal, :1183, April 15, 1974.

..indiscriminately, phony "Oriental" style of lettering, and documented her criticisms.

The most recent study regarding Asian Americans in children's books was published by the Interracial Books for Children Bulletin in a special double issue. Eleven Asian American reviewers were asked by the Council on Interracial Books for Children to find, read and analyze all children's books on Asian American themes currently in print or in use in schools and libraries. These reviewers formed the Asian American Children's Book Project to evaluate the books and identify those titles which could be used effectively in educational programs. They decided to limit the study to children's books in which one or more central characters were Asian American. A total of 66 books, both fiction and non-fiction, were evaluated in this study: 30 Chinese American, 27 Japanese American, 2 Korean American, 2 Vietnamese American, and 5 in a "general" category. The books were published between 1945 and 1975. The major conclusion of this study was that with one or perhaps two exceptions, the 66 volumes were "racist, sexist and elitest, and...the image of Asian Americans they present is grossly misleading..."²⁹

²⁹Asian American Children's Book Project, "How Children's Books Distort the Asian American Image," Interracial Books for Children Bulletin, 7:3, Spring, 1976.

Chapter 3

DESIGN OF THE STUDY

A search was made for children's fiction with Asian Americans as major and minor characters. Books listed in the following selection guides were located for this study:

Children's Catalog. 13th ed. New York: H. W. Wilson, Co., 1976.

Elementary School Library Collection. 10th ed. New Brunswick, New Jersey: Bro-Dart Foundation, 1976.

Junior High School Library Catalog. 3rd ed. New York: H. W. Wilson, Co., 1975.

Griffin, Louise. Multi-ethnic Books for Young Children. Washington, D. C.: National Association for the Education of Young Children, 1971.

Keating, Charlotte Matthews. Building Bridges of Understanding. Tucson: Palo Verde Publishing Co., 1967.

_____. Building Bridges of Understanding Between Cultures. Tucson: Palo Verde Publishing Co., 1971.

New York Public Library. The Chinese in Children's Books. New York: New York Public Library, 1973.

Ott, Helen Keating. Helping Children Through Books. Bryn Mawr, Pa.: Church and Synagogue Library Assn., 1974.

Reid, Virginia M., ed. Reading Ladders for Human Relations. 5th ed. Washington, D. C.: American Council on Education, 1972.

The subject headings, Chinese in the U.S. - Fiction, Chinese in San Francisco - Fiction, Japanese in the U.S. - Fiction, and Japanese in Los Angeles - Fiction, were used to find titles. Books used in this study came from the UNI Youth Collection, the Cedar Falls Public Library, East and West Waterloo Public Libraries, and other Iowa libraries through the use of interlibrary loan.

Method and Instruments

Content analysis methods, using modified versions of Gast's analytic instruments³⁰ were applied to the selected books. A character instrument and a book instrument were devised by the writer.

The book instrument collected the following data for each title: (1) bibliographic information, (2) story setting, (3) basic plot, (4) major and minor characters, and (5) characterizations of Asian Americans in illustrations. See Appendix A.

The character instrument collected data on: (1) role in the story, (2) physical traits, (3) status position, and (4) personality traits. See Appendix A.

The categories listed under physical traits were selected by the writer after a preliminary reading of the books and examination of the illustrations. Bangs, "bowl" haircut, hair styled in bun, pigtail(s), slant-eyed, and wearing ethnic clothing, appeared to be the most common physical stereotypes used to describe Asian Americans. Short, smiling, and buck-toothed, were stereotypes listed by the Council of Interracial Books for Children.³¹

It was difficult to make the decisions concerning the categories to be used in determining status position. Sociologists who are authorities on social class and stratification seemed to have no definitive method of determining social status. However, the demographic method was selected for this study. The decision to use this method was based on the writings of such authorities as Thomas E. Lasswell, who said,

³⁰Gast, op. cit., Appendix A.

³¹Asian American Children's Book Project, "'Loaded' Words and Images to Avoid," Interracial Books for Children Bulletin, 7:5, Spring, 1976.

"At the moment, it is probably easier to conceptualize and to produce a model from the demographic perspective than from any other because the demographic scales in use are better established, their categories are more definitive, and their direction is more consensual."³²

Freely translated, demography means a description of the population. In current usage this simply means counting all the people who fall into certain predetermined categories. Some of these categories are age, occupation, housing, and race. W. Lloyd Warner and associates developed a device which is probably the most widely known and used index of social class using demographic categories. His Index of Status Characteristics (ISC) involved the categorization of four demographic characteristics: occupation, source of income, type of housing, and location of residence.³³ Initially, Warner also included the categories of education, amount of income and ethnic group, but they were found to correlate so highly with the other categories that they were eliminated.³⁴

For this study, the writer determined the status position of each character by gathering and evaluating data on: (1) place of birth, (2) education, (3) occupation, and (4) housing and location. The sub-categories under education were: (1) college, which included four years of undergraduate and any graduate school, (2) high school, which included grades 7 through 12, (3) elementary school, which included grades 1 through 6, (4) pre-school, which included anyone too young to be in school

³²Thomas E. Laswell, Class and Stratum (Boston: Houghton Mifflin, 1965), p. xi.

³³W. Lloyd Warner and others, Social Class in America (Chicago: Science Research Associates, 1949), p. 123.

³⁴Laswell, op. cit., p. 82.

or whose formal schooling had not yet begun, and (5) other, which included education which was received in the country of birth.

The sub-categories under occupation were: (1) professional, (2) white collar, (3) blue collar, (4) student, and (5) other. The writer arbitrarily classified all agricultural, laundry and restaurant occupations under blue collar. Gift shop owners and managers, and representatives of large firms were classified under white collar workers. If given in the text, the actual occupation of each character was written in on the character instrument.

Housing and location, included: (1) very good housing, (2) average housing, (3) poor housing, (4) integrated neighborhood, and (5) isolated neighborhood. The writer determined the kind of housing by descriptions in the text and/or illustrations of structures and furnishings. Isolated or integrated housing was determined by the setting of the story, and/or whether the text and illustrations contained only Asians or other ethnic groups as well.

Personality traits, the third major category, consisted of a list made up by combining stereotypes attributed to Asian Americans by Katz and Braly,³⁵ the Asian American Children's Book Project,³⁶ and Gast.³⁷

The data collected by the instruments was documented by page number. Since pictorial representations are significant in children's literature, illustrations were also used for clues in documenting the

³⁵Daniel Katz and Kenneth Braly, "Racial Stereotypes of One Hundred College Students," Journal of Abnormal and Social Psychology, XXVII:280-290.

³⁶Asian American Children's Book Project, op. cit., p. 5.

³⁷Gast, op. cit., pp. 35, 83, 108-109.

characterization of Asian Americans. Tannenbaum used illustrations to determine the "cultural fairness" of primer through third-grade readers. He assumed that drawings gave students a sharper impression of the story-book world than verbal content, and said that illustrations often carried important ideas that were not mentioned in the narrative.³⁸

³⁸ Abraham Tannenbaum, "Family Living in Textbook Town," Progressive Education, XXXI:136-137, 166-167, March, 1954.

Chapter 4

ANALYSIS OF THE DATA

A total of 34 books, published between 1945 and 1976, were located for this study. Of these, 16 had Chinese Americans as major or minor characters, and 18 had Japanese Americans as major or minor characters. The Chinese American titles consisted of 7 picture books (preschool-third grade reading levels) and 9 with reading levels ranging from second grade to young adult. The Japanese American titles consisted of 8 picture books and 10 for juvenile and young adult readers.

For the purpose of determining the amount of stereotyped characterizations by date of publication, these titles were separated by those published between 1945-1965, and those published between 1966-1976. There were 10 Chinese American titles published between 1945-1965, and 6 published between 1966-1976. Japanese American titles were divided equally, 9 for the earlier and 9 for the later period. These time periods were chosen for the study to test the impact of the Civil Rights Movement and the growing realization that U. S. minority groups were inadequately represented and characterized in children's literature.

In order to test the hypothesis that books by Asian American authors and illustrators contained fewer stereotypes, the titles were again separated according to those written and illustrated by Asian Americans and those written and illustrated by non-Asian Americans. See Appendix B for the above lists.

The book and character instruments revealed some general data of interest. The story setting for the majority of the Chinese American titles was San Francisco's Chinatown. The plot usually included the

celebration of Chinese New Year. Illustrations often included a picture of a dragon and/or kite flying. The major character was a child in the family. Grandparents were often living with the nuclear family in an apartment. Many parents and grandparents were characterized as having been born in China.

Story settings were much more varied for Japanese American titles though many of the families of major characters lived in California, specifically the "Little Tokyo" area of Los Angeles, truck farms outside Los Angeles, and in the San Francisco Bay area. A child in the family was the main character, and while grandparents were often included in the plot, they were not living with the nuclear family. Again, many parents and grandparents were characterized as having been born in Japan.

If the authors of many Asian American children's books had spent a little time to look up some historical facts, they would have found that Chinese Americans had been in the U. S. since the late 1840's and the earliest Japanese Americans came in the late 1860's. By 1882, there were 320,000 Chinese living mainly on the West Coast.³⁹ Based on this information, contemporary Asian Americans would be in the 3rd to 5th generation in the U. S.

Asian American children in the books analyzed were often given ethnic or pseudo-ethnic names such as "Little Plum," Ah Jim, Myeko, "Peach Blossom," Ling Sam and Ping Loo, or they were simply identified as "little brother," or "big sister." Many adults were not named at all but were referred to as "grandfather," "grandmother," or "uncle."

³⁹Peter I. Rose, They and We, 2nd ed. (New York: Random House, 1974), pp. 49, 51.

In Shortstop from Tokyo, the major character was given a female Japanese name rather than a male name by a non-Asian American author.

Three tables were constructed in order to test the hypothesis of this study. These tables corresponded to the main categories in the character instrument: (1) physical traits, (2) social status, and (3) personality traits. Characterizations were organized by ethnic group, date of publication, and whether they were by Asian American or non-Asian American authors and/or illustrators. Frequencies represented the number of characterizations.

Table 1 describes physical traits attributed to Asian Americans. These physical characterizations were ascertained from written and pictorial descriptions and are all stereotyped characterizations of Asian Americans. The data collected represents 219 characters whose features were described in the text or could be distinguished in the illustrations. Since all books were not illustrated, the total number in this category does not equal the total number of characters. The most common physical stereotypes recorded were: (1) slanted eyes (epicanthic fold), with 63 characterizations, (2) girls with bangs and/or pigtails, with 23 characterizations, (3) mothers and grandmothers with their hair in a bun, with 16 characterizations, and (4) Chinese mothers, merchants and grandparents wearing ethnic clothing, with 26 characterizations. Illustrations of ethnic clothing by non-Asian illustrators was often incorrect. They mixed Chinese and Japanese articles of clothing, fashioned their own versions, or put historical garments on contemporary people. The Japanese American family was usually pictured wearing western clothing except during celebrations of ethnic holidays. Chinese American families were often pictured eating oriental food with rice bowls and chopsticks, or eating at a Chinese restaurant for special occasions.

Table 1
Number and Percent of Characters Exhibiting Selected Physical Traits

Physical Traits	Asian Americans		Time Periods				Authors				Illustrators					
	Chinese Am.		Japanese Am.		1945-1965		1966-1976		Asian Am.		Non-Asian Am.		Asian Am.		Non-Asian Am.	
	No.	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bangs	6	9	9	4.10	6	2.73	4	1.82	11	5.02	1	.75	6	4.54		
"Bowl" haircut	5	3	5	2.28	3	1.36	0	.00	8	3.65	1	.75	5	3.78		
Bucktoothed	1	0	1	.45	0	.00	0	.00	1	.45	0	.00	1	.45		
Hair in bun	6	10	8	3.65	8	3.65	5	2.28	11	5.02	0	.00	11	8.33		
Pigtail(s)	4	2	5	2.28	1	.45	2	.91	4	1.82	0	.00	6	4.54		
Short	7	18	14	6.39	11	5.02	3	1.36	22	10.04	0	.00	0	.00		
Slant-eyed	38	25	48	21.91	15	6.84	12	5.47	51	23.28	12	9.09	30	22.72		
Smiling	7	15	10	4.56	12	5.47	4	1.82	18	8.21	3	2.27	4	3.03		
Ethnic clothing	26	7	22	10.04	11	5.02	6	2.73	27	12.32	2	1.51	22	16.66		
Other																
Eye-glasses	7	7	5	2.28	9	4.10	3	1.36	11	5.02	2	1.51	6	4.54		
Round face	2	6	3	1.36	5	2.28	2	.91	6	2.73	4	3.03	12	9.09		
"Fu-Manchu" moustache/beard	4	0	1	.45	3	1.36	2	.91	2	.91	2	1.51	2	1.51		
Strong	0	4	3	1.36	1	.45	0	.00	4	1.82	0	.00	0	.00		
Total	113	106	134	61.11	85	38.73	43	19.57	176	80.29	27	20.42	105	79.49		

Table 2 shows the number and percent of Asian American characters in selected categories representing social status. These categories are: education, occupation, housing and location. Under the category, "Education," a disproportionate number of characters are portrayed as elementary school students since most of the titles used in this study were written for elementary age children. The education of most parents and grandparents was not stated. Therefore, the data gathered in this category could not be used to establish a stereotype of Asian American education. However, it is of interest to note that out of a total of 29 Chinese American characters whose level of education could be documented in the titles analyzed, none are characterized as having attended or graduated from college; 6 are characterized as being in or out of high school, 16 are in elementary school, 3 are in preschool and 4 are characterized as having been educated in China. This places Chinese Americans in a lower educational status than the 48 Japanese Americans who were characterized as follows: 12 college, 10 high school, 11 elementary school, 6 preschool and 9 educated in Japan.

The figures shown in Table 2 under "Occupation," indicate that the majority of Asian American adults are characterized as being blue collar or white collar workers. Thus, for this study, characters in blue and white collar categories represent the stereotypes of Asian American occupations.

Japanese American fathers and grandfathers were most often characterized as gardeners, truck farmers, florists, and small shopkeepers. However, there were three professionals: a dentist, a doctor, and a professor. Chinese American fathers and grandfathers were most often characterized as laundry workers, restaurant owners or cooks, and small shopkeepers. Chinese American mothers and grandmothers were most

Table 2
 Number and Percent of Characters in Selected Categories
 Used in Determining Social Status

Categories	Asian Americans		Time Periods				Authors			
	Chinese Am.	Japanese Am.	1945-1965		1966-1976		Asian Am.		Non-Asian Am.	
	No.	No.	No.	%	No.	%	No.	%	No.	%
Education										
College	0	12	5	6.49	7	9.09	7	9.09	5	6.49
High School	6	10	13	16.88	3	3.89	0	.00	16	20.77
Elementary School	16	11	16	20.77	11	14.28	7	9.09	20	25.97
Pre-School	3	6	4	5.19	5	6.49	2	2.59	7	9.09
Ethnic	4	9	6	7.79	7	9.09	4	5.19	9	11.68
Total	29	48	44	57.12	33	42.84	20	25.96	57	74.00
Occupation										
Professional	1	3	2	1.83	2	1.83	2	1.83	2	1.83
*White Collar	8	4	6	5.50	6	5.50	2	1.83	10	9.17
*Blue Collar	14	13	12	11.00	15	13.76	5	6.42	22	19.26
Student	21	24	30	27.52	15	13.76	8	7.33	37	33.94
Housewife	8	13	12	11.00	9	8.25	7	4.58	14	13.76
Total	52	57	62	56.85	47	43.10	24	21.99	85	77.95
Housing & Location										
Very Good	0	1	1	1.21	0	.00	0	.00	1	1.21
*Average	8	20	11	13.41	17	20.73	10	12.19	18	21.95
Poor	6	5	6	7.31	5	6.09	3	3.65	8	9.75
Integrated	2	16	8	9.75	10	12.19	7	8.53	11	13.41
*Isolated	14	10	12	14.63	12	14.63	6	7.31	18	21.95
Total	30	52	38	46.31	44	53.64	26	31.68	56	68.21

*Stereotyped characterizations

often characterized as housewives though two were employed as seamstresses in a factory. Japanese American mothers and grandmothers were characterized as housewives with two exceptions; one was a seamstress at home and one was a doctor in Yoshiko Uchida's recent book, The Rooster Who Understood Japanese.

Under the category, "Housing and Location," the stereotyped characterizations are "Average" and "Isolated". Eight, out of a total of 22 Chinese American families, and 20, out of a total of 30 Japanese American families, were characterized as living in average housing. Chinese Americans were usually characterized as living in apartments and Japanese Americans were usually characterized as living in houses. Fourteen out of 16 Chinese American families were characterized as living in an isolated neighborhood, namely Chinatown, San Francisco. Sixteen out of 26 Japanese American families were characterized as living in integrated neighborhoods.

The number and percent of characters exhibiting selected personality traits ^{are} ~~is~~ shown on Table 3. Eight traits ^{on the character instrument} were omitted from the table since no evidence was found to support their inclusion. They were: arrogant, curious, ignorant, imitative, meditative, passive, superstitious, and very religious. Two traits, loving and loyal, were added since they were found frequently in the books analyzed but not listed in the character instrument. Traits which had a combined total of 9 or less were also eliminated from Table 3 since not enough characters were found to exhibit them to warrant their inclusion. See Appendix C for a table showing the traits which were excluded. Stereotyped personality traits in characterizations of Asian Americans were: artistic, authoritarian, courteous, exotic "foreigners," happy, industrious, intelligent, kind, loyal to family ties, nature loving, quiet and tradition loving. Non-stereotyped

Table 3
Number and Percent of Characters Exhibiting Selected Personality Traits

Personality Traits	Asian Americans		Time Periods				Authors			
	Chinese Am.	Japanese Am.	1945-1965		1966-1976		Asian Am.		Non-Asian Am.	
	No.	No.	No.	%	No.	%	No.	%	No.	%
Aggressive	6	4	8	1.44	2	.36	2	.36	8	1.44
*Artistic	10	11	12	2.16	9	1.62	4	.72	17	3.06
*Authoritarian	13	8	15	2.70	6	1.08	2	.36	19	3.42
Calm	2	9	5	.90	6	1.08	4	.72	7	1.26
*Courteous	13	20	19	3.42	14	2.52	9	1.62	24	4.33
*Exotic "foreigners"	36	8	29	5.23	15	2.70	4	.72	40	7.22
Generous	16	9	11	1.98	14	2.52	6	1.08	19	3.42
*Happy	11	18	14	2.52	15	2.70	7	1.26	22	3.97
Imaginative	4	8	5	.90	7	1.26	4	.72	8	1.44
*Industrious	20	19	19	3.42	20	3.61	11	1.98	28	5.05
Innovative	7	3	8	1.44	2	.36	1	.18	9	1.62
*Intelligent	8	11	9	1.62	10	1.80	6	1.08	13	2.34
*Kind	17	18	15	2.70	20	3.61	15	2.70	20	3.61
*Loyal to family ties	35	31	39	7.03	27	4.87	14	2.52	52	9.38
*Nature loving	3	14	3	.54	14	2.52	9	1.62	8	1.44
Neat	2	8	5	.90	5	.90	1	.18	9	1.62
Obedient	9	9	9	1.62	9	1.62	6	1.08	12	2.16
Practical	8	2	6	1.08	4	.72	0	.00	10	1.80
*Quiet	4	11	7	1.26	8	1.44	4	.72	11	1.98
Thoughtful	11	8	11	1.98	8	1.44	5	.90	14	2.52
*Tradition loving	38	21	34	6.13	25	4.51	10	1.80	49	8.84
Loving	8	12	9	1.62	11	1.98	9	1.62	11	1.98
Loyal	0	11	7	1.26	4	.72	2	.36	9	1.62
Total	281	273	299	53.85	255	45.94	135	24.30	419	75.56

*Stereotyped characterizations

personality traits were: aggressive, calm, generous, imaginative, innovative, neat, obedient, practical, thoughtful, loving and loyal.

The second hypothesis which stated that, "There are 20 percent less stereotyped characterizations of Asian Americans in children's fiction published from 1966-1976 than in those published between 1945-1965," could only be partially accepted. Table 1 shows that books published between 1945-1965 contained 134, or 61 percent stereotyped physical characterizations of Asian Americans, and books published between 1966-1976 contained 85 or 38.73 percent. This represented 49 or 22.38 percent less stereotyped physical characterizations of Asian Americans in the later period, confirming the prediction of the writer. Stereotyped categories under "Occupations" and "Housing and Location," in Table 2 show that the total number of blue collar and white collar workers was 18 or 16.50 percent in 1945-1965 and 21 or 19.26 percent in 1966-1976. This represented 3 or 2.76 percent more stereotyped characterizations of occupations in 1966-1976. The total number of Asian Americans in average, isolated housing was 23 or 28.04 percent in 1945-1965, and 29 or 36.36 percent in 1966-1976. This represented 6 or 8.32 percent less stereotyped characterizations of Asian Americans in housing and location in 1966-1976. Thus hypothesis two was rejected in both these social categories.

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Hypothesis two was rejected by the data in Table 3, showing the number and percent of characters exhibiting selected personality traits. The total number of Asian Americans exhibiting stereotyped personality traits was 398. In the time period 1945-1965, there were 215 or 54.02 percent exhibiting stereotyped personality characterizations, and 183 or 45.97 percent in 1966-1976. This represented 32 or 8.05 percent less stereotyped personality characterizations in 1966-1976.

Hypothesis three which stated, "Books written and/or illustrated by Asian Americans contain 80 percent less stereotyped characterizations of Asian Americans than those written and illustrated by non-Asian Americans," was not accepted by the results of this study.

In Table 1, the physical stereotypes of Asian Americans totaled 219. Asian American authors were responsible for 43 or 19.57 percent of the stereotyped physical characterizations and non-Asian American authors were responsible for 176 or 80.29 percent. This represented a difference of 133 or 60.72 percent less stereotyped physical characterizations by Asian American authors.

There were 132 stereotyped physical characterizations by illustrators. Asian American illustrators were responsible for 27 or 20.42 percent, and non-Asian American illustrators were responsible for 105 or 79.49 percent of the total. This represented 78 or 59.87 percent fewer stereotyped physical characterizations of Asian Americans by Asian American illustrators.

Stereotyped occupational characterizations of Asian Americans by authors numbered 39. Asian American authors were responsible for 7 or 17.94 percent and non-Asian American authors were responsible for 32 or 82.05 percent. This represented 25 or 64.11 percent fewer stereotyped occupational characterizations by Asian American authors. There were 52 stereotyped housing and location characterizations of Asian Americans in Table 2. Asian American authors were responsible for 16 or 30.76 percent and non-Asian American authors were responsible for 36 or 69.22 percent of the total number. This represented 20 or 38.46 percent fewer stereotyped characterizations of housing and location by Asian American authors.

There were 398 stereotyped personality characterizations of Asian Americans in Table 3. Asian American authors were responsible for 95 or

23.86 percent, and non-Asian American authors were responsible for 303 or 76.13 percent of the stereotyped personality characterizations. This represented 208 or 52.27 percent fewer stereotyped characterizations of personality traits by Asian American authors.

Thus, while fewer stereotyped characterizations of Asian Americans could be attributed to Asian American authors and illustrators as compared with non-Asian American authors and illustrators, the predicted percentages were not found.

Perhaps it was unrealistic to expect a difference of 80 percent since ethnic stereotypes seem to have become an unconscious part of our culture. If this is so, the results of this study seem to indicate that Asian Americans have assimilated into American culture as successfully as any other ethnic group whose ancestors immigrated into the U. S. This finding is supported by the Asian American Children's Book Project study which reported that while Asian American authors were more likely to be sensitive to the problems and struggles of their people, ethnicity in and of itself was no assurance of a book's worth or authenticity, and that books written by Asian Americans ranked among some of the most offensive on their list.⁴⁰

The writer could not determine stereotyped social or personality characterizations by examining the illustrations found in the titles used in this study. Therefore, the comparison between Asian American and non-Asian American illustrators was omitted in the analysis of these categories and may have had some bearing on the results.

⁴⁰Asian American Children's Book Project, "How Children's Books Distort the Asian American Image," Interracial Books for Children Bulletin, 7:5, Spring, 1976.

The idea of comparing books written and/or illustrated by Asian Americans and non-Asian Americans was a good one, however, the samples were not especially conducive for this purpose. There were 8 books by Asian American authors but 5 of the 8 were written by a Japanese American, Yoshiko Uchida. Only 1 out of the 8 was written by a Chinese American author. Also, 3 of the 5 books written by Uchida seem to have been based on her personal experiences in the 1930's and 1940's. The characterizations in these stories were based on how people looked and behaved during this period. Since this is not stated in the text, a reader of one of her recent books, The Birthday Visitor, published in 1976, has no way of knowing that the characterizations of the major character and her family are not contemporary but represent people who lived in the 1930's. Lawrence Yep, the only Chinese American author, wrote a historical novel about the experiences of early immigrants from China. Thus, there was little opportunity in this study to compare stereotypes in characterizations in contemporary settings between Asian American and non-Asian American authors.

Hypothesis one which stated, "Stereotypes exist in children's fiction with Chinese Americans and Japanese Americans as major and minor characters," was accepted on the basis of the data presented in this study.. Physical, social and personality stereotypes were found to exist in the characterization of Asian Americans in children's fiction published between 1945 and 1976.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was designed to determine how Asian Americans have been characterized in children's fiction. The writer hoped that the findings would help media specialists and educators in the selection of books with Asian Americans as major or minor characters.

The questions investigated were: (1) what are the characteristics of Asian Americans in children's fiction, (2) what are the identifiable stereotypes attributed to Chinese Americans and Japanese Americans, (3) how have characterizations of Asian Americans changed between the periods, 1945-1965 and 1966-1976, and (4) how have Asian American authors and illustrators characterized Asian Americans as compared with non-Asian American authors and illustrators. The time periods were chosen to test the impact of the Civil Rights Movement and the growing consciousness of the importance of ethnicity.

The books analyzed were recommended by professionally recognized selection guides, and located in area libraries under the subject headings: Chinese in the U.S. - Fiction, Chinese in San Francisco - Fiction, Japanese in the U.S. - Fiction, and Japanese in Los Angeles - Fiction. Books about other Asian American ethnic groups were not available. A total of 34 books and 219 characters were analyzed.

Two instruments were used to collect data: (1) a book instrument which collected information on the setting, plot, illustrations, and major and minor characters, and (2) a character instrument which collected information regarding role in the story, physical traits, social status

and personality traits.

Tables were constructed to show characterizations of Asian Americans regarding: (1) physical traits, (2) social status, and (3) personality traits. Within each table, characterizations were organized by ethnic group, date of publication and whether by Asian American or non-Asian American authors and/or illustrators.

Hypothesis one which stated, "Stereotypes exist in children's fiction with Chinese Americans and Japanese Americans as major and minor characters," was accepted. The data presented in the study showed that physical, social and personality stereotypes exist in the characterization of Asian Americans in children's fiction published between 1945 and 1976.

The second hypothesis which stated, "There are 20 percent less stereotyped characterizations of Asian Americans in children's fiction published from 1966-1976 than in those published between 1945-1965," could only be partially accepted. The results showed a 22.38 percent decrease in physical stereotypes, but social characterizations showed a 2.76 percent increase in stereotyped occupations and an 8.32 percent decrease in stereotyped characterizations regarding housing and location. Personality stereotypes showed only an 8.05 percent decrease in 1966-1976.

Hypothesis three which stated, "Books written and/or illustrated by Asian Americans contain 80 percent less stereotyped characterizations of Asian Americans than those written and illustrated by non-Asian Americans," was not accepted. The data revealed 60.72 percent less stereotyped physical characterizations by Asian American authors and 59.87 percent fewer stereotyped physical characterizations by Asian American illustrators; 64.11 percent fewer occupational stereotypes and 38.46 percent fewer stereotypes of housing and location. There were

52.27 percent fewer stereotyped characterizations of personality traits by Asian American authors and/or illustrators. Thus, non-Asian American authors and illustrators were responsible for significantly larger percentages of stereotyped physical, social and personality characterizations of Asian Americans in children's fiction, but the predicted percentages were not found.

Conclusions

The results of this study revealed rather uniform physical, social and personality stereotypes for both Chinese Americans and Japanese Americans. Gast's study found "complimentary" stereotypes regarding Chinese Americans and Japanese Americans but he did not identify the characterizations which he considered "complimentary" and "uncomplimentary." This study spelled out the characterizations the writer considered to be stereotypes. The findings of Scott, regarding historically inaccurate illustrations and the mixing of various articles of Japanese and Chinese clothing, were corroborated by this study. The criticism that many of the books fail to depict Asian American culture as distinct from Asian culture or some "Oriental" stereotype of it, or as distinct from the culture of white America, was made by the Asian American Children's Book Project. The results of this study also support this criticism.

The writer feels that the contemporary Asian American child would find it difficult to identify with many of the stereotyped characterizations. For example, a Chinese American child who wants to be recognized as an American can hardly be helped by the fact that the majority of the books about Chinese Americans emphasize the exotic "foreigner" image. In this study, Chinese American children were usually

characterized as having Chinese first names such as Ling Poo or "Peach Blossom," and lived in Chinatown with parents and grandparents who were born in China. The family was usually depicted eating Chinese food with rice bowls and chopsticks. Many mothers and grandparents wore ethnic rather than western clothing. Parents and grandparents often stressed the importance of attending Chinese language school and observing Chinese holidays and customs. The stereotyped exotic "foreigner" image also does not help non-Asian American children accept Chinese American children as equals whose ancestors happened to come from Asia instead of Africa, Europe or South America.

The impact of the Civil Rights Movement and awareness of the importance of ethnicity on books about Asian Americans was disappointing. While there were fewer physical stereotypes in books published during the past ten years, there was no appreciable difference regarding social or personality stereotypes.

Asian American authors and illustrators were responsible for about 60 percent fewer stereotyped characterizations than non-Asian American authors or illustrators. This result indicated that they were not entirely free from the effects of American cultural stereotypes, even as members of the ethnic minority groups they portrayed.

Recommendations

This study showed that authors, illustrators and publishers of children's literature should become more aware of the physical, social and personality stereotypes of Asian Americans. Care should be taken to see that ethnic information stated in the narrative or conveyed through illustrations is correct.

Studies should be made to test the hypothesis that favorable

attitudes toward Asian Americans can be developed by the introduction of non-stereotyped children's fiction at various grade levels. Studies regarding changes in self-concept on the part of Asian American children with the introduction of non-stereotyped ethnic material should also be undertaken.

This study should be replicated when there are sufficient titles so that historical fiction can be treated separately from contemporary fiction. The larger number of titles would also reduce the possibility that the work of one author might unduly influence the results of the study.

An annotated bibliography, which would alert media specialists and educators to stereotypes contained in materials with Asian Americans as major and minor characters, would be a valuable tool.

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APPENDIX A

Book Instrument

Author: _____

Illustrator: _____

Title: _____

Ethnic Group: _____

Story Setting

Basic Plot

Illustrations

Characters Analyzed

1. _____, Major

4. _____, Minor

2. _____, Minor

5. _____, Minor

3. _____, Minor

6. _____, Minor

Comments

Character Instrument

_____, Character Author:
 Major: _____ Minor: _____ Illustrator:
 Title:
 Publisher:
 Date:

Physical Age:
 Sex:
 Description:
 Traits bangs short
 "bowl" haircut slant-eyed
 bucktoothed smiling
 hair styled in bun wearing ethnic clothing
 pigtail(s) other

Place of Birth:

Status Education:
 Position college
 high school
 elementary school
 pre-school
 other

Occupation:
 professional
 white collar
 blue collar
 student
 other

Housing and Location:
 very good housing
 average housing
 poor housing
 integrated neighborhood
 isolated neighborhood

Personality	Aggressive	Generous	Peaceful
	Alert	Happy	Persistent
Traits	Arrogant	Honest	Philosophical
(Stereotypes)	Artistic	Imaginative	Practical
	Authoritarian	Ignorant	Quick
	Calm	Imitative	Quiet
	Conservative	Industrious	Reserved
	Courteous	Innovative	Respectful
	Curious	Intelligent	Shrewd
	Deceitful	Kind	Shy
	Dependable	Loyal to family ties	Submissive
	Dexterous	Meditative	Subservient
	Docile	Moralistic	Superstitious
	Efficient	Nature loving	Thoughtful
	Exotic "foreigners"	Neat	Thrifty
	Expert in martial arts	Obedient	Tradition loving
	Faithful	Passive	Very religious

APPENDIX B

Chinese American

Picture Books

- Anderson, Juanita B. Charley Yee's New Year. 1956.
 Behrens, June. Soo Ling Finds a Way. 1965.
 Freeman, Don. Fly High, Fly Low. 1957.
 Keating, Norma. Mr. Chu. 1965.
 Martin, Patricia Miles. The Rice Bowl Pet. 1962.
 Politi, Leo. Moy Moy. 1960.
 Wright, Mildred Whatley. A Sky Full of Dragons. 1969.

Juvenile and Young Adult Fiction

- Bulla, Clyde Robert. Johnny Hong of Chinatown. 1952.
 Judson, Clara Ingram. The Green Ginger Jar. 1949.
 Lenski, Lois. San Francisco Boy. 1955.
 Newman, Shirlee Petkin. Yellow Silk for May Lee. 1961.
 Oakes, Vanya. Willy Wong: American. 1951.
 Niemeyer, Marie. The Moon Guitar. 1969.
 Pinkwater, Manus. Wingman. 1975.
 Robertson, Keith. The Year of the Jeep. 1968.
 Yep, Lawrence. Dragonwings. 1975.

Japanese American

Picture Books

- Copeland, Helen. Meet Miki Takino. 1963.
 Hawkinson, Lucy. Dance, Dance, Amy-Chan! 1964.
 Politi, Leo. Mieko. 1969.
 Taylor, Mark. A Time for Flowers. 1967.
 Uchida, Yoshiko. The Birthday Visitor. 1975.
 Uchida, Yoshiko. The Rooster Who Understood Japanese. 1976.
 Yashima, Mitsu and Taro. Momo's Kitten. 1961.
 Yashima, Taro. Umbrella. 1958.

Juvenile and Young Adult Fiction

- Bonham, Frank. Burma Rifles. 1960.
 Bonham, Frank. Mystery in Little Tokyo. 1966.
 Cavanna, Betty. Jenny Kimura. 1964.
 Christopher, Matt. Shortstop From Tokyo. 1970.
 Emery, Anne. Tradition. 1946.
 Haugaard, Kay. Myeko's Gift. 1966.
 Means, Florence Crannell. The Moved Outers. 1945.
 Uchida, Yoshiko. Journey to Topaz. 1971.
 Uchida, Yoshiko. The Promised Year. 1959.
 Uchida, Yoshiko. Samurai of Gold Hill. 1972.

Chinese American

1945-1965

- Behrens, June. Soo Ling Finds a Way. 1965.
 Bulla, Clyde Robert. Johnny Hong of Chinatown. 1952.
 Freeman, Don. Fly High, Fly Low. 1957.
 Judson, Clara Ingram. The Green Ginger Jar. 1949.
 Keating, Norma. Mr. Chu. 1965.
 Lenski, Lois. San Francisco Boy. 1955.
 Martin, Patricia Miles. The Rice Bowl Pet. 1962.
 Newman, Shirlee Petkin. Yellow Silk for May Lee. 1961.
 Oakes, Vanya. Willy Wong: American. 1951.
 Politi, Leo. Moy Moy. 1960.

1966-1976

- Anderson, Juanita B. Charley Yee's New Year. 1970.
 Niemeyer, Marie. The Moon Guitar. 1969.
 Pinkwater, Manus. Wingman. 1975.
 Robertson, Keith. The Year of the Jeep. 1968.
 Wright, Mildred Whatley. A Sky Full of Dragons. 1969.
 Yep, Lawrence. Dragonwings. 1975.

Japanese American

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- Bonham, Frank. Burma Rifles. 1960.
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 Hawkinson, Lucy. Dance, Dance, Amy-Chan! 1964
 Means, Florence Crannell. The Moved Outers. 1945.
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 Yashima, Mitsu and Taro. Momo's Kitten. 1961.
 Yashima, Taro. Umbrella. 1958.

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- Bonham, Frank. Mystery in Little Tokyo. 1966.
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 Haugaard, Kay. Myeko's Gift. 1966.
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Uchida, Yoshiko. The Rooster Who Understood Japanese. 1976.
Yashima, Mitsu. Momo's Kitten. 1961.
Yashima, Taro. Umbrella. 1958.
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Kingman, Dong. Johnny Hong of Chinatown. 1952.
Mizumura, Kazue. Mystery in Little Tokyo. 1966.
Yashima, Taro. Momo's Kitten. 1961.
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APPENDIX C

Table 4

Number of Characters Exhibiting Personality Traits
With a Combined Total of Nine or Less

Personality Traits	Asian Americans		Time Periods		Authors	
	Chinese Am.	Japanese Am.	1945-1965	1966-1976	Asian Am.	Non-Asian Am.
	No.	No.	No.	No.	No.	No.
Alert	1	3	1	3	2	2
Conservative	2	0	2	0	0	2
Deceitful	2	1	1	2	0	2
Dependable	1	6	5	2	2	5
Dexterous	5	3	2	6	1	7
Docile	1	1	1	1	0	2
Efficient	0	2	1	1	2	0
Expert in martial arts	0	6	1	5	2	4
Faithful	0	2	0	2	1	1
Honest	0	2	1	1	1	1
Moralistic	2	0	2	0	0	2
Peaceful	0	5	1	4	4	1
Persistent	1	2	2	1	0	3
Philosophical	6	3	7	2	0	9
Quick	2	2	0	4	1	3
Reserved	1	3	3	1	0	4
Respectful	3	2	2	3	1	4
Shrewd	5	0	3	2	0	5
Shy	4	4	5	3	0	8
Submissive	3	3	2	4	0	6
Subservient	5	4	4	5	1	8
Thrifty	3	0	3	0	0	3

Table 4 (continued)

Personality Traits	Asian Americans		Time Periods		Authors	
	Chinese Am.	Japanese Am.	1945-1965	1966-1976	Asian Am.	Non-Asian Am.
	No.	No.	No.	No.	No.	No.
Proud	2	5	4	3	1	6
Courageous	4	5	6	3	4	5
Gentle	1	4	3	2	2	3
Ambitious	2	6	4	4	4	4
Sad	3	4	4	3	1	6
Sense of humor	3	5	4	4	2	6
Religious	1	3	1	3	3	1
Popular	0	5	4	1	0	5
Stubborn	0	1	1	0	0	1
Sympathetic	0	5	3	2	4	1
Total	63	107	83	77	39	120