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The Portrayal of the European Immigrant in the Historical Fiction for Children and Young Adults

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Abstract

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Descriptive occurrences in each book were examined for the realistic portrayal of the immigrant experience in six general areas: (1) the Americanization process, (2) the educational experience of the immigrant, (3) employment opportunities, (4) family relations, (5) conditions encountered during the emigration process, and (6) reasons for emigrating. Twenty-two hypotheses were developed relating to these six general areas: only 2 of these hypotheses were accepted and 20 rejected.

In the 15 books chosen for this study, the portrayal of the European immigrant was not particularly realistic. While most of the characters in these books struggle with the same concerns that the real immigrants did in the time period, these experiences are often watered down or omitted. The makeup of the population used, the availability of books containing as main character the European who emigrated between 1832 and 1932, and the structure of the frequency checklist used in the study were some factors which affected the study's findings.

The Portrayal of the European Immigrant in Historical Fiction
for Children and Young Adults

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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Read and approved by
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Chapter One

Introduction

Every American citizen comes from immigrant stock; we are, in the words of John F. Kennedy, "a nation of immigrants". The diverse cultural forces in our country enrich all segments of American life; religion, politics, business, the arts, education, athletics, and entertainment are influenced by our rich immigrant background.

From the very early years, settlers from other lands have colonized our shores. From these very early years, certain myths about our country have existed. One such myth is the "melting pot" concept. In this myth, the United States is conceived of as a giant stewing kettle in which assorted nationalities and cultures blend into a homogeneous new culture. Another myth is the view of our country as "the Golden Door". In this myth, America is seen as a classless, nonpatriarchal society in which anyone can acquire political, social, and economic power as well as total religious freedom. A well-known story connected with this latter myth is repeated by Mormino (1982). Europeans heard that American streets were paved with gold, but when they arrived they discovered that (1) the streets were not paved with gold, (2) the streets were not paved at all, and (3) they were expected to pave them.

The immigrant's reasons for wanting to emigrate to America are certainly rooted in these myths; if one sees the United States as "the land of milk and honey" where money and jobs are easily

obtainable, then emigration from one's homeland is both logical and desirable.

And emigrate they did--between the years of 1892 and 1932, the immigration station at Ellis Island at the base of the Statue of Liberty in New York Harbor was the reception station for some sixteen million immigrants. Ellis Island, the "island of hope, island of tears" (Brownstone, Franck, and Brownstone, 1979), was the crucial turning point for millions of Europeans who hoped to establish a new home in the United States. During the years of operation of the inspection station at Ellis Island, the tides of immigration waxed and waned as conditions and regulations both abroad and at home changed. Jewish pogroms in Russia, a major world war, an explosive need for workers in a suddenly industrialized nation, and restrictive immigration legislation all influenced the number of people waiting to be processed at Ellis Island.

Oral histories from these persons who emigrated to America in the early years of this century are often dramatic. The preparation to leave the homeland, the ocean voyage itself, the anxious waiting at Ellis Island, and finally the beginning of their new lives as Americans were experiences that were shared by all who came. They were experiences that are indelibly stamped into the memory of those who were old enough to remember this eventful trip.

Increasingly strict legislation began to set limits on the number of immigrants admitted to the United States. In 1917 Congress passed a bill requiring a literacy test for all immigrants;

in 1924 the Native Origins Act established discriminatory national and racial quotas by placing a ceiling on the number of persons accepted from other countries in the world. The National Origins quota system was "not only restrictive but nationally biased and racist" (Anderson, 1981, p. 27); the system remained in effect until 1968. As a result of this restrictive legislation the stream of immigrants that had been pouring into the United States was cut back to a mere trickle, and Ellis Island closed its operation as an immigration reception station in 1954.

Today 450,000 persons legally migrate to the United States each year (Bikales, 1983). In addition to this number, large-scale refugee admissions have occurred at points in our history; these refugees have come from Cuba, Haiti, and southeast Asia. Added to these groups are the numbers of illegal immigrants, many from Mexico, who come into the United States by the thousands each year. These "new immigrants" entering the United States have difficult adjustments to make while assimilating into American society just as did their predecessors in the early 1900's.

Literature may help to smooth the Americanization process for these new immigrants. The reading of historical fiction which realistically portrays the struggle of the European immigrants in the early part of this century could facilitate understanding of, and empathy for, the struggle of the modern immigrant.

Purpose of the Study

The purpose of this study was to conduct a content analysis of historical fiction, written for children and young adults since 1950, which contains characters who emigrated to the United States from Europe between the years of 1832 and 1932. Descriptive occurrences in each novel were examined for the realistic portrayal of the immigrant experience in six general areas: the Americanization process, the educational experience of the immigrant, employment opportunities, family relations, conditions encountered during the emigration process, and reasons for emigrating. These six general categories are reflected in the hypotheses tested in the study:

- H 1. In the category of Americanization, for each of the following characteristics, the majority of immigrant characters will:
 - A. Change name slightly to sound more "American".
 - B. Gradually adopt new style of clothing.
 - C. Combine old ways and new in family celebrations.
 - D. Learn English, but continue to speak native tongue.

- H 2. In the category of education, for each of the following characteristics, the majority of characters will believe that:
 - A. Education is necessary; as is a job.
 - B. School is both pleasant and unpleasant.
 - C. Teachers treat immigrants the same as others in the class.

- H 3. In the category of employment, for each of the following characteristics, the majority of immigrant characters will:
- A. Have a steady job eventually.
 - B. Encounter labor unions.
 - C. Improve financial status.
 - D. Encounter environmental difficulties in a rural setting but succeed.
 - E. Be able to support self, family in the urban setting.
- H 4. In the category of family relations, for each of the following characteristics, the majority of characters will:
- A. Show independence of will as well as responsibility toward family.
 - B. Send some money back to family members in the old country.
- H 5. In the category of reasons for emigrating, for each of the following characteristics, the majority of characters will:
- A. Want to improve financial situation.
 - B. Not be emigrating for better educational opportunity.
 - C. Have some family in the United States.
 - D. Not be emigrating for religious reasons.
- H 6. In the category of the emigration process, for each of the following characteristics, the majority of characters will:
- A. Face some problems in reaching port.
 - B. Experience some discomfort on the ocean voyage.
 - C. Pass through inspection with few problems.
 - D. Have means or plans to obtain shelter upon arrival in the United States.

The assumptions underlying this research study are (1) the experience of the European immigrant is included in American historical fiction written for children and young adults, (2) historical fiction novels and picture books reflect common understanding about ideas and people of the time portrayed, and (3)

children and young adults do read historical fiction written for their age group.

Definitions of Terms

Acculturation, Americanization, and assimilation are used in this study to refer to the process of becoming accustomed to the new culture.

Americans in this study refers to persons who are living in, or have lived in, the United States.

Books written for children for this study are those written for persons younger than 12.

Books written for young adults for this study are those written for persons ages 12 to 19.

European immigrants in this study are those Europeans who immigrated to the United States between the years of 1832 and 1932.

Historical fiction in this study are works of fiction which are set in a time period other than the present.

Immigrants in this study are those persons who were not born in the United States, but have made a home here.

Occurrences in this study are those descriptive passages, sentences or paragraphs, which reflect the characteristics of the persons studied.

Limitations of the Study

This research study is limited to the fifteen books selected for analysis which contain, as main characters, Europeans who chose to immigrate to the United States in the years from 1832 to 1932. All of the books chosen were historical fiction; picture books were included in the study, as were books written for the high school student. Books chosen were published in the United States after the year 1950 and were recommended in retrospective bibliographies or positively reviewed in professional journals, such as Booklist and School Library Journal.

Chapter 2

Review of Related Literature

This review of the literature focuses on four aspects important to the study: (1) historical fiction as a form of literature, (2) studies which record the actual oral histories of Europeans who came to this country in the early part of this century, (3) the Americanization or acculturation process of the immigrant, and (4) studies which explore the portrayal of the European immigrant in American literature.

Historical fiction is realistic fiction which is set in a time period other than the present. Good historical fiction, like today's realistic fiction, will contain themes that are relevant to the modern world, believable characters, a well-constructed plot, and an accurately portrayed setting.

Many authors have defined several characteristics that pertain to historical fiction. Jacobs (1945) states that the historical novel recreates the world--the economic, political, social, and moral structure--surrounding individuals in a certain time setting. Cianciolo (1981) points out that the precision of this recreation is extremely important in historical fiction; accuracy of the content --precise attention to detail--is an important characteristic also emphasized by Trease (1977) and Zilinsky (1985). In addition, the writer of historical fiction needs to combine imagination with this

accuracy. The story should not be overwhelmed by the amount of accurate detail in the background material (Blos, 1985).

Lukens (1986) adds to the criteria for historical fiction a protagonist who exhibits universal human traits; by bringing believable characters to life, the writer of historical fiction is conveying psychological truths to the reader. Trease (1977) also discusses the importance of relevancy to today's world in historical fiction. Even though the setting of a story is placed in another time, the reader should be able to recognize the universality of the human dilemmas, situations, and problems. Blue (1976) points out the importance of this universality to the young reader in particular when he states that "the unity of past and present provided by historical novels changes reading about history from dull lessons to interesting stories that youngsters can empathize and identify with and that, in many cases, strongly relate to their own experiences" (p. 50).

Fleming (1985) believes that a work of historical fiction should give the reader a fresh perspective on an historical event. The story should be an imaginative blend of fact and fiction; at the same time, major events or persons should never be changed "in absurd or extreme ways" (p. 11) from the truth.

Oral histories detailing the reality of the European immigrants' experiences are numerous; many of them are also unforgettable. These immigrants' reasons for coming to America are varied ones with certain common bonds; they came to improve their

economic, educational, religious or social condition. Kennedy (1964) lists three main forces at work in Europe that brought people to our shores: (1) religious persecution, (2) political oppression, and (3) economic hardship. Some immigrants came to join family already in the United States; others came to make enough money to bring the rest of the family to our shores. America beckoned as the land of freedom and opportunity. Europe was a closed society; the United States offered not only economic opportunities, but also free public education and freedom from religious persecution.

"America fever" had Europe in its grip in the early part of this century; promotions by businesses in the United States, steamship companies' advertisements, and glowing letters back to the old country from newly successful immigrants helped to fuel the fever. Eiseman (1970) stresses that it was "largely the 'America letters' that spurred this great migration across the sea" (p. 79). Thousands of letters flowed back to the homeland from the newly arrived immigrants, telling of homely, everyday things; the richness of the soil, the free public schools, and the work and wages available in America are common themes in these letters. For the listening European women in particular, the myth of America "contained a transformation to a nonpatriarchal, classless world where millionaires married poor girls and men took care of children and helped with housework" (Ewen, 1985, p. 56). As Wittke (1964) points out, even though a certain number of these letters expressed bitter disappointment in America, the great majority were

"enthusiastic descriptions of a land of unlimited opportunity, in contrast with what was available to the poor at home" (p. 103). One or two such letters, circulated among an entire village in Europe, could spread "America fever" quickly.

Once the decision to emigrate was made, and before they reached the processing station at Ellis Island, the Europeans needed to prepare to leave their homeland. Houses and possessions needed to be sold, coins were scrimped and saved for the purchase of the steamship tickets, farewells to friends and relatives were said, the overland journey to the port city where their ship was waiting had to be made, and the visas for the voyage had to be obtained. Often only the capable breadwinner in a family (usually the father, sometimes the eldest son) emigrated first in order to make enough money to buy steamship tickets to bring the rest of the family to America one by one. As Brownstone, et al, (1979) point out, often the most strenuous and uncertain part of the journey was the overland trip to the ports. Professional thieves, swindlers, and often unscrupulous government officials were on the lookout for these young, healthy and impatient people who had sold all their belongings and were eager to make the trip to America.

The ocean voyage itself was often an uncomfortable experience; for those passengers travelling in steerage, the overcrowded and unsanitary conditions "amounted to a scandal; passengers were often treated more like animals than human beings" (Heaps, p.35). Jones (1960) reports that "at every stage of the journey, moreover, the

bewildered immigrant was swindled, imposed upon, and ill-treated, the victim successively of dishonest passenger brokers and their runners, lodging-house keepers, and unscrupulous ship captains (p. 106). Seasickness, disease, poor food, and congested quarters seem to have been the norm on these early ocean voyages. In 1907, Theodore Roosevelt ordered a Commission to establish better conditions; progress toward more sanitary, comfortable voyages began.

Once the immigrant ships arrived in New York Harbor and the Statue of Liberty was at last sighted, the ordeal of the inspection at Ellis Island began. The inspection process itself was conducted in an "efficient but callous" (Heaps, p. 73) manner; medical examinations of an individual's mental capacities as well as the health of the eyes, head and body were an important part of this procedure. Several immigrants remember the painful eye examination particularly vividly: the procedure was to use a button hook to roll back the eyelid (Brownstone, et al, 1979; Heaps, 1967; Namias, 1978). Verbal questioning on the accuracy of the information presented on the ship's manifest followed the physical examination. Often during the confusion of these medical and oral examinations, the immigrants' names were changed. Jastrow (1986) tells of the German Jew named Isaac Horowitz who, upon being asked his name during the inspection at Ellis Island, was so flustered that he replied, "Schoyn vergessen (I forget)". On the spot, a Horowitz became a man with the distinctly Irish sounding name of Sean

Ferguson. Those immigrants who were refused admission to America at Ellis Island were relatively few in number, but enough persons were deported back to their country of origin to make the ordeal of waiting for the inspection an anxious time for all.

After successfully passing through the inspection at Ellis Island, the immigrants were free to pursue their individual dreams. Some never continued their journey beyond the Brooklyn Bridge, seeking their fortune in the urban world of New York City; others left the city to settle on farms on the Midwestern frontier. Nordstrom (1980) relates the story of Evelina Mansson, a young Swedish girl who lived in Minnesota for six years at the turn of the century, who typifies in many ways the immigrant's urban and rural experience. Mansson, with a simple rural background and minimal occupational skills, was initially employed in rural Minnesota as a farm laborer. Later, in Minneapolis, she obtained work as a janitoress and an assembly worker in a shirt factory. Her letters make remarkable reading as they reflect the immigrant experience. These letters graphically portray the development of ethnic communities within large urban areas, the ease of finding (low-paying) work, the difficulty with the language and culture, and the feeling of isolation from both the native country and from America. No matter how diverse the continuation of their journeys were, for all of these Europeans the process of Americanization began as they left Ellis Island.

Most of the new immigrants were interested in realistic, steady employment rather than an elusive dream of acquiring vast riches; equal in importance to most was the preservation of family and religious customs of their native lands (Kraut, 1982). This preservation of the native country's customs was certainly an important factor in the Americanization process for each European immigrant.

Several articles and research studies explore the assimilation process that immigrants face when they come to another culture. These papers include studies which explore the culture shock experienced both by the immigrant of today and the European immigrant who came to America in the early part of this century.

Fritiof Ander (1933), a Swedish-American historian, discusses a phenomenon that often occurs during the acculturation process: as the immigrants become accustomed to American ways, at the same time their memories of the homeland become ever more precious to them. Childhood memories of family, certain native rituals, dress, language, music, and even the physical geography of the land left behind "become more vivid; the valleys, rivers, lakes and mountains of the childhood home seem more and more charming" (p. 137). The children of the immigrant often inherit this love for the old country and the native customs; the ethnic community continues to celebrate holidays in the native style while at the same time learning to adapt to the new language and culture. Ander's observation made in 1933 that ethnic interests, culture, and values

are important to the first-, second-, or third-generation American as well as to the newly arrived immigrant is as true today as it was 55 years ago.

The myth of the United States as a melting pot of the world's cultures is discussed by Bikales and Imhoff (1985). They suggest that a more accurate metaphor for the American society would be a "salad bowl" in which various cultures are combined, retaining their original flavor and character: "A carrot exchanges flavor with a stick of celery in a stew, but remains distinctive in a salad" (p. 223). Glazer and Moynihan (1970) also refute the melting pot myth.

During the Great Migration of immigrants in the last part of the 19th and the first part of the 20th century, however, the melting pot theory was widely believed; the newcomers were often encouraged to ignore or reject their native cultural differences in favor of the new American culture and values. The public school was seen by many as the vehicle by which Americanization was to be accomplished. Bell (1984) examines the history of this education of the immigrants; he emphasizes that Americanization meant, in addition to the acquisition of basic knowledge and skills, the adoption of American values and the obliteration of cultural differences. Indoctrination of the "correct set of values" (p. 10) for the immigrant child was the most important part of the schooling experience; this indoctrination covered a widespread variety of topics, from personal hygiene to politics. Zanger (1976) also sees the public school as the greatest instrument of Americanization and

points out that the immigrant child often bore the brunt of the acculturation process. Many times, a certain role reversal would occur in immigrant families: the child, who often quickly learned English, became the intermediary between the parents and the teachers, police, politicians and social workers who represented the authority of America to the immigrant.

The reality of the immigrant child's experience in the American public school is discussed by Wieder (1985), who interviewed 13 Jewish immigrants who had attended the New York City public schools in the early part of this century. Wieder concedes that his study is limited to these 13 persons' experiences, as recalled by them in interviews conducted many years after their emigration; however, he does conclude that "the schools were neither great educational utopias nor did they inflict harm on immigrant children" (p. 98). Marie Jastrow (1979) clearly recalls her experiences as a German-speaking immigrant in the New York City schools: "at home only German was spoken, and at school only English. I had no choice but to learn English quickly and without fuss" (p. 80). She recalls no special treatment, kind or unkind, from her teachers. Wieder points out that, to these European immigrants, the obvious way to become an American was through the school; the teacher was both the authority figure and a model of American values. Kraut (1982) also places emphasis upon the importance of education to the immigrant as he relates the first day of school in America for immigrant Mary Antin: her father brought his children to school "as if it were an

act of consecration" (p. 134). Schooling was an important part of most immigrants' lives; education was the means to becoming American.

In an early study, Jacobs (1945) analyzed 41 books for certain American values which he termed "democratic acculturation"; all books used in the study were written for American children during the first half of the 20th century. Jacobs looked at three different aspects of the individual's world in his study: (1) the external, physical environment--food, clothing, shelter, and transportation; (2) social institutions--family relations, political groups, language and rituals; and (3) psychology--the desire for status, respect, and security. The author looked at various aspects of both the material and the non-material cultures of characters portrayed in the literature. Jacobs employed a value index consisting of categories such as "adapting to new environments" and "assuming responsibility" (p. 371) to evaluate these 41 historical fiction books. Those novels which contained passages fitting into Jacobs' value index are listed in appendixes to the report. Jacobs concludes as a result of this study that:

There is a challenging need...for a new realistic children's historical fiction dealing with...any child, who, in some moment in the past, is caught in some cleavage which has existed and may still exist in some form in the main current of American life. (p. 410)

Although Jacobs wrote these words over forty years ago, his conclusions from the study are certainly pertinent today.

Four papers examine the acculturation of the "new immigrants", those persons entering the United States in recent years. Arredondo (1983) conducted a longitudinal study of identity, ego and career development patterns among immigrant adolescents and young adults in Boston from 1977-1981. She began this study with 30 participants, representing 13 different ethnic backgrounds, who were 16 years old and had been in the United States at least one year. At the end of the study, in June 1981, the remaining sample of the population included 10 women and 7 men or 60% of the original group. Data for these individuals were gathered through the use of a journal written by the subjects, as well as personal interviews with the subjects, and the administration of two standardized tests: the Washington University Sentence Completion Test for Ego Development and the McClain Self Description Test. A significantly high number of the participants became citizens of the United States (21 out of the original 30) and came from families that were educated beyond high school (23 out of the original 30). From her study of the individual journals, interviews, and test results, Arredondo suggests that these immigrant youths successfully manage to combine both their own familiar cultural values with those of the new environment to reach a new sense of balance between the two cultures.

This same sense of balance is suggested by the results of studies of Mexican-American children conducted by Franco (1983). In one study Franco analyzed the independent variables of the school

setting, grade level, student ethnicity, and level of acculturation of the Mexican-American children. The school children's self-concept scores remained relatively stable throughout the school years.

Mostek (1985) and Cortada (1986), in two separate papers, explore the cultural diversity present in the new immigrant groups and the corresponding need for multi-cultural curricula in the elementary and secondary schools. In her paper, Mostek particularly emphasizes the differences between the prior school experience for the older immigrant child and the American school system. Since the earlier school experience is probably very different from the American school experience, the immigrant child will need specific help in adjusting to our system. Cortada's paper calls for a recognition of the necessity for cultural pluralism in American schools. He emphasizes that teachers must be specifically trained to deal with the rapid growth of minority populations. Both papers emphasize the importance of providing learning environments that will respond to very different individuals from very different backgrounds.

A few research studies explore the portrayal of the European immigrant in American literature. Some of these studies are based upon autobiographies written by these immigrants; others examine the immigrant as portrayed in works produced by native-born American authors.

Dyrud (1979) examined 77 novels published between 1890 and 1970 which focus on the northern European immigrant on the midwestern frontier. A sense of the immigrant's feeling of isolation--the concept of marginality--was strongly emphasized in these novels. Four major themes of marginality were seen to emerge from these novels: (1) tension created by the immigrant's abandoning of their own culture, (2) the lack of intellectual and cultural pursuits on the frontier, (3) resentment for the newcomer expressed by the nativists, and (4) nature as a force that challenges survival for the immigrant.

Flanagan (1961) divides the protagonists in immigrant fiction into two types: the immigrant as victim and the "lusty, boastful" (p. 86) strong immigrant figure. He cites several examples of this type of literature, and states that Rolvaag's Giants in the Earth presents the classic contrast of these two types: Per Hansa is the boastful extrovert in the novel and his wife, Beret Holm, represents the "sensitive, fearful, suspicious introvert" (p. 87).

The portrait of the immigrant in American fiction was also examined in a two-part study conducted by Fine (1969) which focuses on the urban ghetto. The first part of Fine's study deals with American immigrant fiction written by native-born Americans; the second part deals with novels written by the immigrants themselves. Fine focuses on the contrast between the nativists' warning of the supposed threat to American ideals which was posed by the immigrant and the view of the urban reformer who hoped to improve the living

conditions in the immigrant ghetto. The argument between those who supported the Americanization theories of Jacob Riis and those who supported the melting pot visions of reformers like Jane Addams is another theme studied by Fine.

Scandinavian immigrant fiction, particularly newspapers written in the native tongue, which recorded the homesteading experience of Swedes, Danes, and Norwegians in the American Midwest is the focus of a study conducted by Mossberg (1979). The recurring themes which Mossberg finds in this literature include the struggle between old ways and new, between material values and religious ones, and between intellectual life and deadening labor.

Nearly 100 autobiographies of immigrants who came to America between 1860 and 1945 were examined by Neidle in a 1962 study. Neidle concluded that all immigrants to some degree suffered hardships; very few did not experience some disappointment in the New World. Some succeeded beyond their most extravagant hopes, others succeeded only because their children eventually accomplished some success. These experiences of immigrants, as recorded in their own words, offer a picture of both the difficulties and triumphs encountered in the American environment.

Immigration studies are an important part of our schools' curricula; accurate, well-written historical fiction should be valuable supplements to these studies. In addition to the historical value of these novels is the present-day value; they can help create empathy for the difficulties faced by today's immigrants

from Asia, Mexico, or other lands. Books portraying the American immigration experience have been--and continue to be--written for children and young adults. Research studies which examine immigrant fiction written for young people, however, are rare. This lack of studies in the field seems to justify further research work.

Chapter 3

Method and Procedures

This research study used a content analysis procedure to assess the portrayal of the European who immigrated to the United States in the time period between 1832 and 1932. These portrayals were found in historical fiction written for children or young adults and published after 1950 in the United States.

Bekkedal (1973) describes the content analysis technique as being "an objective, systematic, and quantitative method of describing content" (p. 110), and goes on to state that:

If children do gain ideas and impressions about the world around them from the books they read, as is generally believed, it is surely important for adults to know what kind of world the books portray. Content analysis can help to provide a more comprehensive view of the contemporary world as it is pictured in children's books. (p. 124)

For this study, an attempt was made to discover the portrayal of the participants of the Great Migration from Europe that is depicted in literature for young people. Fifteen books, containing as main character at least one European who immigrated to the United States between the years of 1832 and 1932, were analyzed using a content analysis technique. These books were all works of American historical fiction written since 1950 for children or young adults. The books were analyzed for their portrayal of European immigrants and their assimilation experiences.

In order to obtain a core list of books for the study, the following selection tools were consulted: (a) The Bookfinder (1985), (b) Children's Catalog (1986), (c) Elementary School Library Collection (1986), (d) the Junior High School Library Catalog (1985), (e) the Senior High School Catalog (1987), and (f) Your Reading: A Booklist for Junior High and Middle School Students (1983). A list of 14 books that appeared to fit the criteria for this study emerged from this initial search.

Since no books were found at the high school level in this initial search, the researcher consulted the card catalogs of the Waterloo Public Library and the Youth Collection of the Donald O. Rod Library at the University of Northern Iowa for additional possibilities. A variety of subject headings was used to locate books containing the immigrant experience in the selection tools and in the card catalog, including: (a) emigration and immigration; (b) immigrants; (c) refugees, Jewish; and (d) United States--emigration and immigration. Various ethnic groups were also checked as subject headings, including: (a) Bohemian-Americans, (b) Danish-Americans, (c) German-Americans, (d) Greek-Americans, (e) Irish-Americans, (f) Italian-Americans, (g) Jews--New York, (h) Norwegian-Americans, (i) Polish-Americans, and (j) Swedish-Americans. From this search, 13 more books were added to the list of possibilities. Reviews in Booklist and School Library Journal for these additional books were consulted. Those books that did not meet the criteria for this study were eliminated.

The availability of the books was explored next. The Waterloo Public Library and the Youth Collection at the University of Northern Iowa immediately provided several titles. An attempt was made to secure six books on interlibrary loan through the Waterloo Public Library, and two of these titles were received in time to be used in the study. At this point, 18 books fit the criteria and were physically available for the study. Picture books comprised 22% of this list; 17% of the books were in the lower elementary (grades 2-4) range; 28% were suitable for students in the upper elementary (grades 4-6); and 11% were high school level (grades 9-12) books. A proportional random sample was drawn from this list, and the final list of 15 books emerged (Appendix A).

A frequency checklist was used to note how each author describes the immigrant character and the immigrant's experiences in each book (Appendix B). The categories included in this list were drawn from the oral histories and research studies as reported in the following sources: Brownstone, et al (1979), Eiseman (1970), Ewen (1985), Glazer and Moynihan (1970), Heaps (1967), Jacobs (1945), Jastrow (1979), Jones (1960) and (1976), Kennedy (1964), Kraut (1982), Namias (1978), Nordstrom (1980), and Wittke (1968). Six general areas relating to the immigrant experience were included in the checklist: Americanization, education, employment, family relations, the emigration process, and reasons for emigrating. Each general area was then subdivided into more specific areas, which in turn contained three possible responses. Statements A and B in each

category reflected opposite points on a continuum, and statement C represented a middle point on the continuum. A separate frequency checklist was used for each book to record the descriptions of immigrants and their experiences by the category areas. When descriptive statements about the same immigrant characters were duplicated in a book, they were counted only once. The same statement made about a different character in the book was counted.

Chapter Four
Analysis of the Data

The 15 books analyzed in this study contained a total of 67 main or secondary European immigrant characters who fit the criteria for this study. Table 1 displays the number of characters in each book.

Table 1. Number of Immigrant Characters in Fifteen Books

Title	Number of Immigrant Characters	
	Main	Secondary
One Way to Ansonia	1	6
Streets of Gold	1	4
Gooseberries to Oranges	1	0
Molly's Pilgrim	1	2
Now, Ameriky	1	2
Across the Sea From Galway	1	6
A Russian Farewell	1	2
Better Than A Princess	1	2
Tilli's New World	1	4
The Other Shore	1	2
The Melting Pot	5	3
Call Me Ruth	1	4
The Long Way to a New Land	1	3
Kristin's Surprise	1	4
Meet Kristin	1	4
Totals	19	48

Only one of the picture books, Gooseberries to Oranges, had no secondary characters; in each of the other books, secondary characters were members of the main character's immediate family. A "choose your own adventure" type of book, Roseman's The Melting Pot is the only book on this list that includes more than one main character. Depending upon the reader's choice of the options

offered in this book, The Melting Pot presents a variety of characters and plot situations.

In order for the hypotheses in this study to be accepted, a simple majority of the hypothesized characteristic in each category on the frequency checklist needed to be found in the books. Often, a characteristic on the frequency checklist was not mentioned in the narrative in the books chosen for this study. Descriptions in the narrative that did not match the hypothesized characteristic were counted as "other descriptions" on the tables. Only 2 of the 22 hypotheses achieved a majority and were therefore accepted; these hypotheses reflected the following characteristics: a majority of characters would (1) combine old ways and new in family celebrations, and (2) have some family in the United States prior to immigration.

In the category of Americanization (see Table 2), only four characters changed their names slightly to sound more American. In only one book, Call Me Ruth, was the theme of changing one's name in order to sound less foreign a prominent one. The nine year old main character in this book begins her story: "In the old country, my name was Rifka and my mother's name was Faigel. But when we came to America, I became Ruth and my mother became Fanny" (p.1). The very last sentence in the book restates this theme, as Rifka is talking to her mother: "Call me Ruth, I tell her" (p. 131). One Way to Ansonia makes use of a name change made in error as the protagonist in this novel, Rose, tries to name her first son: "Rose

Table 2. Number and Percentage of 67 Characters Described by Each Characteristic for Americanization (Hypothesis 1)

Characteristic-- Sub-Hypotheses	Number of Characters			Percentage Displaying Characteristic
	Not Mentioned	Other Descriptions	Displaying Characteristic	
H.1. A. Change name slightly to sound more American.	25	38	4	5.97
B. Gradually adopt new style of clothing.	31	17	19	28.36
C. Combine old ways and new in family celebrations.	20	12	35	52.24
D. Learn English, but retain native language.	33	4	30	44.76

had liked 'Barney', and with her accent, Zena and the birth-records people had heard 'Bonny'. And Bonny, he was" (p. 165). Since many immigrants did change their names--voluntarily or involuntarily--upon arrival in the United States, the lack of this theme in these books is surprising. Since 38 of the characters did not change their names, and a name change was not mentioned for 25 of the remaining characters, hypothesis 1 A was rejected.

Changing one's style of clothing in order to adapt to the new American culture was also not a prominent theme in these 15 books; only 19 characters were depicted as doing so. Most often, the

poverty of the characters dictated the style of dress rather than a desire to look more American. Hypothesis 1 B was, therefore, rejected.

Family celebrations combining both the old ways and the customs of the new country were mentioned frequently in these 15 books. Thanksgiving was a holiday often adopted by these new Americans, as in this passage from Call Me Ruth:

...we carried the food to the table. There was plenty of it even if the chicken was burned, the stuffing tasted like straw, and the mashed potatoes were dry and lumpy. It didn't matter that my mother still had not mastered the stove. Today was a special day--our first Thanksgiving in America. (p. 40)

Thirty-five characters in these books combined their old country customs with those of the new land; because this number represents more than a majority, hypothesis 1 C was accepted.

Unexpectedly, the issue of language--adapting to the American use of English in the new land--was not a factor for 33 of the 67 characters in these books. For 34 characters, however, learning the language of their new country was mentioned in the narrative of these books. Three older characters made no effort to learn English, one character spoke only English and dropped his native tongue completely, and the remaining 30 characters learned English while retaining their native language. Many of the books handled the language problem by sprinkling a few easily understood native idioms throughout

the narrative. Since these books were written for children or young adults, extensive use of a foreign language in them would hardly be expected; nevertheless, the absence of learning the new language as a theme for almost half of the characters is surprising. Hypothesis 1 D was rejected.

In the category of education (Table 3), none of the hypotheses was accepted. For an unusually high number of the characters included in this study, schooling was not mentioned. When education was mentioned in a book, 29 of these characters felt that schooling was very important while 12 felt that education was not important; only 8 characters were depicted as holding down a job while getting an education. The large number

Table 3. Number and Percentage of 67 Characters Described By Each Characteristic for Education (Hypothesis 2)

Characteristic-- Sub-Hypotheses	Number of Characters			Percentage Displaying Characteristic
	Not Mentioned	Other Descriptions	Displaying Characteristic	
H. 2. A. Education is necessary, as is a job.	18	41	8	11.94
B. School is both pleasant and unpleasant.	50	6	11	16.42
C. Teachers treat immigrants the same as others in the class.	53	11	3	4.48

of small children as main characters in many of these books may account for this relatively low count in this category.

Hypothesis 2 A was, therefore, rejected.

While education was mentioned as being important to some of the immigrant families portrayed in these books, actual school situations were portrayed less often. Only 17 characters were shown in an actual school situation; of these 17, Gabriella de Luca in The Other Shore is an outstanding example of a determined young woman to whom her education is all-important. Living in New York City's Little Italy in 1911, Gabriella, against the wishes of her tradition-minded Mama and Aunt Rosa, manages to complete high school and plan for college. Gabriella is, however, an exception among the characters in these 15 books; since only 17 characters were portrayed as having school experiences, and only 11 had both pleasant and unpleasant experiences in school, hypothesis 2 B was also rejected. Teachers were also infrequently portrayed in these books; only 14 of the 67 characters interact with teachers. Those teachers who were depicted often showed a high degree of respect for the immigrant. In One-Way to Ansonia, for example, Rose's night school English teacher Albert Pratt approaches his class with high good humor, patience, and a flair for the dramatic as he begins his lesson:

"I don't speak Yiddish," Mr. Pratt continued,
"except for a few words. But you will learn

from me, anyway, because I can act out anything you don't understand." The faces in front of him were confused. "Don't worry. You'll see. Now! The letter A" (pp. 46-47).

Since only 14 characters interact with teachers in these books, and only 3 of the 14 were treated the same as others, hypothesis 2 C was rejected.

Table 4 shows the findings in the category of employment:

Table 4. Number and Percentage of 67 Characters Described by Each Characterization for Employment (Hypothesis 3)

Characteristic-- Sub-Hypotheses	Number of Characters			Percentage Displaying Characteristic
	Not Mentioned	Other Descriptions	Displaying Characteristic	
H. 3. A. Have a steady job eventually	39	16	12	17.91
B. Encounter labor unions	55	7	5	7.46
C. Improve financial status	11	27	29	43.28
D. Encounter environmental difficulties but succeed.	52	7	8	11.94
E. Are able to support self, family in urban setting	34	24	9	13.43

none of the five characteristics relating to employment received a majority count. Perhaps because many of these characters were small children, employment was not a factor for 39 out of the 67

characters. Of the 28 characters remaining, 16 found work immediately upon arrival in the United States, 12 eventually found steady employment, and none was without work throughout the course of the book. Those who found work immediately were usually portrayed as eager to work at any job for any price; Brigid Ni Clery in Now, Ameriky, for example, accepts a job as a housemaid at half wages (55 cents a week) in order to save to bring her family to the United States. Since only 12 characters found steady work eventually, hypothesis 3 A was rejected.

An unexpected finding in this category was the lack of portrayals involving characters with labor unions. Fifty-five characters did not encounter labor unions in these books; of the 12 that did, 7 were portrayed as being actively involved with the union and only 5 matched the hypothesized characteristic of simply encountering labor unions. In general, the labor unions were portrayed in the very early, struggling days of their development. Rose's young husband Hyman Rogoff in One-Way to Ansonia sells buttons from a pushcart, but is a leader in the garment workers' union; the shy, retiring mother in Call Me Ruth also becomes a strong fighter for the rights of the garment workers. Since, for 55 of the characters, labor unions were not mentioned at all in these books, hypothesis 3 B was rejected.

Poverty was a definite theme in these books; fifty-six of the immigrants were portrayed as being desperately poor in the beginning of their stories. An example is the portrayal of the

Irish potato famine in Across the Sea From Galway: "Famine! The starving time! It fell upon the people during the late summer of 1845. An ax, so enormous, broad, and heavy that 'only the devil himself could slam it into the heart of Erin,' some said" (p. 41). In this book, the seven members of the Donovan family walk across Ireland to a seaport hoping to secure passage to America. The coins they have managed to save are enough for only three tickets, so the three oldest children are placed on board ship. Mention of personal finances is made for 56 of the characters in these books; 25 characters are poor and remain poor, 2 are portrayed as wealthy, and 29 improve their financial status. Since a majority was not found in this category, hypothesis 3 C was rejected.

A rural lifestyle was not portrayed often in these books; only 15 characters were employed in a rural environment. Seven of these characters encountered harsh environmental conditions. An example is the fierce blizzard in Minnesota that nearly destroys Kirsten's family farm in Kirsten's Surprise. Since only 8 characters matched the hypothesis characteristic and encountered some environmental difficulties in a rural setting but eventually succeed, hypothesis 3 D was rejected.

Urban employment was more frequently portrayed in these books; while employment was not mentioned for 34 of the characters, 33 characters did find work in the city. A sweatshop situation was depicted for 17 of these 33.

Particularly memorable is the account given in the opening chapter of The Other Shore of the Triangle Shirtwaist Fire, an actual event that occurred in New York City on March 25, 1911. Thousands of girls working in the nine story building died in the fire, either suffocating at their machines or leaping to their death from the windows. A vivid, dramatic scene is portrayed in this book which certainly underscores the unsafe conditions found in the factories of the time. Since 17 characters were portrayed working under sweatshop conditions, 7 characters climbed the ladder of employment to the top, and only 9 fit into the hypothesized category of simply being able to support a family with their wages, hypothesis 3 E was rejected.

Two hypotheses were tested in the area of family relations; the results for this category are shown in Table 5.

Table 5. Number and Percentage of 67 Characters Described By Each Characteristic for Family Relations (Hypothesis 4)

Characteristic-- Sub-Hypotheses	Number of Characters			Percentage Displaying Characteristic
	Not Mentioned	Other Descriptions	Displaying Characteristic	
H. 4. A.Show independence as well as responsibility toward family.	16	30	21	31.34
B.Send some money back to family in old country.	38	21	8	11.94

Since many of the main characters in these novels were young children travelling with their families, the results reflect dependence upon family rather than independence. Fifty-one characters were portrayed in a relationship with their families; of these 51 characters, 26 were completely dependent upon family and 4 were completely independent. Since only 21 characters were both independent and responsible for a family, hypothesis 4 A was rejected.

In addition, since several of these books portrayed entire families travelling together, the theme of sending money back to the old country was not prominent in these books. Brigid Ni Clery in Now, Ameriky is one notable exception. She saves every cent she can to bring one of her brothers to America from Ireland, with the understanding that both of them then will save enough to bring one more family member over. Only 8 of the 67 characters sent some money to family in the old country, so hypothesis 4 B was also rejected.

Four hypotheses that dealt with the immigrants' reasons for leaving their homeland were tested in this study; Table 6 reflects the findings for the characteristics in this category. An overwhelmingly large number of immigrant characters were portrayed in these books as being impoverished in the old country. Forty characters were portrayed as impoverished with little chance for advancement. Only A Russian Farewell had

Table 6. Number and Percentage of 67 Characters Described by Each Characteristic of Reasons for Emigrating (Hypothesis 5)

Characteristic-- Sub-Hypotheses	Number of Characters			Percentage Displaying Characteristic
	Not Mentioned	Other Descriptions	Displaying Characteristic	
H. 5. A. Want to improve financial situation.	25	42	0	0
B. Not be emigrating for better educational opportunity.	31	29	7	10.45
C. Have some family in the United States.	27	6	34	50.75
D. Not be emigrating for religious reasons.	22	21	24	35.82

any characters who were financially comfortable in their homeland; Benjamin Shapiro and his wife Hannah were considered wealthy shop owners in their tiny Russian village of Krolevets. Not one of the 67 characters was emigrating merely to improve their financial situation, so hypothesis 5 A was rejected.

The depiction of the availability of education in the old country was also one-sided. Twenty-nine characters had no chance for schooling in their native land, and none was well-educated; at the same time, better educational opportunity was not mentioned as a reason for emigrating. For 31

characters, no mention of better schooling in America as a reason for emigrating was made, so hypothesis 5 B was rejected.

None of these characters was depicted as individual travelers joining the rest of their family already in America. Only six characters--the four members of the O'Connor family in Streets of Gold, Molly's father in Molly's Pilgrim, and Brigid in Now, Ameriky--are portrayed as arriving in the United States with no family already here. Thirty-four characters are joining some family members already in America. The Other Shore's Gabriella and One-Way to Ansonia's Rose, for example, are brought over to this country as small children travelling with their mothers to join fathers already here. Since a majority of characters are joining some family in America, hypothesis 5 C was accepted.

The persecution of Jewish families, in the form of Russian pogroms, was represented in several of these books. Twenty-one characters fled their homeland because of religious persecution; A Russian Farewell portrays the pogroms vividly as the Shapiros flee from their burning home amid "blood-curdling shrieks" from the "ragtag peasant youths" destroying their home (p.124). Religion was not mentioned as a reason for emigrating for 22 of the characters in the study, and 24 characters were emigrating for reasons other than religion. Hypothesis 5 D was also rejected.

Preparations for leaving the native country were frequently a stressful part of the journey for European immigrants, as they often had to sell their homes and most of their possessions in order to raise enough money for the price of a ticket. This aspect of the immigration process was depicted in the portrayals of 41 of the characters in this study; results of the data collected in this category are shown in Table 7. For 26 characters, no mention of the overland

Table 7. Number and Percentage of 67 Characters Described By Each Characteristic for the Emigration Process (Hypothesis 6)

Characteristic-- Sub-Hypotheses	Number of Characters			Percentage Displaying Characteristic
	Not Mentioned	Other Descriptions	Displaying Characteristic	
H. 6. A. Face some problems in reaching port.	26	26	15	22.39
B. Experience some discomfort on the ocean voyage.	26	36	5	7.46
C. Pass through inspection with few problems.	32	4	31	46.27
D. Have means or plans to obtain shelter upon arrival in the United States.	33	26	8	11.94

journey to the port city was made; for the remaining 41 characters, some mention was made of the journey to the port.

Thirteen of the characters encountered no problems in reaching the port city from which their ship would sail; another 13 characters faced many problems in reaching the port, and 15 immigrant characters experienced some problems while travelling to the port city. Hypothesis 6 A was rejected.

A large number of the books chosen for this study depicted steerage conditions on the ocean voyage. Overcrowded, unsanitary conditions on the ship were portrayed for 33 of the characters; even the picture books written for the younger child, such as Gooseberries to Oranges, included passages depicting the misery of these crossings:

The ship carried more people than lived in our whole village. The six of us stayed in a tiny little cubbyhole down deep inside the ship. It had no windows. There were no beds to sleep on, only hammocks, and nothing to eat except moldy bread and Swiss cheese. (p. 8)

Sandin's Long Way To A New Land, written for the early reader, also portrays the suffering in steerage:

The storm raged for three days.
The emigrants were locked in.
No one could come up on deck.
Hundreds of voices
prayed and sang and cried.
Mamma and Jonas could not eat.
They became weak and feverish. (pp. 48-49)

Only five of the characters in these books experienced slight discomfort on the ocean, and only three travelled first-class,

avoiding the miserable conditions below deck. Hypothesis 6 B was, therefore, rejected.

One half of these characters (35 out of 67) were depicted as they passed through the inspection at Ellis Island. Of these 35 persons, however, only 31 passed the inspection with few problems; 3 were detained or deported, and only 1 character--the fortunate butcher, Levi Samuelson, in One-Way to Ansonia--avoided inspection. A typical portrayal of the inspection process is the experience of young Maureen O'Connor in Streets of Gold:

Maureen's heart pounded as she was called before the examiner. Obediently she stepped forward and opened her mouth. The doctor leaned over. "Hmm?" he said, his breath smelling of tobacco.

Then he looked down at her bodice and gave a small nod. Maureen reddened as she undid the top buttons of her dress. He lay the black tube against her, listened, then did the same on the other side.

"Pass," he said curtly. (p. 36)

Since only 31 characters passed the inspection with few problems, hypothesis 6 C was rejected.

For 33 of the characters, no mention of any immediate plans for shelter was made. Of the remaining 34, 12 of the characters were like the O'Connor family in Streets of Gold--eager to reach America's shores, with no concrete plans for their immediate futures. Shelter or family was waiting in America for 22 of the characters; 14 had definite plans for a

home or family waiting for them, and 8 had some plans for their future. Since only 8 characters did have some plans in the form of shelter, family, or jobs waiting for them, hypothesis 6 D was also rejected.

Chapter Five

Conclusions, Recommendations and Summary

Conclusions

Since the data collected indicate the acceptance of only two of this study's hypotheses, a logical conclusion is that the portrayal of the European immigrant is not very realistic in the 15 books chosen for study. While the characters in these books do struggle to some degree with many of the same hardships and concerns of the real immigrants, these experiences often are watered down or in some cases simply omitted. One major factor which affected the results of the study was the makeup of the population--the particular books read for the study. Since books written for the very young as well as the young adult reader were included in this study, a broad range of realism was found; not all books could possibly contain all the characteristics described in the hypotheses.

As might be expected, those books on the list that were written for younger readers tended to paint a rosier picture of the immigrants' experiences than did the books written for older students. While the characters in the picture books, and in those books written for the early reader (Shaw's "Kirsten" books and Lehmann's "Tilli" books, for example) do face hardships, their conflicts are always happily resolved by the end of the story. In those books written for the older student, the characters face up to harsher realities--and not always with optimistic results.

The availability of books containing characters who came from Europe between the years of 1832 and 1932 was another factor affecting this study; they proved to be relatively scarce and difficult to obtain within a limited time period. The 15 books used in the study were written by only 11 different authors; four of the authors each had two books on the list. Each of these authors--Cohen, Fisher, Lehmann, and Shaw--wrote about the immigrant experience in a similar manner in their books. In addition, both the Lehmann and Shaw books are sequels and concern the same main characters. As a result, data collected from both of these author's books are much the same.

Since these books were written for young people, protagonists in the stories were also, for the most part, young people. This fact also affected the findings, particularly in the categories of employment and family relations. For example, when the story's main character is an eight year old girl travelling with her family, the situations of finding work, encountering labor unions, or sending money to family members in the old country are not likely to be mentioned for this main character.

An interesting fact is that, of the 19 main characters in the books chosen for this study, 16 are female and portrayed as strong, resourceful, independent characters. By contrast, the 3 main characters who are male are not particularly clever or strong. Benjamin Shapiro (A Russian Farewell) manages to get himself, his pregnant wife, and their 11 daughters out of Russia during a

terrifying pogrom only by sheer luck. Shapiro's wife, Hannah, and their daughter Cera are the ones who save the family through their determination and bravery. Another male protagonist, Patrick Donovan (Across the Sea From Galway), is--also through sheer luck--the sole survivor of an immigrant ship disaster. The third male, Karl Erik, is a young Swedish boy travelling with his family in steerage and is not an especially remarkable character at all. Perhaps the presence of a strong female image in these books is due to the fact that 9 out of the 11 authors are women.

The nebulous wording found in the frequency checklist may have affected the findings of this study; several of the categories are somewhat overlapping in meaning. If these descriptions had been more discrete, the characterizations found in the books may have been easier to categorize.

Recommendations

Further study could be done in this field, as books on the immigrant experience continue to be written for children and young adults. The lack of studies in the field of immigrant literature seems to indicate such a need. A study of the European immigrant experience could be expanded to include the experiences of the new immigrants coming to our shores from Asia, Mexico, the Caribbean, and other lands. Over forty years ago, Jacobs saw a need for realistic children's fiction that would treat the conflict of the child who "is caught in some cleavage which...may still exist in

some form in the main current of American life" (p. 410). Certainly the children of these new immigrants are caught in such a cleavage between cultures; as more literature is published dealing with their experiences, an interesting study could be made.

Any replication of this study should allow adequate time to obtain the books which contain immigrants as main characters, since they are not plentiful. If enough books could be found, the researcher could specify that only one book per author would be included in the study--the sample used would then be more representative of the total population.

The frequency checklist instrument used in this study could be modified for an additional study. Not only could the wording of the characteristics be more discrete, but additional categories could be included. One addition to the instrument related to European immigrants could be the "America fever" phenomenon mentioned so prominently in the literature. An especially important theme in many of the novels read for this study was the "America letters" which fed this fever. Another possible addition to the frequency checklist could be a category dealing with the disillusionment experienced by many of the newly arrived immigrants, who often arrived expecting streets of gold in this country. Gooseberries to Oranges, among many others, makes mention of this theme:

Papa had said America was a golden land. I had thought that meant the streets were paved with gold. They weren't. They were paved with garbage--huge barrels so stuffed with old

newspapers and rotting apples and potato peels that they overflowed--and wherever I walked, I stepped on something hard or rusty or squishy.
(p. 19)

Perhaps most importantly, the frequency checklist should include a "not mentioned" category--one to be checked when a particular characteristic is not included in the novel.

Since immigrant studies are an important part of American schools' curricula, research which attempts to verify the realism present in the books dealing with this era is valid. Immigration to the United States is a present day phenomenon as well as an historical event; historical fiction will continue to be written which deals with the immigrant experience.

Summary

This study was an attempt to determine, through a content analysis technique, if historical fiction written for children and young adults does contain a realistic portrayal of the immigrant experience. Descriptive occurrences in each of 15 books were examined for the portrayal of Europeans who emigrated to the United States between the years of 1832 and 1932. Selection tools, such as The Bookfinder and Children's Catalog (among others), were used to obtain a list of books containing at least one main character who emigrated from Europe during this time period. Additional sources were found by consulting

the card catalogs of the Donald O. Rod Library at the University of Northern Iowa and the Waterloo Public Library.

Six general areas relating to the immigrant experience were the focus of this examination: (1) Americanization, (2) education, (3) employment, (4) family relations, (5) reasons for emigrating, and (6) the emigration process. Twenty-two hypotheses were developed relating to these six general areas; only two of the hypotheses were accepted as a result of the examination of the data collected. These two hypotheses reflected the following characteristics: a majority of characters would (1) combine old ways and new in family celebrations, and (2) have some family in the United States prior to immigration.

Since the data collected indicate the acceptance of only two of this study's hypotheses, the conclusion of this study must be that the portrayal of the European immigrant is not very realistic in the 15 books chosen for analysis. The makeup of the population used, the availability of books containing as main character a European who emigrated between the years of 1832 and 1932, and the structure of the frequency checklist used in the study were some factors which affected the findings.

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Appendix A. Books Analyzed

Author	Title	Category	Copyright
Angell, Judie	One-way to Ansonia	7-9	1985
Branson, Karen	Streets of Gold	7-9	1981
Cohen, Barbara	Gooseberries to Oranges	Picture	1982
Cohen, Barbara	Molly's Pilgrim	Picture	1983
Cummings, Betty	Now, Ameriky	9-12	1979
Fisher, Leon	Across the Sea from Galway	7-9	1975
Fisher, Leon	A Russian Farewell	7-9	1980
Lehmann, Linda	Better Than A Princess	4-6	1978
Lehmann, Linda	Tilli's New World	4-6	1981
Mays, Lucinda	The Other Shore	9-12	1979
Roseman, Kenneth	The Melting Pot	7-9	1984
Sachs, Marilyn	Call Me Ruth	4-6	1982
Sandin, Joan	Long Way to a New Land	Picture	1981
Shaw, Janet	Kirsten's Surprise	2-4	1986
Shaw, Janet	Meet Kirsten	2-4	1986

Appendix B: Frequency Checklist

AMERICANIZATION

Category 1: Change of name

- A. Does not change name.
- B. Changes name completely.
- C. Changes name slightly to sound more "American".

Category 2: Clothing

- A. Does not change style of dress from native country.
- B. Wears "totally American" clothes from beginning.
- C. Gradually adopts new style of clothing.

Category 3: Holidays and customs

- A. Does not change any native customs.
- B. Embraces new customs, drops all of old customs.
- C. Combines old ways and new in family celebrations.

Category 4: Language

- A. Does not learn English; speaks only native tongue.
- B. Speaks only English; drops native tongue.
- C. Learns English, but continues to speak native tongue.

EDUCATION

Category 5: Importance of schooling

- A. Education is not important.
- B. Education is very important.
- C. Education is necessary, but also holds a job.

Category 6: Portrayal of school

- A. Harsh, unpleasant place to be.
- B. Ideal, very pleasant place to be.
- C. Combination of a pleasant and unpleasant place to be.

Category 7: Portrayal of teacher

- A. Shows distrust/disrespect for immigrant.
- B. Shows high degree of respect for immigrant and customs.
- C. Treats immigrant same as others in class.

EMPLOYMENT

Category 8: Ease of finding work

- A. Does not get a job.
- B. Finds work immediately.
- C. Has a steady job eventually.

Category 9: Labor unions

- A. Does not join labor union.
- B. Very active in labor union.
- C. Encounters labor unions.

Category 10: Personal wealth

- A. Is poor and remains poor.
- B. Amasses fortune in America.
- C. Improves financial status.

Category 11: Rural employment

- A. Encounters harsh conditions: weather, pests.
- B. Succeeds at farming with little problem.
- C. Encounters environmental difficulties but succeeds.

Category 12: Urban employment

- A. Sweatshop situation with no chance of advancement.
- B. Succeeds in climbing ladder of employment to top.
- C. Able to support self, family.

FAMILY RELATIONS

Category 13: Dependence upon family

- A. Completely independent of any family.
- B. Completely dependent upon family.
- C. Shows independence of will as well as responsibility toward family.

Category 14: Financial aid to family in old country

- A. Does not send money to family in old country.
- B. Sends every spare cent to family in old country.
- C. Sends some money back to family members in the old country.

REASONS FOR EMIGRATING

Category 15: Economic situation in old country

- A. Impoverished, with limited prospects for advancement.
- B. Wealthy.
- C. Want to improve financial situation.

Category 16: Education in old country

- A. No chance for an education.
- B. Educated to the professional level.
- C. Not emigrating for better educational opportunity.

Category 17: Family in the United States

- A. No family in the United States.
- B. Most of family is in the United States.
- C. Some of family is in the United States.

Category 18: Religious situation in old country

- A. Persecuted for religious beliefs.
- B. Free to worship as he pleases.
- C. Religious reasons are not factors in emigration.

THE EMIGRATION PROCESS

Category 19: Preparing to leave native country

- A. No problems experienced in reaching port.
- B. Many problems experienced before reaching port.
- C. Some problems are faced in reaching port.

Category 20: Ocean voyage

- A. Steerage conditions experienced: overcrowded, unsanitary, poor food.
- B. First-class cabin conditions experienced.
- C. Some discomfort experienced.

Category 21: Inspection process

- A. Detained for further inspection or deported.
- B. Avoids inspection by first class passage.
- C. Passes through inspection on Ellis Island with little trouble.

Category 22: Arrival in United States

- A. Has no plans or means for shelter.
- B. Has home and family waiting.
- C. Has some plans or means for shelter.