To the Graduate Council:

I am submitting herewith a dissertation written by Sarah Cleo Skelton entitled "A Comparison of Cultural Perception of Oriental Cultures as Reflected in Selected Sixth Grade Social Studies Texts and Children's Literature." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

Lester N. Knight, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:

Vice Provost
and Dean of the Graduate School

A COMPARISON OF CULTURAL PERCEPTION OF ORIENTAL CULTURES AS REFLECTED IN SELECTED SIXTH GRADE SOCIAL STUDIES TEXTS AND CHILDREN'S LITERATURE

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Sarah Cleo Skelton

December 1986

ACKNOWLEDGEMENTS

Many have given freely of their expertise, advice and suggestions toward the completion of this dissertation and the courses of study which preceded it; some must be recognized.

Foremost are Dr. Lester N. Knight, chairman, Dr. J. Estill Alexander, Dr. Thomas N. Turner, and Dr. Charles L. Thompson, members of the writer's doctoral advisory committee, for the time and effort they have devoted to this project.

A special thanks to Dr. E. Dale Doak, director of the College of Education Curriculum Laboratory, for his encouragement and motivation.

Gratitude must be expressed to the faculty of the School of Education at the University of Alabama, Birmingham. Dr. Roberta Long, for her friendship, undying support, and encouragement; and Dr. Gary L. Sapp, for his patience and reassurance concerning steps which should be followed in this academic pursuit.

When there was temptation to quit, encouragement from the writer's family and many personal friends provided the motivation to carry on. Without them, the task would not have been tried or finished.

ABSTRACT

The current study focused on the cultural information offered in selected elementary social studies texts and children's literature suggested by those social studies texts as supplemental literature. The specific research questions the study attempted to answer were:

1. Do the selected elementary social studies textbooks provide a nonstereotypical representation of Oriental Cultures as determined by ECO Analysis?
2. Does the children's literature suggested for use by the social studies textbook publishers provide a favorable representation of Oriental Cultures as determined by ECO Analysis?
3. Is there a significant correlation between the cultural information presented in the selected social studies textbooks and the children's literature suggested for use by the text publishers?

Analysis of the selected social studies texts and suggested children's literature was made using the method of Evaluation Coefficient Analysis (ECO), developed by David Pratt (1972). ECO Analysis is especially useful in relation to evaluation of written materials concerning minority or cultural groups. The analysis involved identifying those terms in the materials which were used in an evaluative manner concerning Oriental cultures, and rating the usage as being favorable (+), unfavorable (-), or neutral (0).

A review of the findings led to the following conclusions:

1. The textbooks under study were, generally, nonstereotypical in representation of Oriental cultures.
2. The children's literature suggested for use by the social studies textbook publishers provide a favorable representation of Oriental cultures.
3. Based on the findings of the analysis, a positive, although not significant, relationship exists between the two sets of materials.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Statement of the Problem	2
	Rationale	3
	Purpose of the Study	5
	Justification	6
	Definition of Terms	9
	Assumptions	9
	Limitations	9
	Overview of Procedures	10
	Organization of the Study	10
II.	REVIEW OF RESEARCH AND RELATED MATERIALS	12
	Importance of Cultural Perceptions	12
	Synthesis of Textbook Studies	14
	Synthesis of Studies of Children's Literature	22
	Summary	27
III.	RESEARCH METHODS AND MATERIALS	29
	Introduction	29
	Problem and Research Questions	29
	Materials for Analysis	30
	Methodology	32
	Summary	35
IV.	PRESENTATION OF RESULTS	36
	Introduction	36
	Rating of Social Studies Texts	37
	Rating of Children's Literature	39
	Relationship Between Selected Social Studies Texts and Suggested Supplemental Children's Literature	49
	Summary	50
V.	SUMMARY, CONCLUSIONS, RECOMMENDATIONS	52
	Summary	52
	Conclusions	55
	Recommendations	56
BIBLIOGRAPHY		58

PAGE

APPENDIXES 64

Appendix A 65
Appendix B 66
Appendix C 67

VITA 69

LIST OF TABLES

TABLE		PAGE
1.	Rating of Terms Describing Oriental Cultures in Selected Social Studies Texts	38
2.	Rating of Terms Describing Oriental Cultures in Supplemental Children's Literature: Ginn, The Earth	40
3.	Rating of Terms Describing Oriental Cultures in Supplemental Children's Literature: Ginn, The World	41
4.	Rating of Terms Describing Oriental Cultures in Supplemental Children's Literature: Holt, Our World	41
5.	Rating of Terms Describing Oriental Cultures in Supplemental Children's Literature: Scott Foresman, Our World Land and Cultures	42
6.	Rating of Terms Describing Oriental Cultures in Supplemental Children's Literature: Silver Burdett, The World and Its People	43
7.	Terms Most Frequently Used in Selected Social Studies Texts To Describe Oriental Cultures	45
8.	Terms Most Frequently Used in Selected Children's Literature To Describe Oriental Cultures	46
9.	Calculation of Kendall's T: No Ties	48
10.	Median Score of Children's Literature	50

CHAPTER I

INTRODUCTION

Cultural perception, defined as a view of a certain group of people in a negative or positive way, as an area of social studies is not entirely a new phenomenon. There have been numerous studies published in the areas of cultural perception and cultural images and how these relate to the educational needs of students in a country such as the United States of America; that is, a country of immigrants. Prior to the 1960s, the melting pot theory was the major point of view most generally accepted and developed in the social studies texts. More recently, historians have argued that this theory did not deal with all the ethnic groups which make up the citizenry. Additionally, many social educators have also contended that the melting pot theory did not promote the understanding of the interdependence of countries (Gollnick, 1983).

In the period following World War II, there was a more general placement of United States citizens all over the globe. This, along with the Civil Rights movement of the 1960s with efforts by many minority groups for recognition as citizens and the resurgence of cultural democracy led to ethnic revitalization and recognition of need for accurate perceptions by students in the public schools (Banks, 1983; Payne, 1984).

In the 1970s and now in the 1980s, there has been a reawakening of concern about what role social studies has in the United States concerning influence on citizenship. The current emphasis on global issues and the human rights issues at hand demand more cultural awareness on the part of students, even at the elementary age. Social studies at the elementary level deals not only with the historical and geographical characteristics of the United States or other countries, but with the study of human beings and how and where they live (Jarolimek, 1977). Consequently, one of the roles of the social studies educator is facilitating accurate cultural perceptions of the students he or she contacts.

The current study investigates the cultural information in two types of materials used by educators to facilitate cultural perceptions of their students. The cultures focused on in the current study are those of the Eastern Hemisphere, specifically Oriental cultures, as these were designated for study by the National Council for Social Studies at the upper elementary level.

I. Statement of the Problem

Norton (1985) has stated that "identifying and using positive multicultural literature . . . are worthy and essential goals" for education. Garcia (1979) and Koeller (1977) have suggested that materials such as social studies texts may promote cultural understanding. However, no quantitative research of the relationship between the social studies texts and children's literature in regard

to factual cultural information has been done (Ruth McDonald, personal communication, May 16, 1986; K. Sideheimer, personal communication, April 25, 1986). Therefore, the present study is directed toward filling the above research void.

II. Rationale

Social studies, as a content area subject, was defined by the National Educational Association in 1916. Prior to this sanction, little emphasis was placed on the combination of subjects covered in the area of human relationships.

Cultural awareness has been implicit in the definition of social studies formulated by the National Council for the Social Studies since the organization's foundation in 1921. The current accepted definition of social studies, as defined by the Scope and Sequence Task Force of the National Council for the Social Studies, is a

> basic subject of the curriculum that derives its goals for the nature of citizenship in a democratic society that is closely linked to other nations and people of the world; draws its content primarily from the humanities and science; and, is taught in ways that reflect an awareness of the personal, social, and cultural experiences and developmental levels of learners (Rivera, 1986, p. 252).

Given this definition, the goals for the social studies curriculum divide into several different areas of study at the elementary and secondary level. Included in the descriptions are sociology, anthropology, and the humanities. These three major areas emphasize the cultural background and the development of the social aspects of a given people.

On a number of occasions, past and present, general guidelines have been proposed by the National Council for the Social Studies, American Historical Association, and other professional organizations for curriculum development in the area of social studies (Wesley, 1946). A landmark study conducted in a joint effort by the American Historical Society and the National Council for the Social Studies in 1944 led to the recommendation that social studies as an area of study should be designed in order to help students be cognizant of the importance of relations between their own nations and other nations (Wesley, 1944). Based on these, educators have expressed the need for development by students of accurate cultural perceptions. Even though the need has been expressed, the most common determiner of and material for transmitting knowledge in the social studies classroom in the United States is the textbook (Anyon, 1978; Brandt, 1980). Most textbooks, however, are limited in the amount of information which can be provided about a given culture of people.

Studies with cultural perceptions for the most part have focused on providing a theoretical basis for social studies education in accordance with the views generally accepted by the populace at a given time and the curriculum guidelines suggested by special interest groups (Tyson-Bernstein and Woodward, 1986). The areas most often considered are multiethnic characteristics of the citizenry of the United States of America and also stereotypical characteristics of specific cultures in other countries. These studies have dealt with the need of understanding between the various cultural groups and have

offered ways this might be accomplished. Birchall and Faichney, Garcia, and Koeller have suggested that materials such as social studies textbooks, multiethnic materials, and children's literature may promote cultural understanding (Birchall and Faichney, 1983; Garcia, 1979; Koeller, 1977). However, no investigation has been made about the relationship between the social studies texts and suggested supplemental children's literature regarding factual information about other cultures. Therefore, the present study is directed toward such an investigation.

III. Purpose of the Study

The current study focused on the cultural information offered in selected elementary social studies texts and the children's literature suggested by publishers of those social studies texts as supplemental material. Criteria for selection of the texts for the study was established as texts which included children's literature as supplemental reading material either in the content of the text or in bibliographical lists provided in the teacher's edition. The purpose of the study was to compare perceptions of Oriental cultures as reflected in selected sixth grade social studies texts and children's literature. The specific grade level chosen was the sixth grade level since it is the level suggested by the National Council for Social Studies in its Preliminary Scope and Sequence for study by students of the people and cultures of the Eastern Hemisphere (Rivera, 1986). The study attempted to answer the following questions:

1. Do the selected elementary social studies textbooks provide a nonstereotypical representation of Oriental cultures as determined by Evaluation Coefficient (ECO) Analysis?
2. Does the children's literature suggested for use by social studies textbook publishers provide a favorable representation of Oriental cultures as determined by ECO analysis?
3. Is there a significant correlation between the cultural information presented in the selected social studies texts and the children's literature suggested for use by the text publishers?

IV. Justification

Culture, according to Highwater, is the reason for the distance between nations (Highwater, 1978). In order to narrow the cultural gap between nations more accurate cultural perceptions must be developed so that understanding can be accomplished. Such understanding is especially important in nations such as the United States and other countries which are composed of states or nation states, where students may fail to think of themselves as a part of a global sphere.

The focus of numerous previous studies has been ethnic material, textbooks, or children's literature. Such studies have emphasized the accuracy of the material regarding certain cultural groups without offering a comparison between the material and the textbook (Stoddard, 1984; Chapman, 1981; Gast, 1967). Instead of providing a comprehensive review of one teaching tool, the current study attempted to

provide a comparison of treatments of a single cultural group in social studies texts and suggested children's literature. An attempt was also made to discover if there is a need for supplemental materials in elementary social studies for the purpose of developing accurate cultural perceptions or if using only the textbook is sufficient. This is not to imply that the textbook is not an invaluable tool for transmitting knowledge, but that educators might find it beneficial to follow suggestions for additional readings.

In the United States, the single material repeatedly used to transmit knowledge is the textbook (Anyon, 1978; Brandt, 1980). Textbooks have many positive attributes and have made great strides in areas of cultural perspectives. Although this is true, some studies have shown that social studies texts often present biased views of ethnic or racial groups (Michigan State Department of Education, 1972; Chapman, 1981). Another problem encountered in the use of the social studies texts as the single tool for transmitting knowledge is the fact that most textbooks tend to be informational in content and fail to emphasize the human dimension of historical events and cultures (Black, 1967; Chambers, 1971; Garcia and Logan, 1983).

Stoddard proposed that children's literature is one method for introducing "global concepts and multicultural understanding" (Stoddard, 1984). Of the research studies which focus on the effect of children's literature on cultural attitudes of children, several have found a positive effect (Fisher, 1965; Schwartz, 1973; Frankel, 1972). Through using books which contain accurate representation of

specific culture and which are written at a level for children, accurate cultural perceptions of similarities as well as differences can be noted. Based on such studies, Chambers maintains that children's literature, when used along with social studies texts, can help children to visualize and become a part of a culture "in a vicarious way" (Chambers, 1971).

Finally, and importantly, the justification for this study is developed in part from the descriptions of criteria offered by the textbook publishers concerning the supplemental children's literature. The criteria, in some cases, support the findings of Skeel, Gast, Kane, and others; that is, that it is important that the children's literature used in social studies classrooms be accurate and at a level appropriate for the child (Skeel, 1979). Skeel reported that selection should be made with care so both similarities and differences between various cultures are shown (Skeel, 1979). Recognizing and evaluating the usefulness of materials has been the focus of a number of studies. The main areas of exploration of these studies included the area of stereotypical characterization of ethnic groups, especially of those in the United States (Gast, 1967; Kane, 1970). The current study explores the cultural perceptions reflected in the selected social studies texts and suggested supplemental children's literature about a group of people outside the United States which has played a major role in the development of the United States.

V. Definition of Terms

Cultural perception. Statement concerning a specific culture and how these are rated as being positive and negative.

Oriental. People from South Asia. Specifically those within the countries of China, Japan, and other countries which make up the Indo-China area.

Culture. The body of customary beliefs, social forms, and material traits of a given people.

Stereotypical. A standardized mental picture of a group representing an opinion, attitude, or judgement.

VI. Assumptions

The Evaluation Coefficient (ECO) Analysis instrument for analyzing written materials is accurate in its assessment of content relating to cultural perceptions.

VII. Limitations

The results of the study can only be generalized to textbooks and children's literature similar to those rated in the study.

For inclusion in the study, the children's literature had to be listed as supplemental readings in bibliographies or in the content of the selected textbooks.

The sample of textbooks is limited to those available through the state depository located at The University of Tennessee, Knoxville.

The sample of children's literature is limited to those suggested which were available through The University of Tennessee Library, Knoxville; the Knoxville Public Library; the University of Alabama Library, Birmingham; and the Birmingham Public Library.

VIII. Overview of Procedures

It was the purpose of the study to compare perceptions of Oriental cultures as reflected in selected sixth grade social studies texts and children's literature. Five specific textbook series were identified which include supplemental children's literature. Each of the textbooks was scanned for pages which included information about Oriental cultures.

The ECO Analysis Instrument was used to evaluate the cultural information expressed in the content of the selected textbooks and children's literature. The ECO Score Sheet and ECO Word List, which were used, provided a rating system for words used in the written materials as either favorable or unfavorable, in reference to attitude relating to cultural groups.

The data obtained from the rating instrument was considered as ordinal data. The data were analyzed statistically for correlation using the technique of Kendall's tau, which is especially useful in describing relationships of small samples.

IX. Organization of the Study

The presentation of the study is divided into five chapters. Chapter I is an introductory chapter which contains a statement of

the problem, rationale, the specific purpose of the study, justification for the study, definition of terms, assumptions, limitations, and an overview of the procedures for the study.

Chapter II contains a discussion of research studies and other literature directly related to this study.

In Chapter III, a description and rationale of the procedures and materials are offered.

The results of the research are presented and explained in Chapter IV.

The content of Chapter V includes a summary, conclusion, discussion, and recommendations.

CHAPTER II

REVIEW OF RESEARCH AND RELATED MATERIALS

This chapter contains a discussion of the literature and research related to the specific purpose of the study. It begins with a discussion of the importance of cultural perceptions and a summary of research dealing with the recognition and movement towards the development of accurate cultural materials for use in the classroom.

The next section contains a synthesis of studies that have investigated cultural perceptions reflected in textbooks. These studies are limited to studies of elementary level textbooks which have focused on specific cultural groups.

The third section of this chapter deals with studies that have investigated cultural perceptions reflected in children's literature and how such perceptions influence the attitude of children relating to cultural groups.

I. Importance of Cultural Perceptions

Cultural matters, including accurate perceptions, in the development of cultural understanding and awareness, have been the focus of a number of studies. The need for the development of accurate cultural perceptions by students in a country such as the United States has been a concern for educational and professional organizations which focus on human relationships (Faure, Kaddoura,

and others, 1972; Becker, 1969; Piaget and Weil, 1951; Asia Society, 1976).

In 1979 the United States Office of Education (USOE) in cooperation with the Educational Testing Service (ETS) presented the findings of a study conducted during 1974 as a part of an inquisition by the United States Institute of International Studies. The main purpose of the study was to gain a better understanding of "student interests, knowledge, attitudes, and perceptions regarding other nations and peoples" (Pike, Lewis, and others, 1979).

In the study, four survey instruments were completed by a random sample of students in grades four, eight, and twelve. The instruments were designed to give information concerning students' background, interests, knowledge, and attitudes and perceptions concerning people from other countries. The six countries targeted in the instruments were the United States, Mexico, France, Egypt, The People's Republic of China, and the U.S.S.R.

The summary of the findings indicated that in the United States there is a general lack of world knowledge, regarding not only geographical location, but world affairs. The results also indicated that if begun early enough, schools can have a significant influence on the students' attitudes and perceptions concerning other cultures.

The Civil Rights movement of the 1960s brought about recognition of the rights of minorities in the United States. It also brought about a greater concern for curriculum materials which would better inform students about their multiethnic heritage. Therefore, there

was a need for development of more accurate instructional materials about minorities as well as the need for updating existing materials became issues affecting education (McCormick, 1984; Payne, 1984). Textbook publishers were inundated by requests from educational professional organizations and special interest groups to update texts so that stereotypical bias concerning minorities in the United States as well as cultural groups outside this country was at a minimal level (Tyson-Bernstein and Woodward, 1986).

II. Synthesis of Textbook Studies

According to the literature, in the United States the textbook is the major determiner of the curriculum in the social studies classroom (Anyon, 1978; Patrick and Hawke, 1981). It has been reported that as much as 70 to 90 percent of instructional time is spent with students' attention focused on information which is contained in the textbook alone (English, 1980; Ort et al., 1977; Solomon, 1978). Because of the important role of the social studies textbook, the content of the texts has been the focus of a number of studies.

Content of social studies texts is, in general, informational (Gill and Conroy, 1969). After about the fourth grade, content texts are usually no longer narrative or in story form, but emphasize facts, not focusing on the human dimension (Garcia and Logan, 1983). Because cultural information about a given people is a part of the "human dimension," biased or unclear perceptions concerning the group may be presented.

In the current synthesis of studies concerning social studies textbooks, those studies which were closely related to the current investigation were cited. The review of the literature indicated that studies investigating social studies text content have, in most cases, focused on a particular nationality or cultural group. The studies reviewed include Birchall and Faichney which dealt with the view of Australia presented in social studies textbooks, Gill and Conroy which dealt with cultural information in materials related to Latin American cultures, the Michigan State Department of Education which involved a review of elementary level textbooks, and the Asia Society which dealt with the way Asia is presented in social studies textbooks in the United States. In these studies the findings have indicated unclear, or in some cases, inaccurate cultural perceptions in the texts. A synoptic review of these studies is given in the following paragraphs.

Birchall and Faichney

In 1983, Birchall and Faichney completed a study which dealt with the images elementary level social studies texts in the United States present concerning various attributes of Australia. The investigation included areas such as "rural life, urban life, popular culture, ethnic groups, politics, and historical information" as described in selected social studies texts at levels three, four, and six (Birchall and Faichney, 1983).

The texts were selected on the basis of availability and limited to those which made significant references to Australia.

Series evaluated in the study included: Allyn and Bacon Inc., Concepts and Understanding, 1982; Ginn and Company, People and Their Heritage, 1980; Harcourt Brace Jovanovich, Living in Our World, 1980; Scott Foresman, Social Studies, 1982; and Silver Burdett Company, The World and Its People, 1982. The series were evaluated in terms of the quantity and quality of information relating to Australia with emphasis on the criteria outlined for the study. The knowledge of the researchers concerning Australia was used as the basis for determining the accuracy of information in the texts. Quantity of information was calculated using half-page columns as the basis for measurement.

The study indicated that the major areas focused on in the text content was geographical descriptions of the country, rural culture and industry, the aboriginal-ethnic culture, and the history of Australia. In general, according to Birchall and Faichney, the information concerning the geographical descriptions of Australia were accurate; however, in areas concerning people or the human dimension, the findings indicated that the textbooks evaluated provided misleading perceptions or images.

According to Birchall and Faichney, textbooks give the impression that most Australians are from rural areas and have unusual animals such as kangaroos and koalas for pets. The researchers reported that this information is not realistic as most Australians are from urban settings and do not have such pets.

Based on the findings of the study by Birchall and Faichney, recommendations, other than updating of social studies texts, included a more careful examination of the contemporary life styles in addition to historical information, examination of the similarities as well as differences between Australia and the students' country, and inclusion of supplemental materials to develop a case study.

Gill and Conroy

In a similar study completed in 1968, Gill and Conroy examined the cultural information in social studies instructional materials related to Latin America (Gill and Conroy, 1969). The findings of their study concluded that, much like the evaluation by Birchall and Faichney (Birchall and Faichney, 1983) concerning Australia, elementary level social studies textbooks offered general information concerning the problems of the countries and placed a large amount of emphasis on the geographical descriptions of the countries. Little emphasis was given to the cultural wealth of the people from Latin America. Findings from examination of the instructional materials also concluded that at the elementary level, supplemental materials such as books and visual aids which would enhance the information in the texts would be beneficial to give a more accurate perception of the culture and countries in general.

Michigan State Department of Education

During the period from 1968 to 1979, a series of evaluations of instructional materials used in social studies were made under the

direction of the Michigan State Department of Education as outlined in the Michigan Social Studies Act (Chapman, 1981). The overall findings of the reports made between 1968 and 1979 indicated that social studies textbook publishers have made attempts to develop materials that are more accurate in their images of the "pluralistic society" of the United States; however, the report conclusions do not indicate a great success in such attempts.

In the previous Michigan studies, the emphasis of evaluation was primarily limited to minorities and cultures within the United States. The 1978-79 study included these groups as well as Africans, Asians, Middle Eastern groups, and Russian and East European groups. Also included in the 1978-79 study were treatment of women, appropriateness for gifted and talented students, bilingual students, and handicapped students. Two other areas not directly related to cultural aspects of the texts which were evaluated were readability and scholarship.

The 1978-79 Michigan Social Studies Textbook Study involved fifteen reviewers evaluating four elementary level textbooks. These textbooks were: Allyn Bacon, 1978, Concepts and Inquiry; Harcourt Brace Jovanovich, 1970, The Social Sciences: Concepts and Values; Holt, Rinehart and Winston, 1970, Holt Databank System; and Houghton Mifflin Company, 1976, Windows on Our World. Each reviewer was assigned a topic, and evaluated all four texts in the topic area.

The overall findings of the 1978-79 Michigan Social Studies Textbook Study offered two main conclusions. Of the programs

evaluated, none were adequate in all areas. Areas of greatest need for revision or updating included sex bias, American Indians, and handicapped. Recommendations of the study were directed towards textbook publishers in their effort to develop materials which reflect the pluralistic society (Chapman, 1981).

In the 1978-79 Michigan study, the area of greatest significance as it relates to the current study is the evaluation in the topic area of Asia. A summary of the findings by the fifteen reviewers indicated that the texts were not complete in their descriptions of Asia. The reviewers concluded that, in general, the information provided concerning Asia was presented with a Western bias, which, in turn, did not provide the students with a basis for accurate perceptions. Another area that many of the reviewers described in their findings as being insufficient was the lack of in-depth cultural information as well as contemporary information concerning the people of Asia.

Asia Society

Asia, as it is presented in social studies textbooks in the United States, was the topic of a landmark study undertaken by the Asia Society in 1974-75. The study involved review of three-hundred-six elementary social studies textbooks used in the United States in 1975. The books were reviewed by over one hundred experts, including scholars, school teachers, and writers who specialize in information about Asians (Asia Society, 1976).

Each reviewer was asked to evaluate the textbooks by answering questions listed under seven major areas. These areas were: accuracy and authenticity; underlying assumptions and approaches; attitudes toward Asian life and culture and the use of primary sources; style and tone; format and illustrations; attitudes toward women; and, qualifications of authors and consultants. In answering the questions, reviewers were asked to give specific examples from the text. The reviewers were also asked to rate the textbooks for use in the classroom on a general basis.

Because of the magnitude of the study undertaken by the Asia Society, it was not possible to give the results from each reviewer on each topic. It was noted by the Society that the primary purpose of the study was to identify strengths and weaknesses of the texts, not to produce a "numerical profile" on the information about Asia in texts used in the United States. Another purpose of the study was to provide a guide for revisions of texts, as well as a means for helping textbook adoption committees select texts. It was also the purpose of the study to provide a guide that would help classroom teachers as they teach about Asia.

Based on the findings of the study, the Asia Society lists several different "Approaches" present in texts for teaching about Asian countries and cultures. These included the Asia-Centered Approach, the Progress-Centered Approach, the Western-Centered Approach, Asia as Inscrutable or Exotic, and Eclecticism.

The ideal approach was identified as being the Asia-Centered Approach. Of the textbooks reviews only 18 percent had this approach as its main point of view. In this approach the goal of the text is to present information about Asia in an unbiased way to help students develop an understanding of the life style of Asians.

The Progress-Centered Approach and the Western-Centered Approach were more frequent in the materials, 71 and 76 percent, respectively. In the Progress-Centered Approach, change as being necessary was viewed as being "good" and therefore gave negative connotations concerning traditionality which is a part of the Asian culture. The Western-Centered Approach takes the ethnocentric approach that Asia is "catching up with the West" only when similar paths for change have been taken.

Another less favorable approach presents Asia as the Inscrutable or Exotic. This approach was reported by the reviewers as being rare; however, examples given of these rare cases presented Asians as "head hunters" or gave descriptions of brightly colored clothing worn on special holidays.

The Eclectic Approach was reported as being the significant approach in only fourteen of the reviewed texts. This approach, although not completely negative, should be used with caution. According to the study, there is a danger of this approach becoming a "student self-discovery" rather than a learning activity about the values of Asians without additional information about the culture being provided.

The Asia Society study noted several inadequacies in elementary social studies texts in their reflection of Asians. Some of these were ethnocentrism, specific factual errors, and sexism. The recommendations as a result of the findings included the importance of the study and understanding of the Asian culture and people. This understanding, as suggested by the study, can be developed through contemporary realism concerning the day-to-day lives of the Asian people. In addition to this recommendation, the study suggested ways in which textbooks might be revised in order to reflect a more accurate "picture" of Asia.

A synthesis of the conclusions reached in the studies describing social studies texts, there was a general agreement that textbooks alone do not give an adequate reflection of culture. The major areas mentioned which need changes include less Western bias or ethnocentrism, contemporary life style, and more cultural information.

III. Synthesis of Studies of Children's Literature

Prior to the 1960s, interest concerning portrayal in children's literature was not a major issue. Since that time, children's literature as a method for transmitting knowledge of other cultures has been the focus of a number of studies, books, and articles (Aoiki, 1981; Auten, 1984; Barr, 1977; Florez-Tigh et al., 1984; Marks, 1972; Schwartz and Isser, 1983; Stoddard, 1984).

Children's books, concerning other countries, generally contain information about the culture in terms that children can understand

(Skeel), 1979). It is important, however, that the children's literature read by children be such that attitudes which may be altered or developed would be realistic concerning the culture. At the same time it is important that children understand that whatever they read will be influenced by their own culture (Briere, 1984).

Because of the influence on perceptions by one's own culture, it is important that the literature be unbiased or objective in its explanation of cultures (Bosch, 1984). Given this information, the effect of literature on the attitudes and perceptions of children as related to culture has been the source of a number of studies. The studies cited in the current syntheses include Gast, which completed a study concerning Minority Americans in Children's Literature; Kiah, which investigated the content of realistic fiction about Blacks; Barron, which dealt with literature concerning Native Americans and the negative stereotypical information; Koeller, which focused on literature as well as the development of attitudes by children; and the Council on Interracial Books for Children, which concerned the accuracy of cultural information in children's literature.

Gast

In 1967, Gast completed a study concerning Minority Americans in Children's Literature. The purpose of this study was to investigate how minorities were portrayed in children's literature focusing on stereotypical information. Discussion of the attitudes portrayed by the minority characters was also part of the study (Gast, 1967).

In undertaking the study, forty-two books were identified as meeting the criteria. Included in the criteria were books which were published between 1945 and 1963 which had as their main characters American Indians, Chinese, Japanese, Spanish Americans and Blacks. Other criteria included certain reading levels and book reviews.

After selection the books were evaluated concerning characterization which dealt with the major or minor role portrayed by the minority group. This unit of analysis, developed by Berelson and Salter, included such elements as physical traits, status position, educational level, and values of the character. The second unit of analysis was an evaluation of the literature related to the concepts or "lessons" in the story.

The findings of the study by Gast indicated that, in general, the identified children's literature published between 1945 and 1962 regarded minority groups in America as being part of the mainstream of America; however, there was a clear indication given that stereotypes related to minority groups within the United States were a part of children's literature which in turn encourages the develpment of inaccurate perceptions by children of minorities.

Kiah

In a related study, Kiah investigated the content of realistic fiction about Blacks (Kiah, 1976). Her goal was to investigate not only the effect of the fiction on Black children, but to see if the fiction would enable "non-Black" children to gain understanding of

Black culture. Thirty-five books were selected for examination in the study, all of whose main focus was Black's.

The major findings of the study indicated, in the books investigated, inaccurate representation concerning the relationships Black people have with each other. Although, according to the study, authors did highlight social areas of concern for Blacks, these were not developed in the stories in a manner which would enable children to gain understanding.

Barron

Investigation of literature concerning Native Americans in regards to negative stereotypical information was conducted by Barron in 1981. In this study one hundred fourteen books were analyzed to determine the type of information being related through the characterization of Native Americans. Ten general categories for evaluation were developed. These included such areas as the use of dialect, relation between Native Americans and Whites, and the values and ethics of Native Americans (Barron, 1981).

The results of this study indicated that of the books evaluated, those which were written by non-Native Americans contained more stereotypes than those written by Native Americans. Another finding of the study was the misconception or inaccurate view of Native Americans presented in the literature. According to Barron, such misconceptions perpetuate a lack of understanding.

Koeller

Koeller, in 1977, completed a study which not only evaluated literature, but examined the attitudes of children listening to the stories. The main focus of the literature concerned Mexican Americans. Subjects for the study were two hundred twenty sixth graders, of which only seventy-seven were Mexican Americans. In the experiment the children listened to excerpts from stories concerning Mexican Americans and then rated the stories using the Koeller Semantic Differential of Attitudes toward Mexican Americans. The subjects also completed the Coopersmith Self-Esteem Inventory and an Interest Questionnaire which was developed by the researcher.

The findings of the study indicated that, through the use of literature concerning Mexican Americans, promotion of positive attitudes were not reported consistently. However, there was some indication given that the time limitations of the study may have been a major factor in this finding. Another conclusion made by the author concerning children's literature was the need for more variation in literature concerning ethnic groups, as well as a need for a greater number of books (Koeller, 1977).

Council on Interracial Books for Children

Because of the recognition of a need for inclusion of accurate cultural information in literature for children, the Council on Interracial Books for Children (CIBC) has conducted a series of studies focusing on such themes (CIBC, 1976). In 1975, the CIBC analyzed two hundred thirty-five children's books which particularly related to the

identified groups. These books were rated according to the Values Rating Checklist for values information concerning the groups as either positive or negative.

The checklist for rating the books included such areas as racism, sexism, ageism, elitism, conformism, individualism, and escapism. Based on the evaluations using the checklist, thirty-four of the two hundred thirty-five examined were "noteworthy" in content. The conclusions of the study indicated that the quality of children's books in relation to cultural matters have an affect on children's attitudes towards peoples with a cultural background different from their own (CIBC, 1976).

A synthesis of the studies focusing on cultural information in children's literature indicated that books do affect attitudes of the readers. Further conclusions described how, in many cases, books present inaccurate views of differing cultures. A suggested goal for children's literature was more of a variation in children's literature would be helpful in development of more accurate cultural perceptions.

IV. Summary

The goal of this chapter was to review literature and research related to the specific purposes of the study. Included in the discussion were examples of studies related to cultural aspects of elementary social studies texts as well as cultural information given in children's literature.

According to the literature, development of attitudes and perceptions along with knowledge takes place in the study of other countries. Because of the importance of using accurate materials about other countries, several studies have been undertaken which have focused on the information contained in the materials.

The review of the literature provided information concerning the accuracy of textbooks as well as children's literature. Foremost in the findings related to textbooks was the major role they play in classrooms of the United States. It was reported that as much as 70 to 90 percent of the instructional time is focused on the textbook alone in social studies classrooms. According to the research, materials other than the social studies text could be more beneficial in providing information concerning culture. One of the types of materials suggested for supplemental use was children's literature.

In the review of studies regarding children's literature, the major findings suggest that it provides information concerning culture which is often lacking, for various reasons, in social studies textbooks. Another important finding of the review was the indication of the affect children's literature has on the development of attitudes concerning people from other countries and cultures.

In conclusion, the summary of the review indicates that movement towards improvement in both texts and literature has been made. Nevertheless, in general the findings of the review suggest that more changes in the areas relating to cultural perceptions of children are needed.

CHAPTER III

RESEARCH METHODS AND MATERIALS

I. Introduction

Chapter III contains a description of the research methodology and the materials used in the study. Specific areas discussed are as follows:

1. An outline of the problem and a restatement of the research questions the study explored.
2. A description of the materials analyzed in the study.
3. The research methodology and procedures.

II. Problem and Research Questions

Many educators and researchers have gathered subjective data in the area of cultural perceptions. In turn they have indicated their belief that accurate cultural perceptions can be enhanced through the use of children's literature as a supplemental material. However, there has been no objective assessment made concerning the cultural information offered in the children's literature suggested by the social studies text publishers and the texts themselves. Furthermore, neither the quality of the cultural information contained in the materials nor the relationship between the two types of materials has been previously investigated.

The procedures and materials used in this study were designed to gain information concerning the amount of cultural information contained in the social studies texts as well as the children's literature suggested by the text publishers. Specifically, they were employed to answer the following questions:

1. Do the selected elementary social studies textbooks provide a nonstereotypical representation of Oriental cultures as determined by Evaluation Coefficient (ECO) Analysis?
2. Does the children's literature suggested for use by the social studies textbook publishers provide a favorable representation of Oriental cultures as determined by ECO Analysis?
3. Is there a significant correlation between the cultural information presented in the selected social studies textbooks and the children's literature suggested for use by the text publishers?

III. Materials for Analysis

There were three basic criteria used in selection of the social studies textbooks analyzed in the study. The first criterion was that the study would be limited to texts that were at the sixth grade level as this was the level proposed by the National Council for the Social Studies for inclusion of study of cultures of the Eastern Hemisphere (Social Education, 1984).

The second criterion for textbook selection was the inclusion of children's literature as supplemental material. References for the use of children's literature were included in either the content of the text or in separate bibliographical listings, usually in the teacher's edition.

The final, and very important, criterion for selection was the availability. Only those series which were available at the state textbook depository located at The University of Tennessee, Knoxville, were included in the study. Five social studies textbook series met the established criteria. These were: Silver Burdett, The World and Its People: Europe, Africa, Asia and Australia, 1984; Ginn and Company, People and Their Heritage, The World and The Earth, 1983; Holt, Rinehart and Winston, Holt Social Studies: Our World, 1983; and Scott Foresman, Our World: Lands and Cultures, 1983.

The criteria for the children's literature evaluated in the study were limited. For inclusion in the study, the literature had to be listed as supplemental readings in bibliographies of the selected textbooks or in the content of the text. The second criterion for the children's literature analyzed in the study was availability. Only those books which were available through the Knoxville Public Library, University of Tennessee Library, Knoxville, University of Alabama at Birmingham Library, and the Birmingham Public Library were included in the study.

IV. Methodology

The instrument used for analysis of the textbooks and children's literature in the study was ECO Analysis. The Evaluation Coefficient (ECO) Analysis is a relatively simple instrument which focuses on the value judgements expressed in written materials. It provides a quantitative measure of the content contained in written material, and is especially useful in relation to evaluation concerning cultural or minority groups (Pratt, 1972).

Two kinds of validity have been established concerning ECO Analysis. Face validity has been established as the instrument is designed to measure written information, which it does by presenting a frequency count where terms exist which delineate value judgements in the materials concerning the subjects of the study. Predictive validity was indicated from research using ECO Analysis where the findings were congruent with the expectations.

Reliability of ECO Analysis has been established for the instrument in the areas of inner-rater reliability (Mean = .947) and test-retest reliability (.755). Consistency in use of the instrument was indicated but was noted as being related to the consistency of the materials examined (Pratt, 1972).

Procedures for using ECO Analysis have been established in order to maintain the satisfactory validity and reliability of the instrument. Caution was taken to comply with the steps. A brief explanation of each step follows:

1. Definition of all materials to be analyzed in the study.
2. Definition of the subject or subjects of interest.
3. Preparation of ECO Score Sheets (Appendix A) and copies of the ECO Word List (Appendix B) for each evaluator.
4. If additional analysts are to be used, other than the researcher, they will need to be trained or familiarized with the steps to be followed.
5. The materials to be analyzed should be carefully scanned for references to the subjects of interest. A separate score sheet should be used for each source. All terms should be listed, along with page number. After scanning is complete, the analyst should review the list and material for any additional terms.
6. Terms which express value judgements, either favorable or unfavorable, are usually adjectives.
7. Only evaluative terms should be listed.
8. If the analyst is not sure a term describes a value judgement, a check should be made of the ECO Word List for reference (Appendix B). Synonyms of the list may be used.
9. Most evaluative terms are in the verb form "to be." However, there are exceptions (i.e., admired, committed to, etc.).
10. Terms may be listed in other forms such as nouns and participles.
11. Negatively applied terms should likewise be noted.

12. The original meaning of the evaluative terms should always be used.
13. The analyst should be aware of use of irony in the materials.
14. Terms within direct or indirect quotations are rated as other terms.
15. The final step is to calculate the Coefficient of Evaluation (Pratt, 1972).

Each social studies textbook was scanned for terms of references made concerning Oriental cultures. The books are scanned, page by page, in their entirety as references to specific groups are not always listed in the index or table of contents. Terms and page numbers were listed on the ECO Score Sheet for further reading and evaluation.

After each book was scanned, the noted pages and terms were read carefully in order to evaluate the terms relating to Oriental cultures as being either favorable or unfavorable. The final step in the analysis of the textbooks was to assign a rating and calculate the Coefficient for each book.

The children's literature analyzed as a part of the study followed similar steps as the textbook analysis. Each book was read in its entirety so that the researcher could become familiar with the intent of the author and the design or format of the book.

Following the first reading, each book was scanned for terms which were specifically related to Oriental cultures. The terms and

page numbers were listed on the ECO Score Sheet for further reading and evaluation.

The next step in the analysis of the children's literature was the second reading of each book with special attention being given to noted terms for rating purposes. After this step, each term was rated as being favorable or unfavorable in its usage related to Oriental cultures. The final step, in analysis of the children's literature, was to calculate the Evaluation Coefficient for each book.

This was accomplished by using the formula developed by Pratt (1972). The formula used was:

$$\frac{\sum + \times 100}{\sum + + \sum -} = \text{ECO}$$

V. Summary

Five social studies text series and the children's literature listed either in the index, table of contents, or a separate bibliography as supplemental materials for the text were rated using the method of ECO Analysis. Procedures described in development of the instrument for its use were carefully followed to maintain validity and reliability of the findings.

CHAPTER IV

PRESENTATION OF RESULTS

I. Introduction

The current study focuses on the cultural information offered in elementary social studies texts and the children's literature suggested by those social studies texts as supplemental literature focusing on Oriental culture. The specific research questions investigated were:

1. Do the selected elementary social studies textbooks provide a nonstereotypical representation of Oriental cultures as determined by ECO Analysis?
2. Does the children's literature suggested for use by the social studies textbook publishers provide a favorable representation of Oriental cultures as determined by ECO Analysis?
3. Is there a significant correlation between the cultural information presented in the selected social studies textbooks and the children's literature suggested for use by the text publishers?

Analysis of selected social studies texts and children's literature was made using the method of Evaluation Coefficient Analysis, which is especially useful in relation to evaluation of written materials concerning minority or cultural groups (Pratt, 1972).

Results of the study are presented in three general sections. Ratings provided by ECO Analysis are presented in the first section for cultural information in the selected social studies texts. The rating of children's literature for cultural information is presented in section two. Also in the second section, the frequency of terms used in the social studies texts and children's literature is presented. The third section presents the statistical correlation, or relationship, between the selected social studies texts and children's literature as defined by using the procedure of Kendall's tau. The final section of the chapter gives a summary of the analysis.

II. Rating of Social Studies Texts

In the study selected elementary social studies textbooks were evaluated for information which focused on Oriental cultures. A major question of this study was:

> Do the selected sixth grade elementary social studies textbooks provide a nonstereotypical representation of Oriental cultures as determined by ECO Analysis?

To identify the amount of information concerning Oriental cultures in the textbooks, the procedures outlined in ECO Analysis were carefully followed. In the procedures outlined by ECO Analysis, ratings are considered as lying between the scores of 0.0, totally unfavorable, and 100.0, totally favorable with a rating of 50.0 being the point of neutrality or ambivalence (Pratt, 1972).

Table 1 presents the number of favorable (+), unfavorable (-), and neutral (0) terms used to describe Oriental cultures in each of the selected sixth grade social studies textbooks as determined by ECO Analysis. Of the five books analyzed, three ratings were above the neutral range of 50-59. These were Ginn, The World; Silver Burdett, The World and Its People; and Holt, Our World. Two books rated within the neutral range of 50-59; these were Ginn, The Earth and Scott Foresman, Our World: Lands and Cultures. Terms used to describe the culture were not limited, in the sense of being stereotypical. Examples of the favorable, unfavorable, and neutral evaluative terms included pleasant (+), skilled (+), fear (-) and foreign (0).

Table 1

Rating of Terms Describing Oriental Cultures in Selected Social Studies Texts

Text	Favorable $\sum+$ Terms	Unfavorable $\sum-$ Terms	Neutral $\sum0$ Terms	ECO
The World	10	4	1	72
The Earth	6	6	1	50
The World and Its People	12	8	2	60
Our World	9	2	0	82
Our World: Lands and Cultures	18	14	1	56

The scores, or ratings of the selected social studies textbooks as determined by ECO Analysis, indicates a neutral to favorable

representation of Oriental cultures. Furthermore, terms used in evaluations of Oriental culture do not reflect stereotypical bias.

III. Rating of Children's Literature

The children's literature suggested by the selected social studies textbook publishers was analyzed to determine the answer to a specific research question. This was:

> Does the children's literature suggested by the social studies textbook publishers provide a favorable representation of Oriental cultures as determined by ECO Analysis?

Because of the narrative form of children's literature, synonyms of terms which are listed on the ECO Word List (Appendix B) were used in addition to the words on the list for a more accurate rating.

The results of the analysis of children's literature is presented by publisher of the social studies texts in which they were suggested. Each table presents the number of favorable (+), unfavorable (-), and neutral (0) terms, and the overall ECO rating. (See Appendix C for bibliographical information on the children's literature.)

Table 2 presents a description of the ratings of children's literature suggested for supplemental use in Ginn's, The Earth (1983) as rated by ECO Analysis. Only two books suggested in the bibliography were specifically related to Oriental culture. As rated by ECO Analysis, both books were above the neutral range of 50. Of the terms used in the analysis, only one term found in each book received a

neutral rating with thirteen and seven receiving favorable and unfavorable ratings, respectively. The indication of the children's literature analysis suggested in the text is that a favorable or somewhat positive view of Oriental cultures is presented as the scores are not ambivalent nor are they negative.

Table 2

Rating of Terms Describing Oriental Cultures in Supplemental Children's Literature: Ginn, The Earth

Book	Favorable $\sum+$ Terms	Unfavorable $\sum-$ Terms	Neutral $\sum 0$ Terms	ECO
Book A	7	3	1	70
Book B	6	4	1	60

Table 3 lists the total terms used in describing Oriental culture in Ginn's The World (1983). Three books were suggested which directly related to Oriental cultures. Of these books, two were above the neutral range of 50 to 59 and one received a rating of 59. These favorable ratings indicate a positive view of Oriental cultures was presented in the suggested children's literature.

Table 4 gives the results of the children's literature rated which was suggested in the Holt social studies textbook, Our World (1985). Two books related to Oriental cultures were suggested. Of these, one rated above the point of neutrality (50), as defined by ECO Analysis, and one book rated below the rating of 50. These ratings

give an indication that a neutral or slightly less than favorable description of Oriental cultures is presented in the suggested children's literature.

Table 3

Rating of Terms Describing Oriental Cultures in Supplemental Children's Literature: Ginn, The World

Book	Favorable $\sum +$ Terms	Unfavorable $\sum -$ Terms	Neutral $\sum 0$ Terms	ECO
Book C	10	7	0	59
Book D	7	4	0	64
Book E	8	4	0	67

Table 4

Rating of Terms Describing Oriental Cultures in Supplemental Children's Literature: Holt, Our World

Book	Favorable $\sum +$ Terms	Unfavorable $\sum -$ Terms	Neutral $\sum 0$ Terms	ECO
Book F	5	7	0	42
Book G	7	6	3	54

Overall ratings for children's literature suggested in the Scott Foresman social studies text Our World: Lands and Culture (1983), reported in Table 5, indicate a neutral treatment of Oriental cultures. Four books were suggested for supplemental reading. Of the books only one rated considerably above the neutral range of 50 to 59

with a rating of 80. One book rated in the neutral range with a rating of 55, and two of the suggested books rated below the neutral range, one of which rated considerably below the neutral range with a rating of 30, indicating a less than favorable reflection of Oriental cultures.

Table 5

Rating of Terms Describing Oriental Cultures in Supplemental Children's Literature: Scott Foresman, Our World Land and Cultures

Book	Favorable $\sum +$ Terms	Unfavorable $\sum -$ Terms	Neutral $\sum 0$ Terms	ECO
Book H	8	2	0	80
Book I	6	5	0	55
Book J	5	6	0	46
Book K	3	7	0	30

The Silver Burdett social studies text, The World and Its People: Europe, Asia, Africa and Australia (1984), offered a lengthy list of supplemental children's literature which focused on Oriental cultures. Eight of the fifteen suggested books rated above the neutral range of 50-59, and indicated a favorable view of Oriental cultures with three books rated at 80 or higher. Six books were rated within the neutral range. Only one of the books suggested fell below the neutral range which would reflect a less than favorable description of Oriental cultures. In summary, the fifteen books evaluated, described in Table 6, indicated a generally favorable rating of Oriental cultures.

Table 6

Rating of Terms Describing Oriental Cultures in Supplemental Children's Literature: Silver Burdett, The World and Its People

Book	Favorable ∑+ Terms	Unfavorable ∑ - Terms	Neutral ∑0 Terms	ECO
Book L	7	5	1	58
Book M	7	3	3	70
Book N	10	3	0	77
Book O	9	2	2	82
Book P	4	5	1	44
Book Q	5	5	1	50
Book R	7	3	2	70
Book S	7	6	3	53
Book T	13	10	2	57
Book U	9	1	1	90
Book V	7	5	0	58
Book W	7	3	2	70
Book X	13	1	0	93
Book Y	10	9	2	53
Book Z	6	3	0	66

Frequency of Terms

In order to provide further clarification of how the study investigated the research questions concerning the representation of Oriental cultures in the selected sixth grade social studies texts and the suggested children's literature, as determined by ECO Analysis, Frequency counts of the terms were made. This information is presented in Table 7 and Table 8. The terms used to describe Oriental cultures in both selected social studies texts and suggested children's literature were either listed on the ECO Word List or were synonyms of the terms on the list (Appendix B).

Table 7 shows the terms most frequently used in the selected sixth grade social studies textbooks to describe Oriental cultures. Eighteen terms had two or more occurrences within the analysis of the five textbooks. Of the eighteen terms, thirteen were rated favorable in relation to Oriental cultures. The frequency and rating of the terms indicated, in general, a favorable attitude towards Oriental cultures is presented in the social studies textbooks analyzed.

Table 8 presents the terms most frequently used in the suggested children's literature to describe Oriental cultures. Eighteen terms were used five or more times in the analysis of the twenty-six children's literature selections. Of the eighteen terms, eleven were rated favorable in relation to Oriental cultures with six being rated as unfavorable. One term was rated as a neutral or ambivalent term. The frequency and rating of the terms, in general, indicate a somewhat neutral reflection of Oriental cultures in the

Table 7

Terms Most Frequently Used In Selected Social Studies Texts To Describe Oriental Cultures (2 or more occurrences)*

Term	Number of Times Used		
	2	3	4
careful	+		
duty	-		
educated	+		
friendly	+		
fighter	-		
free		+	
fear		-	
good	+		
happy	+		
honorable		+	
important	+		
independent	+		
loyal	+		
poor/poverty	-		
problem	-		
respect		+	
superior	+		
skilled			+

* + indicates terms used favorably.
- indicates terms used unfavorably.

Table 8

Terms Most Frequently Used In Selected Children's Literature To Describe Oriental Cultures (5 or more occurrences)*

	Number of Times Used							
Term	5	6	7	8	9	10	11	12
beautiful								+
crowded			-					
fear	-							
fight					-			
free			+					
friend				+				
good	+							
happy			+					
honor					+			
independent			+					
important						+		
loyal		+						
poor/poverty							-	
pride			+					
primitive		-						
simple			0					
skilled								+

* + indicates terms used favorably.
- indicates terms used unfavorably.
0 indicates terms used neutrally.

children's literature suggested for supplemental use by the social studies text publishers.

Of the median, or representative, ratings of the children's literature, three were considerably above the neutral rating of 50; these were those books suggested by Ginn and Silver Burdett. These scores, 62, 65, and 66, respectively, indicated a favorable view of Oriental cultures in the supplemental children's literature. The median rating for the children's literature suggested by Holt, Rinehart, and Winston was 48, two points below the neutral rating of 50, indicating a somewhat neutral to unfavorable treatment of Oriental cultures.

In making a comparison between the selected social studies textbooks and suggested children's literature, the procedures of statistical analysis for Kendall's tau were employed. The procedures include ranking of one set of scores in natural order, that is, from high to low. Table 9 shows the rankings for both social studies texts and for the suggested children's literature.

After scores were ranked, the statistical formula for comparison or correlation was calculated. The formula used was:

$$T = \frac{P - Q}{\sqrt{N(N-1)/2}}$$

$$= \frac{6 - 4}{\sqrt{5(4)/2}}$$

$$= \frac{2}{10}$$

$$= .2$$

Table 9

Calculation of Kendall's T: No Ties

Number	Social Studies Texts X	Children's Literature Y	R X	R Y	Number of Ranks Higher	Number of Ranks Lower
1	72	62	1	3	2	2
2	50	65	2	4	1	2
3	82	48	3	1	2	0
4	56	51	4	2	1	0
5	60	66	5	5	0	0
					P = 6	Q = 4

IV. Relationship Between Selected Social Studies Texts and Suggested Supplemental Children's Literature

As a part of the study, one of the major goals was to investigate the relationship between cultural information in selected social studies texts and children's literature. The specific question investigated as a part of the study was:

> Is there a significant correlation between the cultural information presented in the selected social studies textbooks and the children's literature suggested for use by the text publishers?

In order to compare the two sets of materials, the selected social studies textbooks and the suggested children's literature were first analyzed by using the procedures developed for ECO Analysis (Pratt, 1972). Because equal sets of data are needed for comparison using the analysis of Kendall's tau, the median score for each list of suggested children's literature was obtained. Table 10 presents the median ratings of Oriental cultures reflected in the lists of suggested children's literature along with the name of the text publisher in which the literature was suggested. The results of the calculation was $T = .2$ as a representation of the degree of the relation between the amount of cultural information reflected in the texts and children's literature (Downie and Heath, 1974).

The significance of Kendall's tau was established using the table developed by Kendall for data sizes less than 10. That is, for $S < 10$, where $S = 2$ and $N = 5$, the probability of occurrence

(one-tailed test) is p = .408. Based on this information, the relationship between the ranks is not significant at the .05 level (Ferguson, 1981). This indicates that the correlation between the cultural information presented in the selected social studies textbooks and the children's literature suggested for use by the text publishers is not significant.

Table 10

Median Score of Children's Literature

Social Studies Publisher	Children's Literature Rating
Ginn	62
Ginn	65
Holt, Rinehart and Winston	48
Scott Foresman	51
Silver Burdett	66

V. Summary

The findings of the analysis of the study may be summarized by the following statements:

1. The selected sixth grade social studies textbooks do not provide a negative stereotypical representation of Oriental cultures as determined by ECO Analysis.
2. The children's literature suggested for use by the social studies textbook publishers generally provide a favorable representation of Oriental cultures as determined by ECO Analysis.

3. The correlation between the cultural information presented in the selected social studies textbooks and children's literature suggested for use by the textbook publishers is not significant as determined by the procedure of Kendall's tau.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This chapter presents a summary, conclusions, and recommendations made concerning the current investigation of social studies textbooks and children's literature.

I. Summary

Purpose

The goal of the current study was to compare the perception of Oriental cultures as reflected in selected sixth grade social studies textbooks and suggested children's literature. The specific research questions the study attempted to answer were:

1. Do the selected elementary social studies textbooks provide a nonstereotypical representation of Oriental cultures as determined by ECO Analysis?
2. Does the children's literature suggested for use by the social studies textbook publishers provide a favorable representation of Oriental cultures as determined by ECO Analysis?
3. Is there a significant correlation between the cultural information presented in the selected social studies textbooks and the children's literature suggested for use by the text publishers?

Procedures

In order to answer these questions, evaluation or analysis of the selected social studies textbooks and suggested children's literature was made. The criteria for selection of materials included in the study were:

1. limited to sixth grade social studies textbooks;
2. inclusion of children's literature as supplemental material, either in the content of the text or in a separate bibliographical section;
3. only those series available at the state textbook depository at The University of Tennessee, Knoxville.

Analysis was made of the materials using the procedures of ECO Analysis developed by Pratt (1972). This involved identifying those terms in the materials which were used in an evaluative manner concerning Oriental cultures, and rating the usage as being favorable (+), unfavorable (-), or neutral (0).

Findings

Question 1. Do the selected elementary social studies textbooks provide a nonstereotypical representation of Oriental cultures as determined by ECO Analysis?

Of the ninety-four evaluative terms listed on the ECO Word List indicating a favorable, unfavorable, or ambivalent attitude in evaluation of Oriental cultures used in the selected social studies texts, fifty-five terms (approximately 60 percent) were rated favorable with thirty-four terms (approximately 36 percent) being rated

unfavorably. Five terms (approximately 4 percent) were rated as being neutral. The selected sixth grade social studies textbooks do not provide a negative stereotypical representation of Oriental cultures, but tend to offer a favorable representation of Oriental cultures as indicated by the percentage of favorable ratings determined by ECO Analysis.

Question 2. Does the children's literature suggested for use by the social studies textbook publishers provide a favorable representation of Oriental cultures as determined by ECO Analysis?

The children's literature suggested for use by the social studies textbook publishers generally provide a favorable representation of Oriental cultures as determined by ECO Analysis. Of the seventeen terms used most frequently in the children's literature analyzed relating to Oriental cultures, eleven terms (approximately 70 percent) were rated favorably, with five terms (approximately 30 percent) being rated unfavorably, and one term (less than 10 percent) being rated as a neutral term.

Question 3. Is there a significant correlation between the cultural information presented in the selected social studies textbooks and the children's literature suggested for supplemental use by the text publishers?

The correlation between the cultural information presented in the selected social studies textbooks and children's literature

suggested for use by the textbook publishers is not significant as determined by the procedure of Kendall's tau.

II. Conclusions

The findings of the current study indicate that the social studies textbooks under study were, generally, favorable in representation of Oriental cultures. Terms rated in the study were, for the most part, favorable and generic in the sense they could be used to describe any given culture.

The children's literature suggested for use by the social studies textbook publishers provide, overall, a favorable representation of Oriental cultures. The ratings of the terms as defined by ECO Analysis, as well as the frequency of terms used, indicated accuracy was a focus of the literature.

One of the goals of the current study was to establish the correlation between the two sets of materials. Based on the findings of the analysis, a positive relationship does exist; however, it is not significant.

The current study has value concerning the usefulness of materials used for instruction in elementary social studies classrooms. The materials which were analyzed, social studies textbooks and suggested children's literature, were generally favorable in their treatment of Oriental cultures. This information, along with the positive correlation found between the two types of materials, lead to the conclusion that the materials under study could be recommended

for use as being generally favorable in the treatment of Oriental cultures. The study further indicates that similar studies of other materials could prove beneficial in the accumulation of data needed in order to make broader conclusions.

III. Recommendations

Based on the findings of the current study, the following recommendations are made:

1. Teachers should be sensitive to the cultural information presented in social studies textbooks as well as the materials, such as children's literature, that are used in their classrooms.
2. Teachers should be sensitive to the need for accurate materials, especially children's literature, which may be used in teaching children.
3. Publishers of social studies textbooks should continue their inclusion of supplemental bibliographies for student and teacher use, but make every effort to assure that cultural representations are nonstereotyped.
4. More research is needed to discover whether or not the majority of the supplemental materials are correlated with the textbooks used in social studies classrooms.
5. More research is needed to discover how cultural information affects the attitudes of children, concentrating on long range effects.

6. More research is needed regarding the use by teachers of the supplemental materials.

Social studies deals not only with the historical and geographical characteristics of a country, but with the study of human beings, how and where they live (Jarolimek, 1977). One of the roles of the social studies educator is to facilitate accurate cultural perceptions of his or her students.

BIBLIOGRAPHY

BIBLIOGRAPHY

Aoiki, Elaine. (1981). "Turning the page"/The appropriate use of Asian American children's literature in the classroom. Olympia, Washington: Washington Office of the State Superintendent of Public Instruction. (ERIC Document Reproduction Service No. 205 985)

Anyon, J. (1978). Elementary social studies textbooks and legitimating knowledge. Theory and Research in Social Studies, 6, 41.

Asia Society. (1976). Asia in American Textbooks. New York, NY: Asia Society. (ERIC Document Reproduction Service No. ED 127 232)

Auten, A. (1984). Understanding other cultures through literature. Reading Teacher, 37, 416-419.

Banks, James A. (1983). The presidential address: Cultural democracy, citizenship education, and the American dream. Social Education, 47, 178-232.

Barr, Janet L. (1977). The immigrant in children's fictional books recommended for American libraries, 1883-1939. Resources in Education.

Barron, Pamela P. (1981). The characterization of native Americans in children's and young adult's fiction, with a contemporary setting by native American and non-native American authors: A content analysis. (Doctoral dissertation, The Florida State University, 1981). Dissertation Abstracts International, 42, 2342A.

Becker, Jim. (1969). An examination of objectives, needs, and priorities in international education in U.S. secondary and elementary schools. Washington, D.C.: U.S. Office of Education.

Birchall, G. and Faichney, G. (1983, November). Images of Australia in elementary social studies texts: Some alternative strategies. Paper presented at the annual meeting of the NCSS, San Francisco.

Black, H. (1967). The American Schoolbook. New York: William Morrow and Company.

Bosch, R. (1984, October). Literature and cultural perspectives. Communicative Proficiency and Cross-Cultural Issues, Proceedings of a SUNY-Albany Conference, Albany, NY.

Brandt, Rafael. (1980). Overview. Educational Leadership, 38, 99.

Briere, Jean Francois. (1984, October). Cultural understanding through cross-cultural analysis. Communicative Proficiency and Cross-Cultural Issues, Proceedings of a SUNY-Albany Conference, Albany, NY.

Chambers, Dewey W. (1971). Children's literature in the curriculum. Chicago: Rand McNally and Company.

Chapman, John M. (Ed.). (1981). 1978-79 Michigan social studies textbook study. Resources in Education.

Council on Interracial Books for Children. (1976). Guidelines for selecting bias-free textbooks and storybooks. New York: Author.

Downie, N. M. and Heath, R. W. (1974). Basic statistical methods. New York: Harper and Row, Publishers. 118-120.

English, R. (1980). The politics of textbook adoption. Phi Delta Kappan, 62, 275-278.

Faure, E.; Herrera, F.; Kaddoura, A. R.; Lopes, H. (1972). Learning to be: The world of education today and tomorrow. Paris: UNESCO.

Ferguson, G. A. (1981). Statistical Analysis in Psychology and Education. New York: McGraw-Hill Book Company.

Fisher, F. L. (1965). The influences of reading and discussing attitudes of fifth graders toward American Indians. Dissertation Abstracts International, 26, 6442. (University Microfilm No. 65-13,422)

Florez-Tighe, V. (1984). Multiethnic literature: Supplements for basal readers. Resources in Education. (ERIC Document Reproduction Service No. ED 246 391)

Frankel, H. L. (1972). The effect of reading the Adventures of Huckleberry Finn on the racial attitudes of selected ninth grade boys. Dissertation Abstracts International, 33, 1318A-1319A. (University Microfilm No. 72-27 18)

Garcia, J. (1979). Evaluating multiethnic materials. (ERIC Document Reproduction Service No. ED 162 945)

Garcia, J. and Logan, J. (1983). Teaching social studies using basal readers. Social Education, 47, 533-35.

Gast, David K. (1967). Minority Americans in children's literature. Elementary Education, 44, 12-23.

Gill, C. and Conrow, W. (1969). The treatment of Latin American social studies instructional materials, Bulletin No. 5. U.S., Office of Education. (ERIC Document Reproduction Service No. ED 022 781)

Gollnick, D. M. (1983). Multicultural Education in a Pluralistic Society. St. Louis: Mosby.

Highwater, J. (1978). Many Smokes, Many Moons: A Chronology of American History Through Indian Art. Philadelphia: J. B. Lippincott.

Jarolimek, J. (1977). Social Studies in Elementary Education. New York: Macmillan Publishing Company, Inc.

Kane, M. B. (1970). Minorities in Textbooks. New York: Anti-Defamation League of B'Nai B'rith.

Kiah, Rosalie Black. (1976). A content analysis of children's contemporary realistic fiction about Black people in the U.S. to determine if and how a sampling of these stories portray selected salient shared experiences of Black people. (Doctoral dissertation, Michigan State University, 1976). Dissertation Abstracts International, 37, 7381-A.

Koeller, S. (1977). The effect of listening to excerpts from children's stories about Mexican-Americans on the attitudes of sixthgraders, Journal of Educational Research, 70, 329-34.

Long, D. and Long, R. (1984). Promotion of foreign language study and global understanding. Education, 105, 366-368.

Marks, S. (1972). Hamburger, filet or pheasant underglass. Elementary English, 49, 785-86.

McCormick, T. E. (1984). Multiculturalism: Some principles and issues, Theory Into Practice, 23.

Michigan State Department of Education. (1972). Early elementary level social studies textbooks: A report in regards to their treatment of minorities. Resources in Education. (ERIC Document Reproduction Service No. ED 061 132)

Norton, D. E. (1985). Language and cognitive development through multicultural literature. Childhood Education, 62, 103-108.

Ort, E. P.; Lahnston, A. T.; Huber, J. D.; Dien, R. A.; Clegg, A. A.; Branson, M. S. (1977). The status of social studies. Social Education, 41, 574-601.

Patrick, J. and Hawke, S. (1981). Curriculum materials. In I. Morrisset (Ed.), Social Studies in the 1980's: A report of project SPAN (pp. 1-2). Association for Supervision and Curriculum Development.

Payne, C. (1984). Multicultural education and racism in American schools. Theory Into Practice, 23, 124-131.

Piaget, J. and Weil, A. M. (1951). The development in children of the idea of homeland and of relations with other countries. International Social Science Journal, 3, 561-578.

Pike, L. W.; Barrows, T. S.; Mahoney, M. H.; Jungeblut, A. (1979). Other nations, other peoples: A survey of student interests, knowledge, attitudes, and perceptions. Washington, D.C. (ERIC Document Reproduction Service No. ED 189 190)

Pratt, D. (1972). How to find and measure bias in textbooks. Englewood Cliffs, NJ: Educational Technology Publications.

Rivera, Charles R. (Ed.). (1984). In search of a scope and sequence for social studies: Preliminary position statement of the board of directors. Social Education, 48, 249-262.

Schwartz, Carol S. (1973). The effect of selected Black poetry on expressed attitudes towards Blacks of fifth and sixth grade White suburban children. Dissertation Abstracts International, 33, 6077-A.

Schwartz, L. and Isser, N. (1983). The role of elementary textbooks in a multicultural society. Resources in Education. (ERIC Document Reproduction Service No. ED 228 158)

Siegel, S. (1956). Nonparametric statistics. New York: McGraw-Hill Book Company.

Skeel, D. J. (1979). The challenge of teaching social studies in the elementary school. Santa Monica: Goodyear Publishing Company, Inc.

Solomon, M. (1978). Textbook selection committees: What teachers can do. Learning, 6, 43.

Stoddard, A. H. (1984). Teaching worldmindedness through children's literature. Resources in Education. (ERIC Document Reproduction Service No. ED 243 152)

Tyson-Berstein, H. and Woodward, A. (1986). The great textbook machine and prospects for reform. Social Education, 50, 41-45.

Wesley, E. B. (1944). American history in schools and colleges. New York: Macmillan Company.

Wesley, E. B. (1946). Teaching social studies in elementary school. Boston: D. C. Heath and Company.

APPENDIXES

APPENDIX A

Source_____ Subject_____ Score_____

	Page	Term	Direction		Page	Term	Direction
1.				26.			
2.				27.			
3.				28.			
4.				29.			
5.				30.			
6.				31.			
7.				32.			
8.				33.			
9.				34.			
10.				35.			
11.				36.			
12.				37.			
13.				38.			
14.				39.			
15.				40.			
16.				41.			
17.				42.			
18.				43.			
19.				44.			
20.				45.			
21.				46.			
22.				47.			
23.				48.			
24.				49.			
25.				50.			

APPENDIX B

ECO Word List*

Some examples

Term	Rating of Term	Term	Rating of Term
calm	+	dishonest	-
capable	+	disloyal	-
careful	+	distinguished	+
charitable	+	drunk	-
charming	+		
cheap	-	eager	+
chivalrous	+	elegant	+
civilized	+	eloquent	+
clean	+	enduring	+
clever	+	energetic	+
cold	-	enthusiastic	+
colorful	+	experienced	+
common	0	expert	+
complex	0	extremist	-
conscientious	+		
conspirator	-	failure	-
corrupt	-	fair	+
courageous	+	faithful	+
coward	-	false	-
crafty	0	famous	+
criminal	-	fat	-
cruel	-	fearful	-
cultured	+	fearless	+
		feeble	-
daring	+	ferocious	-
dauntless	+	fierce	-
dear	+	firey	0
dedicated	+	fine	+
delicate	+	foolish	-
delightful	+	foreign	0
dependent	0	free	+
deserter	-	friendly	+
determined	+	furious	-
devoted	+		
devout	+	genius	+
dictator	-	gentle	+
dirty	-	gentleman	+
disgruntled	-	gifted	+

*Terms taken from the Evaluation Coefficient System developed by David Pratt (1972).

APPENDIX C

Book A — Schell, Orville. In the People's Republic: An American's First Hand View. Random House, 1978.

Book B — Gibbon, David. Hong Kong, Bali, and Singapore. Crescent, 1978.

Book C — Pool, Frederick K. SoutheastAsia. New York: Franklin Watts Publishers.

Book D — Hoare, Sophie. Japan: The Land and Its People. Macdonald Educational.

Book E — Hammond, Jonathon. China: The Land and Its People. Macdonald Educational, 1976.

Book F — Paterson, Katherine. Sign of the Chrysanthenum. New York: Harper and Row Publishers, Inc., 1973.

Book G — Buck, Pearl. The Big Wave. New York: Harper and Row Publishers, Inc., 1948.

Book H — Van DeWettering, Janwillem. Little Own: An Eightfold Buddhist Admonition. Boston: Houghton Mifflin Co., 1978.

Book I — Kurland, Gerald. Mao Tse-Tung: Founder of Communist China. New York: SamHar Press, 1972.

Book J — Caldwell, John C. Let's Visit Malaysia. New York: Harper and Row Publishers, Inc., 1968.

Book K — Townsend, John R. The Islanders. New York: Harper and Row Publishers, Inc., 1981.

Book L — Knox, Robert. Ancient China. New York: Franklin Watts, Inc.

Book M — Weatherbee, Donald E. Ancient Indonesia. New York: Franklin Watts, Inc.

Book N — Walker, Richard. Ancient Japan. New York: Franklin Watts, Inc.

Book O — Kelen, Betty. Confucius in Life and Legend. New York: American Elsevier Publishers, Inc.

Book P Nancarrow, Peter. Early China and the Wall. Minneapolis, MN: Lerner Publishing Co.

Book Q Edmonds, I. G. Hinduism. New York: Franklin Watts, Inc.

Book R Roberts, John. Industrialization of Japan. New York: Franklin Watts, Inc.

Book S Maxwell-Lefroy, C. Land and People of Burma. New York: Macmillan, Inc.

Book T Smith, Datus. The Land and People of Indonesia. Philadelphia: J. B. Lippincott Co.

Book U Boardman, Gwenn. Living in Singapore. New York: American Elsevier Publishers, Inc.

Book V Serage, Nance. The Prince Who Gave Up a Throne: A Story of Buddha. New York: Thomas Y. Crowell Co., Publishers.

Book W Kendall, Carol and Li Yao-wen. Sweet and Sour Tales From China. New York: The Seabury Press, Inc.

Book X Cooke, David C. Taiwan-Island China. New York: Dodd, Mead, and Company

Book Y Poole, Frederick K. Thailand. New York: Franklin Watts, Inc.

Book Z Poole, Frederick K. Malaysia and Singapore. New York: Franklin Watts, Inc.

VITA

Sarah Cleo Skelton was born in Birmingham, Alabama, on December 4, 1955. She attended Dora Elementary School, Martin High School, and was graduated from Dora High School, Dora, Alabama, in May, 1974.

She attended Birmingham Southern College, Birmingham, Alabama, 1975-76, and the University of Alabama at Birmingham (UAB) 1976-1980, where she received her Bachelor of Science degree in Education in 1980. She received her Master of Arts degree in Education from UAB in 1981, and her Education Specialist degree in 1983. In August, 1984, she completed requirements for certification in School Counseling at UAB.

In 1980-84, she taught elementary school grades five and six at Lipscomb Jr. High, Jefferson County, Alabama.

From October, 1984, until August, 1986, she was a graduate assistant assigned to The University of Tennessee College of Education Curriculum Laboratory where she served as the Assistant Director from June, 1985-August, 1986. During that time she completed her doctoral coursework at The University of Tennessee, Knoxville, and in December, 1986, received the Doctor of Education degree with a major in Curriculum and Instruction.

Ms. Skelton is a member of the International Reading Association, Alabama Reading Association, National Council of Teacher's of English, Alabama Council of Teacher's of English, National Council for the

Social Studies, National Science Teacher's Association, Kappa Delta Pi, and Kappa Delta Epsilon.

She is currently employed by Jefferson County Board of Education, Jefferson County, Alabama, and lives in Quinton, Alabama.