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## A Study In The Evaluation Of Chicano Adolescent Literature

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A STUDY IN THE EVALUATION OF CHICANO  
ADOLESCENT LITERATURE

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A Dissertation  
Presented to  
the Faculty of the Graduate School  
University of the Pacific

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

by  
Juan Manuel Flores

April 1983



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1983

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## A STUDY IN THE EVALUATION OF CHICANO ADOLESCENT LITERATURE

### Abstract of Dissertation

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The primary concern of this study was to determine if there were significant differences in the way that selected samples of Chicano adolescent literature were perceived by a sample of Chicano adolescents and a panel of professional librarians. The study investigated the current process of evaluating Chicano adolescent literature and if librarians have been successful in selecting literature for Chicano adolescent readers. The sources of data consisted of three Chicano adolescent books that were selected by a panel of public school librarians through a questionnaire that was administered by the investigator. The literature evaluations were conducted using Osgood's Semantic Differential Scale (SDS) and the Council on Interracial Books for Children (CIBC) instrument for evaluating Chicano adolescent literature. The SDS was used by the Chicano adolescents and the librarians, and the CIBC instrument was used only by the panel of librarians.

The sample consisted of 54 Chicano adolescent students. The panel of librarians consisted of ten librarians of the Fresno County Public Libraries System.

The primary hypothesis was that there would be no significant difference in the perceptions of the Chicano adolescents and the librarians. This hypothesis was tested three different times for each of the three samples of literature. There were also composite evaluations of each book and an overall comparison of the three books.

The t-test was used to identify significantly different evaluation scores between the Chicano adolescents and the librarians. Qualitative data were also collected using both the SDS and the CIBC instrument.

The results showed no overall significant differences in the perceptions of Chicano adolescents and the librarians. However, some individual items indicated differences in their perceptions of authenticity and relevance. It appears from the study that librarians have been reasonably successful in selecting literature for Chicano adolescents.

The qualitative analysis revealed a number of problems that were addressed separately in the study. Based on this analysis, the investigator made certain recommendations intended to improve librarian selection of reading materials for Chicano adolescents.

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## Chapter 1

### THE PROBLEM AND DEFINITION OF TERMS USED

#### Introduction

It would appear that literature may play a significant part in the development of the self-concept of young readers, a role that has been supported by a growing body of research and scholarly opinion. Among the scholars documenting the impact of literature on young children are Appleberry,<sup>1</sup> Cianciolo,<sup>2</sup> and Kantrowitz.<sup>3</sup> Librarians, teachers, and administrators who are familiar with the current literature in this area and cognizant of the importance of the impact of literature on developing young minds realize the importance of evaluating and carefully selecting young people's literature that is made available to the public schools. Cullinan appropriately states the important role played by the teaching profession. She states that parents and the members of the teaching profession are empowered with an "awesome authority and commensurate responsibility."<sup>4</sup> They must select and recommend this literature, and

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<sup>1</sup>Mary Hilton Appleberry, "A Study on the Effect Bibliotherapy on Third Grade Children Using a Master List of Titles from Children's Literature" (EdD dissertation, University of Houston, 1969).

<sup>2</sup>Patricia Jean Cianciolo, "Children's Literature Can Affect Coping Behavior," Personnel Guidance Journal, XLIII (May, 1965).

<sup>3</sup>Viola Kantrowitz, "Bibliotherapy with Retarded Readers," Journal of Reading, XI (December, 1967).

<sup>4</sup>Bernice E. Cullinan, Literature for Children: Its Discipline and Content (Dubuque, Iowa: Wm. C. Brown Publishers, 1971), p. 1.

thus shape the reading tastes and habits of young people by the books they make available and enthusiastically approve. Though some experts in the field of youth literature prefer to limit their guidance of what young people read, the majority of educators accept the fact that young readers generally need to be led through the many volumes of literature that have been produced over the years and directed to the best and most edifying that is available. If they are not guided in the selection of reading materials, our youthful readers risk becoming poverty-stricken readers, regardless of the body of good literature that is actually available.<sup>5</sup>

The critical process of selecting reading materials for young readers is especially important in the area of ethnic literature. Washburn states that teachers are realizing that children need to learn to appreciate the richness of cultural differences and to develop some feelings of empathy for all people.<sup>6</sup> A task as important as this requires the best literature that we have to offer. Tanyzer sums up the importance of this task:

What does children's literature have to offer? . . . At its best it can hold a mirror up to minority life and provide memorable characters with whom minority children can identify. At its best it can enable children to gain insights into the lives and essential humanity of people who seem superficially quite different . . . children's literature, therefore, may make the distinct contribution of dispelling stereotypes about groups.<sup>7</sup>

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<sup>5</sup>Cullinan, p. 2.

<sup>6</sup>Judith Washburn, The Evaluation Process, U.S. Educational Resources Information Center, ERIC Document ED 169 543, 1978, p. 3.

<sup>7</sup>Jacob Tanyzer, Reading, Children's Books and Our Pluralistic Society (Newark, Delaware: International Reading Association, 1972), p. 3.

The growth and development of ethnic literature for young people is a relatively new phenomenon, but quite often it has been of an uneven quality. Various dissertations and studies, particularly in the area of Black children's literature, have discovered serious concerns in the characterizations of minorities in literature for young readers.<sup>8</sup>

Nonetheless, ethnic literature has an important role in our public school curricula, a role that grows in importance as the number of minority children in the schools continues its increased growth. Ethnic literature is an important tool in the future of public education. The sixties and seventies were turbulent times. School walk-outs, racial violence, and defiance of authority were some of the characteristics of these difficult times. Troubled schools throughout the nation searched for a way of building compassion and understanding for emerging ethnic groups that were increasingly becoming a part of the United States.

The last two decades were difficult, and the trends indicate there will be more of the same in the eighties. A poll conducted by the National Education Association and an article which appeared in Today's Education both state that a tremendous number of teachers are being

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<sup>8</sup>Donnarae MacCann and Gloria Woodard, Cultural Conformity in Books for Children: Further Readings in Racism (Metuchen, N.J., and London: The Scarecrow Press, Inc., 1977); see also Jane Marie Bingham, "A Content Analysis of the Treatment of Negro Characters in Children's Picture Books, 1930-1968" (Doctoral dissertation, Michigan State University, 1970); see also Dorothy M. Broderick, Image of the Black in Children's Fiction (New York: R. R. Bowker Co., 1973); see also Julie Ann Carlson, "A Comparison of the Treatment of the Negro in Children's Literature in the Periods 1929-1938 and 1959-1968" (Doctoral dissertation, University of Connecticut, 1968); see also Eloise Ogle Duff, "The Treatment of Blacks in Selected Literature Anthologies for Grades Nine Through Twelve Published Since 1968" (Doctoral dissertation, University of Pittsburgh, 1974); see also Robert Coleman Small, "An Analysis and Evaluation of Widely Read Junior Novels with Major Negro Characters" (Doctoral dissertation, University of Virginia, 1970).



violently attacked by their students each year.<sup>9</sup> The same article also emphasizes that pupil assaults on teachers rose 612 percent from 1964 to 1968. These statistics are impressive, but when we take into account that the majority of these assaults take place in the inner city schools, centers of education that are quickly becoming predominantly Chicano and Black, we realize the magnitude of the problem facing the public schools.

O'Neill, the author of "Violence and Vandalism," states that the majority of pupil assaults on teachers have involved Black and Hispanic students.<sup>10</sup> Also, O'Neill discovered through her interviews that there has been a significant growth of juvenile gangs and gang activities among the new immigrant arrivals to Los Angeles. Mexican youth made up the largest number because of their greater numbers, but there was a surprisingly large number of Vietnamese, Chinese, Laotian, and other immigrant youths involved in these gang activities. The unrest in our schools is a stark indication of the need for cultural integration and understanding.

Without choosing sides in this discussion or claiming cause-and-effect relationship, it is important to look at the school curriculum and consider the needs of the student populace. One of the manners in which educators have addressed social and ethnic understanding is through the use of literature in the classroom. An example of this is "Race, Caste, and Prejudice," a supplementary school unit of study. Trout used these

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<sup>9</sup>"Assault on Teachers," Today's Education, LXI (February, 1972), 31.

<sup>10</sup>Shirley Baes O'Neill, "Causes of School Violence and Vandalism," Phi Delta Kappan (January, 1978), p. 331.

materials to determine if the attitudes of students could be changed as a result of their participation in an instructional program using ethnic content materials.<sup>11</sup>

There is a growing body of scholarly literature which states that we are experiencing an increase in the ethnic diversity within the pages of the literature intended for youthful readers. The work of McKay indicates a significant increase in the number of ethnic group characters in the content of the California state-adopted reading texts.<sup>12</sup> In addition, the work of Garcia found a similar growth of ethnic group characters within the California state-adopted social studies textbooks.<sup>13</sup> However, they also found problems in the characterizations of these ethnic characters.

In their recent study of contemporary literature, Sadker and Sadker included sections on the literature of Blacks, Indians, Jews, Chinese, Japanese, and Chicanos.<sup>14</sup> In addition, there was also a section on sexism in children's literature. Keating's study, Building Bridges of Understanding, also attests to the diversity of ethnic children's

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<sup>11</sup> Benjamin Trout, "The Impact of 'Race, Caste, and Prejudice' on the Ethnic Attitudes of High School Students: A Multimethod Assessment" (Doctoral dissertation, University of Georgia, 1972).

<sup>12</sup> Ralph Yarnell McKay, "A Comparative Study of the Character Representation of California's Dominant Minority Groups in the Officially Adopted California Reading Textbooks of the 1950's, 1960's and 1970's" (Doctoral dissertation, University of the Pacific, 1970).

<sup>13</sup> Jesus Garcia, "Images of Named White and Non White Ethnic Groups as Presented in Selected Eighth Grade United States History Textbooks" (Doctoral dissertation, University of California, Berkeley, 1977).

<sup>14</sup> Myra Pollack Sadker and David Miller Sadker, Now Upon a Time: A Contemporary View of Children's Literature (New York: Harper and Row, Publishers, 1977).

literature.<sup>15</sup> The study includes discussions of literature for seven different ethnic groups.

Ethnic content in youth literature has an important place in the school curriculum because it is one way of allowing students to see how other children live and what they experience. In a study of the ethnic content of children's literature, Donald Cleland said the following regarding the importance of ethnic children's literature:

Literature can be used to acquire new and unique insights into the heritage of minority groups and their contributions to their own culture, and to other segments of society.

Literature can help one become a more benevolent human being, having compassion and respect for all members of the human race.<sup>16</sup>

The above mentioned authorities attest to the importance of this developing corpus of literature. Consequently, it is especially significant that members of the teaching profession be informed regarding the status of this new literature and prepared to evaluate its content for use in the public schools.

Educators have begun to accept the necessity of reviewing adolescent literature, not just for literary merit but for its inherent social values. They are beginning to recognize what writers like Greenfield have been expressing earlier: "The skills that are used to produce a well-written racist book can be used for one that is anti-racist. The crucial factor is that literary merit cannot be the sole criterion."<sup>17</sup>

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<sup>15</sup> Charlotte Matthews Keating, Building Bridges of Understanding (Tucson, Arizona: Palo Verde Publishing, 1976), p. 138.

<sup>16</sup> Donald Cleland, "Foreward," Reading, Children's Books, and Our Pluralistic Society (Newark, Delaware: International Reading Association, 1972), p. 3.

<sup>17</sup> Eloise Greenfield, "Writing for Children--A Joy and a

In their review of current research in children's literature, Monson and Peltola<sup>18</sup> identified four studies done between the time period from 1960 to 1976 that were concerned with values in American children's literature: Chambers,<sup>19</sup> Kingsbury,<sup>20</sup> Lewis,<sup>21</sup> and Lowry,<sup>22</sup> were all concerned with the study of social values in children's literature.

The search to identify the ethnic content of young readers' literature has been a more difficult and controversial task. Much of the difficulty has been in establishing the criteria for an objective evaluation of this literature.

One prominent concern among educators has considered whether a person unfamiliar with the culture of an ethnic group can accurately evaluate its intended children's literature and determine if it is an accurate or stereotypic portrayal. The International Reading Association

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Responsibility," Council on Interracial Books for Children Bulletin, XI, No. 3 (1979), 3.

<sup>18</sup>Dianne L. Monson and Bette J. Peltola, Research in Children's Literature: An Annotated Bibliography (Newark, Delaware: International Reading Association, 1976), pp. 25, 44, 47, 81.

<sup>19</sup>Dewey Woods Chambers, "An Exploratory Study of Social Values in Children's Literature" (Doctoral dissertation, Wayne State University, 1965).

<sup>20</sup>Mary Emily Kingsbury, "Socialization for Work and Leisure: Cultural Values Reflected in Children's Literature" (Doctoral dissertation, University of Oregon, 1973).

<sup>21</sup>Isabel Rogers Lewis, "Some Effects of the Reading and Discussion of Stories on Certain Values of Sixth Grade Pupils" (Doctoral dissertation, University of California, Berkeley, 1967).

<sup>22</sup>Heath Ward Lowry, "An Exploratory Study of the American Middle Class Moral and Ethical Values Found in the John Newberry Medal Books" (Doctoral dissertation, University of the Pacific, 1966).

recently sponsored a forum on ethnic children's literature.<sup>23</sup> One of the issues discussed was the question of who speaks for a culture both in the writing and the evaluation of literature. In the International Reading Association's collection of essays on this topic, Mathis states that it is very difficult and unlikely for a white person to be able to write about what it is like to be black, and she expressed that the black experience must come directly from one who has lived it.<sup>24</sup> On this same topic, Weiner<sup>25</sup> and Kurtis<sup>26</sup> agree that an outsider can have significant things to say about a culture, but they also emphasize that an author must be aware of his/her own "residual prejudice, i.e., patronizing, sentimentalism, romanticism."

There is solid concern in the scholarly literature regarding the background of a writer and/or evaluator who works with literature for young people. In an evaluation of this literature for human and

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<sup>23</sup> Harold Tanyzer and Kean Karls, eds., Reading, Children's Books, and Our Pluralistic Society (Newark, Delaware: International Reading Association, 1972).

<sup>24</sup> Sharon Bell Mathis, "Who Speaks for a Culture?" Reading, Children's Books, and Our Pluralistic Society, eds. Harold Tanyzer and Jean Karl (Newark, Delaware: International Reading Association, 1972), p. 31.

<sup>25</sup> Sandra Weiner, "Who Speaks for a Culture?" Reading, Children's Books, and Our Pluralistic Society, eds. Harold Tanyzer and Jean Karl (Newark, Delaware: International Reading Association, 1972), p. 34.

<sup>26</sup> Arlene Harris Kurtis, "Who Speaks for a Culture?" Reading, Children's Books, and Our Pluralistic Society, eds. Harold Tanyzer and Jean Karl (Newark, Delaware: International Reading Association, 1972), p. 36.

anti-human values, the Council of Interracial Books for Children indicated that it takes into consideration the background of the evaluator. Whenever an ethnic children's book was being evaluated, the Council required that a reviewer from the same ethnic background be present to assure that the analysis of the book was accurate and realistic.<sup>27</sup>

Parker critiqued the Council's study of children's books and expressed some concern regarding the validity of the study. The Council of Interracial Books "tried many reviewers and rejected many reviews" to ensure that all the values were assessed. Parker stated that it was unclear what specific criteria were used to reject some evaluators and accept others, and whether an evaluation of sexist qualities in books that is done by a woman could have conceivably been accepted over a man's evaluation of the same values.<sup>28</sup>

White has made some more specific recommendations for the evaluation of young people's literature. She recommends that in order for a writer to work in another cultural milieu, kept in mind should be the knowledge of the subject matter, imagination, and understanding. The person involved either in the writing or the evaluation of this literature should also research carefully for authenticity, be familiar

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<sup>27</sup>Human and Anti-Human Values in Children's Literature: A Content Rating Instrument for Educators and Concerned Parents (New York: The Council of Interracial Books for Children, Inc., 1976), p. 25.

<sup>28</sup>Pat Parker, "A Review of Human and Anti-Human Values in Children's Literature: A Content Rating Instrument for Educators and Concerned Parents," Language Arts, LIII (October, 1976), 813.

with the cultural roots of the people, and work toward creating real characters, not symbols.<sup>29</sup>

One of the concerns of educational research is that studies be somehow measureable, quantifiable, and as free as possible from subjectivity. These ideals of research are difficult to apply in experimental and quasi-experimental research, but the task increases in difficulty when one begins to evaluate young people's literature that concerns itself with minority themes and characters. There has been a consistent effort in the scholarly literature to establish some criteria for the objective evaluation of young people's literature. But this scholarly literature also states the need for continued research in this area.

#### The Problem

A review of research and scholarly opinion indicates that very little adolescent literature has been identified that concerns itself with Chicano themes and/or characters. The professional literature reveals a limited number of analyses of such adolescent literature and the results are often inconsistent. When it has been undertaken, the evaluation of this literature has often been subjective. Some of these analyses have been undertaken without using specified evaluative criteria, while others utilized criteria which seemingly have not been tested with

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<sup>29</sup>Pura Belpre White, "Who Speaks for a Culture?" Reading, Children's Books, and Our Pluralistic Society, eds. Harold Tanyzer and Jean Karl (Newark, Delaware: International Reading Association, 1972), pp. 28-29.

validity or reliability. There is a need for an objective criterion measure that librarians, teachers, and administrators unfamiliar with cultures other than their own may use for an accurate analysis of Chicano adolescent literature.

#### Question to Be Answered

In the present study dealing with the content analysis of adolescent literature dealing with Chicano themes and characters, the following question was answered:

Is there a difference in the perception of the panel of experts (librarians) and the sample of adolescent Chicano students regarding Chicano adolescent literature?

#### Significance of the Study

Because little research has been done in the content analysis of adolescent literature dealing with Chicano themes and characters:

1. An instrument needed to be developed that was capable of providing a more accurate evaluation of this literature. The previous content analysis of adolescent literature with Chicano themes and characters were undertaken using nonvalidated subjective criteria developed by the researchers conducting the study, and the results quite often differed from study to study.

2. There is a need for a content analysis instrument which has been carefully constructed and is capable of being validated.



Classroom teachers unfamiliar with Chicano culture and uncomfortable with the task of evaluating the appropriateness of this literature may benefit from the use of this instrument. It may also help in eliminating the sometimes confusing results of nonvalidated analyses of Chicano adolescent literature currently available in the society.

3. Lastly, this study was conducted to establish a base for the future evaluations of such materials currently being used in the public schools. It has the potential of adding to the body of knowledge regarding racist content in reading materials.

#### Limitations of the Study

Several limitations of the study were recognized:

1. Because this study dealt only with Chicano adolescent books, the results of this study may not be applicable to the primary and intermediate literature for Chicanos.

2. This study dealt only with adolescent literature for Chicanos. The findings and conclusions may not be applicable to the adolescent literature of other ethnic groups.

3. Since this study concerned itself only with Chicano adolescent literature in tradebooks, the results of the study may not be applicable to textbooks and other school-adopted materials.

#### Delimitations of the Study

1. The sample of literature was limited to three selections of commercially available adolescent tradebooks with Chicano themes and/or characters. These selections were made by a panel of librarians.

2. The main characters only were selected from each selection

of literature. Each of the characters was measured using Osgood's Semantic Differential Scale, and the character evaluations were compiled to form a profile of the selection of literature.

### Definition of Terms

Specific terms are defined as used in the current study:

Adolescence: "A period of human development occurring between puberty and maturity extending roughly from 13 to 14 years of age until 21 years of age. It is initiated by a short period of puberty but continues for many years after the advent of sexual maturity. . . ." <sup>30</sup>

Adolescent Chicano Literature: Literature of the tradebook variety intended for adolescents. It is defined as Chicano because it deals with Chicano characters and themes. The enjoyment of this literature is not limited to Chicano adolescents.

Chicano: Though most scholarly definitions of Chicano are more expansive and inclusive, <sup>31</sup> for the purposes of this study Chicano will be defined as American-born of Mexican parentage. (It may be noted that some studies have used the term "Mexican American," Chicano, and/or Hispanic interchangeably.)

Stereotype: When a concept is referred to as a stereotype, the implication is that (1) it is simple rather than complex or differentiated; (2) it is erroneous rather than accurate; (3) it has been acquired second-hand rather than through direct experience with the reality it is supposed

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<sup>30</sup>Carter V. Good, ed., The Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 16.

<sup>31</sup>Phillip D. Ortego, ed., We Are Chicanos: An Anthology of Mexican American Literature (New York: Washington Square Press, 1973), p. xiv; Griffin Smith, Jr., "The Mexican Americans: A People on the Move," National Geographic, XV (June, 1980), 780-808.

to represent; and (4) it is resistant to modification by new experience.<sup>32</sup>

Tradebook: A book published for the purpose of giving the reader pleasure and of feeding his interest in reading for pleasure.<sup>33</sup>

### Research Procedure

This study consisted of a validation procedure which used a content analysis of selected Chicano adolescent literature. For the purposes of the validation procedure, the samples of literature were twice evaluated with two different instruments, a content analysis instrument and a variation of Osgood's Semantic Differential Scale. The content analysis instrument was developed by the researcher after reviewing the research and scholarly opinion of content analysis methodology. The following is an outline of the procedure used for the study.

1. Selection of a panel of experts (librarians).
2. Selection of five samples of Chicano adolescent literature.  
(The selection was based on the results of a questionnaire that was sent out to the secondary librarians of Fresno Unified School District. Because some of the selected books were no longer available or in print, the original selection of five was reduced to three.)

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<sup>32</sup>Ervin Goffman, Stigma (Englewood Cliffs, New Jersey: Prentice-Hall, 1963); see also Gordon Allport, The Nature of Prejudice (New York: Anchor Books, 1958).

<sup>33</sup>Good, p. 64.

3. Development of the content analysis instrument (a panel of experts provided expertise during the development).
4. Development of the semantic differential instrument ( a panel of experts provided expertise and feedback).
5. Testing and revision of the semantic differential instrument to assure that the content was compatible with the vocabulary of the adolescent student population. (The revision of the instrument was done using feedback from a group of adolescent Chicano students participating in a summer program at California State University, Fresno.)
6. Evaluation of the Chicano adolescent literature.
  - a. First evaluation--done by the panel of experts using the content analysis instrument and the semantic differential instrument. The panel of experts consisted of Fresno County librarians.
  - b. Second evaluation--done by a sample population of Chicano adolescents. The first group consisted of academically able migrant students participating in a summer enrichment program at the University of the Pacific in Stockton, California. The second group of students consisted of the participants of a migrant year around program at the California State University at Fresno. Only the semantic differential scale was used in this evaluation.

### Validation

Validation involved a number of aspects in this study, and each required the assistance of a panel of experts.

1. First there was the evaluation of the adolescent literature. This evaluation was conducted by a panel of ten experts, each of them a librarian in a Fresno school library or county library.

2. ~~Next, a panel of experts was utilized to provide expertise~~ in the development of a semantic differential scale using Osgood's techniques. The panel of experts was provided with a list of selected bipolar adjectives developed by Evans<sup>34</sup> to be used with adolescent students. The bipolar adjectives were grouped according to factors of activity, potency, and evaluation. If a majority of the panel members did not agree with the selection of any part of the instrument, that part was dropped or modified to reach consensus.

### Research Methodology

This study required the use of two methods in content analysis, a method which was considered to be an effective and appropriate tool to use in conducting a study such as this. Borg and Gall<sup>35</sup> define content analysis as "a research technique for the objective, systematic and quantifiable description of the manifest content of communication." The

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<sup>34</sup>G. T. Evans, Standardization of Selected Semantic Differential Scales with Secondary Students, U.S., Educational Resources Information Center, ERIC Documents ED 050 167, 1970.

<sup>35</sup>Walter R. Borg and Meredith Damien Gall, Educational Research: An Introduction (New York: Longman, Inc., 1979), p. 360.

first instrument was a criterion check list based on a review of previous instruments, in particular Rollins's<sup>36</sup> criteria for the evaluation of content in children's literature. The check list has been revised to conform with the content of Chicano adolescent literature.

The second instrument in this evaluation was the Osgood Semantic Differential Scale, modified to be used with adolescents. The semantic differential has traditionally been used in the measurement of meaning and attitudes. However, its use in the evaluation of literature has been approved and suggested by experts in the field. Zito<sup>37</sup> states the following about using the semantic differential in the evaluation of literature: "Their method of word analysis, called semantic differential, is extensively used in research but is amenable to content analysis research as well."

#### Summary and Organization of the Study

Chapter 1 has briefly reviewed the reports of selected authorities stating that children's literature may influence the personal, social, and moral development of children. It reviewed the position of some authorities that it is necessary to review children's literature, not just for literary merit but for its inherent values. It also stated that the concern of this study was to investigate the possibility of using

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<sup>36</sup> Charlamae Hill Rollins, ed., We Build Together; A Reader's Guide to Negro Life and Literature for Elementary and High School Use (3rd ed.; Champaign, Ill.: National Council of Teachers of English, 1977), p. 71.

<sup>37</sup> George V. Zito, Methodology and Meaning (New York: Praeger Publishers, 1975), p. 34.

Osgood's Semantic Differential Scale in the evaluation of Chicano adolescent literature.

Chapter 2 reviews related research and scholarly opinion. Chapter 3 presents the procedures of the study. Chapter 4 contains the obtained data and discussion of the data analysis. Chapter 5 presents the summary, conclusions drawn from the study, and recommendations for further investigations.

## Chapter 2

### REVIEW OF RELATED RESEARCH

Books have historically been thought to play a very important part in the development of children, and the dimensions have been addressed in numerous studies. Studies on bibliotherapy have pointed to the importance of literature in helping children with their emotions. Chapter 1 contains references to some experts in this area. Researchers claim that literature can be applicable to a significant extent in therapy with children. However, they also caution teachers who have not been trained in the process of bibliotherapy.

Experts such as Brown<sup>1</sup> and Rubin<sup>2</sup> have developed extensive therapy programs and procedures using literature as the primary tool of therapy. Brown has underscored the importance of bibliotherapy in assisting Spanish-speaking children. She says that these children encounter frustration and emotional problems in adjusting to English classrooms and the accompanying culture, both of which are quite often so alien to these children.<sup>3</sup> Selecting the appropriate literature and sharing it with them and their English-speaking classmates can

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<sup>1</sup>Eleanor Frances Brown, Bibliotherapy and Its Widening Applications (Metuchen, N.J.: The Scarecrow Press, Inc., 1975).

<sup>2</sup>Rhea Joyce Rubin, Using Bibliotherapy: A Guide to Theory and Practice (Phoenix, Arizona: The Pryx Press, 1978).

<sup>3</sup>Brown, p. 193.



contribute to the improved self-concept of the Spanish-speaking children and to the acceptance of their culture and language by other children.

Nonetheless, most experts are in agreement regarding the lack of conclusive evidence which would support the place of literature in the development of children. Chambers states the following:

We are currently operating under more assumptions than proven facts in this area. We frankly do not know how much effect books have on children that read them. We assume the effect is an important variable in the development of a child's personality and his views on life. We should continue to assume this until we have proof that this assumption is not true.<sup>4</sup>

Lowry states that, from very early times, it has been believed that books have been a means of influencing the lives of their readers.<sup>5</sup> The German public school system that was born of Martin Luther's movement and formed under the guidance of Phillip Melancthon held to similar premises. Under the public school system established by these two educators, instruction was to be provided to all children of citizens with the purpose of forming and shaping the minds of these people so that they will eventually serve God and assume their civic responsibilities. All materials intended to be read in the schools were provided with the intended purpose of fostering a civic and religious mind.<sup>6</sup> These purposes have endured.

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<sup>4</sup>Dewey W. Chambers, Children's Literature in the Curriculum (Chicago: Rand McNally and Company, 1971), p. 162 .

<sup>5</sup>Heath Ward Lowry, "An Exploratory Study of the American Middle Class Moral and Ethical Values Found in the John Newbery Medal Books" (Doctoral dissertation, University of the Pacific, 1966), p. 1.

<sup>6</sup>S. E. Frost, Jr., and Kenneth P. Bailey, Historical and Philosophical Foundations of Western Education (Columbus, Ohio: Charles E. Merrill Publishing Company, 1973), p. 200.

### Didacticism in Children's Books

Chambers states that "The Book" (the Bible) has been considered over the years to be a didactic instrument, and that its purpose was to teach and inculcate ethics and morals.<sup>7</sup> It is considered the prime example of the great influence the written word has had and continues to exert on its readers. Although Chambers reminds us that it is faulty to compare literature with the Bible in this light, he also clarifies the common belief that books are a means of influencing the lives of their readers.<sup>8</sup> He provides the following early (1473) quotation indicating the early opinions regarding books: "These (books) are masters who instruct us without rods or ferules, without hard words or anger, without clothes or money."<sup>9</sup>

The early children's literature produced in Europe is a prime example of the overriding didactic purpose of early literature and in particular the literature intended to instruct children. In the introduction to Three Centuries of Children's Books in Europe, Hurlimann tells us that these children's books were exceedingly didactic in their purpose, more manuals of proper behavior than readable literature for children. The development of children's literature moved from instruction and morality "so obtrusively provided" to follow the lead

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<sup>7</sup>Chambers, p. 137.

<sup>8</sup>Chambers, p. 138.

<sup>9</sup>Scott De Bury, Philobiblon, cited by Dewey W. Chambers, Children's Literature in the Curriculum (Chicago: Rand McNally and Company, 1971), p. 138.

of men like John Newbery, who worked to make literature reading material that was to be enjoyed.<sup>10</sup>

The first children's books published in the New World followed the philosophy of the European style. Among them was Milk for Babes, Drawn out of the Breasts of Both Testaments, Chiefly for the Spiritual Nourishment of Boston Babes in Either England, but may be of like use for any children.<sup>11</sup> This children's book was written by John Cotton in 1646 and was soon followed by other equally didactic books, full of morals and values, and written with the purpose of instructing in the correct manner of growing up.

#### Twentieth Century Didacticism

The didactic purpose of children's literature remained over the years in the schools and has been represented by the McGuffey Readers and other subsequent materials. It was likely with this intent in mind that children's literature of the twentieth century continued being inhabited by a homogeneous white, middle-class world in which fathers wear suits and work in offices, and the families visit Grandma and Grandpa on the farm during the weekend. There is an obvious absence of third-world children, as noted by experts such as Larrick, Shepard, and Sterling. Shepard found that from a content analysis of sixteen popular children's books,

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<sup>10</sup> B. Hurlimann, Three Centuries of Children's Books in Europe (Cleveland and New York: The World Publishing Company, 1968).

<sup>11</sup> Chambers, p. 139.

only 4 percent of the "favorable characters" were non-white.<sup>12</sup> Larrick conducted a most comprehensive study. Of the 5,200 books published in 1962, 1963, and 1964 by sixty-three publishers, only 6.7 percent had even a single Black character.<sup>13</sup> Sterling concluded in her study that only 1 percent of the books written for children were germane to the black experience.<sup>14</sup> Jeanne Chall states that during the early 1970s some investigators reported some improvement, but others reported no change. Chall, Radwin, French, and Hall replicated Larrick's comprehensive study in Black children's literature to determine the extent of improvement in the fourteen years that had passed.<sup>15</sup> Their sampling of the fifty-eight Children's Book Council publishers reveals the number of books including one or more black characters in the text or illustrations doubled from 6.7 percent to 14.4 percent. This represents a significant increase, but there is still room for more improvement. The authors state that "A 100% increase still leaves 86% of children's trade books in an 'all-white world' to borrow Larrick's phrase."<sup>16</sup>

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<sup>12</sup> John P. Shepard, "The Treatment of Characters in Popular Children's Fiction," Elementary English, XXXIX (1962), 672-77.

<sup>13</sup> Nancy Larrick, "The All-White World of Children's Books," Saturday Review, September 11, 1965, p. 63.

<sup>14</sup> Dorothy Sterling, "The Soul of Learning," English Journal, LVII, No. 2 (February, 1968), 166-80.

<sup>15</sup> Jean S. Chall, Eugene Radwin, Valarie W. French, and Cynthia R. Hall, "Blacks in the World of Children's Books," The Reading Teacher, XXXII, No. 5 (February, 1979), 527-33.

<sup>16</sup> Chall, Radwin, French, and Hall, p. 532.

### Realistic Fiction in Youth Literature

The last few decades witnessed progress towards more realism in children's literature. Charlotte Huck defines realistic fiction as:

. . . that imaginative fiction which accurately reflects life as it was lived in the past or could be lived today. Everything in such a story can conceivably have happened to real people living in our natural physical world, in contrast to fantasy where impossible happenings are made to appear quite plausible, even though they are not possible.<sup>17</sup>

The content of literature for children has changed dramatically over the years, and this change has brought about a mixed response from writers, critics, teachers, librarians, and parents. Among the new topics of realistic fiction are problems of human condition such as physical handicaps and living in a pluralistic society, which includes the black experience, the Chicano experience, and other ethnic experiences. Huck states that appreciation and respect for the diversity of all cultures within this pluralistic society are essential in a true democracy. Books can help raise the consciousness level of children and deepen their understanding for cultures that are different from theirs.<sup>18</sup>

At the same time that writers in the field of children's literature have moved toward a more realistic view of its content, experts in the field have examined this trend and have generated questions regarding its direction and intensity. Sadker and Sadker acknowledge that it is "impossible and undesirable" to isolate and protect

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<sup>17</sup>Charlotte Huck, Children's Literature in the Elementary School (New York: Holt, Rinehart, and Winston, 1976), p. 394.

<sup>18</sup>Ibid.

students from the realism of the world around them. Children have real and pressing problems, and teachers have a responsibility to help young adults through problems ranging from divorce to death, sexism, and racism. But they also acknowledge the great impact that realism can have on the development of children. This impact can be positive in terms of the awareness and sensitivity that it can develop, but it can also be negative. They assert that:

Although it is hypocritical to deny children realistic books, it is also irresponsible to inundate them in a catalogue of complex topics without adequate understanding of what children are like and how they may react to such topics.<sup>19</sup>

Sadker and Sadker summarize that realism is important, in fact necessary, but that educators must make themselves aware of the potential responses of children to this literature.

Some experts such as Reid and Crosby have espoused the idea that realistic children's literature has an important place in the social development of children. Reid and Crosby state that change is a normal and inescapable result of those sociocultural and physical worlds on whose stage we act out our life's roles. Because these changes are sometimes difficult to understand, books can serve as a bridge between "what is and what ought to be." As our nation becomes more pluralistic, it becomes more crucial for educators to prepare children to become familiar with other cultures and people. Reading Ladders for Human

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<sup>19</sup>Myra Pollack Sadker and David Miller Sadker, Now Upon a Time: A Contemporary View of Children's Literature (New York: Harper and Row, Publishers, 1977), p. 3.

Relations is an example of the important place of literature in the curriculum.<sup>20</sup> It is a curriculum source book sponsored by the American Council of English Teachers and reissued on a regular basis by specialists in the field of children's literature and language development. The book consists of selected annotated bibliographies of books in specific areas and grade levels. The goal of the book is to assist teachers in the all important task of improving the quality of human relations in the schools. Margaret Heaton, the editor of a previous edition of Reading Ladders for Human Understanding, best sums up the purpose of books by saying: "Books made valid the problems of human relations and give access to them in new dimensions."<sup>21</sup>

#### Children's Literature: Minorities

One manifestation of realism in youth literature has been an increase in the appearance of minorities characters. With this inclusion has been an increase in the concern of critics and the public regarding the quantity and quality of this minority presence. In a recent article published in the Library Quarterly, Cornelius discussed some elements which encouraged writers to take a closer look at the roles of minorities in children's books. He states that part of this interest arose as a result of the Federal government's effort to bring racial equality and educational opportunity to the nation's public schools. On April 11, 1965,

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<sup>20</sup> Muriel Crosby, ed. Reading Ladders for Human Relations (Washington, D.C.: American Council on Education, 1963).

<sup>21</sup> Margaret Heaton, cited in Reid and Crosby, p. 4.

President Johnson signed into effect the Elementary and Secondary Education Act. This was the cornerstone which would begin to make real the "New Society," the much acclaimed transformation which would begin to erase the alleged age-old inequities in this land.<sup>22</sup>

A great part of the initial aid allocated by the Elementary and Secondary Education Act was intended as financial assistance to schools having large numbers of children from low income racial minority backgrounds. The money was also provided for the purchase of textbooks and library materials. When schools with substantial numbers of minority students attempted to locate and purchase interracial materials with these new federal monies, they discovered a very limited number of minority content materials.<sup>23</sup>

#### Ethnic Content in Children's Literature

The Brown vs. Topeka decision of 1954 had its effect on the ethnic content of children's literature in an indirect yet significant manner. The changes in society that this landmark decision had mandated began to slowly manifest themselves in the pages of this literature. Cornelius states that the ethnic content of children's literature showed some improvement in the 1950s and continued to improve in themes, types of stories, and illustrations, as well as the increasing presence of black authors and illustrators.<sup>24</sup> Nonetheless, despite this progress,

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<sup>22</sup>Paul Cornelius, "Children's Books: Problems and Progress," Library Quarterly, XLI (April, 1971), 108.

<sup>23</sup>Cornelius, p. 108.

<sup>24</sup>Cornelius, p. 110.



the number of interracial books for children was still small.<sup>25</sup>

The relatively new and growing body of ethnic children's literature began to explore and describe within its pages a number of topics including segregation, integration, racism, and the experience of finding a place for oneself in the sometimes hostile environment of our times. Books such as Across the Tracks<sup>26</sup> began appearing. It is a story of a Chicana adolescent who wants to run for student body president in her high school, but who must also fight the racism in her predominantly white school. This represented the beginning of a new era of awareness, the recognition of the need to bring races and ethnic groups together and work toward a goal of cultural and social understanding.

The Supreme Court decision re: Brown vs. Topeka exerted its influence the most perhaps in motivating a concerted look at integration in literature. Cornelius mentions that two black librarians became especially active in the interracial children's book field in the 1950s. They were Augusta Baker, now coordinator of the Office of Children's Services, New York Public Library, and Charlemae Rollins, now retired children's librarian, the Chicago Public Library.<sup>27</sup> The bibliographies they published presented the best in interracial children's books but also stated the tremendous

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<sup>25</sup>Nancy Larrick, "The All White World of Children's Books," Saturday Review, September 11, 1965, p. 63.

<sup>26</sup>Bob Young and Jan Young, Across the Tracks (New York: Messner Publishing Company, 1958).

<sup>27</sup>Cornelius, p. 110.

need for ethnic content in children's literature.<sup>28</sup>

The experiences of Baker and Rollins laid the groundwork for children's literature specialists like Nancy Larrick, whose scholarly investigations had begun to document the presence of an "all-white world" within the pages of the literature for young readers.<sup>29</sup> These scholars discussed in the literature what the parents of minority children had recognized and begun protesting. The Supreme Court decision dramatized and brought to the attention of many the segregated reality of children's literature.

Though many parents and community members may not have been familiar with the current research outlining the paucity of ethnic content in children's literature, they became aware of this lack through their experiences and those of their children. They may have arrived at the same conclusions as the experts. Parents, community members, and educators became concerned regarding reading materials for their children and expressed their intent in various manners. One vehicle of expression was through community action.

The Mexican American Education Commission began the process of evaluating materials that were currently being used with bilingual children. Bulletin, the newsletter for the Council on Interracial Books for Children, devoted a double issue to the different community-based education groups in the Chicano communities that were expressing their

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<sup>28</sup>Cornelius, p. 109.

<sup>29</sup>Larrick, p. 63.

desire to improve the materials that were being made available to their children. Among the articles included were "Library Reform Sought by Bilingual Group,"<sup>30</sup> and "L. A. School Book List Rips Off Chicanos."<sup>31</sup> Both articles describe efforts of different Chicano community groups to remove alleged racist books from recommended book lists and classroom shelves.

~~Other groups similar to the Mexican-American Education Commission~~ began appearing and working toward ameliorating the status and quality of ethnic content in children's literature. The Council of Interracial Books for Children is one such group which developed from professional and community concerns and began addressing this difficult task.

The lack of ethnic presence in children's literature and school materials has been addressed in a number of other studies besides the work of Larrick. Monson and Peltola<sup>32</sup> identified a number of dissertations and master's theses dealing with ethnic content in children's literature. Though the majority of studies identified by Monson and Peltola were in the area of Black children's literature, these researchers found studies which delved into the literature dealing with American Indians, Amish, Eskimos, Chinese, and Chicano children. The following is a review of

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<sup>30</sup>"Library Reform Sought by Bilingual Group," Interracial Books for Children Bulletin, V, Nos. 7 and 8 (1975), 6.

<sup>31</sup>"L. A. School Book List Rips Off Chicanos," Interracial Books for Children Bulletin, V, Nos. 7 and 8 (1975), 11.

<sup>32</sup>Diane L. Monson and Bette J. Peltola, Research in Children's Literature: An Annotated Bibliography (Newark, Delaware: International Reading Association, 1976).

research related to the evaluation of Chicano children's literature.

### Content Analysis: Children's Books

Content analysis has been identified by many authorities in the field of children's literature as a viable and important research procedure. This researcher has identified in Chapter 1 a number of studies which support this procedure.

A very limited number of studies were identified by this researcher which examined the area of Chicano adolescent literature. The studies identified which dealt with Chicano children's literature were more in number, but they were still very few. This researcher has included in his review of the literature some related studies because they have contributed to the field of children's literature and because their findings and recommendations are of import and application to this researcher's study.

### Negative Content in Children's Books

Other concerns have been recognized by researchers seeking to study the content of children's literature. The Council on Interracial Books for Children has become concerned with identifying the "anti-human" values in children's literature. The complete list of these anti-human values consists of: racism, sexism, elitism, materialism, escapism, individualism, agism, and conformism. In 1976, the Council published a study that investigated the presence of these anti-human values in children's literature and school textbooks, some of which included Chicano children's literature. A significant part of the study was the

Council's intent to develop an instrument that would identify the presence of these values in literature for young readers. It was further the Council's stated intent to develop an instrument that would be useful to educators in identifying the subtle presence of these negative aspects in the literature intended for use in schools. Naturally, the main handicap of this instrument is the enormity of the task of expecting one instrument to serve for identifying these many and complex values.<sup>33</sup>

#### Special Problems in Chicano Children's Literature

Previous studies cited in the review of the literature point at the conceivable importance of literature in the development of children, especially with children of ethnic backgrounds. Because of this, teachers and researchers need to be concerned with (1) the actual ethnic content in children's literature, (2) the frequency of this content, and (3) the quality of this ethnic content. Researchers have attempted to evaluate and measure the quantity and quality of ethnic content in various ways and by using a variety of instruments. The following is a discussion of the studies which have delved into the quantity and quality of Chicano content in children's literature.

Keating's study, Building Better Bridges of Understanding, consists of a series of annotated bibliographies concerned with children's

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<sup>33</sup> The Council on Interracial Books for Children, Inc., Human and Anti-Human Values in Children's Literature: A Content Rating Instrument for Educators and Concerned Parents (New York: The Council on Interracial Books for Children, Inc., 1976).

literature intended for grades preschool to primary, elementary, junior high school, and high school.<sup>34</sup> Keating included in the annotated bibliography selected examples of children's literature representing seven different ethnic groups. However, in many situations, she was not able to provide sufficient numbers of annotations within specific groupings. For example, while she may have offered sufficient examples of Black adolescent literature, she included only three examples of literature for Chicano adolescents.

#### The Blatt Study

In 1969, Blatt conducted the first comprehensive study of the image of Chicano children in children's literature.<sup>35</sup> Using criteria which were developed by Charlamae Rollins, Blatt evaluated forty-two different children's books in grade levels from preschool to high school. She concluded from her research that the sampled literature was free of stereotypes or anti-Chicano ideas. However, Blatt did say that the writers in general seemed to be more aware of the problems south of the border than they were aware of problems facing the Chicano youth. They did not acknowledge the differences between Mexicans per se and Chicanos, as well as problems and concerns that are uniquely Chicano.

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<sup>34</sup>Charlotte Matthews Keating, Building Better Bridges of Understanding Between Cultures (Tucson, Arizona: Palo Verde Publishing Company, 1971).

<sup>35</sup>Gloria Blatt, "Mexican-Americans in Children's Literature," Elementary English, XLV (April, 1968), 446-51.

Blatt indicated that these writers should begin studying Chicanos more closely and writing about them instead of looking continually toward Mexico for material.

In his review of literature, the investigator felt it necessary to ask some questions regarding the methodology used in Blatt's study. For example, some of the books she identified as being free of stereotypes were not recommended by The Council on Interracial Books for Children.<sup>36</sup> Also questioned was whether the literary evaluations of a single critic can be accurately compared with those of another. For example, critics of children's literature have been almost unanimously dissatisfied with the representation of minority characters in children's literature. Studies such as that of MacCann and Woodard are devoted to the documentation of the racist, inaccurate representation of minorities in children's literature.<sup>37</sup> Yet, Blatt concluded in her study that the sampled literature was free of stereotypes or anti-Chicano ideas. It is difficult to compare her findings with those of children's literature critics like Taylor, who says that the good ones are few and far between.<sup>38</sup> Once again, this obvious contradiction in evaluation is an indication of the need for an accurate frame of reference by which we can definitively evaluate the content of children's literature, and in this case, Chicano children's literature.

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<sup>36</sup>The Council on Interracial Books for Children, p. 25.

<sup>37</sup>Donnarae MacCann and Gloria Woodard, Cultural Conformity in Books for Children: Further Readings in Racism (Metuchen, N. J. and London: The Scarecrow Press, Inc., 1977).

<sup>38</sup>Jose Taylor, "Picture Book Stereotypes," Interracial Books for Children Bulletin, V, Nos. 7 and 8 (1975), 11.

### The McKay Study

In 1971, McKay conducted a study of the representation of California's dominant minority groups in the California state adopted reading texts.<sup>39</sup> Significantly, he included the Spanish speaking among the dominant minorities of California. However, McKay did not differentiate among the several Spanish-speaking groups in the state. California alone has a variety of Spanish-speaking nationalities represented in its population. Each national group has its own culture and concerns. Though the Chicanos are the largest Spanish-speaking minority in the Southwest, the Puerto Rican population figures prominently in the East. Cuban-Americans are also beginning to grow in numbers in the Southeast. The terms Spanish American and Hispanic are thus vague designations. Consequently, the present study has sought to discover the presence of Chicanos in children's literature using other instruments developed for this study. One may be able to generalize from statements about the presence of Spanish-speaking characters in the reading texts evaluated in the McKay study.

The following, however, are some of McKay's important findings regarding his inclusion of Spanish-speaking characters in California's reading texts. The results of the evaluation of reading texts in a twenty-year period indicate that only in the most recently adopted texts (1970) have publishers included more Spanish, Negro, and Oriental

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<sup>39</sup>Ralph Yarnell McKay, "A Comparative Study of the Character Representation of California's Dominant Minority Groups in the Officially Adopted California Reading Textbooks of the 1950's, 1960's and 1970's" (Doctoral dissertation, University of the Pacific, 1971).



Americans in their narrations and illustrations. In many instances cited by McKay, publishers inserted illustrations of minority characters regardless of the content of the story. Only 3 percent of the major characters presented in the sample narratives of the state adopted reading texts of 1953 were Spanish. In 1961, the Spanish characters dropped to 1 percent. In 1968, the total was 5 percent. McKay concluded that white European background characters have dominated the major, minor, and incidental roles in the narratives and illustrations of California state adopted reading texts over the past twenty years. In addition, he states that there has been only a moderate increase in the authors' inclusion of Spanish-speaking characters since 1953.

The present researcher's main concern regarding the McKay study is that of accurate identification. There may be some problems in using Spanish speaking to include all the different groups examined in his study. Future studies in this area of children's literature should distinguish among the Spanish-speaking groups to ensure accurate data on the treatment of Chicanos and other Spanish-speaking groups in children's literature, e.g., Puerto Rican, Mexican, etc.

#### The Martinez Study

In 1972, Martinez compiled an annotated bibliography of Chicano children's literature.<sup>40</sup> He examined the available Chicano children's literature and submitted it to an evaluation by college students.

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<sup>40</sup> Ernest A. Martinez, Chicano Children's Literature: An Annotated Bibliography (Sonoma, California: Chicano Studies Department, Sonoma State College, 1972).

Martinez utilized the Rollins criteria in his evaluation procedure. This laid the groundwork for a conceivably consistent assessment of ethnic literature. An integral part of this study was that the evaluations were conducted by thirty-seven college students participating in a children's literature class conducted by Martinez. However, no validity or reliability checks were included which discuss the validity or reliability of the criterion measure. Consequently, the evaluations may be inconsistent and/or irregular. Since Martinez had no concluding chapter, he made no recommendations for further study.

#### The Morgan Study

In 1973, Betty Morgan conducted an investigation of children's books containing minority characters.<sup>41</sup> The materials evaluated in the study were books of fiction intended for children in grades one through six. The examined books had all been published since World War II. The minorities as defined in the study were: (1) African-American, (2) American-Indian, (3) Chinese-American, (4) Mexican-American, (5) Japanese-American, and (6) Puerto Rican-American. Significantly, she was one of the first researchers who identified Chicanos separately instead of using the more general appellation of Spanish/Mexican-American. Consequently her data are probably more accurate and representative of the state of Chicanos in children's literature.

Morgan developed a sixteen-point master guideline for the evaluation of the children's literature under investigation. This

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<sup>41</sup>Betty M. Morgan, "An Investigation of Children's Books Containing Characters from Selected Minority Groups Based on Specific Criteria" (Doctoral dissertation, Southern Illinois University, 1973).

evaluation was developed as a product of Morgan's survey of the writings of authorities in children's literature.

In the course of her study, Morgan found that most of the bibliographies she sampled were not annotated and thus provided her with no assistance in the preselection of the literature to be evaluated. Those bibliographies that were annotated usually list plot and theme but omit any mention of the culture or ethnic background of the characters. They frequently did not include references to the cultural or geographical locale. This made it more difficult to make distinctions between Mexican American and Puerto Rican background books. The annotations also did not evaluate the characterizations or illustrations for realism or stereotypes. Finally, most of the identified bibliographies, with or without annotations, tended to concentrate either on only one minority or to include all minorities and mix them alphabetically, thus forcing the reader or researcher to sort through the entire list.

As stated previously, Morgan arrived at a number of conclusions regarding the status of Chicanos in children's literature. She found that the number of books populated with minority characters as the major characters has multiplied rapidly in recent years. However, publishers appear to have more books among their offerings which involve minority characters than are available to readers through libraries. This may be due to librarians not choosing to buy minority books. Morgan also found that publishers and libraries offer large numbers of titles for only two of the six minorities surveyed in the study. Thus a significant number of books were identified which included African Americans and Indian Americans.

Interestingly, while a few outstanding Chicano characters were represented in the sample books, Morgan was not able to find any dealing with the Americans of Puerto Rican, Chinese, or Japanese descent.

### The Moyer Study

In 1975, Dorothy Moyer compiled a comorehensive study entitled "The Growth and Development of Children's Books about Mexico and Mexican-Americans."<sup>42</sup> This study holds a place of significance among studies of children's literature because it is the first to devote itself entirely to Chicano children's literature.

Moyer studied a total of 661 Chicano children's books and attempted to determine the nature and accuracy of the information on the land, people, and the culture. She also studied the illustrations, the format, and the general appearance of the literature. After reviewing each book, she made an overall assessment and judged each book as recommendable, acceptable, marginal, or not recommended.

She arrived at a number of conclusions regarding the status of Chicano children's literature. Her findings were consistent with those of other researchers in that she acknowledged a noticeable increase in the total number of books published that had Chicano or Mexican themes and/or characters, and that the content in fiction has gradually improved in

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<sup>42</sup>Dorothy C. Moyer, "The Growth and Development of Children's Books About Mexico and Mexican-Americans" (Doctoral dissertation, Lehigh University, 1974).

accuracy over the years. However, she recognized that inaccuracies and unrealistic portrayals still appear in the literature. She says that the barefoot-boy-with-burro is still frequently used, and that Chicanos are often portrayed as second-class citizens.

Moyer's work and her extensive evaluations are significant, but she did not provide a discussion regarding the development and validation of an evaluation instrument. There apparently was not a validation procedure in her study.

### The Schon Study

In 1976, Schon, an educator in Mexico City, published an article on Spanish American children's literature entitled "Looking at Books About Latin Americans."<sup>43</sup> Though not examining purely Chicano literature, Schon identified thirty-four current children's books and found that nineteen of these books were concerned primarily with poverty and its ill effects. Four of the books dealt primarily with holidays. Schon found that only one of the books she analyzed addressed middle-class Chicanos or Mexicans. The author stated that she did not find any blatantly racist books among the thirty-four sampled books, but most of the books did contain misinformation or stereotypes.

Schon, however, did not report developing a criterion measure or master list with which to consistently evaluate all of the children's books. Although Schon did not specifically state her criteria, she was most concerned with the realism and accuracy of the book, and whether the

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<sup>43</sup> Isabel Schon, "Looking at Books About Latin Americans," Language Arts (1976), pp. 266-71.

author was able to avoid condescension and the imposition of values. For example, regarding Too Much Dog by Aylesa Forsee,<sup>44</sup> Schon states that the author "has a distorted, simplified personal impression of migrants which she uses in a story about a boy and his great desire to own a dog."<sup>45</sup> Regarding The Village that Learned to Read, by Elizabeth Tarshis,<sup>46</sup> Schon says,

Unfortunately, she wrote the story for her audience, American children, and, therefore, gave it some unrealistic, tourist-like scenes. Bullfighting is not the passion of most Mexicans, as most American writers seem to believe.<sup>47</sup>

Schon's evaluations may have a certain quality because, being of Mexican descent, she was perhaps able to provide the personal insight that other writers unfamiliar with the background of Mexico/Mexicans would have trouble providing. It appears that some aspects of evaluation may require this personal insight. Likewise, one needs to be familiar with the cultural heritage of Chicanos in order to know when the culture is not being accurately portrayed in children's books. However, those who are not personally familiar with a culture can make significant contributions in its evaluation if a suitable instrument is used. This is an important point in the evaluation of ethnic children's literature and, in this review of the literature, Chicano youth literature.

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<sup>44</sup>Aylesa Forsee, Too Much Dog (Philadelphia: Lippincott, 1957).

<sup>45</sup>Schon, p. 286.

<sup>46</sup>Elizabeth Tarshis, The Village that Learned to Read (New York: Houghton Mifflin and Company, 1941).

<sup>47</sup>Schon, p. 286.

There has been considerable discussion regarding the background of writers and evaluators of ethnic literature, which has included a wide range of opinions. Nevertheless, a review of research and scholarly opinion reveals the prevailing position that writers need to be intimately familiar with the background about which they are writing before they can create a piece of literature reflecting that background. The Council on Interracial Books for Children also found this to be true in the evaluation of ethnic children's books. In their study of ethnic children's books, they often felt it necessary to have present a reviewer of the same background of the books being evaluated to assure that the analysis was accurate and realistic.<sup>48</sup>

A number of experts have also expressed that many of the problems in ethnic children's literature--sentimentalism, misinformation, and stereotypes--stem from lack of information and unfamiliarity with the cultural background on the part of the writer and evaluator.<sup>49</sup> They have further emphasized that these writers must become very familiar with the culture before attempting to write about it. More and more experts are looking at the qualifications of those who are writing children's literature with ethnic content. In a study dealing with children's

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<sup>48</sup>The Council on Interracial Books for Children, Inc., p. 25.

<sup>49</sup>Arlene Harris Kurtis, "Who Speaks for a Culture?" Reading, Children's Books, and Our Pluralistic Society, eds., Harold Tanizer and Jean Karl (Newark, Delaware: International Reading Association, 1972), p. 34; Sandra Weiner, "Who Speaks for a Culture?" Reading, Children's Books, and Our Pluralistic Society, eds., Harold Tanizer and Jean Karl (Newark, Delaware: International Reading Association, 1972), p. 34.

literature, Kabakow Rudman presents a procedure for analyzing racism and sexism in children's literature. For one of the points of concern, she recommends looking at the writer's or illustrator's background.

If a story deals with a minority theme, what qualifies the author or illustrators to deal with the topic? If they are not members of the minority being written about, is there anything in the author's or illustrator's background that would specifically recommend them for this book?<sup>50</sup>

Rudman also cautiously states that, while this observation does not deny the ability of writers to empathize with experiences other than those of their own race, the chance of their writing being as honest and as authentic may be questioned.<sup>51</sup>

The work of Sadker and Sadker has always stood high among the works about children's literature, especially the contemporary view. Sadker and Sadker devote extensive coverage to such modern topics as sex, growing old, the black experience, the Jewish experience, and selected other topics. In a chapter entitled "Other Selected Groups as Portrayed in Children's Literature," the authors discussed the literature about Chicanos, Puerto Ricans, and the Japanese.<sup>52</sup> As noted, one might consider Chicanos a less than significant minority group on the East Coast, their presence is very evident in the Southwest. However, this researcher is of the opinion that the work of Sadker and Sadker is fairly limited in discussing Chicano literature for young readers.

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<sup>50</sup>Marsha Kabakow Rudman, Children's Literature: An Issues Approach (Lexington, Massachusetts: D. C. Heath and Company, 1976), p. 180.

<sup>51</sup>Rudman, p. 180.

<sup>52</sup>Myra Pollack Sadker and David Miller Sadker, Now Upon a Time:



Arbuthnot and Sutherland, likewise, both give Chicano literature for young readers slight coverage in their studies. At the heart of this issue may not be the issue of whether these prominent authorities have overlooked this children's literature. Rather, this limited coverage may point to the limited amount of quality literature that is available for Chicano children, and even less for Chicano adolescents. This serves to support the need for additional attention, creation and evaluation of Chicano literature for young readers.

### The Garcia Study

In 1977, Garcia conducted a study to analyze the treatment of white and non-white ethnic groups in five selected California state adopted eighth grade U.S. history textbooks.<sup>53</sup> The specific aim of his study was to measure how writers depicted minorities at specific periods in American history. Among the minorities included in the study were: (1) Blacks, (2) Chicanos, (3) Native Americans, (4) French, (5) Spanish, (6) Irish, and (7) Jewish Americans. The content analysis used in this study consisted of a series of questions derived from an article by Blaumier entitled "Colonized and Immigrant Minorities."<sup>54</sup> Also included in the instrument were the National Education Association Checklist for

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A Contemporary View of Children's Literature (New York: Harper and Row, Publishers, 1977), p. 210.

<sup>53</sup> Jesus Garcia, "Images of White and Non-White Groups in Selected U.S. History Textbooks" (Doctoral dissertation, University of California, Berkeley, 1977).

<sup>54</sup> Robert Blaumier, "Colonized and Immigrant Minorities," Peter Rose, ed., Nation of Nations: The Ethnic Experience and the Racial Crises (New York: Random House, 1972).

## Selecting and Evaluating Textbooks and Pratt's Evaluating Coefficient Analysis.

Garcia's review of the literature indicated that previous studies of textbook treatment of minorities had consisted of nonqualitative assessments using very general guidelines. Garcia's study was systematic in that it employed instruments that had been tested in other studies. This allowed for a more consistent information-gathering procedure.

The author concluded that ethnic content in textbooks had increased since 1956 and that textbook writers were describing ethnic groups in greater detail and more realism. He also suggested that writers need to be more conscious of ethnic group treatment in order to decide if a realistic portrayal of ethnic groups which includes descriptions of clashes with white Americans can also be considered a balanced portrayal. Realism is not always a harmonious situation.

This study has value in its systematic and quantitative approach to content analysis in the social studies. However, the instruments used in this study are inappropriate for use in the evaluation of children's literature. Social studies materials analysis instruments tend to be extensive and specific because of the nature and structure of social studies materials. As a result of this specificity of content, this instrument is not applicable in the creative realm of children's literature. This investigator's study is concerned with trade books that have Chicano themes and/or characters. Although the Garcia study did not deal with the same area, his study and its findings are useful in a comparative sense.

### The Schon Study

In 1978, Isabel Schon published a comprehensive study of Chicano children's books.<sup>55</sup> The following are the criteria she developed for her study:

To promote feelings of respect and appreciation toward Mexican and Mexican-American values and customs.

To develop an awareness of the similarities and differences between Mexican and American lifestyles.

To increase the feelings of esteem for outstanding Mexicans and Mexican-Americans.

To appreciate the beauty and variety of the Mexican people.

To understand the heritage of the Mexican people.<sup>56</sup>

### Literature on Evaluation Instruments

The work of Charlamae Rollins conceivably has seen the most use in the evaluation of children's literature. The Rollins criteria for the evaluation of black children's literature was first developed in 1941 for the first version of We Build Together, an annotated bibliography of selected black children's literature.<sup>57</sup> The text has subsequently gone through a number of revisions, with the most current being in 1977. However, other researchers in children's literature have adopted the

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<sup>55</sup> Isabel Schon, A Bicultural Heritage: Themes for the Exploration of Mexican and Mexican American Culture in Books for Children and Adolescents (Metuchen, N.J., and London: The Scarecrow Press, Inc., 1978).

<sup>56</sup> Ibid., p. 3.

<sup>57</sup> Charlamae Hill Rollins, ed., We Build Together: A Reader's Guide to Negro Life and Literature for Elementary and High School Use (3rd ed.; Champaign, Illinois: National Council of Teachers of English, 1977).

Rollins criteria and used them in their own studies. Among the researchers who have used her list of criteria have been Gloria Blatt, Ernest Martinez, and Ralph McKay.

### The Roberts Study

Roberts conducted a content analysis of the Caldecott Award winners to determine the extent of stereotyping of male and female roles. Her procedure for the study was significant in that she employed a panel of experts consisting of sociologists to determine the content validity of the definitions used in her hypothesis. In addition, she developed a content analysis instrument for the evaluation of the female figure, and she established that the instrument had an interrater reliability coefficient of .93. This was one step forward in refining the process of content analysis research.

One of the recommendations Roberts made regarding further studies is that cross-validation procedures be employed to determine if children's perceptions differ from those of adult investigators in regard to stereotyping of the female image in children's literature.<sup>58</sup> This is a valuable recommendation which can be applied in researching the minority child's perception of his image in children's literature, and in the case of the present study, the Chicano child's perception of the Chicano image in children's literature. This review of the literature has revealed no previous study which has attempted to use cross-validation

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<sup>58</sup>Pat Roberts, "The Female Image in the Caldecott Medal Award Books" (Doctoral dissertation, University of the Pacific, 1976), pp. 417-418.

procedures to determine if there is a difference in the way children and adults perceive the same image in children's literature.

### The CIBC Evaluation Instruments

The Council on Interracial Books for Children went through a number of steps in the evaluation of ethnic children's books and developed a number of different, though related, instruments to evaluate the individual bodies of ethnic children's literature. Among the instruments that they developed to evaluate specific literature were: The Instrument for Identifying Human and Anti-Human Values in Children's Literature,<sup>59</sup> Guidelines for the Identification of Non-Racist and Anti-Racist Books,<sup>60</sup> and The Checklist for Evaluating Puerto Rican Children's Literature.<sup>61</sup>

Most recently, the Council produced a study of Chicano culture in children's books and developed a checklist for evaluating Chicano children's literature. The survey included some two hundred books, and the results of the survey were published in a double edition of the Council's Bulletin.<sup>62</sup> The Council also included a very comprehensive checklist for evaluating Chicano materials. The Council states that the evaluation checklist was

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<sup>59</sup>The Council on Interracial Books for Children, Inc., p. 20.

<sup>60</sup>The Council on Interracial Books for Children, Inc., p. 25.

<sup>61</sup>"Analyzing Racism in Children's Materials," Interracial Books for Children Bulletin, X, Nos. 1 and 2 (1979), 7-9.

<sup>62</sup>"Chicano Culture in Children's Literature: Stereotypes, Distortions and Omissions," Interracial Books for Children Bulletin, V, Nos. 7 and 8 (1975), 7-14.

developed in collaboration with Chicano educators, Chicano specialists in children's literature, and members of the Chicano studies departments of several Southwestern universities.<sup>63</sup> The evaluation checklist is extremely comprehensive.

#### The Uribe and Martinez Study

In 1975, Oscar Uribe and Joseph Martinez published a set of guidelines and a training program for the evaluation of children's books from a Chicano perspective.<sup>64</sup> Their instrument was developed as part of a teaching unit intended to prepare teachers in the accurate evaluation of this literature.

The instructional program consists of a series of extensive lessons and activities in which teachers are asked to study samples of literature and to determine if there are stereotypes according to the criteria established by the authors in each lesson. A lesson is developed around each criterion and there is a summary chapter in which the developed skills are tested to determine if they have been internalized by the teachers. Unfortunately, there was not any mention in the work of Uribe and Martinez whether these criteria were ever tested to determine if they had adequate interrater reliability. There has not been a report of a subsequent study to test this instrument. Consequently, there are no reliability or validity data available.

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<sup>63</sup>Ibid., p. 7.

<sup>64</sup>Oscar Uribe and Joseph O. Martinez, Analyzing Children's Books from a Chicano Perspective (San Francisco: Far West Laboratory for Educational Research and Development, 1975).

### The Williams Study

Recently, Byron Williams published a manual for evaluating the content of classroom instructional materials for Bilingual/Multicultural Education.<sup>65</sup> The structure of the evaluation instrument is more comprehensive than many used in previous evaluations of literature. Williams organized the instrument items into a number of different categories and subcategories. For example, checklist number four is for cultural evaluation. Under this category is the subsection of bias, and bias itself includes six different evaluative questions. Evaluators are asked to respond to each item on a continuum of one to five. A score of one signifies that the material under consideration does not conform at all to the criteria. A score of five signifies that the material conforms very well to the criteria of the evaluation. The evaluation manual is very comprehensive and specific in its scope. However, the scope appears to be primarily in the area of social studies. This factor, plus its size, may limit its utility in the evaluation of Chicano children's literature.

The materials examined in this review of the literature, specifically in the social studies area, are of a similar construction. Among the identified social studies content analysis studies is the work of Garcia regarding the presence of minorities in social studies texts.<sup>66</sup>

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<sup>65</sup> Byron Williams, Manual for Evaluating Content of Classroom Instructional Materials for Bilingual, Multicultural Education, U.S., Educational Resources Information Center, ERIC Document ED 160 276, 1976.

<sup>66</sup> Jesus Garcia, "Images of White and Non-White Groups in Selected U.S. History Textbooks" (Doctoral dissertation, University of California, Berkeley, 1977).

In a recent article published by Garcia entitled "Hispanic Perspective: Textbooks and Other Curricular Materials," the author lists the three widely used instruments in the evaluation of social studies materials. At the top of the list of instruments most used was the National Education Association's "Checklist for Selecting and Evaluating U.S. History Textbooks." The second most used was the instrument developed by the Council on Interracial Books for Children for their study, "Stereotypes, Distortion and Omission in U.S. History Textbooks."<sup>67</sup> All of these instruments are comprehensive in their scope and very specific in their focus. This is very appropriate for use with the social studies, but the instruments can become unwieldy in the task of evaluating children's trade books, a task for which they were never intended. However, many of the instruments intended for the evaluation of bilingual educational materials quite often are developed for the purpose of evaluating a variety of materials, including those in the social studies.

The MCMAS, the Multicultural Curriculum Materials Analysis System, is an example of an evaluation instrument intended for the evaluation of educational materials.<sup>68</sup> It consists of an extensive and intricate set of items that are scored on a scale of one to five. The

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<sup>67</sup> Jesus Garcia, "Hispanic Perspective: Textbooks and Other Curricular Materials," unpublished article, p. 5.

<sup>68</sup> Multicultural Materials Analysis System, U.S., Educational Resources Information Center, ERIC Document ED 128 279, 1975.



instrument makes it very difficult to use with children's literature materials because of the creative nature and content of this type of writing. The social studies materials often deal with specific, defined areas and, as a result, one can expect a certain amount of consistency in content.

### Summary

The present review has covered the available work done in the area of content analysis of Chicano children's literature. Indeed, one can affirm that there is only a small body of Chicano adolescent literature extant. This area is most definitely in need of attention. It is a sobering experience to read through a comprehensive study of children's literature, to study entire chapters devoted to individual ethnic groups and find Chicano children's literature listed under a "miscellaneous cultures" section, even though Chicanos have been a significant minority in the Southwest. In an article in the June, 1980, edition of the National Geographic Magazine, the author states that the most current demographic statistics show 7.3 million Chicanos living in the United States.<sup>69</sup> Such a population involves an outstanding diversity of culture and surely merits more than a "miscellaneous" inclusion in studies of children's literature as that body of literature grows.

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<sup>69</sup>Griffin Smith, Jr., "The Mexican Americans: A People on the Move," National Geographic, CLVII, No. 6 (June, 1980), 780-808.

This researcher's review of extant research and scholarly opinion indicates that "The Checklist for Evaluating Chicano Children's Literature," developed by The Council on Interracial Books for Children, may be the most appropriate evaluation for the purposes of this study. It has seen significant use in evaluation studies, unlike other comprehensive instruments. According to the CIBC Bulletin, this checklist was used in a study that evaluated more than two hundred Chicano children's books. Another attraction is that it was developed with the input of Chicano educators, Chicano specialists in children's literature, and members of Chicano Studies faculties throughout the Southwest, according to the CIBC Bulletin. It is appropriate and correct that the CIBC Checklist for Evaluating Chicano Literature be the basis for the instrument to be developed by this researcher for the evaluation of Chicano adolescent literature in this present study. This researcher also recognizes that the Rollins criteria have been used extensively in the evaluation of ethnic children's literature and need to be considered in the construction or adoption of any evaluation instrument.

The review of related research revealed certain recommendations regarding further research. The Roberts study suggests that further studies also involve children in the evaluation procedure so that their perceptions could be compared with those of adult raters. The McGuire study also recommends that children of varied backgrounds can provide input in the evaluation procedure. These recommendations have gone untouched in the current research, but they warrant investigation.

Literary excellence is a criterion that most experts generally agree with. Very few teachers would agree with one who would want to

offer a student a badly written book simply because it is relevant. Literary appropriateness is a generally accepted criterion in the evaluation of children's literature. However, the evaluation of ethnic content is still a difficult area to assess.

Experts in the evaluation of children's literature have pointed out examples of ethnic children's literature that contained serious misinformation and racism. These badly thought out selections, especially the more blatant ones, may have resulted from writers being culturally unaware, but attempted to write about ethnic groups. Their efforts have been offensive to the sensibility of readers. Cornelius has identified an example, Sounder, and indicates the difficulty of deciding the qualifications of a person who chooses to write literature in a culture that is different from his. Sounder received significant recognition from the critics, including the coveted Newbery Award. However, it was also the subject of a number of very critical articles by black authors of children's literature and experts in the field. The fact that this book also was chosen as the "most distinguished contribution to American literature for children" of the year illustrates the points made regarding the area of the evaluation of ethnic children's books.<sup>10</sup>

Based on the extant current research reviewed, the question of a consistent and objective evaluation of Chicano adolescent literature has not been settled. There is still room for further investigative examination in this area, and it was the intent of this study to add its findings to this much needed area of research.

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<sup>10</sup> Paul Cornelius, "Children's Books: Problems and Progress," Library Quarterly, XLI, No. 2 (April, 1971), 125.

## Chapter 3

### DESCRIPTION OF THE DESIGN AND PROCEDURE OF THE STUDY

#### Introduction

The intent of this study was to determine whether there were significant differences in the perceptions of Chicano adolescents and librarians who read three selected samples of Chicano adolescent literature. This investigation was carried out using Osgood's Semantic Differential Scale (SDS) and the Council on Interracial Books for Children (CIBC) instrument for evaluating Chicano adolescent literature.

The procedures of this study included the following sequence: (1) input of panel of experts, (2) development and modification of the instrument for the evaluation of Chicano adolescent literature, (3) the evaluation of Chicano adolescent literature, (4) the research sample, and (5) the collection, treatment and interpretation of data.

This study was based on recommendations of previous studies which evaluated children's literature. Roberts recommended in her study that future studies should include some type of measurement or evaluation utilizing the perceptions of children.<sup>1</sup> The present researcher included in this study the evaluations of Chicano adolescent readers. They made a significant contribution to any success and worth of this study.

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<sup>1</sup>Pat Roberts, "The Female Image in the Caldecott Medal Award Books" (Doctoral dissertation, University of the Pacific, Stockton, California, 1976).

Additionally, the extant suggestions for the use of the SDS indicates its utility and value as a base for further studies.<sup>2</sup> In particular, Carrol used the SDS in the evaluation of literature to determine and identify its factors of style.<sup>3</sup> The success of the Carrol study would indicate the appropriateness of further use of this technique in the evaluation of literature.

Probably the strongest reason for this study developed from the great controversy that has emerged from the criticisms of literature about ethnic children. It has been averred that there has not been a consistent and accurate way of evaluating the content of such literature. In addition, there has not been total agreement regarding the criteria for evaluating literature involving Chicano adolescent literature. It is the intent of this study to contribute to the field of the evaluation of Chicano adolescent literature.

### Procedures

A variety of procedures were used to set up the study. These included choosing the literature and validating the instruments for use with Chicano adolescents and librarians. The following is an outline

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<sup>2</sup>James G. Snider and Charles E. Osgood, eds., Semantic Differential Technique: A Sourcebook (Chicago: Aldine Publishing, 1969).

<sup>3</sup>John B. Carrol, "Vectors of Prose Style," Semantic Differential Technique: A Sourcebook, eds. James G. Snider and Charles E. Osgood (Chicago: Aldine Publishing, 1969), pp. 593-603.

of the components of the procedure that was carried out in this study:

1. Selection of the panel of experts.
2. Selection of five samples of Chicano adolescent literature.  
This selection was based on the recommendations of the panel of experts.
3. Development of the CIBC evaluation instrument. This procedure was done with the assistance and feedback of the dissertation committee.
4. Development of the SDS utilizing the expertise and suggestions of the dissertation committee.
5. Testing and revision of the SDS. This was done to assure that the bipolar adjectives in the instrument were compatible with the vocabulary of the student population. The revision was conducted with the assistance of a pilot group of Chicano adolescents.
6. The actual evaluation of the Chicano adolescent literature was done in two parts.
  - a. The first evaluation was done by the panel of experts consisting of Fresno County librarians. This evaluation used the CIBC evaluation instrument and the SDS.
  - b. The second evaluation was done by the sample group of Chicano adolescents. Only the SDS was used.

#### Panel of Experts

Since the selection and purchase of reading materials for schools is often the responsibility of school librarians, it was decided

that the panel of experts for this study would consist of librarians from the Fresno Unified School District libraries and the Fresno County Free Libraries. This panel of experts had the prime responsibility of providing guidance and assistance in the following areas:

1. The Fresno Unified School District secondary level librarians were first sampled in a questionnaire and were asked to recommend the most popularly read examples of Chicano adolescent literature of high literary quality.

2. A panel consisting primarily of Fresno County librarians had the responsibility of reading and evaluating the selected samples of Chicano adolescent literature using both the CIBC evaluation instrument and the SDS.

#### Development and Modification of the Instrument for Evaluating Chicano Literature

The researcher of this present study selected the evaluation criteria for the evaluation of Chicano children's literature developed by the Council on Interracial Books for Children.<sup>4</sup> With the assistance of the dissertation committee, the researcher modified the content of the instrument. Items that were unclear were clarified and further elaborated. Wherever there were insufficient examples for a particular criterion, examples were developed by the researcher and verified with the dissertation committee. In addition, the structure of the

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<sup>4</sup>"Chicano Culture in Children's Literature: Stereotypes, Distortions and Omissions," Interracial Books for Children Bulletin, V, No. 7-8 (1975), 7-8.

evaluation instrument was improved and made more quantifiable through the use of a Likert-scale structure. Each of the evaluation criteria items was given a scale value of one to five. A score of one indicated that the book under evaluation exhibited this criterion very much, and a score of five meant that the book did not at all exhibit this quality.

#### Development and Modification of the Semantic Differential Instrument

The researcher used the technique of Osgood's Semantic Differential to develop an instrument for the evaluation of adolescent literature. In this study, the SDS was used by the researcher to measure the attitudes of adolescents and librarians regarding the selected samples of Chicano adolescent literature.

The SDS consists of the use of bipolar adjectives placed on a numerical continuum often numbered from one to five or one to seven. It has been used in various studies to measure the semantic meaning of symbols and concepts and to assign a quantitative value to them. Persons using the instrument may measure their attitude about a certain semantic unit or concept in a sample of literature. One example of a semantic unit would be the main character in a story or the story overall. The user of the instrument indicates his attitude or response to this semantic unit using the bipolar adjectives in the instrument. For example, the subject may respond to the concept Keeny, the main character of the book Viva Chicano, using the bipolar adjectives "good-bad" or "strong-weak." The extensiveness of the instrument



depends on the needs of the study and the capacity and needs of the participants of the study. For example, the SDS instrument developed in Carrol's study contained twenty-nine sets of bipolar adjectives.<sup>5</sup> Kerlinger recommends that SDS instruments to be used with children should contain five sets of bipolar adjectives and that the numerical sequence within each set should also be five.<sup>6</sup> The researcher for this present study selected eight sets of bipolar adjectives and a numerical sequence within each set of five. An interview with Snider, editor of the Semantic Differential Technique: A Sourcebook, confirmed the appropriateness of this instrument.<sup>7</sup>

Once the evaluations were completed and the data were collected, the numerical ratings of each of the bipolar adjectives were correlated and treated statistically, and the researcher arrived at an attitude profile of the students' judged assessment of the book. Osgood best explains the basis of the semantic differential.

What is meant by differentiating the meaning of a concept? When a subject judges a concept against a series of scales, e.g., each judgment represents an election among a set of given alternatives and serves to localize the concept as a point in the semantic space. The larger the number of scales and the more representative the selection of these scales, the more validly does this point in the space represent the operational meaning of the concept.<sup>8</sup>

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<sup>5</sup>Carrol, p. 595.

<sup>6</sup>Fred Kerlinger, Foundations of Behavioral Research (2nd ed.; New York: Holt, Rinehart, and Winston, 1973).

<sup>7</sup>James G. Snider, personal interview, Fresno, California, March 3, 1982.

<sup>8</sup>Charles E. Osgood, George J. Suci, and Percy Tannenbaum, The Measurement of Meaning (Urbana: University of Illinois Press, 1957), p. 30.

Osgood and his associates have done extensive research to substantiate the reliability and validity of the SDS technique. In addition, there is a positive indication from the professional literature that this technique is equally as appropriate in the content analysis of literature. Zito reports that the content analysis technique of the semantic differential is very useful in the evaluation of communication. This method of analysis, according to Zito, "is extensively used in research but is amenable to content analysis research as well."<sup>9</sup>

#### Testing and Revision of the Semantic Differential Instrument

Osgood's Semantic Differential Technique was originally developed and validated on a population of college students.<sup>10</sup> As a result, the sample list of seventy-two bipolar adjectives developed by Osgood is based on the vocabulary of college students.

G. T. Evans did some further validation work with the SDS technique. He conducted a study using one hundred eighth, tenth, and twelfth grade students from Canadian schools. The results of this study produced a validated list of twenty bipolar adjectives that can be appropriately used with adolescent students. The investigator selected from the list of bipolar adjectives developed and validated by Evans and utilized them in this present study. This list of twenty bipolar adjectives comprised the initial list of adjectives that was later narrowed down and limited to the eight sets of bipolar

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<sup>9</sup>George Zito, Methodology and Meaning: Varieties of Sociological Inquiry (New York: Praeger, 1975), p. 34.

<sup>10</sup>Osgood, Suci, and Tannenbaum, p. 24.

adjectives that were selected to be used for the SDS in the present study. The assistance of the panel of experts and the student feedback were used in the selection of these bipolar adjectives.<sup>11</sup>

For the purpose of this study, the researcher found it necessary to revise the SDS a second time after the panel of experts had provided its input. The second revision was done with the assistance of a group of adolescent students taking part in a summer program for migrant students at California State University, Fresno. Although the Evans study validated a set of bipolar adjectives for adolescents, it was determined necessary to pilot test the bipolar adjectives with Chicano adolescents. The researcher met with participants of the Recruiting Students Via Parents program. The researcher told the students that he would read a list of adjectives to them and they would be responsible for providing the opposite of these words. Almost consistently, the students provided the exact bipolar adjectives that were included in the original list provided from the Evans study. In only one example were the students not in agreement with the bipolar adjectives in the semantic differential instrument. This bipolar adjective was replaced with the bipolar adjective that was generated in this word association session. By this word association procedure, the researcher was able to assure that the bipolar adjectives in the SDS were a reflection of the vocabulary of actual Chicano adolescent students.

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<sup>11</sup>Glen T. Evans, Standardization of Selected Semantic Differential Scales with Secondary Students, U.S. Educational Resources Information Center, ERIC Document ED 050 167 , 1971, p. 29.

### Selection of Chicano Adolescent Literature

The researcher conducted a survey of the Fresno Unified School District's secondary school librarians during the spring semester of 1981. With the approval of the District Research and Evaluation Office, a questionnaire was sent to each of the twenty secondary level librarians in the District. The librarians were asked to indicate what they considered to be the five most popularly read examples of Chicano adolescent literature of high literary quality.

A total of eleven librarians responded by returning the survey. A frequency distribution of their responses revealed the five most frequently recommended books. The recommended books in order of popularity were: (1) Chicano Cruz by Cox, (2) Viva Chicano by Frank Bonham, (3) Durango Street by Frank Bonham, (4) Chicano by Richard Vazquez, (5) You Can't Make It by Bus by Summers, and (6) The Underdogs by Mariano Azuela.

Three of the books were eliminated because they were out of print or because they were not available through California book distributors. In addition, the time constraints of the dissertation did not permit the researcher to order books that required a long time span from the ordering to the arrival of the books. As a result of these limitations, the book list was narrowed down to the following three books: Viva Chicano, Durango Street, and The Underdogs.<sup>12</sup>

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<sup>12</sup>Frank Bonham, Durango Street (New York: E. P. Dutton, 1965); Frank Bonham, Viva Chicano (New York: E. P. Dutton, 1970); Mariano Azuela, The Underdogs, trans. E. Munguia (New York: New American Library, 1963).

### Abstracts of the Selected Literature

The following abstracts are intended to provide the reader with sufficient knowledge of the stories to make an informed application of the collected data:

1. Viva Chicano: This is the story of a young Chicano named "Keeny" Duran and his experiences in the barrio of East Los Angeles. He is trying to go "straight" amid the influences of drugs, gangs, and street fights. An imaginary dialogue with a cardboard image of Emiliano Zapata, the great Mexican revolutionary hero, begins to lead him to self-discovery.
2. Durango Street: Rufus Henry, although chosen by the panel of librarians, actually deals with a Black youth out of juvenile hall on probation. Street life and the pressure of gang membership seem to be heading him back into trouble, but an insistent social worker named Alex Robbins involves himself in the life of Rufus and helps him make some important decisions. (The librarians affirmed that this book was popular literature with adolescent Chicanos.)
3. The Underdogs: This is an English translation of the celebrated Mexican novel by Mariano Azuela. The book is about Demetrio Macias, a Mexican peasant who is violently swept into the dynamo of the Mexican revolution and very quickly rises to the top as one of the generals in Pancho Villa's army. The novel provides a view of the reality of war.

### Evaluation of Chicano Adolescent Literature

The examples of literature to be evaluated in this study consisted of the three Chicano adolescent literature books that were

identified by the public school librarians through a questionnaire administered by the researcher. The intent of the study required the evaluation of the examples of literature by comparing and contrasting the responses of the Chicano adolescents and the librarians. These processes are listed as follows:

Evaluation of the panel of experts. A panel of experts consisting of librarians evaluated the samples of Chicano adolescent literature using the CIBC evaluation instrument and the SDS.

Evaluation by the Chicano adolescents. A sample population of approximately sixty Chicano adolescent students read the samples of literature and completed only the attitude profile using the SDS for recording their judged responses.

### Instrumentation

The researcher, in collaboration with the dissertation committee, decided that the primary objectives of this study required the use of two different instruments to be used in the evaluation of the selected Chicano adolescent literature. One instrument was the Semantic Differential Scale developed by Osgood, Suci, and Tannennbaum.<sup>13</sup> It was originally developed to measure attitudes toward semantic concepts, occupations, and other units of semantic meaning. It has also been extensively used in the measurement of attitudes toward racial, social, and ethnic groups. Trout used the Semantic Differential to

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<sup>13</sup>Osgood, Suci, and Tannennbaum.

measure the change in attitudes of White students toward Blacks after being taught in an experimental curriculum titled "Race, Caste and Prejudice."<sup>14</sup>

The second evaluation instrument was developed by the researcher and is based on the Council on Interracial Books for Children Checklist for Evaluating Chicano Children's Literature. The Council conducted an extensive evaluation of more than two hundred Chicano children's books using a form of this checklist.

### Research Sample

The experimental groups involved consisted of (1) a panel of librarians from the Fresno County Free Libraries; (2) the participants of a summer enrichment program for gifted and talented migrant students involved in the M.E.N.T.E. summer program at the University of the Pacific in Stockton, California; and (3) the participants of the High School Equivalency Program, an alternative high school based on the campus of California State University, Fresno. The M.E.N.T.E. program and the High School Equivalency Program were particularly chosen because all of their program participants were Chicano students from migrant backgrounds who were also able readers. The purpose of this study required that the literature be evaluated by Chicano adolescents.

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<sup>14</sup> Benjamin I. Trout, "The Impact of Race, Caste and Prejudice on the Ethnic Attitudes of High School Students: A Multi-method Assessment" (Doctoral dissertation, University of Georgia, 1972).

Evaluation of Literature by  
Chicano Adolescents

In this component of the study, the evaluation of the literature was done by Chicano adolescents using only the SDS developed by the investigator. The evaluations were completed by students in two different programs.

Stockton. The investigator made arrangements with the University of the Pacific in Stockton, California, to involve the participants of a summer program for migrant background adolescents who had a high potential for success in school. There were one hundred Chicano migrant students involved in the four-week enrichment program.

A number of SDS evaluations of the literature were collected by the investigator from the Stockton M.E.N.T.E. program. However, programmatic difficulties in the summer program did not permit a sufficient sample of evaluations to be collected. It was determined that the number of evaluations collected would not be sufficient for the study, and a second group of Chicano adolescent students was identified to continue the evaluations.

Fresno. The investigator identified the High School Equivalency Program (H.E.P.) at California State University, Fresno, as another appropriate group to involve in this study. The H.E.P. program is an alternative high school that provides migrant students with the second opportunity to finish high school after having dropped out. The students go through an intensive high school curriculum of the basic skills and prepare to pass the high school equivalency test. The



director of the program agreed that the literature evaluation portion of this study would be conducted as a part of the H.E.P. program's language arts curriculum.

#### Evaluation of Literature by Librarians

The librarians of the Fresno County Free Libraries evaluated the samples of Chicano adolescent literature using the Semantic Differential Instrument and the revised CIBC instrument for evaluating Chicano literature. With the assistance of the coordinator of the juvenile collection, Mrs. Jean Semreau, the juvenile collection librarians of the county libraries were involved in this evaluation.

#### Treatment of Data

A factor analysis was conducted to compare the responses of the Chicano adolescents and the librarians regarding the three samples of Chicano adolescent literature. The sources of these data to be interpreted were the Council on Interracial Books for Children Instrument for Evaluating Chicano Adolescent Literature and the Semantic Differential Scale. T-values were computed for each of the bipolar adjectives in the SDS as well as for the two character evaluations per book, the overall book evaluations, and the composite book evaluation. The composite book evaluation consists of the combined character evaluations and the overall book evaluations. Additionally, percentage scores were generated for the CIBC instrument and for the Semantic Differential Scale. These will be discussed in Chapter 4.

## Chapter 4

### RESULTS

The main purpose of this study was to determine whether there were significant differences in the perceptions of Chicano adolescents and librarians who read three selected samples of Chicano adolescent literature. This presentation of collected data begins with the findings from the Semantic Differential Scale (SDS) comparing the results from the librarians and the Chicano adolescents. The areas of agreement, which were the primary focus, are first presented and discussed. Then the areas of disagreement are presented as a way of exploring the limits of agreement. The researcher identifies the findings and differences in the collected data.

There is a tabular presentation of the mean scores of individual evaluation items as well as evaluation profiles which visually portray these scores. In addition, percentage scores and t-test scores are used to indicate the degrees of difference and their statistical significance. T-tests were run for each of the SDS items as well as for the composite scores for each book, obtained by combining the overall book and the two main character evaluations.

The second section examines the results of the CIBC instrument for evaluating Chicano adolescent literature. The collected data represent the criteria which the panel considered the most important in

selecting Chicano adolescent literature for young readers.

The third discussion of this chapter concludes with a summary of the findings of this study.

### Semantic Differential Scale Findings

The SDS groups eight sets of bipolar adjectives into three factors: evaluation, potency, and activity. The work of Osgood, Suci, and Tannenbaum began with the conceptual model that most of the variance of human semantic judgment could be explained in terms of a relatively small number of factors that were completely general over both subjects and concepts. The intent was to set up a perfectly general and simple measuring instrument. Osgood et al. predicted that the factor of evaluation accounted for double the variance due to either potency or activity, and these two factors in turn had double the weight of any subsequent factor.

Three sets of SDS evaluations were conducted for each book. The combined evaluations for the three books produced a total of seventy-two variables. Out of this total number, the Chicano adolescents and the librarians agreed on a total of fifty-seven variables. Interpreted as percentages, the Chicano adolescents and the librarians were in agreement in 79 percent of the evaluation items.

The semantic differential and the interpretative charts and tables in this study are numbered from one to five. Low scores fall to

the left on the evaluation continuum and represent a positive evaluation. Correspondingly, a move to the right, or a higher score, indicates a negative evaluation. Tables 1, 2, and 3 contain the mean evaluation scores of the Chicano adolescents and the librarians.

The t-values revealed that there was no statistically significant difference in the evaluations of the Chicano adolescents and the librarians. Table 4 indicates that the comparison of the total librarians and the Chicano adolescents did not produce a significant t-value.

Figures 1, 2, and 3 visually demonstrate the degree of agreement that developed in this comparison study. The figures also suggest the overall lack of a statistically significant difference, which is confirmed by Tables 1, 2, and 3.

Figure 1 contains a comparison of Viva Chicano and the two main characters in the story. The unbroken line in the profiles represents the evaluations of the librarians, and the broken line indicates the evaluations of the Chicano adolescents. This figure clearly demonstrates that the librarians' and Chicano adolescents' evaluations of Viva Chicano and its two main characters were very similar, almost identical. The asterisks on this figure show the few bipolar adjectives that were statistically significant.

Likewise, the same pattern can be seen in Figure 2, The Underdogs and its two main characters. The lines in the profiles which represent the evaluations of the Chicano adolescents and the librarians seem to follow very closely. Even though there seems to be a movement in evaluation from negative to positive, the Chicano

Table 1

Mean Scores of the Semantic Differential for the Book, Viva Chicano, and the Two Main Characters, "Keeny" Duran and "Emiliano" (Mean Scores Are for Chicano Adolescents and Librarians)

Bipolar adjectives		Book <u>Viva Chicano</u>	Main character "Keeny" Duran	Main character "Emiliano"
Good--bad	L <sup>a</sup>	2.1111	2.1111	1.1429
	A	1.6316	1.8333	2.4706
Fast--slow	L	1.8889	2.2500	2.3750
	A	2.5263*	2.5556	3.1167
Large--small	L	3.2500	2.7500	3.0000
	A	3.2105	2.6667	2.7059
Beautiful--ugly	L	3.0000	2.7778	2.2857
	A	2.4737	3.3889	2.8235
Fair--unfair	L	2.6665	2.2500	1.5871
	A	2.2105	2.6111	2.5294
Strong--weak	L	2.4444	2.3333	1.2857
	A	2.6842	2.3333	2.0588*
Smart--dumb	L	2.6250	2.1111	2.0000
	A	2.2222	2.4444	2.4706
Clean--dirty	L	1.8750	1.8750	1.5714
	A	2.2632	2.7222*	2.7059*

<sup>a</sup>L = librarians; A = Chicano adolescents.

\*Statistically significant evaluations.

Table 2

Mean Scores of the Semantic Differential for the Book, The Underdogs, and the Two Main Characters, Demetrio Macias and Luis Cervantes (Mean Scores Are for Chicano Adolescents and Librarians)

Bipolar adjectives		Book <u>The Underdogs</u>	Main character Demetrio Macias	Main character Luis Cervantes
Good--bad	L <sup>a</sup>	2.6670	2.5000	2.000
	A	2.5217	2.4348	1.9130
Fast--slow	L	3.3333	3.3333	3.1667
	A	3.4783	3.0000	3.1739
Large--small	L	2.8000	3.1667	3.5000
	A	3.3478	2.6522	3.3478
Beautiful--ugly	L	3.8333	3.5000	3.1667
	A	2.9130*	3.2174	2.4348
Fair--unfair	L	2.3333	2.3333	2.0000
	A	3.2609	3.3478	2.4348
Strong--weak	L	2.5000	2.5000	3.1667
	A	2.6364	2.0000	2.9565
Smart--dumb	L	2.3333	2.6667	2.3333
	A	3.4545	3.2174	3.7391
Clean--dirty	L	2.3333	2.3333	1.8333
	A	3.8182	3.9565*	2.8261*

<sup>a</sup>L = librarians; A = Chicano adolescents.

\*Statistically significant evaluations.

Table 3

Mean Scores of the Semantic Differential for the Book, Durango Street, and the Two Main Characters, Rufus Henry and Alex Robbins (Mean Scores Are for Chicano Adolescents and Librarians)

Bipolar adjectives		Book <u>Durango Street</u>	Main character Rufus Henry	Main character Alex Robbins
Good--bad	L <sup>a</sup>	2.1111	2.1667	1.6670
	A	1.7500	2.4167	2.7273*
Fast--slow	L	1.8333	2.1667	2.3330
	A	2.9167*	2.6667	3.0909*
Large--small	L	3.0000	2.3333	2.3333
	A	3.0000	3.1667	2.7273
Beautiful--ugly	L	3.1667	2.8333	2.1667
	A	2.6667	3.3333	2.8182
Fair--unfair	L	2.5000	2.6667	2.0000
	A	2.5000	2.7500	3.2727*
Strong--weak	L	2.3333	2.3333	1.6667
	A	2.5000	2.7500	2.8182*
Smart--dumb	L	2.8333	2.3333	2.0000
	A	3.2500	3.0833	2.3636
Clean--dirty	L	2.8333	2.5000	1.6667
	A	3.0833	3.2500	3.0909*

<sup>a</sup>L = librarians; A = Chicano adolescents.

\*Statistically significant evaluations.

Table 4

T-Test of Significance for the Combined Bipolar Adjective Scores of the Chicano Adolescents and the Librarians (the Scores for The Underdogs, Viva Chicano, and Durango Street Are Grouped Together)

	Mean	Pooled variance estimate		
		T-values	DF	2-Tail prob.
Librarians	1.7762	-1.01	9	.319
Chicano adolescents	2.0797			



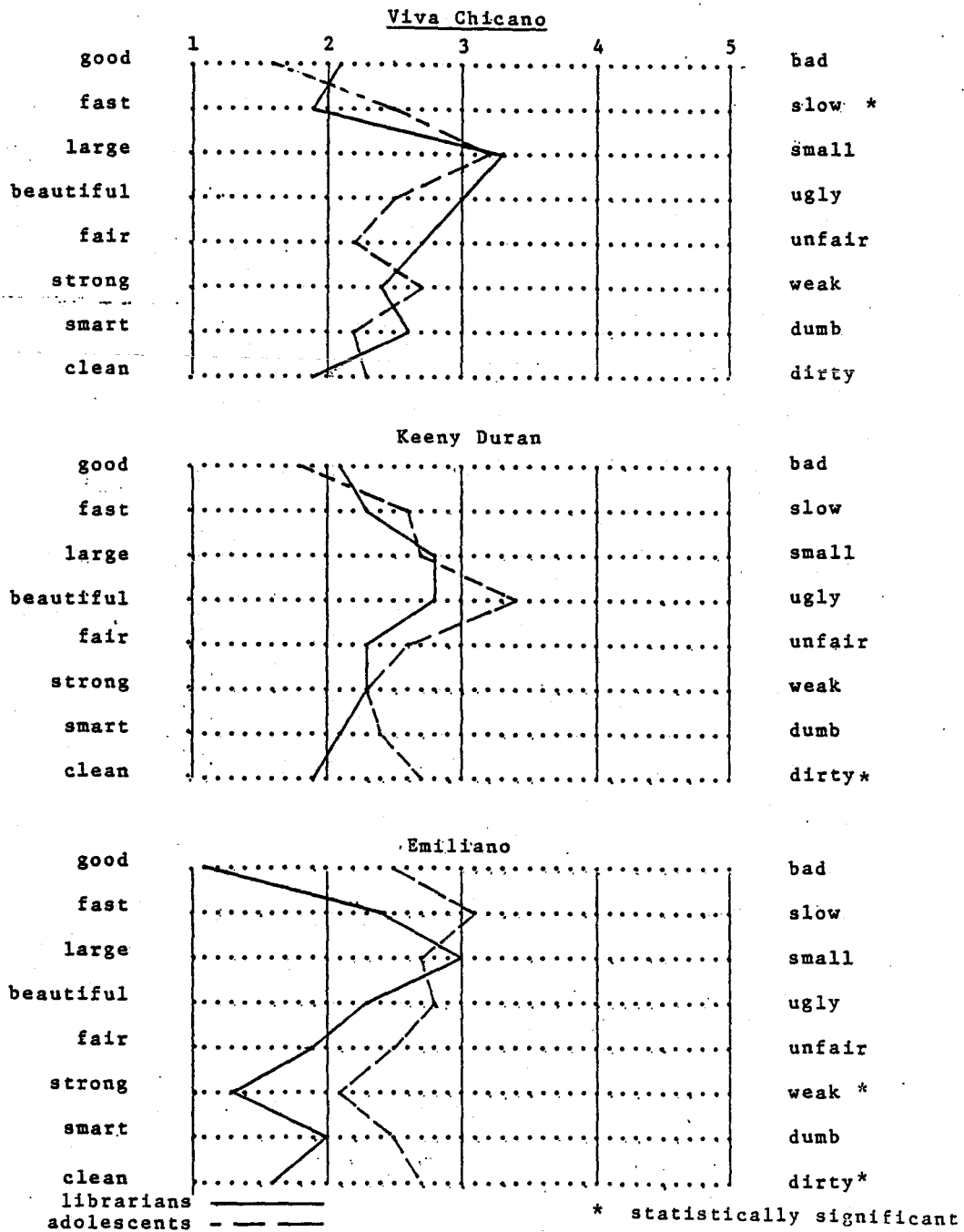


Figure 1. A Profile of the Evaluations of the Semantic Differential for Viva Chicano and the Two Main Characters, Keeny Duran and Emiliano.

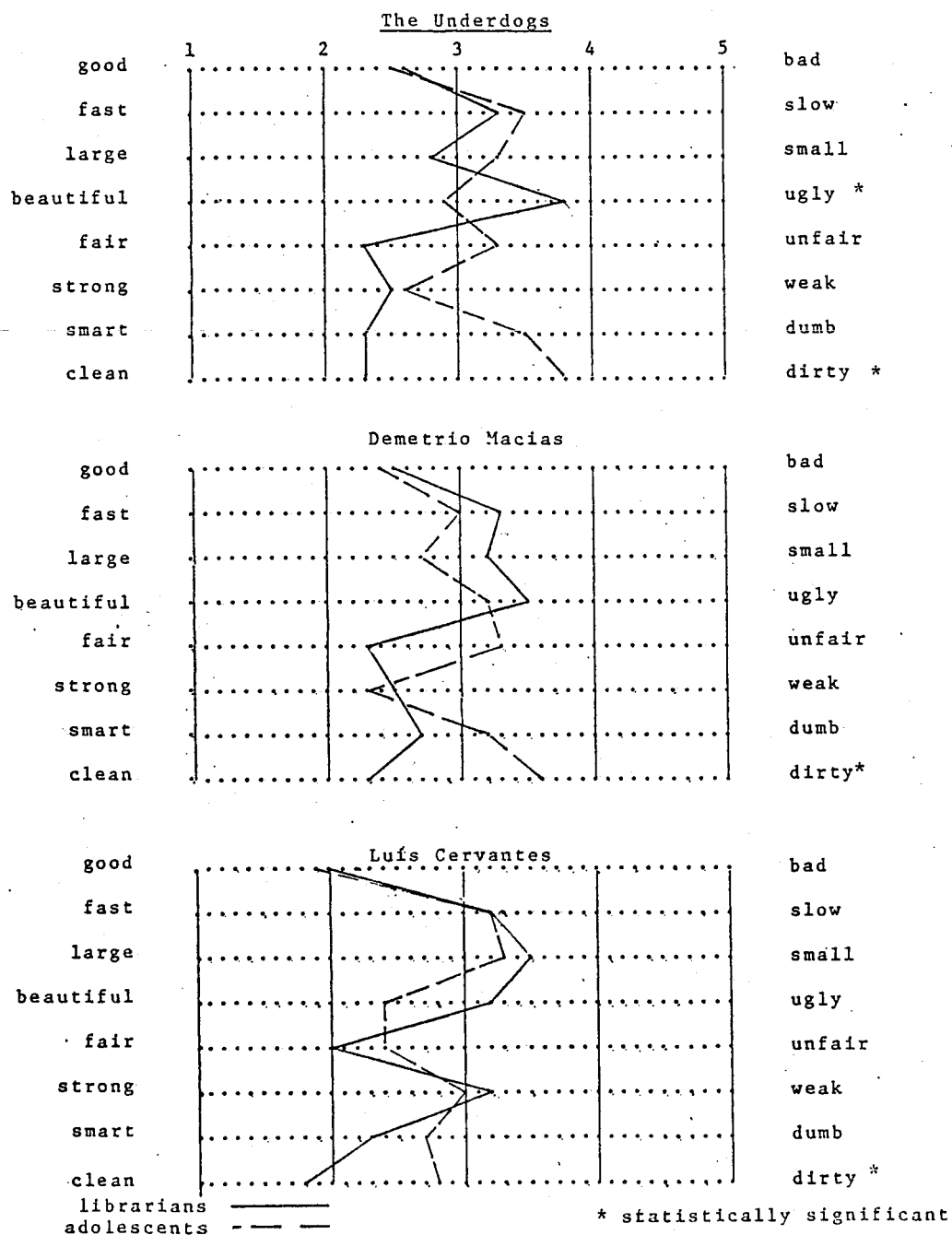


Figure 2. A Profile of the Evaluations of the Semantic Differential for The Underdogs and the Two Main Characters, Demetrio Macias and Luis Cervantes.

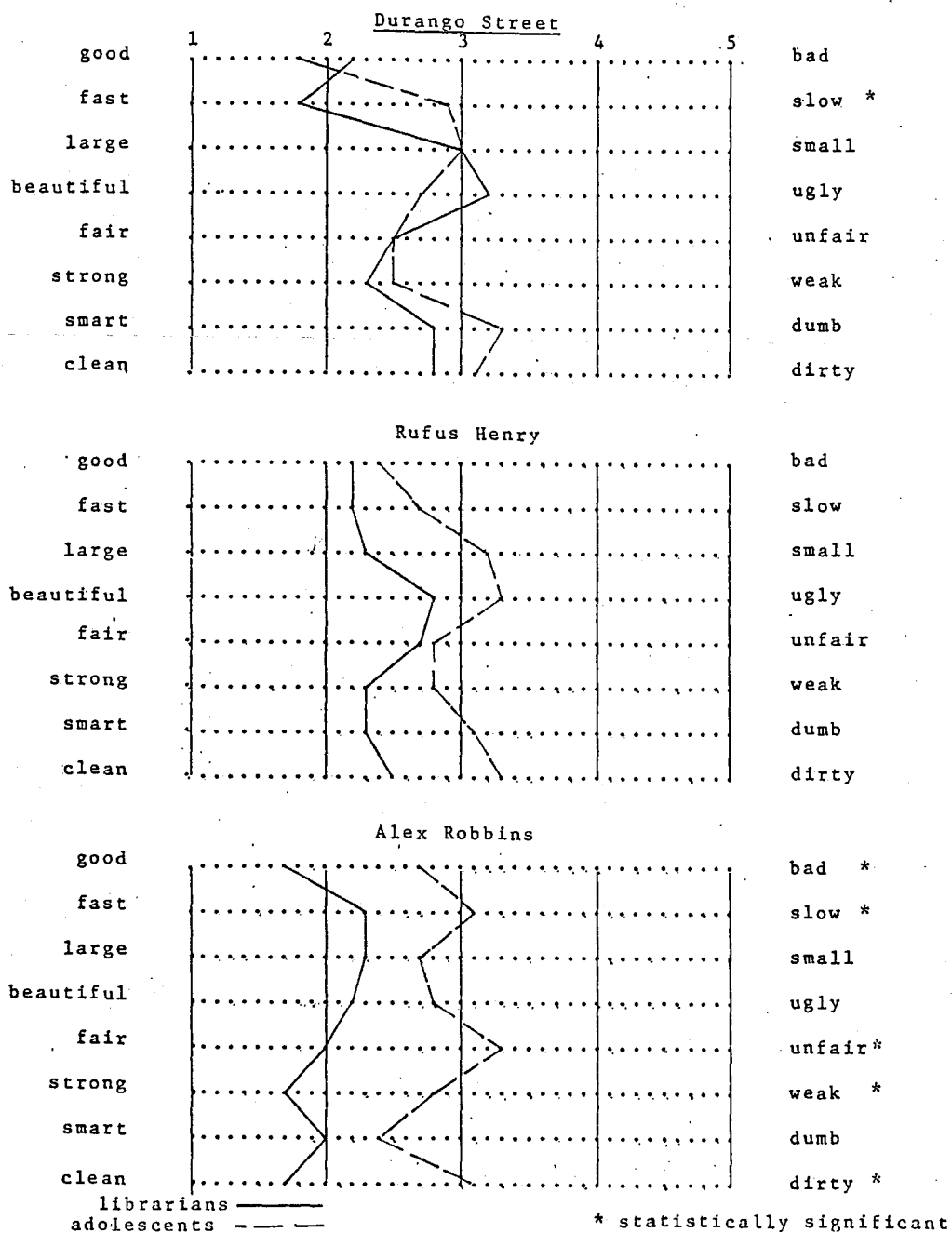


Figure 3. A Profile of the Evaluations of the Semantic Differential for Durango Street and the Two Main Characters, Rufus Henry and Alex Robbins.

adolescent and librarian evaluations follow each other closely.

The SDS profiles of Durango Street in Figure 3 also follow this pattern. The evaluation profiles for the entire book were consistently parallel and indicate substantial agreement between librarians and students. The profile for Rufus Henry also showed this agreement. However, the evaluation profile for Alex Robbins diverged.

As seen in Table 4, a t-test of significance for the combined bipolar adjective scores of the Chicano adolescents and the librarians for the three books did not produce a significant t-value. This finding also lends support to the notion that Chicano adolescents and librarians can reach agreement in their perceptions and evaluations of Chicano adolescent literature. The differences that developed in the evaluation suggest some inconsistencies or discrepancies that are examined later in this chapter. The ensuing discussion focuses on the areas of agreement in the evaluation of the three books which were examined in this study.

#### Areas of Agreement

Table 5 consists of a breakdown of the areas of agreement in the evaluations done by the Chicano adolescents and the librarians. These findings are grouped according to the overall book evaluations and the evaluations of the two main characters of each book. They are also grouped according to the factors of evaluation, potency, and activity.

This table reveals that there was a fairly consistent agreement in the overall evaluation of the books. The adolescents and the

Table 5

A Breakdown of the Areas of Agreement in the Evaluation By Chicano Adolescents and Librarians, Grouped According to the Books, Main Characters, and the Factors of Evaluation, Potency, and Activity

	Durango Street			Viva Chicano			The Underdogs		
	Overall	Rufus	Alex	Overall	Keeny	Emiliano	Overall	Demetrio	Luis
<b>Evaluation</b>									
Good--bad	A <sup>a</sup>	A	D	A	A	A	A	A	A
Beautiful--ugly	A	A	A	A	A	A	D	A	A
Fair--unfair	A	A	D	A	A	A	A	A	A
Smart--dumb	A	A	A	A	A	A	A	A	A
Clean--dirty	A	A	D	A	D	D	D	D	D
<b>Potency</b>									
Large--small	A	A	A	A	A	A	A	A	A
Strong--weak	A	A	D	A	A	D	A	A	A
<b>Activity</b>									
Fast--slow	D	A	D	D	A	A	A	A	A

<sup>a</sup>A = agreement; D = disagreement

	N	%
Agree	57	79
Disagree	15	21
Total	72	100

librarians were in agreement in seven out of eight variables in the evaluation of Durango Street and Viva Chicano and in six out of eight variables in the evaluation of The Underdogs.

Although the main characters of the stories seemed to represent the main differences in the evaluation procedure, there was still an almost uniformly represented agreement in the evaluations of the main characters of the three stories. Rufus Henry, the main character of Durango Street, received a totally consistent evaluation from the Chicano adolescents and the librarians. There was agreement on all eight variables. Keeny Duran, the main character of Viva Chicano, and Demetrio Macias and Luis Cervantes, both main characters of The Underdogs, all received evaluations that were in agreement in seven out of eight ratings. Emiliano, the symbolic main character of Viva Chicano who existed only in the mind of Keeny, received ratings that were in agreement in six out of eight cases. This still represents a strong agreement between the decisions of the librarians and the Chicano adolescents. The only character who elicited substantially divergent evaluations from the librarians and the Chicano adolescents was Alex Robbins, the second main character of Durango Street. The case of Alex Robbins is discussed separately in this study.

#### T-Test Score

A t-test of significance for the combined scores of the Chicano adolescents and the librarians revealed that their evaluations did not differ in two of the three selected books. Table 6 demonstrates that Viva Chicano and Durango Street each had insignificant t-values.

Table 6

T-Test of Significance for the Combined Bipolar Adjective Scores of the Chicano Adolescents and the Librarians, Grouped According to the Three Evaluated Novels, The Underdogs, Viva Chicano, and Durango Street

		Pooled variance estimate			
		Mean	T-values	DF	2-Tail prob.
Book 1 <sup>a</sup>	Group 1 <sup>b</sup>	1.7454	-3.72	30	.001
	Group 2	2.8297			
Book 2	Group 1	2.0324	.15	30	.768
	Group 2	1.9710			
Book 3	Group 1	1.5509	.21	30	.834
	Group 2	1.4384			

<sup>a</sup>Book 1 = The Underdogs; Book 2 = Viva Chicano, Book 3 = Durango Street.

<sup>b</sup>Group 1 = librarians; Group 2 = Chicano adolescents.

Table 6 also shows a significant t-value of -3.72 for The Underdogs, verifying that there was a significant difference in perception between the librarians and the Chicano adolescents in this case.

The findings in the cases of Viva Chicano and The Underdogs support the interpretation that librarians can select books that Chicano adolescents can identify with and enjoy. However, the implications need to be studied further. The following discussion of the areas of disagreement suggests feasible interpretations and implications.

#### Discrepancy Analysis

The overall evaluation of The Underdogs produced two significant differences out of a total of eight bipolar adjectives. The significantly different bipolar adjectives were "clean-dirty" and "beautiful-ugly," both representing the factor of evaluation. Demetrio Macias and Luis Cervantes, the two main characters of The Underdogs, were perceived differently on "clean-dirty," an evaluation factor. Table 7 verifies that the evaluation of The Underdogs and the two main characters produced a total of four significant differences out of a possible total of twenty-four evaluation items, or 16 percent of the evaluation items.

The Underdogs was the only novel evaluated in this study that developed a significant t-value overall. Individually the evaluations of the Chicano adolescents and the librarians were not significantly different, but a comparison of the combined evaluation of The Underdogs overall and the two main characters was sufficiently different to produce a t-value of .001.



Table 7

A Breakdown of the Statistically Significant Differences in the Evaluations By Chicano Adolescents and Librarians of the Title and Main Characters from The Underdogs, Grouped According to the Factors of Evaluation, Potency, and Activity

	<u>The Underdogs</u>	Demetrio Macias	Luis Cervantes
Evaluation			
Good--bad			
Beautiful--ugly	D <sup>a</sup>		
Fair--unfair			
Smart--dumb			
Clean--dirty	D	D	D
Potency			
Large--small			
Strong--weak			
Activity			
Slow--fast			

<sup>a</sup>D = disagreement; A = agreement.

The overall evaluation of The Underdogs and the evaluations of the two main characters produced significant t-values only on the factor of evaluation. Table 8 indicates that there was one significant difference on "beautiful-ugly" and three on "clean-dirty."

Table 9 revealed similar findings for Viva Chicano. There was a similar pattern involving the bipolar adjectives loaded on the factor of evaluation. The overall evaluation of Viva Chicano produced significant differences on "fast-slow," which represent the factor of evaluation. The evaluation of Emiliano produced significant differences on "strong-weak," which are loaded on the factor of potency. Both Keeny Duran and Emiliano showed significant differences on "clean-dirty," which represent the factor of evaluation.

The evaluation of Viva Chicano and the two main characters produced a total of four significant differences, or 16 percent of the evaluation items. Table 10 contains the significant bipolar adjectives and their t-values. The table verifies that there were two significant differences for "clean-dirty" and one each for "strong-weak" and "fast-slow."

Durango Street was the book that produced the most significant differences. Table 11 contains a breakdown of the statistically significant differences in the evaluation of Durango Street and the two main characters. The overall book evaluation produced significant differences only on the activity factor of "fast-slow." Rufus Henry, the main character of the story, produced no significant differences. Alex Robbins, the second main character in the book, produced perhaps the most interesting results. Five out of the eight bipolar adjectives

Table 8

T-Test of Significance for the Bipolar Adjective Scores of the Chicano Adolescents and the Librarians in the Evaluation of The Underdogs and the Story's Main Characters, Demetrio Macias and Luis Cervantes (These Scores Are Based on Osgood's Semantic Differential Instrument)

		Pooled variance estimate			
		Mean	T-values	DF	2-Tail prob.
<u>The Underdogs</u>					
Beautiful--ugly	L <sup>a</sup>	3.8333	2.56	27	.017
	C	2.9130			
Clean--dirty	L	2.3333	-4.03	26	.000
	C	3.8182			
Demetrio Macias					
Clean--dirty	L	2.3333	-3.73	27	.001
	C	3.9565			
Luis Cervantes					
Clean--dirty	L	1.8333	-1.66	27	.109
	C	2.8261			

<sup>a</sup>L = librarians; C = Chicano adolescents.

Table 9

A Breakdown of the Statistically Significant Differences in the Evaluations By Chicano Adolescents and Librarians of the Title and Main Characters from Viva Chicano, Grouped According to the Factors of Evaluation, Potency, and Activity

	<u>Viva Chicano</u>	Keeny Duran	Emiliano
Evaluation			
Good--bad			
Beautiful--ugly			
Fair--unfair			
Smart--dumb			
Clean--dirty		D <sup>a</sup>	D
Potency			
Large--small			
Strong--weak			D
Activity			
Slow--fast	D		

<sup>a</sup>D = disagreement

Table 10

T-Test of Significance for the Bipolar Adjective Scores of the Chicano Adolescents and the Librarians in the Evaluation of Viva Chicano and the Story's Main Characters, Keeny Duran and Emiliano  
(These Scores Are Based on Osgood's Semantic Differential Instrument)

		Pooled variance estimate			
		Mean	T-values	DF	2-Tail prob.
<u>Viva Chicano</u>					
Fast--slow	L <sup>a</sup>	1.8889	-2.59	26	.016
	C	2.5263			
Keeny Duran					
Clean--dirty	L	1.8750	-1.41	24	.024
	A	2.7222			
Emiliano					
Strong--weak	L	1.2857	-1.79	22	.087
	C	2.0588			
Clean--dirty	L	1.5714	-3.53	22	.002
	C	2.7095			

<sup>a</sup>L = librarians; C = Chicano adolescents.

Table 11

A Breakdown of the Statistically Significant Differences in the Evaluation of Chicano Adolescents and Librarians of Durango Street and the Two Main Characters, Grouped According to the Factors of Evaluation, Potency, and Activity

	<u>Durango Street</u>	Rufus Henry	Alex Robbins
Evaluation			
Good--bad			D <sup>a</sup>
Beautiful--ugly			
Fair--unfair			D
Smart--dumb			
Clean--dirty			D
Potency			
Large--small			
Strong--weak			D
Activity			
Fast--slow	D		D

<sup>a</sup>D = disagreement.

proved statistically significant. These significant differences were in "good-bad," "fair-unfair," and "clean-dirty," all of which are loaded on the factor of evaluation. The significant potency factor was "strong-weak." There was also a significant difference in the activity factor of "fast-slow."

Table 12 contains the significant bipolar adjectives and their t-values. This table indicates that the overall evaluation of Durango Street produced two significant differences on the adjectives of "fast-slow" and one each for "good-bad," "fair-unfair," "strong-weak," and "clean-dirty." Most of these differences appeared in the evaluation of Alex Robbins.

The data gathered in this study indicate that one of the areas of significant differences was in the evaluation of Alex Robbins, one of the main characters of Durango Street. These differences appear to be of such significance that they warrant further investigation and elaboration. This section discusses the case of Alex Robbins and entertains a number of possible explanations for the discrepancies.

A number of explanations can be considered in developing an interpretation of differences in perception between the librarians and the Chicano adolescents in the evaluation of the main characters of Durango Street, Rufus Henry and Alex Robbins. It is not possible to pinpoint the specific reasons for this incongruence in evaluation, but it is helpful and necessary to consider all of the possible explanations, many of which overlap, and start developing questions

Table 12

T-Test of Significance for the Bipolar Adjective Scores of the Chicano Adolescents and the Librarians in the Evaluation of Durango Street and One of the Story's Main Characters, Alex Robbins (These Scores Are Based on Osgood's Semantic Differential Instrument)

		Pooled variance estimate			
		Mean	T-values	DF	2-Tail prob.
<u>Durango Street</u>					
Fast--slow	L <sup>a</sup>	1.8333	-4.48	16	.000
	C	2.9167			
Alex Robbins					
Good--bad	L	1.6667	-2.20	15	.044
	C	2.7273			
Fast--slow	L	2.3333	-2.81	15	.013
	C	3.0909			
Fair--unfair	L	2.0000	-2.41	15	.029
	C	3.2727			
Strong--weak	L	1.6667	-2.65	15	.018
	C	2.8182			
Clean--dirty	L	1.6667	-4.35	15	.001
	C	3.0909			

<sup>a</sup>L = librarians; C = Chicano adolescents.



for further research. Some possible areas for interpretation that would be considered are social class, generational differences, and culture.

### Generational Differences

The factor of age may be seen as a contributing factor in this difference of perceptions between the Chicano adolescents and librarians.

We can infer that the librarians involved in the study perceived Alex Robbins as a fellow adult, fulfilling the adult role of maintaining and enforcing order. The Chicano adolescents evaluating Robbins do not seem to have the same perception based on their different experience as adolescents. While they perceive Alex as performing an adult role, they also see him interfering with the order of adolescence. This may be the order and reality of "the street," the juvenile gang pecking or social order. Or, it may be a matter of preserving the rights of adolescence.

Alex Robbins is preserving the adult, establishment order, and the adolescents may perceive that he is carrying out his adult role at the cost of violating the adolescent code of honor that exists in the life of Rufus Henry and, most likely, the Chicano adolescent as well. Based on this shared experience, the Chicano adolescents probably would affiliate more with the experience and reality of Rufus Henry. They may perceive Alex Robbins and his intentions as a social worker as neither realistic nor necessary. Age in this discussion may be one of the most important variables in this difference of opinion and perception.

### Cultural Factors

Frank Bonham, the author of Durango Street, may have chosen to portray Alex Robbins as a Black in an attempt to present a social worker with whom Rufus Henry and the adolescent readership could most relate. The story is structured so that the reader is always anticipating the arrival of Ernie Brown, the supposed absent father of Rufus. Alex Robbins appears on the scene, almost in response to Rufus Henry's need for a father figure. Rufus at first rejects this establishment person who is trying to direct him toward a new order in his life. Rufus eventually accepts Alex's efforts and they begin developing a pseudo-father-son relationship.

The obvious split in evaluation revealed by the semantic differential instrument supports the idea that the Chicano adolescent readers cannot accept Alex Robbins on the same terms as Rufus Henry did. This rejection of Alex on the part of the Chicano adolescent readers seems to be an indication of the gap between relevancy or authenticity of what the writer intended and what the readers perceived. Frank Bonham may have intended to create a social worker who was culturally much closer to Rufus Henry and his experience, and there was no closer a move than to portray him as a Black man. However, the Chicano adolescents could not be drawn to accept Alex Robbins as Rufus did.

It may be that the Chicano adolescent readers sensed the lack of cultural authenticity in the development of the character of Alex Robbins. The only way one realizes that Alex Robbins is Black is because the author informs the reader. There was nothing in the cultural development of Alex Robbins that would inform the reader of

Robbins's background. It may be that the Chicano adolescents reading the book were not convinced of the cultural authenticity and relevance of Robbins. In the eyes of the reader, he remained a flat, colorless, unconvincing character.

The Chicano adolescent readers showed themselves very capable of making judgments regarding the cultural authenticity of the books evaluated. For example, one Chicano adolescent did not recommend Viva Chicano because he was concerned about its authenticity:

. . . the book just shows how a young vato is on the edge of pulling tiempo, going to court and to top it off this author puts that Kenny's own jefita goes to court and tries to put him in a foster home or something. Now you know for a fact that this ain't something good to read about. . . .

This student stresses that the book is a bad influence on Chicanos.

The Chicano adolescent was obviously concerned about the lack of cultural authenticity or relevance in Viva Chicano.

#### Social Status Factors

Social status encompasses a number of factors such as role, economic status, and membership in socially desirable groups.

Naturally, social background affects the way an individual perceives reality and reacts to it. It is entirely possible that the Chicano adolescents and the librarians evaluating this literature differed in their perceptions because of their different social status. The adult librarians may have related well with Alex Robbins and his establishment preserving function as a social worker intent on breaking up gangs. The librarians agreed in principle with the intentions of Alex Robbins and his role.

In the same manner, the Chicano adolescent evaluators may have made an association with the background of Rufus Henry. Rufus is a street-wise kid who has been in trouble with the authorities and is currently on probation. Yet he is honest and sincere and is trying to make a genuine effort at improving his own situation. He has the temptation and pressure of his street friends to steer him into gang life, as well as the reality of the ghetto, which requires membership in gangs to survive with any dignity.

The Chicano adolescents involved in the evaluation process had all been participants in the High School Equivalency Program (H.E.P.) at the California State University, Fresno. The program primarily serves Mexican American migrant students of low socioeconomic status who, for one reason or another, have dropped out of school and have now returned to complete their high school diploma.

One can assume that the Chicano adolescents could relate and empathize with the experiences of Rufus Henry. Their positive evaluations in the SDS seem to attest to the loyalty of the Chicano adolescents toward Rufus. Although they may not disagree with Alex Robbins and his intent to keep Rufus out of trouble, they empathize with the dilemma of Rufus Henry and feel a definite allegiance.

The basic areas of difference in this evaluation procedure seem to evolve around the question of what one considers authentic or relevant to one's experience. These qualities are discussed further in the CIBC portion of this study.

### The CIBC Instrument

The librarian responses in this phase of the study strongly suggest that the CIBC instrument was of limited utility. This perception demonstrated itself primarily through the number of evaluation criteria that remained unanswered by the librarians. The following discussion explores some of this reasoning.

Many of the librarians indicated that almost all of the evaluation items in the instrument were not applicable to the books being evaluated. Other librarians indicated through notations they attached on the CIBC instrument or actual written comments alongside the items that a great many of the items were not useful in evaluating the selected samples of Chicano adolescent literature.

A possible explanation for this difficulty is the specific nature and construction of the instrument. It is very comprehensive and includes a variety of factors and considerations regarding the varied body of Chicano adolescent literature. There is a total of seven different evaluation categories in the instrument, and each evaluation category has approximately four subcriteria for evaluation. Altogether, there are twenty-three different evaluation items. As a result of its own comprehensiveness, the instrument seems to cover a substantial and perhaps overwhelming number of evaluation criteria that may not be relevant or applicable to all or the majority of the extant Chicano adolescent literature.

Another element to consider in this discussion is that the panel of experts in this study was asked to recommend the best examples

of Chicano adolescent literature. As a result of their unfamiliarity with this body of literature, or the actual unavailability of such books, they may have ultimately recommended a very diverse selection of literature that might be read by Chicanos, but was not truly Chicano adolescent literature. Of the three books actually selected for inclusion in this study, only one of them, Viva Chicano, may be considered an example of Chicano adolescent literature. The Underdogs is a celebrated novel of the Mexican revolution written in Spanish that was translated into English. Durango Street deals exclusively with the experiences of Black youths growing up in Central Los Angeles. In reality, the CIBC instrument could only have been realistically applied to one of the three selected novels. And even then, the evaluations of Viva Chicano done by the librarians using the CIBC evaluation instrument contained numerous indications of N/A (not applicable) or comments of inappropriateness.

#### Ranking of Evaluation Criteria

Librarians were asked to rank the criteria which they considered most important in selecting or rejecting Chicano adolescent literature they were evaluating. The investigator asked the sampled librarians to rank the evaluation criteria of the CIBC instrument for evaluating Chicano adolescent literature. The criteria which were most highly rated by the librarians were authenticity and relevancy, followed by literary quality. The following were the specific definitions of the selected criteria as they were provided for the librarians in the CIBC

evaluation instrument. The complete instrument appears in the appendix to this study.

### Authenticity

Is the book authentic?

1. What is there to indicate the author's expertise in writing in this area? For example, is the author Chicano?

2. If the book indirectly or directly compares Chicano and Anglo cultures, are Anglo norms and standards considered the only acceptable norms? Does the comparison in any way imply that Chicano norms are unacceptable or lesser in any way?

3. If the book is considered historical fiction, does it present the Chicano heritage and history from a Chicano perspective or through Chicano characters?

### Relevancy

1. Is the book relevant to the Chicano experience? Are the main characters Chicano? Is it totally clear that they are Chicano and not Mexican nationals living in the U.S. or people who happen to speak with a Spanish accent?

2. Are the Chicanos in the story presented as foreigners rather than U.S. citizens? If they are presented as Americans, do they somehow come through as intruders, outsiders, or second-class citizens?

3. Does the book depict ordinary Chicano people as worthwhile individuals?

### Literary Quality

Will young people enjoy this book? Do you consider it to be well written and illustrated?

As demonstrated by the ranking scores in Table 13, the criteria of authenticity and relevancy were ranked almost identically, with scores of 1.705 and 1.882. One can reasonably infer, based on the ranking scores, that the criteria of authenticity and relevancy were viewed as a virtual unit by the majority of the librarians and can most likely be interpreted and discussed as one category, the criterion of facticity or reality. The criterion of literary quality is ranked next at 2.352, and the other ranked criteria quickly drop off.

Language, the next criterion in the ranking, drops to a rating of 4.410. It seems safe to conclude, therefore, that the most important criteria for evaluation selected according to this ranking are authenticity and relevancy, combined as the factor of reality, and the criterion of literary quality.

Based on the sampling of the librarians' personal comments of the evaluated literature, positive comments in praise of the book seemed primarily to refer to the element of realism of the novel. For example, the following comments were made in reference to The Underdogs: "Provides a realistic look at good and bad aspects of the Mexican Revolution"; "A good historical novel"; "Interesting story, realistic portrayal of the feelings and lives of the Mexican revolutionaries." These comments all seemed to be in reference to a positive quality in The Underdogs. They involved either the qualities of authenticity or relevancy. However, whenever a librarian disapproved



Table 13

A Comparison of the Ranking of the Evaluation  
Criteria in the Council on Interracial  
Books for Children Instrument for  
Evaluating Chicano Adolescent  
Literature

Criteria	Ranking
Authenticity	1.705
Relevancy	1.805
Literary quality	2.352
Language	4.410
Racist stereotypes	5.352
Sexist stereotypes	5.705

of The Underdogs, these negative evaluative comments tended to center around literary qualities. The following are some negative comments regarding The Underdogs: "I found the book depressing, fragmented, and occasionally intelligible; it had little to redeem it." "This is a slow, boring, disjointed, poorly written book."

Although the limited sampling of the study does not permit the investigator to make any cause-and-effect inferences, it is still possible and necessary to raise certain points for discussion. One can possibly infer, based on the findings of this study, that librarians value highly the evaluation criteria of relevance and authenticity in selecting Chicano literature for Chicano adolescents. It also seems that the evaluation criteria of literary quality may be given added weight in the rejection of this same body of literature. One book may be recommended based on its merits of "realism." Another book may be considered "not recommended" based on its lack of literary quality. This element needs further clarification in future studies before the investigator can arrive at any conclusions or recommendations.

#### Summary

The results of this study seem to support the idea that there are strong similarities in the way that Chicano adolescents and librarians from Anglo and middle-class backgrounds perceive the same literature.

The factor of evaluation represented the majority of the statistically significant differences in the semantic differential scale portion of this study. Factorial clustering of the bipolar

adjectives seems to indicate that the factor of evaluation is perhaps the most sensitive to the attitude differences of the librarians and the Chicano adolescents. The evaluation bipolar adjectives may be the most useful in future studies measuring attitudes and perceptions. It also seems appropriate to continue utilizing the semantic differential in the process of evaluating Chicano adolescent literature and to measure the perceptions of different groups to literature.

The significant and interesting findings regarding Alex Robbins of Durango Street, arrived at with the semantic differential scale, revealed significantly different perceptions between the librarians and the Chicano adolescents. Possible explanations were presented and discussed in this chapter. These results are further discussed in Chapter 5.

The statistical findings of the study would seem to indicate that there is not a significant difference in the way that Chicano adolescents and librarians perceive literature, as measured by the semantic differential scale. This would tend to support the position that librarians in fact have been accurately identifying and selecting literature that Chicano adolescent readers will enjoy. However, there are a number of alternative qualifications that must be considered such as the actual availability of this literature and the familiarity of librarians with this literature.

The criteria ranking in the CIBC instrument reveals that librarians consider authenticity and relevancy the most important considerations in selecting or rejecting a Chicano adolescent book, and the criterion of literary quality was ranked a very close third.

However, a comparison of the librarian comments regarding the evaluated literature indicates that literary quality seemed to be the main criterion when a book was being downgraded. Based on these limited findings, it appears that literary quality is the most important criterion rather than authenticity or relevance. The implications of these findings are further discussed in Chapter 5.

## Chapter 5

### SUMMARY

The primary concern of this study was to determine if there were significant differences in the way that Chicano adolescent literature was perceived by Chicano adolescents and librarians.

Libraries serve very important functions and roles in school and society. They have been centers of learning and depositories of knowledge as well as sources and havens for learning. Perhaps most importantly, they are also places where the desire for learning and reading could be nurtured and fostered, where the reluctant reader could be introduced to the wonder and magic of literature and learning.

Demographics regarding Chicano youths in public schools verify that, for many, the magic and wonder of reading has been a missing element. This is attested by the high dropout rate and low academic achievement scores of Chicano youths in our public schools.

However, there is also a scarcity of literature that investigates any aspect of Chicano youths and reading. There are many questions regarding reading and Chicano adolescents that have not been approached in previous studies, and it has been the intent of this study to make a contribution to this body of knowledge. This dearth of research invites and encourages this research project and justifies its importance.

### Discussion and Conclusions

A number of implications developed around the main findings of this study, that there is a lack of significant difference in the perceptions of Chicano adolescents and librarians. One implication developed around a prevalent position in literature. This concern centered around the question of what place Anglos play in the creation and evaluation of Chicano adolescent literature.

Chapter 2 discussed a substantial body of literature which questioned whether librarians as a whole were sufficiently informed about the experience and background of Chicano adolescents to make book selections that these youths would enjoy. The Council on Interracial Books for Children's Bulletin in particular has devoted much room to exploring the limits of our current libraries and librarians in providing accurate and appropriate reading selections for Chicano adolescent readers. The finding is that librarians and Chicano adolescents agree in their perceptions of literature and clearly suggests that professional librarians can make accurate selections of literature. If this is the case, a number of related questions remain to be answered. The first has to do with the applications of this research finding to the reality of the library systems.

In a Bulletin double issue devoted to the status of children's books for Chicanos, five articles explored the problems of establishing library collections that are free of racism and stereotypes. The general mood of the articles was that current library systems and staffs were not sufficiently informed about the Chicano experience to make

positive literature selections. Taking into account the finding that librarians can make accurate selections, how is this reconciled with the expressed opinion in the extant literature? A reasonable response is that this study has uncovered some important commonalities and has affirmed that there is a basic understanding between librarians and Chicano adolescents.

At the same time, the differences identified in the evaluation of Alex Robbins hint at an important source of disparity in perception. The secondary analysis in Chapter 4 found that the differences in perception between the Chicano adolescents and the librarians revolved around the elements of generational, social, and cultural status. These elements are drawn around the question of relevant experience, or authenticity. The data seemed to indicate a perceptual difference between Chicano adolescents and librarians regarding the interpretation of relevant and authentic portrayals in literature, as witnessed by their vastly different views of Alex Robbins.

Although the librarians indicated in the study that they weighed the criteria of authenticity and relevance most heavily in their selection of Chicano adolescent literature, the librarian evaluations of the sampled books revealed that literary quality appeared to be the primary criterion of rejection. The Chicano adolescents did not have this same split, and they related strongly to characters they perceived as authentic. This finding is important because librarians may choose to reject a book or reading material based on its supposed literary quality, when in reality the book's authenticity and relevance may make it the kind of realistic

literature that will excite and encourage the reluctant Chicano adolescent reader.

A prime example of this situation is the growing body of literature that is devoted to the Chicano "lowriding" phenomenon. Magazines such as Q-V0 and Lowrider exist primarily on a Chicano adolescent reading clientele. These magazines are widely read by Chicano adolescents because they speak directly to the Chicano adolescent experience. Yet, it is unlikely that these magazines would fulfill the traditional criterion of literary quality and be included in the adolescent collection of a public library.

However, magazine subscriptions and the subsequent binding and storage of the magazines can be financially prohibitive for libraries. It is not reasonable to ask librarians to devote a significant part of their budgets to magazine subscriptions. But it is entirely reasonable and practical to recommend that librarians give the criteria of authenticity and relevance at least equal importance to literary quality in the selection of Chicano adolescent literature.

If authenticity and relevance were the primary criteria for evaluating Chicano adolescent literature, conceivably there could be more agreement between the librarian selections and the Chicano adolescents' reading tastes and interests. One may also conclude that this improved agreement would enhance Chicano adolescent reading collections in public libraries and would foster reading among Chicano adolescents.

Although the librarians involved in the study were eager to assist in carrying out the project, they were soon expressing their



frustration and dismay over the amount of time involved in conducting the evaluations for each of the books with the CIBC instrument. They were equally dismayed that many of the twenty-three evaluation items were so narrow and specific that they were applicable to very few of the books. In short, they did not find the instrument insightful or helpful.

These findings also support the opinion that an external Chicano adolescent literature evaluation source such as the Council on Interracial Books for Children can contribute much toward improving the evaluation and selection process for this literature. Although the results of this study indicate that librarians have been reasonably successful in selecting literature that Chicano adolescents will enjoy, these same results indicate that the librarians can improve their selection process through the assistance of an external Chicano adolescent literature evaluation source such as the service that has occasionally been provided by the Council on Interracial Books for Children. This assistance would consist of external evaluations of current examples of Chicano adolescent literature that librarians would be considering for inclusion in their collections. These evaluations would provide important insight to the librarians and would complement the individual evaluation that each librarian would be making in matters of literary quality and language. It would be a more extensive and inclusive evaluation that the librarians would individually have time to conduct.

### Implications for Further Research

This researcher was struck by the difficulty that librarians had in identifying the five best examples of Chicano adolescent literature. Many of the librarians were only able to identify three examples, and many of their selections were not Chicano adolescent literature at all but Black or Puerto Rican literature. Two research recommendations arise from this experience.

The review of research and scholarly opinion did not reveal any studies or annotated bibliographies devoted exclusively to Chicano adolescent literature. Such a study would describe the quantity and quality of this literature and would serve as a useful resource for teachers and librarians alike.

A similar recommendation is directed at writers and developers of literature and instructional materials. The review of the literature and the experience of the librarians involved in the study verifies that the body of extant Chicano adolescent literature is actually very limited. Writers from Chicano backgrounds or who are knowledgeable about the Chicano experience should consider contributing to this limited body of literature. The growing number of Chicano children in the public schools gives this recommendation a sense of urgency.

A final recommendation revolves around the criterion of literary quality. The discrepancy regarding ranking of evaluation criteria in the study brings to light the concern for defining literary quality. Personal values seemed to enter into the question of what constituted literary quality for the librarians involved in the study, as witnessed

by the fact the librarians downgraded literature on the basis of literary quality but approved literature on the basis of authenticity and relevance. Future studies in this area could develop an analytical discussion among librarians regarding the problem of arriving at a definition of literary quality.

### Summary

The statistical findings of this study seem to indicate that there is no significant difference in the way that Chicano adolescents and librarians perceive Chicano adolescent literature. This would support the position that public school librarians have been accurately selecting literature that Chicano adolescent readers will enjoy. However, this study also presented other explanations and implications that must be considered before one can arrive at any definitive conclusion. The study also confirmed the place of external literature evaluation sources and rating services such as those provided by the Council on Interracial Books for Children in the evaluation of Chicano adolescent literature.

The findings of this investigation serve as reminders of the importance of authenticity and relevance in Chicano adolescent literature. Adolescence is a difficult and demanding stage of development, especially for minority background youths who often suffer from unemployment, poverty, racism, and an often bruised self-image. Librarians and teachers may continue to make a significant impact in the lives of Chicano youths when they carefully consider the importance of authenticity and relevance in the process of selecting literature to share with these youths. In this manner, they will make available

to these youths literature that interests them personally and provides an increasing opportunity for self-assessment and strengthening in one's own self-concept.

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## APPENDICES

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APPENDIX A

CORRESPONDENCE AND LIBRARIAN QUESTIONNAIRE

## FRESNO UNIFIED SCHOOL DISTRICT

## CURRICULUM/STAFF DEVELOPMENT


Robert E. Case  
Assistant Administrator  
Curriculum Development

Elizabeth P. Simpson  
Administrator

Loren K. Ebersole  
Assistant Administrator  
Staff Development

May 6, 1981

TO: Secondary Librarians

FROM:  June Benck  
District Librarian, Secondary

REGARDING: SURVEY

Juan Flores has been authorized to do research in our school District. He has received direction from Dr. Gordon Lindberg, Coordinator of Testing/Research, regarding procedures for gathering data.

I have worked with Mr. Flores in regard to the survey. Please give this your attention. I think all librarians will benefit from the information gathered.

Thank you.

JB:sj  
cc: Dr. Gordon Lindberg

May 11, 1981

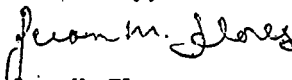
Dear

I am a doctoral student in Education at the University of the Pacific in Stockton, California. I am currently in the process of writing my doctoral dissertation entitled "A Study in the Use of Osgood's Semantic Differential in the Evaluation of Chicano Adolescent Literature." My hope is that the findings of this study will be of use to librarians in the selection of library materials.

For the purposes of this study, I will need the assistance of librarians in identifying currently available examples of Chicano adolescent literature. This study defines Chicano literature as literature that contains Chicano themes and/or characters. I would be most appreciative if you would fill out the enclosed questionnaire indicating what you consider to be popularly read examples of Chicano literature of high literary quality. Please return the form to me in the enclosed self-addressed envelope.

Your assistance towards the completion of this project is essential and greatly appreciated.

Yours Truly,

  
Juan M. Flores



QUESTIONNAIRE  
Chicano Adolescent Literature

LIBRARIAN:

Please list examples of popularly read Chicano adolescent literature of high literary quality.

1. Title \_\_\_\_\_  
Author \_\_\_\_\_  
Publisher \_\_\_\_\_  
Copyright date \_\_\_\_\_
2. Title \_\_\_\_\_  
Author \_\_\_\_\_  
Publisher \_\_\_\_\_  
Copyright date \_\_\_\_\_
3. Title \_\_\_\_\_  
Author \_\_\_\_\_  
Publisher \_\_\_\_\_  
Copyright date \_\_\_\_\_
4. Title \_\_\_\_\_  
Author \_\_\_\_\_  
Publisher \_\_\_\_\_  
Copyright date \_\_\_\_\_
5. Title \_\_\_\_\_  
Author \_\_\_\_\_  
Publisher \_\_\_\_\_  
Copyright date \_\_\_\_\_

Thank you very much for your assistance.  
Please return this form before May 22,  
1981 to the following address:

Name \_\_\_\_\_  
School \_\_\_\_\_

Juan M. Flores  
4881 E. Washington  
Fresno, Calif. 93727

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**APPENDIX B**  
**SEMANTIC DIFFERENTIAL SCALE**

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### THE SEMANTIC DIFFERENTIAL SCALE

**DIRECTIONS:**

This form is intended to help me understand how you feel about the book you have just read. You will be receiving three copies of this form, one for the story in general and one for each of the two main characters. Please fill out the three forms and rate the story and the two main characters on a scale of one to five using the eight pairs of words listed below.

---

BAD	1	2	3	4	5	GOOD
SLOW	1	2	3	4	5	FAST
LARGE	1	2	3	4	5	SMALL
BEAUTIFUL	1	2	3	4	5	UGLY
FAIR	1	2	3	4	5	UNFAIR
WEAK	1	2	3	4	5	STRONG
SMART	1	2	3	4	5	DUMB
CLEAN	1	2	3	4	5	DIRTY

Would you recommend this book to someone else?  
YES \_\_\_\_\_ NO \_\_\_\_\_

Why? \_\_\_\_\_

---

APPENDIX C

COUNCIL ON INTERRACIAL BOOKS FOR CHILDREN (CIBC)  
CHECKLIST FOR EVALUATING CHICANO ADOLESCENT  
LITERATURE

\_\_\_\_\_  
Name

\_\_\_\_\_  
Position

# CHECKLIST FOR EVALUATING CHICANO ADOLESCENT LITERATURE

DIRECTIONS: Please indicate the extent to which this book reflects the following criteria.

## A. LITERARY QUALITY

Will young people enjoy this book? Do you consider it to be well written and illustrated?

very 1 2 3 4 5 not at all

## B. RELEVANCY

Is the book relevant to the Chicano experience?

1. Are the main characters Chicano? Is it totally clear that they are Chicano and not Mexican nationals living in the U.S. or people who happen to speak with a Spanish accent?

very 1 2 3 4 5 not at all

2. Are the Chicanos in the story presented as foreigners rather than U.S. citizens? If they are presented as Americans, do they somehow come through as intruders, outsiders or second class citizens?

very 1 2 3 4 5 not at all

3. Does the book depict ordinary Chicano people as worthwhile individuals?

very 1 2 3 4 5 not at all

## C. AUTHENTICITY: Is the book authentic?

1. What is there to indicate the author's expertise in writing in this area? For example, is the author Chicano?

very 1 2 3 4 5 not at all

2. If the book indirectly or directly compares Chicano and Anglo cultures, are Anglo norms and standards considered the only acceptable ones? Does the comparison in any way imply that Chicano norms are unacceptable or lesser in any way?

very 1 2 3 4 5 not at all

3. If the book is considered historical fiction, does it present the Chicano heritage and history from a Chicano perspective or through Chicano characters?

very 1 2 3 4 5 not at all

- 2
4. If the book is a collection or anthology, to what degree are the selections representative of the variety of Chicano experience?

very      1      2      3      4      5      not at all

D. RACIST STEREOTYPES: Are the people, relationships and culture stereotyped?

1. Is there a commonness or uniformity among the Chicano characters? For example, are the illustrations of face, figure and/or setting stereotypical? Are the clothes, appearance, speech, manners, etc., described in ways which lead to generalizations about all Chicanos?

very      1      2      3      4      5      not at all

2. Is there a cultural hierarchy established, with Chicano culture treated as lesser? For example, is Chicano culture treated as having fewer achievements, more problems, or as being somehow less good than another culture? Are Chicanos represented as lazy and ignorant and Anglos as energetic and educated?

very      1      2      3      4      5      not at all

3. Are Chicanos placed in passive roles and Anglos in active roles? For example, are Chicanos shown as followers and not leaders, not possessed of ideas or initiative? Is the impression given that the welfare of Chicanos depends on the generosity and goodwill of Anglos?

very      1      2      3      4      5      not at all

4. Are the actions of Chicanos of a negative nature and those of Anglos positive? For example, are the actions of Chicanos portrayed as less mature or less competent than those of others?

very      1      2      3      4      5      not at all

E. SEXIST STEREOTYPES: Are the roles of women stereotyped?

1. Are women placed in passive roles? For example, are the females in the book merely part of the background for the important story of the males? Do the Chicanas take initiative and show imagination, or are they docile and submissive?

very      1      2      3      4      5      not at all

2. Is there a commonness or uniformity of the representation of women? For example, are they represented in the roles of dedicated Anglo school teachers or passive Chicana who is either the loving, patient mother, the pretty, admiring girl friend, or the scaredy-cat little girl?

very      1      2      3      4      5      not at all

3. Is a hierarchy of male vs. female, positive vs. negative qualities established? For example, are value judgements made about Chicanas in regard to their prettiness, attractiveness to males and ability to cook and produce babies?

very 1 2 3 4 5 not at all

F. LANGUAGE: Do the language and dialogue imply a put-down of Spanish or Chicano English?

1. Is there a difference in the value placed on language? Is Spanish regarded as unequal to English?

very 1 2 3 4 5 not at all

2. Is there a lack of understanding of the variations and cultural forms of language? For examples, are colloquialism and calo (slang) used inappropriately?

very 1 2 3 4 5 not at all

3. Does the author show a lack of understanding of the Spanish language? For example, are Spanish words and names misspelled or misused? Are accents improperly placed?

very 1 2 3 4 5 not at all

4. Is there a stereotyping of the language of Chicanos? For example, is "broken English" used as a device to demean or stereotype Chicanos? Is "calo" used to demean or stereotype Chicanos?

very 1 2 3 4 5 not at all

G. HISTORY: Are historical data accurate and in political perspective?

1. Are the settings, actions, places, dates, etc., accurate?

very 1 2 3 4 5 not at all

2. If the book identifies "heroes" or "famous Mexican-Americans," are these heroes of the establishment type or liberation oriented Chicanos? For example, are the characterizations limited to "sports heroes" like Lee Trevino, or are current heroes like "Corky" Gonzalez or Cesar Chavez included?

very 1 2 3 4 5 not at all

3. If political questions arise, are they evaluated from an Anglo establishment point of view? For example, are issues such as racism, oppression and discrimination avoided?

very 1 2 3 4 5 not at all

4. In Chicano-Anglo relationships, does the book show who wields the power and why? Does it show to whose advantage the power is used?

very      1      2      3      4      5      not at all

\*\*\*

Would you recommend this book to a young Chicano reader or to anyone who is interested in learning about Chicanos?

yes \_\_\_\_\_ no \_\_\_\_\_

Why or why not \_\_\_\_\_

Please rank order from one to five the items which were most influential to you in approving or disapproving this book.

- \_\_\_\_\_ A. LITERARY QUALITY
- \_\_\_\_\_ B. RELEVANCY
- \_\_\_\_\_ C. AUTHENTICITY
- \_\_\_\_\_ D. RACIST STEREOTYPES
- \_\_\_\_\_ E. SEXIST STEREOTYPES
- \_\_\_\_\_ F. LANGUAGE
- \_\_\_\_\_ G. HISTORY