

1992

A content analysis of the attention to microcultural factors in selected multicultural education college textbooks used in the United States

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Baugh, Sandra Farmer, Ed.D.

The College of William and Mary, 1992

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**A CONTENT ANALYSIS OF THE ATTENTION TO MICROCULTURAL FACTORS IN
SELECTED MULTICULTURAL EDUCATION COLLEGE TEXTBOOKS USED IN THE
UNITED STATES**

**A Dissertation
Presented to
The Faculty of the School of Education
The College of William and Mary in Virginia**

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

by

Sandra F. Baugh

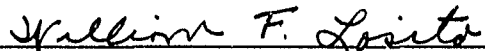
April, 1992

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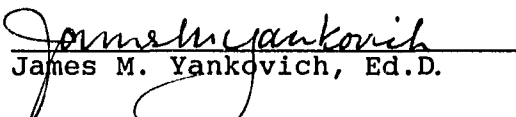
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DEDICATION

This project is dedicated to the memory of my paternal grandmother, Sadie G. Farmer who sought to instill within me basic morals and values; to one of my younger brothers, Michael Anthony Farmer, who came to my rescue many times; to my Father-in-Law, Haywood A. Baugh, Sr. who helped to make one of my dreams come true; to my Aunt-in-Law, Elizabeth J. Graham who gave her "all in all," to Deaconess Eleanor B. Archer who believed in me, and to Mrs. Frances Estell Owens who was always there for me.

Finally, this project celebrates the memory of several other relatives, in-laws, friends, neighbors (Naomi H. Patrom), and Second Baptist Church members . . . all who passed while this study was in progress. To God and to Them be the Glory. (Psalm 115).

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deprived of my attention, support, time, and presence at many of their school and sports' events.

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There is no one word ... no last word ... to express the thrill of victory.

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CHAPTER I
INTRODUCTION

Multicultural Education is a relatively new term for concepts that have characterized American education for over 150 years (Gollnick and Chinn, 1990). While the term has resisted an agreed upon definition and/or conceptual consensus in contemporary discussion, the general notion of multicultural education refers to education pertinent for a culturally pluralistic society (Banks, 1979; Grant and Sleeter, 1985; Reagan, 1984). It has manifested itself historically in various reform movements including the assimilationist, intercultural, intergroup, civil rights, and women's movements (Gay, 1983; Glazer, 1977; Itzkoff, 1966).

Throughout most of our national history, the assimilationist model of multicultural education dominated the process of socialization and educational practice. This model emphasized the role of education in blending diverse ethnic and racial groups into a commonly-shared culture. Throughout the 1960s, however, political and social movements were emerging which affirmed the need to understand and preserve cultural differences in our pluralistic society. This movement culminated on June 23, 1972 with the passage of Title IX, the Ethnic Heritage Program (Public Law 92-138) which provided funds for the development of ethnic materials and to

train teachers to integrate cultural content into the curriculum. An excerpt from that Policy Statement (Sec.901) reads:

...it is the purpose of this title to provide assistance designed to afford to students opportunities to learn the nature of their own cultural heritage, and to study the contributions of the cultural heritages of the other ethnic groups of the Nation (United States Statutes At Large, 92nd Congress, 2nd Session, Vol. 86, Part 1, 1972, p. 346).

Unlike the previously dominating assimilationist model, the emerging model was drawing attention to studying one's own cultural heritage. The passage of the Ethnic Heritage Program marked the beginning of the contemporary reform movement centering on the meaning and implementation of multicultural education.

Most of the prestigious educational organizations have since become involved in an effort to define and propose curricular models for multicultural education. Organizations included the National Council for the Accreditation of Teacher Education (NCATE), the American Association of Colleges of Teacher Education (AACTE), and the Association of Supervision of Curriculum Development (ASCD). Formal definitions of multicultural education published by these associations helped to fuel an intense debate relative to the definition, meaning, rationale, and interpretation of the concept.

The excerpts which follow illustrate how pronounced the debate relative to multicultural education is nationally and the ensuing discourse strives to make the abstract more

concrete. NCATE's (1987) definition reads, "Multicultural Education is preparation of the social, political, and economic realities of individuals experienced in culturally diverse and complex human encounters" (NCATE, 1977, p.6). Many critics believe that NCATE's definition is too elastic and distorts the original focus on the unique problems of minorities. In reference to this definition, Grant and Sleeter (1985) write, ". . . we saw little definition of multicultural education beyond acceptance in several articles of NCATE's definition" (p. 107).

ASCD's definition reads, "Multicultural Education is a humanistic concept based on the strength of diversity, human rights, social justice, and alternative life choices for all people" (Grant, 1977). This definition attempts to focus on different operational attributes which offers all students educational opportunity and equity.

Banks (1979) seems to express dissatisfaction with these formal definitions and argues for conceptual clarity (narrow interpretation) when he notes, "Educators should carefully define concepts such as multiethnic education and delineate the boundaries implied by these concepts. There appears to be little consistency used in the educational literature" (p. 237).

Timothy Reagan (1984) supports Banks' (1979) observations when he writes, ". . . this lack of any sort of meaningful consensus is a problem which educators in multicultural

education do need to address . . ." (p. 105).

Grant (1977) apparently expresses satisfaction with these formal definitions and argues for conceptual democracy (broad interpretation) when he states, "I think it would be wrong to posit a rigid and inclusive definition of multicultural education. I would prefer to describe multicultural education as a concept, because a concept embodies process - - movement - - and as such its contours are flexible" (p. 2).

Grant (1977) appears to support Banks' (1979) observations that many of their colleagues believe that in the emergent stage of the development of multicultural education, each theorist should be free to define the concept to his or her satisfaction. Banks retorts, "I, of course, reject these claims and believe that conceptual clarity is needed in the field and that one of our major aims should be to attain some level of conceptual consensus" (p. 238).

Although NCATE's and ASCD's formal definitions are similar in that they are broadly conceptualized (elastic, flexible, and action oriented), focuses on operational attributes, and have implications for policy development, there are several distinct differences. While NCATE's definition tends to lean toward a more practical and programmatic orientation, ASCD's definition seems to favor a more philosophical and process oriented viewpoint. These orientations seemingly coincide with Banks' (1979) and Grants' (1977) views, respectively.

In addition, NCATE's definition encourages the development and implementation of realistic programs at the local level whereas ASCD's definition attempts to provide more of a basis for the development of policy.

Thus, contemporary discussion about multicultural education is characterized by deep differences of opinion about the very meaning of the term multicultural education. Differences of opinion are understandable in view of the emotionally charged concerns involved, such as race, gender, socio-economic class, and ethnicity. But at the same time, the definitional differences promote confusion and impede the development of public policy, coherent funding guidelines, and effective curricular models and materials.

Statement of the Problem

The general purpose of this investigation is to provide an analysis of the discourse about multicultural education as a basis for development in the field. Much of the discourse in a given field is filtered and then displayed through prominent textbooks. This study assumes that by tracking the discourse historically of multicultural education in prominent texts, one can clarify differences and search for patterns which can serve as a possible foundation for policy and curricular models.

In order to provide a manageable focus for the study, the textual analysis was limited to the highly-regarded and widely-used text of James A. Banks', Teaching Strategies for

Ethnic Studies. For the historical dimension of the study, the first (1975) and fourth editions (1987) were analyzed. The specific research problem was to determine whether or not there are significant patterns of divergence in the two editions. To give specific focus for the inquiry and provide quantifiable data for analysis, nine microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) were identified in the field.

The precise research question, then is: Are there significant differences in attention to nine microcultural factors in the first (1975) and fourth (1987) editions of James A. Banks' Teaching Strategies for Ethnic Studies?

Hypotheses

The following hypotheses are based upon the theoretical framework provided by Grant, Sleeter, and Anderson (1986) and Grant and Sleeter (1987). They found that most multicultural education textbooks attend to race and ethnicity but vary in the way they address the other microcultural factors. They also found that more attention needs to be given to social class, gender, and disability. Thus, these hypotheses are assumed to be true and that authors had been made aware of the needs of the field by the time Banks' (1987) fourth edition was published.

1. Banks' (1987) fourth edition will show a significant increase in attention to the nine microcultural factors (race,

ethnicity, language, gender, social class, religion, disability, age, and giftedness) when compared to Banks' (1975) first edition.

2. Banks' (1987) fourth edition will show a significant increase in attention to the nine microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) in the five topical categories (Meaning/Definition, Rationale, Curriculum, Instructional Strategies, and Policy) when compared to Banks' (1975) first edition.

3. Banks' (1987) fourth edition will show a significant increase in attention to the direction (favorable/positive, negative/unfavorable, and balanced/neutral) of microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) when compared to Banks' (1975) first edition.

4. Banks' (1987) fourth edition will show a significant increase in attention to the direction (favorable/positive, negative/unfavorable, and balanced/neutral) of microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) in five topical categories (Meaning/Definition, Rationale, Curriculum, Instructional Strategies, and Policy) when compared to Banks' (1975) first edition.

5. Banks' (1987) fourth edition will show a significant increase in physical characteristics (pages, paragraphs,

figures, and tables) when compared to Banks' (1975) first edition.

Significance of Study

This study is important in that it attempts to examine the discourse about multicultural education unobtrusively in selected editions of a classic textbook to clarify differences in approaches to the concept and search for keys that could help in developing policy guidelines and designing curriculum programs targeted for specific ethnic groups.

Despite our technological advances, the textbook remains the foundation of our educational system that conveys specific information and a vision of the good life where everyone has an equal chance at educational and economic opportunity.

Professional teacher education textbooks reflect the practice and thought of the times. They disseminate theory to teacher education candidates; influence teacher preparation schools, courses, and programs; and affect the attitude of future teachers and specialists.

Research studies of elementary, middle, secondary and college textbooks have indicated that the attention given the nine microcultural factors is limited and unbalanced in all disciplines and levels of schooling.

Fitzgerald (1980) partially supports this observation in conclusions drawn from her survey of over 200 elementary and secondary history textbooks. She asserts that while the textbooks of the 1970s bear the imprint of all the new

educational movements, they have succeeded in addressing all microcultural factors but fail to treat them equally.

Vitz's (1986) study of 83 social studies, basal readers, and high school American history textbooks provides support for Fitzgerald's (1980) observations when he states that religion, values, political, and economic views have been systematically excluded from textbooks throughout American history.

Grant and Sleeter (1987) further document the observations of Fitzgerald (1980) and Vitz (1986) in a study in which they concluded that most authors of multicultural education textbooks address the issue of race and ethnicity, but vary in the manner in which they address the other seven factors. In an earlier study conducted by Grant, Sleeter, and Anderson (1986), they found that more attention needs to be given to social class, gender, and handicap. Grant and Sleeter (1986) found that race, social class, and gender tend to be treated as separate issues in the literature. From their analysis of findings of studies integrating race and class as well as race and gender, they warned that attending to only one microcultural factor may contribute to the perpetuation of bias towards the other eight factors

Limited research relative to multicultural education defined as attention to microcultural factors in professional teacher education textbooks suggested a need for this study.

This need is reiterated by Grant and Sleeter (1985) when

they note, ". . . looseness in meaning and terminology is endemic to the field of multicultural education and provides poor guidance for policy makers of school personnel" (p. 99).

Moreover, this study examined the attention to microcultural factors in two editions of the same professional teacher education textbook in an effort to help clarify the multicultural education concept for policy and research.

Furthermore, this study should be beneficial to teacher education candidates, administrators, and specialists as well as textbook writers and publishers. It will also contribute to the literature as suggested by Green and Hurwitz (1983) by demonstrating a methodology that may be applied in other disciplines to ascertain bias in textbooks.

Theoretical Framework

Grant, Sleeter, and Anderson's typology (1986) which was based on a review of over 200 multicultural education articles (Grant and Sleeter, 1985) and approximately 68 multicultural education textbooks provided the theoretical framework for analyzing the textbooks selected for this study.

This typology was built upon works by Gibson (1976) and Pratt (1983) who presented four approaches to multicultural education. Their work outlined a target population, goals, and assumptions about cultural differences but were limited in distinguishing between approaches.

Grant and Sleeter (1988) improved upon Gibson's (1976) and Pratt's (1983), Grant and Sleeter's (1985) as well as

Grant, Sleeter, and Anderson's (1986) work by introducing subtleties and/or distinctions between five approaches to multicultural education. They also examined their approaches from the perspectives of each other while simultaneously pointing out the strengths and weaknesses of each approach. In addition, they pointed out how each approach focused on different microcultural factors which determined the different meanings of multicultural education.

Grant and Sleeter's typology of five approaches is outlined below:

1. Teaching the Exceptional or Culturally Different's purpose is to maintain the status quo -- social stratification and cultural assimilation, but its assumptions are based upon building transitional bridges in order that minorities may cross more efficiently.

2. Human Relations' purpose is the same as #1, but its assumptions are based upon tolerating differences.

3. Single Group Studies' purpose is to minimize social stratification and assimilation by praising diversity.

4. Multicultural Education's purpose is the same as #3, but whose assumptions are based upon attending and integrating all aspects of diversity (ethnic, race, gender, social class, handicap, language, age, religion, and giftedness) into schooling practices.

5. Education that is Multicultural and Social Reconstructionist's purpose is to prepare students to

challenge social stratification and its assumptions are based upon school serving an unequal social structure that does not promote equity until confronted. (Grant, Sleeter, and Anderson, 1986).

Unlike Grant, Sleeter, and Anderson's (1986) comprehensive and exhaustive (almost) treatment of approximately 68 textbooks, this study proposes to conduct an indepth and breath analysis of two texts with a focus on the fourth approach.

In addition, this probe of a small sample will produce a thicker and finer-grained analysis which will help complement and supplement Grant, Sleeter and Anderson's analysis. Further, their typology suggests items as well as categories for analysis for the present study.

Grant and Sleeter (1985) indicated the need for the present study when they suggested that superficial treatment does not have a place in the field of multicultural education. They note, "... the field is mature enough that it warrants more focused, indepth analyses" (p. 111).

Definitions of Microcultural Factors

The nature of society is described by characteristics. Practices that recognize, accept, and affirm human differences and similarities manifest themselves as characteristics in the following factors.

1. Race - an anthropological concept used to divide the human species into three major groups based on biological

traits and physical characteristics: Caucasoid, Mongoloid, and Negroid.

2. Ethnicity - the sense of identification with a group of people who are tied together by common geographical origin, language, religion, traditions, customs and history that is passed from generation to generation.

3. Language - a systematic means of expressing and communicating ideas or feelings using conventional signs, sounds, gestures or marks that have understood meanings.

4. Social Class - term used to describe the structural position or strata individuals and groups hold in the community.

5. Gender - a system in which animate beings and inanimate things are classified according to sex, male, or female.

6. Handicap - a mental or physical disability that makes achievement usually difficult.

7. Religion - a system of beliefs, practices, ethical values, etc. that expresses love and trust for a divine or superhuman power to be obeyed and worshipped as creator and ruler of the universe.

8. Age - a term used to note individual development measured in years specifically: early, teen, young adult, adult, middle age, old age of youth, youth of old age, and senior citizens.

9. Giftedness - a term denoting natural abilities,

aptitudes, skills, and talents that exceeds the norm.

Assumptions

This study assumes that by tracking the discourse historically of multicultural education in prominent textbooks, differences can be clarified and a search made for patterns which may serve as a possible foundation for policy and curricular models. Uncontrolled aspects which were considered critical for this research follow:

1. The concept of multicultural education can be clarified and understood by analyzing the contexts in which microcultural factors appear in selected editions of the same multicultural education textbook.

2. The display analysis (showcase of attention scores to microcultural factors) will depict an accurate quantitative profile of selected multicultural education textbooks.

3. The attention scores will provide a quantitative account to document qualitative differences and physical characteristics of selected multicultural education textbooks.

Limitations

Aspects of this study deemed uncontrollable and considered non critical for the research follow:

1. This investigation is limited to the typology of approaches developed by Grant, Sleeter, and Anderson (1986).

2. This investigation is limited to the first (1975) and fourth (1987) editions of James A. Banks' Teaching Strategies for Ethnic Studies. It also examines the physical

characteristics of the fifth (1991) edition to provide some basis for comparison.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter examines the literature that focuses on the attention given microcultural factors or human forms of diversity in elementary, secondary, middle, and college textbooks.

The literature focuses on analyzing and evaluating elementary and secondary texts for multicultural education perspectives relating to sexism, racism, ethnicity, and equity (Britton and Lumpkin, 1977).

Mitchell's (1983) national study found that 32 states screened public school textbooks for attention to sex and race factors and 32 states screened the curriculum for attention to the same factors. Multicultural Education was rated as important but received minimal attention at the state level.

The review of the literature focused on studies of textbooks at the elementary, middle, secondary, and college levels in various disciplines including biology, economics, history, public relations, reading, and religion.

With a few exceptions, these studies attended to the following microcultural factors: race, ethnicity, language, gender, religion, disability, and age. Studies on giftedness and social class appear to be limited in the literature.

Attention to Microcultural Factors in Elementary Education Textbooks

Butterfield et.al (1979) examined the popular Houghton-Mifflin reading series for treatment of race, gender, class, disability, and age. They recommended that more stories should emphasize a variety of ethnic, racial and cultural groups as well as disabilities, and interaction with other students and adults including the elderly to help them deal with individual differences in a number of settings.

To better clarify, understand and interpret treatment of microcultural factors in stories, Grant and Grant (1981) conducted a survey analysis of some second and third grade textbook readers in three areas: diversity (race and ethnic group representation) of characters, settings (time, location, class) in which characters appeared and involvement (roles and extent of). They concluded that while recent research revealed that positive changes have taken place, they do not represent the percentages of minorities in the population as documented by the United States Census.

Lindbeck (1973) conducted an analysis of gender roles in one elementary social studies and one reading text. Guide sheets and directions for using step-wise procedures to review textbooks and tables were developed for data input to allow comparison with both published elementary data and inclusion of males and females in the text presentation. It was noted

that the elementary social studies textbooks indicated an increase in positive female occupational roles.

Weitzman and Rizzo (1974) conducted a study of the treatment of gender in an elementary social studies series and reported that compared to other disciplines, it was best in its representation of racial, ethnic, and cultural minorities. In another study, Weitzman and Rizzo (1983) sampled student textbooks used in the average classroom of America in grades 1-6 for five years and concluded that the treatment of age, race and gender was limited in portraying the diversity of our society and individual lifestyles.

Through the years, multicultural education specialists have argued that the primary role of textbooks in the school curriculum requires that they be evaluated for attention to ethnicity and gender. Banks (1969) investigated elementary history textbooks and found that the authors seldom discussed racial discrimination and prejudice from a moral perspective. He also found that textbooks rarely attended to racial violence, conflict, and prejudice. Banks noted that while authors included information on Black heroes, they tended to avoid discussing concerns and experiences of the masses of Blacks in this country.

Likewise, recent research on ethnic groups and gender in textbooks indicates that many of the problems noted by Banks (1969) and Garcia and Goebe (1985) continue to exist. Reykner (1986) reported that American Indians were generally omitted

in first grade basal readers and that only a few stories on other grade levels included information on Indians. O'Neill (1987) supported this finding when he reported that "most accounts of the North American Indian remained disjointed, distorted, and incomplete" (p. 26).

Additional insights concerning gender in basal readers have been provided by Vaughn-Roberson, et al. (1989). In their analysis of male main characters, they investigated whether positive female traits were attributed to male characters in elementary reading texts. They found that positive female traits were attended in males but the overall representation of individuals suggested that male personality traits were governed by male oriented virtues (including aggressiveness, independence, risk taking, and strength) as opposed to being dominated by female oriented attributes (such as compassion, nurturing, kindness, and tenderness).

Focusing on disabilities, Sass-Lehrer and Mead (1989) developed a checklist for examining textbooks for fair representation of characters with disabilities (hearing impairment) and provided suggestions to alleviate disability, ethnic, and gender bias in textbooks. They posit that hearing-impaired students need to be exposed to a variety of media that present accurate yet encouraging portrayals of individuals with handicapping conditions as unique people with equal worth and diverse talents.

In summarizing the studies in this search addressing

microcultural factors in elementary textbooks, it appears that the focus is on the disciplines of history, social studies, and reading with emphasis on ethnicity, race, gender, social class, disability, and age.

Attention to Microcultural Factors in Middle School Textbooks

Many of the content analyses studies on textbooks at the elementary and secondary levels appear to overlap from grades one to 12. Some studies appeared to mix elementary, middle, and secondary grades. An attempt has been made in this search to differentiate between each level. Therefore, specific studies at the middle school level appear to be more limited.

In an attempt to determine if attention to religion during the Colonial Period (1606-73) had declined in twenty-one 7th and 8th grade U.S. history textbooks, Dutton (1989) conducted a longitudinal study over a period of fifty years (1930s - 1980s). He concluded that few significant differences were detected relative to religious content over five decades.

In a dissertation study, Lee (1989) analyzed data related to the degree to which ten social studies texts adopted for 6th and 7th grades in Michigan positively reflected the culturally diverse and interdependent nature of the multicultural and global nature of our society. The researcher concluded that while the fourteen topics were present in varying degrees, none were adequately developed from a multicultural perspective and lacked discussion of the

interrelatedness and interdependence of these topics.

Summarizing the studies in this search addressing microcultural factors in textbooks at the middle school level, the focus appears to be on the disciplines of history and social studies with emphasis on ethnicity and religion.

Attention to Microcultural Factors in Secondary Textbooks

The diversity of minorities in content and graphics of textbooks before the civil rights movement of the early sixties was almost non-existent. Although White characters dominated, publishers began to integrate their secondary texts with representatives of various ethnic groups by the mid-sixties (Marcus, 1961).

While noting improvements in the portrayal of Blacks in textbooks, Garcia and Goebe (1985) concluded from their comparative study of selected secondary U. S. History textbooks that many of the concerns identified by Banks (1969) had not been addressed.

Lindbeck (1973) also conducted an analysis of gender roles in four secondary textbooks in biology and history. In the history texts, males were the focus of attention in indices and illustrations; likewise in the biology texts, males were central figures in indices, figures, and problem statements.

Garcia (1976) raised some of the same concerns as Banks (1969) when he analyzed secondary history textbooks for their treatment of ethnicity and found that they consistently

portrayed ethnicity in a manner that reflected the melting pot rather than the salad bowl ideology.

In another study on the treatment of religion in 5 high school American history textbooks, Howells (1989) conducted a content analysis to find out how religious people, events, and themes were attended to from 1607 to 1981. The results indicated that attention to the role of religion was not consistent, items were not treated indepth, and excluded some controversial items common to the modern day.

An extensive descriptive study by Trecker (1971) of 11 secondary U.S. history textbooks found a "curious pattern of inclusions and neglects" (p. 252) relative to the stereotyped picture of women. Likewise, Arlow and Froschl (1976) conducted a descriptive study which surveyed 14 secondary U.S. history textbooks to assess the portrayal of women's contributions to history. They found that "the typical secondary history textbook devotes one out of 500 to 800 pages to women, their lives and their contributions" (p. 246). Although illustrations of women tended to be humorous and in sharp contrast to the more serious graphics of men, they appeared to be increasing: "one in seventeen is average" (p. 247). In this study's four major areas, women were portrayed in a simplistic, superficial, and unbalanced fashion. Conclusions focused on omissions and citations which give further credence to Trecker's (1971) analysis.

More recent research findings concerning the treatment

of ethnic groups have been offered by (Harry, 1988). He examined recent content analyses of secondary social studies texts with a focus on the detection of bias. He contends that much needs to be done to improve attention to various ethnic groups and cultures. He further contends that teachers must be multiculturally literate to provide additional alternative perspectives.

Romero and Zancanella (1990) examined secondary American Literature textbooks and uncovered the fact that less than 1% of the new Prentice Hall American Literature textbook (The American Experience) refers to writers from the Hispanic persuasion. They provided two guidelines for the selection of literature: independent choice by students and instructors and literature common to the students' own community, culture, and region.

In summarizing the findings relative to attention to microcultural factors at the secondary level, the focus appeared to be on the disciplines of biology, history, and social studies with emphasis on race, ethnicity, gender, and religion. Studies tended to ignore the interrelatedness of factors and treated them as separate entities.

Attention to Microcultural Factors to College Textbooks

Although content analysis procedures have been developed and utilized effectively with elementary, middle school, and secondary textbooks, studies on college methods texts are limited (Sadker and Sadker, 1980). In addition, the

literature fails to focus upon examining teacher education textbooks for instructions on incorporating multicultural education content that address microcultural factors. Moreover, of 45 criteria outlined by Redei (1984) in "What to Look for in Selecting College Textbooks", not one addressed multicultural education content related to microcultural factors.

Further, in a content analysis of 47 college learning skills textbooks conducted by Heinrichs and LaBranche (1986), no multicultural descriptors of criteria were cited for selecting textbooks for a required developmental reading course.

In another study, Sadker and Sadker (1980) support these observations when they reported the results of their investigation on sexism in teacher-education textbooks. Their analysis revealed that these professional education texts did not attend the issue of sexism and used sexist language in their discussion of topics.

Blankenship (1984) developed a content analysis method to scrutinize college economics texts for sex-bias. With few exceptions, he found them to be heavily biased.

A survey of labor economics textbooks was conducted by Maxwell (1985) to determine information relative to the intended audience, content, and teaching aides. Although criteria were utilized for evaluating the texts, none of the descriptors referred to multicultural education and attention

to microcultural factors.

Creedon (1989) examined the attention to women in 10 college public relations textbooks. She found that 9 texts made reference to the name of at least one women. The author argues that the history of public relations needs to be revised to include more women such as Doris E. Fleischman, a public relations "trail blazer" and many others.

In support of Creedon's observations, Kern - Foxworth (1989) conducted a similar study in 60 college public relations textbooks and found limited attention to women and points out that the representation of women does not mirror the status of women in society or in industry.

Grant and Sleeter (1985) note, "We do not see race, class, and gender as separate issues that can be strung together (e.g. lessons on women separate from lessons on blacks), but rather as interrelated forms of oppression that must be considered as such" (p. 112).

Grant, Sleeter, and Anderson (1986) reviewed and analyzed 68 multicultural education books (Multicultural Education approach, 34; Teaching the Cultural Different approach, 10; Human Relations approach, 4; Education that is Multicultural and Social Reconstructionist) and found that more attention should be given to social class, gender, and handicap. They concluded that there needs to be more discussion "among groups that attend to one or two isms" (p. 69).

Grant and Sleeter (1987) are advocates of the notion that

microcultural factors should be integrated. They write:

The literature we reviewed addresses race and ethnicity as the main form of human diversity. Some of the books and articles include language or gender, fewer include social class, and very few handicap. All five approaches will serve children better when we acknowledge other factors in addition to race (p. 437).

In a content analysis of index citations on women's issues in 36 introductory sociology textbooks published between 1982 and 1988, Hall (1988) concurs with Grant, Sleeter, and Anderson's (1986) observations when she reported that less than 5% of the total pages attend to women.

In a survey of 13 college texts which turns its attention to common topics, controversial issues, and skills, Brieter (1988) suggests how this information might be used in selecting, renewing, and using social studies methods texts targeted for elementary education majors.

In summarizing the findings relative to attention to microcultural factors at the college level, the focus appeared to be on teacher education, economics, public relations, and sociology textbooks with emphasis on social class, gender, and handicap.

SUMMARY

This literature review addressed race, ethnicity, and gender as the main form of human diversity. Researchers tended to be moving into the direction of integrating multicultural factors to prevent perpetuation of

discrimination and bias by omission. This trend seemed to be an emerging consensus about the definition, meaning, rationale and interpretation of the multicultural education approach to multicultural education.

This literature search also validated the observations of Grant and Sleeter's (1987) excerpt and apparently holds true not only in the professional teacher education textbooks and articles but in the elementary, middle, and secondary textbooks as well.

In addition, the literature seemed to focus upon studies of race, ethnicity, and gender and pointed out the need for studies in language, social class, religion, disability, age and giftedness at all levels of schooling. Although the attention to microcultural factors increased significantly in the late 1970s and 1980s when compared to the late 1960s and early 1970s, more work is warranted.

CHAPTER III

METHODOLOGY

Rationale for Design

The research method proposed for this study was content analysis because (a) it is suited to small scale research, (b) it is easier to obtain textbooks than subjects, (c) data collection and analysis phases are simultaneous, (d) its non-reactive nature reduces the opportunity to bias and distort the data collection process, and (e) it can provide a model for a research project that is significant as well as economical (Borg and Gall, 1983).

Sample

The textbook sample for this study was Banks' (1975, 1987) first and fourth editions of Teaching Strategies for Ethnic Studies.

These textbooks were chosen because (a) they are major professional teacher education texts on multicultural education with distinguished reputations, (b) they are used in graduate schools of education nationwide as documented by adoption histories and publisher projection sheets, (c) the text is in its fifth edition and ideas in the first and fourth editions cut across earlier and later periods, (d) texts were

recommended by leading experts in the field (Gollnick, Grant, and Sleeter), validated, and confirmed via long distance phone calls to editors and publishers of multicultural education materials.

Since demographic changes are responsible for the teaching force becoming less diverse while the student population in schools becomes increasingly ethnic, the need for pre-service curriculum to be multicultural seems more urgent.

Jedamus and Peterson (1980) contend that America's birthrate has been declining among whites and rising among people of color. In addition, the attrition rate for teachers of color is increasing. Women of color appear to be resigning from public education for appointments to higher paying positions, thus leaving the education of diverse ethnic or minority groups in the hands of white women.

Banks (1991) supports these observations when he wrote in his fifth edition of Teaching Strategies for Ethnic Studies:

The nation's changing ethnic texture is having and will continue to have a major influence in its schools and other public and private institutions. By 2020, if current growth trends continue, students of color will make up about 46% of the nation's school age youths. To prepare our students for the multicultural world in which they will live, we must help them develop multicultural literacy and cross-cultural competency (p. xix).

Banks also notes that the major goal of his classic work

is to help teachers acquire knowledge, concepts, strategies, and resources needed to integrate ethnic content into the curriculum.

To date, no attempts have been made to conduct an in-depth analysis of these five editions (1975, 1979, 1984, 1987, 1991). Therefore, this project is further warranted and "too legit to quit."

Instrumentation

The review of the literature dictated the choice and/or development of an instrument (Fox, 1969). Since no instruments were available to fit the needs of this study, the researcher developed six. Five were used by the researcher to collect, compile, and summarize data, the sixth was used by both the researcher and two reviewers to collect data from selected chapters of Banks' (1987) fourth edition to conduct reliability checks.

The following instruments are discussed under the procedural steps (Appendix E - Rater/Reviewer Orientation Package):

1. Appendix A - Data Collection Sheets for the Comparison of Physical Features of Selected Multicultural Education College Textbooks.
2. Appendix B - Comparison of Physical Features of Selected Multicultural Education College Textbooks.
3. Appendix C - Content Analysis Instrument to Determine Attention to Microcultural Factors in Selected Multicultural

College Textbooks Used in the U.S.A.

4. Appendix D - Data Collection Instrument to Record Attention Scores for Microcultural Factors.

5. Appendix E - Content Analysis Instrument to Determine Attention to Microcultural Factors in Selected Multicultural College Textbooks Used in the U.S.A. (p. 7).

Additional instructions for this instrument are found under "Rater Procedural Steps" (pgs. 1, 2 & 3).

6. Appendix F - Letter to Publisher.

Data Collection and Analysis

The design for this study was adapted from a content analysis study conducted by Green and Hurwitz (1980). The researcher's specific application has been outlined in the procedural steps below:

1. Examine the different parts of each textbook by thumbing through the Table of Contents, Appendices, Bibliographies, and Indices.

2. Note the number of chapters, paragraphs, pages, figures, and tables of each text (1975, 1987, 1991) on Appendix A. Total figures and record on Appendix B.

3. Refer to Appendix C. Dependent upon the number of paragraphs in a chapter, 2-5 of these instruments will be needed per chapter for each microcultural factor. Record information at the top of each page.

4. Study Appendix E, pp. 4&5 (Schemes for Classifying

Content).

5. Study Appendix E, p.6 (Sample Paragraph).
6. Study Appendix E, p.9 (Notes on Words).
7. Read each paragraph, count the words, and note number to the left of each paragraph in each textbook.
8. Analyze each paragraph in conjunction with steps 5, 6, and 7.
9. Generate an "attention score" for each microcultural factor in each paragraph.
10. Each paragraph that attends to each microcultural factor receives one point simply because it is a paragraph.
11. An additional point is assigned to each paragraph containing "italics" that attends to each microcultural factor.
12. If a paragraph attending to a microcultural factor has between 100-200 words, two additional points are assigned; paragraphs over 200 words receive three additional points.
13. A paragraph (dependent upon the number of words and presence of italics) can receive 2-5 points for each microcultural factor.
14. Record "attention scores" to the right of each paragraph.
15. Decide if the "attention score" (right of paragraph) should be assigned to the favorable/positive (F/P), negative/unfavorable (N/U), or balanced/neutral (B/N) categories. Note decision to the right of each paragraph in

each textbook.

16. Transfer data from right and left sides of paragraphs in textbooks to Appendix C.

17. Review each chapter in each textbook for attention to each microcultural factor in titles, subtitles, and graphics (charts, illustrations, tables, and figures).

18. If a chapter title attends to a microcultural factor, it receives 3 points. Subtitles receive from 1-2 points (dependent upon size).

19. Record points on titles to the left in each text.

20. Decide if the attention to each microcultural factor is P/F, N/U, or B/N.

21. Note data to the right of each title.

22. Transfer data from textbook to appropriate blanks on Appendix C.

23. If a chapter contains graphics, each graphic receives six points for each microcultural factor it attends.

24. Note points to the left of each graphic.

25. Decide if this attention is P/F, N/U, or B/N.

26. Note data to the right of each graphic.

27. Transfer data to appropriate blanks on Appendix C.

28. The sum of these attention scores for paragraphs (2-5), titles and subtitles (1-3), and graphics constitutes an attention score for each microcultural factor in each chapter of each text.

29. Total scores by chapter and category for the first

and fourth editions (1975, 1987).

30. Transfer data from Appendix C to Appendix D.

31. These scores will provide the raw data for the calculation of independent t-tests.

32. Words in tables of Contents, Prefaces, Indices, Appendices, Bibliographies, End Notes, and irregular text were not counted.

Categories

Budd, et al. (1967) contends that categories are variables which are linked to the problem and theoretical framework. The researcher set-up five topical categories by looking for classification cues in the nature of the problem, specific questions, and sample content.

The five categories which suggested themselves are (a) Definition/Meaning, (b) Rationale, (c) Curriculum, (d) Instruction, and (e) Policy.

Items

Coupled with counting or measurement, analytical items must be classified among various categories (Budd, et al., 1967). The researcher will arrange data to show increases and decreases in attention to microcultural factors (analytical items) among topical categories (Namenworth and Weber, 1987).

The analytical items are the microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) that define the multicultural

education concept for this study.

Direction

Budd et al., (1967) maintains that the determination of direction in content analysis is a frustrating problem because subjectivity is hard to control and can not be eliminated entirely. Simultaneously, content analysis can be extremely productive when direction can be shown in textual passages.

Berelson (1971) supported Budd's (1967) contentions when he wrote: "Although direction is a commonly recognized characteristic of communication content, it is not always easily analyzed in an objective fashion. Many textual passages are not clearly pro or con or neutral; though the borderline is often indistinct" (p. 150).

Budd et al., (1967) also posited and Davitz and Davitz (1977) concurred that determining whether references are favorable, unfavorable, balanced and/or neutral generally depends upon a defined set of categories that follow specific coding rules. The analyst must formulate complete and logical definitions of expressions of attitudes. These definitions must indicate specifically what each category does or does not include. The precision will make it easier to code and classify data. Although these definitions may be subjective, they will signify how the final figures were obtained.

For this study, a combination of Gieber's (1955) and Budd's (1967) negative-positive and favorable, unfavorable, or neutral schemes of classifying content were employed

(Appendix E, pp.3&4).

Some definitions include certain subject categories, such as catastrophes, crime, and accidents under the negative classification. However, from a different perspective, one might classify such articles as positive news, denoting, a dramatic reduction in the rate of crime. Therefore, direction-category definitions must be adaptable enough to take into consideration such an interpretation.

Reliability

An important requirement of content analysis is that it be executed reliably to permit other investigators to follow the same procedures and get similar results (Budd, et. al. 1967).

For this study, there were three different aspects of data analysis in which reliability was estimated: 1. tallying or transcribing specific data, 2. analysis of coding data, and 3. analysis of judgement data. With respect to this, the researcher estimated the reliability with which the data-analysis process could be reliably performed (Fox, 1969) to insure that the potential for sound research was present.

In order to maintain a reasonable degree of objectivity and further satisfy the requirement of reliability and the accuracy of scoring category items, two independent graduate education professionals were enlisted to corroborate the interpretation of Banks' (1987) fourth edition. The reviewers selected were seasoned Elementary School Teachers who have

earned Masters' Degrees and taught within the area's public schools for 20 or more years.

They read, tallied, transcribed, coded, and determined the direction of the same set of data and the percent of times they transcribed units of data identically to the researcher were computed using the following formula:

$$\text{Percent of Agreement} = \frac{\text{No. of Units of Data Transcribed Identically}}{\text{Total No. of Units of Data in Reliability Sample}}$$

A reasonable standard to expect and achieve is 95 percent agreement which sets a five percent error as the maximum level of sound research. While Berelson (1952) found that the range was between 66% and 96%, Zimmerman (1967) found it to be between 70% and 90%. Although Siler (1985) used 50%, Banks (1969) used 64% in his classic dissertation study, and Garcia and Tanner (1985) used 70%, this project established the 65% intermediate range as the minimum acceptable reliability for tallying, coding, and judging the direction of data.

For most coding operations, a sample of 100 units of data (paragraphs) is sufficient to test reliability. However, Isaac and Michael (1984) contend that common error in research design and methodology is the investigator's attempt to collect as much data as possible tends to make excessive demands upon subjects that lead to a refusal to cooperate and participate.

For the reasons cited, 10 paragraphs which generated 30 units of data were selected from Banks' (1987) fourth edition to conduct reliability checks. This textbook was selected

because four review copies were forwarded to the researcher by the publisher and only one expensive copy of Banks' (1975) first edition could be located via computer search for out-of-print texts.

Table 1 presents the reliability figures for a small sample of counts that were taken to check the researcher's counts of Banks' (1987) fourth edition entitled: Teaching Strategies for Ethnic Studies.

In many instances, coding reliability is usually lower than word counts, therefore, the initial counts of the reviewers did not reach the acceptable level of 65% agreement established by the researcher. Hence, not only were the instructions revised but further instructions were clarified via telephone. (Garcia and Tanner, 1985). See Appendix E (Reviewer Orientation Package).

TABLE 1

Interrater Reliability of Instrument
Indicating Percentage of Agreement with Researcher for
Banks' (1987) Fourth Edition

	Percentage of Agreement Counts		
	1	2	3
Reviewers			
1	.63	.66	.76
2	.33	.47	.66

CHAPTER IV

RESULTS

This chapter will present the results of the analysis of data used to test the hypotheses and answer the research question developed for this study.

The purpose of this investigation was to conduct a content analysis of the attention to microcultural factors in Banks' (1975, 1987) first and fourth editions of Teaching Strategies for Ethnic Studies.

Hypothesis I

Banks' (1987) fourth edition will show a significant increase in attention to the nine microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age and giftedness) when compared to Banks' (1975) first edition.

To test Hypothesis I, a series of independent t-tests were used to compute the statistical probability associated with the significance of the difference between the means of Banks' (1987) fourth edition and Banks' (1975) first edition with respect to the nine microcultural factors. The .05 level of significance was established.

Analyses of the t-tests summarized in Table 2 indicated that the mean scores for Banks' (1987) fourth edition are higher in the areas of ethnicity (243.07, 230.85), language

(37.79, 25.77), social class (129.21, 103.62), religion (43.21, 28.15), and age (48.36, 46.23) when compared to Banks' (1975) first edition but not significant at the .05 level. Since $p > .05$, Null Hypothesis I was accepted as the data failed to support Research Hypothesis I. Therefore, Research Hypothesis I was rejected. Table 2 presents a summary of t-tests for microcultural factors.

Table 2
Summary of T-tests for Microcultural Factors

Edition	Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Microcultural Factors							
Race							
1975	13	86.08	67.65	18.76	21	25	.84
1987	14	80.64	66.46	17.76			
Ethnicity							
1975	13	230.85	89.70	24.88	-.41	25	.69
1987	14	243.07	65.38	17.47			
Language							
1975	13	25.77	14.86	1.12	-1.43	25	.16
1987	14	37.79	25.56	7.10			
Gender							
1975	13	102.38	62.21	17.26	.21	25	.83
1987	14	97.29	62.80	16.79			
Social Class							
1975	13	103.62	74.13	20.56	.05	.25	.96
1987	14	129.21	64.60	17.27			
Religion							
1975	13	28.15	25.83	7.16	-.93	25	.36
1987	14	43.21	52.69	14.08			
Disability							
1975	13	9.92	11.64	3.22	.23	25	.82
1987	14	9.07	7.76	2.07			
Age							
1975	13	46.23	39.35	10.91	.15	25	.88
1987	14	48.36	32.24	8.62			
Giftedness							
1975	13	12.62	12.92	3.58	.80	25	.43
1987	14	9.36	7.84	2.10			

Hypothesis II

Banks' (1987) fourth edition will show a significant increase in attention to the nine microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) in five topical categories (Definition/Meaning, Rationale, Curriculum, Instruction, and Policy) when compared to Banks' (1975) first edition.

To test Hypothesis II (partially), a series of independent t-tests were used to compute the statistical probability associated with the significance of the difference between the means of Banks' (1987) fourth edition and Banks' (1975) first edition in five categories with respect to the nine microcultural factors. The .05 level of significance was established.

Analysis of the data indicated that for the first three categories, Meaning/Definition (one chapter), Rationale (two chapters), and Curriculum (two chapters), not enough chapters contributed to the category scores and so no inferential statistics (t-tests) could be computed. There is little or no variability when only a few chapters can be coded and so descriptive statistics were employed. For Meaning/Definition, total raw data (attention scores) for the chapter are reported. For Rationale and Curriculum which each included two chapters, the total average scores (means) for the two chapters are reported. Total attention scores (raw data) for

Meaning/Definition and the means of the total attention scores for Rationale and Curriculum are outlined in Tables 3,4, and 5, respectively.

Table 3

Attention Scores for Microcultural Factors in Category I / Chapter I 44
(Meaning/Definition)

Microcultural Factors	Editions	
	Banks (1975) 1	Banks (1987) 4
	Raw Scores	
Race	7	13
Ethnicity	15	49
Language	0	10
Gender	4	2
Social Class	13	22
Religion	8	16
Disability	0	0
Age	0	0
Giftedness	0	0

Table 4
Summary of Mean Attention Scores for Microcultural Factors
in Category II / Chapters 1 and 2
(Rationale)

Microcultural Factors	Editions			
	Banks (1975)		Banks (1987)	
	\bar{X}	SD	\bar{X}	SD
Race	54	29.70	54.5	37.48
Ethnicity	168	.84	197	70.71
Language	10	2.83	37.5	14.85
Gender	22.5	2.12	10.5	.71
Social Class	107	33.94	109.5	9.19
Religion	26	14.14	33.5	19.09
Disability	3.5	.71	4.5	6.36
Age	12	8.49	10	2.83
Giftedness	7.5	4.95	4.5	6.36

Table 5

Summary of Mean Attention Scores for Microcultural Factors
in Category III / Chapters 3 and 4
(Curriculum)

Microcultural Factors	Editions			
	Banks (1975) 1		Banks (1987) 4	
	\bar{X}	SD	\bar{X}	SD
Race	143	.78	142.5	53.03
Ethnicity	335	17.68	291	56.57
Language	36.5	21.12	54	46.67
Gender	123.5	53.03	78	25.46
Social Class	201	46.67	166.5	101.12
Religion	18.5	4.95	33.5	23.33
Disability	8.5	4.95	8.5	7.78
Age	39.5	37.48	59.5	28.99
Giftedness	24	22.63	12.5	6.36

Tables 6 and 7 present a summary of t-tests for microcultural factors in Categories IV (Instructional Strategies) and Category V (Policy). Analysis of the data indicated that the mean scores for Category IV in the areas of race (17.55, 25.11), ethnicity (110.55, 91.67), language (20.82, 17.67), social class (55.27, 49.00), religion (19.18, 12.56), disability (5.29, 4.22), and age (25.72, 32.67) are higher for Banks' (1987) fourth edition than for Banks' (1975) first edition but not significant at the .05 level.

In Category V, the mean scores in the areas of ethnicity (206.20, 190.13), language (23.50, 16.88), gender (82.80, 80.75), social class (99.10, 97.50), religion (35.60, 23.13), disability (12.40, 12.00), age (1.40, 30.75), and giftedness (10.10, 9.10) are higher for Banks' (1987) fourth edition than for Banks' (1975) first edition but not significant at the .05 level. Since $p > .05$, Null Hypothesis II is accepted as the data failed to support Research Hypothesis II. Therefore, Research Hypothesis II was rejected. A summary of t-tests for microcultural factors categorized are presented in Tables 6 and 7.

Table 6

**Summary of T-tests for Microcultural Factors in
Category IV / Chapters 5 - 15 (Instructional Strategies)**

48

Edition	Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Microcultural Factors							
Race							
1975	9	25.11	20.88	6.96	-.23	18	.82
1987	11	27.55	25.02	7.54			
Ethnicity							
1975	9	91.67	69.29		-.55	18	.59
1987	11	110.55	81.53				
Language							
1975	9	17.67	14.87		-.49	18	.63
1987	11	20.82	13.95				
Gender							
1975	9	62.11	37.83		.07	18	.95
1987	11	61.09	30.28				
Social Class							
1975	9	49.00	27.16	9.05	-.38	18	.71
1987	11	55.27	43.36	13.07			
Religion							
1975	9	12.56	8.88	2.96	-1.08	18	.29
1987	11	19.18	16.50	4.98			
Disability							
1975	9	4.22	6.76	2.25	-.35	18	.73
1987	11	5.27	6.54	1.97			
Age							
1975	9	32.67	19.18	6.39	-.39	18	.70
1987	11	35.73	15.81	4.77			
Giftedness							
1975	9	3.89	3.18	1.06	.10	18	.92
1987	11	3.73	3.85	1.16			

Table 7

**Summary of T-tests for Microcultural Factors in
Category V / Chapters 5 - 14 (Policy)**

49

Edition	Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Microcultural Factors							
Race							
1975	8	68.88	70.30	24.86	.35	16	.73
1987	10	58.20	59.13	18.70			
Ethnicity							
1975	8	190.13	70.50	24.93	-.62	16	.55
1987	10	206.20	38.53	12.19			
Language							
1975	8	16.88	11.15	3.94	-.87	16	.40
1987	10	23.50	18.89	5.97			
Gender							
1975	8	80.75	34.72	12.28	-.12	16	.91
1987	10	82.80	37.94	12.00			
Social Class							
1975	8	97.50	69.61	24.61	-.06	16	.96
1987	10	99.10	53.77	17.00			
Religion							
1975	8	23.13	24.51	8.67	-.07	16	.49
1987	10	35.60	44.95	14.21			
Disability							
1975	8	12.00	12.29	4.35	-.07	16	.94
1987	10	12.40	10.86	3.44			
Age							
1975	8	30.75	22.14	7.83	-.07	16	.94
1987	10	31.40	15.96	5.05			
Giftedness							
1975	8	9.00	12.29	4.35	.20	16	.95
1987	10	10.10	11.43	3.61			

Hypothesis III

Banks' (1987) fourth edition will show a significant increase in attention to the direction (favorable/positive, negative/unfavorable, and balanced/neutral) of nine microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) when compared to Banks' (1975) first edition.

To test Hypothesis III, a series of independent t-tests were used to compute the probability associated with the significance of the difference between the means of Banks' (1987) fourth edition and Banks' (1975) first edition with respect to the direction (favorable/positive, negative/unfavorable, and balanced/neutral) of the nine microcultural factors.

Analyses of t-tests in Table 8 indicated that the mean scores for Banks' (1987) fourth edition were higher for race/balanced (35.79, 30.77), ethnicity/balanced (128.93, 108.23), language/favorable (8.43, 8.31), language/unfavorable (8.14, 6.15), language/balanced (21.21, 13.31), social class/favorable (24.21, 17.23), religion/favorable (9.93, 4.54), religion/unfavorable (6.29, 4.46), religion/balanced (27.00, 19.15), disability/balanced (2.93, 1.92), and age/favorable (10.21, 6.62) when compared to Banks' (1975) first edition. The differences between these means were not statistically significant at the .05 level. Since $p > .05$, Null Hypothesis

III is accepted as the data failed to support Research Hypothesis III. Therefore, Research Hypothesis III was rejected.

Results of the t-tests are presented in Table 8.

Table 8
T-tests for Direction of Microcultural Factors

Edition		Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Microcultural Factors								
Race								
1975	Favorable	13	13.38	19.23	5.33	.31	25	.76
1987		14	11.29	15.87	4.25			
1975	Unfavorable	13	41.92	29.40	8.15	.77	25	.45
1987		14	33.57	26.61	7.11			
1975	Balanced	13	30.77	29.13	8.08	-.42	25	.68
1987		14	35.79	32.17	8.60			
Ethnicity								
1975	Favorable	13	62.54	37.03	10.28	.05	25	.959
1987		14	61.93	22.16	5.92			
1975	Unfavorable	13	60.08	30.84	8.55	.68	25	.50
1987		14	52.99	29.05	7.76			
1975	Balanced	13	108.23	51.91	14.40	-1.02	25	.32
1987		14	128.93	52.99	14.16			
Language								
1975	Favorable	13	6.31	4.59	1.27	-.82	25	.42
1987		14	8.43	8.23	2.20			
1975	Unfavorable	13	6.15	6.67	1.85	-.65	25	.52
1987		14	8.14	8.87	2.37			
1975	Balanced	13	13.31	10.46	2.90	-1.34	25	.19
1987		14	21.21	18.72	5.00			
Gender								
1975	Favorable	13	22.62	20.99	5.82	.39	25	.70
1987		14	19.64	18.91	5.05			
1975	Unfavorable	13	22.62	18.42	5.11	.27	25	.79
1987		14	20.79	17.39	4.65			
1975	Balanced	13	57.15	36.06	10.00	.02	25	.98
1987		14	56.86	38.74	10.35			

Table 8 (cont.)

T-tests for Direction of Microcultural Factors

53

Edition		Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Microcultural Factors								
Social Class								
1975	Favorable	13	17.23	10.71	2.97	-1.39	25	.18
1987		14	24.21	14.94	3.99			
1975	Unfavorable	13	36.69	28.50	7.90	.10	25	.92
1987		14	35.64	23.94	6.40			
1975	Balanced	13	76.69	47.93	13.29	.40	25	.69
1987		14	69.36	46.68	12.48			
Religion								
1975	Favorable	13	4.54	3.69	1.02	-1.07	25	.29
1987		14	9.93	17.74	4.74			
1975	Unfavorable	13	4.46	5.94	1.65	.59	25	.56
1987		14	6.29	9.51	2.54			
1975	Balanced	13	19.15	20.26	5.62	-.79	25	.43
1987		14	27.00	29.73	7.95			
Disability								
1975	Favorable	13	.00	.00	.00	.00	25	1.00
1987		14	.00	.00	.00			
1975	Unfavorable	13	8.00	10.79	2.99	.55	25	.58
1987		14	6.14	6.19	1.65			
1975	Balanced	13	1.92	2.69	.75	-.80	25	.43
1987		14	2.93	3.73	1.00			
Age								
1975	Favorable	13	6.62	7.53	2.09	-1.20	25	.24
1987		14	10.21	7.97	2.13			
1975	Unfavorable	13	9.38	9.53	2.64	.07	25	.94
1987		14	9.14	8.08	2.16			
1975	Balanced	13	30.23	28.36	7.86	.13	25	.90
1987		14	29.00	21.47	5.74			

Table 8 (cont.)

T-tests for Direction of Microcultural Factors

54

Edition	Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Microcultural Factors							
Giftedness							
	Favorable						
1975		5.92	10.33	2.87	.21	25	.83
1987		5.21	6.73	1.80			
	Unfavorable						
1975		3.62	8.36	2.31	.92	25	.37
1987		1.36	3.71	.99			
	Balanced						
1975		3.08	4.03	1.12	.18	25	.86
1987		2.79	4.35	1.16			

Hypothesis IV

Banks' (1987) fourth edition will show a significant increase in attention to the direction (favorable/positive, negative/unfavorable, and balanced/neutral) of nine microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) in five topical categories (Meaning/Definition, Rationale, Curriculum, Instructional Strategies, and Policy) when compared to Banks' (1975) first edition.

To test Hypothesis IV (partially), a series of independent t-tests were used to compute the probability associated with the significance of the difference between the means of Banks' (1987) fourth edition and Banks' (1975) first edition in five categories with respect to the nine microcultural factors. The .05 level of significance was established.

Analysis of the data indicated that for the first three categories, Meaning/Definition (one chapter), Rationale (two chapters), and Curriculum (two chapters), not enough chapters contributed to the category scores and so no inferential statistics (t-tests) could be computed. There is little or no variability when only a few chapters can be coded and so descriptive statistics were employed. For Meaning/Definition, raw data (attention scores) were reported for the three direction areas. For Rationale and Curriculum which each included two chapters, average scores (means) were reported

for the three direction areas.

Attention scores in each of the direction areas for the Microcultural Factors in Category I (Meaning/Definition) and the means for the three direction areas for Category II (Rationale) and Category III (Curriculum) are presented in Tables 9,10, and 11, respectively.

Table 9

Attention Scores for Direction of Multicultural Factors
Category I / Chapter I
(Meaning / Definition)

57

Microcultural Factors	Editions	
	Banks (1975) 1	Banks (1987) 4
Race	Raw Scores	
Favorable	0	0
Unfavorable	0	0
Balanced	7	13
Ethnicity		
Favorable	4	4
Unfavorable	0	2
Balanced	11	43
Language		
Favorable	0	4
Unfavorable	0	0
Balanced	0	6
Gender		
Favorable	0	0
Unfavorable	0	0
Balanced	4	2
Social Class		
Favorable	0	4
Unfavorable	2	2
Balanced	11	16
Religion		
Favorable	0	4
Unfavorable	0	0
Balanced	8	12
Disability		
Favorable	0	0
Unfavorable	0	0
Balanced	0	0
Age		
Favorable	0	0
Unfavorable	0	0
Balanced	0	0
Giftedness		
Favorable	0	0
Unfavorable	0	0
Balanced	0	0

Table 10

**Mean Attention Scores for Direction of Microcultural Factors
in Category II / Chapters 1 and 2)
(Rationale)**

58

Microcultural Factors	Editions			
	Banks (1975) 1		Banks (1987) 4	
	\bar{X}	SD	\bar{X}	SD
Race				
Favorable	11.5	7.78	4.5	2.12
Unfavorable	22.5	17.68	11.5	3.54
Balanced	20.0	4.24	38.5	36.06
Ethnicity				
Favorable	55.0	18.38	33.0	8.49
Unfavorable	35.0	4.24	16.0	2.83
Balanced	78.0	21.21	148.0	76.37
Language				
Favorable	4.0	2.82	3.0	4.24
Unfavorable	2.5	.71	5.5	7.78
Balanced	3.5	4.95	29.0	11.31
Gender				
Favorable	6.5	3.54	3.0	1.41
Unfavorable	2.0	2.83	4.0	0
Balanced	14.0	2.83	3.5	.71
Social Class				
Favorable	18.0	7.07	8.5	12.02
Unfavorable	14.0	2.83	10.5	6.36
Balanced	75.0	24.04	90.5	14.85
Religion				
Favorable	3.0	4.24	3.0	4.24
Unfavorable	4.5	6.36	2.5	3.54
Balanced	18.5	12.02	28.0	19.80
Disability				
Favorable	0	0	0	0
Unfavorable	1.5	2.12	0	0
Balanced	2.0	2.83	4.5	6.36
Age				
Favorable	0	0	0	0
Unfavorable	0	0	0	0
Balanced	12	8.49	10	2.83
Giftedness				
Favorable	4.0	5.66	0	0
Unfavorable	1.5	2.12	0	0
Balanced	2.0	2.83	4.5	6.36

Table 11

**Mean Attention Scores for Direction of Microcultural Factors
in Category III / Chapters 3 and 4
(Curriculum)**

59

Microcultural Factors	Editions			
	Banks (1975) 1		Banks (1987) 4	
	\bar{X}	SD	\bar{X}	SD
Race				
Favorable	20.5	14.85	15.15	12.02
Unfavorable	68.0	2.83	55.0	9.90
Balanced	55.0	16.97	72.0	31.11
Ethnicity				
Favorable	124.0	60.81	67.5	21.92
Unfavorable	68.5	36.06	53.0	35.35
Balanced	143.0	42.43	170.5	43.13
Language				
Favorable	9.0	7.07	7.0	1.41
Unfavorable	2.0	2.83	2.0	2.83
Balanced	25.5	2.12	45.0	42.43
Gender				
Favorable	52.0	18.38	13.5	3.53
Unfavorable	18.5	12.02	13.0	1.41
Balanced	53.0	22.63	51.5	23.33
Social Class				
Favorable	34.5	3.54	23.0	8.49
Unfavorable	70.0	43.84	46.0	18.38
Balanced	96.5	6.36	97.5	74.25
Religion				
Favorable	4.5	.71	4.5	21.12
Unfavorable	6.0	8.49	13.5	16.26
Balanced	8.0	2.83	15.5	4.95
Disability				
Favorable	0	0	0	0
Unfavorable	6.5	2.12	5.0	7.07
Balanced	2.0	2.83	3.5	.71
Age				
Favorable	15.0	12.73	16.5	12.02
Unfavorable	9.0	7.07	13.5	7.78
Balanced	15.5	17.68	29.5	9.19
Giftedness				
Favorable	18.0	25.46	4.0	5.66
Unfavorable	4.0	5.66	6.5	9.19
Balanced	2.0	2.83	2.0	2.83

Tables 12 and 13 present the t-tests for Category IV (Instructional Strategies) and Category V (Policy), respectively. In Category V (Policy), the mean score representing the favorable age score is higher (8.10) for Banks' (1987) fourth edition than for Banks' (1975) first edition (4.00). The difference between these two means was close to significance but not significant at the .05 level. Although approximately one half of these scores were higher for Banks' (1987) fourth edition when compared to Banks' (1975) first edition, there were no statistically significant tests. Since $p > .05$ (.07), Null Hypothesis IV was accepted as the data field to support Research Hypothesis IV. Therefore, Research Hypothesis IV was rejected.

Results of the t-tests for Category IV (Instructional Strategies) and Category V (Policy) are presented in Tables 11 and 12.

Table 12

**T-tests for Direction of Microcultural Factors
in Category IV / Chapters 5 - 15 (Instructional Strategies)**

61

Edition	Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob	
Microcultural Factors								
Race								
1975	Favorable	9	3.22	4.35	1.45	-0.37	18	.71
1987		11	4.09	5.74	1.73			
1975	Unfavorable	9	10.67	13.12	4.38	.02	18	.88
1987		11	10.55	12.49	3.77			
1975	Balanced	9	11.22	10.65	3.55	-0.31	18	.76
1987		11	12.90	10.55	3.91			
Ethnicity								
1975	Favorable	9	18.89	23.97	7.99	-0.67	18	.51
1987		11	27.00	29.38	8.85			
1975	Unfavorable	9	17.78	20.71	6.90	.39	18	.70
1987		11	22.27	28.93	8.72			
1975	Balanced	9	55.00	32.78	10.93	-0.40	18	.69
1987		11	61.27	36.37	10.97			
Language								
1975	Favorable	9	4.00	2.65	.88	-1.12	18	.28
1987		11	5.82	4.24	1.28			
1975	Unfavorable	9	3.78	7.51	2.50	.07	18	.94
1987		11	3.55	6.83	2.06			
1975	Balanced	9	9.89	7.62	2.54	-0.50	18	.62
1987		11	11.45	6.44	1.94			
Gender								
1975	Favorable	9	7.00	7.16	2.39	.58	18	.57
1987		11	8.82	6.75	2.04			
1975	Unfavorable	9	7.00	9.96	3.32	-0.19	18	.85
1987		11	8.09	14.25	4.30			
1975	Balanced	9	48.11	31.07	10.36	.31	18	.76
1987		11	44.18	26.40	7.96			

Table 12 (cont.)

**T-tests for Direction of Microcultural Factors
in Category IV / Chapters 5 - 15 (Instructional Strategies)**

62

Edition	Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Microcultural Factors							
Social Class							
Favorable							
1975	9	4.78	7.26	2.42	-1.35	18	.20
1987	11	11.91	14.41	4.34			
Unfavorable							
1975	9	7.78	8.87	2.96	-.76	18	.46
1987	11	13.64	21.72	6.55			
Balanced							
1975	9	36.44	18.68	6.23	.71	18	.49
1987	11	29.73	22.83	6.88			
Religion							
Favorable							
1975	9	1.89	3.76	1.25	-.69	18	.50
1987	11	3.64	6.73	2.03			
Unfavorable							
1975	9	.00	.00	.00	-1.31	18	.21
1987	11	1.83	4.14	1.25			
Balanced							
1975	9	10.67	9.43	3.15	-.67	18	.51
1987	11	13.73	10.73	3.27			
Disability							
Favorable							
1975	9	.00	.00	.00	.00	18	1.00
1987	11	.00	.00	.00			
Unfavorable							
1975	9	2.67	4.12	1.37	-.49	18	.63
1987	11	3.64	4.57	1.37			
Balanced							
1975	9	1.56	3.01	1.00	-.06	18	.96
1987	11	1.64	3.41	1.03			
Age							
Favorable							
1975	9	4.00	6.00	2.00	-.60	18	.56
1987	11	5.55	5.56	1.68			
Unfavorable							
1975	9	1.78	2.39	.80	-.60	18	.55
1987	11	2.56	3.14	.95			
Balanced							
1975	9	26.89	17.53	5.84	-.10	18	.92
1987	11	27.64	15.08	4.55			

Table 12 (cont.)

**T-tests for Direction of Microcultural Factors
in Category IV / Chapters 5 - 15 (Instructional Strategies)**

63

Edition	Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Microcultural Factors							
Giftedness							
	Favorable	<hr/>					
1975	9	1.56	3.13	1.04	-.38	18	.71
1987	11	2.18	4.05	1.22			
	Unfavorable	<hr/>					
1975	9	.67	2.00	.68	.14	18	.89
1987	11	.55	1.81	.55			
	Balanced	<hr/>					
1975	9	1.67	2.65	.88	.65	18	.52
1987	11	1.00	1.95				

Table 13

**T-tests for Direction of Microcultural Factors
in Category V / Chapters 5 - 14 (Policy)**

64

Edition		Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Microcultural Factors								
Race								
1975	Favorable	8	11.50	21.92	7.75	.08	16	.94
1987		10	10.80	16.84	5.33			
1975	Unfavorable	8	37.25	30.66	10.84	.64	16	.53
1987		10	28.70	26.28	8.31			
1975	Balanced	8	20.13	27.36	9.67	.13	16	.90
1987		10	18.70	19.66	6.21			
Ethnicity								
1975	Favorable	8	50.63	19.07	6.74	-1.56	16	.14
1987		10	64.30	17.95	5.68			
1975	Unfavorable	8	67.00	26.86	9.50	.50	16	.62
1987		10	61.00	23.94	7.57			
1975	Balanced	8	72.50	38.89	13.75	.57	16	.58
1987		10	80.90	23.65	7.48			
Language								
1975	Favorable	8	4.00	3.07	1.09	-.82	16	.42
1987		10	6.20	7.01	2.22			
1975	Unfavorable	8	7.38	5.68	2.00	-.76	16	.46
1987		10	9.80	7.42	2.35			
1975	Balanced	8	5.50	7.82	2.77	-.56	16	.58
1987		10	7.50	7.18	2.27			
Gender								
1975	Favorable	8	17.25	16.75	5.92	-.13	16	.90
1987		10	18.30	16.49	5.22			
1975	Unfavorable	8	29.38	17.70	6.26	.17	16	.87
1987		10	28.00	17.30	5.47			
1975	Balanced	8	34.13	13.41	4.74	-.31	16	.76
1987		10	36.50	18.41	5.82			

Table 13 (cont.)

**T-tests for Direction of Microcultural Factors
in Category V / Chapters 5 - 14 (Policy)**

65

Edition		Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Microcultural Factors								
Social Class								
	Favorable							
1975		8	14.25	8.41	2.98			
1987		10	23.20	14.44	4.57	-1.56	16	.14
	Unfavorable							
1975		8	36.00	23.35	8.26			
1987		10	39.30	21.23	6.71	-.31	16	.76
	Balanced							
1975		8	47.25	45.94	16.24			
1987		10	36.60	29.63	9.37	.60	16	.56
Religion								
	Favorable							
1975		8	4.75	3.81	1.35			
1987		10	11.10	15.00	4.74	-1.16	16	.26
	Unfavorable							
1975		8	4.63	6.39	2.26			
1987		10	5.60	6.04	1.91	-.33	16	.74
	Balanced							
1975		8	13.75	17.23	6.09			
1987		10	18.90	25.35	8.02	-.49	16	.63
Disability								
	Favorable							
1975		8	.00	.00	.00			
1987		10	.00	.00	.00	.00	16	1.00
	Unfavorable							
1975		8	10.25	10.91	3.86			
1987		10	10.20	10.88	3.44	.01	16	.99
	Balanced							
1975		8	1.75	3.15	1.11			
1987		10	2.20	3.91	1.23	-.26	16	.80
Age								
	Favorable							
1975		8	4.00	4.63	1.64			
1987		10	8.10	4.33	1.37	-1.94	16	.07
	Unfavorable							
1975		8	12.25	8.73	3.09			
1987		10	10.90	6.94	2.19	.37	16	.72
	Balanced							
1975		8	14.50	15.09	5.34			
1987		10	12.40	11.36	3.59	.34	16	.74

Table 13 (cont.)

**T-tests for Direction of Microcultural Factors
in Category V / Chapters 5 - 14 (Policy)**

66

Edition	Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Microcultural Factors							
Giftedness							
Favorable							
1975	8	2.38	3.54	1.25	-.93	16	.37
1987	10	4.50	5.64	1.78			
Unfavorable							
1975	8	4.50	10.52	3.72	.51	16	.62
1987	10	2.50	6.10	1.93			
Balanced							
1975	8	2.12	3.23	1.14	-.48	16	.64
1987	10	3.10	4.91	1.55			

Hypothesis V

Banks' (1987) fourth edition will show a significant increase in physical characteristics (number of pages, paragraphs, figures, and tables) when compared to Banks' (1975) first edition.

To test Hypothesis V, a series of independent t-tests were used to compute the statistical probability associated with the significance of the difference between the means of Banks' (1987) fourth edition and Banks' (1975) first edition with respect to four physical characteristics. The .05 level of significance was established.

Analysis of the t-tests in Table 14 indicated that although the mean scores representing the number of paragraphs (61.07, 53.58), figures (.93, .33), and tables (2.20, 1.42) were higher for Banks' 1987 fourth edition when compared to Banks' (1975) first edition, the difference is not significant at the .05 level. Since $p > .05$, Null Hypothesis V was accepted as the data failed to support Research Hypothesis V. Therefore, Research Hypothesis V was rejected. Table 14 presents the t-tests computed for these physical characteristics.

Table 14

**T-tests for Physical Characteristics of Banks
(1975) First and Banks (1987) Fourth Editions**

68

Physical Characteristics	Cases	Mean	SD	SE	t value	D of F	2 - Tail Prob
Pages							
1975	12	38.08	12.02	3.47	1.17	25	.25
1987	15	33.60	7.89	2.04			
Paragraphs							
1975	12	53.58	13.66	3.94	-1.37	25	.18
1987	15	61.07	14.36	3.71			
Figures							
1975	12	.33	.65	.19	-1.20	25	.24
1987	15	.03	1.62	.42			
Tables							
1975	12	1.42	1.31	.38	-1.27	25	.22
1987	15	2.20	1.78	.46			

SUMMARY

The analysis of the data presented in this chapter examined the results of independent t-tests and raw (attention) scores relative to the hypotheses. Although in many instances, mean scores were higher for Banks' (1987) fourth edition when compared to Banks' (1975) first edition, the differences are not statistically significant.

Null Hypotheses I through V were accepted at the .05 level of significance as the data failed to support Research Hypotheses I-V. Therefore, Research Hypotheses I-V were rejected. This implied that there were no real differences between Banks' (1975) first and Banks' (1987) fourth editions.

CHAPTER 5

SUMMARY, DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter will present a summary of the study by discussing the conclusions derived from the findings as well as offering implications for educational practice and recommendations for further research.

SUMMARY

This study was designed to conduct a content analysis of the attention to microcultural factors in selected multicultural education textbooks used in the United States to seek an answer to the following question: Are there significant differences in attention to nine microcultural factors in the first (1975) and fourth (1987) editions of Teaching Strategies for Ethnic Studies?"

An indepth analysis of the attention to microcultural factors of Banks' (1975, 1987) first and fourth editions and a superficial analysis of Banks (1991) fifth edition with respect to physical characteristics (pages, paragraphs, figures, and tables) was conducted.

To test Hypotheses I-V, a series of independent t-tests

were used to compute the statistical probability associated with the significance of the difference between the means of Banks' (1987) fourth edition and Banks' (1975) first edition with respect to the nine microcultural factors.

Since no statistically significant differences were found between Banks' (1975, 1987) two editions, Null Hypotheses I-V were accepted at the .05 level as the data failed to support the research hypotheses. Therefore, Research Hypotheses I-V were rejected.

DISCUSSION OF FINDINGS

Hypothesis I

Banks' (1987) fourth edition will show a significant increase in attention to nine microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) when compared to Banks' (1975) first edition.

Since the difference between Banks' (1975, 1987) first and fourth edition mean scores were not statistically significant at the .05 level, the null hypothesis was accepted as the data failed to support the research hypothesis. Therefore, Research Hypothesis I was rejected.

However, analysis of t-tests indicated that the mean scores for Banks' (1987) fourth edition were higher for five [ethnicity (243.07, 230.85), language (32.79, 25.77), social class (129.21, 103.62), religion (43.21, 28.15), and age (48.36, 46.23)] of nine (56%) microcultural factors when compared to Banks' (1975) first edition. This finding partially concurs with Grant and Sleeter (1987) who found race and ethnicity to be the main forms of human diversity. It is noted that ethnicity received the highest mean score in both editions and suggests a trend toward increased attention to microcultural factors in the later edition.

Hypothesis II

Banks' (1987) fourth edition will show a significant increase in the attention to nine microcultural factors (race,

ethnicity, language, gender, social class, religion, disability, age and giftedness) in five topical categories (Definition/Meaning, Rationale, Curriculum, Instruction, and Policy) when compared to Banks' (1975) first edition.

Inferential statistics could not be computed for the first three categories [Meaning/Definition (one chapter), Rationale (two chapters), and Curriculum (two chapters)] because not enough chapters contributed to the inferential category scores. There is no variability when only one chapter is coded and little variability when two chapters are coded, so descriptive statistics were reported.

Table 3 for Category I/Chapter 1 (Meaning/Definition) in Banks' (1987) fourth edition shows the qualitative raw data. This table indicates that the attention scores for five [race (13, 7), ethnicity (49, 15), language (10, 0), social class (22, 13), and religion (16, 8)] of nine (56%) microcultural factors were higher when compared to Banks' (1975) first edition.

A scan of mean attention scores in Table 4 for Category II/Chapters 1,2 (Rationale) in Banks' (1987) fourth edition indicated that the mean for six [race, (54.5, 54.0), ethnicity (197.0, 168.0), language (37.5, 10.0), social class (109.5, 107.0), religion (33.5, 26.0), and disability (4.5, 3.5)] of nine (67%) microcultural factors are higher when compared to Banks' (1975) first edition.

An inspection of mean attention scores in Table 5 for

Category III/Chapters 3,4 (Curriculum) in Banks' (1987) fourth edition shows that the mean for three [language (54.0, 36.5) religion (33.5, 18.5), and age (59.5, 39.5)] of nine (33%) microcultural factors were higher when compared to Banks' (1975) first edition.

The findings tend to support Grant and Sleeter (1985) as well as Grant, Sleeter, and Anderson (1986) who argue that increased attention to one or more factors may lead to bias towards others, particularly if attention is not integrated across microcultural factor lines.

Tables 6 and 7 summarizes t-tests for Category IV/Chapters 5-15 and Category V/Chapters 5-14 for Instructional Strategies and Policy. Mean scores for Banks' (1987) fourth edition are higher for seven and eight (77%, 89%) out of nine microcultural factors, respectively when compared to Banks' (1975) first edition. Although these scores were higher for the (1987) edition when compared to the (1975) edition, the difference between these means was not statistically significant at the .05 level. Therefore, the Null Hypothesis was accepted as the data failed to support the research hypothesis. Therefore, Research Hypothesis II was rejected.

The findings of this study appear to be consistent with Fitzgerald (1980) and further documented by Vitz (1986) as well as Grant and Sleeter (1987) who found extreme variability in the treatment of microcultural factors.

Hypotheses III

Banks' (1987) fourth edition will show a significant increase in attention to the direction (favorable/positive, negative/unfavorable, and balanced/neutral) of nine microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) when compared to Banks' (1975) first edition.

Analyses of t-tests in Table 8 indicated that the mean score for Banks' (1987) fourth edition were higher for six [race/balanced (35.79, 30.77), ethnicity/balanced (128.93, 108.23), language/favorable (8.43, 6.31), language/unfavorable (8.14, 6.15), language/balanced (21.21, 13.31), social class/favorable (24.21, 17.23), religion/favorable (9.93, 4.54), religion/unfavorable (6.29, 4.46), religion/balanced (27.00, 19.15), disability/balanced (2.93, 1.92), and age/favorable (10.21, 6.62)] out of nine (67%) microcultural factors in 11 out of 27 direction areas (41%) when compared to Banks' (1975) first edition. However, Banks' (1987) fourth edition showed a decrease in attention to social class in two out of three direction areas [unfavorable (35.64, 36.69) and balanced (69.36, 76.69)], to gender in all three direction areas [favorable (19.64, 22.62), unfavorable (20.79, 22.62), and balanced (56.86, 59.15)], and to disability in one [unfavorable (6.14, 8.00)] of three direction areas when compared to Banks' (1975) first edition.

Since the difference between these means were not

statistically significant at the .05 level, Null Hypothesis III was accepted as the data failed to support the research hypothesis. Therefore, Research Hypothesis III was rejected.

These results helped to demonstrate the trend towards increased attention to microcultural factors in Banks' (1987) fourth edition and tends to be consistent with Grant, Sleeter, and Anderson's (1986) finding that more attention should be given to social class, gender, and handicap.

Hypothesis IV

Banks' (1987) fourth edition will show a significant increase in attention to the direction (favorable/positive, negative/unfavorable, and balanced/neutral) of nine microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) in five topical categories (Meaning/Definition, Rationale, Curriculum, Instruction, and Policy) when compared to Banks' (1975) first edition.

For the first three categories, Meaning and Definition (one chapter), Rationale (two chapters), and Curriculum (two chapters), not enough chapters contributed to the category scores so no inferential statistics could be computed. There is no variability when only one chapter can be coded and little or no variability when only a few chapters can be coded and so descriptive statistics were employed.

For Category I/Chapter 1 (Meaning and Definition),

qualitative raw data (attention scores) were reported for the three direction areas for each microcultural factor in Table 9. An examination of this table revealed that attention scores for the fourth edition are higher for five out of nine factors (55%) in eight of 27 areas (30%): race/balanced (13, 7), ethnicity/balanced (43, 11), language/favorable (4, 0), language/balanced (6, 0), social class/favorable (4, 0), social class/balanced (16, 11), religion/favorable (4, 0), and religion/balanced (12, 8).

Contrarily, attention scores were lower for only one out of nine (11%) factors in one out of 27 areas (4%): gender/balanced (2, 4). Further analysis shows that three (disability, age, giftedness) out of nine factors (33%) received absolutely no attention in nine of 27 direction areas (33%) in both editions. Moreover, seven out of nine factors (78%) received no attention in 14 of 27 areas (52%) in either the earlier or later editions.

For Category II/Chapter 1,2 for Rationale, average attention scores were reported for the three areas for each factor in Table 10. Close analysis revealed that average scores are higher for nine out of nine (100%) factors in 14 of 27 (52%) areas for the earlier edition. Further analysis showed that average scores were higher for eight of nine (89%) factors in nine out of 27 (33%) areas in the later edition. Even closer scrutiny revealed that two out of nine (22%) factors (disability and age) received absolutely no attention

in all three areas in both editions.

For Category III/Chapters 3,4 (Curriculum), average attention scores (means) were reported for three direction areas for each microcultural factor in Table 11. An inspection of these scores revealed that they were higher for seven of nine (78%) factors in 11 of 27 (41%) areas in Banks' (1987) fourth edition. A close look at the data showed that one of nine factors (11%) received absolutely no attention in one direction area in both editions (disability/favorable).

For Category IV/Chapters 5-15 (Instructional Strategies), t-tests were reported in Table 12 for each microcultural factor in three direction areas. An inspection showed that the mean scores for nine out of nine (100%) factors in 20 out of 27 (74%) areas were higher for Banks' (1987) fourth edition when compared to Banks' (1975) first edition. However, the differences between these means were not statistically significant at the .05 level.

For Category V/Chapters 5-14 (Policy), t-tests were reported in Table 13 for each microcultural factor in three direction areas. The table showed that the mean scores for eight out of nine factors (89%) in 16 of 27 areas (59%) were higher for Banks' (1987) fourth edition when compared to Banks' (1975) first edition. The mean score for age/favorable was higher (8.10) for the later edition than for the earlier edition (4.00). The difference between these two means approached statistical significance at the .05 level.

Since there were no significant tests in Categories IV and V, Null Hypotheses IV was accepted as the data failed to support the research hypotheses. Therefore, Research Hypothesis IV was rejected. These findings lent further credence to Fitzgerald's (1980) argument that microcultural factors are not treated equitably in the literature.

Hypothesis V

Banks' (1987) fourth edition will show a significant increase in attention to physical characteristics (pages, paragraphs, figures, tables) when compared to Banks' (1975) first edition. A series of independent t-tests were used to compute the statistical probabilities associated with the significance of the difference between the means of these textbook features.

An analysis of Table 14 revealed that although the mean scores of the physical characteristics were higher in the later edition when compared to the earlier edition, the differences were not statistically significant at the .05 level. Null Hypothesis V was accepted as the data failed to support Research Hypothesis V. Therefore, Research Hypothesis V was rejected.

This finding suggests that although the later edition was expanded, revised, and updated, it is not likely that any true differences exist between Banks' (1975) first and Banks' (1987) fourth editions. This finding appears to be consistent with the earlier findings of this study indicating that there

were no significant differences between the mean scores of the two editions relative to the attention to nine microcultural factors.

FURTHER DISCUSSION

There are over 100 ethnic groups representing thousands of microcultural factors in the United States (Banks, 1975, 1987, 1991). Although Banks' (1987) fourth edition was reorganized, revised, and updated by combining and expanding several chapters, it is speculated that if this edition contained additional chapters depicting (for example) "the tremendous, cultural, ethnic, and racial differences both between and within the various Hispanic groups" (Banks, 1984, p.4) not only from Mexico, Cuba, and Puerto Rico, but from El Salvador, the Dominican Republic, Columbia, Venezuela, etc., it is likely that differences between the two means of the two textbooks would have at least approached statistical significance more often.

It is also noted that had this textbook been expanded even further (realizing publisher limitation) to include a chapter (for example) on Korean Americans under Part V (Asian Americans) who according to the 1980 Census totaled 357,393 (0.2%) compared to Native Hawaiians who totaled 172,346 (0.1%) of the U.S. population, it is likely that statistically significant differences would have been found (Banks, 1987).

For comparative purposes, the physical characteristics (pages, paragraphs, figures, and tables) of Banks' (1991)

fifth edition was also analyzed using a series of independent t-tests. Analysis of the t-tests indicated that the difference between Banks' (1991) fifth edition and Banks' (1975) first edition mean score with respect to tables approaches significance (2.73, 1.42), at the .05 level. Although the mean score representing the number of pages (32.53, 38.08) is lower for Banks' (1991) fifth edition when compared to Banks' (1975) first edition and the mean scores representing the number of figures (1.13, .33) were higher for Banks' (1991) fifth edition when compared to Banks' (1975) first edition, the difference was not significant at the .05 level. However, the difference between Banks' (1991) fifth edition and Banks' (1975) first edition mean score with respect to paragraphs (67.13, 53,58) was significant at the .05 level.

Even though Banks (1991) fifth edition has been expanded to include sections on Central and South America, no additional chapters were added. While both Banks' (1987, 1991) fourth and fifth editions contained 15 chapters each, Banks' (1975) first edition contained 12 chapters. Banks' (1991) fifth edition contained 41 tables as opposed to 17 in Banks' (1975) first edition. Banks' (1991) fifth edition contained 1007 paragraphs as opposed to 643 in Banks' (1975) first edition. These descriptive statistics are noteworthy as it is interesting that Banks' (1991) fifth edition approaches and achieves statistical significance relative to

these tables and paragraphs, respectively. This suggests that if Banks' (1991) fifth edition were analyzed in depth and compared to Banks' (1975) first edition, statistically significant differences could possibly be found relative to the attention given microcultural factors.

Research Question

The purpose of this study was to conduct a content analysis of the attention to nine microcultural factors (race, ethnicity, language, social class, gender, handicap, religion, age, and giftedness) in selected multicultural education textbooks used in the United States to seek an answer to the following question: Are there significant differences in attention to nine microcultural factors in the first (1975) and fourth (1987) editions of Teaching Strategies for Ethnic Studies?"

The results of this study revealed that although there were no statistically significant differences between the mean scores of the two editions, the findings indicated an emerging consensus relative to the multicultural education concept embedded in textbooks. The concept is evolving and flexible as evidenced (for example) in the titles in the Table of Contents of Banks' (1975, 1987, 1991) first, fourth, and fifth editions, respectively: Key concepts for Ethnic Studies, Key Concepts for the Multiethnic Curriculum, Key Concepts for the Multicultural Curriculum. It is apparently dictated by demographic trends in the population and mandated by people

of color as evidenced by Banks' (1975, 1987, 1991) citations from the U.S. Census Bureau.

Definition

In this study, multicultural education was defined as practices and policies that recognized, accepted, and affirmed human differences and similarities related to nine microcultural factors (race, ethnicity, gender, social class, religion, disability, language, age, and giftedness (Sleeter and Grant, 1988; Gollnick and Chinn, 1990; and Banks, 1991).

Multicultural Education was conceptualized broadly as opposed to narrowly which suggests an education that limits, restricts, and supplements its meaning, rationale, and interpretation. It is rather, comprehensive, promotes respect for diversity, penetrates, integrates, and pervades all aspects of the curriculum.

In addition, multicultural education embraces the concepts implied by ethnicity, multiethnicity, human relations, single group studies, intergroup studies, cross-cultural studies, cultural pluralism, multilingualism, as well as globalism (Grant, 1978).

Defined broadly, multicultural education is flexible, descriptive, and prescriptive. It gives directions to educational administrators, specialists, professors, and teachers for programmatic implementation that are apparently dictated by demographic trends and mandated by microcultural

factors.

The results of this study could be viewed as indicating that the emerging consensus relative to the definition of multicultural education is that it is looked at in a broad sense by virtue of increased attention (though not statistically significant) to approximately 66% of the microcultural factors in Banks' (1987) fourth edition when compared to Banks' (1975) first edition of Teaching Strategies for Ethnic Studies.

Meaning

Grant, Sleeter, and Anderson (1986) argued that multicultural education has many meanings, urged educators to clarify the meaning adopted, and recommended the use of their typology cited in the theoretical framework to differentiate between the different approaches to the term.

Terms serve as a foundation for conceiving, perceiving, and understanding educational concepts. They usually have multiple meanings and convey various ideas to different people. Frequently, this multiple meaning approach results in programs that are "conceptualized weakly, designed poorly, and misinterpreted widely" (Grant, 1978, p.46).

To prevent potential programmatic failure, misunderstandings, and misinterpretations, multicultural education must be clearly defined and appropriately directed to assure and ensure the logical connotation (exact) and denotation (extension) of its meaning in textbooks.

Therefore, an effort was made in this study to ensure that the terms in the hypotheses and main question could be referred either directly or indirectly to observable, empirical, and verifiable events by virtue of increased attention to microcultural factors that define the field of multicultural education operationally and objectively.

The results of this study could be looked upon as indicating that the emerging consensus relative to the meaning of multicultural education changes, evolves, and fluctuates and depends upon the accelerated pace of demographic trends and variables.

Thus, the nation's changing ethnic texture will continue to have major implications for agency directors, school administrators, coordinators and supervisors, textbook publishers, etc. who attempt to integrate multicultural perspectives into practices and policies.

Rationale

In a nation which was built upon diversity, one of the basic principles of American democracy has been that every individual has the right to self-actualization. The belief that all people must be accorded respect regardless of their microcultural factor backgrounds is based upon the premise that every citizen has intrinsic worth (Grant, 1978).

With the ethnic texture of the United States changing so rapidly, our society must instill and maintain respect for diversity through the development of multicultural education

curriculum, programs, and policies that are appropriate, flexible, and unbiased.

Immigration to the United States has increased tremendously since the enactment of the Immigration Reform Act of 1965. Most new immigrants are coming from Spanish-speaking Latin American and Asian countries as opposed to Europe. Banks (1991) states that between 1981 and 1986, 89% of the immigrants came from non-European countries compared to 11% from Europe. In addition, 85% of the immigrants came from Asia and nations in the Americas, 47% and 38% respectively.

Results of this study could be seen as indicating that the rationale for multicultural education is expressed (though not statistically demonstrated) in increased attention to both minor and major ethnic groups. Banks' (1975) first edition devoted seven chapters to seven ethnic groups (Native, European, African, Mexican, Asian, Puerto Rican, and Cuban Americans) compared to Banks' (1987, 1991) fourth and fifth editions which each devoted ten chapters to ten ethnic groups (American, Indians, Native Hawaiians, African, European, Jewish, Mexican, Puerto Rican, Cuban, Asian, and Indo-chinese Americans).

Although no new chapters were added to Banks' (1991) fifth edition to reflect the influx of new immigrants, the author did indicate that information on Central and South Americans were added to the Introductory Section for Part IV, "Hispanic Americans: Concepts and Strategies" (Banks, 1991, pp. 305-309).

Since 1970, almost one million immigrants from El Salvador, Guatemala, Columbia, Guyana, and Ecuador have entered the United States, it is speculated that Banks sixth edition will likely reflect this increase by adding more chapters.

Interpretation

The textbook is the primary source of information as well as the interpretation of basic educational, social, and political concepts and issues. Since content and interpretations differ from textbook to textbook, periodic analysis should be conducted to determine the definition, meaning, and rationale for emerging concepts subject to revision by changing demographics (Payne, 1977).

This study found no statistically significant differences between Banks' (1975) first edition and Banks (1987) fourth edition which could be interpreted to mean that the concept has not changed over a 12 year period. However, the results of this study did demonstrate an obvious trend that supported the research hypotheses and manifested itself in increased attention to microcultural factors, physical characteristics as well as the addition of several more chapters in the later edition. The inclusion of several more chapters on (especially on Definition/Meaning, Rationale, and Curriculum) focusing on minor/major groups would have probably increased the study's chances of approaching and obtaining statistically significant differences between the earlier (1975) and later (1987) editions.

CONCLUSIONS

In view of the finding that there were no statistically significant differences between the first (1975) and fourth (1987) editions, it seemed appropriate to conclude that the content of the two editions was basically the same.

Since the fourth (1987) edition was expanded, revised, and updated, these changes probably reflected higher mean attention scores in many instances when compared to the first (1975) edition.

The results of this study seem to support the notion that the definition, meaning, rationale, and interpretation of the multicultural education concept is evolving and apparently dictated by demographic trends that tend to slowly force increasing attention to microcultural factors in the later editions.

IMPLICATIONS FOR EDUCATIONAL PRACTICE

Based upon the findings of this study, the following practical applications and implications are outlined:

1. Before adopting for primary or secondary classroom use, earlier and later editions of the same textbook should be examined to determine if the edition that changes least is best (or vice versa) in conveying demographic trends, ethnic texture, new concepts, developments, issues, and policies.

2. Later editions should perhaps demonstrate increases in attention to key factors, issues, and "isms" to strengthen appeal to teacher education candidates, seasoned teachers,

agency directors, as well as school administrators, coordinators and supervisors who are preparing to integrate multicultural content and policies into their curriculums and programs.

3. Educators should be more selective in choosing textbooks to convey definitions, meanings, rationales, understandings, and interpretations of the multicultural education concept as microcultural factors may not receive the expected attention in later editions.

RECOMMENDATIONS FOR FURTHER RESEARCH

In view of the limitations of this research, the following recommendations were made:

1. This study might replicated by researchers of different ethnic persuasions to conduct comparative analyses to determine if perspectives affect attention scores, particularly in direction area assignments.

2. It might be beneficial to replicate the study substituting the fifth (1991) edition to determine if there are any statistically significant differences relative to the attention to microcultural factors when compared to the first (1975) edition.

3. It might be useful to conduct indepth analyses of textbooks classified under Grant, Sleeter, and Anderson's (1986) typology of approaches to multicultural education cited in the theoretical framework to provide greater generalizability of results.

4. It might be possibly helpful to conduct a content analysis using different statistical techniques to determine if there are any statistical significant differences between the first (1975) and fourth (1987) editions based upon the frequency of microcultural factors. For example, record the frequency of microcultural factors and apply the Chi-square (X^2) test in the form of crossbreaks to determine whether observed frequency distributions are different from theoretical or expected distributions other than chance. Compare results to the present study.

5. This study might be replicated substituting an estimated word count (perhaps calculated by averaging the total number of words in 5-10 randomly chosen pages or calculating the total number of words using a vertical measurement of columns in regular text) rather than taking an actual count which proved to be too time-consuming and tedious.

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APPENDIX A

DATA COLLECTION SHEET FOR THE COMPARISON OF PHYSICAL FEATURES OF SELECTED MULTICULTURAL EDUCATION COLLEGE TEXTBOOKS

Directions: This data collection instrument will be used by the researcher to collect information from each textbook in the sample.
 Figures will be totalled and transferred to Appendix B.

Banks (1975)						Banks (1987)						Banks (1991)					
T of C						T of C						T of C					
Preface						Preface						Preface					
Parts						Parts						Parts					
Chapters	Pages	Paras	Figs	Tables	Ann Biblio	Chapters	Pages	Paras	Figs	Tables	End N	Chapters	Pages	Paras	Figs	Tables	End N
Trends 1						R. Trs. Gs 1						Goals 1 Trends					
Goals 2						ME C 2						MC-C 2					
Key Cons 3						Key Cons 3						Key Cons 3					
Ocean & Plan 4						Plan ME C 4						Plan MC Cur 4					
Native-A 5						Am-I 5						Am-I 5					
Europ-A 6						Nat-Haw 6						Nat-Haw 6					
Afro-A 7						Afro-A 7						African-A 7					
Mex-A 8						Euro-A 8						Euro-A 8					
Asian-A 9						Jew-A 9						Jew-A 9					
PR-A 10						Mex-A 10						Mex-A 10					
Cub-A 11 Native-H						PR-A 11						FR-A 11					
ME Un 12						Cub-A 12						Cub-A 12					
						C,J,F-A 13						C,J,F-A 13					
						In C-A 14						In C-A					
						ME Un 15						MC Un 15					
Appen						Appen						Appen					
Index						Index						Index					

APPENDIX B

COMPARISON OF PHYSICAL FEATURES OF SELECTED MULTICULTURAL EDUCATION COLLEGE TEXTBOOKS

Directions: This data collection instrument will be used by the researcher to compile information from Appendix A. Raw data will be used to calculate independent t-tests to determine if there are significant differences in physical characteristics relative to the three textbooks.

TEXTBOOK COMPONENTS		Chapters	Pages	Paragraphs	Figures	Tables
EDITION 1st	BANKS, 1975					
4th	BANKS, 1987					
5th	BANKS, 1991					

APPENDIX C

CONTENT ANALYSIS INSTRUMENT TO DETERMINE ATTENTION TO MICROCULTURAL FACTORS IN SELECTED MULTICULTURAL COLLEGE TEXTBOOKS USED IN U.S.A.

Directions: This data collection instrument is to be used by the researcher to determine the attention to each of nine microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) in selected parts of each chapter of Banks' (1975, 1987) editions of Teaching Strategies for Ethnic Studies. The total number of words for each paragraph must be indicated in the appropriate blanks. Each paragraph is scored (2-5) points and assigned to the favorable, unfavorable or balanced category. Appropriate blanks are completed as dictated by the content.

CHAPTER _____ Textbook _____		MICROCULTURAL FACTOR _____ Author _____				
UNITS	TITLES PARAGRAPHS GRAPHICS	PAGE(S)	TOTAL WORDS	SCORES: DIRECTION		
				FAVORABLE	UNFAVORABLE	BALANCED
1.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____	_____
15.	_____	_____	_____	_____	_____	_____
16.	_____	_____	_____	_____	_____	_____
17.	_____	_____	_____	_____	_____	_____
18.	_____	_____	_____	_____	_____	_____
19.	_____	_____	_____	_____	_____	_____
20.	_____	_____	_____	_____	_____	_____
TOTALS						

APPENDIX D

DATA COLLECTION INSTRUMENT TO RECORD ATTENTION SCORES FOR MICROCULTURAL FACTORS

Directions: This data collection instrument will be used by the researcher to record information from Appendix C. One of these instruments will be completed for each chapter of each text. Attention score totals will provide the raw data for the calculation of independent t-tests for each microcultural factor.

Chapters: Attention Scores		Race			Ethni			Lang			Gend			Soc C			Relig			Diab			Age			Gift		
		F	UF	B	F	UF	B	F	UF	B	F	UF	B	F	UF	B	F	UF	B	F	UF	B	F	UF	B			
Period	Text																											
		Totals																										
EARLY	BANKS, 1975																											
LATER	BANKS, 1987																											
		Totals																										

Direction Code:
 F - favorable/positive
 UF - unfavorable/negative
 B - balanced/neutral

APPENDIX E

June 12, 1991

Dear Elizabeth:

As a doctoral candidate at The College of William and Mary, I am conducting a study entitled "A Content Analysis of the Attention to Microcultural Factors in Selected Multicultural Education College Textbooks Used in the United States".

In order to test the reliability of an instrument developed for this study, I would like to request your participation in this research project.

Realizing that you are extremely busy, I would be most appreciative if you would follow the instructions outlined in the attached "orientation package".

I have also enclosed James Banks' (1987) fourth edition of Teaching Strategies for Ethnic Studies as well as two copies of the text instrument you are asked to review and complete.

As a token of my appreciation, you may keep the textbook (compliments of the publisher). Please mail all original copies to me (keep carbons for your records) in the enclosed self-addressed stamped envelope by Friday, June 28, 1991.

If you have questions or need clarification, please do not hesitate to call me at anytime.

Thank you in advance for your participation in this research project and have a great summer vacation!

Sincerely,

Sandra F. Baugh

SFB/tm

Enclosure

June 12, 1991

Dear Carol:

As a doctoral candidate at The College of William and Mary, I am conducting a study entitled "A Content Analysis of the Attention to Microcultural Factors in Selected Multicultural Education College Textbooks Used in the United States".

In order to test the reliability of an instrument developed for this study, I would like to request your participation in this research project.

Realizing that you are extremely busy, I would be most appreciative if you would follow the instructions outlined in the attached "orientation package".

I have also enclosed James Banks' (1987) fourth edition of Teaching Strategies for Ethnic Studies as well as two copies of the text instrument you are asked to review and complete.

As a token of my appreciation, you may keep the textbook (compliments of the publisher). Please mail all original copies to me (keep carbons for your records) in the enclosed self-addressed stamped envelope by Friday, June 28, 1991.

If you have questions or need clarification, please do not hesitate to call me at anytime.

Thank you in advance for your participation in this research project and have a great summer vacation!

Sincerely,

Sandra F. Baugh

SFB/tm

Enclosure

A CONTENT ANALYSIS OF THE ATTENTION TO MICROCULTURAL
FACTORS IN SELECTED MULTICULTURAL EDUCATION
COLLEGE TEXTBOOKS USED IN THE U.S.A.

Rater/Reviewer Orientation Package

Sandra F. Baugh

The College of William and Mary

June 12, 1991

Dissertation Committee
Dr. Losito, Chairman
Dr. Wheeler
Dr. Yankovich

CONTENTS

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VI.	Notes On Words	9

RATER PROCEDURAL STEPS

Directions: Please review the "orientation package" and textbook. Follow the steps as outlined.

1. Review entire orientation package (I thru VI).
2. Examine the different parts of the textbook by thumbing through the Table of Contents, Appendices, Bibliographies, Chapters, Index, etc. to "get a feel" for the text. Note number of chapters and pages.
3. Focus on Chapter 1 (paragraphs 1,2, and 3); Chapter 8 (paragraphs 1,2,3, and 4); and Chapter 15 (paragraphs 1, 3, and 4). Three chapters (10 items) will be sampled to check the reliability of procedures.
4. Refer to "Notes on Words".
5. Read Chapter 1, (paragraph 1, pg. 3). Count the words and note in blank on left hand side of xeroxed copy of the textbook page (note same for 6-14).
6. Read Chapter 1, (paragraph 2, pg. 3). Count the words and note in left blank.
7. Read Chapter 1, (paragraph 3, pgs. 3 and 4). Count the words and note in left blank.
8. Read Chapter 8, (paragraph 1, pg. 241). Count the words and note in left blank.
9. Read Chapter 8, (paragraph 2, pgs. 241 and 242). Count the words and note in left blank.
10. Read Chapter 8, (paragraph 3, pg. 242). Count the words and note in left blank.
11. Read Chapter 8, (paragraph 4, pgs. 242-244). Count the words and note in left blank.
12. Read Chapter 15, (paragraph 1, pg. 297). Count the words and note in left blank.
13. Read Chapter 15, (paragraph 3* (correct), pg. 499). Count the words and note in left blank.
14. Read Chapter 15, (paragraph 4, pg. 499). Count the words and note in left blank.

15. Examine the "Sample Paragraph". Note number of words and attention score.
16. Generate an "attention score" for each of the assigned paragraphs as follows. Initially, paragraphs receive 1 point. If a paragraph contains an emphasis (italics and/or bold type), an additional 1 point is assigned. Still additional points are given according to the length of the paragraph: one point for a paragraph with less than 100 words; two points for a paragraph with 100 to 200 words; and three points for a paragraph with more than 200 words. Thus, paragraphs can receive from 2-5 points. This "scoring system" is based on a study by Green and Hurwitz (1980).
17. Go back to steps 4-13. Assign an attention score (2-5) points for each paragraph as outlined in #16. Note attention scores in blanks on right hand side of xeroxed copy of textbook page.
18. Now re-read each of the ten paragraphs (steps 4-14) and decide if the attention score should be assigned to the favorable/positive, negative/unfavorable, or balanced/neutral category. Note your decision in the appropriate blank on the "Content Analysis Instrument".
19. Now transfer the total number of words for each of the ten paragraphs to the "Content Analysis Instrument".
20. Check your xeroxed copy against the "Content Analysis Instrument". Have you indicated the total number of words for all 10 paragraphs? Have you noted the attention score (2-5 points) for each paragraph in one of three categories?
21. Review steps 1-20. Re-read cover letter. If you have questions, don't hesitate to call for clarification at anytime.
22. If you are satisfied with your results, mail the original copies of the textbook pages and the original copy of the "Content Analysis Instrument" (keep the carbon copies for your records) in the self-addressed stamped envelope to me by Friday, June 28, 1991.

23. Thank you so much for your help with this research project. I trust that this exercise has been illuminating for you to a certain degree.
24. Your assistance will be acknowledged in the completed dissertation. I shall keep in touch.
25. Have a super summer vacation! Thanks again.

**NEGATIVE - POSITIVE SCHEME
OF
CLASSIFYING CONTENT**

This scheme evolved from a study of the relative amount of negative news published by daily newspapers. Direction categories offer a comprehensive yet simplistic approach to the classification of content (Gieber, 1955). It has been adopted for use in this investigation.

Negative - those items that report social conflicts and disorganization:

1. International tension: conflict between nations -- military, political, and economic.
2. Civil disruption: conflict between groups -- political, economic, and social.
3. Crime and vice.
4. Accidents and disasters.

Positive -- those items reflecting social cohesion and cooperation:

1. International cooperation: normal communications among nations.
2. Government at work: information (noncontroversial) on affairs of government.
3. Society at work: information about the groups of persons cooperating in nongovernmental affairs (cited in Budd et al., 1967, p. 52).

**FAVORABLE - UNFAVORABLE - NEUTRAL SCHEME
OF
CLASSIFYING CONTENT**

This scheme was based upon Gieber's (1955) definitions but expanded as criteria for judging news as favorable/positive, negative/unfavorable, or balanced/neutral (Budd, 1967). A combination of both have been employed for use in classifying content in this study.

Favorable: Those items reflecting social cohesion and cooperation and political and economic stability and/or strength. Favorability will be judged on the basis of international cooperation (political, social and economic) in which the United States, or any group or individual representing the United States, is depicted as strong, right or cooperative. In internal affairs, favorability will be judged on the basis of persons cooperating in political, social and economic affairs. For example, events and incidents which depict the United States as progressive, successful, peace-loving, moral, intelligent, lawful, unified or as exercising leadership will be considered favorable. This classification will not be assigned where the United States, or any group or individual thereof, is depicted as exploiting its strength upon weaker nations, groups or individuals.

Unfavorable: Those items which report social conflict and dis-organization and political and economic instability and/or weakness. Unfavorability will be judged on the basis of international tensions (political, social and economic) in which the United States, or any group or individual representing the United States, is depicted as weak, wrong or uncooperative. In internal affairs, unfavorability will be judged on the basis of civil disruption in which there is conflict between persons or groups of persons within the United States in political, economic or social affairs. For example, events and incidents which depict the United States, or any group or individual within the United States, as backward, domineering, immoral, impractical, unlawful, dis-unified or lacking in leadership will be classified unfavorable.

Neutral: Those items which reflect neither favorable or unfavorable conditions either through balance of content or a lack of controversial material (Budd et al., 1967, p. 53).

SAMPLE PARAGRAPH

Content Analysis of Attention to Ethnicity

Total
WordsAttention
Score192

Direction

F/P _____

N/U _____

B/N 4

(Banks, 1987, p. 19)

Look at the sample above (asterisk) from Chapter 1, paragraph 1, p. 19. There are a total of 192 words in this paragraph. One point (1) is assigned because of the mere fact it is a paragraph; 1 additional point is assigned for italics (emphasis on sociological); and 2 additional points are assigned because this paragraph has between 100 and 200 words in it.

Therefore, the "sample paragraph" is assigned an "attention score" of 4. Now re-read the paragraph and decide if the discussion relative to ethnicity is favorable/positive, negative/unfavorable or balanced/neutral. Terms that could be considered unfavorable are discriminatory, minority and small. Terms that could be considered favorable are unique, rise, and increase. Since there are approximately three relatively favorable and three relatively unfavorable terms mentioned in the paragraph, the attention score has been assigned to the balanced/neutral category. See Classification Schemes. Please note: From different perspectives, various terms can be considered favorable/positive, negative/unfavorable, and/or balanced/neutral.

RATER/REVIEWER _____

**CONTENT ANALYSIS INSTRUMENT TO DETERMINE ATTENTION
TO MICROCULTURAL FACTORS IN SELECTED
MULTICULTURAL COLLEGE TEXTBOOKS USED IN
THE U.S.A.**

Microcultural Factor: Ethnicity

Directions: This data collection instrument is to be used by readers/reviewers to determine the reliability of procedures in reading, transcribing, coding, and judging the direction of scores. Indicate the total number of words for each paragraph and decide if attention to ethnicity is favorable, unfavorable, or balanced in appropriate blanks.

UNITS	PARAGRAPHS	PAGE(S)	TOTAL WORDS	SCORES/DIRECTION		
				FAVORABLE	UNFAVORABLE	BALANCED
Chapter: 1						
1.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____
Chapter: 8						
4.	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____
Chapter: 15						
8.	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____	_____
TOTAL SCORES						

7

**ATTENTION SCORES FOR MICROCULTURAL FACTORS IN EARLY AND LATER WRITINGS
ADOPTING A MICROCULTURAL EDUCATION APPROACH TO MULTICULTURAL EDUCATION**

Chapters: Attention Scores		Race	Etnni	Lang	Gend	Soc C	Relig	Diab	Age	Gift
Period	Text									
EARLY	BANKS, 1975									
LATER	BANKS, 1987									

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A CONTENT ANALYSIS OF THE ATTENTION TO MICROCULTURAL
FACTORS IN SELECTED MULTICULTURAL EDUCATION
COLLEGE TEXTBOOKS USED IN THE U.S.A.

Notes on Words

For this study, a word was considered any letter or group of letters separated by a hyphen or space unless the hyphen appeared in a word ending a line of text. Arabic or Roman numerals were considered "one word" when a hyphen or space did not appear. For instance, the year 1990 was recorded as "one word". Abbreviations were considered "one word" as well as articles (a, an, the) containing one, two, and three letters.

APPENDIX F

June 2, 1989

Ms. Christine Sullivan
Allyn & Bacon
Simon & Schuster Higher Education Group
160 Gould Street
Needham Heights, MA 02194-2310

Dear Ms. Sullivan:

I would like to take this opportunity to thank your company for your splendid cooperation in assisting me in conducting a content analysis of multicultural textbooks at the College of William and Mary. You have forwarded both textbooks and materials promptly.

I have reviewed the projection sheets forwarded on May 26, 1989 indicating the colleges that have adopted both Banks '87 and Tiedt's '86 texts. However, would you have information indicating the total number of sales for each text?

Thank you in advance for any additional information.

Sincerely,

Sandra F. Baugh

SFB/lmm

c.c. Mr. Shawn Wakely
Editor

VITA

SANDRA FARMER BAUGH

Birthdate: March 25, 1947
 Birthplace: Richmond, Virginia
 Education: 1985 to 1992 College of William and Mary
 Williamsburg, Virginia
 Doctor of Education
 1983 to 1985 College of William and Mary
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 Certificate of Advanced
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 1972 to 1973 Virginia State University
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 Woodville Elementary School
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 1983 to 1986 Research Graduate
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 1973 to 1988 Substitute/Instructor
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 1973 to 1983 Educational Consultant
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1982 to 1983	Substitute Instructor J. Sargeant Reynolds Community College Richmond, Virginia
1979 to 1984	Realtor, Century 21 John Henkle Realtors Richmond, Virginia
1970 to 1973	Teacher Richmond Public Schools Richmond, Virginia
1968 to 1970	Substitute Teacher Richmond Public Schools Richmond, Virginia

ABSTRACT**A CONTENT ANALYSIS OF THE ATTENTION TO MICROCULTURAL FACTORS IN SELECTED
MULTICULTURAL EDUCATION COLLEGE TEXTBOOKS
USED IN THE UNITED STATES**

Sandra Farmer Baugh, Ed.D. College of William and Mary
1992, 121 pp.
Chair: Professor, William F. Losito

Problem. The purpose of this study was to conduct a content analysis of the attention to nine microcultural factors (race, ethnicity, language, gender, social class, religion, disability, age, and giftedness) in selected multicultural education college textbooks used in the U.S. to seek an answer to the following question: "Are there significant differences in attention to nine microcultural factors in selected editions of the same textbook?"

Methodology. Two textbooks were examined both qualitatively and quantitatively using topical and analytical categories to develop a display analysis outlining attention scores for microcultural factors in message units. These scores provided raw data for the calculation of t-tests. The reliability of the procedures was established by two reviewers who independently generated, assigned, and coded scores for 30 units of data. Reliability figures were .66 and .76, respectively.

Findings and Conclusions. Although the later edition was expanded, revised, and updated, no statistically significant differences were found between the two textbooks. Research Hypotheses postulated that the later edition would show a significant increase in attention to microcultural factors when compared to the earlier edition. Since the Research Hypotheses were unsupported, null hypotheses were accepted at the .05 level. Therefore, research hypotheses were rejected.

While mean attention scores for microcultural factors in the later edition were higher in many instances, it was concluded that the content of the two editions was basically the same. This suggested that the definition, meaning, rationale, and interpretation of the multicultural education concept is evolving and apparently dictated by demographic trends that tend to slowly force increasing attention to microcultural factors.