AN ANALYSIS OF THE SOCIAL AND ETHNIC ATTRIBUTES
OF THE CHARACTERS IN CHILDREN'S BOOKS
WHICH HAVE WON AWARDS

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AN ANALYSIS OF THE SOCIAL AND ETHNIC ATTRIBUTES
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WHICH HAVE WON AWARDS

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By

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CHAPTER I

INTRODUCTION

The John Newbery Medal has, since 1922, been awarded to the author of the "most distinguished contribution to American literature for children." In 1923, the first Randolph Caldecott Medal was presented to the illustrator of the "most distinguished picture book for children" published in the United States during the preceding year. Both the Newbery and Caldecott Medals have, since their inception, been awarded by Frederic Melcher to authors and illustrators selected by children's librarians of the American Library Association (16).

The first Newbery Medal winners were selected by popular vote of the membership of the Section for Library Work with Children of the American Library Association. In 1956, a committee of this Section was designated to select the winner from nominations offered by the membership at large. Later, the School Libraries Section of the American Library Association came to be represented on the selection committee along with the Section for Library Work with Children (16).

The winners of the Newbery and Caldecott Medals are now selected by a committee of the Children's Services Division of the American Library Association, which is composed of both school librarians and public librarians who work with...
children. All members of the Children's Services Division are invited to make nominations, and the selection committee are notified of the number of nominations received by each book (7).

The Newbery and Caldecott Medal books have come to make up a body of literature which has been officially designated as the best in children's books by a professional group which is responsible for selecting much of the literature which is available to children. Because of their influence on book sales, the Newbery and Caldecott Awards are as coveted as cash awards given by groups less involved in book purchasing (16). Individual librarians do not always agree with the choices of the committee (11, 16), but disagreement can validly be expressed only by one who has examined the book to which he objects. In most cases, the librarian who takes issue with the selection of an Award-winner has purchased the controversial Award book for his own young patrons.

Although the selection committees have expressed concern with balance in the list of winners (16), such concern is not essential to the function of the committee. The purpose of the selection committee is to choose the best each year, not to build up a balanced body of literature. However, if any biases which happen to develop in the body of literature composed of the Award-winners are known, librarians and teachers who use those lists for books selection and reader guidance can better know how the lists should be supplemented.
Imbalance in the treatment of ethnic and social groups is one such bias. If it is considered important that all children find, within the pages of good children's literature, heroes with which they can identify (12), biases that exist in book selection tools such as the Newbery and Caldecott award lists, are important.

Statement of the Problem

The problems under study were the following:

1. To determine the distribution of social and ethnic groups among the characters in books that have been awarded the Newbery and Caldecott Medals, and to analyze the treatment of certain groups.

2. To compare the ethnic distribution of characters in fifteen early Newbery Award books with the ethnic distribution of characters in fifteen recent Newbery Award books.

3. To interpret the findings of this study in the light of the objectives of the elementary school library.

Hypotheses

The following hypotheses were tested:

1. American characters are more evident in Award-winning books than in the population of the United States.

2. The proportion of minority groups in Award-winning books is in the following order: Anglo-Saxon-Nordic, Other white, American Indian, Negro, and Other Non-white.
3. In Award books, the proportional margin of positive over negative characters is highest for the American characters and diminishes in the following order: Anglo-Saxon-Nordic, Other White, Other Non-white, Negro, and American Indian.

4. The Upper Class and the Upper Middle Class are more evident in the Award books than in the population of the United States, but the Lower Middle Class and the Lower Class are less evident in the Award books than in the United States population.

5. There are, in the Award books, more positive than negative characters in all classes, but the proportional margin of positive over negative characters diminishes in the following order: Upper Middle Class, Lower Middle Class, Upper Class, and Lower Class.

6. The percentage of married working women is smaller in Award-winning books than in the general population of the United States.

7. Stereotyped characters constitute a minority of all classifications for which stereotype descriptions are available.

8. The proportion of each group except the American and the Anglo-Saxon-Nordic is higher in the 1952-1966 Newbery Award books than in the 1923-1937 winners of the Newbery Award.
Significance of the Study

The elementary school library, as an integral part of the elementary school, shares the purposes of the institution of which it is a part. A few of these purposes are (1) helping each child to grow in emotional security, (2) helping each child to achieve a sense of belonging in his group and in his community, and (3) helping children understand the problems of world cooperation (13).

If the elementary school library is to contribute to achieving the goals of the elementary school, realistic, sympathetic literature must be available about people with whom all children can identify. The matter of whether or not such books are available has been the subject of research and discussion.

Rollins (12) expressed a need for heroes for Negro children. The criteria she enumerated for acceptable books about Negroes were reasonable. Good books must avoid stereotyped illustrations, terms of derision except in direct quotes, and heavy dialect. By these standards, she found many acceptable books available in 1959.

Larrick (9) expressed concern that few children's trade books depicted even one Negro, and that many of those which did include one or more Negro characters were of poor literary quality. She found Negroes represented in only 6.7 per cent of children's books published in 1962, 1963, and 1964.
Shepard (15), studying sixteen children's books of various types, found a dearth of heroes and heroines who varied in any direction from white, Anglo-Saxon, Protestant middle class Americans. He also found minority group members to be portrayed as morally inferior to the normative group.

Stoer (19) questioned Shepard's sampling technique, for the sixteen books studied by Shepard were neither the best, nor the most popular, nor yet a random or stratified sample of a large group of children's books. Stoer recommended an alternate list of books for analysis, but gave no reason to believe that her sampling technique was better than Shepard's.

Both Shepard's research and Stoer's criticism point up the need for analyzing the social and ethnic characteristics of the characters in a group of books selected on the basis of some exterior criterion. The present study is of the Newbery and Caldecott Award books, selected on the basis of the exterior criterion of literary merit.

Teachers and librarians are forced by practical considerations to depend heavily on approved booklists, such as the Award lists, in recommending books for children. As more is learned about the Award books as a body of literature, the more wisely can the lists be utilized for book selection.

Content analysis of the Newbery and Caldecott books was advocated by Spoerl (17), who listed such subjects as fear,
death, and occupations as needing investigation by content analysis. Little has been done toward implementing her idea.

The present research has as its purpose a kind of content analysis of Award-winning books. From the proposed analysis some conclusions may be drawn as to how well these books may be used in the education of children in a democracy.

Definition of Terms

American.—A member of the white race who resides in the territory that now constitutes the United States, and neither of whose parents is known to have been born in a country other than the United States.

Anglo-Saxon-Nordic.—A member of the white race, one or both of whose parents were born in England, Ireland, Canada, Scotland, or one of the Scandinavian countries (3).

Other White.—A member of the white race one or both of whose parents were born in a country other than the United States, Canada, England, Ireland, Scotland, or one of the Scandinavian countries (3).

Negro.—A character called a Negro, an African, a colored person, or other universally recognized synonym. A person shown in the illustrations with dark brown or black skin, and not otherwise identified.

American Indian.—A character with any Indian ancestry who is regarded as Indian by the people among whom he lives (21).
Other Non-white.—A character with Japanese, Chinese, Filipino, Asian Indian, Korean, Polynesian, or Indonesian ancestry (21).

Upper Class character.—A character given a score of twenty-two or less points on the Index of Social Characteristics (22), a member of a national ruling family, the holder of a title of nobility or a member of his family, or a person to whom an Upper Class person defers.

Upper Middle class character.—A character given an Index of Social Characteristics score between twenty-three and thirty-three. A person having a score of greater than thirty-three to whom an Upper Middle Class character defers (22).

Lower-Middle Class character.—A character given a score on the Index of Social Characteristics between thirty-four and fifty-one (22).

Lower Class character.—A character given a score on the Index of Social Characteristics of fifty-two or larger (22).

Positive character.—A character better described by the adjectives honest, law-abiding, unselfish, modest, kind and brave than by antonyms of these adjectives.

Neutral character.—A character described neither by positive adjectives nor by negative adjectives, or a character described equally well by positive as by negative adjectives.

Negative character.—A character better described by such adjectives as dishonest, law-breaking, selfish, boastful, cruel, and cowardly than by antonyms of these terms.
Stereotype.—An exaggerated belief associated with a category (2), here taken as a character conforming to such an exaggerated belief and having few traits independent of such a belief.

Human character.—A man, woman, or child, native to the planet Earth, not designated by the author as non-human nor endowed with immortality or other innate super-human characteristics. Any character having one or more parents who are human in the above sense.

Award book.—A book whose author or illustrator has, for its production, been awarded either the John Newbery Medal or the Randolph Caldecott Medal.

Limitations of the Study

The study was limited to books that have been awarded either the John Newbery or the Randolph Caldecott Medal, which are not general history, and which have one or more designated, human characters. A total of forty-four Newbery Award winners and twenty Caldecott Award books were included.

The study was further limited to human characters that were designated by a name or term which was, in the story in which the character appeared, distinctive to the character.

Basic Assumptions

It was assumed that

1. The social and ethnic attributes of characters can be determined by analyzing children’s books in the manner used in the study.
2. Children identify with the characters in the books they read, and this identification is more meaningful when the social status and ethnic origin of at least some of the characters are the same as those of the child.

Related Research

Studies related to the present research are of three types. They are studies of the social and ethnic characteristics of literary characters, studies of the Newbery and Caldecott Award books, and a study of the relationship between reading and the attitudes of children toward an ethnic group.

Berelson and Salter (3) analyzing popular magazine fiction, found that minorities were practically excluded, making up 10 per cent of the characters as compared with 40 per cent of the United States population. The minorities also occupied less important roles in the stories, held lower status, and were treated by the authors as morally inferior to the majority group. The treatment of minority groups in the Newbery and Caldecott Award books was analyzed in the present study in a manner similar to that used by Berelson and Salter with magazine fiction.

Shepard (15) studied sixteen children's books of various types. He found that, as characters varied in any direction from the white, American, Protestant, middle-class norm, they were less likely to be presented as admirable characters. The present research used a directional analysis similar to that
of Shepard, but with the Newbery and Caldecott Award winners rather than the varied selection of Shepard.

Harvey (5) studied socio-economic factors as one aspect of his comprehensive study of best-selling novels. He found no significant difference in terms of the social status of the leading characters, between best selling novels and a randomly chosen control sample.

Larrick (9) analyzed 5,206 children's books published during the years 1962, 1963, and 1964. Of this group of books, she found that only 6.7 per cent included as much as one Negro character, and less than two-thirds of those which did represent Negroes received favorable reviews in the major book reviewing media. The present study sought to discover whether or not Negroes were neglected in Award books to an extent comparable with that to which Larrick found them to be neglected in current children's books in general.

Inglis (6) found the percentage of working women to the total number of female characters in the Saturday Evening Post to be greater than the percentage of the native, white, female population, over ten years of age, who were employed. Separate statistics for single and married women were not reported. Middle class heroines were rare, for 42 per cent of the heroines were described as "affluent" and 33 per cent as poor. An analysis of working status of women in the Award books was made in the present study, but it was limited to married women.
Allen (1) analyzed titles listed in *Children's Catalog* recommended for use with third and fourth grade children. Although 17.4 per cent of the families had servants in the home, there were no extremely wealthy people. Most of the families were determined to fall in the medium and upper ranges of the Middle Class, with 22.1 per cent in the Lower Class. There were sixteen working mothers, three of whom were the sole support of the family. Minority families were featured in 26.2 per cent of the books, with all but seven of these families in the Lower and Lower-middle classes. Twelve of the minority families were Negroes. *Children's Catalog* analyzed by Allen is much used as a book selection tool by librarians, as are the Newbery and Caldecott Awards lists, analyzed in the present study.

Taylor (20) found that children's books published in England since World War II were almost exclusively middle class in social background. One deviation from traditional English middle class life, state school education, was more evident in books published since World War II than in books published before the war, however.

Gregory (4) used the Index of Social Characteristics to determine the social status of seventeen leading families in recent fiction published for young people. Of the seventeen families, the social status of five could not be determined, nine were found to be Middle Class, and three were determined
to fall in the Lower Class. One aspect of the present study was to use the Index of Social Characteristics to derive an estimate of the social status of the characters in the Award books.

Berelson and Salter (3), Shepard (15), Allen (1), Taylor (20), and Gregory (4) all found the respective literatures of each study to be predominantly Middle Class in characters or settings. One purpose of the present study was to discover whether or not the predominance of Middle Class characters was also true of the Newbery and Caldecott Awards books, when they were considered as one whole body of literature.

Starke (18) found more stock and archetypal Negroes than genuine Negro individual characters in American literature anthologies used by college classes. She recommended literature to be used to supplement the inadequate anthologies. The present study attempted to determine the extent to which characters were stereotyped in Award books. Not only Negro stereotypes, but stereotypic descriptions of fifteen other groups were sought in the present study.

Rue and Evrard (14), typical of studies of the Newbery Award winners, studied the evaluations of the Newbery winners and runners-up by college students. Most of the student choices agreed with those of the committee, but some did not.

Lewis (10), also typical of studies of the Newbery books, studied professional critiques of the Newbery Award books.
She found the books to be, as described in the reviews, of high literary quality.

An experimental study by Jackson (8) contributed to the basis of the present study. Jackson found that the prejudice of white southern children was decreased significantly by reading fiction presenting Negroes in a sympathetic light. The present study attempted to learn the extent to which Negroes as well as other groups were presented sympathetically by the Award books.

Related research supports the basis of the present study in several of its aspects. There is evidence that reading can affect children's attitudes toward a minority group (8). Minority groups, especially Negroes, have been found to be neglected by magazine fiction (3) and by children's literature (9, 15). It has been found that Middle Class settings and characters predominate in children's literature (1, 15, 20), in magazine fiction (3), and in young adult fiction (4). It has been found that stereotyped representations of one ethnic group, the Negro group, predominate in college literature anthologies (18). The Newbery Award winning titles have been determined to be of high literary quality (10, 14), though not in all cases the highest among other titles nominated for the Award (14).

Ethnic group membership, social class membership, moral position, stereotyping, and working status of women have each
been the subject of one or more previous studies of literary characters. The present study attempted to discover the extent to which the findings regarding the social and ethnic attributes of characters in other groupings of literature were also true of the winners of the Newbery and Caldecott Awards, when considered as a body of literature.

Summary

In this chapter, the backgrounds of the Newbery and Caldecott Awards, and of the present study, have been given. The problems and hypotheses have been stated, and terms used in a sense peculiar to the study have been defined. It has been established through previous research that reading could affect children's attitudes toward a minority group (8), that minority groups, especially Negroes, were neglected by magazine fiction (3), by children's literature (9, 15), and that Middle Class settings and characters predominated in children's literature (1, 5, 15) and young adult fiction (4). It was not known if the neglect of minority groups and predominance of Middle Class characters, found to be true of other literature, was also true of the Newbery and Caldecott Awards winners. In the next chapter the methods and procedures used in solving the problems of this study will be stated.
CHAPTER 3

IB 11OGRAPHY


CHAPTER II

METHODS AND PROCEDURES

The method used in solving the problems of this study was a kind of content analysis in which the basic unit of analysis was the individual character. Ethnic and social attributes determined for each character were ethnic membership, social class membership, presence or absence of stereotyping, moral position, and working status of married women.

Three problems were treated in the present study. The problems and the methods used to solve them are given in the following paragraphs.

The First Problem

The first problem of this study was to determine certain social and ethnic attributes of the characters in books that have been awarded the Newbery and Caldecott Medals, and to compare the distribution of social and ethnic groups in these books with that in the population of the United States. The first seven hypotheses were related to the first problem. Ethnic membership, social class membership, and moral position were used in testing the first five hypotheses.

The ethnic membership of each character was determined by explicit statements in the text; by descriptions of the
characters, including illustrations; by explicit statements of parentage, when present; or by residence, in the absence of indications of other than native parentage. Where possible, each character was assigned one of six classifications:

1. American
2. Anglo-Saxon-Nordic
3. Other White
4. Negro
5. American Indian
6. Other Non-white.

Second generation Americans were assigned the nationality of the non-American parent or parents. No case arose involving non-American parents from two different countries.

In order to get some idea of the reliability of the judgments made an examination and a subsequent re-examination of eight titles involving thirty-three characters was made. No ethnic classification was produced which differed from the original classification of any one character. Since all judgments of ethnic group membership were consistent in the two successive examinations of the eight books involved, the agreement of judgments regarding the factor of ethnic group membership was 100 per cent.

The method used to determine social class membership was an adaptation of the Index of Social Characteristics (6). The Revised Scale for Rating Occupations (6) was used, and occupations
TABLE I
RESULTS OF TWO SUCCESSIVE EXAMINATIONS OF EIGHT TITLES

<table>
<thead>
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<th>Attribute</th>
<th>Number</th>
<th>Changes</th>
<th>Per Cent of Agreement</th>
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<td>Ethnic group membership</td>
<td>33</td>
<td>0</td>
<td>100.00</td>
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<tr>
<td>Social class membership</td>
<td>33</td>
<td>6</td>
<td>81.28</td>
</tr>
<tr>
<td>Stereotype conformity</td>
<td>33</td>
<td>7</td>
<td>79.06</td>
</tr>
<tr>
<td>Moral position</td>
<td>33</td>
<td>2</td>
<td>96.85</td>
</tr>
<tr>
<td>Working status</td>
<td>3</td>
<td>0</td>
<td>100.00</td>
</tr>
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</table>

not listed by Warner were equated with occupations listed by him in terms of skill, investment, and social position. Entertainers were not given a score for occupation, as Warner suggested, but were assigned social class membership when adequate additional information was available about the character.

Other parts of the Index of Social Characteristics used were source of income, house type, and education (6). Since information about dwelling area was difficult to infer from literature, education was substituted according to an alternate plan suggested by Warner (6). The amount of income was not used, as it was considered too difficult to infer from literature and because Warner found the category unnecessary.

Sustenance was rated immediately below wages as a source of income. Characters regarded as scholarly or learned by other characters were equated with those who had been to
graduate school; characters who read widely were equated with high school graduates; and the illiterate were equated with characters with less than four years of formal education. Characters who were literate, but barely, were placed in the second lowest educational classifications.

Weights were assigned to the ratings according to Warner's table (6), which weighted the items in the order occupation, source of income, dwelling, and dwelling area, for which education was substituted in the present study. If only two needed items could be obtained, a weight of seven was given to the higher weighted item and a weight of five to the lower-weighted item.

Regardless of the Index of Social Characteristics score, members of national ruling families, holders of titles of nobility, and their families, were considered to be of the highest class. Also, regardless of the Index of Social Characteristics score, no character was placed lower than any character who deferred to him. Characters were not assigned social class membership unless it was possible to infer at least two items of the Index of Social Characteristics, or they were members of royal or noble families, or they were accorded deference by some other character.

When eight titles involving thirty-three characters were classified and subsequently reclassified as an estimate of reliability, six differences in social class membership were
produced. All inconsistencies in social class membership involved characters dwelling in rural areas. The percentage of agreement for judgments of social class membership was 81.28 per cent.

The moral position of each character was determined by comparing the character as presented in the text with a predetermined list of desirable and undesirable qualities. If a character exhibited more desirable qualities than undesirable qualities, he was termed positive. If he exhibited more undesirable qualities than desirable qualities, he was termed negative. Characters exhibiting none of the predetermined directional qualities, or exhibiting an equal number of desirable as undesirable qualities, were termed neutral. No effort was made to measure the extent to which a character exhibited a quality.

When, in order to estimate the reliability of the judgments made, thirty-three characters were classified and subsequently re-classified, two characters were assigned a moral position which differed from that to which they were initially assigned. The percentage of agreement for moral position was 96.85 per cent.

The first hypothesis that American characters would be found to be more evident in Award books than in the population of the United States was tested by comparing the percentage of Americans in the population of book characters with the percentage of white Americans of native parentage in the population.
of the United States. The Census of Population, 1960 (5) was used to obtain the number of white Americans of native parentage and the total population of the United States.

The second hypothesis that the proportion of minority groups in Award-winning books would be found to be in the following order: Anglo-Saxon-Nordic, Other White, American Indian, Negro, and Other Non-white was tested by determining the percentage of each minority group to the total population of book characters. Although no reference to the population of the United States was necessary in testing the hypothesis, the percentage of characters representing each minority group to the total population of book characters was compared with the percentage of the total population of the United States of that minority group. This comparison was made to enable better understanding of the hypothesis.

The total number of persons in the United States of Anglo-Saxon-Nordic parentage was obtained by combining the total white population one or both of whose parents were born in the United Kingdom with those of Irish, Norwegian, Swedish, Danish, and Canadian parentage. The population data were from the Census of Population, 1950 (5).

The total number of persons in the United States of Other White parentage was obtained by combining the total numbers of white Americans one or both of whose parents were born in the Netherlands, Switzerland, France, Germany, Poland, Austria,
Czechoslovakia, Hungary, Yugoslavia, the Union of Soviet Socialist Republics, Lithuania, Finland, Rumania, Greece, Italy, Portugal, and other Europe. Population data were from the Census of Population, 1960 (5), from which was also obtained the total numbers of Negroes, American Indians, and Other Non-whites.

The third hypothesis that the proportional margin of positive over negative characters would be found to be highest for the American characters and would be found to diminish in the following order: Anglo-Saxon-Nordic, Other White, Other Non-white, Negro, and American Indian was tested by subtracting the percentage of negative characters in each of the six ethnic groups from the percentage of positive characters in the group. Thus, a group with a low percentage of positive characters, a low percentage of negative characters, and a wide band of neutral characters could be compared with a group having a high percentage of both positive and negative characters and a narrow band of neutral characters.

The fourth hypothesis that the Upper Class and the Upper Middle Class would be found to be more evident in the Award books than in the population of the United States, but the Lower Class and the Lower Middle Class would be found to be less evident in the Award books than in the population was tested by comparing the proportion of characters determined to fall into each of the four social class groupings used
with the proportion of the United States population estimated by Warner (6) to fall into each of these classes.

The fifth hypothesis that more positive than negative characters would be found in all classes, the proportional margin diminishing in the order: Upper Middle Class, Lower Middle Class, Upper Class, and Lower Class was tested by subtracting the percentage of negative characters in each of the four social class groups from the percentage of positive characters in the group.

The sixth hypothesis that the percentage of married women, gainfully employed, would be found to be smaller in the Award books than in the general population of the United States was tested by comparing the percentage of married women among the Award book characters who, while married, engaged in gainful employment with the percentage of married women in the United States who were reported by the Census of Population, 1960 (5), to be part of the labor force. The total number of married women in the United States was also obtained from the Census of Population, 1960. Women who operated family farms, businesses, or official positions during the absence, incapacity, or preoccupation of their husbands were considered employed. So were farm wives if they operated economically profitable parts of the farm independently of their husbands or if their chief occupations seemed to be farming rather than housework.
In the eight titles which were examined and subsequently re-examined in order to determine the consistency of the judgments made, there were only three married women, none of whose employment status was differently judged upon the second classification from the way it was judged upon the first classification. The percentage of agreement for the factor of working status of married women was 100 per cent, although the number of characters involved was quite small.

The seventh hypothesis, which predicted that stereotyped characters would be found to constitute a minority of all classifications for which stereotype descriptions would be available, was tested by comparing the description of each character with a previously prepared description of a common stereotype of a group to which the character belonged. Sixteen stereotyped descriptions of national, ethnic, and religious groups were used in testing the seventh hypothesis.

Nine stereotype descriptions were taken from a study of stereotype traits by Gilbert.

- American: Industrious, intelligent, materialistic, ambitious, progressive, pleasure-loving, alert, efficient, aggressive, individualistic.
- English: Sportsmanlike, intelligent, conventional, tradition-loving, conservative, reserved, sophisticated, courteous, honest.
- Negro: Superstitious, lazy, happy-go-lucky, ignorant, musical, ostentatious, very religious, stupid, pleasure-loving.
- Jew: Shrewd, mercenary, grasping, intelligent, ambitious, sly, loyal to family ties.
Italian: Artistic, impulsive, passionate, quick-tempered, musical, imaginative, very religious, talkative, pleasure-loving.
German: Scientifically-minded, industrious, stolid, intelligent, methodical, extremely nationalistic, progressive, aggressive, arrogant.
Japanese: Intelligent, industrious, progressive, shrewd, sly, imitative, extremely nationalistic, treacherous.
Chinese: Superstitious, sly, conservative, tradition-loving, loyal to family ties, quiet, reserved, industrious.
Irish: Pugnacious, quick-tempered, witty, honest, very religious, industrious, extremely nationalistic (3, p. 248).

Seven other descriptions were prepared during the progress of the study.

American Indian: Aggressive, cruel, dignified, quiet, superstitious, sly, tradition-loving.
Dutch: Industrious, stolid, intelligent, progressive, fastidious.
French: Talkative, artistic, impulsive, passionate, individualistic, aggressive, quick-tempered, sensual.
Gypsy: Artistic, cruel, gregarious, impulsive, lazy, pleasure-loving, superstitious, physically dirty.
Latin American: Lazy, pleasure-loving, happy-go-lucky, very religious, passionate, talkative, musical.
Scotch: Thrifty, generous, stolid, progressive, reserved, industrious.
Spanish: Very religious, artistic, passionate, cruel, arrogant, impulsive, pleasure-loving.

Any character who exhibited one or more traits descriptive of the stereotype of the group to which he belonged, but who could not be described by adjectives other than those which described the stereotype, was considered a stereotyped character. Any character who exhibited more
than half of the traits descriptive of the stereotype of the group to which he belonged was also considered a stereotyped character.

The sixteen groups used in testing the seventh hypothesis were not equivalent to the ethnic groups used in testing the first and second hypotheses. Anglo-Saxon-Nordic, Other White, and Other Non-white classifications all included groups for which no stereotype description was available. Jews were classified into the six ethnic groups according to race and parental nativity, but were grouped for the purpose of testing the seventh hypothesis.

Of the thirty-three characters who were classified and subsequently re-classified in order to test the reliability of the judgments made, seven were rated differently the second time, on the factor of stereotype conformity, from the way they were rated originally. The percentage of agreement for stereotype conformity was 79.06 per cent. All changes in ratings of stereotype conformity involved American characters.

The Second Problem

The second problem of the study was to compare the ethnic distribution of characters in fifteen early Newbery Award books with the ethnic distribution of characters in fifteen recent Newbery Award books. The eighth hypothesis, that the proportion of each ethnic group except the American and the
Anglo-Saxon-Nordic would be found to be higher in the 1952-1966 Newbery Award books than it was found to be in the 1923-1937 Newbery Award books, was related to the second problem.

The eighth hypothesis was tested by comparing the distribution of the ethnic groups among the characters in the early set of Award books, expressed in percentages, with the distribution of the ethnic groups among the characters in the later set of Award books, also expressed in percentages. No comparison of the distribution of Award book characters with that of the general population, as expressed in census data, was needed in testing the eighth hypothesis.

Although not necessary in testing the eighth hypothesis, the distribution of the characters by social class membership in the 1952-1966 Newbery Award books was compared with the distribution of the characters by social class membership in the 1923-1937 Newbery Award books, to see if any light was thus shed upon the hypothesis. Other factors with which the study was concerned were not treated separately by periods.

The Third Problem

The third problem of the study was to interpret the findings of the study in the light of the objectives of the elementary school library. No hypotheses were developed concerning the third problem. School library objectives were obtained from publications of the National Education
Association and the Department of Elementary School Principals, and from the objectives thus obtained, those objectives most distinct and most closely related to the present study were selected. The findings of the study were analyzed as they related to each of the distinct, closely related objectives in the final selection.

Summary

In this chapter, the methods that were used to determine the social and ethnic attributes of the characters in Award books, and for testing the hypotheses of the study, were given. Attributes determined were (1) ethnic group membership, (2) social class membership, (3) presence or absence of stereotyping, (4) moral position, and (5) working status of married women. Methods used in determining the reliability of the judgments made, and the results of the tests of reliability, were also given. In the following chapter the results of the study which were related to the first problem under study will be given.
CHAPTER BIBLIOGRAPHY


CHAPTER III

THE DISTRIBUTION AND TREATMENT

OF CHARACTERS

Three problems were involved in the present study, the first of which was to determine the distribution and treatment of ethnic and social groups among the characters in Award winning children's books. The first seven hypotheses were related to the first problem.

The First Hypothesis

It was stated in the first hypothesis that American characters would be found to be more evident in Award-winning books than in the population of the United States. The first hypothesis was tested by comparing the percentage of Americans among the Award book characters with that among the population of the United States.

Of the 1,359 Award book characters found, 665, or 48.93 per cent, were Americans. Of the population of the United States, 70.68 per cent were reported to be of native parentage. The percentage of Americans in the population of the United States was reported to be larger than the percentage of Americans found among the Award book characters by 21.75 per cent.
The hypothesis that American characters would be found to be more evident in Award-winning books than in the population of the United States was not supported by the data. The direction of the data was opposite to that hypothesized.

The Second Hypothesis

It was stated in the second hypothesis that, among minority groups, Anglo-Saxon-Nordic characters would be found to be most evident in the Award books, followed in order by Other White, American Indian, Negro, and Other Non-white. The second hypothesis was tested by determining the percentage of each minority group to the total population of Award book characters.

According to Table II, Anglo-Saxon-Nordic characters were found to be most numerous among minority groups in the Award books, with 209, or 15.38 per cent of the 1,359 characters in the Anglo-Saxon-Nordic group. The second most numerous group among Award book characters was the Other White group with 208, or 15.37 per cent of the total, only .01 per cent less than the Anglo-Saxon-Nordic group.

Other groups in order of evidence in the Award books were found to be Other Non-white, with 9.09 per cent of the characters, American Indian, with 7.58 per cent, and Negro, with 2.65 per cent of the designated, human characters. In the case of only 1.10 per cent of the characters could no ethnic group membership be determined.
The second hypothesis was supported in part, as the Anglo-Saxon-Nordic and Other White groups were found to be more evident among Award book characters than were the other minority groups studied, and American Indian characters were found to be more evident than were Negro characters. Other findings of the study did not support the second hypothesis. Other Non-white characters were found to be more evident than were either Negro or American Indian characters; whereas, they had been hypothesized to be the least numerous of the six ethnic classifications.

TABLE II

AWARD BOOK CHARACTERS AND UNITED STATES POPULATION
BY ETHNIC GROUP MEMBERSHIP

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number of Characters</th>
<th>Per Cent of Total Characters</th>
<th>Per Cent United States Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>655</td>
<td>48.93</td>
<td>70.63</td>
</tr>
<tr>
<td>Anglo-Saxon-Nordic</td>
<td>209</td>
<td>15.38</td>
<td>5.45</td>
</tr>
<tr>
<td>Other white</td>
<td>208</td>
<td>15.37</td>
<td>12.62</td>
</tr>
<tr>
<td><strong>Total white</strong></td>
<td>1,082</td>
<td>79.68</td>
<td>88.75</td>
</tr>
<tr>
<td>Other non-white</td>
<td>123</td>
<td>9.09</td>
<td>.35</td>
</tr>
<tr>
<td>American Indian</td>
<td>103</td>
<td>7.59</td>
<td>.31</td>
</tr>
<tr>
<td>Negro</td>
<td>36</td>
<td>2.65</td>
<td>10.59</td>
</tr>
<tr>
<td><strong>Total non-white</strong></td>
<td>154</td>
<td>19.32</td>
<td>11.25</td>
</tr>
<tr>
<td>Undetermined</td>
<td>15</td>
<td>1.10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,359</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The Other White group was found to compose slightly fewer book characters than was the Anglo-Saxon-Nordic group, but
was reported to represent a larger portion of the population of the United States, 12.62 per cent for the Other White classification as compared with 5.45 per cent for the Anglo-Saxon-Nordic group. Negroes, constituting the smallest group among the Award book characters, were reported to compose the third largest group in the population of the United States, 10.59 per cent. Other Non-white and American Indian characters, far more numerous in the Award books than Negroes, were reported to compose less than 1 per cent of the population of the United States, even when the two groups were combined.

Not only was the total number of White characters found to be greater than the total number of Non-white characters, but each of the three White ethnic groups was found to be larger than each of the three Non-white ethnic groups. When the distribution of White and Non-white characters in the Award books was compared with the distribution of the White and Non-white population of the United States, however, it was found that the total White percentage of the Award book characters, 79.68 per cent, was smaller than the percentage of white people reported in the United States population, 88.75 per cent. In the case of the distribution of Non-white characters, the 19.32 per cent Non-white distribution of characters found in the Award books was larger than the 11.25 per cent Non-white composition of the United States population.
The second hypothesis was accepted in that part which predicted that Anglo-Saxon-Nordic and Other White characters would be more numerous than would be the other minority groups. The hypothesis was rejected in that part which predicted that Other Non-white characters would be less numerous than would American Indian and Negro characters.

The Third Hypothesis

It was stated in the third hypothesis that the proportional margin of positive over negative characters would be found to be highest for American characters and would be found to diminish in the following order: Anglo-Saxon-Nordic, Other White, Other Non-white, Negro, and American Indian. The second hypothesis was tested by subtracting the per cent of negative characters in each of the six ethnic groups from the percentage of positive characters in the group.

According to Table II, the highest proportional margin of positive over negative characters was 94.44 per cent for Negro characters. As there were no negative characters among the Negroes, the proportional margin of positive characters is the same as the percentage of positive characters, 94.44 per cent. Only the presence of two neutral Negroes prevented 100 per cent positive representation of that ethnic group.

The American Indian, American, and Other White groups produced proportional margins of positive over negative
characters ranging from 60.19 per cent for American Indians to 60.57 per cent for Other Whites, a range of less than one half of 1 per cent. The American Indian and Other White groups had higher percentages of both positive and negative characters than did the American group, but the Americans were more often found to be neutral than were the American Indians or the Other White characters.

**TABLE III**

**MORAL POSITION OF CHARACTERS BY ETHNIC GROUP MEMBERSHIP**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Positive No.</th>
<th>Per Cent</th>
<th>Neutral No.</th>
<th>Per Cent</th>
<th>Negative No.</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negro</td>
<td>34</td>
<td>94.44</td>
<td>2</td>
<td>5.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other white</td>
<td>153</td>
<td>73.55</td>
<td>28</td>
<td>13.47</td>
<td>27</td>
<td>12.98</td>
</tr>
<tr>
<td>American</td>
<td>462</td>
<td>69.74</td>
<td>139</td>
<td>21.94</td>
<td>64</td>
<td>9.22</td>
</tr>
<tr>
<td>American Indian</td>
<td>77</td>
<td>74.75</td>
<td>11</td>
<td>10.69</td>
<td>15</td>
<td>14.56</td>
</tr>
<tr>
<td>Anglo-Saxon-Nordic</td>
<td>154</td>
<td>62.42</td>
<td>43</td>
<td>19.09</td>
<td>32</td>
<td>18.49</td>
</tr>
<tr>
<td>Other non-white</td>
<td>69</td>
<td>56.09</td>
<td>19</td>
<td>15.46</td>
<td>35</td>
<td>28.45</td>
</tr>
<tr>
<td>Undetermined</td>
<td>9</td>
<td>60.00</td>
<td>6</td>
<td>40.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>938</strong></td>
<td><strong>69.02</strong></td>
<td><strong>248</strong></td>
<td><strong>18.25</strong></td>
<td><strong>173</strong></td>
<td><strong>12.73</strong></td>
</tr>
</tbody>
</table>

The Anglo-Saxon-Nordic group was found to include 62.42 per cent positive characters, only 7.32 per cent less than the American group. Also included in the Anglo-Saxon-Nordic
group were 18.49 per cent negative characters, bringing
the positive over negative margin down to 43.93 per cent.
One title, a story of English pirates, contributed fourteen
of the thirty-two negative Anglo-Saxon-Nordic characters.
By ignoring this one title, the margin of positive over
negative characters would have been raised to 60.89 per
cent, slightly higher than that for the Other White group.
The lowest proportional margin of positive over negative
characters was found among the Other Non-white characters.
The Other Non-white group was found to have the highest per-
centage of negative characters, 26.45 per cent and the lowest
percentage of positive characters, 56.09 per cent. The
proportional margin of positive over negative characters for
the Other Non-white group was found to be 27.64 per cent,
16.19 per cent lower than the next higher group, the Anglo-
Saxon-Nordic. Although twenty-three of the thirty-five
negative Other Non-white characters came from one book, a
collection of Chinese folk tales, the title accounted for
more than half of the Other Non-white characters in the
entire Award book population. The positive over negative
margin produced by ignoring the book of Chinese folk tales
would still have been a low 50.35 per cent.
The hypothesis that the proportional margin of positive
over negative characters would be found to be highest for
the American characters and would be found to diminish in
the following order: Anglo-Saxon-Nordic, Other white, Other non-white, Negro, and American Indian was supported by the data only in part. The Other Non-white group was found to have a lower positive over negative margin than were the American, the Anglo-Saxon-Nordic, and the Other White groups, as had been hypothesized. Also in the hypothesized direction was the higher margin of positive over negative characters for the Negro group as compared with the margin of positive over negative characters found for the American Indian group.

Other findings were not in the hypothesized direction. Negroes, hypothesized to have a lower positive over negative margin than any group except the American Indians, were actually found to be the most predominantly positive group. The Anglo-Saxon-Nordic group, predicted to be the most predominately positive of the minority groups, was found to have a lower margin of positive over negative characters than was any group except the Other Non-white category. American characters, hypothesized to be portrayed more positively than the minority groups, were found to have a lower percentage of negative characters than were any group except Negroes, but a proportional margin of positive over negative characters not substantially higher than any group except the Other Non-white and the Anglo-Saxon-Nordic groups.

One part of the third hypothesis which was accepted was that part of the hypothesis in which it was stated that
the margin of positive over negative characters would be lower for the Other Non-white than for the three White groups. Rejected were those parts of the hypothesis which predicted that Negroes would be more negatively portrayed than would be the white groups and the Other Non-white group, and that part which predicted that American Indians would be the most negatively treated group. Also rejected was that part of the hypothesis which predicted that the American and Anglo-Saxon-Nordic groups would be more positively portrayed than would be the other ethnic groups.

The Fourth Hypothesis

It was stated in the fourth hypothesis that the Upper Class and the Upper Middle Class would be more evident in the Award books than in the population of the United States, while the Lower Middle Class and the Lower Class would be less evident in the Award books than in the population. The distribution by social classes of the United States population was taken from Warner (2).

Warner (2) estimated that the upper class composed about 3 per cent of the population of the United States, while, as reported in Table IV, 17.52 per cent of the characters in the Award books were found to fall in the Upper Class. The Upper Middle Class, with 10 per cent of the United States population, accounted for 262, or 19.37 per cent of the Award book characters. The proportion of Upper Class characters in the Award
books was found to be 15.52 per cent higher than the proportion of the people of the United States which Warner (2) estimated to belong to the upper class. In the case of the Upper Middle Class, the proportion of Award book characters to belong to it was 9.37 per cent higher than the people of the United States which Warner estimated to belong to the upper middle class.

TABLE IV

DISTRIBUTION OF CHARACTERS AND U. S. POPULATION BY SOCIAL CLASSES

<table>
<thead>
<tr>
<th>Classes</th>
<th>Number</th>
<th>Per Cent</th>
<th>Per Cent of U. S. Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper</td>
<td>237</td>
<td>17.52</td>
<td>3.00</td>
</tr>
<tr>
<td>Upper middle</td>
<td>262</td>
<td>19.37</td>
<td>10.00</td>
</tr>
<tr>
<td>Lower middle</td>
<td>433</td>
<td>32.01</td>
<td>28.00</td>
</tr>
<tr>
<td>Lower</td>
<td>219</td>
<td>16.19</td>
<td>59.00</td>
</tr>
<tr>
<td>Undetermined</td>
<td>201</td>
<td>14.86</td>
<td></td>
</tr>
</tbody>
</table>

The social class group found to be best represented in the Award books was the Lower Middle Class, for 32.01 per cent of the characters were given scores which placed them in the Lower Middle Class group. The percentage of Award book characters found to belong to the Lower Middle Class was
4.01 per cent higher than the percentage of lower middle class characters found by Warner (2) in the United States.

The Lower Class, which was estimated to include 59 per cent of the American people (2), was found to include only 16.19 per cent of the characters in the Award books. The proportion of lower class characters in the United States was found to be 42.81 per cent higher than was the percentage of Lower Class characters in the Award books.

According to Table V, the American group was not only found to have the lowest percentage of Lower Class characters, but, with the exception of the Negro group, the lowest percentage of Upper Class characters. Of the American characters, 14.40 per cent were found to be Upper Class and 16.71 per cent were found to be Lower Class. The American group was found to have the second highest concentration of both Upper Middle and Lower Middle Class characters among the six ethnic groups.

The Anglo-Saxon-Nordic group was found to have the highest percentage of Upper Middle Class characters, 25.43 per cent, and the second lowest percentage of characters for whom no social status could be determined, only 6.35 per cent. The Anglo-Saxon-Nordic group was placed third in percentage of Lower Class characters and fourth in percentage of Upper Class and Lower Middle Class characters.

The Other Non-white and Other White groups were found to have relatively high concentrations of Upper Class characters and relatively low concentrations of Lower Class
table v

distribution of characters by social classes
by ethnic groups

<table>
<thead>
<tr>
<th>Ethnic Groups</th>
<th>Percentages in Each Social Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upper</td>
</tr>
<tr>
<td>American</td>
<td>14.40</td>
</tr>
<tr>
<td>Anglo-Saxon-Nordic</td>
<td>15.60</td>
</tr>
<tr>
<td>Other white</td>
<td>21.15</td>
</tr>
<tr>
<td>Other non-white</td>
<td>31.70</td>
</tr>
<tr>
<td>Negro</td>
<td>2.77</td>
</tr>
<tr>
<td>American Indian</td>
<td>16.50</td>
</tr>
</tbody>
</table>

characters. The Other White group placed highest in percentage of Upper Class characters, 31.70 per cent. The Other Non-white group was found to have the highest percentage of Lower Middle Class characters, 33.65 per cent, and the second lowest percentage of Upper Middle Class characters, 12.98 per cent. In the case of only 3.25 per cent of Other Non-white characters was no social status determined.

The Negro group was found to have the highest percentage of Lower Class characters of the six ethnic groups, 52.77 per cent, and the lowest percentages of each of the three other social classes. The percentage of Lower Class characters among Negroes was found to be twice as high as the percentage of Lower Class characters in any other ethnic group.
It was impossible to determine the social status of 22.33 per cent of the American Indians, a higher percentage than for any other ethnic group. The third largest percentage of Lower Middle Class characters were found among the Indians. The Indians also ranked third in percentage of Upper Class characters, but most of the 16.50 per cent Upper Class characters among the American Indians was attributable to the influence of one title, a Civil War story centering around several families of wealthy Cherokee planters. The American Indian group was found to include only 5.82 per cent Upper Middle Class characters, only a fraction of a per cent higher than the percentage of Upper Middle Class characters found among the Negroes.

For general comparison, a weighted average was obtained by adding the percentage of Upper Middle Class characters to twice the percentage of Upper Class characters and subtracting the percentage of Lower Class characters. The group determined to occupy the over-all highest status according to this index was the Other Non-white group, followed, but not closely, by the Other White, American and Anglo-Saxon-Nordic groups, which did follow one another closely. American Indians were portrayed in much lower status than were the four preceding groups, but much higher than the Negro group, which was found to occupy the lowest status of any ethnic group in the books examined.
The fourth hypothesis was accepted regarding that part which predicted that Upper Class and Upper Middle Class would be found to be more evident in the Award books than in the population of the United States, and regarding that part which predicted that Lower Class characters would be found to be less evident in the Award books than in the population. That part of the fourth hypothesis which predicted that the Lower Middle Class would be less evident in the Award books than in the population of the United States was not accepted, for the difference lay in the opposite direction from that hypothesized.

The Fifth Hypothesis

It was stated in the fifth hypothesis that the proportional margin of positive over negative characters would be highest for the Upper Middle Class and would diminish in the following order: Lower Middle Class, Upper Class, and Lower Class. The fifth hypothesis was tested by subtracting the percentage of negative characters in each of the four social class groups from the percentage of positive characters in the group.

According to Table VI, the Upper Middle Class was found to have the highest percentage of positive characters, 75.10 per cent, and the lowest percentage of negative characters, 9.06 per cent, followed by the Lower Middle Class with the second largest percentage of positive characters, 73.67
per cent, and, with the exception of the group for which no social status could be determined, the second lowest percentage of negative characters, 9.47 per cent.

TABLE VI

MORAL POSITION OF CHARACTERS BY SOCIAL CLASS MEMBERSHIP

<table>
<thead>
<tr>
<th>Social Classes</th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
<th>Margin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Upper middle</td>
<td>197</td>
<td>75.19</td>
<td>44</td>
<td>15.65</td>
</tr>
<tr>
<td>Lower middle</td>
<td>319</td>
<td>73.87</td>
<td>77</td>
<td>16.86</td>
</tr>
<tr>
<td>Upper</td>
<td>163</td>
<td>68.79</td>
<td>33</td>
<td>13.91</td>
</tr>
<tr>
<td>Lower</td>
<td>137</td>
<td>62.56</td>
<td>34</td>
<td>15.53</td>
</tr>
<tr>
<td>Undetermined</td>
<td>122</td>
<td>65.13</td>
<td>60</td>
<td>25.37</td>
</tr>
<tr>
<td>Total</td>
<td>938</td>
<td>69.02</td>
<td>248</td>
<td>13.25</td>
</tr>
</tbody>
</table>

The Lower Class was found to have the highest percentage of negative characters and the lowest percentage of positive characters, with the Upper Class falling between the Lower Class and the Lower Middle Class in both of these percentages. The Upper Class was found to have the lowest percentage of neutral characters, 13.91 per cent, and the Lower Middle Class the highest percentage of neutral characters among characters whose social status could be determined, 16.86 per cent. The socially Undetermined characters were found to have an even higher percentage of neutral characters, 25.37 per cent.
The fifth hypothesis was, in all aspects, supported by the data. The Upper Middle Class had the highest proportional margin of positive over negative characters followed in order by Lower Middle Class, Upper Class, Undermined group, and Lower Class.

The Sixth Hypothesis

It was stated in the sixth hypothesis that the percentage of married working women would be found to be smaller in Award-winning books than in the population of the United States. The sixth hypothesis was tested by comparing the percentage of married, working women among the book characters with the percentage of married women in the United States who were reported to belong to the labor force.

According to Table VII, a total of 180 married women were found among the characters of the Award-winning books. Of this number, forty-eight, or 26.67 per cent, engaged in some form of gainful employment while married. Among married women in the United States, 30.66 per cent were reported to be part of the labor force. A difference of less than 4 per cent was found in the direction hypothesized.

High percentages of working women were found among the married women of the Negro group, 57.14 per cent, Anglo-Saxon-Nordic, 38.46 per cent, and the American Indians, 29.41 per cent. The lowest percentage of employment among married women
characters was found in the Other white group, only 14.81 per cent of whose married women were gainfully employed. Somewhat higher percentages of employment among married women were found with the Americans, 25.28 per cent, and the Other Non-white group, in which 21.43 per cent of the married women were found to be employed.

TABLE VII
WORKING STATUS OF MARRIED WOMEN BY ETHNIC GROUP MEMBERSHIP

<table>
<thead>
<tr>
<th>Ethnic Groups</th>
<th>Non-working</th>
<th>Working</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>65</td>
<td>22</td>
<td>87</td>
<td>25.28</td>
</tr>
<tr>
<td>Anglo-Saxon-Nordic</td>
<td>16</td>
<td>10</td>
<td>26</td>
<td>38.46</td>
</tr>
<tr>
<td>Other white</td>
<td>23</td>
<td>4</td>
<td>27</td>
<td>14.81</td>
</tr>
<tr>
<td>Negro</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>57.14</td>
</tr>
<tr>
<td>American Indian</td>
<td>12</td>
<td>5</td>
<td>17</td>
<td>29.41</td>
</tr>
<tr>
<td>Other non-white</td>
<td>11</td>
<td>3</td>
<td>14</td>
<td>21.43</td>
</tr>
<tr>
<td>Undetermined</td>
<td>2</td>
<td>.</td>
<td>2</td>
<td>.</td>
</tr>
<tr>
<td>Total characters</td>
<td>132</td>
<td>48</td>
<td>180</td>
<td>26.67</td>
</tr>
</tbody>
</table>

United States population | 27,696,435 | 12,365,354 | 40,334,789 | 30.66

As indicated in Table VIII, the percentage of gainful employment among married women was in direct inverse relationship to social status, varying from 18.42 per cent among the Upper Class women to 43.75 per cent among Lower Class women.
Employment of married women was found to be more prevalent among Middle and Lower Class women than among the married women of the United States, 30.66 per cent of whom were listed as employed.

TABLE VIII

WORKING STATUS OF MARRIED WOMEN BY SOCIAL CLASS MEMBERSHIP

<table>
<thead>
<tr>
<th>Social Classes</th>
<th>Non-working</th>
<th>Working</th>
<th>Total</th>
<th>Per Cent Working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper</td>
<td>31</td>
<td>7</td>
<td>38</td>
<td>18.42</td>
</tr>
<tr>
<td>Upper middle</td>
<td>23</td>
<td>9</td>
<td>32</td>
<td>28.13</td>
</tr>
<tr>
<td>Lower middle</td>
<td>45</td>
<td>24</td>
<td>69</td>
<td>34.78</td>
</tr>
<tr>
<td>Lower</td>
<td>9</td>
<td>7</td>
<td>16</td>
<td>43.75</td>
</tr>
<tr>
<td>Undetermined</td>
<td>24</td>
<td>1</td>
<td>25</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>132</strong></td>
<td><strong>48</strong></td>
<td><strong>180</strong></td>
<td><strong>26.67</strong></td>
</tr>
</tbody>
</table>

There was only one case found of a working woman whose social status could not be determined. The most important factor in the Index of Social Characteristics was the occupation of the head of the household. In cases involving working women, mention was usually made of the husband's job, or lack thereof, and from this information it was possible to infer the social status of the family.

The sixth hypothesis was accepted. The difference in the hypothesized direction was less than 4 per cent, however.
The Seventh Hypothesis

The seventh hypothesis stated that stereotyped characters would constitute a minority of all classifications for which stereotype descriptions would be available. The seventh hypothesis was tested by comparing the description of each character with a previously prepared description of a common stereotype of a group to which the character belonged.

A total of sixteen groups, fifteen national and one religious, were described in terms of their popular stereotype. Descriptions by Gilbert (1) were used, and others were prepared especially for the study. Eleven of these sixteen groups were represented by fifteen or more characters in the Award books. It was believed that fewer than fifteen characters would not produce meaningful percentages.

As indicated in Table IX, in all cases involving fifteen or more characters, stereotyped characters were in the minority. The highest percentage of stereotyped characters found among the groups involving fifteen or more characters was the 40.79 per cent for American characters, followed by 39.29 per cent for Dutch characters, and 34.48 per cent for French characters.

The least stereotyped groups were the Chinese, 13.68 per cent of whom conformed to the respective stereotype, the American Indians, 14.56 per cent of whom conformed to the stereotype, and the Latin Americans, 15.63 per cent of whom
were stereotyped. Also low in the percentage of stereotyped characters were the Negro group, 19.44 per cent of whom conformed to the stereotype, the English, 22.91 per cent stereotyped, and the Jewish group, 23.53 per cent of whom conformed to the respective stereotype. Of the 1,257 characters who belonged to one of the sixteen groups described, 395, or 31.42 per cent, conformed to the stereotype description of the group to which they belonged.

TABLE IX
STEREOTYPED AND NON-STEREOTYPED CHARACTERS

<table>
<thead>
<tr>
<th>Groups</th>
<th>Stereotyped</th>
<th>Non-stereotyped</th>
<th>Total</th>
<th>Per Cent Stereotyped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifteen or more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American</td>
<td>270</td>
<td>392</td>
<td>662</td>
<td>40.79</td>
</tr>
<tr>
<td>Dutch</td>
<td>11</td>
<td>17</td>
<td>28</td>
<td>39.29</td>
</tr>
<tr>
<td>French</td>
<td>10</td>
<td>19</td>
<td>29</td>
<td>34.48</td>
</tr>
<tr>
<td>Spanish</td>
<td>9</td>
<td>26</td>
<td>35</td>
<td>25.71</td>
</tr>
<tr>
<td>Irish</td>
<td>4</td>
<td>12</td>
<td>16</td>
<td>25.00</td>
</tr>
<tr>
<td>Jewish</td>
<td>4</td>
<td>13</td>
<td>17</td>
<td>23.53</td>
</tr>
<tr>
<td>English</td>
<td>41</td>
<td>138</td>
<td>179</td>
<td>22.91</td>
</tr>
<tr>
<td>Negro</td>
<td>7</td>
<td>29</td>
<td>36</td>
<td>19.44</td>
</tr>
<tr>
<td>Latin American</td>
<td>5</td>
<td>27</td>
<td>32</td>
<td>15.63</td>
</tr>
<tr>
<td>American Indian</td>
<td>15</td>
<td>88</td>
<td>103</td>
<td>14.56</td>
</tr>
<tr>
<td>Chinese</td>
<td>13</td>
<td>82</td>
<td>95</td>
<td>13.68</td>
</tr>
<tr>
<td>Less than fifteen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scotch</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>37.50</td>
</tr>
<tr>
<td>German</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>40.00</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>100.00</td>
</tr>
<tr>
<td>Gypsy</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>100.00</td>
</tr>
<tr>
<td>Total</td>
<td>395</td>
<td>662</td>
<td>1,257</td>
<td>31.42</td>
</tr>
</tbody>
</table>
The seventh hypothesis was accepted for all groups except the Gypsy group, which contained only one member. Stereotyped characters were in the minority in all other groups for which stereotype descriptions were available.

Summary

The results of the procedures used to test the first seven hypotheses, those hypotheses which were related to the first problem, have been given in this chapter. The percentage of Americans among the Award book characters was lower than the percentage of Americans in the United States population. The first hypothesis was not accepted.

The second, third, and fourth hypotheses were accepted only in part. The first hypothesis was accepted in that part which predicted that Anglo-Saxon-Nordic and Other White characters would be more numerous than would be other minority groups, but rejected in that part which predicted that Other Non-white characters would be less numerous than would American Indian or Negro characters. The third hypothesis was rejected except for that part which predicted that positive characters would be in the majority in all ethnic groups and that part which predicted that the Other Non-white group would be more negatively portrayed than would the three White groups. The fourth hypothesis was accepted in all parts except that which
predicted that Lower Middle Class characters would be less
evident in the Award book than in the population.

The fifth, sixth, and seventh hypotheses were accepted. The fifth hypothesis predicted that the proportional margin of positive over negative characters would be in the order: Upper Middle Class, Lower Middle Class, Upper Class, and Lower Class. The sixth hypothesis stated that the percentage of married women who were employed would be smaller in the Award-winning books than in the United States. The seventh hypothesis stated that stereotyped characters would be in the minority among all groups for whom stereotype descriptions would be available.

The next chapter will give the results of the procedures used to test the eighth hypothesis, which was related to the second problem.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

A COMPARISON OF FIFTEEN EARLY AND FIFTEEN RECENT
NEWBERY AWARD WINNERS

The second problem of the study was to compare the ethnic
distribution of characters in fifteen early Newbery Award
books with the ethnic distribution of characters in fifteen
recent Newbery Award books. The early Newbery Award books
were those which won the Award during the year 1923 through
1937, and the fifteen recent Award books were the 1952-1966
winners. Trends in the latter part of the first period, the
years between 1927 and 1952, and since, have affected the
social climate out of which the Newbery Award books of each
year have grown.

The 1930’s were the high point of Anti-Negro and Anti-
Semitic feeling in America. In 1933 alone, twenty-four
lynchings, the highest for any one year, were reported in the
United States. Anti-Semitic feeling was reflected in the
popularity of the Ku Klux Klan and of the radio broadcasts
of Coughlin, the renegade priest (2).

At the same time, steps were made toward the recognition
of Negroes as full citizens. The federal government sought to
have relief programs administered fairly, without regard to
race. Later, an effort was made to prevent discrimination
in plants manufacturing war material. Since 1952, the federal
government has led the way in drastically reducing the amount
of discrimination in education, employment and public accom-
modations (2). The nation today is much more aware of its
minority groups, and especially of its Negroes, than it was
when the early group of Newbery Award books were written.

The change in the nation's position in world affairs
during the 1930's and 1940's is reflected in the change from
the Monroe Doctrine and the Roosevelt Corollary to the Good
Neighbor Policy and eventually to Hemispheric Solidarity;
in the change from isolation to involvement and eventually
to world leadership, and in the change from high tariffs to
reciprocal trade (2). The United States has become much more
conscious of the rest of the world since the earliest Newbery
Awards were presented.

Since 1937, America has fought two wars on Asian soil,
and is currently engaged in a third. American men are giving
their lives for Vietnam; Japan is one of the world's leading
industrial nations; and China is a nuclear power. Asia has
become a subject about which Americans can no longer afford
to be uninformed.

The eighth hypothesis, which was related to the second
problem, was that the proportion of each ethnic group except
the American and the Anglo-Saxon-Nordic was higher in the
1952-1966 Newbery Award books than in the 1923-1937 winners
of the Award.
The percentage of American characters increased from 36.64 per cent in the early books to 63.98 per cent in the recent books, but the percentage of Anglo-Saxon-Nordic characters fell from 13.74 per cent to 2.33 per cent. The percentage of Other White characters increased from 13.16 per cent in the early books to 22.27 per cent in the recent books.

TABLE X

THE ETHNIC DISTRIBUTION OF CHARACTERS IN EARLY AND LATE NEWBERY WINNERS

<table>
<thead>
<tr>
<th>Ethnic Groups</th>
<th>Per Cent of Total Characters</th>
<th>1923-1937</th>
<th>1952-1966</th>
<th>All books</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>36.64</td>
<td>63.98</td>
<td>48.93</td>
</tr>
<tr>
<td>Anglo-Saxon-Nordic</td>
<td></td>
<td>13.74</td>
<td>2.33</td>
<td>15.38</td>
</tr>
<tr>
<td>Other white</td>
<td></td>
<td>13.16</td>
<td>22.27</td>
<td>15.37</td>
</tr>
<tr>
<td>Negro</td>
<td></td>
<td>2.09</td>
<td>2.07</td>
<td>2.65</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td>12.02</td>
<td>7.77</td>
<td>7.58</td>
</tr>
<tr>
<td>Other non-white</td>
<td></td>
<td>21.37</td>
<td>.</td>
<td>9.09</td>
</tr>
<tr>
<td>Undetermined</td>
<td></td>
<td>.95</td>
<td>.</td>
<td>1.10</td>
</tr>
</tbody>
</table>

The percentage of Negro characters remained surprisingly constant, with Negroes constituting 2.09 per cent of the characters in the early group of Newbery books, and 2.07 per cent of the recent award winners. The percentage of American Indians was also lower in the recent winners, 12.02 per cent in the early group of books and 7.77 per cent in the 1952-1966 Award books.
The percentage of Other Non-white characters in the Newbery Award books fell from a high 21.37 per cent in the 1923-1937 Award books to none at all in the recent set of books. This is in striking contrast to the increasing importance of Asia in world affairs.

Also absent in the 1952-1966 Newbery Award winners were characters for whom no ethnic group membership could be determined. However, only .95 per cent of the characters in the 1923-1937 Award books fell in the undetermined category.

The eighth hypothesis that the proportion of each ethnic group except the American and the Anglo-Saxon-Nordic was higher in the 1952-1966 Newbery Award book than in the 1923-1937 Newbery Award books was supported by the data only in part. The proportion of Anglo-Saxon-Nordic characters decreased, which decrease was in the hypothesized direction, but also decreasing were the proportions of Negro, American Indian, and Other Non-white characters. The latter decreases were not in the direction hypothesized.

The increase of 9.11 per cent from early to recent Newbery books for the Other White group was in the hypothesized direction, but the increase of 27.34 per cent for American characters between the same periods was not in the direction hypothesized.

When the social class distribution of the 1923-1926 Newbery book characters was compared to that of the 1952-1956 characters,
it was found that the proportion of middle class characters, especially lower middle class characters, was higher in the more recent group. Whereas, only 24.31 per cent of the early group of characters fell in the lower middle class, 35.75 per cent of the recent characters were so scored. Proportions of all groups except the two middle class groups were lower in the more recent set of books, with differences ranging from 6.41 per cent for the upper class group to 2.21 per cent for the undetermined group. The largest difference for any one social class group was the 11.44 per cent increase in lower middle class characters in favor of the more recent group of books.

TABLE XI
THE SOCIAL CLASS DISTRIBUTION OF CHARACTERS IN EARLY AND LATE NEWBERRY AWARD WINNERS

<table>
<thead>
<tr>
<th>Social Class Groups</th>
<th>1923-1937</th>
<th>1952-1966</th>
<th>All Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper</td>
<td>19.03</td>
<td>12.67</td>
<td>17.52</td>
</tr>
<tr>
<td>Upper middle</td>
<td>21.25</td>
<td>22.28</td>
<td>19.37</td>
</tr>
<tr>
<td>Lower middle</td>
<td>24.31</td>
<td>35.75</td>
<td>32.01</td>
</tr>
<tr>
<td>Lower</td>
<td>16.98</td>
<td>14.51</td>
<td>16.16</td>
</tr>
<tr>
<td>Undetermined</td>
<td>16.98</td>
<td>14.77</td>
<td>14.86</td>
</tr>
</tbody>
</table>

The second greatest change in proportional social class membership was the 6.41 per cent decrease in proportional
presence of Upper Class characters. Since the Upper Class is composed of only 3 per cent of the United States population, a decrease in the representation of Upper Class characters is a move toward a more realistic social distribution. Although the percentage lost by the Upper Class was gained by the Lower Middle Class which was already over-represented it is reasonable to assume that the Lower Class child can identify more readily with the Lower Middle Class than with the Upper Class. In fact, many Lower Class children do aspire to Lower Middle Class occupations (1).

There was little difference between the proportion of Lower Class and Upper Middle Class characters in the early group of Award books and in the recent group of books. It is of note, however, that there should be any decline at all in the representation of Lower Class characters, since they are under-represented in the early books as well as in the recent books.

Summary

The ethnic group membership and social class membership of the characters in the 1923-1937 Newbery Award winning books were compared with those of the characters in the 1952-1966 Newbery Award books. Caldecott books were not included, as the Caldecott Award was not given before 1928.

The eighth hypothesis, that the proportion of each ethnic group except the American and the Anglo-Saxon-Nordic was higher
in the 1952-1966 Newbery Award books than in the 1923-1937 Newbery Award books, was accepted only in part. The percentage of Anglo-Saxon-Nordic characters was found to be higher in the early books, but the percentage of American characters was higher in the recent books. Also in the hypothesized direction was the larger percentage of Other White characters in the recent books as compared with the earlier Award books, but the percentages of Negro, American Indian, and Other Non-white characters were higher in the earlier group of books, which was in the opposite direction to that hypothesized.

It was also observed that the Middle Class, especially the Lower Middle Class was more numerous in the more recent group of Award books and that the Upper Class, and to a smaller extent the Lower Class, was less numerous in the 1952-1966 Award winners than in the earlier group of books.

In the next chapter will be presented a summary of the data. Findings related to all eight of the hypotheses of the study will be summarized.
CHAPTER BIBLIOGRAPHY


2. Wish, Harvey, Contemporary America, the National Scene Since 1900, New York, Harper and Brothers, 1961.
CHAPTER V

SUMMARY OF FINDINGS

Three problems were involved in the present study. The first problem was to determine the distribution of social and ethnic groups among the characters in books that have been awarded the Newbery and Caldecott Medals, and to analyze the treatment of certain groups. The second problem was to compare the ethnic distribution of characters of fifteen early Newbery Award books with the ethnic distribution of characters in fifteen recent Newbery Award books.

Seven hypotheses were developed concerning the first problem and one hypothesis was developed concerning the second problem. The third problem, about which no hypotheses were developed, does not lend itself to discussion in a summary of findings.

The First Problem

The first hypothesis that American characters would be found to be more evident in Award-winning books than in the population of the United States was not supported by the data. Whereas 70.68 per cent of the population of the United States was reported to be of native parentage, only 48.93 per cent of the Award book characters were Americans.
It was stated in the second hypothesis that, among minority groups, Anglo-Saxon-Nordic characters would be found to be most evident in the Award books, followed in order by Other White, American Indian, Negro, and Other Non-white. The second hypothesis was supported in that part which predicted that Anglo-Saxon-Nordic and Other White characters would be more numerous than would be the other minority groups. The hypothesis was rejected in that part which predicted that Other Non-white characters would be less numerous than would American Indian and Negro characters.

The third hypothesis that the proportional margin of positive over negative characters would be found to be highest for the American characters and would be found to diminish in the follow order: Anglo-Saxon-Nordic, Other Non-white, Negro, and American Indian was supported by the data only in part. The Negro group was found to be most positively portrayed, followed in order by the Other White, American, American Indian, Anglo-Saxon-Nordic, and Other Non-white groups.

That part of the third hypothesis which stated that positive characters would be in the majority in all ethnic groups was supported, as was that part which stated that the margin of positive over negative characters would be lower for the Other Non-white than for the three white groups. Those parts of the hypothesis which stated that Negroes would be more negatively portrayed than would be the white groups
and the Other Non-white group were not supported, as was that part which stated that American Indians would be the most negatively portrayed group. That part of the hypothesis which predicted that the American and Anglo-Saxon-Nordic groups would be more positively portrayed than would be the other ethnic groups was also rejected.

The fourth hypothesis, which stated that the Upper Class and the Upper Middle Class would be more evident in the Award books than in the population of the United States, while the Lower Middle Class and the Lower Class would be less evident in the Award books than in the population, was supported by the data, with only one exception. That part of the hypothesis which predicted that the Lower Middle Class would be less evident in the Award books than in the population of the United States was not accepted, for the difference lay in the opposite direction from that hypothesized.

The fifth hypothesis, which stated that the proportional margin of positive over negative characters would be highest for the Upper Middle Class followed in order by the Lower Middle Class, the Upper Class, and the Lower Class, was supported by the data in its entirety. The largest gap fell between the Lower Middle Class and the Upper Class.

The sixth hypothesis, which stated that the percentage of married working women would be found to be smaller in Award-winning books than in the population of the United
States, was supported to some extent by the data. The difference, in the hypothesized direction, was only 4.93 per cent.

The seventh hypothesis, which stated that stereotyped characters would constitute a minority of all classifications for which stereotype descriptions would be available, was accepted for all groups except the Gypsy group, which contained only one member. The highest percentage of stereotyped characters found among the groups involving fifteen or more characters was the 40.79 per cent for American characters, followed by the 39.29 per cent for Dutch characters, and 34.48 per cent for French characters. The least stereotyped group was the Chinese, 13.68 per cent stereotyped, followed by the American Indians, 14.56 per cent of whom conformed to the respective stereotyped, and the Latin Americans, 15.63 per cent of whom were stereotyped.

The Second Problem

The eighth hypothesis, which was related to the second problem, stated that the proportion of each ethnic group except the American and Anglo-Saxon-Nordic would be found to be higher in the 1952-1966 Newbery Award books than in the 1923-1937 winners of the Newbery Award. The hypothesis was supported by the data only in part. The proportion of Anglo-Saxon-Nordic characters was lower in the recent group of books than in the earlier group, which difference was in the
hypothesized direction. Also in the hypothesized direction was the higher proportion of Other White characters found in the more recent group of books. Differences not in the direction predicted by the eighth hypothesis were the higher proportions of Negro, American Indian, and Other Non-white characters found in the 1923-1937 Newbery Award books and the higher proportion of American characters found in the 1952-1966 Newbery books.

It was also found that the 1923-1937 Newbery Award titles had more Upper Class and Lower Class characters than did the 1952-1966 Award winners, but fewer characters in each of the two Middle Class groups, especially the Lower Middle Class. The more recent group of books contained fewer characters whose social status could not be determined.

Summary

In this chapter have been summarized the findings of this study related to the eight hypotheses and the first two problems. In the next chapter will be presented a discussion of the objectives of the elementary school library, and of the relationship of the findings of this study to these objectives.
CHAPTER VI

SOCIAL AND ETHNIC COMPOSITION OF AWARD BOOKS
AND ELEMENTARY SCHOOL LIBRARY OBJECTIVES

The third problem of the present study was to interpret the findings of the study in the light of the objectives of the elementary school library. No hypotheses were developed concerning the third problem, but three objectives which were selected as being especially relevant to the study were used as a framework for the interpretations of the findings: (1) developing world understanding; (2) developing inter-group understanding; (3) developing satisfactory personal adjustments.

Objectives of the Elementary School Library

Elementary school library objectives which are related to the present study are those objectives which are best accomplished when the books available are balanced and fair in their treatment of social and ethnic groups. Related objectives were derived from three sources: "The School Library Bill of Rights," (2), Standards for School Library Programs (1), and Elementary School Libraries Today (5).

"Developing world understanding" (5, p. 19) is an important objective of the elementary school library which is
closely related to the present study. An effort will be made to ascertain the capacity of the Newbery and Caldecott Award books to contribute to this objective, to the extent of the data found in this study. In order to implement the objective of developing world understanding, it is necessary that books be available in which all leading national groups are portrayed realistically, yet sympathetically, whether each group is represented among the student body of the particular school or not.

Developing inter-group understanding is a second objective of the elementary school library which is related to the present study because it can be achieved only if realistic, yet sympathetic books are available about the various ethnic, social, and religious groups composing American society, and about the contribution each has made to American heritage. This second objective is variously stated by the American Library Association and by the Department of Elementary School Principals.

To provide materials representative of the many religious, ethnic, and cultural groups and their contribution to our American heritage (2, p. 104).

To provide an opportunity through library experiences for boys and girls to ... acquire desirable social attitudes (1, p. 8).

To circulate authentic and significant books about other peoples (5, p. 30).
A third objective of the elementary school library, helping children make satisfactory personal adjustments, is related to the present study because a library collection in which a child's social or ethnic group is omitted, or in which a group to which a child belongs is too often portrayed unfavorably or in a stereotyped manner, is not able to help him to make a satisfactory personal adjustment. If availability and selection of good books is limited in variety of social and ethnic backgrounds, as Larrick (4) and Shepard (6) indicated, then many children will not find the books they need as individuals. The objective of helping children make satisfactory personal adjustments is also stated in various ways by the American Library Association and by the Department of Elementary School Principles:

To provide boys and girls with library materials and services most appropriate and most meaningful in their growth and development as individuals (1, p. 8).

To provide an opportunity through library experiences for boys and girls to . . . make satisfactory personal adjustments (1, p. 8).

Provide guidance for the child who needs a greater understanding of himself or others (5, p. 54).

The actual composition of elementary school libraries has not been the subject of the present study. Librarians do, however, make use of lists of recommended books in book selection, as they must due to the large volume of children's books published, the poor quality of many, and the small amount
of time available for examining prospective purchases by
the school librarian. Biases which exist in lists of
recommended books are likely to be passed on to the library
collection unless a conscious effort is made by the librarian
to locate quality books, in the neglected areas, which were
missed by the makers of the lists. As the Newbery and
Caldecott Award lists are two very important lists of recom-
mended books for elementary school children, it is important
that any strengths or weaknesses they may have in providing
for the objective of the elementary school library be rec-
ognized. The present study is concerned with the objectives
of developing personal, international, and inter-group
understanding.

Developing World Understanding

In order to provide for the objective of developing
world understanding, a body of literature must provide variety
in the national and racial groups of people represented, with
no major group ignored or grossly under-represented. Nor can
a group of books develop world understanding if any group of
people tends to be stereotyped or to be presented as, in
comparison with other groups of people, better or worse than
they really are.

Although a majority of the population of the United States
is of white, native parentage, less than half of the Award
book characters were Americans. Insofar as the proportion of American characters is concerned, the Award books contribute to developing world understanding.

With one notable exception, all minority groups were as well represented, proportionally, in the Award books as in the population of the United States. That exception was the Negro group, which was found to be grossly under-represented among the Award book characters. Except for the small percentage of Negro characters, the ethnic distribution of Award book characters revealed no gross failure to provide for the development of world understanding. The low percentage of characters found to be of African or other Negro background indicates that Award books are not adequate to provide for the development of understanding of that important segment of the world's population, however.

All ethnic groups were portrayed in Award books in a predominantly positive manner. The most negatively portrayed groups were the Anglo-Saxon-Nordic and Other Non-white groups, but much of the negative portrayal of these groups can be attributed to the influence of individual titles. The predominantly positive portrayal of ethnic groups probably contributes to the development of world understanding. It might be questioned, however, that the almost exclusively positive portrayal of any one ethnic group, such as is found
in the Award books for the Negro group, actually contributes to the understanding of that group. To dismiss Negroes from moral problems and conflicts is to dismiss them from much of the understanding of their fellow human beings, who are conscious of their own moral problems and conflicts.

Stereotyped characters constituted a minority of all classification for which stereotype descriptions were available. The low percentage of stereotyping is part of the realistic and sympathetic portrayal of various groups of people which is necessary if the objective of developing world understanding is to be realized.

A comparison of the 1923-1937 Newbery Award books with the 1952-1966 winners of the Award revealed no increase in the percentage of Negro characters in the more recent group of books over the earlier group of books. The more recent group of books included more American and Other White characters, and the earlier group of books included more Anglo-Saxon-Nordic, American Indian, and Other Non-white characters. It is surprising that the representation of Other Non-white characters should be lower during a period in which Asia has increased its importance in world affairs. It is the failure to make more adequate representation of Negroes, in the recent books, however, which detracts most from the capacity of Award books to contribute to the development of world understanding.
Developing Inter-group Understanding

A second objective of the elementary library is developing inter-group understanding. That all ethnic and social groups be fairly and honestly portrayed is essential in achieving this second elementary school library objective.

The ethnic distribution of characters in Award books revealed one gross failure to support the library in developing inter-group understanding. That failure was inadequate representation of Negro characters in the Award books, less than 3 per cent of the total characters.

The moral position occupied in the Award books by members of the various ethnic groups revealed that all ethnic groups were predominantly portrayed as positive. It was also found that Negroes were never portrayed in negative roles. That groups are portrayed positively probably contributes to better understanding of them, unless this tendency to portray positively is carried to the extreme of omission of any negative characterization, as is the case in the Award books with the Negro group, in which case the effect upon understanding of that group may be negative.

The distribution of Award book characters by social classes revealed that the largest percentage of characters were determined to fall in the Lower Middle Class, followed in order by the Upper Middle Class, the Upper Class, and the Lower Class. It may well be questioned if an adequate understanding of the Lower Class, which is the most numerous in
the population, can adequately be developed by a body of literature in which Lower Class characters are least numerous of all the classes. The second most numerous group in the population, the Upper Middle Class, was found to be the most numerous in the Award books, which may contribute to the understanding of that important group.

The only ethnic group presented as predominantly Lower Class was the Negro group. The implication is available that lower class status is to an unrealistic degree a Negro characteristic, which is conducive to the understanding of neither the Negro group, the lower class, nor of the other ethnic groups.

All social classes were portrayed as predominantly positive in terms of moral position, but the Middle Class, especially the Upper Middle Class, was more positively portrayed than were the Upper and Lower Classes. That all of the social classes are presented as predominantly positive, but that none are presented as exclusively so, may be expressed to contribute to the understanding of all of the classes. That the Lower Class and the Upper Class are presented as less positive than the Middle Class probably detracts from the usefulness of the Award books in developing understanding among members of the various social classes.

Although the percentage of married working women was found to be smaller in Award books than in the population of
the United States, the difference was slight. There was found no evidence to indicate that the Newbery and Caldecott Award books were not adequate to help the library meet its objective of developing understanding of the subgroup composed of working women's families.

The present study isolated no group, except the Gypsy group of one member, in which stereotyped characters were in the majority. Understanding of no group is encouraged by portraying its members in a stereotyped manner. The analysis of character stereotyping revealed no evidence that the Newbery and Caldecott Award books were not consistent with the objective of developing the understanding of the groups for which stereotype descriptions were available.

No increase was found in proportional representation of Negro characters in the 1952-1966 Newbery Award books when compared with the 1923-1937 winners of the Newbery Award. That no improvement was made in the low percentage of Negro characters, during a period of increasing emphasis upon the importance of the Negro group, does not contribute to the development of the understanding of that group.

It was also found that the Lower Class and the Upper Class were less numerous in the 1952-1966 Newbery Award books than in the earlier group of winners, but that the Middle Class groups, especially the Lower Middle Class, was more numerous in the recent group of books. The reduction in the
already over-represented upper class may be expected to contribute to the development of inter-group understanding, but that any reduction should occur in connection with the grossly under-represented lower class cannot be expected to contribute to this important objective.

Developing Satisfactory Personal Adjustments

A third objective of the elementary school library is to develop greater personal understanding (5) and "satisfactory personal adjustments" (1, p. 9). In order for the elementary school library to meet this third objective, quality books presenting characters with whom each child can identify, must be available in each elementary school library. This identification is easier if at least some of the characters in the book have ethnic and social attributes similar to those of the child. Therefore, a degree of balance in the portrayal of various social and ethnic groups is desirable, possibly bearing some relationship to the distribution of the various groups among the population. A library collection in which a child's social or ethnic group is omitted, or in which a group to which he belongs is too often portrayed unfavorably or in a stereotype manner, is not able to help him.

It is not probable that any child, unless he is a Gypsy, will find the national, racial, or religious group to which he belongs portrayed in a stereotyped manner more often than not. Absence of stereotyping is one characteristic that is
expected in recommended books, and the Newbery and Caldecott books portray few stereotypes.

No social or ethnic group was portrayed as being predominantly composed of undesirable characters. All ethnic groups except the Anglo-Saxon-Nordic and the Other Non-white held at least 60 per cent more positive characters than negative characters, and in the cases of the Anglo-Saxon-Nordic and the Other Non-white the margin was in the positive direction and well above zero.

The total absence of morally undesirable Negro characters in the Award-winning books may appear to be conducive to developing personal adjustment on the part of Negro children, but the children are probably not deceived. Knowing that they are bothered by much the same temptations as are their fellow humans, they are likely to experience difficulty in identifying with the paragons of virtue making up the Negro population of Award-winning books.

The Lower Class was the least favorably portrayed social class group; and the Upper Middle Class the most favorably portrayed class. Although all social class groups were portrayed as predominantly desirable, the Middle Class, especially the Upper Middle Class, was portrayed as much more desirable than were the other groups, thus making available a subtle invitation to complacency on the part of the middle class child and to despondency on the part of the lower class child.
For the upper class child, any feeling that social prominence is a substitute for moral fibre may be reinforced.

Among the social class groups, the group least well represented in the Award books is the lower class, with only 16.19 per cent of the characters. In the United States population, Warner (4) estimates that approximately 59 per cent are lower class. In the day of compulsory school attendance, it seems safe to assume that at least half of the pupils in the elementary schools of America are of lower class origins.

Schools have traditionally taught to instill in pupils the desire for upward social mobility, yet we know that few people actually advance into a higher social class (3). Libraries can make a contribution toward helping lower class children achieve mental health and social and economic worth whether or not they find, or even seek, social mobility. Libraries can help by placing before children good books about worthwhile, interesting people whom the lower class child can accept as realistic models for himself, providing of course, that such books are available.

Stories of people who advance from the lower class to a higher class are plentiful, and serve as models for those children who have a realistic chance, and motivation, for social mobility. For the majority of lower class children, the right kind of books could help to counteract the idea
implicit in much that children read and study, that worth lies only in social mobility.

Of even graver possible consequences is the portrayal of, or virtual failure to portray, Negroes. There is limited escape from the lower class, but almost none from the Negro caste, and integration in other than formal situations is a thing of the future. The Negro child needs heroes of his own race with whom he can identify, and this need is presently being met neither by the children's books in general, as examined by Larrick (3), nor by the best of children's books, as examined in the present study.

The low proportion of Negro characters in the Award books exists in spite of the fact that three of the books, two Newbery Award winners and one Caldecott Award winner, have Negro heroes. The Caldecott book has only two Negro characters, and the two Newbery books four Negro characters and eight Negro characters respectively. The type of Negro hero who is supplied by these books is the type who identifies with non-Negroes so completely that he has few Negro associates. This is not the type of hero who fulfills the needs of the ghetto child for identify, nor the type who provides all children with a realistic portrait of Negro life at any social class level.

It was also found that Negroes are the only ethnic group presented as predominantly lower class. Such a body of
literature can scarcely contribute to the satisfactory personal adjustment of those Negro children who are upwardly mobile, or potentially so. At the same time, lower class children of ethnic groups other than Negro do not profit from the implication that lower class status is normal only among Negroes.

The percentage of gainful employment among married women in the Award books is only 4.93 per cent lower than the percentage of labor force membership among married women in the United States. There is no evidence in the data related to the sixth hypothesis that the problems of working women's families are given insufficient treatment to contribute to the development of personal adjustment among the children of these families.

Summary

In this chapter, the relation of the findings of this study to the purposes of the elementary school library was discussed. The chief failures of the Newbery and Caldecott Award books to support the objectives of the elementary school library was found to be their inadequate portrayal of the lower class social group and the Negro ethnic group. In addition to the failure of the Award books to portray these two groups in adequate proportion to other groups, the lower class social group was found to be presented as morally
inferior to other groups while the Negro group was found to be presented as morally perfect, or nearly so.

In the next chapter will be presented statements of the conclusions reached. Recommendations will be made regarding book selection for teachers and librarians, and regarding topic selection for publishers and authors of children's books.
CHAPTER BIBLIOGRAPHY


Summary

The present study approaches the social and ethnic composition of Award-winning children's books by the methods of content analysis, with the individual characters as the basic unit studied. Ethnic group membership, social class membership, moral position, and presence or absence of stereotyping were determined for each character, and for married women characters, working status.

The ethnic distribution of characters in the Newbery and Caldecott Award books is not biased in favor of American characters. American characters do, however, appear to be more evident in recent Newbery Award-winners than they were in the early winners of the Award.

All minority groups, with the exception of the Negro group, are well represented in Award books, when compared with their numbers in the population of the United States. There has been, however, a drastic reduction in the proportional representation of Anglo-Saxon-Nordic and Other Non-white characters in the recent Newbery Award books when compared with the early winners of the Award.
The Negro group is grossly under-represented in the Award books, and there has been no improvement in the amount of portrayal of Negroes in the recent Newbery Award books when compared with the early winners of the Award. Negro characters are not found in the Award books in sufficient numbers either to provide models for Negro children or to reflect the role of Negroes in the American culture.

These Negro characters who are found in the Newbery and Caldecott Award books showed little tendency to conform to the common Negro stereotype. They did, however, tend to demonstrate certain characteristics which are suggestive of a counter-stereotype, such as the counter-stereotype found by Larrick (4). Negro characters are never found to be morally inadequate and compose the only group which is presented as predominantly Lower Class.

In Award books, Negro characters in general and Negro heroes in particular identify with white people, or at least with non-Negroes, to an extent which precludes their having many Negro associates outside their own families. The Award book portrait of a Negro is a person of low status but very high morals who has, aside from family life, few relationships with other members of his own race worthy of being written about in Award books.

It is of interest that, in spite of the sparsity of Negro characters, Non-white characters in general are present
in the Award book population in a proportion greater than the proportion of non-white people in the United States population. The bias found in the ethnic distribution of Award books does not discriminate numerically in favor of white people, but does discriminate numerically against Negroes.

Award books portray neither the American group nor the Anglo-Saxon-Nordic group as more morally desirable than the other ethnic groups. One possible exception is the Other Non-white group, which includes a slightly larger proportion of villainous characters than do any of the other ethnic groups.

There is no tendency, in Award books, to portray American characters in higher status roles than were members of other ethnic groups, except for Negroes and American Indians. Other non-white characters are depicted in roles of higher social status than are the Americans.

Lower class characters are not portrayed in sufficient numbers to reflect their role in the American culture or to provide models for those lower class children who are not potentially upwardly mobile. The Upper Class, the Upper Middle Class, and the Lower Middle Class are all depicted in adequate numbers to provide models for children of those social strata and to reflect their roles in the culture. There are more Award book characters in the Lower Middle Class than in any other social class.
There is no increase in the amount of portrayal of Lower Class characters in the recent Newbery Award books when compared with the earlier Newbery Award books. There is an increase in the evidence of Lower Middle Class characters, which helps to compensate for the lack of an increase in Lower Class characters, since most lower class children aspire to middle class occupations (5).

The employment of married women is only slightly less common in the Award books than in the United States. In the Award books, it is more common for married women to be employed if they are Negroes, American Indians, or Anglo-Saxon-Nordics than if they are members of other ethnic groups, and less common if they are members of the Other Non-white group.

In the Newbery and Caldecott Award books the employment of married women increases directly in inverse relationship to social status. In all social classes except the Upper Class, the percentage of employment among married women in the population of Award book characters is greater than that among the population of the United States.

No national or religious group represented in the Award books by more than one character is portrayed in a predominantly stereotyped manner in the Award books. American, Dutch, and French characters more often conform to their respective stereotypes than do other reasonably well represented groups. The least stereotyped among the well-represented groups in the Award books are the Latin American, American Indian, and Chinese groups.
Conclusions

If the Newbery and Caldecott Award books are typical of the highest quality of children’s literature, which they supposedly represent, the characteristics of the Newbery and Caldecott Award books found in the present study seem to justify the following conclusions regarding characteristics of children’s literature of highest quality and children’s authors of greatest ability:

1. There is no reason to believe that children’s books of the highest literary quality demonstrate the numerical bias that favors American characters, but if a recent trend to favor American characters should continue, such a numerical bias may eventually result.

2. Children’s books of Award-winning calibre have not portrayed American characters as being of higher moral position or social status than are other ethnic groups.

3. There is no reason to believe that children’s books of the highest literary quality demonstrate a numerical bias against any minority group except the Negro group. If, however, the current trend to avoid Anglo-Saxon-Nordic characters should continue, such a numerical bias may eventually result against the Anglo-Saxon-Nordic and Other Non-white groups.

4. Authors capable of writing the type of children’s book which is eligible for an Award appear to have avoided themes involving Negroes. Especially have they avoided themes
involving Negroes who do not fit the counter-stereotype of the Negro as a person typified by high morals, low social status, and few companions of his own race.

5. Themes involving non-white people other than Negroes do not appear to have been unpopular with writers and illustrators of children's books of Award-winning calibre.

6. Authors and illustrators of children's book of Award-winning calibre appear to have avoided themes involving lower class characters of all ethnic groups except the Negro group. Themes involving lower middle class people appear to have been popular with the most capable of children's book writers and illustrators.

7. Themes involving economically productive married women do not appear to have been unpopular with the authors and illustrators of children's books of Award-winning calibre.

8. Authors and illustrators capable of producing children's books eligible for Awards have avoided depicting the persistent stereotypes of national and religious groups.

9. Content analysis can be a fruitful method of research for use by librarians and library educators in learning more about children's books.

10. The Newbery and Caldecott Award books, taken as a body of recommended literature for children, cannot be relied upon to present a balanced treatment of America's ethnic and social groups, especially when the Negro and lower class groups are concerned.
Recommendations

It is recommended that teachers and librarians make conscious efforts to be certain that elementary school libraries include, in adequate quantity and variety, books about Negroes and about lower class people who are not Negroes. Such books should be of good literary quality and of a degree of realism appropriate to the age level of the children for whom the books are intended.

It is further recommended that publishers and writers of children's books of high literary quality give more consideration to the development of themes involving Negroes. Many, though perhaps not all of these themes should concern Negroes whose companions include many other Negroes. It is also possible that a few such themes should involve Negroes who are not paragons of virtue.

It is further suggested that publishers and authors of children's books give more consideration to themes involving lower class people who are not Negroes. It is probably not the economically deprived so much as the large wage-earner class that is in need of this type of literary portrayal.

It is further recommended that no compromise be made with literary quality in order to achieve ethnic or social balance in literature that is made available to children. Neither teachers, librarians, publishers, nor Newbery and Caldecott Award selection committees should sacrifice literary quality for ethnic or social balance.
In order to answer questions posed by the present study, it is recommended that further research be performed. The following are specific studies which will render the present study more meaningful:

1. The social and ethnic characteristics of the characters in books named as runners-up to the Newbery and Caldecott Award books should be analyzed in a manner similar to that of the present study.

2. The social and ethnic characteristics of a random sample of Children's Catalog (3) entries should be analyzed, using a procedure similar to that of the present study.

3. The social and ethnic characteristics of the starred entries of Children's Catalog (3) should be analyzed, using a procedure similar to that of the present study.

4. The social and ethnic characteristics of the characters in A Basic Book Collection for Elementary Grades (1), or a random sample thereof, should be analyzed and compared with the results of similar studies of other bodies of literature, especially children's literature.

5. The social and ethnic attributes of the characters in Bibliography of Books for Children (2), or of a random sample thereof, needs to be analyzed using a procedure comparable to that used in the present study.

6. Further research needs to be made on stereotype conformity with all types of literature, including children's
literature. The procedure used in the present study needs to be refined, and further reliability testing needs to be performed.

7. In order to discover the extent to which the high proportion of stereotyping found for the American, Dutch, and French characters was a function of the particular list of adjectives used to describe the stereotypes, the descriptions of a sample of characters representing other national groups needs to be compared with the American, French, and Dutch stereotype descriptions.

8. Further study of aspects of the Newbery and Caldecott Award books, other than literary merit, are needed. Content analysis of themes and settings would be helpful in further understanding the Award books as a body of recommended literature for children.

9. The treatment of specific subjects such as religion, death, money, and sex in Award books, and in other groupings of children's books, are in need of study by content analysis methods.


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1936 Brink, Carol, <i>Caddie Woodlawn</i>, New York, Macmillan, 1936.


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