A CONTENT ANALYSIS OF SCHOOL READING TEXTBOOKS
IN TAIWAN AND IN TEXAS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Sheue-shya Wang, B.Ed., M.S.
Denton, Texas
August, 1993
A CONTENT ANALYSIS OF SCHOOL READING TEXTBOOKS
IN TAIWAN AND IN TEXAS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Sheue-shya Wang, B.Ed., M.S.
Denton, Texas
August, 1993
Wang, Sheue-shya, A Content Analysis of School Reading Textbooks in Taiwan and in Texas. Doctor of Philosophy (Curriculum and Instruction), August, 1993, 240 pp., 20 tables, 1 illustration, bibliography, 82 titles.

The purpose of this study was to analyze and compare the values, beliefs, and ideas in school reading textbooks (Readers) in Taiwan and in Texas. It intended to examine the social control function of school Readers, with which a culture deliberately molds its young generation.

This study employed primarily qualitative methods. The collection of data used the technique of content analysis, student surveys, and teacher expert panel discussions. The analysis of data followed a constant comparative approach.

The themes shared by the two sets of Readers included family, friends, humans and living creatures, political ideals, reading/writing, appreciation of nature, science, indomitable spirit, turning danger into safety, setting goals, education, desirable and undesirable qualities or behaviors. Despite the similarities of these themes, the substance or focus of them may vary.

The themes unique to the Texas Readers were content knowledge, cultural diversity, dilemma and choice, observations about people, words, tomorrow’s technology, winning, and general truth. The themes unique to the Taiwan
Readers included life philosophy, learning, necessary difficulties, sensitivity, and military strategies.

The theme occurring most frequently in both sets of Readers was the desirable qualities or behaviors. The values advocated in the Taiwan Readers were idealistic and had a society-centered focus (for example, patriotism, appreciation of others, serving others, and honesty). Absolute moral principles were taught. A group orientation and altruism were evident.

In contrast, the Texas Readers did not have such an emphasis on the concept of group. Personal feelings, individual accomplishments, and self-centered values (for instance, effort, courage, determination, talent, and independence) received more attention. The values were perceived to be relative to the situation.

The Taiwan Readers, produced by a national education system, transmitted traditional Chinese beliefs and values. The Texas Readers, with the publishers' intent to avoid controversies, presented more general or universal values. Although the sources of control were different, they influenced textbook content in a similar way.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>List</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF ILLUSTRATIONS</td>
<td>vii</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td>33</td>
</tr>
<tr>
<td>III. PROCEDURES</td>
<td>71</td>
</tr>
</tbody>
</table>

## Chapter I. INTRODUCTION
- Statement of the Problem
- Purpose of the Study
- Research Questions
- Limitations
- Definition of Terms
- Background of the Study
- Significance of the Study
- Methodology
- Procedures
- Data Collection
- Data Analysis
- Summary
- Chapter Bibliography

## Chapter II. REVIEW OF LITERATURE
- The Study of Values
- Cross-Cultural Comparisons of Values in Readers
- Textbooks and Control
- Values in American Readers
- Methodology
- Cautions about Content Analysis
- Summary
- Chapter Bibliography

## Chapter III. PROCEDURES
- The Location of the Primary Data
- Procedure for the Collection of Data
- Procedure for the Analysis of Data
- Summary
- Chapter Bibliography
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Readers Used in Taiwan's Junior High School</td>
<td>20</td>
</tr>
<tr>
<td>II.</td>
<td>Texas State Adopted Readers for Grades 7 and 8</td>
<td>21</td>
</tr>
<tr>
<td>III.</td>
<td>Texas School Districts and Reading Series Used</td>
<td>22</td>
</tr>
<tr>
<td>IV.</td>
<td>Henry's Value List</td>
<td>34</td>
</tr>
<tr>
<td>V.</td>
<td>Rokeach's Value Lists</td>
<td>39</td>
</tr>
<tr>
<td>VI.</td>
<td>Texas Reading Series Analyzed in the Study</td>
<td>75</td>
</tr>
<tr>
<td>VII.</td>
<td>Teachers and Teaching Experiences--Taiwan</td>
<td>80</td>
</tr>
<tr>
<td>VIII.</td>
<td>Teachers and Teaching Experiences--Texas</td>
<td>80</td>
</tr>
<tr>
<td>IX.</td>
<td>Selected Lessons from the Taiwan Readers</td>
<td>81</td>
</tr>
<tr>
<td>X.</td>
<td>Selected lessons from the Texas Readers</td>
<td>85</td>
</tr>
<tr>
<td>XI.</td>
<td>Summary of Panel Discussion and Student Survey--Taiwan</td>
<td>95</td>
</tr>
<tr>
<td>XII.</td>
<td>Selections, Teachers, and Students--Texas</td>
<td>98</td>
</tr>
<tr>
<td>XIII.</td>
<td>Summary of Teacher Responses and Student Survey--Texas</td>
<td>99</td>
</tr>
<tr>
<td>XIV.</td>
<td>The Numbers of Selections Read from Texas Readers</td>
<td>147</td>
</tr>
<tr>
<td>XV.</td>
<td>Categories of Themes and Frequency Counts--Texas</td>
<td>148</td>
</tr>
<tr>
<td>XVI.</td>
<td>Categories of Themes and Frequency Counts--Taiwan</td>
<td>160</td>
</tr>
<tr>
<td>XVII.</td>
<td>Objectives of Taiwan's General Curriculum Outline</td>
<td>176</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>XVIII. Themes Shared by Both Taiwan and Texas Readers</td>
<td>179</td>
<td></td>
</tr>
<tr>
<td>XIX. Themes Only Found in Taiwan Readers</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>XX. Themes Only Found in Texas Readers</td>
<td>180</td>
<td></td>
</tr>
</tbody>
</table>
LIST OF ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Simplified matrix for data analysis</td>
<td>90</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The textbooks which surround and support teaching are the central tools in all schooling. The information carried within textbooks defines, for many, the task of education; textbooks are the most important resources which teachers and schools have as they do their work (Westbury, 1985). In contemporary education, while the school textbook is no longer the only didactic tool, textbooks still absorb eighty-five percent of the world's expenses for educational materials (Hummel, 1988, p.13). And in the United States, the dominant instructional tool continues to be the conventional textbook (Strahan & Herlihy, 1985).

In Texas, the state's mandated curriculum was required to be implemented by Texas school districts in 1985-86. The curriculum is comprised of Texas State Board of Education-approved essential elements (EEs) and subelements of instruction for required subjects and courses. The EEs are defined as representing those core areas of knowledge, attitudes, values, and skills that must be included in instruction and that each student must be provided an opportunity to learn to be an effective and productive member of society (Texas Education Agency [TEA], 1991a,
Districts are urged to expand and add to the EEs, but they may not delete any.

In one report, the Texas Education Agency (TEA, 1989) clearly addresses the close relationship between the EEs and textbooks. The textbook is seen as a primary means to instruct students in the EEs. Each year, the State Board of Education issues its textbook proclamations calling for bids from textbook publishers. According to Schomburg (1986), this proclamation serves as the most powerful tool in determining textbook content (p. 59). And the EEs and consensus generated from statewide curriculum review are the basis of the development of the annual proclamation (TEA, 1989, p. 3). The required connection between the Texas state mandated curriculum and textbooks increases the importance of the textbooks in classrooms.

In Taiwan, the textbook symbolizes learning and the school. In spite of advances in educational aids like audio- and video-cassettes and computers, the textbook retains its traditional role as the major learning tool in Taiwan's schools. Joint high school and university entrance examinations also play a significant role in focusing teachers' and students' attention on textbooks.

Taiwan has a national education system. According to Chapter 10 of the Constitution, the central government has the power of legislating and administering national education or delegating the administrative power to the
provincial, special municipality, county, or city government (Ministry of Education, Taiwan, 1988). In the central government, there is the Ministry of Education. In order to standardize the academic level of schools, the Ministry of Education has prescribed the standards of curriculum and equipment for all levels of school. As to the textbook and teaching materials for elementary and secondary schools, some are compiled, printed, and supplied by the Ministry; others are compiled and sold by bookstores after the screening of National Bureau on Textbook Compilation and Translation.

In addition to the body of knowledge conveyed therein, the school textbook also transmits values and attempts to influence attitudes (Hummel, 1988, p.17). Although research has been done to analyze the various components or aspects of a textbook, the research literature on the cross-national comparison of textbook content has remained small.

Readers in Taiwan (grades 7 through 9) and in Texas (grades 7 and 8) were analyzed in this study. McClelland (1961) has pointed out that the intent of Readers is to provide something interesting and instructive for the child to read. In this sense, the stories are projective and tend to reflect the motives and values of the culture in the way they are told or in their themes or plots (p.71). The stories are read by nearly all school children of the same age; therefore they present, in McClelland’s term, "popular
culture"—what is considered appropriate for all children to read, not just those from a special social class. A culture has to get its values across to its children, and Readers are the carriers of these messages. Because of these advantages, Readers are chosen for this study.

Statement of the Problem

The problem for this study is to describe and compare the themes transmitted by the content of Readers in Taiwan and in Texas.

Purpose of the Study

The purpose of this study is to analyze what is said in school reading textbooks in Taiwan, the Republic of China and in the state of Texas of the United States and to compare the content and values conveyed in the Readers of the two cultures.

Research Questions

The following research questions are addressed in this study:

1) What are the recurring themes in Taiwan’s Chinese Language Readers (Guowen or National Literature), grades 7 through 9, and in Texas state adopted Readers, grades 7 and 8?

2) What are the patterns of emphasis of the themes in
the Readers?

3) Do Taiwanese Readers cover the objectives described in Junior High School General Curriculum Principles (Ministry of Education, Taiwan, 1983a) and Junior High School Guowen Curriculum Standard (Ministry of Education, Taiwan, 1983b)?

4) What are the similarities and differences among the themes as reflected in the Readers of the two cultures?

Limitations

The technique of content analysis was used for this study. The researcher must construct the categories for analysis and decide the recording unit, the context unit, and the system of enumeration. These rely on the investigator's exploration and decision. Based on this consideration, alternative interpretations from different groups of people (e.g., teachers in Taiwan and in Texas and students of the University of North Texas [UNT]) were obtained and examined in the study. Guidelines for achieving the objectivity of the study are explained in "Data Collection" and "Data Analysis" sections.

The study did not include how the teachers present and interpret these themes, nor to what extent the students actually internalize them in the classroom. Therefore, the study did not address the themes as taught or learned.
Definition of Terms

Readers. -- The term "Readers" refers to Chinese language textbooks (Guowen) in Taiwan and Basal Readers in Texas. In Taiwan, the format of a lesson in the Readers is a story, an article, or a poem, classic or contemporary, followed by a brief summary of the reading selection, an introduction to the author, a list of words/phrases and their meanings, some words or phrases to be explained by students, and questions for discussion. The format of Texas state adopted Readers varies depending on the publisher. The common elements include reading selections, questions for discussion, other after-reading activities, and skill instruction sections.

Theme. -- In this study, a theme is the underlying meaning of an individual reading selection. For example, in the Reader "Time was...," the publisher (Scott, Foresman & Co.) labels the theme of the story "Zia" as "not giving up."

Background of the Study

The Themes in American Readers

In the United states, studies regarding the analysis of cultural themes in Readers have been done in the past. The so-called "modern Readers" (the Readers published shortly before the studies were conducted) were compared with Readers published during earlier period of time to determine if there was a historical change in the cultural themes of
The early McGuffey’s Readers (1836-1837 editions) have been found to present a code for conduct and the religious reasons behind the code. The moral themes in later editions of McGuffey’s Readers (1879 edition) are concerned with the values of kindness, helpfulness, honesty, hard work and a love and caring for the natural world (Steuer & Steddom, 1979).

Readers of the period of 1930’s-1960’s represent secure, happy optimism and gentle humor. Family life is the most important and pervasive theme. Kindness, helpfulness, and honesty are supplemented with the values of courage, patriotism, self acceptance and self reliance.

The readers of 1960’s-1970’s present realistic problems of family life and their solutions. Being realistic about expectations and being "glad to be me" are two basic lessons (Steuer & Steddom, 1979).

Content Analysis as a Tool to Study Books

In the U.S.A., there have been studies using content analysis to analyze the content of children’s books, young adult books, or textbooks of different subjects. The subject studied most often is social studies.

Haas (1988) examined the content of social studies textbooks in grade one to four in order to determine the concepts that the books presented. The concepts from the
social science disciplines that traditionally provided the knowledge base for social studies were compared with those concepts presented in social studies textbooks. The finding was that important and meaningful social studies concepts were not presented in grade one to grade four textbooks and that those books did not encourage students to form rules or to solve problems.

Lee's (1987) study is an attempt to understand the value system in the curricula in contemporary Taiwan and in mainland China, two Chinese societies which are deeply rooted in one cultural configuration, but conditioned by two distinct political doctrines.

Through a thematic analysis, all the central and sub-themes of the stories were identified and grouped into informational, behavioral, and political categories. Attention was given to how these themes that are officially endorsed by the governments are related to the Chinese cultural and educational tradition, and the new political ideologies emerging this century in each society. The Readers used in Taiwan basically carry forward the traditional moral idealism. The values of filial piety, kindheartedness, and self-discipline are stressed at the primary school levels, and then these soft natured sentiments are fused with righteousness, and the commitment to the pursuit of an ideal social order that are emphasized in the Readers of junior and senior high school.
As far as the research methodology is concerned, Lee’s method is rather weak. Content analysis was merely mentioned as a term. The explanation of the technique and the steps was completely ignored. The most important and basic element in a content analysis study--recording unit and context unit--could not be seen anywhere in the study. There was no explanation of how the categories were generated. The three main themes used to organize other subordinate themes were introduced without detailed reasons. They were simply taken from Ridley, Godwin, and Doolin (1971).

In Texas, with concern to provide quality reading materials to teenagers, Horton (1986) analyzed a representative current young adult books to determine the extent to which they contained items which were objectionable to would-be censors. Seventy-eight books were identified which fit the criteria of popularity and literary quality.

Content analysis was selected as the method of research. Each book was analyzed for the six categories which were established through prior research. The six categories included profanity, sex, violence, parent conflict, drugs, and condoned bad behavior. The categories were tallied each time they occurred in the books. The data revealed that profanity occurred more times in the books. One of the conclusions of the study was that local school
systems should establish and follow procedures for book selection and removal. It should be noted that the categories were a selection of those that were compiled through previously conducted studies. The fact that these categories were not directly drawn from the books and not validated for the study weakened Horton's study.

Oppewal (1985) investigated how religious and traditional values were represented in today's public school textbooks. A sampling of literature anthologies used in upper elementary and secondary English classes, health/sex education textbooks, secondary biology texts, elementary social studies texts, and textbooks used in civics/government and history classes was examined. Texts were analyzed to determine whether religious and traditional values and beliefs were given equitable treatment. Findings indicated that the literature anthologies contained materials which exposed students to traditional religious values with amounts varying from negligible to significant depending upon whether the texts contained writings from earlier periods (p.5). Analysis of social studies textbooks revealed an under-representation of the role of religious belief and the church in society as well as a misrepresentation or under-representation of traditional values (p.21). Once again, the categories used by Oppewal were borrowed from another study.
Significance of the Study

The significance of this study is, in part, the employment of a stronger research design. Instead of using externally generated categories, like many other studies did, the study generated the categories from the documents themselves. This is to make them meaningful and contextualized. The findings of this study will add to the body of knowledge as to the understanding of the reading materials that students in Taiwan and in Texas use on a daily basis. Cross-cultural comparison will provide valuable information about educational ideals and cultures in different societies.

This study explicated the themes taught in the Readers. In American school, students seem to learn much that is not publicly set forth in official statements of school philosophy or purpose, or in course guides, syllabi, and other curriculum documents. This learning, which includes information, beliefs, and ways of behaving, is often attributed to a "hidden curriculum" of schooling (Cornbleth, 1990, p. 42). Using the term "implicit curriculum," sociologist Robert Dreeben (Dreeben cited in Walker, 1990) argues that the implicit curriculum helps children make the transition from family life to public life by teaching them "the principles of conduct and patterns of behavior appropriate to adulthood" (p. 233). These "hidden" or "implicit" messages are often taken for granted rather than
directly acknowledged and examined.

According to Cornbleth (1990), "among the outcomes attributed to implicit curricula messages are individual and societal effects that foster conformity to national ideals and social conventions...Individual students are assumed to acquire prevailing world views, norms, and values as well as predefined roles...Collectively, such effects are seen as serving a social control function" (p. 43). "Social control" refers to the diverse efforts of social groups to bring the attitudes and behavior of their members into line with accepted and customary social expectations (Franklin, 1986, p.10).

Curriculum theorists Bobbitt, Charters, and Caswell bring together the school curriculum and the concept of social control. Emphasizing the social control function of education, they argued that a school curriculum is to develop within individuals a "unified" personality or a "single integrating principle of conduct" (Franklin, 1986). Bobbitt et al. saw the fundamental task of the curriculum as that of securing social harmony and cooperation in American society. In other words, curriculum is used as an instrument of social control. The curriculum tells what a nation cherishes and wishes to perpetuate as well as what a nation fears and wishes to eliminate.

The elements of hidden curricula identified as exerting social control include features of texts and other
curriculum materials (Cornbleth, 1990). Noting this phenomenon, Hadeed (1984) stated that "textbooks contain information that is carefully selected and presented to create attitudes and impressions." But, while there is a presence of implicit messages in textbook curriculum, explication of these messages remains sketchy. In the United States, research done in the past produced superficial lists of values or attitudes in textbooks rather than critically explored them. In Taiwan, up to the present, there is no significant effort on examining this issue. As researchers have suggested, features of textbook constitute part of hidden curriculum, which serves social control function. But, exactly, what is "hiding" beneath the lines and pages of the textbook? What are the expectations that a society has toward its members?

This study made these hidden or implicit values in the Readers explicit and subject to scrutiny. With the findings of the study, the public, teachers, administrators, publishers, researchers, and decision makers in Taiwan and in Texas will be able to critically examine the value themes presented in the Readers. What are those beliefs, norms, and attitudes the society wants to instill into its young generations for the purpose of social control? They can further question: Why are these particular messages included? How are they being chosen? By whom? Why them? These are important questions that need to be answered for
textbook publication and selection in the U.S. and for textbook editing and compilation in Taiwan. This study will provide a substantial knowledge base for asking and thinking about these fundamental curriculum questions.

Methodology

This study employed primarily qualitative methods. It was descriptive in nature. The researcher was the primary instrument for collecting data and interpreting the meaning of the data. The reading selections analyzed were collected without any manipulation and the analysis was done inductively.

The research technique, content analysis, was used in this study. Although content analysis has been widely used for more than fifty years, there is still no total agreement on its meaning among researchers. Its definition is evolving rather than arbitrarily assigned. In this study, content analysis is defined as the process of identifying, categorizing, and describing the characteristics of the data. The following is a brief introduction to content analysis.

Content analysis rose in importance during World War II, since it was believed in the United States to be possible by systematic analysis of German texts and official documents to detect the plans, thoughts, attitudes, and internal conflicts of the Nazis (Andren, 1981; Philliber,
Schwab, & Sloss, 1980). After World War II, content analysis spread to numerous disciplines. It was employed to study changes in symbol usage in international politics. Since the early 1960's, content analysis has become a major tool of psycholinguistics, to analyze the relationship between messages and the characteristics of their users (Holsti, 1963, p.37). Content analysis has also been applied to the field of education. Educational materials have provided researchers a rich source of data to make inferences about processes of reading and to understand larger political, attitudinal, and value trends in textbooks (Krippendorff, 1980, p.18). In short, content analysis is a multipurpose research method developed specifically for investigating any content of communication.

As mentioned before, definitions of content analysis have tended to change over time with developments in techniques and with application of the tool itself to new problems and types of materials. Among the definitions which have been proposed are the following:

Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication. (Berelson, 1952, p.18)

Content analysis is a phase of information-processing in which communication content is transformed, through objective and systematic application of categorization rules, into data that can be summarized and compared. (Paisley, 1969)

We propose to use the terms "content analysis" and "coding" interchangeably to refer to the objective,
systematic, and quantitative description of any symbolic behavior. (Cartwright, 1966, p.424)

Definitions of content analysis reveal agreement on the requirements of objectivity and system. Objectivity stipulates that each step in the research process must be carried out on the basis of explicitly formulated rules and procedures. Systematic means that the inclusion and exclusion of content or categories is done according to consistently applied rules (Holsti, 1969, p.4).

In defining content analysis, Holsti (1969) and Krippendorff (1980) commented on the "quantitative" requirement of previous definitions. According to Holsti, there is no considerable agreement about the meaning of "quantitative" as applied to content analysis. For Krippendorff (1980), the requirement to be "quantitative" has been restrictive. Although quantification is important in many scientific endeavors, qualitative methods have proven successful particularly in extracting intelligence from propaganda, in psychotherapy, and in analysis of linguistic data (p.22).

Holsti (1969) and Krippendorff (1980) also disagreed about the "manifest" attribute of content analysis. In their opinion, Berelson's definition has led scholars to believe that latent content is excluded from the analysis. Therefore, without mentioning the necessity of "manifest" content, they defined content analysis as:
...any technique for making inferences by objectively and systematically identifying specified characteristics of messages. (Holsti, 1969, p.14)

...a research technique for making replicable and valid inferences from data to their context. (Krippendorff, 1980, p. 21)

As far as the "quantitative" or "qualitative" analysis is concerned, it appears that researchers in the past decade view content analysis as a qualitative method. Goetz and LeCompte (1984) saw content analysis as a way used by ethnographers or qualitative researchers to analyze data. Howard (1985) included content analysis into the chapter of "Qualitative Methodology" in a research method book, although he stated that content is usually analyzed in "some systematic and quantifiable way" (p. 222). Patton (1987, 1990) defined content analysis as the process of identifying, coding, and categorizing the primary patterns in the data. It is used by qualitative researchers to analyze the content of interviews and observations.

In summary, content analysis can be done "quantitatively" and "qualitatively" (Fox & Hess, 1972, p.34). According to Weber (1985), the best content analytic studies utilize both qualitative and quantitative operations on texts. It is able to combine what are usually thought to be antithetical. Other advantages of content analysis include that it usually yields unobtrusive messages in which the sender of the message is not aware that it is being analyzed (Nachmias & Nachmias, 1981; Webber, 1985) and
that it can deal with large amounts of data (Bailey, 1982, p. 303).

Content analysis can be used for many purposes. The following are only some of them:

1. Disclose international differences in communication content.

2. Audit communication content against objectives/standards.

3. Reflect attitudes, interests, and values (cultural patterns) of population of groups.


5. Describe trends in communication content.

6. Expose propaganda techniques.

7. Identify the intentions and other characteristics of the communicator (Berelson, 1952, pp. 29-108).

This study analyzed the substance of the Readers’ content, reflected cultural patterns of different people, and disclosed international differences in reading content presented to students. Content analysis appeared to be an appropriate approach for this study.

Procedures

Research Design

The purpose of this study is to identify, describe, and analyze the themes occurring in Readers in two cultures. Content analysis was chosen as the analytic technique since
it operates directly on texts of human communications such as Readers. When analyzing the themes in the Readers, the investigator used theme as a recording unit and each reading selection as a context unit. A **recording unit** is a specific segment of content examined by the researcher in order to place it in a category. A **context unit** defines a larger context for each recording unit, that is, it is the context in which recording units occur (see "Unit of Analysis" for further explanation).

Categories of theme emerged from the selections. In order to ensure the accuracy and reliability of the study, a number of sources were used to substantiate the investigator's perceptions. The themes identified by the investigator were compared with those perceived by classroom teachers in Taiwan and in Texas and UNT students.

Coming from different sources, the data mentioned above enable the investigator to put together different kinds of information about the Readers. This is what qualitative researcher Dobbert (1982) emphasized—"multiple methods" (p. 265). Multiple perspectives allow cross-checking of all types of data for accuracy and completeness and add to the depth and breadth of interpretation.

The more detailed explanations about reading textbooks for analysis, unit of analysis, system of enumeration, and the establishment of validity and reliability are presented below.
Textbooks for Analysis

Junior high school (grades 7 through 9) Chinese language Readers (Guowen or National Literature) are compiled and published by the National Bureau on Textbook Compilation and Translation in Taiwan. All junior high school (public or private) students use the same books. The total number of junior high school Readers is six (one volume for each semester.) All of them were analyzed. Table I is a list of the volumes analyzed:

Table I

<table>
<thead>
<tr>
<th>Volume</th>
<th>Publication Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 1991, 3rd printing of revised ed.</td>
</tr>
<tr>
<td>5</td>
<td>Aug. 1991, 1st printing of revised ed.</td>
</tr>
<tr>
<td>6</td>
<td>Jan. 1992, 1st printing of revised ed.</td>
</tr>
</tbody>
</table>

In Texas, the state adopts Basal Readers for grades 7 and 8. Therefore, only 7th and 8th grade Readers were included in the study. It should be noted that, in Texas, 7th and 8th grade basal Readers are generally aimed at students whose reading performance is below the required level set by the state. Five Basal Readers for grade 7 and five Basal Readers for grade 8 are adopted (see Table II).
### Table II

Texas State Adopted Readers for Grades 7 and 8

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>Date</th>
<th>Publishers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blueprints</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time was...</td>
<td>1987</td>
<td>Scott, Foresman</td>
</tr>
<tr>
<td>HBJ Perspectives</td>
<td>1987</td>
<td>Harcourt Brace</td>
</tr>
<tr>
<td>Pageants</td>
<td>1986</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>Follow The Wind</td>
<td>1987</td>
<td>Macmillan/McGraw-Hill</td>
</tr>
<tr>
<td><strong>Grade 8</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doorways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face To Face</td>
<td>1987</td>
<td>Scott, Foresman</td>
</tr>
<tr>
<td>HBJ Reflections</td>
<td>1987</td>
<td>Harcourt Brace</td>
</tr>
<tr>
<td>Triumphs</td>
<td>1986</td>
<td>Houghton Mifflin</td>
</tr>
</tbody>
</table>

In this study, the adopted Readers which are most used in Texas' school districts were selected for analysis. TEA Textbook Division's (TEA, 1991b) record shows that school districts adopt different 7th and 8th grade Basal Readers. Some districts adopt only one reading series for either grade 7 or 8. Some adopt more than one series for grades 7 and 8. The reading series used for one grade is not
necessarily the same as the one used for the other. However, the same series is usually adopted for both grades. There are still some districts using one series for one grade and two or more series for the other grade. Table III is a summary of the Readers and the number of the districts using these Readers. The total number of school districts in Texas is 1,033.

Table III
Texas School Districts and Reading Series Used

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Textbooks</th>
<th>No. of Districts</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Connections: Blueprints</td>
<td>316</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Time Was...</td>
<td>142</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>HBJ: Perspectives</td>
<td>231</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Pageants</td>
<td>279</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Follow The Wind</td>
<td>129</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Textbooks</th>
<th>No. of Districts</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Connections: Doorways</td>
<td>309</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Face To Face</td>
<td>149</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>HBJ: Reflections</td>
<td>236</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Triumphs</td>
<td>273</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Touch The Sky</td>
<td>129</td>
<td>12%</td>
</tr>
</tbody>
</table>

The summary shows that three reading series published by three different publishers are used most in Texas' school districts. They are Macmillan's Connections series "Blueprints" and "Doorways," HBJ's "Perspectives" and "Reflections," and Houghton Mifflin's "Pageants" and "Triumphs." Therefore, this study analyzed the three
reading series. The total number of the Readers analyzed is six.

**Unit of Analysis**

In content analysis, two kinds of units deserve distinction: recording units and context units. Berelson's (1952) definition of recording unit is "the smallest body of content in which the appearance of a reference is counted (a reference is a single occurrence of a content element)" (p. 135). Holsti (1969) defined a recording unit as "the specific segment of content that is characterized by placing it in a given category " (p. 116). Holsti listed five chief recording units: the single word or symbol, the theme, the character (e.g., a character in a novel, drama, movie, or radio or television show,) the sentence or paragraph, and the item (pp. 116-119).

The theme was chosen as the recording unit for this study. For each lesson of the Readers, there are some messages expressed in the text. These underlying meanings of the content are the themes. The theme is the most useful unit of content analysis (Berelson, 1952; Holsti, 1969). It is almost indispensable in research on propaganda, values, attitudes, beliefs, and the like (Holsti, 1969; Nachmias & Nachmias, 1981). According to Bailey (1982), the complete elucidation of a theme may take a few words or part of a sentence, or it may require several paragraphs (p. 317).

The second type of unit is context unit. In order to
classify a recording unit, a further reference to the context in which it appears is necessary. Krippendorff (1980) stated that "context units set limits to the contextual information that may enter the description of a recording unit" (p.59). By defining a larger context unit for each recording unit, researchers recognize and make explicit the fact that symbols codetermine their interpretation and that they derive their meanings in part from the immediate environment in which they occur.

Each reading selection in the Readers, with its purpose, subject matter, characters, etc., can be seen as an independent unit. Each selection provides a context for making meaningful and accurate analysis. Therefore, each reading selection was designated as a context unit.

**System of Enumeration**

The system of enumeration determines how to quantify the data. There are four chief ways to quantify the data in content analysis: simple binary coding to indicate whether or not the category appears in the document; frequency with which the category appears in the document; amount of space allocated to the category; and strength or intensity with which the category is represented.

According to Bailey (1982), knowing the exact frequency with which a category appears is much more valuable than merely knowing whether or not the category appears at all.
Therefore, frequency is the system of enumeration in this study. Absolute frequencies, such as the numbers of specific themes found in the data, and relative frequencies, such as the proportion of particular themes to total themes, were used to summarize content analysis data.

Reliability and Validity

In order to enhance reliability and validity, this study included a full description of the methods used in the collection and analysis of data and explained the categories in detail by providing multiple examples. Multiple methods were employed to further strengthen validity and reliability. The bringing together of the themes perceived by different groups of people (the investigator, a group of UNT secondary education students, a group of UNT students from Taiwan, a group of reading teachers in Texas, and a group of junior high school Guowen teachers in Taiwan) was an effort to increase the numbers of perspective of the study. Through triangulation of the data sources, the validity and reliability of the study was established.

Data Collection

Data from various sources were collected. First, the investigator read each selection and identified the theme(s) for each selection. In accomplishing this, each selection was read repeatedly and those sentences reflecting the main idea(s) were underlined. These underlined sentences were
further reviewed and the theme(s) of the selection began to surface. The sentences were then reexamined and those that were best able to describe the theme(s) were written on an index card along with the theme identified. Additional information appearing on the card included the publisher, grade level, volume number, selection number, and page number. (See Chapter III for more detailed description and Appendices A and B for card examples.) One index card was used for one theme. If two or more themes were identified, two or more cards were utilized.

The second source of data was two groups of teachers. One group was 6 reading teachers from two school districts in North Texas area. The other group was 5 Guowen teachers in Ho-Chia Junior High School in Tainan City, one of the large cities in Taiwan. These teachers had at least 7 years of teaching experience in the subject. They were asked to read a ten percent sample of the reading selections from the Texas or Taiwan Readers and to identify the themes for the selections. The Guowen teachers in Ho-Chia Junior High School then participated in a discussion of the themes identified. Due to the limitation of the teachers' time, the discussion among the reading teachers from the two Texas school districts was not completed; however, the teachers did give their written descriptions of the themes.

The third data source was two groups of students. One group was 12 secondary education major students who enrolled
in a reading instruction course for the Fall semester of 1992 at UNT. The other group was 21 Taiwanese students studying at UNT in the same semester.

The two groups of students were asked to read the selected stories/articles from the Taiwan or the Texas Readers and to respond to questions asked by the investigator on the response sheets (Appendices E and F). The selections they read were the ones read by the teachers.

Data Analysis

This study followed the grounded theory approach developed by Glaser and Strauss (1967) in constantly comparing the themes of reading selections to generate proper categories (pp. 101-109). The investigator compared card with card so that similar phenomena could be given the same name or label. At this stage, labels reflecting the content of the cards were added to the cards.

The second step in categorization is to determine which of the phenomena are associated with each other and thus may be aggregated into groups. At this stage, the investigator grouped the cards into different sets. The preliminary or provisional categories were established based on the similarity of the labels obtained in step one.

Step three was a mutual checking between the categories and the cards. The investigator read through each set of cards. Each card was compared with the particular category
under which the card had been grouped. A card that did not fit the category well was pulled out. It was then grouped under another category or new category was created, or the original category was refined. This step was repeated until the categories and the cards fitted into each other.

For triangulation purpose, the responses from UNT students, the themes identified by the reading teachers, and the ones identified by the investigator were compared for the selected lessons from the reading textbooks used in Taiwan and in Texas.

Summary

This study analyzed and compared the recurring themes of the reading selections from the Readers used in Taiwan and in Texas. Multiple methods were used to collect data, including content analysis, teacher expert panel discussion, and student surveys. The analysis of data followed a constant comparative approach. Different sources of data were triangulated to enhance reliability and validity.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF LITERATURE

This review of literature begins with an introduction to the study of values, followed by a brief review of the cross-cultural comparison of values in reading textbooks and a discussion of the relationship between textbooks and control. An overview of the values in American Readers and the research technique of content analysis is then presented. The review concludes with the cautions about doing content analysis.

The Study of Values

Anthropologist Jules Henry (1960) created a Cross-Cultural Outline of Education for both anthropological and educational workers. The sources of the outline included research review, Henry's observation of American classrooms, and his field experiences in other countries. The outline contains 12 major sections, each divided into many subsections. The second subsection under the first major section "On what does the educational process focus?" is "values." Henry (1960, p.271) listed sixty-nine values. He defined values as "any normative idea or sentiment that serves as an organizer of culturally standardized behavior"
Table IV is Henry's value list:

Table IV

Henry's Value List

1. Good and bad: moral values
2. Work, success, failure
3. Being on time
4. Culture
5. Proper dress
6. Strength, activity, power
7. Beating the game
8. Politeness, tact
9. Cooperation, helpfulness, togetherness
10. Patriotism
11. Cleanliness, Orderliness
12. Thrift, saving, don't waste
13. Parents are good
14. Prettiness, beauty
15. Love
16. Mother, motherhood
17. Happiness
18. Competitiveness
19. Equality
20. Novelty, excitement
21. Pride
22. Knowledge as value
23. The "beautiful person"
24. Private property
25. Democracy
26. Family
27. Responsibility
28. Generosity, doing more than required, non-commercialism
29. The state
30. Deference
31. Enlightened self-interest
32. Independence, toughness
33. Physical intactness
34. Sense of emergency
35. Constancy
36. Solicitude for others, kindness
37. Composure under stress
38. Courage
39. Knowledge as means to an end
40. Compromise
41. Fun, relaxation
Table IV--Continued.

42. Friends, friendship, faithfulness
43. Fairness
44. Flattery, empty praise
45. Honor (integrity), personal autonomy
46. Self-restraint
47. Trying hard, don't give up
48. Fame, ambition
49. Honesty
50. Prestige
51. Niceness, likableness
52. Respect for authority
53. Excitement
54. Gentleness, non-violence
55. Speed, alertness
56. Sacredness, etc., of parents
57. Flexibility
58. Modesty
59. Tolerance
60. Freedom
61. Peace
62. Progress
63. Wealth
64. U.S.A.
65. Loyalty
66. Money, greed, etc., are corrupting
67. Smartness, cleverness, thinking
68. Profit
69. Size

Henry pointed out that a focus on values in the study of educational processes has implications not only for understanding the organization of behavior, but also for understanding learning, since education occurs always in a context of values, and teachers are usually teaching values, regardless of the subject matter (Henry, 1960, p.273).

Eleven years after the publication of Henry's outline, three researchers (Zimet, Wiberg, & Blom, 1971) used the value "checklist" to construct attitude scales to
investigate the attitudes and values in primers from the United States and twelve other countries. Henry's attempt to provide an outline for cross-cultural study had educational researchers' attention.

In the late 1960's, social psychologist Milton Rokeach developed his famous "Value Survey." Rokeach, who has spent more than twenty-five years studying the nature of human values, concentrates his research on procedures for discovering values held by people.

According to Rokeach (1973), any conception of the nature of human values, if it is to be scientifically fruitful, should satisfy certain criteria. One criterion is that "it should be intuitively appealing yet capable of operational definition" (p. 3). When constructing his Value Survey, Rokeach kept this issue in mind. He states:

...considerable attention has been devoted over the past few years to the development and standardization of a simple method for measuring values and value systems. It was also hoped that such a method would prove useful as a social indicator and have a wide variety of application to psychology, sociology and anthropology, political science and education.

Before deciding on the particular approach to be described...two others were considered. One concerns the drawing of inferences about a person's values from his behavior in structured situations. This approach was rejected because it had too many drawbacks: It is time-consuming and expensive; it cannot be employed with large numbers of people; it is difficult to interpret and quantify; and it may be biased by the observer's own values. A second approach is to ask a person to tell us in his own words about his values....This was also rejected because it has drawbacks: A person might not be willing or able to tell us about them, or he might be highly selective in what he chooses to tell us.
To get around such limitations, we presented the respondent at the outset with previously constructed lists of terminal and instrumental values, wherein the only burden placed upon him is to rank them for importance....the measuring instrument was designed to elicit information about values that the respondent would be willing or even eager to admit he had, which meant that it could neither be couched in negative terms (e.g., cowardly, irresponsible) nor in terms so positive as to give the impression of immodesty or boastfulness (e.g., brilliant, clever). (pp. 26-27)

Before further description of the Survey, Rokeach's definition of values should be presented. A value is defined by Rokeach (1973) as:

an enduring belief that a specific mode of conduct or end-state of existence is personally and socially preferable to alternative modes of conduct or end-states of existence (p.5).

Rokeach's definition of values indicates that he separates values into two distinct types: "modes of conduct" and "end-states of existence." Instrumental values are "modes of conduct." They are values which serve as means or paths for achieving terminal or end-state values. These are further differentiated into two sub-categories: moral values and competence values. Moral values have an interpersonal focus, which (e.g., honest, helpful), when violated, arouse a guilt of wrong-doing. Competence values (e.g., intellectual, logical) have a personal focus rather than interpersonal focus and do not seem to be expressly concerned with morality. Their violation leads to feelings of personal inadequacy rather than to feelings of guilt about wrong-doing (Rokeach, 1973, p. 8).
Terminal values are "end-states of existence." These are values which serve as goals of behavior to which a person strives (Rokeach, 1973, p.5). These values are also differentiated into two sub-categories: personal values and social values. Social values are defined as society-centered or interpersonal (e.g., a world of peace); personal values are self-centered or intrapersonal (e.g., inner harmony) (pp. 7-8). Despite the differences between instrumental and terminal values, they function in a "path-goal" relationship (Lester, 1982).

Table V shows two lists of 18 alphabetically arranged instrumental and terminal values. Rokeach's method is to ask the respondent to rank order values on the two lists. The instruction to the respondent is to "arrange them in order of importance to YOU, as guiding principles in YOUR life." Each value is printed on a removable label. The labels peel off easily and can be removed from place to place.

Rokeach's Value Survey (RVS) has been found both reliable and valid (Feather, 1975; Rokeach, 1973; Schneider cited in Rokeach & Regan, 1980; Vinson, Scott, & Camont cited in Rokeach and Regan, 1980). Rokeach (1973) emphasized that RVS is designed to serve as an all-purpose instrument for research on human values and it is an ideal instrument (p. 51).
<table>
<thead>
<tr>
<th>Terminal Values</th>
<th>Instrumental Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A comfortable life</td>
<td>Ambitious</td>
</tr>
<tr>
<td>(a prosperous life)</td>
<td>(hard working, aspiring)</td>
</tr>
<tr>
<td>An exciting life</td>
<td>Broad-minded</td>
</tr>
<tr>
<td>(a stimulating/active life)</td>
<td>(open-minded)</td>
</tr>
<tr>
<td>A sense of accomplishment</td>
<td>Capable</td>
</tr>
<tr>
<td>(lasting contribution)</td>
<td>(competent, effective)</td>
</tr>
<tr>
<td>A world at peace</td>
<td>Cheerful</td>
</tr>
<tr>
<td>(free of war and conflict)</td>
<td>(lighthearted, joyful)</td>
</tr>
<tr>
<td>A world of beauty</td>
<td>Clean</td>
</tr>
<tr>
<td>(beauty of nature and arts)</td>
<td>(neat, tidy)</td>
</tr>
<tr>
<td>Equality</td>
<td>Courageous</td>
</tr>
<tr>
<td>(brotherhood, equal opportunity for all)</td>
<td>(standing up for yourself)</td>
</tr>
<tr>
<td>Family security</td>
<td>Forgiving</td>
</tr>
<tr>
<td>(taking care of loved ones)</td>
<td>(willing to pardon others)</td>
</tr>
<tr>
<td>Freedom</td>
<td>Helpful</td>
</tr>
<tr>
<td>(independence, free choice)</td>
<td>(working for the welfare of others)</td>
</tr>
<tr>
<td>Happiness</td>
<td>Honest</td>
</tr>
<tr>
<td>(contentedness)</td>
<td>(sincere, truthful)</td>
</tr>
<tr>
<td>Inner harmony</td>
<td>Imaginative</td>
</tr>
<tr>
<td>(freedom from inner conflict)</td>
<td>(daring, creative)</td>
</tr>
<tr>
<td>Mature love</td>
<td>Independent</td>
</tr>
<tr>
<td>(sexual and spiritual intimacy)</td>
<td>(self-reliant/-sufficient)</td>
</tr>
<tr>
<td>National security</td>
<td>Intellectual</td>
</tr>
<tr>
<td>(protection from attack)</td>
<td>(intelligent, reflective)</td>
</tr>
<tr>
<td>Pleasure</td>
<td>Logical</td>
</tr>
<tr>
<td>(an enjoyable, leisurely life)</td>
<td>(consistent, rational)</td>
</tr>
</tbody>
</table>
As mentioned before, Rokeach intended to approach the conception of values operationally. To do so, he not only detailed the procedure of the measurement of values but also explained the selection of the values on the two lists.

The 18 terminal values are distilled from a much larger list obtained from various sources: a review of literature...the writers own terminal values, those obtained from about 30 graduate students in psychology, those obtained by interviewing a representative sample of 100 adults....The number of values...was then reduced on the basis of one or another consideration: We eliminated those values judged to be more or less synonymous with one another...those which overlapped...those which were too specific. A very different procedure was followed in selecting the 18 instrumental values. This time the point of departure was Anderson's list..." (Rokeach, 1973, p. 29)

In short, Rokeach's inquiry into the nature of human values makes an important theoretical and empirical contribution to the literature (Feather, 1975; Mitchell, 1983; Wilson & Little, 1986). Rokeach's value list is
believed to be reasonably comprehensive. It is also sensitive to differences between cultures, institutions, group membership, and personal experiences.

Cross-Cultural Comparisons of Values in Readers

In their research report to U.S. Department of Health, Education, and Welfare, Ozmon and Johnson (1967) pointed out that all reading material teaches values of one type or another (p.3). Croghan and Croghan (1980) described Readers as "sources of values" (p.11). Readers also serve as the medium for teaching many kinds of cultural lessons (Graney, 1977). The utilization of Readers for teaching cultural norms is intentional: authors, editors, and instructors are aware of the moral lessons communicated. Reading textbooks initiate children into a sociocultural environment contrived by adult authors (Graney, 1977).

Younker’s (1963) idea that "textbooks are a means of the induction of the young into a culture and reflect the character and ideals of the society in which they are used" is confirmed by McClelland’s (1963) study. McClelland studied third- and fourth-grade Readers of forty countries all over the world. He discovered that the stories differ markedly from country to country in the values they express.

Stories from the Middle Eastern and North African countries like Turkey, Lebanon, and Tunisia are often built around a theme of cleverness or ability to outwit somebody
else. Many other stories from the Middle East stress the same theme. In Chilean and Japanese stories great emphasis is placed on the importance of kindness and obligation to others and in German stories on the value of loyalty. According to McClelland (1963, p. 136), any theme will appear in at least one or two stories from a given country, but some appear much more frequently in some countries than others.

McClelland’s conclusion is that popular stories for children reflect what the people in the country value most, what they think is important. Children acquire the values or ethical ideas expressed in the stories, even without conscious and deliberate attempts to abstract. McClelland believed that Middle Eastern children learn naturally and easily from what they read that cleverness is a good thing, just as American children learn that working together is usually the best way of doing things. Children come to take such ideas for granted because that’s the way things "are" or "happen" in the stories they read (McClelland, 1963, p. 136).

Another example of how values and attitudes differ in reading textbooks among different countries is the study of Zimet et al. (1971). They studied beginning reading textbooks from the United States and twelve other countries. The attitude scales they used in their study were modified from Henry's (1960) value list.
Zimet et al. found that the recognition of the influence of oldness or tradition on the present occurred frequently in South Korea's and India's reading texts. France mentioned play (being actively engaged in recreation or sport), whereas Israel mentioned it (play) least often. Mexico, India, and South Korea presented working more often than the other countries. South Korea and India were high in conforming and compromising (adapting one's behaviors to facilitate harmonious interaction) compared to the rest of the countries, with France and the United States having the lowest number of occurrences. The attitude of caring and nurturing was mentioned in over two thirds of the stories of both the United States and India. South Korea was outstandingly different from all other countries on the high frequency of occurrence of the attitude of cleanliness and orderliness (Zimet et al., 1971, pp. 168-172).

Only one study (Lee, 1987) was found in the literature that compared the values in Taiwan Readers with those in the Readers of China, a country with the same cultural tradition as Taiwan. The value orientation in the Taiwan Readers carries the essential spirit of Confucianism and is in accordance with the traditional strategy of the students' character cultivation.

According to Lee (1987), the materials of the Readers used in mainland China can be divided into two parts: the classical and the modern (p. 240). The former transmit the
moral themes of the Chinese tradition, such as unremitting efforts to improve oneself, never giving up, and patriotic sentiments. The latter primarily stress class consciousness, devotion to the Party, and adherence to Marxism and socialism. On the whole, Party orientation and class struggle, substituting for the traditional values of filial piety and universal "Ren" (love and benevolence), are the most dominant themes in China’s Readers.

In summary, these studies indicate that the values or ideals presented in Readers differ among different countries or cultures.

Textbooks and Control

Textbooks usually represent what to be taught in schools; they "select in" some ideas and domains of knowledge and "select out" others. Therefore, they participate in social control. According to Sleeter and Grant (1991), curriculum always represents somebody’s version of what constitutes important knowledge and a legitimate world view. To illustrate this point, they use textbooks as an example. In writing textbooks and debating what should go into them, scholars select from a wide spectrum and versions of reality. Teachers have fewer from which to choose, but often have more than one; and students usually are given the opportunity to learn only one. In this way, textbooks serve as a means of social control.
They legitimate existing social relations and the status of those who dominate, and they imply that the interpretations being taught in school are undisputed fact.

In Altbach's (1991) opinion, textbooks are among the most political commodities. He states:

In a sense, textbooks define the nature of education. They embody legitimate knowledge. They are perceived as a powerful teaching tool and their content as one of the key determinants of what gets taught in schools. The content of textbooks is thus political and often a terrain for battles over the nature of education, and sometimes over important social issues or even how the nation, religion, or other sensitive issues are interpreted. (p. 243)

In the United States, the question of who makes decisions about the content, orientation, publication, and distribution of textbooks is embedded in politics. Such decisions have significant economic implications, since textbook publishing is a major segment of the publishing enterprise (Altbach, 1991). Apple (1990) also indicates that the production of textbooks "is not just controlled by the 'invisible hand' of the market. It is also largely determined by the highly visible 'political' hand of state textbook adoption policies."

The content of textbooks is a matter of political controversy in the United States. These conflicts have spilled over into the political and legal arena. In the mid-1970's, Kanawha County, West Virginia, became the scene of one of the most explosive controversies over what schools should teach, who should decide, and what beliefs should
guide the educational programs (Apple, 1990; Apple & Christian-Smith, 1991). A protest by a small group of conservative parents, religious leaders, and business people over the content and design of the textbooks used in local schools spread to include school boycotts, violence, and a split within the community.

After examining the factors that heightened tensions in Kanawha County, Apple (1990) emphasized that it is important to realize that controversies over "official knowledge" that usually center around what is included and excluded in textbooks really signify more profound political, economic, and cultural relations and histories. Conflicts over texts are often proxies for wider questions of power relations.

Textbook wars have been fought in other parts of the world. In Japan, the Ministry is given powers to approve textbooks to be used in elementary, middle, and high schools. The Ministry's central control was challenged by the judgment of the Tokyo Court in the 1970 "textbook trial" under Judge Sugimoto in which a suit was brought against the Ministry of Education by Professor Ienaga of Tokyo University of Education (Kobayashi, 1976). Professor Ienaga had on two occasions in 1962-63 and 1966 been forced to alter the content and expression of his drafts for high school history textbooks under the screening of textbooks by the Ministry. He brought up the question of the legality of the screening system which appeared to him to be clearly
against Article 21 of the Constitution on the freedom of expression and publication and Article 10 of the Fundamental Law of Education on educational administration. He touched on the every basic question of education, that is, who is responsible for the content of education.

The Sugimoto judgment of 1970 supported the plaintiff's view. The decision ruled that the screening should be applied only to the technical checking and should be done only to ensure that the textbook is up to the general standard; it should not deal with the actual content and thought which the author has the right to express.

The decision was not welcomed by the Ministry, who held the position that the State was entrusted by parents, through the democratic procedure, with the responsibility of educating children, and that in carrying out such responsibility the State should set up standards of education including those of curriculum content, and should screen the textbooks in accordance with standards. A proper education could not be guaranteed if it were left to individual teachers and the authors of the textbooks.

In July 1974, the Tokyo Court passed judgment on another case which Professor Ienaga brought against the State for the latter's screening of his textbooks in 1962-63. This time the case was decided in favor of the defendant, whose textbook screening system was found constitutional. The issue of textbook screening was more
complicated by this judgment, which clearly stood in opposition to the previous Sugimoto case in 1970.

More recently, the content in Japan's history textbook even stirred up international tensions. The Japanese government approved a right-wing history textbook that retold the story of the brutal invasion and occupation of China and Korea in a more positive light. This has stimulated widespread international antagonism and has led to controversy in Japan as well (Apple, 1990).

The use of textbooks as a tool of control and ideological management is evident in Communist China, former Soviet Union and Hitler's Third Reich.

Ridley, Godwin, and Doolin (1971) analyzed ten volumes of elementary school Readers used in China. The stories were assigned to three major thematic categories: informational, political, and behavioral. The information available to the Chinese pupils was limited in scope and imposed upon them a worldview having China as its center with very little consideration for what lies beyond the borders of China.

The major political themes attempted to influence the young so that they would be dedicated to the "new" society and the "new" political system. The goodness and benevolence of the new society was contrasted with the oppressive, cruel society, and political system of Kuomintang China. (Kuomintang is the Party governing the
government of the Republic of China in Taiwan.) Students were taught to be ready for military actions when requested. Their view of the external world was dominated by the ever-present threat of American "imperialism" and they were taught to hate America. They were taught to be aware of the existence of "oppressed peoples" in the world who had yet to throw off the yoke of oppression and who were waiting for the "revolution."

The overall pattern of behavioral themes was clear in that an individual is taught that he has obligations to society at large, and he should strive to achieve not for himself, but for the common good. An individual is taught to value labor, not personal achievement, and labor is seen as primarily physical labor as a worker, peasant, or soldier. The ideology of communism has been deeply "planted" into the Readers in order to make a model citizen for the "new" society.

The textbooks of former Soviet Union also carry the responsibility of implanting certain socialist attitudes within the school children. In reading books for the junior grades, certain themes emerged again and again in many stories, for example, honoring the working class by illustrating their role in the October Revolution and by showing their suffering and bravery in pre-revolutionary times. The military dedication of Soviet citizens in the past is paralleled by the dedication of contemporary
citizens in their working lives. The need to work primarily for the collective good is regularly emphasized (O'Dell, 1987).

Blackburn (1985) studied a broad collection of history textbooks, primers, and books of reading containing historical instruction produced and used by Hitler's Third Reich. He comments that in its determination to take absolute control, the Third Reich focused on the nation's youth, reserving for the schools the vital task of refashioning the German psyche.

Hitler's statement, "Especially in historical instruction an abridgement of the material must be undertaken," guided the organization and design of the textbooks. According to Blackburn (1985), the history textbook, like everything else in Hitler's Germany, was designed to serve a political end (p. 36). The selection and arrangement of materials constituted a primary means by which the Nazi inculcated the belief in their own pattern of history. The central theme of the history written by the National Socialist is: to arouse in the student a sense of Germanism, which would kindle the urgent desire to secure Germany's permanent hegemony in the world. The history textbooks drew distinct boundaries between German and non-German nationalities and projected for youth the sacred meaning of preserving their unique racial qualities.

In summary, the content of textbooks is manipulated by
those hands, visible or invisible, of the persons who intend to control. The political, economic, and other components of this control-taking process are complicated.

Values in American Readers

The earliest means of reading instruction in the United States was the hornbooks. The hornbooks, which were really not books but merely lesson sheets pasted on small wooden paddles, consisted originally of just the alphabet. Later, syllables were added and religious selections were taught (Ozmon & Johnson, 1967). The emphasis on religion stemmed from the ties between early American and British institutions. In Britain, the Anglican church had an unquestioned right to control the schools; the church felt a duty to encourage reading so that children could read the word of God. Emigrating from such an environment, the Puritans naturally let religion shape their schools.

The first reading book specifically designed for American colonies was The New England Primer, published as early as 1691. It is considered to be the standard textbook of reading instruction used throughout the colonial period. Much of its material was taken directly from the Bible. The spirit of child-rearing practices is well illustrated in the following statements taken from The Primer:

Foolishness is bound up in the Heart of a child, but Rod of correction shall drive it from him. Liars shall have their part in the Lake which burns with Fire and Brimstone. (Zimet, 1972, p.88)
The Readers in post revolutionary American had a new function to perform--developing loyalty to the new nation. The content also reflected the emphasis on developing an intelligent citizenry capable of efficiently discharging their duties. Nationalism became equated with morality. This created a secular philosophy which demanded the same kind of rigid conformity that prevailed under the religious doctrines. The religious content in the Readers was reduced; the content devoted to inculcating morals increased (Nietz, 1961; Ozmon & Johnson, 1967; Zimet, 1972). Thus, the trend at the turn of the 18th century was away from a Protestant ethic toward a social ethic (DeCharms & Moeller, 1962).

The first graded Readers were the McGuffey series. First published in 1836, the McGuffey Readers were perhaps the most widespread and influential textbooks ever used in American classrooms (Steuer & Steddom, 1979). By the early 1900s, over 120 million copies had been sold--outranked only by the Bible and Webster's Dictionary (Bohning, 1986, p.263). For the better part of a century, they served as the main reading materials for over 80 percent of American school children (Steuer & Steddom, 1979, p.58).

The major themes in the McGuffey's Readers focused on God and nature, the value of works, standards of personal behavior, and standards of social conduct. William McGuffey grew up in a deeply religious pioneer family. It is not
surprising to find God and nature as dominant themes in his lessons (Westerhoff, 1978). The lessons presented God as being pleased by the good words and good deeds of children. "He delights to see His children walk in love, and do good to one another" (Third Reader). The natural world is used to prove the existence of God.

Hard work is highly honored and rewarded in the McGuffey Readers (Zimet, 1972; Bohning, 1986), while play is strongly discouraged and judged harshly if combined with work:

Work while you work,
Play while you play;
One thing each time,
That is the way.

All that you do,
Do with your might,
Things done by halves
Are not done right. (McGuffey's Eclectic Primer, p.53)

In terms of personal behavior, children were advised to be honest, kind, helpful, courageous, to go to school, and not to waste time (Bohning, 1986, p.267). Consequences were sure to follow, swift and painful, if one did not lead the good personal life. Right social living is also reflected in the lessons. Temperance, modesty, good will, and generosity are virtues. Profanity, gambling, and unkindness are evil. According to Westerhoff (1978, p.94), modes of conduct that occur most frequently in the Readers are charity, industriousness, patriotism, kindness, and piety (fear, love, and gratitude to God).
There exists some differences between early and later editions of McGuffey Readers. Few lessons from the 1836-37 editions are to be found in the 1879 edition. None of the first edition's emphasis on salvation and piety remains (Westerhoff, 1978, p.105). The spirits of self-reliance, individualism, and competition fill the 1879 edition. Virtue is rarely its own reward, but material and physical rewards can be expected for good acts. It is hard work and frugality that bring prosperity. Responsibility for success or failure lies with the individual. In short, the later editions are more secular and dominated by moral themes.

Reading textbooks published during World War I had an emotional appeal (Pierce, 1930, p.193). Readers were designed to stir patriotic sentiment:

> Up to the breeze of the morning I fling you,  
> Blending your folds with the dawn in the sky,  
> These let people behold you, and bring you  
> Love and devotion that never shall die.  
> Proudly agaze at your glory, I stand,  
> Flag o' my land! Flag o' my land!  
> *Story Hour Readings Sixth Year*, p.212, cited in Pierce, 1930, p.208)

A World War, the Depression, new waves of immigrants and an increasingly urban society made the McGuffey Readers gradually "out of date" and "out of demand" by the 1930's (Steuer & Steddom, 1979). At this time many publishers entered the "reading market," and the books they produced reflected both the idealistic and materialistic values shaping the "new" American society. The McGuffey Readers
were replaced by a variety of reading series built around pairs of child characters--Peter and Jane, Molly and Pete, and Dick and Jane. Rather than create a series of selections about different characters as in McGuffey, the new Readers followed the characters of one family through a number of stories, often through several books.

Unlike the McGuffey Readers, the primary textbooks of the thirties through the mid-sixties generally exclude the sad and somber sides of life. Wargny (1963) compared 431 stories appearing in reading series of the late 1950's and early 1960's with 151 McGuffey stories and found that sorrow occurred more often in McGuffey (p.91). Anderson's (Anderson cited in Croghan & Croghan, 1980, p.24) study on values contained in the reading textbooks published in the 50's also indicated that the "modern" child would find madness, torture, and death only in radio or television. Hope and happiness became the predominant literary content of most Readers. Religious dogma is all but gone from "modern" Readers (Wargny, 1963, p.90).

One difference between many of the "new" series and the McGuffey Readers is the constant emphasis on material goods--especially related to the house and automobile for the adults and toys and clothing for the children. A frequent adjective is new (Steuer & Steddom, 1979, p.63).

The verb work, which was so important in McGuffey, has been largely replaced for the child by play. For example,
the first Reader in the Dick and Jane series is entitled "Fun with Dick and Jane." Work is still seen as a virtue, but one that is most often postponed until adult life. Childhood is pictured as a carefree time largely free of responsibility. Emphasis is placed on the positive aspects of life and behavior (Klineberg, 1963; Steuer & Steddom, 1979).

As in McGuffey, parents are very loving in the "new" Readers. They also act as explicit role models for their children. The value of family life is a very important and pervasive theme. Although moral values are less explicit in the "new" Readers, the characters provide a constant and consistent display of the behavior and qualities to be emulated. Kindness, sharing, and helpfulness are still the prime values for conduct toward others. Honesty, fairness, cooperation, and the social values of polite and careful behavior are also desirable traits. Cleanliness is emphasized (Steuer & Steddom, 1979, p.64).

Teacher's guides for middle-grade Readers for the thirties through the sixties frequently comment on the impact of radio, movies, and television on the children and their competition for students' attention. According to Steuer and Steddom (1979), this may be why there seems to be a greater attempt in the upper-level Readers for relevant and high interest stories. Many more stories have a sports or adventure theme. The influence of World War II is the
emphasis of courage and patriotism in the Readers.
Klineberg (1963) reported that there is also an awareness
and acceptance of differences in culture and background
(p.45).

A divisive war, political scandals, a growing movement
for civil and human rights, increasing inflation and an
ever-shrinking planet all have contributed to the emergence
of a new style in basic reading series for the late 60's and
early 70's (Steuer & Steddom, 1979, p.64). The time of the
stories is no longer contemporary, but frequently set in the
historical past as well as in the hypothetical future. The
characters are factual as well as fictional. The content
opens up to embrace a universe of human knowledge,
experience, and imagination. Poetry comes back and the
nonfiction selections include reading in the areas of modern
science, social studies, language, music, and art.

Family life is portrayed more realistically. Parents
are still pictured as loving and caring, but the lifelike
disagreements that do occur require lifelike efforts in
understanding, compromising, and giving for their solution.

The materialism found so widely in the Readers of the
thirties through the mid sixties has been tempered by an
increased striving for abstract goals, such as overcoming a
handicap, conquering a fear, or solving a personal dilemma.

Play is now more frequently shared with goal-centered
activities that require effort and dedication. Work--both
school work and work around the house—has returned as a valuable enterprise for the young (Steuer & Steddom, 1979, p.66).

Because circumstances are frequently beyond people's control, one accepts what happens. Being realistic about expectations and being glad to be oneself are two other basic moral lessons. Because life in reality is not always as people would have it, the reading textbook of this period indicates that it is important to be helpful and caring to others when they are in need. Themes of kindness, helping, and caring to others are once more the values that carry over the reading series from McGuffey into the twentieth century and up to the 70's.

The Readers of the 1970's also seem to warn against the hazards of excessive self-reliance and individualism in the context of peer group processes (Graney, 1977, p.261). The exemplary self has changed from an autonomous individual to a coordinate peer in a social group.

In the 1980's, a representative study of religion and traditional values in public school textbooks was conducted by Paul Vitz, a professor of psychology at New York University. His study caused controversy in Washington because it was sponsored by the National Institute of Education, but it is in fact a tradition of research on "bias in textbooks" (Glenn, 1987, p.454). Vitz's (1985, 1986) study reviews the social studies texts published by 10
major publishers for grades 1 through 6, the basal Readers produced by 11 publishers for grades 3 and 6, and the U.S. history texts produced by 10 publishers for high school classes. He asserts that his selection is a fair representation of textbooks currently in use in these areas in U.S. public schools (Vitz, 1986, pp.62-63).

670 stories and articles from grades 3 and 6 Readers were analyzed. No one story or article had a religious or spiritual theme as central to it. Vitz also notes a distorted presentation of family life that lays no stress on the commitment to marriage as the societal norm or on the vocation of full-time parenting. Patriotism plays a role in only five of 670 stories and articles in these Readers. There is also a neglect of business, of labor, and of altruism. Vitz (1985) concludes that "these basal readers are so written as to represent a systematic denial of the history, heritage, beliefs, and values of a very large segment of the American people" (p.71). Parker (1988) comments that "the books strive to be cheerful, multiethnic, nonsexist, and non-controversial" (p.42).

After comparing juvenile magazines and basal readers published in the 1960’s with those published around 1980, Aaron and Anderson (1981) reported that the goodness of family and parents is still stressed in today’s (1980’s) Readers. However, the concept of reverence for parents has disappeared (p.307). The contemporary basal readers did not
deal with democracy, freedom, peace, progress, wealth, love of the USA, loyalty, or profit (Aaron & Anderson, 1981, p.308). Also, the emphasis on a wide variety of cultures has contributed to the omission from the basals of many nationalistic values (p.312). Aaron and Anderson’s findings do share some similarities with Vitz’s.

Methodology

There has been a marked tendency toward viewing content analysis as a basic research tool which may be useful in various disciplines and for many classes of research problems. However, researchers have agreed that content analysis is difficult to define (Holsti, 1969; Krippendorff, 1980; Marshall & Rossman, 1989; Philliber, Schwab, & Sloss, 1980). Marshall and Rossman (1989) stated that "the evolution of this technique has produced a flexible tool that is sufficiently fluid to allow analysts to arrange components to best suit the needs of their studies" (p.98).

The greatest advantages of the content analysis method are that it is unobtrusive and non reactive (Bailey, 1982; Howard, 1985; Marshall & Rossman, 1989; Nachmias & Nachmias, 1981). It can be conducted without disturbing the setting in any way. The researcher does not set out to prove or disprove a hypothesis by gathering facts to support one’s position. Also, the method is explicit to the reader. Therefore, facts can be checked.
With content analysis, researchers use data on communication to identify patterns. The raw material for the research worker using content analysis may be any form of communication, usually written materials (textbooks, novels, newspaper); however, other forms of communication--such as music, pictures, or political speeches--may also be included.

The first step in planning a content analysis is to establish specific objectives to be achieved. Content analysis usually aims at producing descriptive information or cross-validating research findings.

The next step is to locate data relevant to the chosen objectives. The relationship between the content to be studied and the researcher's objectives should be clear and direct.

The next step is to obtain a representative sample of possible data. The final step in planning a content analysis is to decide upon the specific analytic procedures to be used. Absolute frequency is the most common method of summarizing content-analytic data.

Cautions about Content Analysis

In content analysis, eventually, recording units (a segment of data examined by the researcher in order to place it into a category) are classified and coded into categories. The problem of category construction, as
Berelson (1952) pointed out, is the most crucial aspect of content analysis:

Content analysis stands or falls by its categories. Particular studies have been productive to the extent that the categories were clearly and well adapted to the problem and to the content. Content analysis studies done on a hit or miss basis, without clearly formulated problems for investigation and with vaguely drawn or poorly articulated categories, are almost certain to be of indifferent or low quality as research productions...Since the categories contain the substance of the investigation, a content analysis can be no better than its system of categories. (p.147)

Qualitative researchers Marshall and Rossman (1989) also noted the difficulty of category, theme, and pattern generation. "This phase of data analysis is the most difficult, complex, ambiguous, creative, and fun...there are few descriptions of this process in the literature...The analytic process demands a heightened awareness of the data, a focused attention to those data...Identifying salient themes, recurring ideas or language, and pattern of beliefs...is the most intellectually challenging phase of data analysis and one that can integrate the entire endeavor" (pp.115-116).

The process of category generation involves noting regularities in the setting, people, or materials chosen for study. As categories of meaning emerge, the researcher searches for those that have internal convergence and external divergence (Guba cited in Marshall & Rossman, 1989, p.116). That is, the categories should be internally consistent but distinct from one another. The researcher
does not search for the exhaustive and mutual exclusive categories of the statistician, but instead to identify the salient, grounded categories of meaning contained in the data.

Reliability of classification is a problem with content analysis. Ideally, the system of classification used should be so clearly defined that different judges would arrive at exactly the same results when analyzing the same material (Caulley, 1983, p.22). The primary method of increasing reliability of classification is to specify clearly the characteristics of statements that are to be placed in a given category, and to use many examples drawn from the material being analyzed to illustrate what kinds of statements are to be considered as belonging in a single category (Selltiz, Johoda, Deutsh, & Cook, 1959, p.341). Selltiz et al. concluded that "to increase reliability of content analysis there is no other way but patient experimentation with the refinement of definitions" and careful classification of the data (pp.341-342).

Because of the lack of standard categories in content analysis, there seems to be some attention paid in the literature to the assessment of inter-analyst reliability in order to increase the objectivity of content analysis study. However, Holsti (1969, p.142) said that there is no single, simple solution for the problem of deciding the proper level of reliability. He did not suggest an arbitrary level to
use as a rule of thumb but emphasized that the analyst must strike a compromise between reliability and relevance of categories, rather than striving for an artificially high level of reliability that can be achieved only through the use of categories that are irrelevant, artificial, or inadequate.

As far as the validity is concerned, according to Holsti (1969, p.143), the meaning of it may differ from study to study, depending on the investigator's purposes. Content validity or face validity has most frequently been relied upon by content analysis (Holsti, 1969). Bailey's (1982, p.329) explanation is that documents lend themselves to more rigorous checks on face validity than do other data-gathering methods in social research. In Holsti's (1969) opinion, if the purpose of the research is a purely descriptive one, content validity is normally sufficient. It is usually established through the informed judgment of the investigator. The investigator would want to ask a series of questions: Are the samples representative? Are the categories adequate for the purpose of the study? Are the results plausible? Are they consistent with other information about the phenomena being studied?

A qualitative study's generalizability to other settings may be problematic. It has been seen as a weakness in the approach. A strategy can enhance a study's generalizability: triangulating multiple sources of data
Marshall & Rossman, 1989, p.146). Triangulation is the act of bringing more than one source of data to bear on a single point. Derived from navigation science, the concept has been fruitfully applied to social science inquiry (Rossman & Wilson, 1985). Data from different sources can be used to corroborate, elaborate, or illuminate the research in question.

Designing a study in which multiple cases are used, multiple informants or more than one data gathering technique can greatly strengthen the study’s usefulness for other setting (Marshall & Rossman, 1989). Dobbert (1982) wrote that "multiple methods enhance validity and reliability through increasing the number of perspectives employed" (p.265). Multiple perspectives cross check the accuracy and completeness of all types of data, thus increasing the depth and breadth of interpretation.

Summary

The textbook is an important form of human communication and a tool of culture transmission. Content analysis lends itself to the purpose of this study. The technique of content analysis, supplemented by the exploration of the teachers' and the students' perceptions promises to provide data from several sources.

In this study, grounded categories were carefully generated. The definitions of categories were clearly
described by providing adequate examples. The analytic procedures were explicitly explained as well.

Triangulation of various data sources and the detailed description of the data collection and analysis help other researchers to compare and contrast the study with their own. By utilizing several sources from which to collect data, carefully handling the data, and making good description, the threats to reliability, validity, and generalizability can be reduced.
CHAPTER BIBLIOGRAPHY


CHAPTER III

PROCEDURES

The comparison of the values taught in reading textbooks of different countries has been made in the 1960's and early 1970's (McClelland, 1963; Zimet, Wiberg, & Blom, 1971). However, few similar studies have appeared in the literature for two decades. To continue the research into the way different cultures are depicted in their textbooks, this study examined Readers from Taiwan and Texas, where no cross-cultural comparison of reading textbooks had been done before.

This study is a qualitative description of the themes of the selections from the Taiwan and Texas Readers. The reading textbook content was classified into appropriate categories so that the investigator could describe it in an orderly way. Content analysis was the research technique employed in this study.

In the past decade, content analysis has been used by qualitative researchers to analyze the content of interviews, observations, and other materials (Goetz & LeCompte, 1984; Howard, 1985; Patton, 1987, 1990). Patton defined content analysis as the process of identifying, coding, and categorizing the primary patterns in the data.
In this study, content analysis is defined as the process of identifying, categorizing, and describing the characteristics of the data.

Like any other research method in social science, content analysis faces the challenge of reliability and validity. Reliability is concerned with the replicability of scientific findings. Validity is concerned with the accuracy of scientific findings.

Reliability is dependent on the resolution of internal and external design problems (Hansen, 1979). Internal reliability in qualitative studies raises the question of whether, within a single study, multiple observers will agree. External reliability addresses the issue of whether independent researchers would discover the same phenomenon in the same or similar settings (LeCompte & Goetz, 1982).

Campbell and Stanley (1963) differentiated between internal and external validity (p. 175). Internal validity refers to the extent scientific observations and measurements are authentic representations of some reality. External validity addresses the degree to which such representations may be compared across groups, places, historical times, and so on (LeCompte & Goetz, 1982; Silverman, Ricci, & Gunter, 1990).

The claim of internal reliability in qualitative research is increased by the preservation of the raw data in their original form. In this way, the data can then be
compared with categories drawn from them (LeCompte & Goetz, 1982). In this study, primary data were taken from reading selections. Excerpts from these selections helped to substantiate inferred categories of analysis.

External reliability is enhanced by a full description of the methods used in data collection and analysis (LeCompte & Goetz, 1982). This study detailed the location of primary data, the procedure for collecting data, and the strategies for analyzing data so that other researchers can use this study as an operating manual by which to replicate the study.

A number of techniques and data sources have been employed in this study in order to provide for triangulation, thus enhancing external reliability (Denzin, 1978; Dobbert, 1982, p.265; Marshall & Rossman, 1989). The techniques included the analysis of reading textbook content by the investigator, response elicitation from a group of grades 7 and 8 reading teachers from North Texas area and panel discussion among a group of Guowen teachers in one junior high school in Taiwan, and student surveys with a group of UNT secondary education major students enrolling in a reading instruction class and with a group of UNT Taiwanese students. These are techniques that can be replicated by other researchers.

This study focused on the identification of the themes of reading selections from reading textbooks produced by the
two particular cultures. Generalization is not the intent of the study. Therefore, internal validity, not external validity, was addressed in this investigation. To increase internal validity, this study used primary data in the description of analysis categories and provided illustrating examples as suggested by LeCompte and Goetz (1982). A full description of grounded categories and the provision of multiple examples allow other researchers to examine whether the findings are valid. This strategy is one of the ways to enhance reliability described above. In fact, according to Krippendorff (1980), internal validity is merely another term for reliability (p. 156).

The Location of the Primary Data

A computer list of seventh- and eighth-grade Basal Readers for all school districts in Texas was obtained from the Textbook Division of Texas Education Agency. The five Basal Readers adopted by Texas for grades seven and eight were tabulated for their use in each school district. The result showed that Macmillan/McGraw-Hill, HBJ, and Houghton Mifflin Readers are the ones most commonly used in Texas. All together, they account for about eighty percent of use in Texas districts. (For specific percentage of use, please refer to "Textbooks for Analysis" section in Chapter one.) Therefore, the study utilized the three publishers' reading series for analysis. They are listed in Table VI.
Table VI  
Texas Reading Series Analyzed in the Study

<table>
<thead>
<tr>
<th>Publishers</th>
<th>Reading Series</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macmillan/McGraw-Hill</td>
<td>Connections: Blueprints</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Connections: Doorways</td>
<td>8</td>
</tr>
<tr>
<td>HBJ</td>
<td>Perspectives</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Reflections</td>
<td>8</td>
</tr>
<tr>
<td>Houghton Mifflin</td>
<td>Pageants</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Triumphs</td>
<td>8</td>
</tr>
</tbody>
</table>

There is only one set of Readers for Taiwan's junior high schools. The six volumes, listed in Chapter one, were all included in this study.

All of the selections from the Taiwan Readers and most of the selections from the Texas Readers were the primary data for analysis. Sections such as skill lessons, literature study, vocabulary lessons, and photo essays in the Readers used in Texas were not analyzed because they are rather short, either skill oriented or merely presenting language knowledge/activities and not pertaining to the purpose of the study.

Procedure for the Collection of Data

The Collection of Primary Data from Reading Selections

Data from various sources were collected. First, the investigator read each selection (the context unit, i.e., the context in which a recording unit occurs) and identified
the theme(s) (the recording unit, i.e., a specific segment of content examined in order to place it in a category) for each selection. This task was accomplished in the procedure described below.

For each selection, the investigator studied the title and read the brief introduction and/or guided question(s) added by the editors to have a basic idea about what the selection would be. The investigator viewed these brief introductions and guided questions as "lesson openers," because they tended to open a small "window" to the selection for the readers. (Please note that the selections from the Taiwan Readers do not provide such "opener.") The following are two examples of such "lesson openers."

Acts of kindness add pieces of knowledge to the mosaic of life. Read to find out how a painter's kindness became his greatest masterpiece.

An important part of this story is O. Henry's use of personification. As you read, look for examples of personification. (HBJ Perspectives: "The Last Leaf")

There were other runners in the race; but for Amyntas, as for Leon, there was only one other runner, and that runner was both his enemy and his friend. How would their relationship affect the way each boy ran his race? (Houghton Mifflin, Triumphs: "A Crown of Wild Olive")

Then the investigator skimmed through the paragraphs and illustrations and read the comprehension questions at the end of each selection to know more about characters, setting, plot, and key points that deserved attention.

After the above mentioned procedure was completed, the investigator had some understanding about the main idea of
the selection. With this understanding in mind, the investigator began to read each selection carefully. The sentences seemed to illustrate the main idea(s) were underlined. For instance, for the selection "The Last Leaf" (HBJ Perspectives, pp. 536-45), some of the sentences underlined are:

In November a cold, unseen stranger, whom the doctors called Pneumonia, stalked about the colony... (p. 536)

Mr Pneumonia was not what you would call a chivalric old gentleman... But Johnsy he struck; and she lay, scarcely moving, on her painted iron bedstead, looking through the small Dutch windowpanes at the blank side of the next brick house.

One morning the busy doctor invited Sue into the hallway with a shaggy, gray eyebrow. "She has one chance in--let us say, ten,...your little lady has made up her mind that she's not going to get well..." (p. 537)

...There are five left now."
"Five what? Tell your Sudie."
"Leaves. On the ivy vine. When the last one fails, I must go too. I've known that for three days. Didn't the doctor tell you?" (p. 538)

...said Johnsy...I want to see the last one fall. I'm tired of waiting. I'm tired of thinking... (p. 540)

Behrman was a failure in art. Forty years he had wielded the brush. He had been always about to paint a masterpiece, but had never yet begun it. (p. 540)

But lo! after the beating rain and fierce gusts of wind that had endured through the livelong night, there yet stood out against the brick wall one ivy leaf. It was the last on the vine. Still dark green near its stem, but with its edges tinted with the yellow of decay, it hung bravely from a branch some twenty feet above the ground. (p. 541)

"I have been bad, Sudie," said Johnsy. "Something has made that last leaf stay there to show
me how wicked I was. It is a sin to want to die..."
(p. 542)

"I have something to tell you," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. The janitor found him on the morning of the first day in his room downstairs, helpless with pain. His shoes and clothing were wet through and icy cold...they found a lantern, still lighted, and a ladder that had been dragged from its place...look out the window, dear, at the last ivy leaf on the wall. Didn’t you wonder why it never fluttered or moved when the wind blew? Ah, darling, it’s Behrman’s masterpiece—he painted it there the night that the last leaf fell. (p.543)

After finishing reading the selection and underlining some sentences, the investigator reread those underlined sentences. The idea or message conveyed through the experiences of the characters (Johnsy and Mr. Behrman), i.e., the theme of the story, became clear. It was that a painter’s kindness gave a young girl hope for life.

Then the investigator reexamined the underlined sentences and decided which of them best illustrated the theme and were "qualified" to be put on the index card, which had a limited space.

Next, on a 4 x 6 in. index card the investigator wrote down the information about the selection. On the upper right hand corner was a string of letters and numbers coding the publisher, grade level, volume number (for the Taiwan Readers), and selection number. For example, HBJ-7-(33) means that the selection ("The Last Leaf") was selection number 33 from HBJ reading series for grade 7.
The title of the selection was put on the first line of the index card. Next, the theme identified was written, followed by some excerpts, that is, the passages or sentences best illustrating the theme. At the end of each excerpt, page number was given to specify where it came from. Please see Appendix A for an example of a completed index card ("The Last leaf").

The same procedure was applied to the Readers used in Taiwan except that "lesson openers" were not available and that lines were drawn to the right of the sentences since Chinese characters are printed from top to bottom in the Readers.

The information regarding the volume, grade level, and lesson was coded in a way similar to that of Texas Readers. TNR-7-V2(8) means that it is lesson 8 from the Taiwan Reader (TNR) volume 2 for grade 7 (Appendix B).

One index card was used for one theme. If two or more themes were identified, two or more cards were utilized. Arabic numbers 1, 2, 3, and so on, were put under the string of letters and numbers such as HBJ-8-(23) and TNR-9-V6(14) to specify the specific order of that theme for that selection.

**Teachers**

The second source of data was two groups of teachers. One group was 6 reading teachers from two school districts in North Texas area. The other group was five Guowen
teachers in Ho-Chia Junior High School in Tainan City, one of the large cities in Taiwan.

These teachers all had several years of teaching experiences in the subject. Tables VII and VIII list the teachers and the years of teaching experiences they had.

Table VII

Teachers and Teaching Experiences--Taiwan

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Years of Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

Table VIII

Teachers and Teaching Experiences--Texas

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Years of Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
</tr>
</tbody>
</table>

The teachers were asked to read a ten percent sample of the reading selections from the Texas or Taiwan Readers. Lessons seven and seventeen in each volume of the
Taiwanese Readers were selected (see Table IX).

Table IX
Selected Lessons from the Taiwan Readers

<table>
<thead>
<tr>
<th>Vol.</th>
<th>Lesson</th>
<th>Lesson Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>A Father's Letter</td>
</tr>
<tr>
<td>1</td>
<td>17</td>
<td>The Discussion about Learning: Selections from the Confucian Analects</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>The Night Walking to Cherng-Tian Temple</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>The Discussion about Filial Piety: Selections from the Confucian Analects</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>A Biography of Mr. Approximation</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>A Person of the Chi State: A Selection from the Book of Mencius</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>The Cambridge I Know</td>
</tr>
<tr>
<td>4</td>
<td>17</td>
<td>Survive in Adversity and Perish in Ease and Comfort</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>A Letter to My Brother Mo</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>Selections from the Canon of Filial Piety</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>A Revelation about Survival and Struggle</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>Pwu Shih Donated Wealth to the Country</td>
</tr>
</tbody>
</table>

There were 20 lessons in each volume except volume six, which had 18 lessons. That is to say, the total number of
lessons from the Taiwan Readers was 118. Two lessons from each volume made the ten percent sample of the Readers.

For volume 6, lesson 14 instead of lesson 17 was read by the teachers. This selection appeared as lesson 17 in the 1991 edition. In the 1992 edition, it was changed to lesson 14. Since the selection had been chosen before the investigator was aware of this change, the teachers were instructed to read the selection ("Pwu Shi Donated Wealth to the Country") specified on the discussion sheets (for an example of discussion sheet, see Appendix C) provided by the investigator.

One of the investigator's friends, who taught Guowen in Ho-Chia Junior High School in Tainan, helped the investigator to contact four experienced teachers and to ask for their agreement in participating the study. The selection of these teachers was made on the basis of experiences, thinking and analysis ability (as perceived by the investigator's friend), the familiarity with the lessons, and a cooperative attitude. The investigator's friend also helped to schedule the investigator's meeting with the panel of teachers.

It was decided that the investigator and the five Guowen teachers (the investigator's friend and the four teachers) met in the school library when all of them were free of teaching duties. After making acquaintance with the teachers, the investigator made a brief introduction to the
purpose of the study and explained the meaning of themes with examples.

The discussion sheets were given to the teachers. On the sheets, the investigator had written down the selections to be read and their titles for the teachers. They were instructed to read each selection carefully and to write any themes they felt that were expressed in the lesson. Then they spent the time they needed on reading the selections and writing the themes.

After the task of reading and writing was completed, a discussion among the expert panel began. The investigator took notes as the discussion proceeded in a Round Robin manner. For each lesson, teachers took turns to describe the theme(s) they had identified and added to other teachers' responses.

For example, when discussing the lesson "The Cambridge I Know" (TNR-8-4(7)), one teacher said that a first look at the lesson gave her a sense of beauty, but later the scenery became not very practical because the foreign city was so far away and hard to be visualized. Another teacher disagreed and stated that a place unfamiliar to students gave them a space for imagination, thus increasing the selection's aesthetic value.

After showing her agreement with other teachers' opinion about the theme of the lesson "Survive in Adversity and Perish in Ease and Comfort" (TNR-8-4-17), one teacher
emphasized the implication of this classical article for contemporary Taiwan society. This teacher felt that this lesson gave a sign of warning to Taiwan's young generations, who are becoming to love comfort and avoid difficulty.

The investigator maintained the flow of the discussion by asking questions like: Teacher ____ (the teacher's last name), what is your opinion? Do you like to add anything? Any other comments on this lesson? This procedure was applied to each lesson until the discussion ended.

The total number of selections from the Texas Readers was 218. For each Reader, selections seven, seventeen, and twenty-seven (and thirty-seven, if available in that Reader) were chosen and read by the reading teachers whose school district adopted that particular reading series. The total number of selections read by the teachers is 19 (5 from Macmillan/McGraw-Hill; 6 from HBJ; 8 from Houghton Mifflin). Nineteen selections make about ten percent sample of the Texas Readers analyzed by the investigator. They are listed in Table X.

Six reading teachers from three middle schools in two school districts located in North Texas area were visited by the investigator. The investigator's major professor helped the investigator to find the contact person in the school or the district.
Table X

Selected Lessons from the Texas Readers

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lesson</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
<td>The Words of Martin Luther King, Jr.</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Watership Down</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Carry on, Mr. Bowditch</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>In Your Own Words</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Animals Fables</td>
</tr>
</tbody>
</table>

HBJ

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lesson</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
<td>Oommb!</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Future Tense</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>The Golden Touch</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>Going to the Dogs...and Cats</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Jimmy Valentine</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Margaret Sanfilippo: An Discriminating Artist</td>
</tr>
</tbody>
</table>

Houghton Mifflin

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lesson</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
<td>An Underwater Ecosystem</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>The Lure of Caving</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Gertrude Ederle: Swimmer</td>
</tr>
<tr>
<td>37</td>
<td></td>
<td>Missed Chance for Chin</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>Ballooning Today</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>The Sound of Flutes</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>President Cleveland, Where Are You?</td>
</tr>
<tr>
<td>37</td>
<td></td>
<td>The Trophy</td>
</tr>
</tbody>
</table>

For the first school, the investigator made contact with the assistant principal, who assisted the investigator in finding two experienced teachers and in scheduling their meeting with the investigator. The investigator and the two teachers met in the school’s conference room when both of
them were free of teaching duties. The investigator made a brief introduction to the study, handed out the response sheets, and explained to them that they would read three selections from the Macmillan Reader for grade 7 or 8 and identify the theme or themes for each selection. On the response sheets, the investigator had specified the selections to be read and their titles for the teachers (see Appendix D). The reading selections were also provided by the investigator. Since one of the teachers came in late, only two selections were read by this teacher for the time available.

After visiting the teachers in the first school, the investigator found that there was a need to modify the plan for expert panel discussion. Because of the time constraint, the discussion hasn’t been done as originally planned, except in one school, where there was a brief discussion between the two teachers.

The other two middle schools were in the same district. Before going to the schools, the investigator applied for the district’s permission to conduct the study. After the application was approved, the contact person in the district helped to locate two schools and two teachers from each school and to schedule the meetings for the investigator. Each teacher read a total of seven selections from HBJ and Houghton Mifflin reading series for grades 7 or 8. A procedure similar to the one described above was followed to
explain the purpose of the study and the way to complete the response sheets.

**Students from the University of North Texas**

The third data source was two groups of students. One group was 12 secondary education major students who enrolled in a reading instruction course for the Fall semester of 1992 at the University of North Texas. The other group was 21 Taiwanese students studying at the University of North Texas in the same semester.

The two groups of students were asked to read the selected stories/articles from the Taiwan or the Texas Readers and to respond to questions asked by the investigator on the response sheets (Appendices E and F). The selections they read were the ones read by the teachers. The number of selections read by UNT students who enrolled in a reading instruction class was 20, which was one lesson more than the ones read by the reading teachers.

**Procedure for the Analysis of Data**

**The Process of Categorization**

This study followed the grounded theory approach developed by Glaser and Strauss (1967) in constantly comparing the themes of reading selections to generate proper categories (pp. 101-109). The process of categorization is described below.
The first step in the analysis of data is looking at what is there and giving it a name, a label (Patton, 1987, p.149; 1990, p.381). The purpose is to conceptualize the data (Strauss & Corbin, 1990, p.63). In this study, it means labeling the cards. The investigator compared card with card so that similar phenomena could be given the same name or label. At this stage, labels reflecting the content of the cards were added to the cards.

For example, in TNR-7-V2(3) ("The Burden"), the author wrote that his children are his sweet burdens and that he is more than willing to give them limitless and tender caring. In TNR-7-V2(8) ("Father's Back Shade"), a father's love is shown through a detailed description of how he took the trouble buying oranges for his son. MacArthur told his love and expectations of his son in TNR-8-V3(16) ("The Prayer of General MacArthur for His Son"). The three lessons described fathers' love and caring in one way or another. The label, "a father's love and caring," was added to the index card right above the lesson title for the lessons.

According to Goetz and LeCompte (1984), the second step in categorization is to determine which of the phenomena are associated with each other and thus may be aggregated into groups (p.170). This method is called "the lumping method" (objects, actions, or social status with a set of similar traits are grouped with a title expressive of their similarity) by Dobbert (1982, p.275). At this stage, the
investigator grouped the cards into different sets. The preliminary or provisional categories were established based on the similarity of the labels obtained in step one.

For instance, the index cards with labels of "father's love," "mother's love," "brother's love," and "parents' love" were grouped together since they were associated with each other in their description of the love of family members.

Step three was a mutual checking between the cards and the categories generated from them. The investigator read through each set of cards, following the principle of constant comparative method. Each card was compared with the particular category under which the card had been grouped. A card that did not fit the category well was pulled out. It was then grouped under another category or new category was created, or the original category was refined. This step was repeated until the cards and the categories fitted into each other.

Unlike the Taiwan Readers, which were published by a single institute—the National Bureau on Textbook Compilation and Translation, the Readers adopted by Texas and included in the study were published by three different publishers. In the category generation process, the selections from the three series were mixed. After the categories emerged, the selections were then sorted for the three publishers.
The Triangulation Procedure

For the Texas Readers, the responses from the 12 UNT secondary education major students and the 6 reading teachers were compared with the themes identified by the investigator for the 20 selected lessons.

For the Taiwan Readers, the responses from the 21 UNT Taiwanese students, the themes identified by the 5 Guowen teachers, and the ones identified by the investigator were compared for the 12 selected lessons.

Matrices were constructed to summarize the data for the purpose of triangulation. For each selected lesson read by teachers and students, a matrix was constructed with the theme(s) identified by any of the investigator, teachers, and students on the left side and the listing of the investigator, teachers, and students across the top. A check mark "X" was put into a cell if a particular theme had been identified by a particular person. A simplified diagram of the form used is included here for clarity.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inves.</td>
<td>1</td>
</tr>
<tr>
<td>Theme 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1--Simplified matrix for data analysis
By examining the check marks (Xs), the investigator was able to see if the themes identified by herself were also seen by the reading teachers in Taiwan and in Texas, and by the students at UNT.

Summary

This study is a qualitative description of the themes of the selections from the Readers used in Taiwan and in Texas. Content analysis, defined as the process of identifying, categorizing, and describing the characteristics of the data, was employed to identify the themes. Teachers' perceptions of the themes were obtained from 5 Chinese language teachers in Taiwan and 6 reading teachers in Texas. Students' perceptions of the themes were acquired from 21 Taiwanese students and 12 secondary education major students studying at UNT. These data sources, collected by utilizing different techniques, were triangulated to enhance reliability and validity.

To generate proper categories for the themes identified from the Readers, the constant comparative approach was adopted. Through the steps of labeling, grouping, and mutual checking between the categories and cards, meaningful and contextualized categories were created.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

ANALYSIS AND CONCLUSION

The collection of data for this study used the techniques of content analysis, student surveys, and expert panel discussions. The analysis of the data followed Glaser and Strauss' (1967) constant comparative approach. Reading selections and excerpts taken from them were read repeatedly to arrive at categories of meaning. Categories then were tested against the selections and the process continued in an iterative fashion until the categories stabilized.

This chapter presents the findings emerging from the analysis and will be developed in six sections. The first section summarizes the results of student surveys and teacher expert panel discussions. The second section provides definitions of the coding categories that evolved through the application of constant comparative procedures to reading selections from the Texas and Taiwan Readers. The third and fourth sections describe the patterns of emphasis of the themes in both sets of Readers. The fifth section compares lesson themes identified from the Taiwan Readers with Taiwan's junior high school curriculum guides. The sixth section analyzes differences and similarities of the lesson themes in the two sets of Readers.
Student Surveys and Teacher Expert Panel Discussions

Table XI summarizes the results of Taiwan junior high school teacher expert panel discussion and UNT Taiwanese student survey for the selected Taiwan reading lessons. The panel consisted of 5 teachers. The total number of the students surveyed was 21.

Table XI
Summary of Panel Discussion and Student Survey--Taiwan

<table>
<thead>
<tr>
<th>Lessons</th>
<th>$T_1$</th>
<th>$T_2$</th>
<th>$S_1$</th>
<th>$S_2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>no.</td>
<td>%</td>
<td>no.</td>
<td>%</td>
<td>no.</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>100%</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>100%</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>100%</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>100%</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

On the first row of the table, $T_1$ represents the numbers and percentages of the teachers who identified the theme(s) similar or identical to the one(s) identified by the investigator; $T_2$, the numbers and percentages of the teachers who identified the theme(s) different from the one(s) identified by the investigator.
S₁ indicates the numbers and percentages of the students who agreed on the theme(s) stated by the investigator; S₂ is the numbers and percentages of the students who identified the theme(s) different from the one(s) provided by the investigator.

To count the numbers, the following rule was followed. For each lesson, if a teacher’s or a student’s response (i.e., the theme(s) identified) corresponded with the theme(s) identified by the investigator, that teacher or student was counted into T₁ or S₁. For example, for lesson 6 (A Selection from the Book of Mencius: The Person of the Chi State), student 1 checked the second theme described by the investigator on the survey form and student 2 checked both the first and second themes. Both students 1 and 2 were counted into S₁ because they agreed with the investigator, no matter on theme 1, theme 2, or both.

On the other hand, if a teacher’s or a student’s response (i.e., the theme(s) identified) was different from the themes identified by the investigator, that teacher or student was counted into T₂ or S₂. For example, for the same lesson just mentioned above, teacher 4 identified a theme different from the two themes identified by the investigator; therefore, this teacher was counted into T₂. Please note that a teacher or a student may be counted into both T₁ and T₂ or into both S₁ and S₂—since he or she might identify a theme or themes similar or identical to the
one(s) identified by the investigator and another different theme. Thus, for lesson 6, teacher 4 was counted into both $T_1$ and $T_2$; the number, 1, under $T_2$, came from this specific teacher.

The numbers and percentages of $T_1$ and $T_2$ indicate that the themes identified by the investigator were very consistent with those identified by the teachers. There was only one teacher reporting an additional theme for three lessons (Lessons 1, 3, and 6). And two teachers reported an additional theme for one lesson (Lesson 7). The teachers did not identify any additional theme for 8 of the 12 lessons read.

The numbers and percentages of $S_1$ also reveal that the investigator’s and the Taiwanese students’ perceptions of the lesson themes were in high consistency. The lowest "agreement" percentage was still as high as 86%. The numbers of $S_2$ ranged from 0 to 6; the percentages ranged from 0% to 29%. For eight of the 12 selected lessons, the "disagreement" rate was as low as 10% or 0%.

In summary, the data from the expert panel discussion and the student survey for the Taiwanese Readers indicate that the investigator was able to identify the themes accurately and reliably.

Table XII shows the selected lessons and the Texas reading teachers and UNT students who read them.
Table XII
Selections, Teachers and Student--Texas

<table>
<thead>
<tr>
<th>Selections</th>
<th>Read by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>1</td>
<td>#1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>3 and 4</td>
</tr>
<tr>
<td>8</td>
<td>3 and 4</td>
</tr>
<tr>
<td>9</td>
<td>3 and 4</td>
</tr>
<tr>
<td>10</td>
<td>3 and 4</td>
</tr>
<tr>
<td>11</td>
<td>3 and 4</td>
</tr>
<tr>
<td>12</td>
<td>3 and 4</td>
</tr>
<tr>
<td>13</td>
<td>3 and 4</td>
</tr>
<tr>
<td>14</td>
<td>5 and 6</td>
</tr>
<tr>
<td>15</td>
<td>5 and 6</td>
</tr>
<tr>
<td>16</td>
<td>5 and 6</td>
</tr>
<tr>
<td>17</td>
<td>5 and 6</td>
</tr>
<tr>
<td>18</td>
<td>5 and 6</td>
</tr>
<tr>
<td>19</td>
<td>5 and 6</td>
</tr>
<tr>
<td>20</td>
<td>5 and 6</td>
</tr>
</tbody>
</table>

Each of the twenty lessons was read by 2 students and 1 (lessons 1 to 5) or 2 (lessons 7 to 20) teachers. The total number of students and teachers participating in the study was 12 and 6 respectively. Lesson 6 was read by two students (students #9 and #10) only.

Table XIII summarizes the results of Texas reading teachers' responses and UNT student (secondary education major students enrolling in a reading course) survey for the 20 lessons from the three Texas reading series.
Table XIII
Summary of Teacher Responses and Student Survey--Texas

<table>
<thead>
<tr>
<th>Lessons</th>
<th>( T_1 )</th>
<th>( T_2 )</th>
<th>( S_1 )</th>
<th>( S_2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>no.</td>
<td>%</td>
<td>no.</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>100%</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>100%</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>----</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>50%</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>50%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>50%</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>15</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>50%</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>50%</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>19</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td>50%</td>
<td>1</td>
<td>50%</td>
</tr>
</tbody>
</table>

The same rule described above was followed for counting and displaying the numbers on the table. Question marks for lessons 15 and 19 appeared under \( T_1 \) and \( T_2 \) because one of the two teachers did not give a statement that could be considered as a theme. For example, for lesson 15, the teacher responded, "Jimmy Valentine, a convicted safe cracker, is pardoned from prison because of good behavior. He returns to his apartment to change and pick up his tools." Such a response, only summarizing the beginning
section of the story, was not appropriate for the analysis.

The numbers and percentages of T₁, T₂, S₁, and S₂ indicate that the investigator's perception of the lesson themes was more consistent with the students' responses than with those of the teachers. For 18 of the 20 lessons, the two students agreed on the theme(s) identified by the investigator. For the other two lessons, there was still one student checking the theme(s) provided by the investigator. For 13 of the 20 lessons, no additional theme was identified by the students.

For 14 of the 17 lessons analyzed for T₁, the themes reported by the teachers were also identified by the investigator. For 6 of the 17 lessons, no additional theme was identified by the teachers.

Generally speaking, the data collected from the teachers and students for the Texas Readers indicated that the themes identified by the investigator were consistent with those identified by the teachers and students. The investigator was able to identify the themes accurately and reliably.

Definitions of Categories

The categories generated from the analysis of the lesson themes are listed and defined below. Numerous excerpts from reading selections are presented after the definition to help explain why each category was created and
to further define the category.

**Texas Readers**

(1) Family - This main category contains three subcategories:

*family love*

This subcategory was indicated when an author, in a story or an article, detailed the love, caring, and support his or her family members, predominantly the parents, had for him or her. The love and encouragements either helped the beloved ones to fulfill their dreams or to be away from worry. The love and caring from the sons/daughters or brothers/sisters for their parents or siblings were described as bringing the family closer. The selections falling into this category appeared to be full of warmth, closeness, and love. The following excerpts illustrate this subcategory.

There is the little room she made what she called the plan of her life and vowed to herself that she would give these beloved ones what each one needed...security for her father, peace and comfort and a "sunny room" for her mother, opportunity for Anna, care for Beth, education for May... (pp. 82-83) "Invincible Louisa," HM-7-(6)

Mom was saying what we did was wrong and how angry she was, but all the time she was hugging both of us. The whole thing made dad so nervous he could hardly talk. Later that day...he came in and told us how lucky and how foolish we had been, and thanked us for caring enough to try it even though it hadn't been too wise. His voice wavered as he spoke, but I knew he wasn't mad, just glad we were okay. (p. 305) "The Warehouse," HM-7-(21)
Home, however, always warmly awaited me. Welcoming, enveloping. Home meant a quick-walking, careful, duty-loving mother...Home meant my father, with kind eyes, songs, and tense recitations for my brother and myself. (p.135)

"You," my mother had early announced, "are going to be the lady Paul Laurence Dunbar." I still own the Emily books and the complete Paul Laurence Dunbar. Of course I would be a poet! (p.138) "A Poet Looks Back," HM-8-(10)

fun/humor in family

Compared with the subcategory of "family love," this subcategory had an atmosphere of humor and fun. The tone used by the authors was relaxing and cheerful. The humorous effect was created by a sequence of funny anecdotes, by harmless disagreements among family members, or by the contrast of feelings of parents and children. For example,

One minute our baby brother was with us, the next minute he wasn’t. Upon realizing she was one child short, Mother screamed...Jimmy lying in the road...sat up and said in a pleasant conversational tone, "I watched the wheels go round." He was very philosophical in his pursuit of nature...Jimmy had to sit in the middle, and a rope attached to his cowboy belt was fastened to Mother’s wrist. (p. 344) "We Shook the Family Tree," HBJ-8-(18)

Father...had by this time been awakened by the battering on the attic door. He decided that the house was on fire. "I’m coming, I’m coming!"...My mother, still believing he was caught under the bed, detected in his "I’m coming!" the mournful, resigned note of one who is preparing to meet his Maker. "He’s dying!" she said. (p. 493) "The Night the Bed Fell," HM-8-(36)

realistic family life

The realistic aspect of family life depicted in these selections included the fact that children ask for their parents’ financial assistance and member’s jealousy and
anger toward other family members.

She was so sure, so present, so easy, so light and gold, while I was all gray and shadow. I was not ugly or monstrous. That might have been better. Monsters always command attention, if only for their freakishness. My parents would have wrung their hands and tried to make it up to me, as parents will with a handicapped or especially ugly child...Didn’t they realize that I needed their worry or assure myself that I was worth something? (pp. 120-121) "Jacob Have I Loved," MAC-8-(6)

(2) Friends - This category was used when a selection portrayed the sincerity of friendship, the code of interaction between friends, and the way of making new friends. Three subcategories made up this main category.

sincere friendship

This subcategory applied to those stories describing the understanding and the true friendship between friends.

They stood looking at each other, the friendship that they had never put into words trying to find some way to reach across from one to the other. (p. 196) "A Crown of Wild Olive," HM-8-(14)

"I want you to have it, " Mr. Anderson said...remember when you were little and you used to sit there and listen to me play? And you called me Mr. Flute, remember? I might not have been the best musician in the world, but I’ll bet I had the best audience. You and Mrs. Anderson." (p. 461)

She would take care of her flute the way her mother took care of the piano. She would love it as much as she loved Mr. Anderson. He hadn’t told her very much about his trip. She wondered when he was leaving. And where he was going all by himself. And why he couldn’t even come back.

An then she knew. she held the flute tighter, but she kept walking and didn’t cry. (pp. 462-63) "The Flute," HM-7-(32)
between friends

The selections under this subcategory pointed out the way of interaction expected between friends. It was implied that friends should help, care for, and forgive each other.

Only one dog in the world looked like that. It was caught by his foreleg, and it was frantic with pain and fear....His mind was made up in an instant....he was not going to walk away from Attean's dog. Somehow he had to get that dog out of the trap. (p.20)

She was an aging woman....stood erect, her lips set in a forbidding line, her eyes brilliant, with no hints of welcome....Matt's awe vanished in anger. "Tell her maybe it is good for nothing," he ordered the girl. "Attean is fond of it. And it's hurt, hurt bad. We've got to get it out of that trap." (p.23), "The Sign of Beaver," HM-7-(1)

"I need that five dollars. It was an--an emergency." He squinted at me as if I were a stranger...I felt betrayed: Weren't you supposed to feel good when you did something fine and noble?

A moment later...Roger's face appeared. "Was it a real emergency?" he yelled.

"A real one," I called. "Something important!"

His face dropped from sight and his voice reached me across the yard: "All right."

"See you tomorrow!" I yelled. (pp.363-64) "President Cleveland, Where Are you?," HM-8-(27)

making new friends

The way of making new friends, revealed in one selection, is opening oneself.

It was the first day of a new term, Miss nelson said...we were to spend the morning in contemplation and reflection and writing something she described as an "autobiographical essay." (p. 378)

By half past one, we were sitting under a...tree...our autobiographical essays in hand. We were about to read aloud what we had written...It was a while before I realized that Miss Nelson was calling me. My turn at last to read what I had written...some eyes brimming over with tears....Miss Nelson said that she would like to read for herself, and that it would be placed on the shelf with the books that made up our
own class library, so that it would be available to any
girl who wanted to read it (pp. 379-381)

As we walked to the classroom. I in the air, my
classmates on the ground, jostling each other to say
some words of appreciation and congratulation to me, my
head felt funny, as if it had swelled up to the size
of, and weighed no more than, a blown-up balloon....I
looked at these girls surrounding me, my heart filled
with just-sprung-up love, and I wished then and there
to spend the rest of my life only with them. (P. 385)
"Annie John," HBJ-8-(20)

(3) Humans and Living Creatures - This category was created
for the selections that wrote about humans and other earth
creatures (animals and plants) in general. Close friendship
between humans and animals (wildlife or domestic), humans'
affection and sympathy for animals, the desirable attitudes
of humans toward animals, or the recognition of animals as
humans' helpers were detailed in these selections. The
unfriendly side of humans-animals or humans-plants
relationship was also presented in some selections in which
humans threaten the survival of either animals or plants.

friendship between humans and animals, affection or
sympathy for animals

...when I first saw him...I had no way of knowing
that he was to be my faithful companion, my car dog, my
friend who sat by my side through the lonely hours of
driving till his life ended at the age of fourteen. He
was the first of a series of cherished dogs whose
comradeship have warmed and lightened my working life.
(p. 345) "One Routine Day," MAC-8-(20)

The captain and Pat at first attempted to get him
interested in the boat and the voyage, but at last they
gave up. The friendship between the boy and the
stallion was something too much to understand...."You
know, Pat," he said, "it's almost uncanny the way those
two get along—a wild beast like that, a killer, and yet gentle as a kitten when the boy’s around." (p.350)

The ship’s first mate, who acted as doctor on the ship, came down and tried to make him go to his cabin; but sick as he was, he realized that he couldn’t leave the Black..."He just doesn’t like to be left alone," said Alec, "so I guess I’ll stick around." (p.355)

"The Black Stallion," HM-7-(24)

recognize and respect animals’ feelings, intelligence, and courage

It is true...Humans are not all-powerful not all-evil. You must turn and face them and no longer hide. (p.583)

Their goal: to show humans that they have intelligence and feelings. They want to be recognized by their "cousins" as deserving of respect and kind treatment. (p. 591) "A Gift from the Sea," MAC-7-(34)

I pretended to lose my grip on the mesh and fell off, and then climbed back again, crying all the time. (p. 364)

I knew I could have had him right then and there, if I had just rubbed up against his beard a little and purred. But I wasn’t in any hurry. I knew now that I could take him whenever I wanted. (p. 368) "Take Over," MAC-8-(21)

animals as helpers to humans

The ability of marine animals to hear and to locate sound so well is also helpful to people. The dolphin is proving to be a valuable assistance....He delivered a lifeline to a diver pretending to be lost in depths. He learned to wear a harness and carry tools and messages quickly back and forth from the surface to sea lab....Trained sea mammals could aid in recovering scientific instruments from sea bottom. They could assist underwater geologists in the search for minerals. (pp. 567-68) "Sounds in the Sea," MAC-7-(33)

The message was quite clear. "Here I am. I’m Emma. I’m your new dog, and this is your gift, a shoe." I couldn’t remember ever being so happy before...After a whole month of training, I had forgotten one of the cardinal principles: always count the roads as you go...I felt I had left Emma down...I was sure that she would never commit a mistake that
would put us both in jeopardy...If I had forgotten to count the roads on the way out, Emma certainly hadn’t. (pp. 391-392) "Emma and I," MAC-8-(22)

humans as a threat to animals/plants

I noticed a truck in the lane...and a lot of humans were getting out. There was a boy with them and he had a gun. They took down some big, long things....and the few rabbits who were above the field were shot...Then a great truck came into the field from the lane....It was very noisy and it was yellow and in front there was a great silver, shining that it held in its huge front paws....it tore the field to bits. It destroyed the field. (pp. 301-302) "Watership Down," MAC-7-(17)

"You know, my dear," he emerged once to say, "in spite of your doubt I like to think there are forests on Mars. In these sad days of frustration, it gives me pleasure to think that at least on another planet there may be huge tracts of unspoiled forest, quite unspoiled by human greed. How many trees did the man say had to by cut each day to produce one issue of the New York Times?" (p. 400) "The Far Forest," HBJ-8-(22)

the ultimate difference between humans and jungle animals: wisdom

"But why--but why should any wish to kill me?" said Mowgli.
"Look at me, 'said Bogheera, and Mowgli looked at him steadily between the eyes. The big panther turned his head away in half a minute.
"That's why," he said..."Not even I can look thee between the eyes, and I was born among humans, and I love thee, Little Brother. The others they hate thee because their eyes cannot meet thine; because thou art wise; because thou hast pulled out thorns from their feet--because thou art a human." (p. 598) "Mowgli's Brothers," HBJ-6-(31)

(4) Political Ideals - The selections under this category depicted the nation's political ideals through the introduction to the Constitution, to the Gettysburg Address, to the Statue of Liberty, and to Martin Luther King Jr.'s
dream. These ideals include freedom/liberty, rights, equality, desegregation, peace, and the uprooting of poverty and racism.

Four score and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. (p.472) "The Gettysburg Address," HBJ-7-(29)

...the freedom and rights that the framers of the Constitution argued and fought for in Philadelphia that hot summer so long ago remain an important part of our lives...The Constitution is still the blueprint of the United States government today. (p. 280) "A Strong Government for a New Nation," HM-7-(20)

(5) Content Knowledge - The selections with themes under this category were informational and factual in nature. They provided knowledge in the areas of science, technology, social studies, language, and art. The topics covered included underwater life, animals, engineering, computer technology, space, noise, snow, archeology, geography/geology, the establishment of American Constitution, the effect of industrialization on immigration, sports, words, and float design and decoration.

Plankton is the name for all the ocean life that drifts. It consists of floating tangles of seaweed and the countless animals and other plants that float with it...The meadows of the sea ceiling are the homes of millions of animals...they all have one thing in common that makes them part of the plankton. They drift. (pp. 519-520) "The Meadows of the Sea," MAC-7-(30)

Many creatures have no choice; to survive, they must adapt to snow by changing their eating habits, their behavior, even the color of their fur or
feathers. For some of these animals, snow season can mean a time of safety and protection, and for others, starvation and vulnerability. What is the determining factor? Frequently, it is the character and the depth of the snow that falls. (p. 237) "Weathering the World of Snow," HM-7-(16)

It took a relatively short time for the locomotive to change bridges....The first big railroad bridges used a centuries-old idea. Long and high bridges were made of stone....Bridges of stone could not be the answer for long. For one thing, stone bridges are expensive....The choice of railroad builders was the truss bridge. The trusses, or sides of the bridge, were at first made of wood. (p.551-552) "Bridges," HM-7-(40)

Until recently, American archaeologists were largely concerned with either the remains of American-Indian civilization...or with lost cities and ancient civilizations in other parts of the world....Paul Huey and archaeologists doing similar work in other cities have shown that beneath the pavements of America's urban areas are historical treasures of the more recent past. This new branch of archeology, called urban archeology, is one of the fastest-growing and most exciting science in the United States. (p. 536) "Urban Archeology," HM-8-(39)

When all the design problems are solved, construction begins. Floats are constructed on specially built chassis. Each chassis has an extra large radiator so the engine will not overheat at the parade-pace crawl of two-and-one-half miles per hour. A welded metal framework is built into the chassis. The largest structures--figures, arches, pillars, miniature buildings--are shaped out of steel rods and wire mesh....Each part of the float is painted the color of the flowers with which it is to be covered. (pp. 414-415) "Raul Rodriguez: Float Designer," HM-7-(29)

(6) Writing - The selections under this category discussed writing in general, including the importance of writing, the ways of improving writing, the ways to begin writing, and the role of criticism in writing.
Now I began going to the library as well as to the Bay to find out everything I could about the Chesapeake. At the same time I began setting down on scrapes of paper and three-by-five cards ideas as they would occur, things that might happen in the story. These are bound with the same sturdy rubber band that holds notes taken from reading and observation. (pp. 104-105) "Jacob Have I Loved," MAC-8-(6)

To write an interesting and understandable story of the Far North for children of other lands, James Houston listens carefully to the ancient tales for some strange and fascinating core of truth that everyone can appreciate. Then, he uses this truth as a theme. It becomes the center of dozens of important facts about the people, their lives, and further details about the special way they do things. He weaves these into the story in his own style. He believes that this is an excellent method to use when writing stories about other people and ways of life in far-off lands. (p. 391) "James Houston: Tales of the Far North," HBJ-8-(21)

Writing begins by taking notes...Imagine now that you are a detective entering your living room for the first time...You must use your eyes as a camera. Everything your camera sees, everything, contains...a work of art waiting to be let out....Seeing, hearing, smelling, tasting, and touching. These are the ways through which you discover your world. They are your five senses. Good writers use all of them to know their surroundings and to tell other people about them. (pp. 133-135) "In Your Own Words," MAC-8-(7)

(7) Words - Those stories or articles under this category showed the readers the wonder of words by using puns, idioms, synonyms extensively. The idea that powerful words even make a difference in people's lives was revealed in one selection.

"Why, my cabinet members can do all sorts of things. The duke here can make mountains out of molehills. The minister splits hairs. The count makes hay while the sun shines. The earl leaves no stone
unturned. And the undersecretary, "he finished ominously, "hangs by a thread. Can't you do anything at all?" (pp.21-22) "The Royal Banquet," MAC-7-(1)

"I'm glad they begun asking riddles--I believe I can guess that, " she added aloud. "Do you mean that you think you can find out the answer to it?" said the March Hare. 
"Exactly so," said Alice. "Then you should say what you mean, " the March Hare went on. "I do...at least I mean what I say--that's the same thing, you know."
"Not the same thing a bit!" said the Hatter, "why, you might just as well say that 'I see what I eat' is the same thing as 'I eat what I see'!" (p. 72) "The Mad Tea-Party," MAC-7-(4)

(8) Tomorrow's Technology - This category was indicated when a fictional, imaginative story portrayed almost-human robots, human-like computers, or time machine as a possibility for future technology.

It can do so much now--it can even talk and listen. It's practically as complex as the human brain....could we tell if Multivac passes the thin dividing line where it stopped being a machine and started being human? Is there a dividing line for that matter? (pp. 545-546) "He said, " All right, now, Multivac. Work that out and give us the answer." He paused and added the key item. He said "Please!" And all over Multivac, the valves and relays went joyously to work. (p. 549) "Key Item," MAC-8-(32)

(9) Catalysts of Scientific Development/Innovation - Those selections grouped under this category described the elements in facilitating scientific development and innovation. Time, effort, accumulated knowledge, vision, courage, putting ideas to work, and peace among people are
those elements.

He believes...that an understanding of history is necessary for an architect. His Portland Building is a fine example of an architectural philosophy that combines reflections on the past with revolution in the present. "We don't wake up every morning and make a new world," says Michael Graves. "That might be an attractive idea, but we have memory. We retain that which is good from the past, and then struggle to make our own world today. It's the combination of the present and the past that one is really involved in." (p. 255) "Michael Graves and the Portland Building: Reflections and Revolution," MAC-7-(15)

"Well, Doctor McCoy, do you still want to stay here and study the medical technology of the Azphari?" Kirk asked.

"Yes, I do, but I won't." He sighed. "They have such wonders to teach us. They would have been welcomed with open arms...It means that they'll be off limits, doesn't it?" ....He looked at the cluster of minarets, thinking of the scientific and medical wonders that were going to be prohibited until the race that developed them learned to live in peace with their neighbors. (p. 531) "The Azphari Enigma," MAC-8-(30)

...people had once lived on Earth who knew far more than we. They had developed all sorts of machines, most of which would be of little use to us. But some of their ideas and...inventions could be very helpful. (p. 104)

My ideas began that day. I have put ideas to work. I have done it all my life. But as you can see, it wasn't popular when I was young. And I suspect it's still not popular for some of you.... It was enough. And yet, never enough. For there is always something ahead. Put ideas to work. That phrase still makes me laugh. Yet it has been my life. And I have loved it. (p. 113) "Enough," HBJ-7-(9)

(10) Appreciation of Nature - The selections describing the love for and/or the fascination or beauty of nature or explaining the lesson learned from nature were grouped into this category.
love for, fascination/beauty of nature

I came to Yosemite for the first time in 1916, at the age of fourteen, and for me it was a tremendous event...Every year since 1916 has found me in some part of Sierra Nevada. It has truly been a lifetime of close contact and great experiences with nature. (p. 566)

I am an ardent believers in wilderness, which reflects the mystique of nature, and I have enjoyed both companionship and solitude in the high mountains. From the beginning I was impressed by the philosophy that all life and art are justified by communication; experiences are to share, not to hoard. (p. 569) "The Range of Light," HM-7-(41)

lesson from nature

"What garden?" I asked skeptically.
Uncle smiles as if it were his secret. "I thought you were one smart boy. Can't you see them?"
"No, I can't."
"You think maybe you see, but you don't. Not really...Your eyes, they tell your mind a lot of stuff. But your mind, he's a busy fellow...You gotta look at the world. Really look...if you can make your mind listen to your eyes, really listen, what wonders you see." (p.500)

"I could feel the rhythm of the sea surging to make the opening in the reef bigger....as if it knew it had all the time and could be patient. But after sitting there for a while, I almost could feel its heart beating. (p. 506)

"You know all the pools around here....the animals in one pool won't know about an animal in another pool. You take any animal around here and it would probably think its own pool is the whole world, and it doesn't know there are pools and pools all around it...."I never dreamed there was so much to see," I said. Uncle leaned forward and pretended to peer at something for emphasis. "You have to learn to pay attention to things." (p. 511) "Sea Glass," MAC-7-(29)

(11) Dilemma and Choice/Solution - The characters in these stories were forced to face a dilemma in which they needed to make a choice, usually a moral one, or to come out with a
solution. They were aware of these dilemmas and felt uneasy about them. Eventually they made a choice between kindness and loyalty to family, between loyalty to family/home people and friendship, between taking responsibility and caring for one's own safety, between saving a life and securing one's happiness and freedom, and between loyalty to a bird friend and a need for a human friend. Or, they solved the dilemma with someone else's help or with one's own courage.

My mind...not with the lessons ahead. To disregard both Father and Cassie? I thought I could not do it. But how could I refuse the pleas of Asa and the stranger? The first of these so fully persuaded, the other so much in need? Teacher Holt took his usual place..."Give to them that want," he wrote. The text seeming chosen to address my dilemma, how my heart leapt up!..."Speak the truth and lie not." Cassie turned to me at this, sorrowful and rebuking....When, at last, we spoke again Cassie said so quietly it was nearly a whisper. "Kindness must be the highest virtue--don't let me forget that ever. Were I to strive for one thing only it would be to be kind to others, as you are, Catherine." (p.241) "The Phantom," HM-8-(18)

The grandmother and the hunter stood in the door together and questioned her...But Sylvia did not speak after all....He could make them rich with money; he had promised it, and they were poor now...But she kept silent....Had she been nine years growing and now, when the great world for the first time put out a hand to her, must she thrust it aside for a bird's sake?.....She remembered how the white heron flew through the golden air and they watched the sea and morning together, and Sylvia could not speak; she could not tell the heron's secret and give its life away. (p. 382) "A White Heron," HM-8-(28)

The authority of the law loomed big in his mind' he remembered, "You and your family will be in serious trouble." Loyalty to his brother Tom and the many thousands who had fought to the last ditch...how could loyalty to these men be true if one were going to harbor and give comfort to a man who simply said, "I
quit."

But, on the other hand, how did one feel at night if he awoke and remembered, "I'm the one that sent my cousin to his death." (pp.460-461)

Mr. Lincoln was a man who looked at problems from all sides...had plowed fields in Illinois...he was not ready to say, "Everything on this side of line is right, and everything on the other side is wrong." ...as he plowed that morning he made up his mind to send the letter. It was a frightening thing to do, but if one did nothing--well, that was frightening too. (pp.464-465) "Across Five Aprils," HBJ-7-(28)

(12) The Meaning of Winning or Being a Hero - The selections belonging to this category examined the meaning of being a winner, a champion, or a hero. "Winning" is not, superficially, winning a great game or contest. It means doing things for other's sake and doing one's best on one's track.

I asked myself, is it true that only the one who fires the pistols is the hero and only the one who risks his neck is noble? Maybe the hero can also be a boy wanted to save his father's life and had no choice but to do things that were against his better nature? Can you imagine how that boy must have felt....Can you hear him crying at night? And his friends, who knew everything and kept quiet and went on giving him the pennies they worked so hard to save--weren't they noble? When I thought about it that way, I realized that thrilling stories don't have to take place on the lone prairie. Even our yard can serve as the stage for great deeds. (p. 61) "Sevek's First Scenario," HM-7-(4)

I was mad at what he'd done to me: made me feel ashamed and fixed it so the other kids would have something to torment me about, and so that new kid never would believe it about him. (p. 407)

Cal Bennet said, "I been asking questions around....Found that there's one name signed to a check-list on a cattle shipment that'll be accepted without question anywhere the rails run, and that name's Harvey Kendall. Heard people say...when you
want good stock picked out and straight advice on how to handle it right, you go find the same name...that man never did another man dirt and never will..."

I was standing by the house corner with the strangest feeling in me. Somehow I didn't want to disturb them or even let them notice I was there and I stepped back soft and around the house again, wondering what was happening to me. (p.411) "Champion’s Son," HBJ-7-(26)

(13) Indomitable Spirit - The stories or articles detailed how the characters or persons introduced insisted on their ideals in the most difficult situations and how they overcame various barriers. They faced continuous challenges coming from the outside world and/or from the inside of themselves. The barriers ranged from abstract fear to concrete physical handicaps. In spite of the difficulties, they fought with their indomitable spirit, which was a mixture of courage, determination, persistence, confidence, and effort.

Edna Marvel Gradner Whyte is the kind of person who says "Nonsense" when people tell her she can’t do something. (p.204)

...it came time for the flying part of the test. The man giving it told her that he had never given a license to a women and he wasn’t sure he was ready to give one now. She practically had to beg him to let her complete the test, which he finally did, and which she passed. (pp. 204-205)

"In the beginning, my mother objected to my flying," says Whyte, "but as the years went by she enjoyed going with me cross-country..." (p.209)

...I'm doing something. It's taken me a life to collect what I have, and I feel like I should use it to do a little good in the world. (p.209) "One Woman's Fight to Fly," HBJ-7-(15)

There were four of them...and Hannah. Four young Jews on their way to Hitler’s Europe. Each of them had
been born there...each had escaped and found safety in Palestine. But now...they were going back...to gather information for the British about German defense, to establish escape routes for captured Allied airmen, and to rescue as many Jews as they could. (p.567)

Now I again sense the excitement of something important and vital ahead, and the feeling of inevitability connected with a decisive and urgent step...I'll fight for it with all might. (p. 570)

...wonderful, sparkling Hannah, twenty-three years old, executed on November 7, 1944, by an irregular firing squad in the yard of the Margit Boulevard Prison. (p.575) "Hannah Senesh," HBJ-8-(30)

"It was unbelievable," Milly [75 years old] remembered. "Every step you take goes just a little bit higher. Climbing, climbing, all the time, with no flat areas or downhills, can be really exhausting."

...Milly almost ran those final yards, and soon her mountain was conquered!...She could hardly believe she had done it. She and the boys felt good...."You just feel so good when you do something that everyone, even you, thinks is impossible. (p. 390) "Keeping Pace with Milly," HM-7-(26)

Her lips and mouth were swollen from the salt water. The waves seemed bent on destroying her, but Trudy kept going...She would gain one yard and be battered back two. Close as the shore was, there seemed no possible way for this indomitable young woman to make it! "You must come out!" the trainer ordered..."I am doing the swimming!" she shouted back through her swollen lips. "I'll decide when I come out!" Two hours later, Trudy Ederle struggled out of the sea onto the English coast, her hands clasped above her head in a sign of victory. (pp. 398-99) "Gertrude Ederle: Swimmer," HM-7-(27)

(14) Turn Danger into Safety - This category was indicated when the character in a story turned a dangerous situation into safety by demonstrating special qualities like courage, calmness, cleverness, resourcefulness, observation, or cautiousness.

Suddenly the sun went behind a could and Clara
felt the chill of the wind... She tried to breathe deeply, regularly. Stay calm, she told herself. A spray of water hit her face and she spit out salt water. Stay calm, she repeated. (p. 310)

The raft flipped over and Clara was thrown into the sea... Clara swam after it. She reached out. The current pulled the float just beyond her grasp... she caught sight of the float then, on the crest of a wave, and she struck out. Her arms and legs moved with a strength she had not known she had. (p. 314-315) "Look Back at the Sea," HM-7-(22)

I thought far more quickly than it takes to tell all this, and realized at once that the boy’s attention must be called away from his terrible danger. Exercising all the self-control I possessed, and striving to make myself very calm, I said cheerily: "Hello, up there, who are you?" (p. 37)

And right there and then that youngster began to argue with me as to whether it was right for me to disappoint the people, and to urge their claims up on me. It was with a happy heart that I held up my end of the argument, justifying myself in a thousand different ways, till we shot over a grove of eucalyptus trees and dipped to meet the earth. (p. 40) "An Adventure in the Upper Sea," HM-8-(2)

(15) Cultural Diversity - This category applied to the selections discussing different cultural heritages, different languages, the role of English as a second language in a multiethnic society, and the interaction between different races. Three subcategories were generated.

**cultural heritage/diversity as a value**

These selections recognized the value of different cultural heritages. One’s cultural background is something that someone should be proud of. The diversity brought by different cultures is an asset of the American society.
At Lincoln, making us into Americans did not mean scrubbing away what made us originally foreign. The teachers called us as our parents did, or as close as they could pronounce our names in Spanish or Japanese. No one was ever scolded or punished for speaking in his native tongue on the playground....It was easy for me to feel that becoming a proud American, as she said we should, did not mean feeling ashamed of being a Mexican. (pp. 237-238) "Barrio Boy," MAC-8-(13)

This enormous migration is rapidly and permanently changing the face of America. It is altering its racial makeup, its landscape and cityscapes, its taste in food, and clothes and music, its entire perception of itself, and its way of life....Our diversity level has gone up. The new immigrants' contribution to America...is "plus, plus." (p. 251) "The Changing Face of America," MAC-8-(14)

Dunham had long felt that black dancing had a particular style about it. Now she knew why. These dances had roots in African dances....And she decided that she could teach other young black dancers that they had a strong tradition to be proud of. (p. 453) "The African Roots of American Dance," HBJ-8-(24)

the value of native languages and English as a second language

The stories under this subcategory emphasized the beauty and value of native languages, explained the importance of learning English (to communicate, to protect one's rights, and to work), or pointed out the way of learning English as a second language (lots of practice).

"...I like to think of this as a time when we can talk to one another and listen to each other. We'll be talking in English, so that we begin to feel at home with it. It's like learning a musical instrument, you know; the more you practice, the better you become..." (p. 98-99)

Peter spoke up. "Sure, you speak Spanish. Is very good. Nobody says anything against your language. But if you want to tell me how you feel about anything, I can't understand Spanish. You don't understand Danish. So we both learn English and we can talk
together." (p. 104)

Maria Luisa found it easy. How could a person hope to get a job in a country where he did not know the language, or to read its newspapers, or to talk with anyone who did not speak Spanish? (p. 107)

Miss Stein..."Did you notice how each language had its own rhythm? Each one had its own particular way of sounding. I thought they were all beautiful. It was like listening to different musical instruments." (p. 107) "Maria Luisa," MAC-7-(6)

"Attean learn," he said. "White man come more and more to Indian land. White man not make treaty with pipe. White man make signs on paper, signs Indian not know. Indian put mark on paper to show him friend of white man. Then white man take land. Tell Indian he cannot hunt on land. Attean learn to read white man’s sign. Attean not give away hunting grounds." (p. 148) "Attean," MAC-7-(9)

understanding among different races

The idea that learning more about each other helps different races to understand and improve each other was conveyed through this subcategory.

"Good," he grunted, "Saknis make treaty."
..."Nkweniss hunt. Bring white boy bird and rabbit. White teach Attean white man’s sign." (p.148)

Matt realized that he never again need worry about losing a hook. It was another necessary thing that Attean had shown. Attean had proved to him once again that he didn’t always have to depend on white man’s tools. A wide grin spread slowly across Attean’s face. It was the first time Matt had see him smile. (pp. 158-159) "Attean," MAC-7-(9)

(16) Some Observations about People - The stories under this category told some realities about people. People are afraid of having their thought been revealed to others and of the predictable and known future. They don’t usually appreciate success which belongs to someone else. A
person's "self" may be unrecognizable after a sequence of gradual changes. People of different times may value things differently. The best and worst in people may be brought out and tested in occasions such as a disaster. And, sometimes people are more satisfied with the mysterious process than with the result.

"Tell me, why did you leave Mars to come to the planet?"
"Mars has developed too far," Onil explained. "Nothing remains there. Oh, it is terrible! All we can do is organize each other." (p. 251)
"Oh." Onil passes a hand wearily over his eyes. "I can hear people’s thoughts."
"Can you now?...So you know all that goes on inside me, eh?"
"Everything."...
"Oh, my goodness," Harry said, mostly to himself. "Oh, my goodness. You poor soul. Think of living with a thing like that." (p.255)
"My boy,’ he said, "if that’s how life is on Mars, I can quite see why wanted to leave. It must be terrible....You’ll find somewhere else, my boy....The people in the town are very sorry--they don’t bear any hard feelings--but they just don’t like the thought of seeing you any more." (p.256) "Five Green Moons," HBJ-7-(18)

The party rode slowly on, circling the butte, but the stallion's sharp hoof prints ended at a steep incline, almost as if he had run into the butte. Silently the men looked up at the butte, then turned away. The hunt was over. "Is that all?" Hank cried to himself, and he winced at the pain in his leg....to have it end with such abruptness did not make any sense. Why, he wondered almost angrily, and then he understood. No one...had expected to catch the stallion. It was all a game--no, not a game, but a ritual that was repeated every time the stallion appeared. (p. 330)

Grandpa watched the riders trail into the yard. "Didn’t get him?" he asked, but Hank heard the satisfaction and relief in the old man’s voice.
"No," Mr. High Bear answered.

Grandpa nodded. "You can’t catch a ghost,’ he said. (p. 330) "The Slim Butte Ghost," HM-8-(24)
(17) The Importance of Setting a Goal - Those selections enhancing the importance of setting goals or having dreams were classified into this category.

The ability to fantasize helps us make our future. That means that the most important moment of life for young people is that moment when they lie in bed and project on the ceiling an image of themselves in the future as the greatest actor that ever lived or the greatest writer that ever lived or the greatest maker of leather shoes. I don't care what it is you dream; it's honorable if you love it. (p. 359) "Ray Bradbury: Fantasy and Science Fiction Writer," HBJ-7-(24)

(18) Education - This category was indicated when a selection expressed a faith in or respect for education.

For most immigrants, giving their children a better education than they had was their first goal and they were to give up personal comforts to achieve it, encouraging their children to study... (p.226) "They Sought a New World," MAC-8-(12)

(19) Desirable Qualities and Behaviors - This category was used when a selection presented beliefs, desirable codes of conduct, desirable features of personality, or qualities. These desirable qualities or standards for behaviors are listed below.

courage/bravery
determination
persistence
curiosity
working hard/effort
vocational interest
eagerness for learning/knowledge
love/caring for people
being strategic
humility/modesty
victory/accomplishment
talent/intelligence
concentration
confidence
sacrifice
self-discipline
creation/imagination/ingenuity
patience
dedication
carefulness
perfection
independence/self-reliance
physical strength
loyalty
cooperation
stamina/energy
humor
calmness
observation
keeping promise
change
patriotism
kindness
cleverness/wisdom
being one's own self
honesty
respect for others
appreciation of other's help
justice
silence
dignity
the pursuit of freedom/appreciation of freedom
authority
responsibility
earned honor, not borrowed honor
material
love over material (wealth and/or long life)
esSENCE over form

You will come here and live with me....And in due season this home, this accumulation of things precious and old and beautiful, this wide park...will be yours alone. (p.381)

"She asked me, mother dear," said Alice,"she asked me if I would like to be as old as she was. And honestly, I said I would much prefer to stay just the silly green creature I am, so long as I can be with you." (p.384) "Alice's Godmother," HBJ-7-(25)

I took each step with a new spring in my knees, a new joy in my heart, for I walked as a free man, beside my Teacher. (p. 557)
"Someday," I assured her, "someday, I know that all men will be free." (p. 561) "I, Juan de Pareja," HBJ-7-(34)

Cooper thinks that there is room for any good artist who is willing to work hard. (p. 533) "Meet Floyd Cooper, Illustrator," HBJ-7-(32)

Hours later, when she walked out into the crowded street, she knew that her own life had been profoundly altered...she would not go back to the medical college; that seemed too academic, too remote. She had to live among the people she wanted to help, and she must let society know of their plight. (p. 406)

...a visitor sought to understand how, in one lifetime, she had accomplished so much.

"I really love people," Lillian Wald replied. (p. 412) "Lillian Wald," HM-8-(30)

...father and son were both civil engineers. As professionals, they shared qualities of courage, determination, drive for perfection, and complete confidence in their own ability. (p. 199) "The Eighth Wonder of the World," MAC-7-(12)

Abe Lincoln was always reading, digging into books...studying till midnight and past midnight, picking a piece of charcoal to write...shaving off what he wrote, and then writing more--till midnight. The next morning, Abe would be reading books between plow handles....Dennis hanks said, "There's suthin' peculiar some about Abe."

He wanted to learn, to know, to live, to reach out; he wanted to satisfy hungers and thirsts he couldn't tell about, this big boy of the backwoods. And some of what he wanted so much, so deep down, seemed to be in the books. (p. 350) "Abe Lincoln Grows Up," HM-8-(36)

Becoming a world-class figure skater takes more than hard work and talent. "You have to block out and achieve a certain concentration. So much of skating is mental. If you believe in yourself and believe that you can do it, you usually can," explains Chin. (p. 541) "Missed Chance for Chin," HM-7-(38)

"I have something to tell you," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. The janitor found him on the morning of the first day in his room downstairs, helpless with pain. His shoes and clothing were wet.
through and icy cold...they found a lantern, still lighted, and a ladder that had been dragged from its place...look out the window, dear, at the last ivy leaf on the wall. Didn’t you wonder why it never fluttered or moved when the wind blew? Ah, darling, it’s Behrman’s masterpiece—he painted it there the night that the last leaf fell." (p.543) "The Last Leaf," HBJ-7-(33)

"You are trying too hard," chortled Chung. "Truth is stronger than fiction."...

You journalists are stuck in the present and the past," growled Gary. "Imagination prepares us for what’s going to happen." (pp. 236-237)

"They’re not aliens?" He felt relieved and disappointed at the same time.

"I checked them out myself," said Dr. Proctor. "Just two average, standard, typical human beings, with no imagination, no creativity."

"So why’d you hire them?"

Dr. Proctor laughed. "Because they’d never spot an alien. No creative imagination. That’s why I got rid of the last vice-principal and the last Honors English teachers. They were giving me odd little glances when they thought I wasn’t looking. After ten years on your planet, I’ve learned to smell trouble...Writer are keepers of the past and the hope of the future. Too bad they cause so much trouble." (p.241-243) "Future Tense," HBJ-7-(17)

(20) Undesirable Qualities/Behaviors - The selections describing some qualities or behaviors as undesirable were grouped under this category.

excessive pride/conceit
ignorance/negligence
too trusting

Finally, King Iobates...gave the young man his youngest daughter in marriage and half the kingdom of Lycia as well. There Bellerophon might have lived to a happy old age had ambition and ego not led him to a fatal mistake. Having becoming very impressed with his own bravery and powers, Bellerophon decided he should take his place among the gods on Mount Olympus.... Bellerophon mounted Pegasus with his misguided intention and started off. (p. 324)
Pegasus abruptly reared back and threw Bellerophon off. The startled young man fell unceremoniously back to earth, where he lived out his life in sorrow and disgrace. (P. 325) "Pegasus and Bellerophon," MAC-8-(18)

We're never going to have space travel. What's more, no extraterrestrials will ever land on Earth....I know that. Space ships are crisscrossing space among a million worlds, probably, but we'll never join them. I know that, too. All on account of a ridiculous error. (p. 36)

But you see, it was just an error, a stupid error, the kind anyone could make. Only now Earth is never going to have space travel, and we'll never as much as land on another planet or have another Venusian visit us. That dope, Cameron, and his income tax!

Because he whispered, "Venus! When they talked about the watery place, I thought they meant Venice!" (p. 41) "The Watery Place," HBJ-7-(4)

(21) General Truth - This category was created for the selections describing a general truth. For example, things are not always what they seem to be; civilization may mean danger; or complicated knowledge can be learned if taught in an understandable way.

"Of course you can learn," Nat told him. "Every one of you can learn."
But teaching them wasn't so easy....Nat explained something in the simplest words he could think of... (p. 480)
...this notebook said everything he had to say to explain things to the others--to the ones who sailed before the mast. (p. 481)
"Teach them what they want to know, sir."
Captain Prince cocked an eyebrow, "And can learn?"
"They finally get in, sir," Nat told him, "if I just find the right way to explain it." (p. 482)
"We have good people before the mast, Captain Prince. Every one of them could be a first mate--if he knew navigation." (p. 482) "Carry On, Mr. Bowditch," MAC-7-(27)
(22) Other - The selections that did not seem to belong to any category were grouped under this category.

the hardship and joy of the life on ship
the pain of slavery
nostalgia
an example of parody providing ridiculous fun

Taiwan Readers

(1) Family - The selections that described or discussed the relationship among family members, the member's feelings toward other members, the obligation or responsibility of sons/daughters for their parents, and family life in general were classified into this category. Three subcategories were generated.

family love

The selection under this subcategory described parents' love and caring for their children and the love and sharing between brothers. The following excerpts reflect the meaning of this subcategory.

Every day, when the sky began to turn bright, my mother woke me up, asking me to throw on clothes and sit up. I never knew for how long she had woken and sat up. After I was quite awake, she told me the things I did or said wrong the day before, asking me to confess the mistakes and to study hard. Sometimes, she detailed those good things about my father. (p.12)

My mother disciplined me strictly. She was both a kind mother and a stringent father. (p. 13)

If I had a little bit of good temper, if I really learned to get well with people, if I was able to forgive and understand people--I must appreciate my dear mother. (p. 14) "Mother's Teachings and Admonitions," TNR-7-V1(4)

After the work, it comes the dusk.
Sometimes I look at the bright and beautiful rosy
clouds just before sunset, 
but I never linger around. 
Because the little faces looking upward to Papa tell 
more expectation....(p. 8) 
Papa goes to and leaves office day after day, 
just like a top tossing out from your hands, 
spinning around you;....(p. 8) 
My little ones, Papa has no complaints. 
Because this is the heaviest and the sweetest burden of 
my life. (p. 9) "Sweet Burden," TNR-7-V2(3)

filial piety

This subcategory applied to the discussion about the 
importance of filial piety and the ways of fulfilling filial 
piety. The right ways of treating parents were specified. 
Being able to take care of parents is a minimum requirement; 
the sincere attitude and respect coming from the bottom of 
the heart are more important.

The crow lost his mother. From morning till 
night, he cries in deep sorrow and does not go 
anywhere. The years pass; he guards his forest home, 
through the night he cries. Passers, hearing the cry, 
wipe tears from their eyes; the sound seems to say, "I 
have not fulfilled my filial duty." (p. 68)

My crow, why is it; when so many birds do not have 
a mother that you alone seem to grieve so? It must be 
your mother’s love was so great, you simply cannot bear 
it. (p. 68) "A Filial Crow’s Midnight Crying," TNR-9-
V3(15)

Confucius said, "Speaking the way in which a 
devoted child attends his parents, he sincerely shows 
his respect toward them at home; he shows his happiness 
in supporting the daily needs of the parents; he shows 
his worry when his parents are sick; he shows his 
mourning when his parents die; he shows his solemnness 
when worshiping his parents. Only if these five 
behaviors are present can one say he is able to attend 
his parents." (p. 75) "Selections from the Canon of 
Filial Piety," TNR-9-V5(17)

realistic family life

The selection that fitted into this subcategory was the
one describing the gap existing between and within the generations in a family. But, as the understanding developed, the gap seemed to be narrowed down gradually.

Children should be worry-free. He liked to mention how hard his life was and how understanding he was when he was a child. Su-huey did not feel this way. The two argued with each other from time to time because of their disagreement about raising the kids. (p. 81)

This was the first time she had ever seen star fruits on a star fruit tree. She did not show any interest in "Today's Farm Village" or agricultural news on TV, which Chang-ping watched all the time. (p. 87)

"Pa, Ma, why don't you move to Taipei?"
"Hei, do I and your old pa have the fate of being Taipei people?" (p. 84) "The Star Fruit Tree," TNR-9-V6(16)

(2) Friends - This category was indicated when a selection wrote about the close relationship between friends, the affection for friends, good friends' enjoying being together, the mutual understanding between friends, and the way of making new friends.

sincere friendship

The lessons with the description of friends being together and of the affection for good friends were grouped into this subcategory.

My old friend was leaving the Yellow Crane Tower, heading for Yang-Jou in a blossoming March. The shade of the lonely boat disappeared at the green mountains, only left was the Long River running to the sky. (p. 67) "Say Farewell to Mong Haw Zan on the Yellow Crane Tower," TNR-7-V(1)

There is a beautiful tree in the yard, the wonderful flowers begin to appear among the green
leaves. Snapping a twig to have a flower, which I am going to send to the person I think of so earnestly. (p. 67) "A Beautiful Tree in the Yard," TNR-8-V3(5)

between friends

The lessons under this subcategory emphasized that friends should keep promises and that friends help to expand one’s knowledge and experiences.

Fung Shih...befriended with Chang Shaw...Both finished study in a state institution of higher learning and left for their home towns. Shih told Shaw that he would be back to show his respect for Shaw’s parents and to see his children in two years. Then they decided on a specific date for the visit.

When the date was coming, Shaw asked his mother to prepare the meal for his friend....he said, "Shih is a trustworthy man and will keep his promise." His mother said, "If so, I’ll brew wine for you." On that date, Shih did come. They greeted each other and drank. They said farewell to each other only after each had enjoyed himself to the utmost. (P. 15) "Chang Shaw and Fung Shih," TNR-9-V6(4)

making new friends

In one lesson, trust and sincerity were described as the key to making new friends.

Before you make a new friend, you must let him trust you and understand that you are sincere, that you have no bad intention, and that you are willing to help at any time....Making more new friends is like reading more good books. (p. 28) "A Father’s Letter," TNR-7-V1(7)

(3) Humans and Living Creatures - This category was used when an author expressed his or her love or affection for animals or plants.

I love birds.
I used to see people carry a bird cage walking on the street very often. What got my attention was not those people's enjoyment, but the birds' suffering. (p. 51) "Birds," TNR-8-V3(12)

Those people who like plants will say they are the most lovely creatures in the world....Once people step into a natural environment, they'll feel as happy as returning to the homeland. Every grass or tree is like an old friend you have not seen for a long time. The pleasure is so great. (pp. 11-12) "The Plant Garden Is Right Beside You," TNR-7-V2(4)

(4) Political Ideals - The selections grouped under this category presented the political ideals including the Three Principles of the People (nationalism, democracy, livelihood), the Great Harmony, freedom, equality, and universal love.

The Three Principles of the People are the guideline for our Party, we'd follow them to build the Republic and to facilitate the Great Harmony. We should obey the Principles day and night, concentrating and remaining consistent on them from the start to the very end. (p.1) "The Words of National Anthem," TNR-7-V1(1)

My political ideal is democracy. Every person should be respected as an "individual."...It is inevitable that violence will produce low-morality people in a society. Because of these reasons, I am strongly against autocratic imperialism. (p. 54) "The World in My Mind," TNR-9-V5(13)

(5) Learning - This category applied to the selections discussing the principles/methods of learning, the attitudes of learning, the importance of expanding human knowledge, and the fun of studying.
methods of learning

The methods discussed were: thinking, learning new and keeping old knowledge, comprehending what is learned, questioning, and cultivating good learning habits.

Confucius said, "Learning without thinking results in confusion; thinking without learning is dangerous as well." (p. 78)

Confucius said, "Learn like you don't have sufficient time left; review like you are afraid of losing it." (p. 78)

Confucius asked, "Syh, do you think that my knowledge comes from my ability to memorize?" Syh responded, "Yes, isn't that so?" Confucius said, "No, I rely on real comprehension." (p. 78) "The Discussion About Learning: Selections from the Confucian Analects," TNR-7-V1(17)

Questioning and learning complement each other. Without learning, doubts wouldn't be resolved. Without questioning, knowledge couldn't be expanded. (p. 48) "Commenting on Questioning," TNR-8-V4(11)

attitudes of learning

The right attitudes of learning presented were: persistence, seriousness, and interest.

Confucius said, "Learning is like making a mountain. If you stop short of the last chest of soil, you still haven't made the mountain. Learning is also like filling up the holes on the ground, even though you just pour in the first chest of soil, as long as you keep going, there will be a flat land." (p. 78) "The Discussion about Learning: Selections from the Confucian Analects," TNR-7-V1(17)

Interest is the criterion for all success....It is required in learning....Interest makes people love to learn. (pp. 40-41) "Speaking of Interest," TNR-8-V3(9)

learning: to expand human knowledge

The most beautiful experience we have is wonder and mystery. They are the source of art and science....Let's think about the mystery of the endless life, the wonderful structure of the universe. And
let's try to understand the smallest part of the knowledge displayed in nature. (p. 54) "The World in My Mind," TNR-9-V5(13)

The fun of studying

The beautiful birds on the branches of the tree are my friends. Those flowers scattered on the water are good materials for my writing....The happiness of studying grows as cheerfully and livelily as the green grass prospers in front of my window. (p. 19) "The Happiness of Studying in Four Seasons," TNR-8-V4(5)

(6) Reading and Writing - Those selections emphasizing the importance of reading and the principles/methods of reading and/or writing fell into this category. The principles or methods discussed included cultivating reading habits and interest, questioning during reading, reading intensively and extensively, concentrating, and making connections.

Reading has become part of people's everyday life today....a necessity to enrich life....Especially at the time of "knowledge explosion".... Cultivating a widespread reading atmosphere really is the goal of the school and the society. (p. 11) "Commenting on Reading," TNR-9-V5(2)

Getting new insights from reading and putting a new flavor into writing are important. The key is to make connections. Making connections means realizing one thing through another. In reading, when you feel one sentence in the book relate to something in another book you read before, you are making connections. When you relate what you read to your life, it is also a connection....Making connections provides good materials for writing. (p. 40) "A Letter from Home," TNR-8-V4(9)

Reading based on the foundation of interest is like a big tree. Its leaves grow prosperous because the roots go deeply into the fertile land....But the cultivation of interest for reading requires the support of a stable reading habit. (p. 49) "The Accumulation of Wisdom," TNR-9-V5(11)
(7) Appreciation of Nature - The selections with the theme describing the aesthetic aspects of nature and/or farm life or explaining the lesson learned from nature were classified into this category.

**love for and beauty of nature or fun of farm life**

The country people like to build a framework for melon vines in front of their small houses. They grow pumpkins or loofahs. Those green or red melons hanging outside the door look really pretty. (p. 23) "People Living in the Countryside," TNR-7-V1(6)

After arriving at the Tei-Gong Temple, I looked toward the south side. All I saw were many Buddhist temples on the Thousand Buddha Mountain accompanied by pine trees and cedar trees up there and down here. Those colors were as red as fires, as white as snow, as green and blue as indigo. There were also some red maple trees in between. The whole scene was like a huge masterpiece by the artist Chao Chyan-lee of the Song Dynasty. It made a tens of miles long screen. (p. 83) "Da-Ming Lake," TNR-7-V2(20)

The wonderful spring break is the time for traveling to the countryside....Walking is a pleasure; riding a bicycle is even a greater pleasure....There are lots of green trees and pretty grass for you to take a rest under or upon....If you like hospitality, there are plenty of village people here, who wouldn't reject visitors coming from afar....You could bring a book, walk several miles, choose a quiet place, look at the sky, listen to the birds, and read....Can you imagine a better recreation? (pp. 28-29) "The Cambridge I Know," TNR-8-V4(7)

The wind gently blows from the sea. The stream is whispering. The fireflies dance in the dark. The fog wafts lightly. The far-away mountains and close-by trees slowly fall into sleep in the gentle sounds of insects. (p. 78) "The Pleasure and Fun of Farm Life," TNR-8-V4(16)

**lesson from nature**

Stand beside a bamboo tree, then lift your head and look upward to see how straight it stands up. You wish you can learn from it the secret and capability of
how to be upright, proud and tough. (pp. 83-83) "Creek Head's Bamboo Trees," TNR-7-V1(18)

(8) Science

This category was used when a selection discussed science in general. The equal importance of social and natural sciences and the use of scientific methods as a tool to preserve traditional culture were emphasized.

Scientific attitudes or procedures were also described, including paying attention to facts, understanding relationships, making thorough investigation, being precise, accurate, serious, and unbiased.

How to have a scientific brain? First, pay attention to the facts....Second, understand relationship....Third, be precise and accurate....Fourth, make thorough investigation. (pp. 60-62) "Scientific Brain," TNR-8-V3(14)

There exists a misunderstanding. That is, many people tend to think that natural science only increases material civilization and has nothing to do with human's spiritual civilization....Spiritual civilization consists of the concepts of human morality and the society's organization....How to "love indiscriminately?" How to "do things properly?" We need to depend on the knowledge of natural science to answer these questions. (p. 63)

The reason why humane or social science is harder than natural science is the subjectivity of like-dislike and advantage-disadvantage....One can be described as being able to do studies with scientific spirit if he can set aside his subjectivity and bias and make judgements based on facts. (p. 64) "The Youths and Science," TNR-8-V4(14)

(9) Indomitable Spirit - Difficulties have always been regarded as the whetstone for tempering one's will power in
Chinese tradition and this traditional attitude is reinforced in the selections classified as showing irrepressible spirit. Some selections described how the characters, not necessarily humans, insisted on their ideals in the most difficult situations, and how they, in their indomitable spirit, overcame all these obstacles. Still some other articles, without introducing any character, directly advocated fighting against upcoming difficulties.

An examination of the lessons revealed that the indomitable spirit appears to be a mixture of courage, persistence, determination, and the strength to bear hardship.

As long as we have roots, even without the coverage and protection of any leaves, we are still an indomitable tree with feet planted on the ground and head supporting the sky. Let's be more unshakable, stand up more stably and firmly against the northern wind, strongly and patiently pass through this bitter cold winter. (pp. 12-13) "As Long as We Have Roots," TNR-8-V3(3)

She remembered what her husband had told her, "Even I die, you still need to continue your work." This gave her the renewed courage to fight for her life. (p. 54) "A Short Biography of Mrs. Curie," TNR-8-V4(12)

Old Mr. Wise-guy laughed, trying to stop him. "You are very unwise. You are too old to pull one grass out of the mountain. Besides, what are you going to do with those stones and soil?" Old Mr. Foolish sighed, "You are too stubborn to understand the whole thing....Even I die, I still have sons left. My sons will have grandsons; my grandsons will have sons. These sons will have more sons. There is no end to the generations of sons and grandsons; however, the mountain won't increase. Why bother to worry about not
being able to move it?" Old Mr. Wise-guy couldn't make any more responses. (p. 58) "Old Mr. Foolish Moved a Mountain," TNR-8-V4(13)

(10) Turn Danger into Safety - The stories in which the characters turned a dangerous situation into safety by demonstrating special qualities such as calmness or wisdom fitted into this category.

Koong Ming dispatched five thousand soldiers to Western County to transport food supplies. Suddenly came more than ten emergency reports, saying that Iee commanded one hundred and fifty thousand troops approaching Western City. (p. 43)

Koong Ming ordered to hide all the banners...and to open the four gates of the city wall. At each gate, twenty soldiers, pretending to be ordinary city people, sprinkled water and swept the streets....Koong Ming threw on his feather coat, wore his cap, and took two little servants up to the tower on the city wall. Sitting beside the rails, he played the lute. (p. 43)

Iee said, "Ming has been very careful all the time, never taking risks. Now he made his gates wide open, there must be some kind of tricks inside. Our troops will be trapped if they go inside. How much do you know? We should retreat immediately." (p. 43) "An Empty City Scheme," TNR-8-V4(10)

(11) Necessary Difficulties - The selections which warned the indulgence in comfort or recognized the value of adversity in strengthening one's will power and in increasing one's ability belonged to this category. Because people's moral integrity or fighting will can be eroded by material comforts and pleasures, they are alarmed to keep vigilant in time of peace, so as to prevent crises from occurring, or to keep people psychologically ready to deal
with the crises if they should occur.

The hunters held their torches. The torches flashed in the sky again and again. The gigantic human shadows stood up right before the eyes of the lonely goose. It hastily took its wings, opening its throat, calling and calling again. But those soundly sleeping wild geese were too lazy to pay any attention to it. (p. 51)

The cunning hunters stretched out their cruel hands to catch those sleeping wild geese into their nets. (p. 51) "The Lonely Wild Goose," TNR-7-V1(12)

When "Tian" is going to give a person an important responsibility, it would first labor his mind, exhaust and starve his body, deprive him of everything, and disturb his way of behaving—in order to stimulate and strengthen his will power and to increase the ability he does not possess. (p. 82) "To Survive in Adversity and to Perish in Soft Living," TNR-8-V4(17)

(12) Military Strategy/Spirit - The selections describing the military strategy used in war or the valiant spirit or physical strength demonstrated by the military were assigned this category.

Koong Ming said, "This person thought that I am a cautious no-risk taker. After seeing the whole situation, he must have suspected that there might be an ambush. Therefore he retreated."...Surprised, people admired, "Your subtle scheme couldn’t even be detected by gods and spirits." (p. 45) "An Empty City Scheme," TNR-8-V4(10)

The new king of the Yen state ascended the throne. He and the general disliked each other. After obtaining this information, Tan Dung decided to plan espionage in the yen state....The king replaced Yieh Iee with another general. Yieh Iee returned to the state of Jaw. The Yen people and soldiers were angry. (p. 104)

Tan Dung announced, "We (the soldiers of the Chee state) are afraid of our noses being cut down by the Yen’s troops. If they put our noseless soldiers in front of us when we fight, we will be defeated." The Yen people did so after they heard it. The Chee
people, seeing the fact that those who had surrendered were cut off their noses, were furious. They defended the city resolutely, fearing to be taken. (p. 104)

The Chee people chased the enemy...recruiting more soldiers....More than seventy cities of the Chee state belonged to the state again. (p. 105) "Tan Dung Revised the State," TNR-9-V6(18)

(13) The Importance of Setting/Pursuing a Goal - Those selections which emphasized the importance of pursuing a goal, an ideal, or a dream were classified into this category.

A person needs to have a goal...If your goal is to be a man of virtues, no matter whether you become a government official or not, you’ll be respected by people. (p. 87) "A Letter to My Two Sons, Wei and Ji," TNR-8-V4(19)

People must have some ideals to guide their efforts and judgements. They always sparkle in front of us, making lives full of happiness. (p. 53) "The World in My Mind," TNR-9-V5(13)

(14) Life Philosophy - Those selections that encouraged the readers to enrich their lives, to feel good about a simple life, and to enjoy the leisure and happiness of life fell into this category.

have a simple life

The authors expressed their desire for or joy of living a simple, modest life. Wealth and fame had been looked down upon. Simple and pure happiness came from their satisfaction with simple life.

I have never cared about wealth, fame and power. I believe a simple and modest life is helpful to any
individual's mind and body. (p. 54) "The World in My Mind," TNR-9-V5(13)

enjoy the leisurely fun of life

Those selections with the description of the leisurely fun of life as the theme were grouped under this subcategory.

I was about to sleep, but the moonlight coming into the window was so beautiful, I decided to get up and have a walk. Wanting to share the happiness with someone, I walked to the Cherng-Tian Temple to look for Chang Whi-min. Whi-min was still awake, so we took a walk in the yard....There were many other nights full of moonlight; there were many other places with bamboo and cedar trees, but there were not many people as free as we two. (p. 24) "The Night Walking to the Cherng-Tian Temple," TNR-7-V2(7)

People's greatest happiness is leisure....They can read....They can visit a scenic spot...make helpful friends. What could be the pleasure greater than this? (p. 51) "Some Selections from The Deep Dream Reflection," TNR-9-V5(12)

enrich life

The authors of those lessons under this subcategory encouraged the readers to enrich their lives by experiencing them or purifying their mind.

The first-time experience is so wonderful. The first time camping; the first time cooking; the first time taking a train, a jet plane; the first time seeing snow; the first time seeing one's own written piece be printed on paper....The first time experiences may not be all cheerful, but they are fresh and stimulating and provide endless memory. (p.55) The more first-time experiences you have, the more colorful your life is. Wish you to cherish your first times. (p. 55) "How Wonderful the First Time," TNR-7-V1(13)

(15) Sensitivity - The selections under this category were
full of emotional sentiments. The sorrows of traveling, the sadness of not being able to actualize one's aspiration, the helplessness in facing time passing by, and the excitement brought by the ending of the war constitute the category of sensitivity.

The sun fell, the crows cried, the sky was full of frost, the maple trees beside the river and the lights on the boats faced me, a traveler feeling too sad to fall into sleep. The toll of the bell in the Cold Mountain Temple outside the city wall reached the boat at midnight. (p. 70) "Moor the Boat at the Maple Bridge at Night," TNR-7-V1(15)

Withered vines, old trees, and dusk crows. A small bridge, a stream of flowing water, and flat sand land. An ancient road, the western wind, and a skinny horse. The sun was falling to the west, a heart-broken man was still wandering about far away from home. (p. 21) "Tian Jing Sa," TNR-9-V6(5)

Swallows will visit again after they are gone; willows will green again after they wither; flowers on peach trees will blossom again after they fall. But, smart man as you are, tell me why our days never come back? ....My days drop into the flow of time without making a sound or a shadow. I cannot help perspiring and crying. (p. 90) "Suddenly and Imperceptibly," TNR-7-V1(20)

(16) Education - This category was indicated when an author included the discussion of education in a selection. The idea that character cultivation is the most important part of education and the concept of "education without discrimination" were presented.

The various subjects and knowledge we study in schools are secondary; the most important thing is to
learn how to be a person. It is of no use to study very well if one doesn’t know the way of being a person. (p. 4) "Our School Motto," TNR-7-V1(2)

(17) Virtues, Desirable Behaviors, Qualities, or Attitudes -
The selections falling into this category presented the traditional Chinese virtues, the desirable codes of conduct, and the desirable personality features or attitudes.

patriotism
appreciation of others
serving people/society/nation

traditional Chinese virtues
8 Moral Virtues: loyalty, (filial piety), benevolence, love, trustworthiness, righteousness, harmony, peace

4 Cardinal Virtues: propriety, righteousness, integrity, sense of shame

broad-mindedness
uprightness/honesty
vocational interest/responsibility
cherishing time
cherishing fate
effort
creation/imagination
modesty/not taking credit
observation
not bureaucratic
gentleness
simplicity
sympathy
satisfaction
courage/strength
diligence/industriousness
confidence
doing good deeds
having a good mind
following good examples
respect for others
saying nothing bad about others
self-control
smartness
universal brotherhood
The emperor commanded an envoy to persuade Tian-hsiang, "If you serve my country in the same way you served the Song Dynasty, I'll appoint you the prime minister." Tian-hsiang responded, "Tian-hsiang was Song's prime minister. Song has been destroyed. I couldn't live alone. All I wish is to die." The emperor sent the envoy again saying, "If you don't like to be the prime minister, you could be a lord chancellor." Tian-hsiang said, "Besides death, I won't do anything." (p. 45) "Wen Tian-hsiang Died Composedly for a Worthy Principle," TNR-9-V5(10)

Late Song Dynasty artist Cheng Ssu-shaw drew orchids, the orchids, with roots and leaves, floating in the air. People asked why he drew them this way. He said, "The land of the country has been lost, where should I attach the roots to?" The country is the root. People without a country are rootless grass, which withers quickly even without the torture of the wind and rain. (p. 80) "The Orchids without Roots," TNR-9-V5(18)

Take a look at today's society. People can be killed by natural disasters, by thieves and robbers, by the attack of imperialism, and by the cunning and greedy officials. Being born and living in today's China, there's no time or place in which we wouldn't die....There were countless people in the country who shouldn't have died but died and who shouldn't have been apart but were apart. Can people who love deeply like us tolerate? This is why I dare to die and leave you behind. (p. 55) "Say the Last Good-by to My Wife," TNR-9-V6(11)

It is very common to see others perspire in our daily lives....But we never have a deep impression of it. And then one day, we unexpectedly discover our faces sweat heavily. Suddenly we realize the reason for our perspiration....Living in the world, we need to understand the great care and efforts made by other people....Therefore, we must respect others for the
efforts they make and their perspirations. It is even better if we could sweat for others. (pp. 74-76) "A Revelation about Perspiration," TNR-7-V1(16)

Einstein's not taking credit for his success is not easily seen throughout the history. He thanked this person and that person; he thanked people of the past and people of today without mentioning himself. (p. 45)

No matter what we are doing, we rely on the love and contributions of our forebears, the support and cooperation from the contemporary people, and the availability of the opportunity. The more you have accomplished, the more insignificant you feel about yourself. (p. 45) "Appreciation of Tian", TNR-8-V3(10)

A person's life is "Tian" and the society's blessings. Therefore, one should think about where the water comes from when he drinks it and have a mind of appreciation. He should not only be appreciative, but also enhance this spirit by serving others. Otherwise, one would waste his life. (p. 85) "While Drinking Water, Thinking about Where It Comes From," TNR-7-V1(19)

What is "the way of being a person?" Simply speaking, it is our school motto--propriety, righteousness, integrity, and a sense of shame--these four words....You should take these four words as the standards of behaviors and as a guideline for life. You should encourage each other to fulfill them. This is what is called the way of being a person. (pp. 4-5) "Our School Motto," TNR-7-V1(2)

As far as the traditional Chinese morals are concerned, what Chinese mustn't forget are loyalty and filial piety, benevolence and love, trustworthiness and righteousness, and harmony and peace....Those people who are infatuated with new culture tend to reject the old morality, assuming that old morality could be discarded and replaced by the new culture. We must understand that only those bad things could be given up and that good old things should be kept. (p. 1) "Revive Traditional Chinese Morals," TNR-8-V3(1)

"Respect" means concentrating all of one's energy on one thing when doing that thing....Respecting the occupation is the same thing. (pp. 67-68)

The feeling of pain or happiness depends on the subjective mind, not on the objective things....Sensing and enjoying the fun of one's vocation makes life
valuable....Respecting an occupation is taking responsibility for the job; enjoying an occupation means having vocational interest. (pp. 68-69) "Respect and Enjoy the Occupation," TNR-9-V6(13)

The efforts behind the success deserve the greatest respect. Success is the accumulation of many efforts. Only those who till and weed will harvest. (p. 85) "Success," TNR-8-V3(20)

It is natural for people to look for something they like. It does not matter if they have different points of view. What is important is that there should be broad-mindedness and respect between people.... Occasionally, disputes occur because people lack of broad-mindedness. Therefore, in order to reduce conflicts and increase harmony, we should strive to cultivate broad-mindedness. (pp. 38-39) "Broad-mindedness," TNR-7-V1(8)

Creation is the means for facilitating social evolution. Our society will stay at the primitive stage forever without creation. (p. 93) Creation is the beginning of everything. Everyone should have the spirit of creation....have a creative view of life. (p. 95) "Creation," TNR-8-V4(20)

(18) Undesirable Qualities/Behaviors - The lessons under this category expressed negative comments on the following attitudes or behaviors:

- seeking wealth and high position/fame
- selfishness
- conceit

There were a wife and a concubine living together with a man of the Chee state in his house. He was stuffed with wine and meat every time after he returned home from outside. They asked who he dined with. The answer was those people having wealth and high positions. The wife told the concubine, "....We never had rich and famous people visit our house. I would follow him and see where he goes." (p. 74)

Throughout the whole city, no one stopped to talk to him. Finally he arrived at the graveyard located at the eastern side of the city. He begged those worshippers for the food they left. Not satisfied, he
went after others to ask for more. This was the way he was filled with food each time. (p. 74)

His wife returned home and told the concubine, "Our husband should be the person we would trust our lives with. But he is doing things like this!" They...cried in the middle yard. Not aware of this, the husband complacently came back and showed off again. (p.74)

From the viewpoint of a man of virtues, it is understandable that the wives and concubines of those who sought wealth and fame shamelessly like this felt ashamed and cried. (p. 74) "The Person of the Chee State: A Selection from the Book of Mencius," TNR-8-V3(17)

(19) Other - The selections that did not seem to fit into any of the categories described above were listed under the category "other."

- the importance of exercise
- the wonder of Chinese craft art
- air pollution--a problem of industrialization

Patterns of Themes in Texas Reading Selections

The total number of reading selections from Texas Readers read by the investigator is 218. The breakdown of these 218 selections by publisher and by grade level is shown in Table XIV.

Houghton Mifflin reading series for grades 7 and 8 contains more selections than HBJ and Macmillan/McGraw Hill series do.
Table XIV

The Numbers of Selections Read from Texas Readers

<table>
<thead>
<tr>
<th>Publishers</th>
<th>No. of Selection</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 7</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Macmillan/McGraw Hill</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>HBJ</td>
<td>36</td>
<td>31</td>
</tr>
<tr>
<td>Houghton Mifflin</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>107</td>
</tr>
</tbody>
</table>

Table XV summarizes the categories evolved from the analysis of the themes for the reading selections from the three reading series and the distribution of the frequencies of these categories. The list of categories and their subcategories is arranged from the one with the highest frequency to the one with the lowest frequency. The frequency of each category and subcategory is broken down for the three publishers in order to show the specific number of lessons from each reading series falling into that particular category or subcategory.

The total frequency of the themes (334) is not equal to the number of selections read (218), because some reading selections had more than one theme.
Table XV

Categories of Themes and Frequency Counts--Texas

<table>
<thead>
<tr>
<th>Category</th>
<th>Freq.</th>
<th>%</th>
<th>MAC</th>
<th>HBJ</th>
<th>HM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desirable Qualities, Behavior</td>
<td>136</td>
<td>40.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society-Centered or Interpersonal</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pursuit/appreciation of freedom</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>kindness</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>justice</td>
<td>3</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>humility, modesty</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>love/caring for people</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>cooperation</td>
<td>3</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>loyalty</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>keeping promise</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vocational interest, knowledge</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>honesty</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>respect for others</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>respect for authority</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appreciation of others' help</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>patriotism</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>responsibility</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Centered or Personal</td>
<td>101</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hard work/effort</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>courage</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>determination</td>
<td>9</td>
<td>1</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>talent</td>
<td>7</td>
<td>2</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>imagination/creativity</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>accomplishment/achievement</td>
<td>5</td>
<td>4</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>discipline</td>
<td>4</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>intelligence/wisdom</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cleverness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>independence</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>humor</td>
<td>3</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>energy/stamina/ strength</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>confidence</td>
<td>3</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Table XV--Continued.

<table>
<thead>
<tr>
<th>Category</th>
<th>Freq.</th>
<th>%</th>
<th>MAC</th>
<th>HBJ</th>
<th>HM</th>
</tr>
</thead>
<tbody>
<tr>
<td>patience</td>
<td>3</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>optimism</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>love over material</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>dedication</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>curiosity</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>being one's self</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>being strategic</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>being observing</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>carefulness</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>perfection</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>calmness</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>change</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>love for knowledge, learning</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>concentration</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sacrifice</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>persistence</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>silence</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>dignity, pride</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>earned honor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>material</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>essence over form</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>44</td>
<td>13.2%</td>
<td>13</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>Humans &amp; Living</td>
<td>26</td>
<td>7.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creatures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>friendship, affection, sympathy</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>respect animals</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>humans as a threat</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>animals as helpers</td>
<td>3</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ultimate difference</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Family</td>
<td>17</td>
<td>5.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>family love</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>fun/humor in family</td>
<td>5</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>realistic family life</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Indomitable Spirit</td>
<td>13</td>
<td>3.9%</td>
<td>4</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>11</td>
<td>3.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cultural heritage/ diversity as a value</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>the value of native language and ESL</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Table XV--Continued.

<table>
<thead>
<tr>
<th>Category</th>
<th>Freq.</th>
<th>%</th>
<th>MAC</th>
<th>HBJ</th>
<th>HM</th>
</tr>
</thead>
<tbody>
<tr>
<td>understanding among races</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dilemma and Choice/Solution</td>
<td>10</td>
<td>3.0%</td>
<td>7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td>9</td>
<td>2.7%</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>sincere friendship</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>between friends</td>
<td>4</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>making new friends</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>8</td>
<td>2.4%</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Undesirable Behaviors</td>
<td>7</td>
<td>2.1%</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>excessive pride/conceit</td>
<td>4</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ignorance/negligence</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>too trusting</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalysts of Scientific Development/Innovation</td>
<td>6</td>
<td>1.8%</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Turn Danger into Safety</td>
<td>6</td>
<td>1.8%</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Observations about People</td>
<td>6</td>
<td>1.8%</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Appreciation of Nature</td>
<td>5</td>
<td>1.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>love for, beauty of nature</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>lesson from nature</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Political Ideals</td>
<td>5</td>
<td>1.5%</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Importance of Setting a Goal</td>
<td>4</td>
<td>1.2%</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Words</td>
<td>4</td>
<td>1.2%</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Tomorrow’s Technology</td>
<td>4</td>
<td>1.2%</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>1.2%</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Meaning of Winning or Being a Hero</td>
<td>3</td>
<td>0.9%</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
The highest category of themes resulting from the analysis procedure was desirable qualities or behaviors. These desirable qualities or behaviors were further classified into two types of value: interpersonal (or society-centered) and personal (or self-centered). (Adopted from Rokeach's conception of values, see Chapter II.) The frequency of this category was 136. That is about 41 percent of the total frequency. The high frequency of this category indicated that certain values, beliefs, standards of behaviors, or attitudes were infused into the reading selections. They were presented as desirable, positive, and valuable. The top five of them were working hard/effort, courage, determination, talent, and imagination/creativity. All of them belonged to the "personal" type of values.

Content knowledge was the second highest category of themes (44). The selections falling into this category were informational and factual in nature. They provided academic knowledge from various subject areas, including science, engineering, technology, social studies, art, and language.

<table>
<thead>
<tr>
<th>Category</th>
<th>Freq.</th>
<th>%</th>
<th>MAC</th>
<th>HBJ</th>
<th>HM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>3</td>
<td>0.9%</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>General Truth</td>
<td>3</td>
<td>0.9%</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

334
Knowledge was usually presented in two ways: one through the description of the experiences of the person(s) introduced in the selections; the other through the direct, authoritative introduction to the topics. This excerpt is an example for the first way of presentation, "Dr. Petrofsky believed that electrical impulses, controlled by computer could substitute for blocked nerve signals....'The computer puts electrical impulses into the muscles to make the muscles move,' he explains. 'There are sensors on the leg that tell the computer how much the muscles are moving. The computer can change the impulses it sends to produce coordinated movement.'" (MAC-8-(31), "One Step at a Time")

The next is another example for the second way of presentation, "The United States mainland is generally divided into six such regions. Each region is marked by a specific land form, or shape of the earth surface....The Atlantic Coastal Plain lies on the eastern seaboard of the United States....A coastal plain is formed from bits of rocks carried down to the sea by rivers." (HM-7-(25), "The Land of the United States")

The high frequency of the category of content knowledge seems to reflect that Texas Readers assume an important responsibility to incorporate subject area knowledge into the reading selections. About half of these selections (23) belonging to this category came from Houghton Mifflin series.
The third highest category of themes was humans and living creatures (26). A close bonding between animals and human characters were detailed in a number of stories. Human characters and animals developed friend-like relationship based on trust, loyalty, caring, understanding, and affection. In one story, a mother coyote trusted a human enough to leave its pups with him while she took care of the injured father coyote and fought against a group of predators. The author wrote, "I wanted Sandy to see her sleeping youngsters sprawl across my legs with complete confidence in my friendship." (HM-7-(2), "Wild Courage")

In another story, a boy showed a very deep sympathy for a motherless fawn and decided to care for it. "He remembered the fawn. He sat upright. The fawn was alone in the night, as he had been alone....He pressed his head into the hanging covers of the bed and cried bitterly. He was torn with hate for all death and pity for all aloneness." (HM-7-(34), "The Yearling")

Seven selections pointed out animals' feelings, intelligence, and courage, and directly or indirectly asked humans to respect animals and their lives. For example, "Their goals...to show humans that they have intelligence and feelings. They want to be cognized by their 'cousins' as deserving of respect and kind treatment." (MAC-7-(34), "A Gift from the Sea")

Animals were described as humans' helpers (assisting
science research and guiding) in three stories. In contrast, humans were presented as a threat to other creatures in five stories. Four of the five stories, while describing the friendly relation between the human character and the animals or the animals' abilities or their help to humans, showed a deep disappointment at humans' endangering animals' lives. For example, "Shot rang out....'Amaroq!' Horrified, she watched him leap into the air as a splatter of shots burst beside him....He was dead....Her throat constricted with grief, and sobs choked her....She saw the long highways, TV sets, telephones, and electric lights. Black exhaust enveloped her, and civilization became this monster that snarled across the sky." (MAC-8-(25), "Miyax and Amaroq")

It is interesting to note that one HBJ story, a classic written by an author born in the 19th century, unlike any other stories in this category, which tended to stress the intelligence of the animals, told that human's wisdom makes them different from jungle animals and apart from their society.

The fourth highest category was family (17). Three subcategories were generated: family love, fun or humor in family, and realistic family life. Family love included the love between parents and children and between siblings. Fun or humor in family was created by family members' humorous actions or languages in various incidents. These stories
transmitted a feeling of joy, closeness, and warmth. No problems occurred in these families. However, in two selections, the realistic aspect of family life was presented. For example, in one story, anger and jealousy distanced a girl from her family.

Indomitable spirit was the fifth highest category of analysis (13). The characters or persons in the stories or articles grouped under this category faced various challenges, for example, a discriminating system, problems of poverty and injustice, severe physical handicaps, a fearful situation, a tough competition, or a pursuit of a non-ordinary task. In spite of these difficulties, they fought with their might and will. And, with the irrepressible spirit, they accomplished something eventually. A "not giving up" message was sent by the authors. For example, "The five-year-old Bobby Smithdas had three senses--touch, smell, and taste. He used all three....It may seem remarkable for someone to spend two years trying to make a school wrestling team, but this was typical of the way Bob lived his life. Bob likes a saying that expresses his approach to such challenges: The Chinese have a proverb that says, "The journey of a thousand miles begins with a single step!'" (MAC-7-(23), "A Remarkable Man")

The sixth highest category on the list was cultural diversity (11). Three subcategories under it were cultural
heritage or diversity as a value, the value of native languages and English, and the understanding among races. Eight of the 11 themes fell into the first subcategory. These stories or articles presented people with Mexican, Indian, or African heritages. The concept that different cultural heritage was a value to both the culture itself and to the American society was emphasized. Cultural diversity was described to enrich American life. For example, "Socially and culturally, the diversity can...help benefit the United States by acting as antidote to everything that is bland and homogenized." (MAC-8-(14), "The Changing Face of America")

With a frequency of 10, the seventh highest category of theme was dilemma and choice or solution. The characters, facing a personal dilemma, were forced to make a choice or to have a solution. In the process of decision making, they sacrificed what they would normally do for their own sake (for example, being loyal to one's family; maintaining friendship; caring for one's own safety, happiness, and freedom; meeting a need for a friend) for what they thought that was more important and should be done (for instance, being kind; living up to home people's expectations; and taking responsibility). The following excerpt shows the struggle inside an Athenian boy when he tried to decide whether to run his best in an important race. "At the same time another part of himself was remembering his father
standing on the wharf as the ship drew away--crying out that he was not running for himself but for Athens, his city and his people....[but] a crown of wild olive would be the greatest thing that anyone could give to his friend." (HM-8-(14), "A Crown of Wild Olive") It should be noted that none of the selections under this category came from Macmillan/McGraw Hill series.

The eighth highest category of the themes was friends (9). The stories under the subcategory of sincere friendship detailed the development or lasting of a close friendship. What one would do for his friends was implied in the stories under the subcategory of "between friends." In these stories friends helped, cared for, and forgave their friends.

The selections belonging to the ninth highest category of writing (8) discussed the role of writing in human evolution and offered advice about writing. The following pieces of advice were given through the characters' experiences or the authors' own statements: close observation, research, organization, understanding self and people, starting with the familiar things, taking notes, using all the senses, and accepting criticism. For example, "Suddenly I decided I'd have to start seeing Sagamon High School differently. I'd just have to be more alert. Right now these kids might think I'm deaf, dumb, and blind, but I was going to have to show them they were wrong....Well, that
couple made me start looking at everybody's T-shirts, and I got a terrific idea for my column....I picked the cleverest ones and wrote an item under the caption 'Have You Noticed?'" (MAC-8-(3), "Megan's Miracle")

The tenth highest category was undesirable attitudes or behaviors (7). All of the selections fitting into this category were stories. Each taught one or two lessons, for example, the danger of overblown ego and excessive pride, the price of negligence, and the trouble of being too trusting. Four of the 7 stories belonging to this category warned against excessive pride.

The following categories had the same frequency of 6: catalysts of scientific development or innovation, turn danger into safety, and observations about people. The elements contributing to scientific development or innovation included the accumulation of time, efforts, and knowledge, the application of vision, courage, and putting idea to work, and a good intention--peace. Those qualities that turn a dangerous situation into safety were described in 6 stories. Six other stories revealed authors' observations about people.

The categories of appreciation of nature and political ideals had a frequency of 5. Three of the 5 selections under "appreciation of nature" described the affection for or beauty of nature. The other two stories (identical story coming from two different publishers), written by a
Chinese American, depicted the lesson learned from nature, that is, seeing and listening to the world with mind, not just eyes. Political ideals of the nation were presented through an introduction to the Gettysburg Address, the Constitution, Martin Luther King, Jr., and the construction of the Statue of Liberty.

The categories having a frequency of 4 included the importance of setting a goal or pursuing a dream, the wonder and/or power of words, and the limitless possibilities of tomorrow's technology.

The three categories--meaning of winning or being a hero, education, and general truth--all had a frequency of 3.

Four selections, which did not seem to fit into any of the categories mentioned above, were grouped into the category of "other."

Patterns of Themes in Taiwan Reading Selections

Table XVI shows the frequency of occurrence and its percentage in terms of the total frequency for each category generated from the Readers used in Taiwan. The total frequency of the themes, 191, is not equal to the number of lessons read (118) because some lessons had more than one theme.
Table XVI

Categories of Themes and Frequency Counts--Taiwan

<table>
<thead>
<tr>
<th>Category</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desirable Qualities or Behaviors</td>
<td>78</td>
<td>40.8%</td>
</tr>
<tr>
<td>Society-Centered or Interpersonal</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>patriotism</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>appreciation of others</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>serving others</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>traditional Chinese virtues (8 moral and 4 cardinal virtues)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>uprightness/honesty</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>modesty/not taking credit</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>justice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>vocational interest/responsibility</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>not bureaucratic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>sympathy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>respect for others</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>saying nothing bad</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>about others</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>fulfilling one's duty</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>equality (in law)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>law-abiding</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>conscience-governed</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>freedom</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>cherishing fate</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Self-Centered or Personal</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>broad-mindedness</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>cherishing time</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>effort</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>creation, imagination</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>satisfaction</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>being observing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>gentleness</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>simplicity</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>courage</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>diligence</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>confidence</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Table XVI--Continued.

<table>
<thead>
<tr>
<th>Category</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>goodness</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>self-control</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>smartness</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>suppleness, pliability</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>thrift</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>not putting off</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>transcending victory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>and defeat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>persistence</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
| Appreciation of Nature    | 17    | 8.9%
| love for and beauty       | 16    |     |
| of nature or the          |       |     |
| fun of farm life          |       |     |
| lesson from nature        | 1     |     |
| Family                    | 15    | 7.9%
| family love               | 7     |     |
| filial piety              | 7     |     |
| realistic family life     | 1     |     |
| Life Philosophy           | 11    | 5.8%
| enjoy the leisurely       | 5     |     |
| fun of life               |       |     |
| have a simple life        | 3     |     |
| enrich life               | 3     |     |
| Learning                  | 9     | 4.7%
| attitudes of learning     | 4     |     |
| methods of learning       | 3     |     |
| learning: to expand       | 1     |     |
| human knowledge           |       |     |
| the fun of studying       | 1     |     |
| Friends                   | 7     | 3.7%
| sincere friendship        | 4     |     |
| between friends           | 2     |     |
| making new friends        | 1     |     |
| Indomitable Spirit        | 7     | 3.7%
| Sensitivity               | 7     | 3.7%
| Humans and Living         | 5     | 2.6%
| Creatures                 |       |     |
| affection for plants      | 3     |     |
Table XVI--Continued.

<table>
<thead>
<tr>
<th>Category</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>love/affection for animals</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>The Importance of Setting/Pursuing a Goal</td>
<td>5</td>
<td>2.6%</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Necessary Difficulties</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Military Strategy/Spirit</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Undesirable Qualities, Behaviors, and Attitudes seeking wealth and high position selfishness conceit</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Political Ideals</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Reading and Writing</td>
<td>3</td>
<td>1.6%</td>
</tr>
<tr>
<td>Turn Danger into Safety</td>
<td>2</td>
<td>1.0%</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>1.0%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1.6%</td>
</tr>
<tr>
<td></td>
<td><strong>191</strong></td>
<td></td>
</tr>
</tbody>
</table>

The highest category of themes was desirable qualities or behaviors. 78 themes identified fell into this category. That was about 41 percent of the total themes. These value themes were further classified into two groups: interpersonal and personal. 53 themes fell into the interpersonal group; the other 25 were in the personal group. The high frequency of this category indicates that
the Reader compilers intended to present models of behaviors and to encourage students to follow the examples. The top six values were patriotism (11), appreciation of others (6), serving others (6), traditional Chinese virtues (6), uprightness (5), and modesty (5). All of them came from the interpersonal value group.

The theme of patriotism, with a frequency of 11, ranked first on the list of values. The patriotic sentiment was expressed through a strong desire to defeat the enemy and defend the country, through a memory of the dear but lost mother country, through a sacrifice of one’s life for the country’s sake, through the effort to maintain the nation’s integrity, and through the contribution of one’s wealth to help the country.

In one selection, a revolutionary martyr forced himself to be hard-hearted enough to leave his families. The emotional struggle between choosing the family or the country and how the latter took precedence over the former were clearly shown in the letter he wrote to his wife to bid farewell. “Take a look at today’s society. People could be killed by natural disasters, by thieves and robbers, by the attack of imperialism, and by the cunning and greedy officials....There were countless people in the country who shouldn’t have died but died and who shouldn’t have been apart but were apart. Can people who love deeply like us tolerate? This is why I dare to die and leave you behind.”
Another selection depicted an absolutely devoted official of the Song Dynasty, who remained loyal to his nation regardless of material temptations and chose to die for his mother country. "The emperor commanded an envoy to persuade Tian-hsiang, 'If you serve my country in the same way you served the Song Dynasty, I'll appoint you the prime minister.' Tian-hsiang responded, 'Tian-hsiang used to be Song's prime minister. Song has been destroyed. I couldn't live alone. All I wish is to die.'" (TNR-9-V5(10), "Wen Tian-hsiang Died Composedly for a Worthy Principle")

A look at Taiwan's situation will explain why patriotism is such a strong theme in the Readers. Although most of the "patriotic" lessons were classics, they still bear special meaning for today's Taiwan. The lost motherland in the lessons implies the lost mainland China; the enemy implies the communists. The martyred spirit, loyalty, and a sense of responsibility for the country are seen as the key to reviving the lost land.

Ranking after patriotism, the themes of appreciation of others, serving people, and traditional Chinese virtues all had a frequency of 6. Students were presented with the idea that every individual has various kinds of assistance from other people. Therefore, it is a must to appreciate others. One step further, one could serve people and the society to make one's life more meaningful. One article distinguished
between the small self and the big self and discussed the relationship between them. The small self is the personal self; the big self is the collection of small self in a society. Taking the responsibility of being a member of the society is strongly emphasized in the Readers. "It is impossible to actualize oneself with the departure from the big self....The development of one's self depends on how much the big self develops and on how much strength the small self inside the big self puts into it. The big self is made up of numerous personal self. The more strength the personal self contributes to the big self, the more the big self actualizes. The more the development of the big self, the more the actualization of the personal self." (TNR-9-V5(20), "Comments on Self-Actualization")

Traditional Chinese virtues appearing in the Readers included the Eight Moral Virtues and the Four Cardinal Virtues. The Eight Moral Virtues are loyalty, filial piety (The lessons with the theme of filial piety were classified into the category of family.), benevolence, love, trustworthiness, righteousness, harmony, and peace. The Four Cardinal Virtues are propriety, righteousness, integrity, and a sense of shame. In fact, the Four Cardinal Virtues are the common school motto for elementary and secondary schools in Taiwan. It can be seen that the Reader compilers intended to emphasize the importance of these traditional virtues in modern day life. Three of the 6
lessons with this theme went first or second in the volume they appeared. The message of maintaining and glorifying the traditional virtues is clear.

Both themes of uprightness and modesty had a frequency of 5. A person of uprightness is honest, just, straightforward, and has nothing to hide. In one classic, the author eulogized the virtue of uprightness through the description of the characteristics of waterlilies. "I love waterlilies. They grow up in dirty mud but are so clean; they bathe in water but are not seductive. Their stems are hollow inside and straight outside, without any branches attached to. The more far away they stand, the more fragrant they are. They are clean and stand erectly. People can only look at them from a distance but not be able to fool them or treat them with disrespect because of over-intimacy." (TNR-7-V2(13), "A Description of My Love of Waterlilies")

Five lessons emphasized modesty. Three of them presented it as an expectation of a father for his son or as a personal motto. It seems that this is the Reader compilers' expectation as well.

The second highest category of the themes was appreciation of nature (17). In traditional Chinese literature, feelings and scenery do not separate from each other. This is evident in the lessons with this theme. The authors appreciated the beauty inherent in nature by looking
around and experiencing the sea, the rivers, the flowers, the trees, or seasonal changes. Sometimes, nature taught them something, for example, being proud and tough. In this sense, nature is not merely landscape scenery. However, nature was mostly portrayed and appreciated from an aesthetic viewpoint rather than an ethical viewpoint.

With a frequency of 15, family was the third highest analysis category. Three subcategories made up this category: family love, filial piety, and realistic family life. The 7 lessons of "family love" wrote about the love and caring in a family through the authors' recollection of their parents, the description of the parents' expectations toward their children, the sharing between brothers, or the vivid description of the interaction between parents and children.

Two chapters of the Canon of Filial Piety, some selections from the Confucian Analects, and four other lessons constituted the subcategory of filial piety. These lessons focused on instilling into the sons and daughters a strong sense of responsibility for attending their parents. Filial piety is a duty to be fulfilled no matter the parents are alive or deceased. There was a lesson implying the deep grief of the grown-up children for not being able to fulfill their filial duty toward their deceased parents. This famous verse, written by Bai Ju-yi of the Tang Dynasty, was used to urge people to take care of their parents in time.
"The crow lost his mother. From morning till night, he cries in deep sorrow and doesn't go anywhere. The years pass, he guards his forest home, through the night he cries. Passers, hearing the cry, wipe tears from their eyes; the sound seems to say, 'I have not fulfilled my filial duty.'" (TNR-8-V3(15), "A Filial Crow's Midnight Crying") In the Readers used in Taiwan, the children's love for their parents is described in terms of filial piety. The textbook compilers' efforts to urge the modern-day youngsters to timely fulfill their filial duty can be detected.

Life philosophy, occurring 11 times, was the fourth highest analysis category. The lessons of this category stated some thoughts about life: enjoying the leisurely fun of life, having a simple life, and enriching life. Taking a walk at night, looking at the garden, having free time, or just being with people brought joy to life. The lessons told that fun is everywhere as long as people are able to find it and enjoy it.

Chinese people had been taught "Contentment brings happiness" a long time ago. This was found in 3 lessons. The authors expressed their satisfaction with a simple life. One could feel comfortable with material poverty or humbleness because material poverty is not poverty at all. For instance, "The walls are torn and couldn't stand the attack of the wind and the sun. The clothes are tattered; the rice basket is always empty--still happy! Writing
compositions from time to time to entertain myself really is my desire. Gain or loss has been forgotten. I'll maintain this way until I die." (TNR-7-V2(11), "An Autograph of Mr. Five Willows") Three other articles advocated enriching life by fully experiencing it or cultivating a clear mind.

Learning is the category with the fifth highest frequency (9). Methods, attitudes and fun of learning were discussed. The majority of these themes (7) were identified from classical selections, and some of these selections were taken from the analects of Confucius, the great teacher in ancient China. It reflects that, for the Readers compilers, the principles of learning for the past still carry meaning for modern time.

The following three categories of themes all had a frequency of 7: friends, indomitable spirit, and sensitivity. The lessons of "friend" described how one missed a good friend and the right way of treating a friend.

The key point in the category of indomitable spirit is: never bowing to difficulties, whether it be, as a person persisting in one's ideal, or as a country, a member of the international community, standing upright in adverse circumstances. For instance, one lesson encouraged the students, the citizens of the country, to be stronger or to face the crisis of the nation. This poem was written after the U.S. government had severed diplomatic ties with Taiwan in order to establish diplomatic relations with Communist
China. "In the cold winter, in the bleak northern wind, the green leaves wither one after one, just like the leaving of warm friendship....As long as we have roots, even without the coverage and protection of any leaves, we are still an indomitable tree with feet planted on the ground and head supporting the sky." (TNR-8-V3(3), "As Long as We Have Roots")

The lessons of "sensitivity" described deep affection for hometown, and the feelings toward the passing of time or toward the unfulfilled aspiration. Five of the 7 lessons were classical poems. The Chinese literary traditions are full of such emotional sentiments.

With a frequency of 5, the categories of "humans and living creatures" and "the importance of setting a goal" ranked next on the list. Three lessons of "humans and living creatures" described the authors' affection for particular plants or a plant garden. Two other lessons wrote about birds. All of them were written by modern authors. The relation between humans and other living creatures transmitted by these articles was a friendly one.

The lessons in the category of setting a goal encouraged the students to have lofty aspiration or ideals. Some authors presented this theme in a subtle way. It required students to read between the lines to understand the meaning. One of the characteristics of Chinese literature is to hear "the sound outside what the string is
making." For example, the next excerpt, on the appearance, is writing about moving up one more floor. In fact, it tells stepping oneself higher--having a lofty ideal. "The bright sun disappears beside the mountain; the Yellow River flows toward the sea. Want to see thousands of miles; climb up to the upper floor." (TNR-7-V1(5), "Getting on the Stork Tower") The following is another example, "A white bird...chooses an appropriate spot to stand, facing the sea....It concentrates looking at a distant place...Its eyes lighten its dreams, as bright and beautiful as the stars." (TNR-9-V5(3), "A White Bird")

The next five categories of themes all had 4 times of occurrence. The first one is science. These themes addressed the importance of science and being scientific. They indicated that science is more than a way of producing knowledge. It is a way or an attitude of living. Advocating the removal of the habit of carelessness from modern China, the influential educator and philosopher Hu Shih wrote "the Biography of Mr. Approximation," "Do you know who the most famous person is in China? This person is well known and very popular in every place. His name is Approximation, a representative of every province, every county, and every village....He is a representative of the Chinese people....He has a pair of eyes, which do not see very clearly. He has two ears, which do not hear very well. He has a nose and a mouth, but he doesn’t pay much attention
to smell and flavor. His head is not small, but his memory is not quite accurate. His thought does not focus on the details either....Countless people follow his example. Thus, everyone becomes Mr. Approximation and China becomes a country of lazy people." (TNR-8-V3(7))

The theme of necessary difficulties stressed the value of adversity to keep people alert and to strengthen their will and ability. In the Readers, the adversity was described as necessary for an individual or a country. The Reader compilers tried to tell the students to be vigilant even in peace time and to bear the hardship to better themselves. "Danger consciousness" is strongly emphasized.

The selections with the theme of "military strategy or spirit" were all classics. They eulogized the valiant spirit or strength of the general and described the military strategies that led to victory. These strategies were taught to the students by borrowing the examples from the ancient time, for instance, using the weakness of the enemies to defeat them.

The political ideals or beliefs of the country were also presented in 4 lessons. Two of the lessons were the words of national anthem and national flag song. Both appeared as lesson one on volume one and volume two, respectively. The order of the lessons already indicated the importance of the lessons. The ideals of the nation presented in the Readers are the Three Principles of the
People (nationalism, democracy, and livelihood), freedom, equality, universal love, and Great Harmony. Derived from the thinking of Confucius, Great Harmony is the highest state of politics. Though these ideals were "mentioned" rather than explained in length, the selection of these lessons still indicates that the compilers intended to foster a sense of international responsibility and global-mindedness among the students.

Four classical lessons viewed seeking wealth or high position, selfishness, and conceit as unfavorable. It should be noted that wealth and fame are not something to be rejected. What is unacceptable, as implied in the lessons, is the yearning for them and the attempt to possess them by any possible means.

The category of "reading and writing" had 3 occurrences. These lessons did not attempt to detail specific reading or writing skills, but generally emphasized their importance and presented some principles, e.g., questioning and making connections.

There were two lessons describing how wisdom and calmness turn danger into safety. Two others either regarded character cultivation as the most important part of education or presented the idea of "education without discrimination." There were three lessons not fitting into any of the categories.
Taiwan Curriculum Objectives and Lesson Themes

In Taiwan, the Ministry of Education stipulates the general curriculum outline. Then for each subject, a curriculum standard is formulated. In order to examine the impact of the curriculum guides on the value content of the Readers, the themes identified from the Taiwan Readers were compared with the "Objectives" sections of Taiwan's "Junior High School General Curriculum Outline" (Appendix G) and "Junior High School Chinese (Guowen) Curriculum Standard" (Appendix H).

According to the General Outline, there are nine objectives for the junior high school curriculum, and seven of them are related to value cultivation:

- Mold national consciousness and patriotic sentiments, and cultivate the spirit of helping and cooperating with each other, and serving society.

- Foster the moral character of: cultivating oneself, getting on well with others, being law-abiding and responsible, understanding propriety, and upholding righteousness.

- Build up physical strength and increase the health of mind and body.

- Foster the understanding of civil rights and the ability to fulfill civil obligations.

- Increase the ability to understand oneself and the natural environment and to adapt oneself to social life.

- Form the habit of diligence and foster vocational and professional interests.

- Foster aesthetic ability and the capability of enjoying life, and develop the spirit of optimism and initiative.
The subjects in which these objectives are achieved are: Guowen, History, Geography, English, Civics and Morality, Health Education, Biology, Chemistry, Physics, Music, Arts, Home Economics or Industrial Arts, Scout Education, and other extra-curricular activities.

In order to present the curriculum objectives better, Table XVII summarizes them on one side. Whether a particular objective was emphasized in the Readers is indicated on the other side.

Apparently, the objective of molding national consciousness and patriotic sentiment was emphasized in the Readers. Eleven lessons had patriotism as the theme. National consciousness was reinforced through these lessons and other lessons under different analysis categories such as indomitable spirit, necessary difficulties, and political ideals.

The curriculum objective of helping and cooperating with each other and serving the society was found in the selections of "serving others." The moral characters specified in the Curriculum Outline were all included in the selections. "Cultivating oneself" is a broad concept; and for many of the themes identified (e.g., those values under the category of desirable qualities/behaviors), the focus is actually on the cultivation of one’s self. "Getting on well with others" was told in the lessons with the themes of propriety, harmony, broad-mindedness and respecting others.
The objectives of being law-abiding and responsible, understanding propriety, and upholding righteousness can be found directly from the list of themes (Table XVI).

Table XVII

Objectives of Taiwan’s General Curriculum Outline

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Emphasized in the Readers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>national consciousness and patriotic sentiment</td>
<td>Yes</td>
</tr>
<tr>
<td>helping and cooperating with each other and serving society</td>
<td>Yes</td>
</tr>
<tr>
<td>moral character</td>
<td></td>
</tr>
<tr>
<td>- cultivating oneself</td>
<td>Yes</td>
</tr>
<tr>
<td>- getting on well with others</td>
<td>Yes</td>
</tr>
<tr>
<td>- law-abiding</td>
<td>Yes</td>
</tr>
<tr>
<td>- responsible</td>
<td>Yes</td>
</tr>
<tr>
<td>- propriety</td>
<td>Yes</td>
</tr>
<tr>
<td>- righteousness</td>
<td>Yes</td>
</tr>
<tr>
<td>physical strength; the health of mind and body</td>
<td>Yes</td>
</tr>
<tr>
<td>civil rights and obligations</td>
<td>Yes</td>
</tr>
<tr>
<td>understanding oneself and natural environment</td>
<td>?</td>
</tr>
<tr>
<td>adapting to social life</td>
<td>Yes</td>
</tr>
<tr>
<td>diligence</td>
<td>Yes</td>
</tr>
<tr>
<td>vocational and professional interest</td>
<td>Yes</td>
</tr>
<tr>
<td>aesthetic ability and enjoying life</td>
<td>Yes</td>
</tr>
<tr>
<td>optimism and initiative</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Although the Readers couldn't actually "build up" the students' physical strength, they did address its importance.

"Understanding civil rights" and "fulfilling civil obligations" tend to be the objectives for the subject "Civics and Morality" than for others. While the selections did not particularly mention the students' civil rights, they did strongly instill into the students a sense of obligation for the society and the nation, even the world.

The inclusion of the objective of "understanding oneself" into the reading selections deserves some attention. It appears that the focus was put on the big self, i.e., the collection of many "selves." When self was mentioned, the discussion was about how it relates to other people or the society. "Understanding oneself in relation to others" is the idea actually conveyed in the Readers. The lesson did emphasize "understanding oneself," but in a special way.

As far as "understanding natural environment" is concerned, the lessons presented the nature from a literary point of view. The authors wrote about their understanding of nature in terms of its beauty and their appreciation. This further connects to another objective--foster aesthetic ability.

Relating to "getting on well with others," the objective--adapting oneself to social life--is reflected in
the themes of making friends, respecting others, cherishing fate, and broad-mindedness.

The following objectives are identical to some of the themes identified in the reading selections: diligence, vocational interest, and enjoying life.

The spirit of optimism and initiative, listed on the Outline, was stressed in the form of "don't be upset by the adversity" in the reading selection. Having a positive attitude toward the difficulties and forging ahead with effort were emphasized.

The objectives of the Junior High School Chinese Curriculum Standard of 1983 are very general (See Appendix H). The values mentioned by the Standard include ethics concepts, patriotic thought, and Chinese culture. All of these were woven into the Readers.

In summary, in a certain sense, the unified textbook that every student reads in Taiwan's junior high schools reflect the official advocated values exactly.

For several thousand years, the content of Chinese education has been molded by Confucian emphasis on moral learning. In Chinese educational philosophy, character cultivation has always been the number one priority; after this comes knowledge and the learning of skills. This unique tradition continues to play a significant role in modern days.
Similarities and Differences of the Themes in Taiwan's and Texas' Readers

Tables XVIII, XIX, and XX list the themes common to both of the Taiwan Readers and Texas Readers and the ones unique to either of the two sets of Readers with their frequencies and percentages.

Table XVIII
Themes Shared by Both Taiwan and Texas Readers

<table>
<thead>
<tr>
<th>Themes</th>
<th>Taiwan</th>
<th>Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>Desirable Qualities and Behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>App. of Nature</td>
<td>17</td>
<td>8.9%</td>
</tr>
<tr>
<td>Humans and Living Creatures</td>
<td>5</td>
<td>2.6%</td>
</tr>
<tr>
<td>Family</td>
<td>15</td>
<td>7.9%</td>
</tr>
<tr>
<td>Indomitable Spirit Friends</td>
<td>7</td>
<td>3.7%</td>
</tr>
<tr>
<td>Reading/Writing Political Ideals</td>
<td>3</td>
<td>1.6%</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Setting a Goal</td>
<td>5</td>
<td>2.6%</td>
</tr>
<tr>
<td>Undesirable Qualities and Behaviors</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Political Ideals</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Turn Danger into Safety</td>
<td>2</td>
<td>1.0%</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>1.0%</td>
</tr>
</tbody>
</table>
Table XIX  
Themes Only Found in Taiwan Readers

<table>
<thead>
<tr>
<th>Themes</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Philosophy</td>
<td>11</td>
<td>5.8%</td>
</tr>
<tr>
<td>Learning</td>
<td>9</td>
<td>4.7%</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>7</td>
<td>3.7%</td>
</tr>
<tr>
<td>Necessary</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Difficulties</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Military Strategy</td>
<td>4</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

Table XX  
Themes Only Found in Texas Readers

<table>
<thead>
<tr>
<th>Themes</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>44</td>
<td>13.2%</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>11</td>
<td>3.3%</td>
</tr>
<tr>
<td>Dilemma and Choice</td>
<td>10</td>
<td>3.0%</td>
</tr>
<tr>
<td>Observations about People</td>
<td>6</td>
<td>1.8%</td>
</tr>
<tr>
<td>Words</td>
<td>4</td>
<td>1.2%</td>
</tr>
<tr>
<td>Tomorrow's</td>
<td>4</td>
<td>1.2%</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winning</td>
<td>3</td>
<td>0.9%</td>
</tr>
<tr>
<td>General Truth</td>
<td>3</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

The reading textbooks of Taiwan and Texas shared some common categories of themes (Table XVIII). They had "desirable qualities and behaviors" as the most frequently occurring theme. Both dedicated high attention to "family." This category ranked the third on Taiwan's category list and the fourth on Texas' list. The subcategory of "family love"
and "realistic family life" appeared on both lists. However, each set of the Readers had its own unique subcategory—"filial piety" in the Taiwan Readers and "fun/humor in family" in the Texas Readers. Although it can be understood that the pleasure of family life is common to both cultures, the Taiwanese Readers did not particularly include it in the selections. Instead, a "serious" concept—"to fulfill filial piety"—was emphasized. For Chinese people, the parents, who give birth to, raise, and educate their children, are the greatest, the most important persons in the children's life. Parents' kindness is usually described as "higher than the mountain and deeper than the sea." Such kindness can only be repaid by fulfilling filial piety. On the other hand, such heavy emphasis on children's responsibility for taking care of their parents was not seen in the Readers of Texas. The descriptions of a series of funny incidents showed the relaxing American family life in its own way.

The Readers of Taiwan and Texas distributed about the same percentage (4%) of the selections to "indomitable spirit." Behind this "percentage" similarity is a "focus" difference. For the Readers adopted by Texas, this theme had a personal focus, i.e., it was expressed in terms of personal experiences; for the Taiwan Readers, it had a personal and a national focus, i.e., the indomitable spirit was critical for both individuals and the country.
The two sets of Readers included lessons of "friends." Though the backgrounds of the selections were different in terms of time and place, they were similar in describing the true friendship and in pointing out what a person would do for his or her friends.

Both sets of Readers discussed writing and/or reading. General advices or guidelines were given to the students. The introduction to more specific reading or writing skills seems to be left to the language or skill lessons in the Texas Readers or to the composition classes in Taiwan's schools.

The Readers from both cultures talked about science. The stories or articles falling into this category did not focus on detailing scientific knowledge but on advocating scientific attitudes or spirit.

Both Taiwan Readers and Texas Readers expressed negative comments on some behaviors. Conceit is not honored in either society. Ignorance and too trusting, as described in the Texas Readers, might bring regret. Seeking wealth and high position is not something desirable in the Taiwan Readers although it is exactly the thing that many people are pursuing in Taiwan's society.

The importance of setting a goal was emphasized in the two sets of Readers. The selections from the Readers of Texas inspired the students by providing real examples of, e.g., successful athlete, writer, or journalist. These
persons' statements were directly quoted. On the other hand, the lessons from the Taiwan Readers tended to "explain," "reason," or "hint" the importance of setting goals rather than to provide examples.

As far as the desirable qualities and behaviors are concerned, the Taiwan Readers had about the same number (17 vs. 19) of society-centered (or interpersonal) and self-centered (or personal) values. However, the values with higher frequencies such as patriotism, serving society, appreciation of others, and honesty all appeared in the society-centered area. In the Readers used in Texas, the number of self-centered values (33) was more than two times of the number of society-centered values (15). Those values occurring more frequently, e.g., working hard, courage, determination, talent, imagination or creativity, all fell into the self-centered area. The distributions and frequencies of the two types of values seem to indicate that the reading textbooks in Taiwan drew the students' attention to interpersonal values and those in Texas focused more on the personal aspect. In short, the Readers of Taiwan tend to have a group orientation, while those of Texas tend to have an individual orientation.

The differences in culture and history may explain the reason why the Taiwan Readers did not have lessons relating to cultural diversity. The high frequency of "content knowledge" in the Texas Readers was not found in the Taiwan
Readers either. In Chinese tradition, "wen" (writings, compositions) is used to carry "daw" (road, i.e., the right way to follow"). Content knowledge is supposed to appear in the content of different subjects, not in the Readers.

The analysis category, "humans and living creatures," ranked the third in the Texas Readers. It occurred 26 times; that is about 8 percent of the total frequency of the themes. This seems to reflect American people's strong interest in and affection for animals. This theme ranked the sixth in the Taiwanese Readers and occupied less than 3 percent of the total frequency. The Taiwan Readers described humans' affection for both animals and plants.

The Texas Readers focused more on animals and presented humans-animals relationship from more perspectives. Both humans' and animals' points of view were used in the selections. The descriptions of these Texas lessons were more detailed and deeper in terms of interactions and feelings. The lessons advocated showing respect for animals and accused humans of killing animals. They showed not only affection but also concerns for animals. The frequency of this theme category is even higher than that of "family" category by 10.

The Texas reading series presented some dilemmas, usually moral ones, to the students. Through the experiences of the characters, it was shown that making decisions could be confusing and difficult. The confusion
and difficulty were caused by making a choice between two situations that seem to be both right or desirable, for example, being kind to a needed stranger or being loyal to the family. The choice is more a matter of "which one is better under the circumstance" than a matter of right or wrong. In contrast, such conflicts were not present in the Taiwan Readers. It seems that, in Taiwan's moral teaching, at least at the junior high school level, "right" is contrasted with "wrong." The possible conflicts between values were not discussed in the Taiwan Readers.

Another difference between the two sets of Readers is the number of the lessons in the category of "appreciation of nature." This theme occurred 17 times (about 9 percent of the total frequency) in the Taiwan Readers, but only 5 times (or 1.5 percent of the total frequency) in the Texas Readers. The traditional Chinese philosophy of viewing man and nature as an integrated whole in the cosmic order is presented in Taiwan's junior high school Readers. In fact, in Chinese society, especially among the intellectuals, being able to appreciate nature and to learn something from it is, in a sense, a self cultivation.

Both sets of Readers mentioned the nation's political ideals. The shared ideals included democracy, freedom, and equality. In spite of the occasional discouragements from the international realities, Taiwan's textbook compilers still intended to foster the concept of Great Harmony and to
emphasize Chinese people's responsibility for the international world.

"Necessary difficulties" is a theme only found in the reading textbooks of Taiwan. Although the Texas Readers did encourage the students to overcome the difficulties, yet they did not convey the idea of "necessary" difficulties. International and domestic difficulties seemed to surround the modern history of Taiwan. An independent and more stable life for Taiwanese began only about forty years ago. Today, for the people in Taiwan, the threat and interference from China still persist. It is understandable that the compilers tried to guide the students to perceive the difficulties in a positive way. For an individual, difficulties in life strengthen his ability and will power; for a country, adversities keep it alert and prepare it for anything to come.

Relating to the preceding discussion, the theme of military strategy or spirit in the Taiwan Readers described the scheme used or the valiant spirit shown by the military. Although the lessons were set in the ancient time, the implication of them for modern days is clear. No selections from the reading series of Texas had this as the theme.

Summary

Twenty-one categories of theme, excluding the category of "other," were identified from the Readers adopted by
Texas. The themes occurring most frequently were those desirable qualities or behaviors. These were further categorized into society-centered (or interpersonal) and self-centered (or personal) values. The majority of the themes under this category belonged to the area of self-centered values. Other categories of theme with high frequency included content knowledge, humans and living creatures, family, indomitable spirit, cultural diversity, and dilemma and choice/solution.

Eighteen categories of theme, excluding the category of "other," were identified from the Taiwan Readers. The category of desirable qualities or behaviors occurred most frequently. What received more attention was those society-centered values. Appreciation of nature, family, life philosophy, and learning were other areas of emphasis.

A comparison between the two official curriculum documents and the lesson themes in the Taiwan Readers revealed that the Chinese textbooks used in Taiwan’s junior high schools did reflect the values described in the documents.

Thirteen categories of theme were common to the two sets of Readers, though the substance or focus of them may be different. Five categories of themes were unique to the Taiwan readers. Eight were unique to the Texas Readers. These themes reflect the traditions and realities of the societies.
CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS, SIGNIFICANCE, AND RECOMMENDATIONS

Researches had been conducted on the comparison of values taught in reading textbooks of different countries. However, in the past two decades, few similar studies have appeared in the literature. This study examined the Readers from Texas and Taiwan, where no cross-cultural comparison of reading textbooks for the two particular places had been done before.

This study is a qualitative description of the themes of the reading selections from the Chinese Readers used in Taiwan's junior high schools and from the Readers adopted by Texas for grades 7 and 8. The purpose of this study was to describe and compare the themes transmitted by the content of the readers of the two cultures.

The collection of data for this study used the technique of content analysis, student surveys, and teacher expert panel discussions. In this study, content analysis was defined as the process of identifying, categorizing, and describing the characteristics of the data. The theme was chosen as the recording unit (a specific segment of content examined in order to place it in a category) for the study.
The individual reading selection was the context unit (the context in which a recording unit occurs).

The analysis of data was done by a constant comparative approach. Reading selections were read repeatedly to arrive at categories of meaning. Categories were then tested against the selections and the process continued in an iterative fashion until the categories stabilized (see Chapters III and IV).

The questions investigated in this study are as follows:
- What are the recurring themes in Taiwan's Chinese Readers (Guowen or National Literature), grades 7 through 9, and in Texas state adopted Readers, grades 7 and 8?
- What are the patterns of emphasis of the themes in the Readers?
- Do Taiwanese Readers cover the objectives described in Junior High School General Curriculum Outline (1983) and Junior High School Guowen Curriculum Standard (1983)?
- What are the similarities and differences among the themes as reflected in the Readers of the two cultures?

Summary of Findings

The Recurring Themes in the Readers of Texas and Taiwan

Twenty-one categories of recurring themes were identified from the three Texas reading series. For some categories, a number of subcategories were created for
better illustration.

The theme of family described family love, fun/humor in family, or realistic family life. The selections with the theme of family love detailed the love and caring among family members. The love and support not only bring the family closer but also help the members to accomplish themselves. The closeness and joy of family life was also reflected in the stories with the theme of fun/humor in family. In contrast, some selections presented realistic problems or situations in family; however, the number of these selections was rather low.

The selections portraying the true friendship, the way of treating a friend and making new friends had "friends" as the theme.

The themes under "humans and living creatures" category wrote about the relationship between humans and other living creatures, especially animals. The positive aspects of the relationship--the friendship and affection between humans and animals, the recognition of animals' feelings and intelligence and of animals as humans' helpers--were emphasized. The negative aspect of the relationship, i.e., humans' endangering animals and plants, was presented as well--usually, with strong emotion.

Another recurring theme is the political ideals of the nation including freedom, individual rights, equality, peace, and the uprooting of poverty and racism.
The selections with the "content knowledge" theme presented knowledge from various content areas, including science, technology, social studies, language, and art. Their focus was on providing information and facts to increase students' knowledge.

What the theme of "writing" discussed included the ways to improve writing, the ways to begin writing, the importance of writing, and the necessity of criticism in writing. "Words" was another recurring theme, in which the wonder and power of words were shown. "Tomorrow's technology" created an imaginative space for future technology.

The theme of "catalysts of scientific development/innovation" detailed the elements in facilitating scientific discovery. The love or beauty of nature and what was learned from nature were conveyed in the recurring theme of "appreciation of nature."

The theme of "dilemma and choice/solution" presented a dilemma, usually a moral one, and showed the complication and conflict of the decision-making process. The theme of "winning" examined the true meaning of winning. The theme of "indomitable spirit" illustrated the point that, with the spirit of not giving up, there were no obstacles that couldn't be conquered.

The "cultural diversity" theme valued different cultural heritages, different languages, and English, and
advocated the understanding among different races. The special qualities demonstrated by an individual to turn danger into safety was another recurring theme.

The theme of "observations about people" told some realities about people. Some general truth derived from some characters' experiences (e.g., things are not always what they seem to be; complicated knowledge can be learned if taught in an appropriate way) was another theme. The theme of "setting a goal" emphasized the importance of having a goal or a dream. The "education" theme expressed a faith in or respect for education.

The theme of "desirable qualities or behaviors" described some values, beliefs, behaviors, or ideas as desirable in American society. These desirable qualities or behaviors were further classified into two areas: interpersonal (or society-centered) and personal (or self-centered) (see Chapter IV). In contrast to the preceding theme, the theme of "undesirable qualities or behaviors" presented some behaviors (e.g., conceit, too trusting) as undesirable in the society.

Eighteen categories of recurring themes were identified for the Readers of Taiwan. Thirteen of these eighteen categories were also the categories for the Texas Readers. They were family, friends, humans and living creatures, political ideals, reading/writing, appreciation of nature, science, indomitable spirit, turning danger into safety,
setting a goal, education, desirable and undesirable qualities or behaviors.

It should be noted that, under the main category of family, the subcategory of filial piety emphasized the responsibility of sons and daughters for their parents. Both the "concrete" behaviors in attending the parents and the "abstract" attitudes toward them were specified. However, the focus was on the latter.

The theme of "learning" included the discussion of learning methods and attitudes, and the importance and fun of learning. The idea that adversities increase an individual's or a nation's strength was advocated in the theme of "necessary difficulties".

The "military strategy/spirit" theme depicted the scheme leading to victory or eulogized the valiant spirit or strength of the military. Having a simple life, enjoying the leisurely fun of life, and enriching personal life were the philosophy told by the theme of "life philosophy."

In the selections with the "sensitivity" theme, the sorrowful, helpless, or exciting emotions were expressed. The "education" theme pointed out character cultivation as the most critical element of education and presented the idea of education without discrimination.

The Patterns of Emphasis of the Themes in the Texas Readers

The total number of the selections from the three Texas
reading series was 218. The number of the themes identified in this study for the Texas Readers was 334. Frequency was chosen to quantify the data, thus, an index to the emphasis of the reading selections.

The theme with the highest frequency of occurrence (136) was the desirable qualities or behaviors. That is, 41 percent of the total themes (334) viewed certain values, beliefs, or behaviors as desirable. These were either society-centered (or interpersonal) or self-centered (personal). The frequency of the interpersonal values was 35. The frequency of the personal values was 101; this is almost three times of the frequency of the interpersonal values. It indicates that heavy emphasis was put on the values such as working hard, courage, determination, talent, imagination/creation, accomplishment, discipline, intelligence, independence, humor, energy, confidence, patience, etc. Those society-centered or interpersonal values emphasized in the Readers of Texas included the pursuit of freedom, kindness, justice, modesty, love/caring for people, cooperation, loyalty, keeping promises and so on (see Chapter IV).

The Texas Readers also presented great amount of knowledge from various subject areas. The selections with the theme of content knowledge were informational and factual in nature. The frequency of 44 did tell that the provision of knowledge is an important part of the Readers
Another focus of emphasis was the relationship between humans and animals. Humans and animals developed friendship based on trust, loyalty, caring, understanding, and affection. Attention was given to the fact that animals assist humans in many ways and that animals have feelings, intelligence, and courage just like humans. Therefore, they deserve humans' respect and kind treatment. At the same time, humans' cruelty in killing animals was strongly accused. However, the focus was more on the positive, friendly side of humans-animals interaction.

Family was another focus of the Texas reading selections. The frequency of this theme (17) was about ten less than that of "humans and living creatures" (26). The love among family members, especially between children and their parents, and the fun of family life were vividly described. On the other hand, a teenager's cry for attention and fairness from other family members presented a real problem in the family. Although the family was not described as problem-free, the majority of the selections (15) with the family theme still focused on the joy, closeness, and warmth of family.

Indomitable spirit was demonstrated by real or imaginary people in 13 selections. These people encountered various and usually continuous challenges, but they never bowed to the difficulties. Eventually, they all
accomplished something. A cause-effect relationship between indomitable spirit and accomplishment was implied.

The value of cultural diversity in American society, the beauty of different languages, and the importance of learning English in order to function in the society were the focus of 11 themes. The ethnicity mentioned in the selections included Mexican, Indian, and African.

The theme of "dilemma and choice" focused on the process of making moral choices or decisions. It did not intend to judge what is right or wrong, just describing under what circumstance a person went through what kind of struggle to make what kind of decision or choice.

Friendship was described in the selections with "friends" as the theme. What is involved in writing was the topic of the "writing" theme.

The above mentioned themes counted for more than 80 percent of the total themes identified for the Texas reading series.

The Patterns of Emphasis of the Themes in the Taiwan Readers

The total number of the selections from the Taiwan reading textbooks was 118. The number of the themes identified in this study for the Readers was 191.

The most frequently occurring theme in the Taiwan Readers was the desirable qualities or behaviors (78). About two thirds of the selections (53) carrying this theme
conveyed society-centered or interpersonal values such as patriotism, appreciation of others, serving others, traditional Chinese virtues, honesty, modesty, justice, and vocational interest/responsibility. The other one third (25) taught self-centered or personal values such as broad-mindedness, cherishing time, effort, creation/imagination, and satisfaction. The distribution of the frequency indicates that more emphasis has been put on the desirable interpersonal values. Patriotism was mentioned repeatedly. Students were also reminded again and again the importance of other people in the society and the responsibility of an individual for others. The Eight Moral and the Four Cardinal Virtues are basically the way of behaving in a network of social relationship. An individual is seen as a member of the family, the society, the nation, and the world.

Appreciation of nature was another focus of the Taiwan Readers. The traditional Chinese thinking, "Tian Ren Hur Iee" (the coming together of nature and people), was told by this theme. Aesthetic feelings and beautiful scenery were woven together into these selections.

The frequency of the occurrence of the family theme (15) was very close to that of the "nature" theme (17) just mentioned. This theme portrayed family love, filial piety, and realistic family life. The love of the children for the parents was expressed in terms of obligation. It was
emphasized that filial piety is a duty to be fulfilled. The presentation of the reality of modern day family life appeared at the first time in the 1992 revised edition of the sixth volume of Chinese Reader. The textbook compilers let "gaps" go into the family and arranged to show how love gradually narrows the gaps. This may be the first time that the students are shown that family is not always perfect but things can be worked out. However, the focus was still on the family love and filial piety.

Some thoughts about life were described in 11 themes grouped under the "life philosophy" category: enjoying the leisurely fun of life, having a simple life, and enriching life.

The themes relating to learning explained the methods and attitudes required in learning process. These principles, most written in classic Chinese, were presented to the students of modern time.

The following themes had the same frequency of occurrence (7): friends, indomitable spirit, and sensitivity. The theme of setting a goal occurred 5 times. The themes of science, necessary difficulties, military strategy/spirit, undesirable qualities or behaviors, and political ideals all occurred 4 times.

The themes mentioned above counted for about 95 percent of the total themes for the Readers used in Taiwan.
The Comparison of Taiwan Curriculum Objectives and Lesson Themes

The objectives of Taiwan's "Junior High School General Curriculum Outline" of 1983 and "Junior High School Chinese Curriculum Standard" of 1983 that relate to value cultivation include national consciousness and patriotism, cooperation and serving society, moral characters (getting on well with others, being law-abiding, being responsible, propriety, righteousness), the health of mind and body, civil rights and obligations, the understanding of oneself and natural environment, the adaption to social life, diligence, vocational and professional interest, aesthetic ability and the enjoyment of life, and optimism and initiative (see Chapter IV). These values were all included in the lessons of the Readers. It should be noted that "the understanding of oneself" tended to be interpreted as "the understanding of oneself in relation to others" in the reading selections.

The Chinese textbooks that the students read in Taiwan's junior high schools did reflect the values advocated in the official curriculum.

Similarities and Differences of the Themes in the Reading Textbooks of Taiwan and Texas

The Readers of Texas and of Taiwan shared 13 themes. However, this did not mean that the content or the focus of
these common themes from the two sets of Readers was all the same. There were differences among the similarities. For instance, both sets of Readers had desirable qualities or behaviors as the most frequently occurring theme. But the values mentioned more frequently in the Taiwan Readers were society-centered or interpersonal. In contrast, the values occurring more frequently in the Texas Readers were self-centered or personal. Family theme is another example. Both sets described family love. But, filial piety, an important focus of the Taiwan Readers, was not present in the Texas Readers. On the other hand, "fun/humor in family," an ingredient of the Texas Readers was absent in the Readers used in Taiwan.

Other areas of similarities were as follows: both advocated the cultivation of indomitable spirit (important to an individual in the Texas Readers and to both an individual and a nation in the Taiwan Readers); both described the true friendship; both talked about reading and/or writing; both described scientific attitudes or factors of scientific progress; both commented on undesirable behaviors; and both emphasized the importance of setting goals.

The reading series used in Texas had selections discussing ethnic diversity because America is a multicultural society. Taiwan did not share this commonality. The theme of content knowledge was not found
in the reading textbooks of Taiwan either.

"Humans and living creatures" was one focus of the Texas Readers. Much attention was put on the bonding between humans and animals. The Taiwanese Readers did not put such heavy emphasis on this theme.

The Texas reading textbooks included incidents showing the possible value conflicts and the confusing and difficult process in resolving them. The choice made was relative to the situation. For instance, loyalty to one's family/home people was chosen over friendship in one situation. In another situation, kindness was chosen over loyalty to family. On the contrary, the Taiwan Readers did not present such conflicts to the students.

The Taiwan Readers put more emphasis on appreciation of nature than the Texas Readers did. This phenomenon may be explained by the traditional Chinese philosophy of seeing man and nature as an integrated whole. It is interesting to find that the two selections from the Texas Readers telling the lesson learned from nature were in fact written by a Chinese American.

"Necessary difficulties" and "military strategy/spirit" could only be found in the Chinese Readers. These themes, conveying a danger consciousness and an "acceptive" attitude toward the difficulties, reflect the current status of Taiwan—a country rising in importance in world trade but still facing challenges in the world of politics and
diplomacy, and the threat from Communist China.

Conclusions

The Readers of Taiwan and Texas shared some common themes and had their own unique themes. The common themes seemed to come from the experiences shared by different cultures, for example, the standards of behaviors, family, friends, the relationship between man and the natural or social environment, and the ideals of a society—although the substance of these experiences may vary.

The themes that were unique to the Taiwan Readers reflect the traditional Chinese concepts concerning life or learning as well as the realities facing the nation. Those themes that were found only in the Texas Readers also reflect America’s ethnic complexity, the educational practice (e.g., the inclusion of content knowledge as an important part of reading textbooks), and the caution in giving value judgments.

Taiwan’s curriculum guides specified the value content to be taught in the curriculum and the Readers did incorporate it into the selections. Generally speaking, the values presented in the Chinese Readers used in Taiwan were idealistic in nature, and usually expressed in a gentle and positive form. The students are presented with absolute moral principles and noble sentiments. A pattern cutting across the themes of the reading selections from the Taiwan
Readers was the group orientation. It was hoped that the students grow to be people of virtues who serve the society and the nation. The Readers were filled with strong altruistic sentiments.

In contrast, the Texas reading series did not demonstrate a group-oriented cultural trait. Personal feelings, individual accomplishments and self-centered values received more attention. When value dilemmas were involved, the choice tended to be relative to the situation.

The challenge that Taiwan faces is that the traditional value system which the society strives to preserve seems to be less congruent with the contemporary social structure than with the Chinese agricultural society in the past. The traditional value system tends to reject the desires for profits and fame and supports achievement defined by virtues. Whereas the current social ethos generated by industrialization and commercialism is efficiency-oriented and matter-oriented, where not only profit seeking is legitimated but becomes a measurement of success.

The United States lacks a national system of control of the curriculum of the kind found in Taiwan. According to Westbury (1990), this absence of a mechanism of curriculum control has thrown a peculiar and paradoxical burden onto the textbook publishing industry: "Publishers not only provide textbooks but they provide (and create) the curriculum by embodying the curriculum in their
texts....while such states (including California and Texas) can develop guidelines that specify the curriculum that should be taught in their schools, the state's effective control is limited to an influence over publishers who develop their books for an unregulated national market" (p. 8). In fact, in this country, the decision regarding what goes into textbooks is complicated by the "voices" from at least ten diverse groups: political lobbies, teachers' professional groups/unions, ethnic groups, publishers, business/industrial groups, religious/anti-religious groups, state/federal government, textbook writers, individual teachers/administrators, and parents/students (Reynolds, 1981). "Whose values or which values to be taught?" is a very difficult question to be answered. Apple (1990) believes that it requires the creation of the conditions necessary for all people to participate in the creation and recreation of meanings and values. It requires a democratic process in which all people can be involved in the deliberation of what is important.

Implications and Significance

This study adds to the body of knowledge as to the understanding of reading materials read by the students in Taiwan and in Texas. The cross-cultural comparison of the value themes indicates that textbooks produced by different societies do carry different messages reflecting the
traditions and status of the culture.

This study also provides evidence for the social control function of textbooks, in which the students are presented with certain norms, views, values, and predefined roles that will lead to the conformity to national ideals and social conventions. The Readers used in Taiwan's junior high schools, produced by a national education system, transmitted traditional Chinese beliefs and values. The Texas Readers, with the publishers' intent to minimize possible controversies among various groups of people, presented general or universal values. Although the sources of control were different, they influenced textbook content in a similar way.

With the findings of the study, teachers, administrators, publishers, researchers, decision makers, parents, students, and others in Taiwan and in Texas will be able to critically examine the value themes contained in the Readers. They have the answers to what have been presented; therefore, they will be able to ask further: Why are these messages included? How are they chosen? By whom? Why them? How do the messages relate to their lives and their societies? These are important curriculum questions to think about.

Most of the curriculum work has focused on written or textbook curriculum. There is a need to examine taught and learned curricula, since they represent what really goes on
in the classroom. This study discovered certain facts about written reading curriculum in Texas and in Taiwan, thus laying a ground for investigating the relationship between these different types of curriculum in value teaching and learning and for contemplating the implication of such relationship.

Recommendations

This study analyzed the themes of the reading selections from the reading textbooks used in Taiwan's junior high schools and from selected Texas state adopted reading textbooks used at grades 7 and 8. Six volumes of Chinese Readers and three Texas reading series were read. For further research, in order to have a more representative sample of the Readers used in the United States, an effort should be made to include more Readers most commonly used across different states.

The focus of this study was on the Readers used at the junior high school level. The research in the future can extend the focus to other educational levels such as elementary level and upper secondary level. A study covering elementary and secondary levels will be able to show a more complete picture of a culture's plan in molding and shaping its young generation in a continuous aspect.

Another area that invites further research is the comparison of what the textbooks said, what the teachers
have taught, and what the students have learned. It can not be assumed that what is in the text is actually taught or that what is taught is actually learned. The teachers and students in Taiwan are living in a society that is moving further and further into industrialization and commercialism marked by utilitarianism. It the United States, the students "bring their own classed, raced, and gendered biographies with them" (Apple, 1990) to the classroom. Researches need to be done in the United States and in Taiwan on how teachers and students interpret, accept, or reject the values embodied in the text, the effect of such process, and its implication for curriculum and instruction.
CHAPTER BIBLIOGRAPHY


APPENDIX A

AN EXAMPLE OF INDEX CARD FOR A TEXAS READING LESSON
APPENDIX A

AN EXAMPLE OF INDEX CARD FOR A TEXAS READING LESSON

"THE LAST LEAF"

HBJ-9-33

"The Last Leaf"
Theme: A painter's kindness gives a young artist hope for life.

Exist: "There are only five left now."

"Five what? Tell your Suzie."

"Leaves. On the ivy vine. When the last one falls, I must go too. I've known that for three days. Didn't the doctor tell you?" (p. 33)

But the leaf after the constant rain and fierce gusts of wind... thus, yet stood out against the brick wall... one leaf... still clung green near its stem... it hung bravely from a branch some twenty feet above the ground.

"I've been bad, Suzie," said Johnny, "something had made that last leaf stay there to show me how wicked I was. It is a sin to want to die..." (p. 33)

"Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. The janitor found him on the morning of the first day in his room downstairs, helpless with pain. His shoes and clothing were wet through and icy cold... they found a lantern, still lighted, and a ladder that had been dragged from its place... look out the window, dear, at the last ivy leaf on the wall. Didn't you wonder why it never fluttered or moved when the wind blew? Ah, darling, it's Behrman's masterpiece - he painted it there the night that the last leaf fell." (p. 33)
APPENDIX B

AN EXAMPLE OF INDEX CARD FOR A TAIWAN READING LESSON
APPENDIX B

AN EXAMPLE OF INDEX CARD FOR A TAIWAN READING LESSON

"FATHER'S BACK SHADE"

Theme: The author tells his father's love and care.

Ex: 他嘱咐我路上小心，使我要警惕些，不要受凉；
又嘱我茶房好好照应我。 (p. 20)

"我看見他戴着黑布小帽，穿着黑布大馬褂，深
著便鞋起，踢踏地走到鐵道邊，慢慢地

身下去，尚不甚難。可是他穿過鐵道要爬上

那邊月台，就不容易了。他用兩手攀着上面，兩

腳再向上縮；他肥胖的身子向左微傾，顯

出努力的樣子。這時我看見他的背影，我的

眼淚很快地流下來了。 (p. 29)"

等他的背影混入來來往往的人叢裡，再找不

著了，我便進來坐下，我的眼淚又來了。 (p. 30)"
"Father's Back Shade"

He instructed me to be careful in the trip, to be alert during the night, and not to catch cold. He further asked the attendant to take good care of me.

I saw him wear a small black hat and a big black jacket, slowly walking to the side of the railway and lowering his body—this was not too difficult for him. But it was not easy at all when he crossed the railroad and tried to climb up the platform on the other side. He used both hands to hang on the top and moved his feet upward. His obese body leaned to the left, showing he was making great effort. At that moment, I saw the shade of his back and my tears ran down immediately.

After his back shade mixed into the crowd and couldn't be seen anywhere, I came back to sit down. My tears came again.
## APPENDIX C

### TEACHER DISCUSSION SHEET--TAIWAN

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher ____________________________

Lesson | Theme(s) |
--------|----------|
        |          |
        |          |
        |          |
        |          |

Lesson | Theme(s) |
--------|----------|
        |          |
        |          |
        |          |
        |          |

Lesson | Theme(s) |
--------|----------|
        |          |
        |          |
        |          |
        |          |

Lesson | Theme(s) |
--------|----------|
        |          |
        |          |
        |          |
        |          |

Lesson | Theme(s) |
--------|----------|
        |          |
        |          |
        |          |
        |          |
APPENDIX D

AN EXAMPLE OF TEACHER RESPONSE SHEETS--TEXAS
## APPENDIX D

### AN EXAMPLE OF TEACHER RESPONSE SHEETS--TEXAS

**Teacher**

<table>
<thead>
<tr>
<th>Macmillan Connections: Blueprints (Grade 7)</th>
<th>Lesson</th>
<th>Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Words of Martin Luther King, Jr.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watership Down</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry On, Mr. Bowditch</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Macmillan Connections: Doorways (Grade 8)</th>
<th>Lesson</th>
<th>Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Your Own Words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

I
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Fables</td>
<td></td>
</tr>
<tr>
<td>Hans on Robots</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

STUDENT SURVEY--TAIWAN
Dear Student:

I am a doctoral student currently working on my dissertation, which involves the analysis of the themes of the reading selections in Taiwan’s Guowen textbooks used in junior high schools. You had been the readers of these selections, you probably are still familiar with some of them.

I am asking for your help to identify the themes for some selections. The theme is defined as the underlying meaning of a reading selection. It can be an idea, a piece of information, an expression of feelings, beliefs, values, or attitudes, or something else. The following is an example to help your understanding of the theme. These paragraphs are taken from volume 3, lesson 10, "Appreciation of Tian".
The author believes that an individual relies on other people’s wisdom and support to accomplish something. One does not take credit for his success; instead, he appreciates people’s help. The theme (主題) of this selection would be appreciation of others (欣賞) and/or not taking credit for one’s success (不論功).

The following are 12 lessons and their titles from Guowen textbooks. For each lesson, the theme(s) is(are) described. After reading each selection, please think about the theme(s), then put a check mark (✓) before the statement of the theme if you feel the theme does reflect the meaning of the lesson. If you see additional theme(s) other than the one(s) stated, please put a check mark (✓) before the item "Other," then describe, in your own words, the theme(s) you have identified.

Thank you for your time in reading the selections and making responses. Your kindly assistance is deeply appreciated.
Volume 1, Lesson 7, A Father's Letter (父親的信)

Theme 1: Friends are good books, which increase our knowledge and experiences. (朋友就像好書，增長我們的知識與經驗。)

Theme 2: Trust and sincerity are the key to making friends. (信任與誠懇是交友的要件。)

Other:

Volume 1, Lesson 17, The Discussion about Learning: Selections from the Analects of Confucius (論語論學選)

Theme: Confucius explained some principles and attitudes of learning:
- Thinking is as important as learning. (學思並重)
- Learning new knowledge and keeping old one. (溫故知新)
- Be persistent in learning. (當貴有恒)
- Comprehend what you learn. (融會貫通所學)

Other:

Volume 2, Lesson 7, The Night Walking to the Ch'eng-Tian Temple (記承天寺夜遊)

Theme: The author enjoyed the leisurely fun of the night. (作者享受夜晚間遊的樂趣)

Other:

Volume 2, Lesson 17, The Discussion about Filial Piety: Selections from the Analects of Confucius (論語論孝選)

Theme: The way of fulfilling filial piety is having respect for and cheerful attitudes toward parents and following the principle of propriety. (奉道的實踐在於尊親、和顏悅色與合禮)

Other:

Volume 3, Lesson 7, A Biography of Mr. Approximation (差不多先生傳)

Theme: Replaces the "approximate" attitude with seriousness and preciseness. (以認真、精確取代差不多的態度)

Other:
Volume 3, Lesson 17, A Person of Chi State: A Selection from the Book of Mencius

Theme 1: The person of the Chi state did not have a sense of shame.

Theme 2: Satirizes the people who yearn for wealth and high positions.

Other:

Volume 4, Lesson 7, The Cambridge I Know

Theme: Details Cambridge's natural beauty.

Other:

Volume 4, Lesson 17, To Thrive in Adversity and to Perish in Soft Living

Theme: People survive in adversity and perish in ease and comfort.

Other:

Volume 5, Lesson 7, A Letter to My Brother Mo

Theme 1: Expresses the respect for farmers.

Theme 2: Criticizes the intellectuals' selfishness.

Other:

Volume 5, Lesson 17, Selections from the Canon of Filial Piety

Theme 1: Confucius explained the way of attending parents.

Theme 2: Filial piety is the foundation of social harmony.

Other:
Volume 6, Lesson 7, A Revelation about Survival and Struggle (生存與奮鬥的啟示)

Theme: The meaning of life lies in identifying a goal or an ideal and striving to accomplish it regardless of tremendous difficulties. (生命的意思在確定目標，並為此理想而艱苦奮鬥。)

Other: ________________________________

Volume 6, Lesson 14, Pwu Shih Donated Wealth to the Country (卜式輸財報國)

Theme 1: Describes Pwu Shih's brotherly love. (卜式對弟弟的友愛)

Theme 2: Describes Pwu Shih's patriotic behavior in donating his wealth to the country. (卜式捐獻財產的愛國行徑)

Other: ________________________________
ENGLISH TRANSLATION OF THE CHINESE EXCERPTS

"Appreciation of Tian"

Grandfather worked hard against the wind and rain all year round; Grandmother managed to feed the family everyday. They knew pretty well they had to drop beads of perspiration from their eyebrows to pick up the ears of wheat from the field. What did they thank Tian for? I, a little child, was fooling around without making any effort; why didn’t I feel grateful for Tian? This question was a forever puzzle in my mind.

I had a new understanding last year, when I read Einstein’s The World As I See It in Princeton.

I realized Einstein’s view of appreciation of Tian while reading this book. For example, in his debate with Bohr, the father of atom, Einstein did not forget to praise Bohr; in the commemorative rally for the mathematics master Lorentz, his modest address touched people deeply. Suddenly, I found that Einstein had tried to give people an impression, that is, the theory of relativity was invented by either A or B and seemed to have nothing to do with himself. Even in the text of his The Theory of Relativity, he would unexpectedly add something like, "the theory of relativity would not have appeared without Lorentz!" His not taking credit for his success is rarely seen in human’s history. He thanked this person and that person; he thanked people of the past and people of today without mentioning himself.

I was thinking: why do people who have achieved something not take credit? Like Einstein to his theory of relativity and my grandma to my family.

Within the last few years, I did a few studies, wrote some academic articles, and really completed several tasks. Then I had a new realization. That is, no matter what we are doing, we get too much help from other persons but give out so little of ourselves. Because there are so many people to be thanked for, let’s thank Tian instead. We rely on the love and contributions of people of former times, the support and cooperation from the contemporary people, and the availability of the opportunity. None of these can be absent. The more you have accomplished, the more insignificant you feel about yourself.

Thus, the ones who actually establish something naturally think of Tian; those who couldn’t accomplish anything only remember themselves.
I am asking for your help to identify the themes for some selections. The theme is defined as the underlying meaning of a reading selection. It can be an idea, a piece of information, an expression of feelings, beliefs, values, or attitudes, or something else. The following is an example to help your understanding of the theme. This myth ("Athene's City") is a selection from one Houghton Mifflin reading series "Triumphs."

In the days when Greece was first being settled, Cecrops1 was king in Attica,2 a rugged, triangular little country, good mainly for goat farming and the culture of honeybees, and surrounded on two sides by the sea. Here Cecrops planned a city around a steep rock that jutted from the plain a few miles inland. Down on the shore were two fine harbors, while around spread fertile country watered by two streams. The gods, who were always interested in human affairs, approved the idea of Cecrops and gave the new city their blessing, forewarning it would become in due time one of the famous cities of the world. For this reason there was great dispute among the gods as to which of them should have Cecrops for a special patron. Many claim were put forward by this god or that, but in the end, after much arguing, it became clear that the award should lie between Athena,3 goddess of wisdom, and Poseidon,4 god of the sea. Between these two, the gods decided to have a contest. Each should produce some marvel in the Attic land, and each should promise some gift to the city that was to come. The greater gift should win the city.

When the appointed day came, the judges ranged themselves on the rock and the two gods came before them. Some say that the twelve judges chosen were the spirits of the Attic hills and riven, and some maintain that they were twelve Olympian gods.5 Be that as it may, on one side stood Poseidon with flowing dark-blue beard and majestic stature, carrying in his hand the three-pronged trident with which he ruled the waves. On the other side stood Athena gray-eyed and serene, helmet on her golden head and spear in hand. At Beneath the feet of the judges the whole earth was terribly shaken, the word, Poseidon raised his trident and it struck the ground. Which he ruled the waves. On the other side stood Athena gray-eyed and serene, helmet on her golden head and spear in hand. At Beneath the feet of the judges the whole earth was terribly shaken, the word, Poseidon raised his trident and it struck the ground.

When it had grown to full size, Athena stood up and looked at the marvelous thing she had produced. To this, Poseidon added his gift of sea power, promising the city a great empire, a mighty navy, famed shipwrights, and trading vessels that would make its name known in every corner of the sea.

The judge looked at one another as Poseidon spoke and nodded their heads in approval, thinking the gift indeed a great one and the salt spring and the earthquake fine symbols of Poseidon's power. Gray-eyed Athena said nothing, but smiled gently to herself as she laid aside her spear and quietly kneeling down appeared to plant something in the earth. Between her hands as she worked, there gradually unfolded a little tree, small and unimpressive, with gray-green leaves and gray-green berries about an inch in length. When it had grown to full size, Athena stood up and looked at the judges. That was all.

Poseidon glared at the dusty-looking bush that had grown so quickly. He looked at the hole that had gaped in the earth with the thunder of an earthquake, and he threw back his head and laughed. Bound the bay rumbled and re-echoed the laughter of the god like distant waves thundering on the rocks, while far out to sea in their deep, green caverns, the old sea gods, his subjects, sent a muffled answering roar. Presently, as silence fell, the quiet voice of Athena spoke to the assembled gods.

"This little shrub is the olive, at the same time my marvel and gift to the city," she said. With these benefits the poor will flavor their coarse bread and goat's-milk cheese. With scented oil the rich will deck themselves for feasts. Oil poured to the gods shall be among their favorite offerings. With oil householders will light their lamps and do their cooking, and athletes will cleanse themselves from dust and sweat. This is the wine merchants will carry in the ships.

She finished, and the judges cried out in surprise at the marvels of her dull-looking gift. They awarded the prize to Athena, who called the city Athens.

1Cecrops (Se-krop's): a king in Greek mythology associated with fast-man, self-created.
2Attica (a tWn'ka): a district in ancient Greece.
3Athena (a thé'na):
4Poseidon (p'as o-d'n):
5Olympian is worthy of the gods and goddesses that lived on Mount Olympus in Greece, the home of the immortals in Greece.
The idea or message conveyed through the experience of Athene and Poseidon, i.e., the theme, would be that the values of things cannot be judged by their outward appearance.

The following are 3 reading selections and their titles. For each selection, the theme(s) is(are) described. After reading each selection, please think about the theme(s), then put a check mark (✓) before the statement of the theme if you feel the statement does reflect the meaning of the selection. If you see additional theme(s) other than the one(s) stated, please put a check mark (✓) before the item "Other," then describe, in your own words, the theme(s) you have identified.

Thank you for your time in reading the selections and making responses. Your kindly assistance is deeply appreciated.

Selection 1: Ballooning Today

___ Theme: Hot-air ballooning is a popular sport today.
___ Other:

Selection 2: Watership Down

___ Theme 1: The rabbits worked together to seek out their way of living in a new place.
___ Theme 2: Humans could be a threat to animals. (They endangered the rabbits' survival).
___ Theme 3: Change is important in adapting to a new environment. (The rabbits changed their natural way of doing things, e.g., digging holes, which they had never done before.)
___ Other:

Selection 3: Margaret Sanfilippo: A Discriminating Artist

___ Theme: Observing and understanding people’s heritage enables an artist to draw believable characters.
___ Other:
APPENDIX G

TAIWAN'S JUNIOR HIGH SCHOOL GENERAL CURRICULUM OUTLINE, 1983

"OBJECTIVES" SECTION
APPENDIX G

TAIWAN'S JUNIOR HIGH SCHOOL GENERAL CURRICULUM OUTLINE, 1983

"OBJECTIVES" SECTION

Junior high school education continues elementary school education in cultivating citizens who are equally developed in the five "cultivations": virtuous, intellectual, physical, social, and aesthetic. In order to fulfill the above mentioned purposes, it is necessary to guide students to achieve the following objectives:

1. Mold national consciousness and patriotic sentiments, and cultivate the spirit of helping and cooperating with each other, and serving society.

2. Foster the moral character of: cultivating oneself, getting on well with others, being law-abiding and responsible, understanding propriety, and upholding righteousness.

3. Build up physical strength and increase the health of mind and body.

4. Increase the ability in using language and mathematics and strengthen the knowledge and abilities required in everyday life.

5. Foster the understanding of civil rights and the ability to fulfill civil obligations.

6. Increase the ability to understand oneself and the natural environment and to adapt oneself to social life.

7. Develop the ability in thinking, creating, and solving problems.

8. Form the habit of diligence and foster vocational and professional interests.

9. Foster aesthetic ability and the capability of enjoying life, and develop the spirit of optimism and initiative.
APPENDIX H

TAIWAN'S JUNIOR HIGH CHINESE CURRICULUM STANDARD, 1983

"OBJECTIVES" SECTION
APPENDIX H

TAIWAN'S JUNIOR HIGH CHINESE CURRICULUM STANDARD, 1983

"OBJECTIVES" SECTION

1. Guide students, through Chinese Literature learning, to continue their education after elementary school; increase life experiences; prompt students' abilities to think and distinguish; foster ethics concepts; arouse patriotic thought; and disseminate Chinese culture.

2. Guide students to continue the learning of standard Mandarin; foster the abilities in and attitudes of listening and speaking.

3. Direct students to study Guowen lessons and understand the characteristics of native language; foster students' reading and writing skills.

4. Direct students to do extracurricular reading that is beneficial to their minds and bodies; foster their interest and ability in appreciating literature.

5. Guide students to understand the organization of Chinese characters; direct students to hold and wield the brush accurately when writing the standard and running styles of Chinese calligraphy.
BIBLIOGRAPHY

Periodicals


Books


Technical and Research Reports


Doctoral Dissertations
