FAMILY PORTRAYAL IN TWO ELEMENTARY READING SERIES: CANADIAN VERSUS TEXTBOOK REALITIES

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FAMILY PORTRAYAL IN TWO ELEMENTARY READING SERIES: CANADIAN VERSUS TEXTBOOK REALITIES

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Abstract

Accurate portrayal of families in stories read by school children could provide students with information about the society in which they are learning to function. Studies have shown that children's readers contain stories inaccurately portraying characteristics related to gender, occupations, ethnic minorities, elderly, disabled, one parent families and Canadian content. The purpose of this study is to examine demographic and psychosocial information on families portrayed in two basal reading series used in British Columbia and much of the rest of Canada, and to compare these variables, where data are available, to Canadian families reported in the 1981 census.

The entire population of stories for grades one through seven was examined, with data coded on 267 families from 28 books. Coding categories were: location, ethnicity, adults present, ages and sexes of children, main character, family neighborliness, affective and physical interactions and occupations of adults.

The modal family was almost identical for the two series. Characteristics as categorized in this study were: a three person family, located in a non-specified setting typical of North America and no ethnicity identified (i.e., an anglicized family with North American mannerisms and speaking English). Conspicuously absent from both series was any reference to Francophone families, although this group constitutes 26.7% of the Canadian population. The modal family had an adult female and adult male present and the children were generally in the age category 6-14 years. The family

members experienced neutral relationships with people in their environment and neutral relationships with each other. They often demonstrated physical affection, usually between children and adults or between children and animals, but rarely showed aggression. For the majority of adults, occupations were not mentioned, but when they were, females tended to be homemakers or farm workers and males farm workers or fishermen/hunters. In contrast, modes for the Canadian population, not mentioned in the stories, were clerical worker for women and administrative for men.

More accurate portrayal would include variability in locations specified, describing a Canadian context, ethnicity representing multi-cultural and bi-lingual diversity, family relationships modelling socially adaptive behaviors and occupations that represent potential roles available in society.

Dedication

To my daughter Missy Stone
who studied many of these books
with enthusiasm and trust
during her first seven years of school.

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CHAPTER ONE

Introduction

Background

Most children in the public school systems of British Columbia and the rest of Canada use basal reading series for language arts classes from grades one through seven. In each province one or more series are adopted for use, and these books are provided free of charge to every student in the school system. It is estimated that 90% of students use basals.

These reading series are nearly all developed by multinational publishing companies, most from the United States (Lorimer, 1984). They often present vague, nonspecific cultural content, which could readily be marketed in a multitude of countries. One of the most crucial questions to ask about these readers is to what degree do they impart appropriate Canadian content and cultural knowledge to young Canadian learners (Lorimer, Harkley, Long & Tourell, 1978)?

Appropriate content could contribute to awareness of life in Canada. Reading provides students with one of their first views of the world beyond their families, friends, relatives and classrooms. Literature provides a depth of insight beyond what the reader might experience alone (Lorimer & Long, 1979-80) and exposes a person to the multidimensional world (Kealey, 1980). Stories in basal readers are a source of information about people and the world and a potential source of development of perceptions about society. Thus they could have a strong socializing influence, and the educational community should be conscious of the values that are presented in them.

Just as textbooks portray attitudes, the characters in the stories provide models for learning. Children participate vicariously in activities in the stories, and their ideas about people may be influenced by those activities. In this cognitive learning process, information about those experiences are retained in memory, and can be recalled or emulated later by the learner (Bandura, 1969).

Previous research has included structured content analyses of many variables in basal series. Sex bias has been a predominant area of focus in the research, with efforts being made to determine whether female and male roles are being reflected without bias in readers, to correspond with the changing roles of women and men in society. This variable is approached in a number of ways. Many researchers do quantitative analyses of the number of male and female characters and main figures in the stories. Other research focuses on descriptive analyses of male and female behavioral characteristics as presented in text and illustrations. Another approach is to examine the range and frequency of occupations for men and women in the stories. Relationships have also been examined for hierarchical social orders, such as males in relation to females or adults in relation to children. Studies have been done to examine childrens' attitudes toward boy versus girl activities in the stories, and the resultant influences on their achievement of reading skills.

Other areas of research include ethnic origin of the characters, and relative bias related to the roles occupied by various ethnics, both in text and illustrations. Studies are sometimes compared to census statistics where this is relevant.

Biases may occur through distortion, omission or stereotyping.

Three special groups, the elderly, the disabled and single parent families, frequently receive attention to determine the degree to which they are focused on or realistically portrayed in readers. The assumption is that proper presentation of people can lead to accurate images of them, and can prepare students for the real world. Misinformation may reflect biases in society, and can lead to stereotyping or contribute to negative attitudes or self image.

Some studies have done in depth analyses of the overall world view presented in basal series. Areas of concentration include whether the series focus on child or adult characters, or the socially acceptable modes of behavior presented to learners.

Most research has been cross sectional, studying a series at one point in time, but some have been longitudinal, comparing variables from readers at one time to readers at another time to identify any changes that may have occured.

Statement of the Problem

Examination of the variables discussed above includes a reasoned analysis of whether or not each of the variables are presented in an informative manner, with roles being portrayed in a pluralistic rather than homogenous way, to reflect the variability that exists among individuals in the actual population. Content analysis techniques are used to examine whether frequencies are biased and whether ranges of portrayal are up to date or restricted. In many cases an accurate reflection of what occurs in the world would be enriching, introducing children to the values and attitudes of their society, or providing information about

heritage and a variety of multicultural customs, such as those in the Canadian mosaic. Some consideration should be given as to whether or not mirroring of societal values may present problems in perpetuating prejudical attitudes and values, such as inequality or stereotyping of men and women, racial groups or presenting outdated authority figures. Researchers, editors, publishers and teachers could ensure that these types of biases do not get overlooked. Specifically, this study examines demographic characteristics of the families as portrayed in basal reading series, and compares this content to the same variables on families in the Canadian population, according to the 1981 census. As well, ratings of the social, physical and internal functioning of the families are examined for trends, and in relation to demographic data where applicable. In considering the content of the stories within the context of the society in which they are used, the assessment here is made of the degree to which accurate information is being presented, and the potential for the readers to contribute to learners' awareness of the society in which they live.

Overview

This study examines selected demographic and psychosocial information concerning the families as presented in the entire population of stories of the two basal reading series authorized for use in British Columbia and much of the rest of Canada. Variables are examined such as sex of main characters, ethnicity, location of the family, adults in family, number, ages and sex of the children, size of families, family societal relation, family members' interactions, physical interactions between characters and occupational roles of male and female adults in the family.

Statistics for these variables, where available on Canadian families taken from the 1981 census of Canada, are then compared to the story families.

Consideration is then given as to whether the story families are reasonably portrayed. Evaluations are made of whether biases, stereotyping or misinformation is presented, and suggestions are offered for improvements that may be possible on any of the variables.

Organization

Chapter two of this study reviews the research literature on basal reading series. The reasoning behind the selecton of variables to analyze the series is included. Chapter three describes the sources of data for this study, and methodology used in data collection. Chapter four presents a detailed analysis of variables examined in this study. In chapter five I summarize how the variables have been presented, identify areas of concern, make suggestions on how portrayal of families in children's readers may be improved and how the present stories may be supplemented.

CHAPTER TWO

Review of the Literature

Introduction

Basal reader stories present information about how people behave in society. Correct information educates individuals about others and gives insights into the variability among different groups, contributing to awareness of the world. Portrayal of people in a biased manner presents misinformation about how they function and limits the knowledge which can be conveyed to readers.

According to Lorimer and Long (1979/80) one of the functions of literature is the presentation of a world view within which individuals come to recognize themselves. Literature provides insights of the world, enhancing the reader's understanding. Lorimer and Long compare school textbooks to advertising, where information is presented in an attractive way, persuading and indoctrinating its audience.

The ways in which people are portrayed in readers represents a social configuration. If certain groups of people are portrayed in a restricted manner in the literature, then a social configuration is established representing values where some people have more opportunity and others have less. Every group has the right to be portrayed in a way that is adequately elaborated, so that information is correct and so that equal benefits are portrayed to be available to them. Indeed, the policy of the government of Canada on multiculturalism is that every ethnic group be provided opportunities to participate in the definition of Canadianism. Canada is a multicultural nation within a bilingual framework

(Cafik, 1978).

According to Werner, Connors, Aoki and Dahlie (1980) groups have the right to develop their own identities, life-styles, and languages as well as to preserve their own cultural heritages, and no one group should have cultural superiority. Each ethnic experience is recognized as being equally Canadian and an integral part of the total Canadian experience. They point out that when individuals are allowed to respect their own cultural backgrounds, the resulting security allows them to honor what is different in their neighbors. As minorities see that their own ethnic and linguistic backgrounds have equal worth with other backgrounds, and that they do not have to be like other groups, they can respect and operate within the mosaic of cummunities in society. Werner et al. further explain that when minorities are portrayed as marginal Canadians, who are beneficiaries of majority paternal groups (such as the English and the French), a hierarchy is established. From this, young readers may learn insecurity about their backgrounds.

Werner et al. present a cognitive view of culture, where "the developing Canadian mosaic is seen as a reflection of the cognitive worlds of various cultural groups" (p. 39). Culture is viewed as a group's shared rule and belief systems, a world-view, a range of values and attitudes. Students come to understand that changing beliefs and values create the diversity within Canada.

Ethnicity is only one variable which can be examined in an analysis of how roles are portrayed in basal reading series. Other variables include sex roles, age groups (adult, child or elderly), family constitutions (two parent, one parent or extended), and the disabled. As with ethnic groups, the degree to which these other

roles are realistically portrayed and elaborated upon in the literature, can be a contributing influence upon the extent to which learners understand the diversity of roles that people play in the real world.

If misinformation is presented in the literature, then learners may come to accept restricted or biased views about characters, contributing to a stereotypic and limited understanding of the roles of people in society. If demographics presented in readers are typical of the environment, if a wide range of roles are described, if positive and negative events are reasonably balanced and if pro-social methods for dealing with problems are presented, learners may gain insight into society and may learn socially adaptive behavior.

A model which supports this cognitive orientation toward learning is social learning theory (Bandura, 1969). Basal stories contain characters which serve as models to the children reading them. By attending to the portrayal of these models, children may vicariously learn modes of behavior or attitudes about the world around them. In this cognitive learning process, information is retained in memory, to be recalled or emulated later by the learner. If stereotypes and biases are presented in the literature, readers may come to accept this misinformation as though it represented accurately the real world. Attitudes which may be learned through the views presented in basal readers could contribute to one's degree of awareness of the world. Not only may learners gain knowledge about other individuals, groups or customs in society, they may learn expectations for their own lives and probable consequences for their own behaviors. Variables that may

contribute to how the learner relates to society are sex role portrayal, functioning of various family constitutions, hierarchical relationships among people, work mode expectations or multicultural ethnic roles.

Stereotyping of Sex Roles

One of the primary approaches to the examination of the content of basal reading series are quantitative analyses of sex roles of characters in the stories. Studies compare the number of male to the number of female main characters, and often relate these figures to personality characteristics of the sexes as portrayed in the stories, to the variety or frequency of career roles of the story characters, or to census data on the numbers of males and females in the actual population.

In an early study, Steffler (1969) examined the extent to which women in basal readers were portrayed as workers. Primers and basic texts, covering the first through sixth grades, distributed by six publishers were examined. In all, 1,028 adult women characters were depicted, and their occupational status categorized. The overall average of working women in the stories was 19%, but Steffler points out that actually 40% of women in society worked at that time. Eighty seven percent of the male story characters were identified as workers. According to Steffler, the message conveyed by this depiction is that "practically all men work but few women work" (p. 100). Thirty seven percent of the labour force at that time in the United States were women, but the readers showed only 7% of the workers as women. Professional women

in the stories were over represented among working women, and factory workers and clerical workers were underrepresented. Steffler pointed out that these discrepancies call for supplementary actions by counsellors and teachers to give an accurate picture of work in the life of modern woman. He explains that accurate information would not only aquaint the child with society as it exists, but would prepare the young girl for the multiple roles of wife, mother and worker that she will likely play, and would prepare young boys to understand the multiple roles of women.

Steffler concluded that working role models, other than the teacher in the classroom him or herself, are needed, and suggested that since elementary readers do not disseminate accurate occupational information, the total scope of occupational roles should be introduced through additional activities and resources. This supports the hypothesis that more realistic and varied role models of working women would educate learners about the place of work in the adult woman's life.

One point that Steffler did not address was whether or not occupational roles such as clerical workers or service roles actually should be overrepresented by women workers in the stories, just because these biases tend to occur in the real labour force. Perhaps a wider "variety" of work roles for women (plus a reasonably representative number of working women), rather than huge volumes of women workers would more closely reflect the work roles of women in society.

In a longitudinal study of sexism in readers, Graebner (1972) compared two reading series from the early 1960's to editions of

the same series ten years later. In all, 554 stories were studied. Boys outnumbered girls as major characters in both the old series (where they constituted 71.1% of total child major characters) and the new series (75%). In illustrations, boys outnumbered girls in the old editions (58.1% of total chidren) and the new (67.5%). In all editions, women were underemployed compared to the labour market. There was a shift to a more varied and frequent employment in the new books, although women held few unusual positions. Women held five occupations in the old series and 26 in the new (an increase of over 400%). Men, on the other hand, held 38 occupations in the old series and 73 in the new (an increase of almost 200%). A woman's occupation was usually portrayed only once, whereas men's occupations appeared repeatedly in the stories. Men outnumbered women 3 to 2 in the readers, but in reality women outnumber men 51 to 49.

Graebner points out that men continue to dominate texts and illustrations. The readers are changing slightly with societal changes, but still do not reflect reality. "It is not always desirable to portray life as it really is, but that these books are less than lifelike where women are concerned is unhealthy" (p. 57). Graebner has identified the female role model in the readers as consistently dull, and the male role model as consistently possessing positive attributes. Interestingly, she points out that as a result of these stereotypes, boys are as unprepared for the real world as are girls. Graebner argues that if roles were more varied and characteristics less stereotypically sex related, information presented would better prepare both sexes to function in real life situtations.

Britton (1973) studied sex stereotyping and career roles in 16 reading series, with findings from 4,144 stories, grades pre-primer through ten. Males were featured in a major role in 58% of the stories, whereas females were featured in only 14%. A total of 3,094 careers were depicted in the content and illustrations of the stories. Men held 86% of these positions and women 14%. In 1972 the labour force of the United States was actually 42% women. The number of different career roles for men in the stories was 511 or 81% of the total. Men were overrepresented in quantity and variety of career positions in the readers, whereas women were underrepresented. Britton also studied stereotypes in characteristics of the sexes. Boys were characterized as being daring, intelligent and ingenious problem solvers, girls as spectators of life, docile, pleasing, self-effacing, incompetent, inept and passive. Men were shown to be professional businessmen, fathers and problem solvers who dispense knowledge, women as pleasant, hardworking mothers, uninteresting and awkward.

Britton argued (p. 146) that "predetermined sex role behaviors, societal attitudes and values" are directed toward learners via these reading series. She recommended that "boys and girls should be provided stories showing them working together, solving common problems, respecting each other's abilities and functioning as equals" (p. 147). As well, she states that more female characters should be portrayed in leadership roles, and the quantity and quality of career roles for women need to be expanded. Britton concludes that

> our newest citizens are subtly and gradually being programmed for society unaware of the powerfully influential forces pressuring them to conform to

> stereotypes depicted in reading materials employed in our public school system. (p. 147)

Britton directed her argument at the publishers of basal reading series, recommending revision of the texts to replace stereotypic sex roles with content that reflects current social attitudes and values.

In one further early study, Taylor (1973) examined sex role stereotypes in one reading series used in California for grades one through four. In at least 75% of the stories, males were main characters. Only 15% of the illustrations included females. Greater value or prestige was given to the male role. Boys were more competent at physical tasks, excelled in creative tasks and were pictured as dominant, explorative and successful. Female characteristics were uninteresting, emotional, flighty and ridiculous. They were pictured as submissive, uncreative, limited in success and did not have the freedom to inquire, explore or achieve. Stories about females also tended to be shorter than those about males. Even as main characters, females tended to be in submissive roles rather than dominant ones, obeying orders or directions given by men. Only four stories showed females assuming anything like dominant roles in relation to males.

Taylor argued that "reading textbooks fail to help prepare girls for future realities, but they contribute subtly and significantly to the formation of negative self images" (p. 1045). However, she did not substantiate this claim with outcome data. Taylor has attempted to explain her hypothesis, adding that textbooks influence readers by portraying females in stereotyped roles, where they have inferior socialization. She claims that "It

would be difficult for a girl to find models among the female characters to emulate. There are almost no feminine fields of success portrayed" (p.1047). She points out that this unconscious presentation of stereotypes in the educational system is inexcusable. Taylor criticizes homogeneous portrayal of characters in the readers, recommending a variety of roles, where at least some female models are shown to be functioning successfully and independently.

This trend of inequitable representation of females in readers continues. Wright (1976/77), in a study of four series used in Ontario, found that plots were constantly reiterated showing females as inferior to males. For example males were unfettered, active, and coped with jobs and children, whereas females were homebound, kitchenbound, relied on others, were never independent, and did not have a crucial presence in the stories. Women were constantly involved in non events and trivia, whereas men were important for what they did. Boys displayed competence, determination, independence, daring, bravery and responsible attitudes in the stories, implying that boys are in training for adulthood where they will be leaders. Girls were quiet, clean, careful, obedient and stupid. In illustrations, men's clothing reflected the more varied and intriguing lifestyles of males, whereas women wore house dresses almost exclusively. The frequency of appearance in illustrations was: boys 1800, girls 1100, men 1400 and women 600.

An observation that Wright made about characterization in the reader world was that there was a lack of expression of emotions, very little touching among the characters, and a lack of

togetherness among adults, as reflected by friendships, pleasantries, assistance to one another or working together.

Wright pointed out that these human characteristics are inaccurate. She described a true characterization as one where activities are not attributable to either sex, and are thereby not a source of misinformation to the reader. Ideally, males and females would be portrayed as multidimensional individuals, intelligent, highly motivated, self-directed and capable.

Wright argued that as children read they make inferences and evaluations. The readers are heavily balanced in favor of males, so that when boys read them they would develop through these inferential and evaluative processes a highly positive self concept, whereas girls would not. She added that this self image is essential for optimal growth and development to occur.

> Since the readers reinforce the false view of females as lesser beings, one must seriously consider that readers are damaging for both girls and boys. While females are forced to limit their aspirations and to channel their achievements within narrow choices, males at the same time are pressured to over-aspire and over-achieve. (p. 61)

Wright suggests a greater variety of roles, with less sex stereotyping, and stimulating interactions among characters that more closely resemble those in the real world, would present learners with models that are typical of people in the society they are learning to function in.

In a study of two reading series authorized for use in British Columbia, Lorimer, Hill, Long & MacLellan (1978) found a strong male bias. In the Language Patterns series, 81% of major characters were male and 19% female. In the Copp Clark series, 67% of major

characters were male and 33% female. They stated that

> as well as being more numerous, males were seen to have a broader range of character traits. . . . Males are big, strong and wonderfully competent, while females are passive, fearful, somewhat incompetent but well meaning. (p. 66)

Lorimer et al. found that only 4 out of 138 women (3%) were in non-domestic roles. Occupations portrayed in the stories were mainly positions of judgement, decision making and authority. Only 33% of the stories contained children. Characters were found to fill positions in hierarchical order, fathers and mothers coming through as the dominant and subdominant roles, respectively, and children showing respect for authority. "This completely ignores the world of children, the give-and-take, rule-generating peer world where one lives by one's wits" (p. 69).

This research examined the interaction of stereotypic role models present in basal readers, and described the resultant structure of the world that emerged. Lorimer et al. explain that the assumption is that in the world a predetermined set of rules exists and must be accepted (a hierarchy), while at the same time one must strive to be successful through action and dominance. The views here are in conflict with each other, and they conclude that "the texts place the child in a classic double bind" (p. 73).

In a longitudinal study, Koss (1978) compared children's fictional books from two periods, 1950-53 and 1970-73. There was only a minute increase of female visibility in the later texts (.58%) and illustrations (16.8%). In the 1970's females comprised slightly more than 51% of society, but in the texts males outnumbered females 63.4 to 36.5. Female main characters increased

133% in the later stories (but were still slightly less than 30% of the total main characters).

Adult characters' occupations did not show the same profile as the real population in either time period. Males appeared heavily in operatives, service workers and professional/technical, none of which were representative of employment statistics. Women were noted in both time periods for high proportions of professional/technical (not supported by employment statistics), teachers and nurses. Female occupational roles were not as varied as females in the real population. Of the 124 occupations in the earlier stories, 9.7% were held by females, and in the later stories out of 116 occupations females held 31%.

In illustrations at both times apparel was sex role stereotyped. Fathers returned from work in suits very often (although no occupational references were given), and mothers were often wearing aprons (with no reference to outside employment).

Koss downplayed the disproportionate number of males compared to females in the stories, stating that it is the characteristics related to each sex that are important.

> Sexism, or the lack of it, does not, however, depend solely on the presence of one sex in relation to the other. It is also concerned with stereotyping which prescribes patterns of behavior and lifestyles which limit the freedom and potential of the individual. (p. 8)

This perspective could also be used to describe the influence of occupational roles. Although the number of employed females in stories should compare favorably with the percentage of employed females in the real population, it is the variability of those occupational roles that determine the extent to which women are

portrayed in stereotyped or objective manners.

Sex stereotyping of women and girls in elementary textbooks and its implications for future work force participation was studied by Arnold-Gerrity (1978). Nine basal readers for use in grades 1 through 6 were examined, with 573 stories and 831 illustrations. The stories included twice as many male main characters as female. A total of 249 occupations were portrayed, and of these men held 80%, and women 20%. Of the 50 occupations portrayed for women, only 15 were portrayed in more than one book. Housekeeper, nurse, queen and witch appear in at least four books, and housewife-mother, teacher and wife repeatedly appear in all nine books. Occupations held by women, but not held concurrently by men included: ecologist, factory worker, housekeeper, nurse, clay potter, stewardess, textile worker, waitress and witch.

Arnold-Gerrity points out about the texts that

> the division of labour is a hierarchy, where males perform vital tasks and women perform tasks that are supplemental. By sex-typing certain jobs, especially nursing and teaching, society encourages a highly skilled and still inexpensive labour force and suggests discouragement to those girls who wish to be assured the same opportunities as boys for future employment. (p. 14)

Arnold-Gerrity concludes that in this study adult females were found to be competent in domestic chores, but they did little else. The message conveyed by these readers is that the women's unique identity is irrelevant. She reasons that

> constant exposure to a sex discriminatory reading program can induce in all children inaccurate, restrictive and stereotypic attitudes towards human potential. The indoctrination of children by a biased reading program can be detrimental to them as individuals and to the society of which they are a part. These stereotypes are consistent with our

> present social reality encumbered with all the vestiges of sexism. The perpetuation of these traditional stereotypes can have a limiting effect upon the satisfaction of societal needs. (p. 17)

Arnold-Gerrity describes biased content in reading series, and criticizes it for its potential to perpetuate traditional stereotypes that exist in society. She describes a possible cycle that could develop, involving learners who study stereotypic role models, which have been developed to emulate stereotypic roles in the real world. She states that diversification of models in the literature would offer young learners unbiased information and a break from these traditional biased roles.

In a study of sex role portrayal in 2,750 stories from four series published in 1976, four published in 1978 and five supplementary materials published in 1977, Rupley, Garcia and Longnion (1981) found that although nearly twice as many males as females were still portrayed in story content, male representation had been cut considerably over the time period they studied. They note that a trend toward equalization is apparent, as evidenced by an attempt by publishers to portray males and females equally in story content in the readers.

Rupley et al. conclude that guidelines set for equitable treatment of the sexes, involving variables such as text language, behavior, occupations and ethnicity, have made a difference in textbooks published more recently. They add that this will improve as publishers come to recognize the influence that story content can have on learners' perceptions of society.

A trend in the opposite direction was found by Heathcote (1981) who studied sex stereotyping in Mexican reading primers,

comparing 1960 readers to books published in 1972. Four readers, one from each of grades one to four, were examined for each of the years. In 1960, of the total characters, 73% were male and 27% female. The results from the 1972 readers were consistent with the 1960 data, 72% male and 28% female characters. When the number of characters were considered, females were underrepresented in careers to a significantly greater degree in 1972 than 1960. There were proportionately more instances of traditional role reinforcement in 1972 than 1960. For both time periods combined there were 73 male career categories and only 18 female. The five most frequent male roles were: (1) boy is in an active role (149 instances), (2) possesses worldly knowledge (89), (3) shows physical strength (35), (4) is an authority figure (34) and (5) is involved in many activities (29). The five most frequent female roles were: (1) does household chores (40 instances), (2) shows emotion (33), (3) provides warmth, support and understanding for family members (22), (4) is an aide for elders, parents and siblings (9) and (5) observes boy(s) in action (5).

Heathcote pointed out that "Mexican children who read the 1960 and 1972 primers were presented with a distorted view of reality in terms of the Mexican population" (p. 15). She added that because the readers present a much wider range of career options for males than for females, "the message to Mexican children was that males have a much greater chance of entering an interesting career than do females" (p. 15).

Heathcote concluded that the Mexican primers failed to promote sexual equality, instead portraying the traditional sex roles of the culture. She makes a strong statement that these stories

function to socialize learners, claiming that "stereotypes can and do get in the way of the individual's social and intellectual development" (p. 19). However, Heathcote does not follow this claim with supporting evidence that such outcomes do occur.

A comparative sociological analysis of the reading materials used for grades four, five and six in India versus Canada was undertaken by Kumar (1982). Socio-cultural data from India and Canada were used as a basis to interpret the findings. Both literatures were male dominated. In neither sample was the respective society's present occupational and political structure accurately reflected. Farming and fishing were present, but modern occupations such as technical or industrial jobs were rarely depicted. In the Indian sample, adults outnumbered children, whereas in the Canadian sample, children outnumbered adults. Kumar concludes that

> the role of literature in the child's development extends well beyond its immediate usefulness for linguistic development and for improving skills of reading and writing. The reading of literature provides children with a repertoire of symbolic social behaviors and attitudes. (p. 318)

Kumar stresses that analysis of the socialization present in reading textbooks involves not only a content analysis, but also an interpretation in relation to socio-cultural data about the environment in which it is presented, since learners are acquiring skills to function in that real world.

While most of the previous studies have been cross sectional, studying readers at one time period, or comparing two time periods, Britton, Lumpkin and Britton (1984) have undertaken a thorough longitudinal study of reading series from 1958 through 1982. Their

study included 17,694 stories from 57 reading and literature textbooks, tracing the evolution of the texts over time.

The proportion of female major characters has risen from 14% to 20% over the period studied. They point out that this is still a sex bias, given that the present ratio of men to women in the readers is 35:20 and the ratio in reality is 49:51. Of a total of 5,501 careers depicted, 64% were assigned to anglo males, while 14% were assigned to anglo females (this does not include full time stay at home mothers). They point out that according to the 1981 United States cenus, anglo males constitute only 51% of the United States labor force. Anglo females are underrepresented in the stories, the census stating that 36% of the labor force is anglo women. The census shows an ethnic minority male labor force of 6% whereas the texts show 17%, an overrepresentation. The census shows ethnic females make up 6% of the labor force, while the texts show only 5%, which is very close.

The top five ranking career assignments for Anglo males in texts published 1980-82 were: soldier, farmer, doctor, police officer and scientist. Three of the five most frequent career roles for ethnic males were historic: warrior, Indian chief and hunter. The other major career roles for ethnic males were general worker and farmer. Anglo females were shown as full time stay at home mothers about 33% of the time, with teacher, author, queen and princess being additional high ranking roles. Ethnic females were assigned to a fulltime stay at home mother role 39% of the time, with the careers of teacher, slave, general worker and potter following in rank order.

Britton et al. have not addressed the problem that in reality

ethnic minorities and women may not be proportionately represented in the labour force compared to their actual populations in society. Portrayal of biases that already exist in reality would limit the roles of working women in the texts. Their study has, however, also concentrated on the range of work roles portrayed for these groups in the literature, range being another important variable in determining bias. They mention that not only should texts portray society realistically, but that this information should be very current, updated to reflect changing roles in society.

Summary . Studies over the past fifteen years have indicated that the roles of females are underrepresented and stereotyped in basal reading series, when compared to their numbers and changing roles in society (refer to Table 1). This is manifested in the number of female characters, in their personality characteristics and in the range and quantity of career options portrayed by women in the series. The roles that women and girls have in the series are biased and stereotyped. Ideally their roles would be multidimensional, with a variety of personality characteristics, equitable to those of men and boys in the stories. The career roles of women would ideally be increased in numbers and diversity, to represent the progressive roles of women in the modern work force. There are small discrepancies between the numbers reported by the preceding studies, but overall they support the observation that females are stereotyped negatively compared to males in the readers and compared to females in the real world.

Table 1
Summary of Research: Males and Females in the Texts of Reading Series

Author	Category measured	Details of books used	% Males	% Females
Graebner (1972)	Major chars.	1961-63	71.1	28.9
		1969 & 1971	75.0	25.0
Britton (1973)	Major chars.		58	14
Taylor (1973)	Major chars.		75	25
Lorimer et.al. (1977/78)	Major chars.	Language Patterns	81	19
		Copp Clark	67	33
Koss (1978)	Total chars.		63.4	36.5
Arnold-Gerrity (1978)	Major chars.		67	33
Ribovich & Deay (1979)	Total chars.		57	41
	Major chars.		64.5	35.5
Heathcote (1981)	Total chars.	1960	73	27
		1972	72	28
Kumar (1982)	Major chars.	Canadian books	51.5	18
		Indian books	57	15.5
Britton et al. (1984)	Major chars.	1958	58	14
		1982	35	20

Presentation of Special Groups

Analyses have been conducted concerning the portrayal of special groups in basal readers. Among the groups that have been studied are the disabled, the elderly, one parent families and ethnic groups. The objectives of this type of research are to identify how these groups are portrayed and to evaluate whether these portrayals are biased and misleading. A realistic portrayal would provide readers with information about the functioning of these groups in the real world.

The disabled . Extensive research has not been done on the portrayal of the disabled in elementary basal reading series. However, attitudes about disabilities, and the warm integration of children with exceptionalities into the mainstream educational system have been recognized as very important.

Baskin (1981) noted that during the 1970's depictions of minority group characters were widely criticized for creating bias in textbooks by distortion, omission and other forms of stereotyping as well as by perfunctory treatment and misleading illustrations. However no one had sought evidence whether characterization of individuals with handicaps was also unfairly treated in these books.

Baskin studied texts and illustrations from five major basal series most commonly used in the state of New York. The number of persons identified to have disabling conditions was tabulated. The groupings included sensory, motor and intellectual impairments, emotional dysfunction and health related problems. In her study, Baskin asked three questions: (1) Would prejudice toward disabled

persons be demonstrated in commonly used basal texts? (2) Would quantity and quality of representation vary with disability? and (3) In terms of quantity, would change in a positive direction be discernible, given the limited range in publication dates.

Considering the number of individuals portrayed with handicaps, results indicated that prejudice was confirmed. The average percent of illustrations reflecting non-vision related disabilities were as follows: Grade 1, .2; Grade 2, .8; Grade 3, 1.1; Grade 4, .6; Grade 5, .8 and Grade 6, .7. Baskin pointed out that since nearly 8.5% of children attending public school in the United States have disabilities (reported by the Bureau of the Handicapped), it is clear that the exceptionalities of such children are under-represented in basal reader illustrations. When comparing the five series, more recent editions showed a slight improvement in the quantitative representation of disabled persons. Of the 67 text references to handicapping conditions, 70% were related to orthopedic or mobility problems, 18% to vision, and the remainder distributed among various other disabilities.

Baskin pointed out that since handicapping conditions were underrepresented in texts, a vast improvement is needed in the information and values that children receive in their textbooks about these conditions, and she concluded with a discussion of guidelines made by the National Center of Educational Media and Materials of the Handicapped. Recommendations included: ten percent of the contents of educational material should represent persons with a variety of exceptionalities; these should be present at all grade levels; no stereotyping should be presented, especially in juvenile material; the disabled should be shown

participating in various activities in an integrated rather than an isolated way; no discriminatory language should be used; all persons should be shown interacting with mutual benefit; authors should consider readers who may be handicapped; differences between exceptional and non-exceptional persons should be de-emphasized and these stories should not be presented in a token manner.

Baskin argued that reading textbooks present models for initiating and shaping attitude formation of young and impressionable users. "Lack of any models or inaccurate or distorted models also conveys certain perceptions" (p. 46). She maintained that in this role, textbooks can "facilitate acceptance of certain commonplace values and beliefs about exceptionality" (p. 46).

In their study of basal reading series published from 1980-82, Britton & Lumpkin (1983) and Britton, Lumpkin & Britton (1984) analyzed stories for bias about the handicapped. Of the six widely used reading series containing 2,972 stories, handicapped individuals were shown in 70 stories or 2% of the total. The authors state that handicapped individuals are greatly underrepresented when these results are compared to the 10.5% of children ages 3-21, who are reported to be handicapped in the United States, or the 17.2% of the labour force aged 18-44 who are disabled workers, as reported in the 1980 U.S. census.

Britton, Lumpkin and Britton (1984) argue that publishers and editors owe children a complete and realistic view of today's society in order to prepare children for the real world. As well, handicapped children need texts that they can relate to and that support and encourage them in relating to others and to themselves.

They conclude that

> the handicapped should be depicted as successful people who deal with their limitations and whose numbers make up a significant portion of the population" (p. 732).

The elderly . Studies examining the elderly in children's literature address variables such as the number of elderly portrayed, physically stereotyped features in illustrations, personality characteristics, activities such as responsibilities or work and health.

In these studies no one specific criterion or definition of "elderly" has been identified. If no criterion, such as being a grandparent or age, has been used to identify elderly characters, then interpretation of results is limited. One cannot be sure that the group being talked about as elderly is consistent. As a result, findings from different studies cannot be compared clearly.

Portrayal of the elderly in six basal reading series published between 1976 and 1978 was examined by Ribovich & Deay (1979). In all, 1600 selections were examined, and of those 16% contained an elderly person and 6% presented an elderly person in a central role.

The presentation was basically positive with central elderly characters generally being healthy, active, meaningfully engaged, contributing and successful. Almost half of the central elderly characters in this study had some type of meaningful responsibility, usually of the compensated nature. Most frequent was the area of business, and beyond that there was great variabilitiy: king, doctor, shepherd, farmer, teacher, fisherman, gardener and writer. Some of the elderly characters were in poor

health, but the incidence was not high. About 15% had problem conditions such as weakness, a walking disability, tiredness, achiness or were dying. At the other end of the continuum, 5% had unusually good health as indicated by being able to walk or bicycle long distances.

Writers used stereotypic physical descriptions for about one fourth of the central elderly, but about 70% of the illustrations were done so stereotypically. Descriptors were wrinkled, gray or white hair, old or black clothes, glasses, beard and a cane. Ribovich and Deay judged a character as stereotyped "if two or more stereotypic features from the list were present and these outnumbered any non-stereotypic features" (p. 37). The majority of the central elderly had personality characteristics that were positive, usually of a nurturing nature. These characteristics were, however, narrow. Rarely were the elderly presented as assertive, efficient, or as good organizers.

Ribovich & Deay concluded that current basal readers reflect a growing awareness of the various roles and contributions of the elderly as functioning members of society. They reported that although some stereotyping was noted, variability was found in character portrayal of the elderly in readers. They argued that portrayal in children's readers can be a socializing influence on the ideas that learners formulate about people, however, no supporting evidence for this claim was included.

Ribovich and Deay suggested that the elderly could be more realistically portrayed by presenting mixed personal traits. Personality characteristics that never include anger, sadness or nastiness are not realistic. Both positive and negative qualities

give a greater depth of characterization. They also suggested that there is a need for the elderly to be portrayed accomplishing things on their own, rather than just as they interact with children or animals, as they are most often shown.

In a study of the family in second grade readers of six basal series published since 1978, Kealey (1980) found that less than 12% of the characters were grandparents. They were generally pictured as retired, elderly and loving, frequently the mediators between the child and the parent. Kealey stated that the character of grandparents were found to be quite stereotyped and not to reflect the changing role of retired people in America.

In their analysis of how the elderly have been portrayed in basal reading series published 1980-82, Britton, Lumpkin and Britton (1984) reported that the elderly were shown in only 2% of the stories, while they number 21% of people over 55 years old in the U.S. population, clearly underrepresented. In another report on the same data base Britton and Lumpkin (1983) add that the older people depicted were not achievers, they were shown walking in parks, rocking in chairs, being cranky and scolding young children.

<u>One parent families</u> . Family constellations examined in studies include two-parent families, one-parent families (headed by females or by males) and extended families. Variables examined include the numbers of each type of family present in the reading series, comparative occurrence of each type of family in society and portrayal of relationships within families. One likely reason for the large variance between the studies in reported numbers of single parent families is that differing criteria were used in calling a family single parent. For example, if every family where

only one parent was mentioned were called single parent, the number would be much greater than only including families where it is explicitly stated that only one parent is present.

In their study, Britton, Lumpkin and Britton (1984) found that the most striking underrepresentation of a group was that of the one parent family, shown only 22 times (less than 1% of the families portrayed in 2,843 stories). Yet, the 1981 census reported that 20%, or one in five children under the age of 18 in the United States, live in one parent families. Moreover, it is predicted that nearly half (48%) of the children born in 1980 will live in a one parent family at some time before they are 18 years old. Clearly these families were underrepresented in terms of frequency.

Britton et al. concluded that current textbooks do not meet the demand that they reflect society realistically. They pose the following hypothesis regarding their findings.

> Does this place a stigma on that 20%? How will children who cannot find their own family situation reflected in their textbooks respond to these books, to their education, and to their families? Indeed, their self-concept may be diminished as they perceive their omission from the world created by textbooks. (p.732)

They have not substantiated this position with data regarding the actual effects of the texts on learners.

Sutton (1981) reviewed the profile of American families as presented in stories in seven basal series for grades 4, 5 and 6 on the Indiana state adoption list. A sample of three stories from each book were studied, for a total of 69 stories.

Categories of adult family constitutions included: two-parent

families (49.3%); one-parent families (non extended) (18.8%); significant adults (including custodial relatives, babysitters and religious leaders (8.7%) and no mention of family status (23.2%). Eleven one-parent families were headed by women and two by men, for a total of 13.

Sutton concluded that the readers reflected a broad variety of families, including almost all types of family situations. The family relationship was always portrayed as loving and caring. She suggested that portrayals of positive experiences within all types of families would give children information about successfull functioning within differing family constitutions.

In a study of the family in second grade readers, Kealey (1980) found that between 22% and 50% of the children in basal reader stories live in single parent families. All types of family constitutions, one and two parents, were shown to have strong, caring relationships among all members of the family. Kealey suggests that teachers use these stories to show students that other children live very happily within a variety of family constitutions, and points out that readers provide children with role models, which may be especially useful if students are lacking role models in their own lives. Stories may be used to show students an alternate mode of family life to the ones they personally experience. Kealey points out that in both cases the caring relationships that exist among the members of various family units must be stressed.

Lorimer and Long (1979/80) found in their analysis of stereotyping in two basal reading series that although there were single parent families portrayed, a large proportion were portrayed

as problematic. One third of the children of the nine single-parent families portrayed in the Ginn series were maladjusted. The parents were present only in passing reference and family nurturance was considerably lacking. Although there was a rather large frequency of maladjusted children in the series as a whole, they found that it was firmly associated with single parent families. They point out that if maladjustment were portrayed in sufficient detail to enable children to understand that there are very real problems in the lives of some people which result in maladjustment, that would be acceptable, but the way it was presented, maladjustment was associated with class and family type.

Ethnic groups . In a report on social implications in children's literature, Tyndall (1981) states that selections that give careful consideration to ethnic consciousness and literary quality, can foster a greater appreciation and respect for the ethnic groups of today and for their pasts and their cultures. Without this consideration, children's literature conveys false impressions and could reinforce stereotyped images and conceptions.

Lystad (1976) explained that books reflect the attitudes and values of the existing generation, the hopes and concerns our society holds for its young people and for its own future. Changes in book content throughout history reflect changes in people's feelings about what is significant in the world they live in. In choosing literature, books about ethnic groups should be honest, authentic, lack negative stereotypes and present a true picture of the racial identity of the principal characters.

A list of criteria aimed at analyzing stories about Native

Americans could in part be applicable for portrayal of ethnic groups in general (Tyndall, 1981). Some of these points are: details should be accurate, values conveyed should reflect as closely as possible the attitudes of the real-life counterparts of the characters, labels, objectionable words and patronizing statements should be avoided and historical facts should be presented in perspective.

Logan and Garcia (1982) investigated the extent to which stories depicting the three largest ethnic groups in the United States were presented in nine major basal reading series (grades one through six). They reported that no single basal series offered more ethnic content for a particular group than any other series.

Practically all nine series included a greater occurrence of stories about Blacks and multiethnic groups (characters from more than one ethnic group), than about Native Americans and Hispanics. This was not related to the relative populations of these groups in society. Presumably, if these same series were used in Canada, portrayal of ethnic groups would not reflect ethnic content in society. Results showed that there were a considerably higher degree of stories about integrated groups than had been included in earlier basal reading series.

Logan and Garcia recommended that supplementary readings related to specific ethnic groups be used to enhance current offerings in basal readers, so that a more balanced portrayal of ethnic story characters and content could be presented to learners. This information may give learners insights into contributions cultural groups have made to society and into the variety of

heritages that exist among the people in their environment.

In a study on the attitudes of Blacks toward stories in five basal readers, Dantzler (1974) adminisered questionnaires to 320 people in ten states. Results of Dantzler's study indicated that the number of stories pertaining to blacks was unrepresentative of the population of Blacks in the United States, respondents indicated that there are Black heroes that they would have liked to have had included, racial incidents were not accurately recorded in four of the five stories reviewed, black authors would have written the stories differently and black illustrators would have done the pictures differently.

Dantzler stated that children must clearly see the works of great Americans in a balanced perspective. Blacks should be portrayed as individuals in all walks of life with enough character roles for children to emulate. It is mandatory that educational materials with which children work reflect a true picture of their ancestors, so that children can form true impressions of the contributions their respective races have made to society.

Dantzler is speaking about a degree of portrayal of blacks in the United States where the black population is extremely high. In Canada there exists a wide range of ethnic groups that could be portrayed in the literature in a similarly thorough manner, to represent their accumulated contributions to Canadianism.

There is an indication that children are being exposed to unrealistic ethnic portrayal in basal readers. Presentation of stereotypes and limited information narrows the extent to which basal readers can serve children as a source of information about different cultures and customs.

Canadian Content

The Canadian content in two primary lanaguage arts reading series used in Canada (the Canadian Development series published by Copp Clark Ltd. and the Language Patterns series published by Holt, Rinehart & Winston Canada Ltd.) was examined by Lorimer, Hill, Long and MacLellan (1977/78). In the total of the two series, both of which were supposedly developed for Canadian school children, there were only 14 specific references to Canada. Lorimer et.al. questioned whether nationality and place are a significant category to be introduced at this age, but they point out that there was also a complete absence of Canadian themes (e.g. "long cold winters, the mosiac culture, vast open spaces and confederation of uncredibly divergent economic and cutural regions", p. 72).

In another report on the Language Patterns series (recommended for use in British Columbia and used in other provinces), Lorimer (1984b) found less than 20 specific references to Canada. In Nelson's Language Development Reading series (the most widely used series in Canada) for grades 1 - 3 Lorimer found only 17 definite and implied Canadian references and in the Ginn Starting Points in Reading (popular in Ontario), there were no references in one book and one reference in another book.

Lorimer explains that what the editors put in the place of Canadian content is "a generalized North-American world bled of all its significant particulars" (p. 2). This world is non-specific, homogeneous and simplistic. "It might be termed generic for its basic recognizability but its lack of distinguishing characteristics" (p.3).

Lorimer describes the generic world in detail. Everyone lives in more or less the same way. Major geographical features (e.g. Canadian Rockies, prairies, Hudson Bay) are totally absent. Street names are not specific to a city, but common to nearly every North American city or town (e.g. Main Street, River Road). There is no ethnic or geographical content, only "a mythical set of middle class or upwardly striving nuclear families who come from no discernible roots or culture" (p.2). Characters change very little from story to story. There is no Royal Canadian Mounted Police (R.C.M.P.) just the police, and mayors rather than prime minister or premier. This is a world with no significant concrete realities, where specifically Canadian content has no place. Lorimer points out that this simplistic world view constrains the view children get of themselves, their communities and their country. "What is missing most obviously are the patterns of individuality and variety which children see all around them in the real world, the patterns of individuality and variety which make up the culture of Canada" (p. 3).

In a study of two reading series used in grades 4 to 6, the Nelson Language Development series and the Ginn Starting Points in Reading, Lorimer and Long (1979) examined portrayal of characters, social and geographical settings in the stories. In the Ginn series the world value was competitive individualism, whereas in the Nelson the focal point was the community. National content in the Nelson series was: Canadian 48%, Likely Canadian 37%, North American 2% United States 3% and Other 10%. The Ginn series had a much lower proportion of Canadian content, with: Canadian 4%, Likely Canadian 4%, North American 46%, United States 6%, Likely

United States 3% and Other 37%.

As another alternative Lorimer (1977) examined a reading series used widely throughout Canada, Zap books (published by Fitzhenry and Whiteside) and found the content to be current and refreshingly Canadian, written with a consistent consciousness of Canada. In the books individuals were placed in realistic and typical interactions with each other, presenting a sense that life is social and that people find meaning through their interactions with each other. "As a direct result of this commitment to concrete reality, a social context, something which is usually omitted in Kids' texts is included " (p.15). Lorimer points out that usually story style presents a single viewpoint, but in this series multiple perspectives are presented (e.g. children and adults). He adds that these books "give the person reading the sense that each character has his/her own integrity, and an understanding that the story has a particular emphasis. It is implied that, if all stories were told, every character would have his/her day" (p. 15).

One drawback of this series was that the vast majority of the material dealt with leisure time. Work and related activities did not appear unless they were peripheral. Canadian culture was presented as entertainment with this major aspect of living written out.

Lorimer (1979) examined the Canadian content of six major reading series used in Canada, noting the company which produced each series, and found that content varied with production processes. Series written and published in Canada (e.g. Zap books and the Nelson Series) stressed Canadian content in both fiction

and non-fiction. Other series were produced in the United States (e.g. Ginn Reading 360) and then were Canadianized. "This process appears to consist of some editors sitting down and expunging a modicum of direct references to the U.S. and inserting any Canadian references they can lay their hands on" (p. 183).

Lorimer found that in the Canadianized Ginn Reading 360 series, Canadian content was presented in non-fictional material, which constituted about one third of the books. The remaining settings were in the form of the generic, non-specific, North American, middle class life. This ideology Lorimer referred to as universal humanism, where the world is one homogeneous community. He explains that

> what this point of view does not respect is difference: whether it be, for instance, the attempt of a community to survive within a larger world (the French in Canada, the Basques in Spain, the Canadians in North America); or the articulation of a genuinely different vision (ecology as opposed to technological process). It denies plurality. (p. 185)

The underlying incentive to publishers is that two thirds of the books can be standardized, generic content and the other third can be predominantly non-fictional, with appropriate national content for the country it is published in, reducing the costs in multinational book distribution.

In a further study of Canadian used reading series, Lorimer, Hackley, Long and Tourell (1978) articulated the results of the process of Canadianization on the content of readers. They examined what the Ginn Reading 360 series presented in the way of appropriate Canadian content and cultural information for learners. Material on the United States was presented in the Canadian

version, but Canadian content was not presented in the American. When specific United States content is Canadianized, Lorimer et al. point out that the author's inspiration becomes decontextualized. Information pertinent to the stories is often removed and not replaced, resulting in colorless stories. Accurate United States information becomes vague guesses in the Canadian edition. In the Canadian edition there was much more United States content than Canadian content.

In another study on publishers in relation to Candian content in readers, Lorimer (1984a) described the world view in the elementary readers as

> an aggregate, reduced-to-common-factors pan-cultural world which mass marketers attempt to create through advertising and product development. It is a world of idealized types and settings which mass market producers might use as norms for market planning and development. It is a generic world. Its elements are those of every community but typical of no specific community. Streets, parks, neighborhoods, families, etc. all occur in generalized form. (p. 4)

Lorimer further analyzed that the content of these textbooks is divided into three areas: (1) universal or generic fiction (2) universal non-fiction (or human interest events with broad appeal) and (3) a mixture of fiction and non-fiction with emphasis on the latter complete with references. This third section can be changed for each country marketing the texts (e.g. Canada, Australia or the United States).

Families

According to Schlesinger (1974) there were 5.07 million families reported in Canada in 1971. Of these, 9.4% were headed by one parent (.38 million women and .10 million men). According

to the 1981 census of Canada there were 6.33 million families, 11.2% of which were headed by one parent (.59 million women and .12 million men). Not only are the total number of families increasing, but the various constitutions of families within the total are increasing. Different constitutions include: families with husband and wife, husband and wife extended, single parent, single parent extended and blended. There are many reasons for these variabilities, such as: death of an adult, separation, divorce, non-marriage, re-marriage, intentionally and unintentionally childless couples, and co-operative or community oriented family forms.

> Traditionally, the range or spectrum of living patterns in Canada has included such diverse family forms as the extended family network of the Atlantic outports, the tribal family forms of some of our native populations, the communal family forms characteristic of some religious communities, and a variety of ethnically based forms of extended family. (Vanier Institute of the Family, 1977, P. 4)

These differences contribute to variability in the home experiences of children. Through the examination of other home lifestyles children may become more aware of the intricate variety of situations they themselves and others face, and may come to appreciate and understand the range of experiences associated with various family constitutions. Parental constitution is not the only family demographic which relates to those variabilities. Numbers, sexes and ages of children, size of family, ethnicity, geographical setting, social interactions, family members' interactions, physical interactions, occupations of the parents and all of the interactions of those variables also vary throughout the

population.

Jenkins (1976) points out that there is a tendency to stereotype people in areas such as single parents families, the aging, adolescents and the disadvantaged. She argues that it is the individual, not the group, with whom we must be concerned. There are differences in the needs and skills of each individual or each family in any group.

The Vanier Institute of the Family (1977) has adopted a conceptual approach in promoting the well being of the Canadian family "that recognizes and respects all forms of family life which encourage their members to live and love fully as responsible persons in the community with one another" (p. 2). Relationships will best develop and flourish if there is an acceptance of diversity. With this attitude, individuals from any familial lifestyle may become more effective in developing responsive and worthwhile relationships in their partiuclar situation.

By becoming aware of the diversity of families around them and accepting this plurality of family life, the Vanier Institute of Family Life states that individuals themselves can develop.

> Lifestyles that are different from those we have experienced personally can challenge us to reflect upon the nature and characteristics of our own lifestyles. They can stimulate us to ask whether our own relationships with persons and members of our community are built upon a recognition of the importance of caring and sharing. (p. 8)

The present study will examine how demographics of families are portrayed in basal readers, and compare the results with demographics on Canadian families to determine the extent to which learners are presented with accurate information about their

environment. Many of the variables studied in previous research will be examined here, if they are relevant to portrayal of families.

CHAPTER THREE

Methodology

This chapter describes the development of the study and procedures followed in data collection and analysis. Topics include: descriptions of data sources (the population of stories and Canadian census data), design and revision of the coding system, reliability checks between coders in pilot studies, final data collection procedures and procedures for analyzing the data.

Sources of Data

Data for this study were collected from two sources. Data on story families were taken from the entire population of stories of the two elementary reading series, adopted for use in British Columbia and much of the rest of Canada. Data on Canadian families were taken from the 1981 Census of Canada.

Curriculum textbook data . Curriculum textbooks that were examined in this study were the two series authorized for use by the Minister of Education in British Columbia: The Language Patterns series published by Holt, Rinehart and Winston Canada Ltd. and the Reading 720 series published by Ginn and Company Educational Publishers.

Both series include readers from year one through year seven. Language Patterns has 13 books and Ginn 15, for a total of 28 readers. See Appendix A for a complete listing of all books.

Only those stories depicting families were coded. There were a total of 635 stories, of which 254 (40%) included one or more families. (If a story was about the activities of a family, or if the family of a story character was described, then that family was

coded.) Of the 551 fictional stories, 249 (45%) were coded and of the 84 non-fictional stories, 5 (6%) were coded. A total of 267 families were coded, which represents all of the families in both reading series for which complete coding was possible.

Both the Ginn and Language Patterns have a large number of poems at every level, but they were not included in this study. As mentioned by Lorimer (1979), many of the poems provide amusement and enjoyment, but are not easily analyzed for content. This study concentrated on families as portrayed in the two reading series, and it was found that poems do not describe families in detail. The categories on the coding system used in this study have been developed as a tool to describe families as they are presented in prose, where the functioning of the family occurs as an integral part of the story. Incomplete data would bias the results giving an overall impression of vagueness in how families were presented in the readers.

There were several plays in the reading series, and families were presented in some of these. The families described in plays tended to be very imaginary. Thus coding was extremely difficult and reliability was difficult to achieve. For this reason, plays were excluded from the final data collection.

Census data . Census data has been compiled from the 1981 census of Canada. Figures presented in the census were taken from a sample of 20% of the population of Canada, which was then used to create a weighted estimate for the full population.

Development of the Coding System

Reliability procedures . Several steps were taken in designing a method for studying the curriculum textbook families. The first step in the creation of the coding system was the design and testing of a rough draft, an eleven category coding system. Some of these categories were taken from the census (e.g. categories of parents in the family, age categories of children and occupational groups for adult female and adult male), so that comparisons between the two data sources could be made. Feasibility of the content of these categories was tested in Pilot Study I, involving 15 stories taken from one curriculum textbook, Up and Away , from the authorized Canadian Reading Development Series (James, 1946), recently phased out of use in the British Columbia school system.

The coding system was then revised so that categories were worded in such as way that all answers were coded and expressed in the form of numbers rather than words. This organization permitted the coded data to be entered directly into a computer data file. Category eleven was revised to include the major groups of the Canadian Classification and Dictionary of Occupations (CCDO) (Information Canada, 1974).

Using this coding system, revised for content and computer coding, Pilot Study II was undertaken. Two raters (myself and another graduate student) coded 15 stories, the entire book A Lizard to Start With , a level four book from the Ginn 720 reading series. The raters then compared their results, discussing reasons for differences and suggesting revisions to the coding system where

necessary. Revisions included additional choices on three of the coding system categories (7, 10 and 11).

Using the revised coding system, Pilot Study III was undertaken. Two raters were given identical instructions for coding the stories in one of the level three Ginn 720 books, Inside Outside . Instructions included criteria for rating each category of the coding system, and instructions on the sequence of steps to be taken. The steps were: to first read the story over completely, then go back and code all categories for each story before going on to the next story. A total of nine stories were coded by each of the raters, then their results were compared for reliability.

Results were tested for reliability in a manner described by Nay (1979). For each of the eleven separate categories of the coding system, a tally was taken noting the number of times the raters agreed and number of times the raters disagreed. Since there were nine stories rated in each category, the total of agreed and disagreed for each category was nine. The total of times agreed was then divided by the sum of the times agreed and the times disagreed, then this quotient was multiplied by 100 for percentage of agreement. A level of suitable reliability to ensure that the raters were coding correctly was set a priori at 85% for each individual category.

Reliability results from Pilot Study III and Pilot Study IV described below are summarized in Table 2.

Table 2
Reliability of Coding from Pilot Studies III & IV

Category	% Agreement Pilot Study III	Pilot Study IV
1	100	92
2	100	100
3	67	92
4	56	85
5	89	92
6	45	85
7	100	100
8	78	85
9	67	100
10	33	62
11	67	69

Results of the reliability were then discussed, and further revisions to the coding system were made. Revisions included additional choices on two of the coding system categories (4 and 11). As well, raters were given written criterion descriptions of all categories of the coding system. Instructions were given so that the raters collected data in the same sequence of steps, and in as closely identical a manner as possible. See Appendix B for details regarding the criteria for scoring the 11 categories.

Two raters then conducted the final reliability check (Pilot Study IV). A total of thirteen stories were coded from one of the level three Ginn 720 curriculum books, How is it Nowadays (summarized in Table 2).

Reasons for disagreement were discussed, which was followed by further practice of data collection of two categories of the coding system (10 and 11) to overcome carelessness and oversight in coding. Practice continued until agreement between raters was achieved for ten consecutive stories on each of the two categories

(i.e. 10 and 11) practiced. The final version of the coding system is contained in Appendix C.

Coding Procedures

I coded all the data for the entire population of stories depicting families of the two curriculum textbook series. The books from both reading series were coded in a random order with one exception. The books used in the pilot studies and final reliability were coded first, without referring to the results of those studies during the final data collection.

Coding started at the first story in a book and followed in sequence to the end story of each book. Each story was read completely, then I reread through the story to do the coding. The eleven data categories per story were not coded in a systematic order, but each story was completely coded before the next was begun.

The higher the level of book, the longer the stories and the more stories per book, so higher level books took much longer to code than lower level ones. The majority of stories took approximately 20 minutes to code, although very short ones could be coded in under 10 minutes and lengthy ones took over an hour to read and code. Final data were collected over a three month period, with a total of about 200 hours of reading and coding.

CHAPTER FOUR

Results and Discussion

Complete data were coded for 158 story families from the Ginn series and 109 from the Language Patterns series, for a total of 267 families. Unless otherwise stated, these are the number of cases being reported in the following discussions for each series. Refer to Appendix D for the number of stories coded per book. For the Ginn series, 4 non-fictional and 144 fictional stories were coded, and for the Language Patterns series 1 non-fictional and 105 fictional stories were coded.

Frequency of Main Characters

For characters where sex was designated, in the Ginn series there were 95 (45%) female and 115 (55%) male main characters and in the Language Patterns there were 88 (54%) female and 76 (46%) male (refer to Table 3 for frequencies of all types of main characters). When these results are compared to previous research (refer to the summary of research in Table 1 - Chapter 2), the outstanding feature is that for the first time females have been found to outnumber males in a reading series, with a ratio of 54:46 in the Language Patterns. The ratio of females to males in the Canadian population is 50.3 : 49.7 (Statistics Canada, 1984a).

In all stories there were a total of 393 main characters, 210 (53.4%) female, 164 (41.7%) male and 19 (4.8%) sex unknown. In both series children occurred far more frequently as main characters than did adults (see Figure 1). Considering the proportions of human characters, in the Ginn series the ratio of child to adult was 156 : 28 and in the Language Patterns 110 : 29.

Table 3
Frequency of Main Characters

Main characters	Ginn	Language Patterns	Total Stories
Girl	72	67	139
Boy	84	43	127
Adult female	13	13	26
Adult male	15	16	31
Inamimate character			
female	-	-	-
male	-	1	1
sex undetermined	-	-	-
Fantasy character			
female	5	2	7
male	6	9	15
sex undetermined	9	1	10
Animal female child	2	4	6
male child	4	4	8
Animal child sex undetermined	7	1	8
Animal female adult	3	2	5
male adult	6	3	9
Animal adult sex undetermined	1	-	1

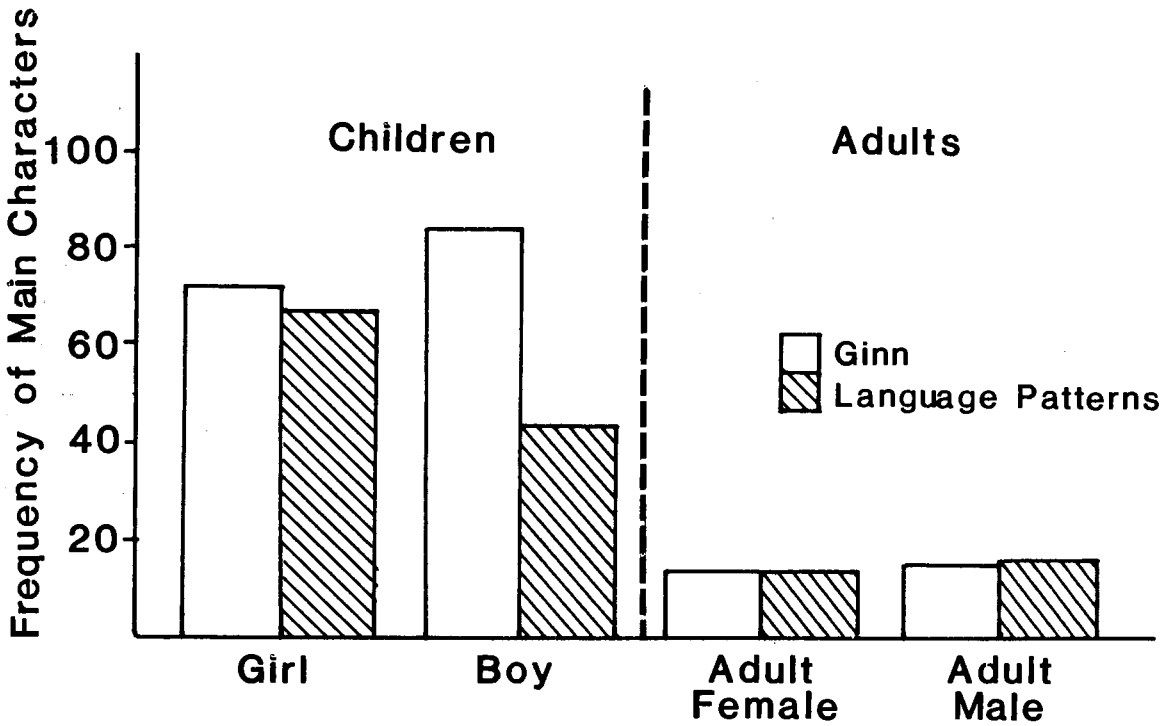

Figure 1
Age and Sex Proportions of Human Main Characters

Types of Families

The proportions of human, animal and fantasy families were consistent for both series, and for total stories numbered 68.5% human, 5.2% animal and 26.2% fantasy (see Table 4).

Locations of Families

The majority of families were not located in Canadian settings (see Table 5). There were, however, considerably fewer families clearly located in the United States than in Canada. The greatest proportion of stories described a vague location not specifically identifiable as Canada or the United States, a generic setting, but typical of North America (41.6% of total stories).

If these types of stories were presented to a wide range of educational communities in North America, they would likely be vaguely familiar to many of the pupils, although their locations would not be specifically identifiable. These stories seemed to take place anywhere and nowhere in particular. This presentation of community does not provide pupils with information about the variety of lifestyles that exist in Canada. There was no overall concept of how communites existing in these stories relate specifically to Canada. When a generic locale exists in a large proportion of the stories, information presented is not representative of the provinces or regions of Canada (e.g., west, prairies, north, east and east coast).

The proportion of stories located in other specified cultures (16.9% of total stories) was similar to the proportion located in Canada. Locations specified in this way provided the learners with some information about areas in the rest of the world. Examples of other specified cultures that were included were: Africa, England,

Table 4
Types of Families

Type	Ginn		Language Patterns		Total Stories	
	f	%	f	%	f	%
Human	108	68.4	75	68.8	183	68.5
Animal	9	5.7	5	4.6	14	5.2
Fantasy	41	25.9	29	26.6	70	26.2
Total	158	100.0	109	100.0	267	100.0

Table 5
Locations of Families

Location	Ginn		Language Patterns		Total Stories	
	f	%	f	%	f	%
Canadian	24	15.2	19	17.4	43	16.1
United States	10	6.3	1	0.9	11	4.1
North American	70	44.3	41	37.6	111	41.6
Other specified culture	29	18.4	16	14.7	45	16.9
Non-specified culture	25	15.8	32	29.4	57	21.3
Total	158	100.0	109	100.0	267	100.0

Scotland, Greece, Holland, Denmark, Norway, Russia, China, Japan, Viet Nam, India, Phillipines, Macedonia, Israel, Hawaii, the Caribbean Islands, and Polynesia. The remaining stories either took place in locations that were not identifiable, or were fantasy stories with no realistic location (21.3% of total stories). No distinction was made between historical stories or those occurring in present times.

Results found in this study are similar to results found by Lorimer (1984) for series published by American companies and used in Canada. Of the fictional stories, Lorimer found by far the greatest proportion of stories to be located "anywhere in North America". This was followed by "other countries", "United States" (or likely the U.S.) and "Canada" (or likely Canada). Lorimer found that the non-fictional stories had a higher proportion of Canadian settings than fictional. (The present study did not compare these two types of stories.) He pointed out that the high proportion of generic fictional stories allows easy transfer of stories to other editions of the series marketed by multinational publishing companies in different countries. By using a large proportion of generic fictional stories, the publishing company then only has to vary part of the stories (mostly non-fictional) to suit various countries, (eg. Canada, United States or Australia).

Ethnicity of Families

Animal families were not coded, as they were not applicable in this category. Ethnicity was identifiable for 146 families in the Ginn series and 102 families in the Language Patterns series for a total of 248 story families. Refer to Appendix E for detailed lists of census ethnicities that are included in each of the story

coding categories of Table 6.

Aboriginal families, including Inuit, Metis, Status and Non-status Indians were over-represented in number compared to the Canadian population in both series. Overall these families comprised 7.1% of total story families, whereas they number 1.7% of the Canadian population. This ethnic group had the highest visibility in the reading textbooks of all groups when compared to their relative proportions in the population. Ginn had a substantially greater proportion of Aboriginal families (8.9%) than did Language Patterns (4.6%).

The Anglo category used in coding the stories is misleading, as it includes only those families where an Anglo heritage was explicitly identified. At first glance, it would appear that the Anglo group was greatly under-represented in the readers (3.0% of total stories) compared to the Anglo population of Canada (40.2%). However, the category "no ethnicity identified" included all of those families where ethnicity was not identified, but where the family members either looked like Caucasians or Caucasian fantasy people, where humans were all located in a present day North American setting and where all characters spoke English. These characters represent an anglicized society even if it is not stated explicitly that this is their heritage, as they were indistinguishable from Anglo characters and they spoke only English. Taking this group into consideration, (55.8% of the total stories) in addition to the Anglo group itself (3.0%), there were a total of 58.8% anglicized families which is by far the greatest ethnic group in the stories, and over-representative of the large population of Anglo families in Canada (40.2%).

Table 6
Ethnicity of Story Families Compared to Canadian Population

Ethnicity	Ginn f	Ginn %	Language Patterns f	Language Patterns %	Total Stories f	Total Stories %	Canadian Population f	Canadian Population %
Not applicable	12	7.6	7	6.4	19	7.1	-	-
Aboriginal	14	8.9	5	4.6	19	7.1	0.41	1.7
Anglo	3	1.9	5	4.6	8	3.0	9.67	40.2
Franco	-	-	-	-	-	-	6.44	26.7
European	12	7.6	4	3.7	16	6.0	4.65	19.3
Afro-North American	16	10.1	3	2.8	19	7.1	0.05	0.2
-Other	2	1.2	4	3.7	6	2.2	-	-
Asian (eastern)	12	7.6	5	4.6	17	6.4	0.60	2.5
Hispanic (Latin Amer.)	5	3.2	-	-	5	1.9	0.12	0.5
Ambiguous Ethnicity	4	2.5	-	-	4	1.5	-	-
No Ethnicity Identified	75	47.5	74	67.9	149	55.8	-	-
Other Specified Ethnicity	3	1.9	2	1.8	5	1.9	0.18	0.8
Other Origins	-	-	-	-	-	-	0.12	0.5
Multiple Specified Origins	-	-	-	-	-	-	1.84	7.6
Total	158 fam	100	109 fam	100.1	267 fam	100	24.08 million people	100

Note. Data on Canadian population taken from: 1981 Census of Canada Catalogue 92-911 Table 1. Frequency of Canadian population is in millions.

Considering that 26.7% of the population of Canada is French speaking, it is surprising and alarming that there was not one story about a French Canadian family in either of the reading series studied. This total lack of stories about French Canadians or French people from any other part of the world indicates a disrespect for the notion of two founding nations of Canada embedded in the constitution. That a group of people comprising over one quarter of the population of the nation should be completely ignored indicates a lack of concern for portrayal of representative culture. Stories about French Canadians in reading textbooks would provide English speaking pupils with information about a culture that functions as a major contributing influence in Canadian society, and would give a clearer perspective of the presence of this major group. In consideration of the objective stated by the government of Canada to support the position of a "multi-ethnic culture within a bi-lingual framework" (Cafik, 1978), including French culture within the English program would be an appropriate educational goal.

European ethnic backgrounds other than French were underrepresented in number in the story families (6.0% of total stories) compared to the Canadian population (19.3%). The range of European ethnicities was underrepresented as well. Ethnic groups that were included were Greek, Dutch, Danish, Norwegian, Italian, Swiss, German, Spanish and Russian (categorized as European in this study).

The five largest groups of ethnic origin in Canada reported in the 1981 census were British (40.2%), French (26.7%), German

(4.7%), Italian (3.1%)) and Ukrainian (2.2%). German and Italian ethnic groups have been represented in the stories, but there was no mention of the Ukrainian population.

Three groups that were slightly over represented in number in the stories compared to the population of Canada were Asian, Afro (including North American Blacks, African and other Blacks) and Hispanic. The proportion of Asian families in the stories (6.4%) was nearly three times the proportion in the Canadian population (2.5%) . The range of Asian ethnic groups was representative, including Chinese, Japanese, Phillipine, Vietnamese and East Indian. The proportion of Afro families (9.3% of total families), was closer to the proportion of that ethnic group in the United States where in 1983 they constituted 12% of the population (U.S. Department of Commerce, 1985), than in Canada where they constitute only 0.2%. Since the publishing companies for the series are based in the United States, Canadian educational trends are closely tied to those in the U.S., and this may be an indication of U.S. based efforts for the inclusion of Blacks. Hispanic families constitute 1.9% of the story families, whereas their proportion in the Canadian population is lower, 0.5%.

The category "other specified ethnicity" includes West Asia, North Africa (including Arab countries) and the Pacific Islands. There were only five families in this category but this constituted 1.9% of the total story families whereas this group comprises only 0.8% of the population of Canada, giving them fair representation.

There were no multi-ethnic families in the stories (families with greater than one reported ethnic background), which is highly unrepresentative of Canada, where this group constitutes 7.6% of

the population according to the census.

The number of human and fantasy families were compared for different ethnicities, but no strong trends were evident (see Table 7). The only two categories not represented were North American Black fantasy families and Hispanic fantasy families. All other cultural groups were represented in both human and fantasy stories (with one exception, there were no French families of either type).

Summary of portrayal of ethnicity. Overall, ethnicity was identified for 95 families (35.6% of the total). For 149 families (55.8%) there was no ethnicity identified, but characteristics were like a North American anglicized culture. This large proportion presented a vague ethnic content, uncommitted to detail or specific information. For four families (1.5%) ethnicity was ambiguous and could not be specifically coded. For the remaining 19 families (7.1%), including 14 animal families, it was not applicable and not coded. There are many more specific ethnic backgrounds in Canada than were represented in the stories, although story family ethnicities ranged through all the broad categories of the coding system. The one exception was that no Francophone families were portrayed.

The largest proportion of these stories did not portray an identifiable ethnicity. Lorimer (1984) contrasts this type of reading series, where there is little specific Canadian culture or significant realities, to a series where "a complex statement emerges about the interaction of individuals with the social process" (p. 8). He explains that

> certain advantages follow from specifying the social identity of the characters. The various individuals clearly belong to a given community with it's

> inherited boundaries. This allows for a discussion of the limitations of one set of values or one culture on the one side and, on the other side, of pluralism and multiculturalism" (p. 9).

Not only are the pupils who are reading the stories exposed to some cultural information about ethnic groups that are explicitly portrayed, but the types of interactions in the stories that have realistic portrayal are often dealing with life situations that people in a multi-cultural environment are likely to encounter. The individuality of the story characters within the context of the story community becomes meaningful and realistic.

In a study on two reading series done by Lorimer and Long (1978), results showed that in the series published by Nelson a variety of eight ethnic minority groups were included as both distinctive and integrated in 33% of the stories, whereas Ginn portrayed only Blacks and Natives in 9% of stories. Lorimer and Long suggest that the portrayal of ethnic groups in the Ginn series is reflective of American consciousness rather than Canadian multi-culturalism.

Adults in Families

The adult constitution of families was consistent between the series (see Table 8 for a complete list of all adult constitutions present in both series). In both series the range of adult constitutions included nuclear families, single parent families, extended with two and one parent and a variety of other roles for heads of families (eg. grandparents, aunt, uncle an other).

Families with a male and a female parent present were the most frequent type (48.4% including two parents extended where other adults lived with the family). This is also the modal case in the

Table 7
Number of Human and Fantasy Families in Relation to Ethnicity

Ethnicity	Ginn		Language Patterns		Total Stories	
	Hum	Fant	Hum	Fant	Hum	Fant
Aboriginal	11	3	3	2	14	5
Anglo	1	2	3	2	4	4
Franco	-	-	-	-	-	-
European	5	7	4	-	9	7
Afro-N. American	16	-	3	-	19	-
-other	1	1	1	3	2	4
Asian	8	4	4	1	12	5
Hispanic	5	-	-	-	5	-
Ambiguous ethnicity	2	2	-	-	2	2
No ethnicity identified	59	16	56	18	115	34
Other specified ethnicity	-	3	1	1	1	4
Total	108	38	75	27	183	65

Table 8
Adults in Family

Adults	Ginn f	Ginn %	Language Patterns f	Language Patterns %	Total Stories f	Total Stories %
Mother & Father	61	38.6	39	35.8	100	37.5
Mother & Father Extended	19	12.0	10	9.2	29	10.9
Mother only	28	17.7	17	15.6	45	16.9
Father only	23	14.6	16	14.7	39	14.6
Father & Stepmother	1	0.6	1	0.9	2	0.7
Single Mother Extended	6	3.8	3	2.7	9	3.3
Single Father Extended	3	1.9	2	1.8	5	2.0
Man & Woman	8	5.1	12	11.0	20	7.5
Grandmother	3	1.9	1	0.9	4	1.5
Grandfather	1	0.6	4	3.7	5	1.9
Grandmother & Grandfather	2	1.3	1	0.9	3	1.1
Aunt	2	1.3	-	-	2	0.7
Uncle	-	-	1	0.9	1	0.4
Aunt & Uncle	-	-	1	0.9	1	0.4
Uncle & Grandmother	-	-	1	0.9	1	0.4
No adults	1	0.6	-	-	1	0.4
Total	158	100.0	109	99.9	267	100.2

Canadian population according to the census, where families with an adult male and an adult female number 5.61 million, or 88.8% of total families. One reason why the proportion of this group may be much lower in the story families than in the Canadian population, is that in coding adults in the family, all families where only one parent was mentioned explicitly were coded as single parent families, even though the other parent may have existed. Single parent families then included all families where it was explicitly stated that only one parent was present, and all families where only one parent was mentioned. In the stories, the proportions of female single parents (20.2% of total stories) and male single parents (17.3% of total stories) were approximately equal to each other in both series. This is not the case in the Canadian population where female single parents number 0.59 million (9.3% of total families) and male single parents number 0.12 million (1.9% of total families). Both female and male single parents were over represented in the story families compared to the Canadian population, females by over two times and males by over nine times. Refer to Figure 2 for comparative diagrams of their proportions. It is difficult to compare the proportion of single parent families in this study to past studies beause different studies have used different criteria for coding families.

The remaining categories of adults present were fairly evenly distributed, with a variety of family constitutions represented. Results of this study (having a variety of parental constitutions portrayed) were similar to results found in past research done by Kealey (1980) and Sutton (1981). Both of these researchers pointed out that portraying a variety of types of families gives children

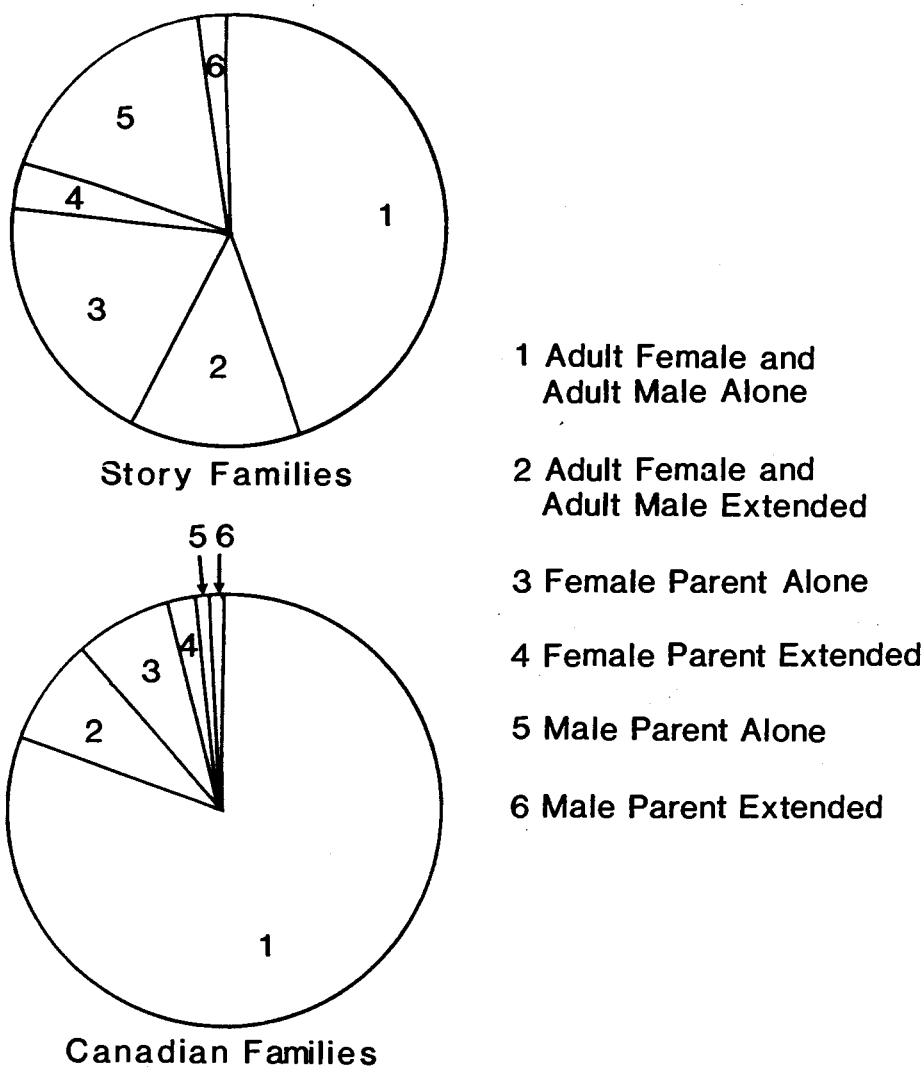

Figure 2

Adults in Families: Story Compared to Canadian Families

Note. Data on Canadian families is taken from 1981 Census of Canada Catalogue 92-935, Table 1 and Table 5.

information about successful functioning within different family constitutions.

Step-parents. There were only two families with a male parent and step-mother (one in the Ginn series and one in Language Patterns series) and no families with a female parent and step-father. These story families had many similar characteristics. Both were extended families, having a grandmother and grandfather and in both cases the child was an only child. Both stories dealt with negative interactions among family members, but in both cases physical affection and not aggression was present between child and adults.

Grandparents. This study did not concentrate on portrayal of the elderly in basal readers, however, grandparents within the families were coded. Out of 267 total families, 42 (15.7%) families had one or more grandparents living with them. For the total families there were 490 adult family members, of which 53 (10.8%) were grandparents. In a previous study done by Kealy (1980) on the portrayal of families in six series, he found that less than 12% of the characters in stories were grandparents. Since studies have not used the same criteria to identify the elderly in reading series, further findings from different studies cannot be compared. Although the census does not identify grandparents, one can estimate the common age of grandparents. Within the population of Canada (23.8 million people total), 2.1 million (9%) are aged 55-64 and 2.1 million (9%) are aged 65 and over, for a total of 18% of the population over the age of 55. If one considered the percentages of adults rather than the total population, this figure would be even higher.

Age Groups of Children at Home

The ages of children in the story families were disproportionately high in the category "all 6-14 years old", constituting 69.4% of total families (see Table 9). These basal readers have been developed for elementary age children, hence the ages of the children in the stories are of that age group. All but one of the other age coding categories for children were represented in the story families, giving a wide range of portrayal of ages of children. Both series were similar in all categories of ages of children, indicating a clear target age group for these reading series.

Eighteen of the story families (6.7%) consisted of only a husband and wife with no children, while 249 (93.3%) had children. In the Canadian population, of the 6.33 million families, 2.01 million (31.8%) do not have children and 4.31 million (68.2%) have children. The average reported ages of mothers in two parent families (fathers were not listed), single parent mothers and single parent fathers were 39% (under 35 years), 29% (35-44), 20% (45-54) and 12% (55+). One may infer that for many of these adults, especially the elderly ones, their children have grown and left home and they are currently categorized as having no children. Basal reader families were child oriented compared to the number of families with children in the actual population.

Numbers of Persons in the Families

Overall, the numbers of persons per family were nearly identical for both series and for the Canadian population (see Table 10).

These data are displayed graphically in Figure 3. Note the

Table 9
Age Groups of Children at Home: Story Families and Canadian Families

Ethnicity	Ginn		Language Patterns		Total Stories		Canadian Population	
	f	%	f	%	f	%	f	%
All 18 years and over	3	2.7	1	1.3	4	2.1	0.80	18.6
Some 18 years and over and some 17 years and younger	3	2.7	-	-	3	1.6	0.66	15.2
All under 6 years	4	3.6	5	6.3	9	4.7	0.91	21.0
All 6-14 years	77	69.4	58	72.5	135	70.7	0.82	19.0
All 15-17 years	7	6.3	8	10.0	15	7.9	0.22	5.1
Some under 6 and some 6-14 years	11	9.9	8	10.0	19	9.9	0.55	12.7
Some under 6 and some 15-17 years	-	-	-	-	-	-	0.01	0.2
Some 6-14 and some 15-17 years	3	2.7	-	-	3	1.6	0.32	7.4
Some under 6 and some 6-14 and some 15-17 years	3	2.7	-	-	3	1.6	0.03	0.7
Total families with children	111	100	80	100.1	191	100	4.3 million people	99.9

Note. Data on Canadian population taken from: 1981 Census of Canada Catalogue 92-935 Table 3. Frequency of Canadian population is in millions.

Table 10
Number of Persons/Family: Story Families and Canadian Families

	Ginn		Language Patterns		Total Stories		Canadian Population	
No. persons	f	%	f	%	f	%	f	%
2	45	28.5	37	33.9	82	30.7	2.40	37.9
3	50	31.6	36	33.0	86	32.2	1.40	22.1
4	29	18.4	20	18.3	49	18.4	1.53	24.1
5	14	8.9	11	10.1	25	9.4	0.68	10.7
6	13	8.2	-	-	13	4.9	0.23	3.6
7	2	1.3	3	2.8	5	1.9	0.06	1.0
8 +	5	3.1	2	1.8	7	2.6	0.04	0.6
Total no. persons	559		356		915		20.59million	
Total no. families	158		109		267		6.33	
Average no. persons per family	3.5		3.3		3.4		3.3	

Note. Data on Canadian population taken from: 1981 Census of Canada Catalogue 92-935 Table 2. Frequency of Canadian population is in millions.

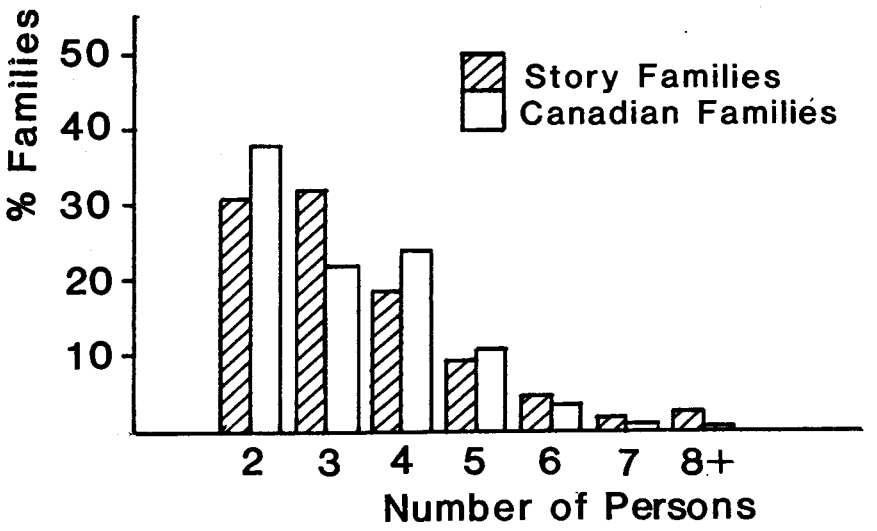

Figure 3

Size of Families: Story
Compared to Canadian Families

Note. Data on Canadian families is taken from 1981 Census of Canada Catalogue 92-935, Table 2.

slight over-representation of three person families in the stories, in association with the under-representation of 2 and 4 person families.

Rating of Family Social Situation

Family social situation rating refers to the neighbourliness between the family members and other people in their environment. Ratings were similarly distributed for both series, with the modal rating being the neutral category (see Table 11). Lower proportions of positive and negative social situations were present for the families, with no extremely positive and only 3.0% extremely negative ratings.

Trends in social situation in relation to adults in the story families have been examined (see Appendix F) and no exceptionally high or low proportions have been noted. Each category of "adults in family" ranges through positive, neutral and negative social situation ratings for both series, with the mode at neutral in all cases.

Rating of Family Members' Interactions

Family members' interactions rating refers to the affective relationships among members of the family. The modal rating for both series was neutral (79.4% of total cases), with ratings ranging through all of the categories (see Table 12). Only two cases were extremely positive and one extremely negative. Approximately equal numbers of families were rated positive (11.2% of total stories) and negative (8.2% of total stories).

Trends in affective interactions in relation to adults in the family were examined, and for all types of parental constitutions the modal rating was neutral (see Appendix G). Each category of

Table 11
Rating of Family Social Situation

Social situation	Ginn f	Ginn %	Language Patterns f	Language Patterns %	Total Stories f	Total Stories %
Extremely positive	-	-	-	-	-	-
Positive	29	18.4	13	11.9	42	15.7
Neutral	92	58.2	69	63.3	161	60.3
Negative	31	19.6	25	22.9	56	21.0
Extremely negative	6	3.8	2	1.8	8	3.0
Total	158	100.0	109	99.9	267	100.0

Table 12
Rating of Family Members' Interactions

Members' interactions	Ginn f	Ginn %	Language Patterns f	Language Patterns %	Total Stories f	Total Stories %
Extremely positive	1	0.6	1	0.9	2	0.7
Positive	20	12.7	10	9.2	30	11.2
Neutral	122	77.2	90	82.6	212	79.4
Negative	14	8.9	8	7.3	22	8.2
Extremely negative	1	0.6	-	-	1	0.4
Total	158	100.0	109	100.0	267	100.0

family was represented in all interaction rating categories for the Ginn series. For the Language Patterns series no family interactions were rated "extremely negative", but all family categories were represented in all the other interaction categories.

In past studies done by Kealey (1980) and Sutton (1981) different family constitutions were found to function successfully as in this study. Alternatively, Lorimer and Long (1979/80) found the opposite. In the two series they studied, a large proportion of the single parent families were portrayed as problematic, and maladjustment was firmly associated with class and family type.

Physical Affection and Aggression

Physical interactions involving at least one member of the family were coded, indicating whether affection or aggression was involved, and between which story characters it took place (see Appendix B for definitions of physical affection and aggression and Appendix C for coding categories). For a physical interaction to be rated as present it had to occur at least one time between the pair of characters indicated (e.g., if affection occurred twice between a female adult and a male adult in one story, the rating would still only indicate present, not that it occurred more than one time). Animal and fantasy family characters were coded as family children and adults in this category of the coding system. Portrayal of physical affection and aggression are summarized in Table 13.

There was much more physical affection than aggression in the stories. For total stories, physical affection involving female family members or females with animals and fantasy characters

Table 13
Number of Stories Showing Physical Affection or Aggression

Type	Ginn				Language Patterns				Total Stories			
	Aff		Agg		Aff		Agg		Aff		Agg	
	f	%	f	%	f	%	f	%	f	%	f	%
Children												
female/female	2	1	-	-	3	3	-	-	5	2	-	-
male/male	8	5	1	1	1	1	-	-	9	3	1	<1
female/male	8	5	1	1	5	5	1	1	13	5	2	1
Child/Adult												
female/female	16	10	-	-	10	9	-	-	26	10	-	-
female/male	12	8	1	1	7	6	-	-	19	7	1	<1
male/female	18	11	1	1	4	4	1	1	22	8	2	1
male/male	15	10	3	2	6	6	-	-	21	8	3	1
Adults												
female/female	-	-	-	-	-	-	-	-	-	-	-	-
male/male	1	1	1	1	-	-	1	1	1	<1	2	1
female/male	10	6	-	-	1	1	1	1	11	4	1	<1
Animal/Family member												
Animal/female child	9	6	-	-	7	6	-	-	16	6	-	-
Animal/male child	12	8	4	3	8	7	-	-	20	8	4	2
Animal/female adult	4	3	1	1	3	3	2	2	7	3	3	1
Animal male adult	3	2	1	1	2	2	2	2	5	2	3	1
Fantasy character/Family member												
Fant char/female child	3	2	1	1	2	2	1	1	5	2	2	1
Fant char/male child	1	1	6	4	1	1	1	1	2	1	7	3
Fant char/female adult	-	-	-	-	-	-	-	-	-	-	-	-
Fant char/male adult	-	-	1	1	1	1	2	2	1	<1	3	1

Note. Physical interactions occuring at least one time per story, initiated in either direction, between the listed pairs of characters. Animal and fantasy character families are coded here as family adults and children. Total families for Ginn = 158, for Language Patterns = 109 and Total Stories = 267.

occured 59 times (34 for Ginn and 25 for Language Patterns). Interestingly, there were no cases of physical interactions between two members of the group "adult female". This was the only family member combination that showed no affection. Also, there were no cases of physical aggression between female family members of any age. Female adults tended to keep their distance from each other in the stories, and females in general tended to be non-aggressive. In their study of two reading series, Lorimer and Long (1978) also found no cases of physical affection between adult females, although nearly every other combination was present in 26 total affectionate interactions.

Aggression between females with animals or fantasy characters occurred only 5 times (2 for Ginn and 3 for Language Patterns). In these five cases of aggression, the interaction involved attacks on the female and her family three times and twice involved interactions between pets and the female.

For total stories there were 59 cases of affection between male family members or males and animals or fantasy characters (40 for Ginn and 19 for Language Patterns). There was only one case of physical affection between adult males. There was a much higher incidence of physical aggression for males than there was for females in the stories, 23 cases for total stories (17 for Ginn and 6 for Language Patterns). Female physical interactions were 92% affection and 8% aggression, whereas males were 72% affection and 28% aggression.

There were no cases of aggression in the Language Patterns series between male children, male children and male adults, or between animals and male children. All other combinations

involving male characters had some incidences of aggression, including all categories of the Ginn series.

There were 65 cases of physical affection between males and females for the total stories (48 for Ginn and 17 for Language Patterns). Both series had incidences of affection between all the combinations of female and male family members. There were only six cases of aggression between females and males for the total stories (three for Ginn and three for Language Patterns). Physical interactions between females and males were 92% affection and 8% aggression. Of the six cases of aggression, five were initiated by males (two rough hostage takings, one boy kicking grandmother and mother until they were "black and blue" and one boy pushing a girl to beat her in a race). The other case involved a mother strapping her son.

Physical affection in the stories was most evident in relationships involving a child and some other character (child, adult or animal) and in the Ginn series also between adult men and women. There was minimal aggression overall. Other studies have not reported physical affection and aggression, so comparisons cannot be made.

Occupations of Adults in the Story Families and in Canadian Families

Occupations for adult females (mothers) and adult males (fathers) in the stories tended to be restricted in range and low in number.

Occupations for females. Occupations for adult females were bi-modal for total stories, with the most frequent being "homemaker" and "farmer" (15 cases of each). Women were portrayed

in six other types of occupations in Ginn and 5 others in Language Patterns, those occurring from one to three times each (see Table 14).

There were 16 CCDO (Canadian Classification and Dictionary of Occupations) employment categories not represented by women in the Ginn series and 17 not represented in the Languge Patterns. In the Canadian population all categories are represented by women and by men (see Table 15). Female occupational roles in the stories were restricted and outdated compared to the wide range of work roles for women in present society. Stories that could have involved a variety of modern work themes instead repeated the stereotyped roles for women of looking after the family and producing food.

Occupations for males. A similar situation existed for adult males in the stories. The two predominant work roles for males were "farmer" (19 cases in total stories) and "fisherman/hunter" (15 cases in total stories). There were 10 other occupations specified for males in the the Ginn series and 4 in the Language Patterns, those occurring from one to five times each. There were 11 CCDO employment categories not represented by men in the Ginn series and 17 not represented in the Language Patterns. Like female occupations, the range for male occupations in the stories was limited and out of date compared to the Canadian population. The occupations of farming and fishing/hunting were repeated over and over in the stories instead of a representation of the variety of work activities of men in modern society.

Unemployment versus employment. According to the Canada Year Book , in 1978 there were 8.85 million women in Canada, of

Table 14
Occupational Frequencies of Story Female and Male Adults

Occupation	Ginn		Language Patterns		Total Stories	
	fem	mal	fem	mal	fem	mal
11 Managerial, Admin.	-	-	-	-	-	-
21 Natural Sciences, Engineering and Mathematics	-	-	-	-	-	-
23 Social Sciences	-	-	-	-	-	-
25 Occupations in Religion	-	-	-	-	-	-
27 Teaching and Related Occupations	1	2	-	-	1	2
31 Medicine and Health	-	2	1	-	1	2
33 Artistic, Literary	2	1	1	1	3	2
37 Sports, Recreation	-	-	-	-	-	-
41 Clerical Occupations	-	-	-	-	-	-
51 Sales Occupations	1	4	-	-	1	4
61 Service Occupations	3	3	-	2	3	5
71 Farming, Horticultural and Animal-Husbandry	7	9	8	10	15	19
73 Fishing, Hunting, Trapping	1	7	1	8	2	15
75 Forestry and Logging	3	4	-	-	3	4
77 Mining and Quarrying Including Oil and Gas Field Occupations	-	-	-	-	-	-
81/82 Processing Occupations	-	2	-	-	-	2
83 Machining and Related Occupations	-	-	-	-	-	-
85 Product Fabricating, Assembling and Repairing	-	-	-	-	-	-
87 Construction Trades	-	-	1	1	1	1
91 Transport Equipment Operating	-	3	1	1	1	4
93 Material-Handling and Related Occupations	-	-	-	-	-	-
95 Other Crafts and Equipment Operating Occupations	-	1	-	-	-	1
99 Not Elsewhere Classified	-	1	-	-	-	1
01 Homemaker	9	-	6	-	15	-
02 Not in the labour force	1	2	1	2	2	4
03 No occupation mentioned	66	50	48	34	114	84
04 Employment mentioned but occupation not identified	5	3	2	4	7	7
05 Animal character	8	5	4	4	12	9
06 Fantasy character	16	17	7	13	23	30
00 No parent identified	35	42	28	29	63	71
Total	158	158	109	109	267	267

Note. Occupation categories taken from: Canadian Classification and Dictionary of Occupations, Volume I, Major Groups.

Table 15
Occupations of Males and Females: Stories and Canadian Population

Occupation	Stories				Canadian [a]			
	Males		Females		Males		Females	
	f	%	f	%	f	%	f	%
11 Managerial, Admin.	-	-	-	-	.67	12	.18	3
21 Natural Sciences, Engineering and math	-	-	-	-	.24	4	.03	1
23 Social Sciences	-	-	-	-	.06	1	.06	1
25 Occupations in Religion	-	-	-	-	.01	<1	.01	<1
27 Teaching and Rel.Occup.	2	1	1	1	.16	3	.22	4
31 Medicine and Health	2	1	1	1	.09	2	.29	5
33 Artistic, Literary } [b] 37 Sports, recreation }	2	1	3	2	.06	1	.04	1
41 Clerical Occupations	-	-	-	-	.28	5	1.14	18
51 Sales Occupations	4	3	1	1	.41	7	.29	5
61 Service Occupations	5	3	3	2	.38	7	.45	7
71 Farming, Horticultural and Animal-Husbandry	19	12	15	9	.23	4	.08	1
73 Fishing, Hunting, Trapping	15	10	2	1	.03	1	.01	<1
75 Forestry and Logging	4	3	3	2	.05	1	.01	<1
77 Mining and Quarrying Including Oil and Gas Field Occupations	-	-	-	-	.05	1	.01	<1
81/82 Processing Occup.	2	1	-	-	.25	4	.08	1
83 Machining and Rel.Occup.	-	-	-	-	.21	4	.02	<1
85 Product Fabricating, Assembling & repairing	-	-	-	-	.51	9	.18	3
87 Construction Trades	1	1	1	1	.55	10	.01	<1
91 Transport Equip. operat.	4	3	1	1	.31	5	.02	<1
93 Material-Handling and Related Occupations	-	-	-	-	.11	2	.04	1
95 Other Crafts and Equipment Operating	1	1	-	-	.08	1	.02	<1
99 Not Elsewhere Classified	1	1	-	-	.07	1	.02	<1
01 Homemaker	-	-	15	9	-	-	-	-
02 Not in labour force	4	3	2	1	.93	16	3.00	48.4
03 No occup. mentioned	84	54	114	68	-	-	-	-
04 Employment mentioned but occup. not identified	7	5	7	4	-	-	-	-
Total working	62		31		4.81		3.20	
Total eligible workers	157		169		5.74		6.20	
Percentage working	40		18		84		52	

a: Data on Canadian population taken from: 1981 Census of Canada Catalogue 92-935 Table 22. b: The census grouped two categories together (33 - artistic, literary and 37 - sports, recreation).

Note. Frequency of the Canadian population is in millions. When < occurs, frequency is less than .5 of 1% and cannot be rounded to 1%.

which 3.82 million (43%) were employed, 0.41 million (5%) were unemployed and 4.62 (52%) were not in the labour force. Employed was defined as

> all persons who . . . did any work for pay or profit, either paid work in an employer-employee relationship or self-employment. Also included is unpaid family work contributing to the operation of a farm, business, or professional practice owned or operated by a related member of the household. It also includes persons who had jobs but were not at work due to illness or disability, personal or family responsibilities, bad weather, labour disputes or other reason. (p. 256)

Unemployed was defined as

> those who . . . were without work, had actively looked for work in the past four weeks and were available for work; had not actively looked for work in the past four weeks but had been on layoff, with expectation of returning to work, for 26 weeks or less and were available for work; or had a new job to start in four weeks or less and were available for work. (p. 256)

A person who chooses to stay at home and look after the family without any monetary benefit to self or other family members (homemaker) would not be categorized as employed or unemployed. According to the definitions above, in the Canadian population "homemakers" would be included in the 4.62 million (52%) of women categorized as not in the labour force in 1978. According to the data in the Canadian census (see Table 15) in 1981 this group (women not in the labour force) constituted 3.00 million (48.4%) of women in families (total 6.20 million wives and female single parents), slightly down from 1978.

In Table 15 the category "not in the labour force" for the Canadian population includes males and females: (1) who are unemployed (according to the definition given above); (2) who are

homemakers and (3) who are not in the labour force for any other reason. For the stories, the coding category "not in the labour force" included males and females who it explicitly stated in the stories were unemployed according to the definition given above. For the story men and women, homemakers are categorized in a separate category "homemaker". All of the story men and women who were not in the labour force for any other reason, inluding all cases where no occupation was mentioned are included in a third separate category "no occupation mentioned". These three story categories can then be added and compared to the proportion of Canadian men and women in the single category "not in the laour force".

As indicated in Table 15, story women and men in the category "not in the labour force" (unemployed according to the definition above) are scarcely mentioned in the reading series. There is one case for women in each of the series, and two cases for men in each of the series. This is only 1% of total women and 3% of total men. Unfortunately, unemployment is an issue that is prevalent in society all too often, and the effects are something children are facing with their families every day. Unemployment for men and women in the Canadian population in 1983 was reported to be 12.1% and 11.6% respectively (Statistics Canada, 1984c). Presentation of stories involving families dealing with unemployment and its consequences could provide pupils with insights into economic realities that they and others around them will face during their lives. It could also provide information that may influence educational goals to some degree.

There were a large proportion of adult females (68%) and males

(54%) for whom "no occupation was mentioned". In these cases occupations were seemingly just overlooked or were not germane to the plot of the story. Portrayal of adult women and men in their work roles in the stories would provide pupils with models representing the diversity of roles available in society.

Comparisons of Occupations of Canadian and Story Males and Females For adult females there were a total of 31 occupations specified, 15 cases of homemaker, seven incidences of an occupation mentioned but not identified, and two cases of unemployment out of a total of 169 eligible women (occupations categorized in 33% of cases). The occupations specified for adult males were double the number for females at 62, with no cases of male homemaker, seven occupations mentioned but not identified and four cases of unemployment out of a total of 157 eligible men (occupations categorized in 47% of cases).

The modal occupation for women in the Canadian population is clerical worker (18% of female workers) and for men is administrative/managerial worker (12% of male workers) clearly indicating a hierarchy in present work roles. Close second and third occupations for men are construction (10%) and manufacturing (9%). There were no cases of clerical, administrative/managerial or manufacturing occupations for males or females in the stories, and only one case of construction worker for each of the sexes.

The occupation of homemaker was one of the two most frequent for women in the story families, however there was not a single male homemaker. Clearly this is a sex stereotyped role in these reading series.

Farming was high for females and males in the stories,

followed closely by hunting and fishing for men only. These two occupations are not similarly high in the population of Canadians. The occupational roles of people in the story families are concentrated in these primary industries, whereas in the Canadian population, occupations are more involved with business, technology, health, science and education. Kumar (1982) found similar results in his study of reading series used in Canada and India. Farming and fishing were present, but modern occupations such as technical or industrial jobs were rarely depicted.

Summary. Overall, occupational roles were outdated and under-represented in frequency and range for both men and women. Compared to the Canadian population, roles tended to be sex stereotyped for both sexes. Occupations were specified in twice as many cases for males (62) as they were for females (31). There were no male homemakers, but 15 female homemakers. There was also a wider variety of occupations for males than for females. These dismal results are consistent with the trend of results from all the previous studies reviewed.

The Disabled as Portrayed in the Readers

There were five stories having family members with physical or mental disabilities, and they were all in the Ginn series. One was a non-fictional story regarding the life of a young girl who was deaf and blind. The story carefully described helpful relationships she had with the people around her and how she learned skills in her life through her sense of touch. The other four stories were fictional. One was about a girl confined at home in a wheel chair and the wonderful mail that she received via her friend the mail carrier. One was about adjustments that a young

boy had to make at school wearing a new back brace. Another was about a girl returning home and adjusting to new walking braces, with her family supporting her accomplishment of tasks on her own. The final one was about a girl searching for her lost brother who had a mentally handicapping condition. The number of families with individuals who had handicaps was only 1.9% of the total families. The stories were informative, sensitively describing a variety of the personal experiences involved in dealing with the five handicapping conditions addressed.

No stories included a family member with a handicapping condition where his/her role was a simple, normal, successfully functioning family member in the story. All five stories concentrated on that character or coping with the condition. This was not a perspective where a representative proportion of persons with handicaps were presented as integrated into the day to day experiences described in the stories.

CHAPTER FIVE

Summary and Conclusions

Modal Family

The modal family described was almost identical for the two reading series. Characteristics of the modal family as categorized in this study were: a human family, located in a North American setting with no ethnicity identified (an anglicized family with North American mannerisms and speaking English). The modal family had both an adult female and an adult male present and the children were generally all in the age category 6-14 years of age. The modal size of the family was 3 persons for both series. (Specifically the mean for Ginn was 3.5 persons and the mean for Language Patterns was 3.3.) The modal family members experienced neutral neighborliness with people in their environment (family social situation) and neutral relationships with each other (family members' interactions).

The family quite often demonstrated affectionate physical interactions, usually between children and adults (all combinations of both sexes) and between children and animals. Rarely did they show aggression.

Although the majority of occupations for adult females and males were not mentioned, when they were, mothers' occupations tended to be homemaker or farm worker (in that order of frequency for Ginn and farm worker then homemaker in Language Patterns). Fathers were never homemakers. Fathers occupations tended to be farm worker or fisherman/hunter (in that order of frequency for both series).

The modal story tended to focus on a child, most often a boy for the Ginn series and a girl for the the Language Patterns.

Areas of Concern

For a large proportion of families (41.6%) locations were not specified, but were categorized as North American. The North American category did not contribute information about life in Canada. There was no mention of specific, real places, geographical similarity to the regions of Canada, Canadian themes or details of national interest.

In a large proportion of stories ethnicity was categorized as "no ethnicity identified" (55.8%). This group of families was representative of an anglicized society, portraying generic, non-specific English speaking families. These families were void of cultural specifics that would provide information about various cultural heritages or family customs. The majority of families did not portray ethnicity which would be representative of the various cultural groups making up the Canadian mosaic. French families (Quebecois or other) were omitted totally from both series.

Stories with these vague presentations of location and ethnic background do not provide students with accurate and informative details about their social environment. This was a homogeneous portrayal, uni-dimensional, void of specifics, details or plurality.

Logan and Garcia (1982) recommend that supplementary readings related to specific ethnic groups be used to enhance current offerings in basal readers, so that a more balanced portrayal of ethnic story characters is presented. This may give learners insights into the variety of heritages that exist in a

multi-cultural environment.

The family social situation (neighborliness) and family members' affective interactions were most frequently rated neutral (for 47.6% of total stories both of these ratings were neutral). In these cases learners are not being presented with examples of models facing the stresses of typical situations children encounter, and learning to respond with socially acceptable behaviors. There was no balance of positive and negative situations presenting variability in the means of resolving problems. Such variability could portray more or less acceptable behavior and would represent situations more typical of the real environment where children have to learn to function.

Physical interactions involving family members showed affection more often than aggression. For both series, both sexes and all age groups physical affection was much more common. Males were portrayed to be more aggressive than females.

Family demographics such as size of family and numbers, sexes and ages of children closely resembled the Canadian population. These aspects of story families would inform learners about typical family characteristics in the world around them.

Adult family member constitutions ranged through a variety of family types. The most common, like the Canadian population, was a family with both an adult female and an adult male. The proportion of single parent families in the stories was higher than their proportion in the Canadian population. The affective and social relationships of single parent families were most often neutral, as were the relationships of two parent families.

Consideration should be given to portraying each type of

family constitution in a variety of situations, to indicate the potential for all families both to deal with and overcome obstacles. This has been suggested in other research studies, and has been addressed in Sweden for some time. According to Linner (1972) different parental constitutions, including unmarried mothers, are considered families in Sweden and efforts have been made to refer to one parent families in school textbooks to provide societal support in raising children in that context. Kealey (1980) suggests that all types of families be shown to have strong, caring relationships and that teachers use these stories to show students that other children live very happily within a variety of family constitutions. Kealey points out that the variety of story families provides role models for students if these models are lacking in their personal lives, and shows them alternate modes of family life.

Occupational roles for adults in the families were not representative of Canadian work roles in frequency or in range. These biases and omissions impart misinformation about the roles of work in present day society. This is unfortunate as it comes at a time in the lives of children when they could be benefitting from exposure to a wide range of non-sex stereotyped work roles being presented in stories that they read. According to the social model of career development (Krumboltz, 1979; Osipow, 1983) people can explore and learn about various work roles by attending to the behavioral interactions of valued models as the models are involved in those types of work.

Steffire (1969) suggests that supplementary actions by counsellors and teachers are necessary to give an accurate picture

of work in the lives of modern women, and to prepare students for the multiple roles of wife, mother and worker that they will likely play. According to the results of this study, these types of supplementary actions are needed for men as well as for women.

Britton (1973) directed her argument at publishers of basal reading series, recommending revision of the texts to replace stereotypic sex roles with content that reflects current societal attitudes and values. Taylor (1973) suggests that a variety of roles be included where females as well as males are shown to be functioning successfully and independently. She criticizes the unconscious presentation of stereotypes and homogeneous portrayal in the educational system. Similarly, Wright (1976/77) points out that ideally activities should not be attributed to sex. Males and females should be multi-dimensional, intelligent, motivated, self-directed and capable. As suggested by Arnold-Gerrity (1978) diversifcation of models in the literature would offer young learners unbiased information and a break from traditional stereotypes that exist in society. Adult males and females should be portrayed in as wide a range of occupational roles as possible. Kumar (1982) suggests that modern occupations such as technical or industrial jobs be depicted, rather than the outdated ones currenly portrayed.

Rupley, Garcia and Longnion (1981) point out that a trend towards equalization is apparent in textbook portrayals. Guidelines for equitable treatment of the sexes, involving variables such as text language, behavior, occupations and ethnicity have made a difference in textbooks published more recently. They add that the movement toward equitable portrayal

will improve as publishers come to recognize the potential influence that story content can have on learners' perceptions of society.

With regard to the portrayal of handicapping conditions in basal readers, Baskin (1981) points out that improvement is needed in the information and values that are presented. The disabled should be portrayed participating in various activities in an integrated rather than isolated way, all characters should be shown interacting with equal benefit and differences between the exceptional and non-exceptional should be de-emphasized. These stories should not be presented in a token manner. Britton, Lumpkin and Britton (1984) argue that publishers and editors owe children a complete and realistic view of today's society, to prepare them for the real world. Moore (1984) points out that portrayal of characters with diabilities should not be stereotypcal. "Characters should be depicted as participants in diverse but integrated activities rather than in isolated activities that evolve from the disabilities" (p.277). This was a problem uncovered in the present study. Moore also states that because so few stories deal with any kind of handicapping conditions, a child might be exposed to only one such story in six years of school. People with handicapping conditions should be depicted as successful people whose numbers make up a significant portion of the population.

An alternate series of guides called <u>The other guides to Language Patterns (Volumes 1, 2 and 3)</u> have been written by a group of teachers and researchers (Hill, Lees, Long, Lorimer and MacLellan, 1977), and are intended to be used alongside the guides

prepared by Holt, Rinehart and Winston. Emphasis is placed on the content of the stories, and on methods which teachers can use to make the stories more interesting and relevant to the concerns of children. To accomplish this they have suggested topics for discussions relating each of the stories to situations in the lives of the students or their community as well as supplementary readings related to each textbook story. Hill et al. point out that the preparation and use of these guides should be an interim measure only. Readers which are based on a more realistic understanding of reading must be prepared, where lifestyes presented in the stories more closely resemble lifestyles of the students, to facilitate their comprehension and interest. Hill et al. also rewrote some stories to illustrate how changes could be made to make the present stories more concrete and personal as opposed to generic and vague.

Context of This Study

This study concentrated on only two reading series. Further studies on alternative series are needed to make inferences about basal readers in general. This study concentrated on: (1) plurality or the lack of it (homogeniety) with respect to characteristics of families; (2) portrayal of story family characteristics in comparison to families in the Canadian context (eg. location, ethnicity, family demographics and occupational roles) and (3) equity of role portrayal for various groups (frequencies, ranges and characteristics). The study isolated specific variables, quantified them and discussed trends so that an awareness of content could be forged. Concentration has been on

families only. There are many areas that this study does not address. Areas that are not examined, but which would be equally beneficial include: (1) recreational or the non-working roles of adults and children; (2) details of characterizaton of females, males, adults and children, and the elderly; (3) role portrayal of all characters in the story communities, rather than just family members; (4) the potential importance of non-realistic stories that do not resemble a real world context, and which may be important to the development of imagination and curiosity and (5) the actual effects of various types of portrayal on the development of students.

Many variables in this study have been found to be biased, to be homogeneous and lack details, to be omitted, not to resemble the real world environment or to be stereotyped. In cases of concern, improvements have been suggested directed at editors, publishers, or writers who may create future "ideal" stories. In some cases supplementary activities such as explanations or additional information to give have been suggested for teachers, counsellors or others presently working with these types of stories. Hopefully the content analysis of family portrayal described here helps to focus attention on what is being offered in these stories. With awareness of content one can discriminate whether portrayal is representative of real life potential, and pitfalls can be overcome and avoided in the future.

APPENDIX A

Books in Reading Series

Title	Year	Code
SERIES: GINN (0)		
Hello Morning	1	01
On Our Way		02
A Duck is a Duck		03
Helicopters & Gingerbread		04
May I Come In?		05
One To Grow On	2	06
The Dog Next Door and Other Stories		07
How is it Nowadays?	3	08
Inside Outside		09
A Lizard to Start With	4	10
Tell Me How the Sun Rose	5	11
Measure Me Sky	6	12
Mountains are for Climbing	7	13
To Make a Difference		14
Gifts of Promise		15
SERIES: LANGUAGE PATTERNS (1)		
Listening Letters	1	01
Laughing Letters		02
Magic Letters		03
Rainbow Letters		04
Adventures with Mac	2	05
Silver Steps		06
Golden Trails		07
Wings of Wonder	3	08
Flights Near and Far		09
Ready or Not	4	10
One Banana Step	5	11
One Potatoe, Two Potatoe	6	12
Inside Outside	7	13

APPENDIX B

Descriptions of Criteria for the Coding System

The actual coding system which is described here is included as APPENDIX C.

Complete data are collected for each story separately, as described below. First, a one digit identity number is coded for reading series (a 0 for Ginn or a 1 for Language Patterns). Second, the book is coded, according to the two digit identity numbers for books as listed in Appendix A. Third, the story is given a two digit identity number. Since stories are coded in the order that they appear in the book, the first story is coded 01, the second 02, etc. up to the total number of stories in each book.

Data about the story family members are obtained from three sources: story content, information in the pictures, and names of the family members and names of places. In the descriptions of categories that follow, the initial number in parentheses represents the category number on the coding system. The number in parentheses that follows the label for the code represents the number written on the coding system for that category.

(1) Type of family.

Human family (1) refers to stories about human characters.

Animal family (2) includes all stories about animal families, those in their natural setting as well as those given more human characteristics (such as clothes, ability to converse, etc.)

Inanimate families (3) include families of inanimate object characters (e.g., scarecrows).

Fantasy families (4) include families of all animate, imaginary characters (e.g., witches, elves, dragons, and families in folk tales, such as those about kings, queens and magic).

(2) Number of family in story

Each family is assigned an identification number, from 1 to 9, to distinguish it from other families which may be in the same story. The first family coded is assigned the number one, the second the number two, and so on, up to a maximum of nine families per story.

(3) Location of family

Sources such as an atlas must be used to locate unfamiliar names of places so that they can be categorized. Pictures in the story must be examined to identify specific types of flora, fauna or codes of dress which can be used to identify a location.

Canadian (1) refers to stories where specific Canadian locations or Canadian content is mentioned (e.g., Toronto or the Emily Carr School).

United States (2) refers to stories where specific U.S. locations or content is mentioned.

The North American category (3) applies where facts from the story or pictures indicate that the family lives in a North

American culture, but it is not clear whether it is Canada or the United States (e.g., driving a car on the right hand side of the road, particular dress codes, neighborhoods or buildings, flora and fauna).

Other specified culture (4) applies where it is explicitly described that a family lives in a country and culture other than Canada or the United States.

Non-specified culture (5) applies where the family's location is not mentioned and it is ambiguous (e.g., it could be any of several locations). This category is also used in cases where location is not relevant, such as some animal or fantasy families.

(4) Ethnicity

For animal families this categorization is not relevant and is rated accordingly as not applicable (00).

For the following seven categories to apply, ethnicity must be explicit. The story content, pictures of the story people and names are all checked for this.

Aboriginal (01) refers to native Indians, Metis and Inuit families.

Anglo (02) refers to families of British heritage, culture and language, such as natives and descendants of natives from England.

Franco (03) refers to families of French heritage, culture and language, natives and descendants of natives from France (e.g., if Location above were Canadian (1) and Ethnicity were Franco (03), the story would be about a French Canadian family).

European (04) includes families from all other ethnic groups

from countries in west and east Europe.

Afro (05) refers to natives and descendants of natives from Africa. (Pictures may be the only indicator of this.)

Asian (06) refers to natives and descendants of natives from all Asian ethnic groups (e.g., Chinese, East Indian, Vietnamese, Japanese, etc.)

Hispanic (07) refers to families who are from Latin America or of Hispanic American custom and ethnicity.

Ambiguous ethnicity (08) occurs when a picture indicates an ethnicity, but a particular ethnic group is not identifiable from the story or the names.

No ethnicity identified (09) commonly occurs in stories where there is no indication from the story, pictures or names of people that the family belongs to any of the above ethnic groups (e.g., a story of a North American, Caucasian English speaking family, with no heritage mentioned).

(5) Adults in family

Categories of adults are: Female parent, Male parent, Stepmother, Stepfather, Aunt, Uncle, Grandmother, Grandfather, Other female and Other male. Each category of adults in the family is rated (0-9+) according to the number of adult individuals of that category living with the family (e.g., if grandmother and great grandmother live next door, a "2" is the rating for Grandmother). It must be clearly stated in the story or inferred from a picture, that the characters are parents, step-parents, aunts, uncles, or grandparents for those categories to apply

(e.g., If father is the only adult mentioned in the story, but at the dinner table a woman is present, it is taken for granted that the woman is mother). If another adult is mentioned, but no relationship is described, or if other adults, such as sister-in-law or brother-in-law live with the family, the categories Other female or Other male apply.

If there are no children mentioned, then the categories Other female and Other male apply.

(6) Number of children, by age group

The age groups for children are taken from the 1981 Canadian Census categories, (<6, 6-14, 15-17, 18+). These ages roughly correspond to the school levels (preschool, elementary, secondary and post-secondary). The category "age undetermined" is included for children who are mentioned, but whose age cannot be determined from the story or pictures. Each of the above categories are included separately for girls and for boys.

Each child in the family is recorded in the appropriate age category, so that every category has a rating from (0-9+).

Information on age may be mentioned explicitly in the story, (such as age or grade in school), or may be inferred from the pictures. In some cases a sibling may be around 6 years old, but not obviously <6 or 6-14, or may be around 14 years old, but not obviously 6-14 or 15-17. If children exist who are close to the border between categories (example : 6 or 14) then in order not to lose information by using the "age undetermined" category, a rating of 6-14 is given.

If grade level is used, but not age, the coding categories used correspond to those described above (<6 represents preschool, 6-14 represents elementary, 15-17 represents secondary and 18+ represents post-secondary).

In some cases, general information only is given about the total number of siblings in the family, but no details about their ages or their sex. These are categorized as "Number of siblings - sex undetermined".

For Animal families and for some Fantasy families, the "age undetermined" categories for girls and boys, and the "Number of siblings - sex undetermined" category apply.

(7) Number and sex of main character

Number and sex of main character includes a categorization of all main characters in the story. There may be more than one main character in the story (such as two boys). They may be from one family (brothers) or from different families. If both of their families are described in the story, then both families are separately and entirely coded. In some cases the main character of the story is not a member of the family being coded (e.g., the main character may be a dog or a fantasy character, but a human family is being coded). Information is taken from the total story content.

(8) Rating of family/social situation

Rating of family/social situation refers to an overall

evaluation of the family's interactions with the society around it as described in the total story.

In nearly all cases, the story will be neutral at the end. The coding for this category is not made on the final situation, rather it is made on the main content of the story, whether positive, negative or neutral. Usually ratings of positive (2), neutral (3) or negative (4) will apply. Only in extraordinary cases would one give ratings of extremely positive (1) (e.g., being greatly honored by society for some great achievement) or extremely negative (5) (e.g., the family members' lives being at risk because of political extremism).

This rating is best done as quickly as possible, from the overall story content, without any unnecessary inferences or comparisons being made.

(9) Rating of family members' interactions

Rating of family members' interactions refers to an overall evaluation of the relationships among family members in the story. Usually the rating will be positive (2), neutral (3) or negative (4). Only under extraordinary circumstances will the rating be extremely positive (1) or extremely negative (5). The relationships as described in the main body of the story should be rated, rather than totally neutralized or resolved situations at the end of the story. This rating is best done as quickly as possible from the overall story, without any unnecessary inferences or comparisons.

(10) Physical interactions between characters

Physical interactions must include at least one member of the family being coded in order to be rated.

Physical interactions between characters may be described in the story or may be shown in the pictures. The story and all pictures are examined for this categorization.

Categories of interactions include various combinations of male and female: children; children and adults; and adults, animals with male and female children and adults, and fantasy characters with male and female children and adults. As well, there are categories for interactions between male and female children or adults and animals whose sexes cannot be determined.

Each category is given one of four ratings: Physical interactions: not there (0), affection (1), aggression (2) or affection and aggression (3). For example, if physical affection between a man and a woman is indicated one or more times in the story or pictures, a rating of affection is given for the category: adults - female/male. If a girl violently grabbed a dog, a rating of aggression is given for the category : animal - female child. If a dragon kidnapped a boy, then hugged him a lot affectionately, then a rating of affection and aggression is given.

(11) Employment status of female and male parents (or adults of a single couple family)

Employment status is coded for the female parent and male parent of a family with children, or for the husband and wife of a

single couple family.

The first twenty three categories are taken directly from the 23 major groups of occupations in the Canadian Classification and Dictionary of Occupations (CCDO) (Information Canada, 1974). This is the classification used in the 1981 Canadian census. Using these categories allows a comparison between story families and Canadian families. (Refer to the coding system in Appendix C for details of these categories.)

The category "Homemaker" (01) applies where the story indicates that the parent is repeatedly performing the duties of caring for the home and other relatives in the home, and other employment is not mentioned. "Not in the labour force" (02) is appropriate only where it is explicitly mentioned that the parent is unemployed. "No occupation mentioned" (03) occurs in all cases where a parent is mentioned but nothing is stated at all about his or her employment. "Employment mentioned but occupation not identified" (04) is appropriate when it is mentioned that a parent is employed or is going to work, but the type of job is not identifiable. "No parent identified" (00) is where the parent is not mentioned in the story, so it is not obvious that the parent exists. Inferences are not be made.

"Not applicable - animal character" (05) is appropriate for all animal families. "Not applicable - fantasy character" (06) is sometimes applicable for fantasy families when the occupations are not human (e.g., witches or kings and queens from legends).

APPENDIX C

Coding System

Series _____ Book _____ Story _____

(1) Human family.....1
Animal family.....2
Inanimate family....3
Fantasy family.....4 _____

(2) Family of main character.....1
Subsequent family.....(2-9) _____

(3) Location of family

Canadian.....1
United States.....2
North American.....3
Other specified culture....4
Non-specified culture.....5 _____

(4) Ethnicity

Not applicable.....00
Aboriginal.....01
Anglo.....02
Franco.....03
European.....04
Afro.....05
Asian.....06
Hispanic.....07
Ambiguous ethnicity.....08
No ethnicity identified.....09
Other specified ethnicity.....10 _____

(5) Number of Adults in family
(0-9+)

Female parent _____
Male parent _____
Stepmother _____
Stepfather _____
Aunt _____
Uncle _____
Grandmother _____
Grandfather _____
Other female _____
Other male _____

(6) Number of children, by age group
(0-9+)

Number of girls	<6	(preschool)	_____
	6-14	(elementary)	_____
	15-17	(secondary)	_____
	18+	(post secondary)	_____
		(age undetermined)	_____
Number of boys	<6	(preschool)	_____
	6-14	(elementary)	_____
	15-17	(secondary)	_____
	18+	(post secondary)	_____
		(age undetermined)	_____
Number of siblings - sex undetermined			_____

(7) Number and Sex of Main Character
(0-9+)

Girl	_____
Boy	_____
Adult female	_____
Adult male	_____
Inanimate character female	_____
Inanimate character male	_____
Inanimate character sex undetermined	_____
Fantasy character female	_____
Fantasy character male	_____
Fantasy character sex undetermined	_____
Animal female child	_____
Animal male child	_____
Animal child sex undetermined	_____
Animal female adult	_____
Animal male adult	_____
Animal adult sex undetermined	_____

(8) Rating of family/social situation

Extremely positive.....1
Positive.....2
Neutral.....3
Negative.....4
Extremely negative.....5 _____

(9) Rating of family members' interaction

Extremely positive.....1
Positive.....2
Neutral.....3
Negative.....4
Extremely negative.....5 _____

(10) Physical interactions between characters (involving at least one family member)

Not there.....0
Affection.....1
Aggression.....2
Affection and Aggression.....3

Between		
Children	female/female	_____
	male/male	_____
	female/female	_____
Children and Adults	female child/female adult	_____
	female child/male adult	_____
	male child/female adult	_____
	male child/male adult	_____
Adults	female/female	_____
	male/male	_____
	female/male	_____
Sex undetermined	adult/adult	_____
	adult/child	_____
	child/child	_____
Animals	female child	_____
	male child	_____
	female adult	_____
	male adult	_____
Fantasy characters	female child	_____
	male child	_____
	female adult	_____
	male adult	_____

(11) Employment status of female parent _____

Employment status of male parent _____

11 Managerial, Administrative and Related Occupations
21 Occupations in Natural Sciences, Engineering and Mathematics
23 Occupations in Social Sciences and Related Fields
25 Occupations in Religion
27 Teaching and Related Occupations
31 Occupations in Medicine and Health
33 Artistic, Literary, Performing Arts and Related Occupations
37 Occupations in Sport and Recreation
41 Clerical and Related Occupations
51 Sales Occupations
61 Service Occupations
71 Farming, Horticultural and Animal-Husbandry Occupations
73 Fishing, Hunting, Trapping and Related Occupations
75 Forestry and Logging Occupations
77 Mining and Quarrying Including Oil and Gas Field Occupations
81/82 Processing Occupations
83 Machining and Related Occupations
85 Product Fabricating, Assembling and Repairing Occupations
87 Construction Trades Occupations
91 Transport Equipment Operating Occupations
93 Material-Handling and Related Occupations
95 Other Crafts and Equipment Operating Occupations
99 Occupations Not Elsewhere Classified
01 Homemaker
02 Not in the labour force
03 No occupation mentioned
04 Employment mentioned but occupation not identified
05 Not applicable - animal character
06 Not applicable - fantasy character
00 No parent identified

Appendix D

Total Number of Stories per Book and Number Coded

Name of book	Fiction Total	Fiction Coded	Non-fiction Total	Non-fiction Coded	Total Total	Total Coded
SERIES: GINN						
Hello morning	-	-	-	-	-	-
On our way	14	-	-	-	14	-
A duck is a duck	13	1*	-	-	13	1*
Helicopters & gingerbread	10	5	-	-	10	5
May I come in?	24	4	2	-	26	4
One to grow on	28	12	1	-	29	12
The dog next door	25	14*	2	-	27	14*
How is it nowadays?	22	16*	1	-	23	16*
Inside outside	15	13	5	-	20	13
A lizard to start with	20	11	5	-	25	11
Tell me how the sun rose	26	13	4	1	30	14
Measure me, sky	25	12	3	-	28	12
Mountains are for climbing	17	10***	22	-	39	10***
To make a difference	32	21**	11	1	43	22**
Gifts of promise	24	12**	16	2	40	14**
Total	295	144	72	4	367	148
SERIES: LANGUAGE PATTERNS						
Listening letters	10	1	-	-	10	1
Laughing letters	24	3	-	-	24	3
Magic letters	14	3	1	-	15	3
Rainbow letters	11	3	-	-	11	3
Adventures with Mac	-	-	-	-	-	-
Silver steps	21	9	2	-	23	9
Golden trails	14	9	-	-	14	9
Wings of wonder	17	10	4	-	21	10
Flights near and far	22	10	2	-	24	10
Ready or not	29	14	-	-	29	14
One banaba step	24	11**	2	1	26	12**
One potatoe, to potatoe	29	13*	-	-	29	13*
Inside outside	41	19	1	-	42	19
Total	256	105	12	1	268	106

Note. * indicates times that more than one family was coded for the same story

APPENDIX E

Census Ethnicities for each Coding Category

(1) ABORIGINAL

Native Peoples

Inuit, Metis, Status or Registered Indian, Non-status Indian

(2) ANGLO

British

English, Irish, Scottish, Welsh

(3) FRANCO

French

French, Quebecois, Acadian

(4) EUROPEAN

European

Belgian, Dutch (Netherlands), Luxembourg
Finnish, Danish, Icelandic, Norwegian, Swedish
Austrian, Czech, Slovak, Czechoslovakian, German, Polish,
Magyar (Hungarian), Swiss
Baltic, Estonian, Lettish (Latvian), Lithuanian,
Byelorussian, Romanian, Russian, Ukrainian
Baltics, Albanian, Bulgarian, Crotian, Serbian, Slovene,
Yogoslav, Macedonian, Greek, Italian, Maltese,
Portuguese, Spanish

(5) AFRO

African

African Black, Canadian Black, Other African, Other Black

(6) ASIAN

Asian

Indo-Pakistani (Bengali, Gujarati, Punjabi, Singhalese,
Tamil, Bangladeshi, Pakistani, Sri Lanken
Chinese, Indo-Chinese (Burmese, Cambodian, Laotian, Thai,
Vietnamese), Japanese, Malay, Korean

(7) HISPANIC

Latin American

Argentinian, Brazilian, Caribbean, Chilean, Cuban,
Ecuadorian,
Haitian, Mexican, Peruvian

(8) OTHER SPECIFIED ETHNICITY

West Asian and North African

Armenian, Lebanese, Palestinian, Syrian, Arab, Iranian,
Israeli, Turk

Pacific Islands

Fijian, Indonesian, Philippino, Polynesian

Appendix F

Adults in Family in Relation to Family Social Situation

Social situation	Female & Male parents	Female parent only	Male parent only	Other extended families
	GINN (% of 158 total families)			
	n=61	n=28	n=23	n=46
Ext Positive	-	-	-	-
Positive	8.2	2.5	2.5	5.1
Neutral	19.6	11.4	7.6	19.6
Negative	8.9	2.5	3.8	4.4
Ext Negative	0.6	1.3	0.6	-
	LANGUAGE PATTERNS (% of 109 total families)			
	n=39	n=17	n=16	n=37
Ext Positive	-	-	-	-
Positive	1.8	2.8	1.8	5.5
Neutral	24.8	11.0	9.2	18.3
Negative	7.3	1.8	3.7	10.1
Ext Negative	1.8	-	-	-
	TOTAL STORIES (% of 267 total families)			
	n=100	n=45	n=39	n=83
Ext Positive	-	-	-	-
Positive	5.6	2.6	2.2	5.2
Neutral	21.7	11.2	8.2	19.1
Negative	8.2	2.2	3.7	6.7
Ext Negative	1.9	0.7	0.4	-

Note. The values represent percentages of families for Ginn (n=158), percentages of families for Language Patterns (n=109) and percentages of families for total stories (n=267).

Appendix G

Adults in Family in Relation to Family Members' Interactions

Family members' interactions	Female & Male parents	Female parent only	Male parent only	Other extended families
	GINN (% of 158 total families)			
	n=61	n=28	n=23	n=46
Ext Positive	-	0.6	-	-
Positive	5.1	1.3	0.6	5.7
Neutral	30.4	15.2	12.0	19.6
Negative	3.2	0.6	1.9	3.2
Ext Negative	-	-	-	0.6
	LANGUAGE PATTERNS (% of 109 total families)			
	n=39	n=17	n=16	n=37
Ext Positive	0.9	-	-	-
Positive	4.6	-	-	4.6
Neutral	30.3	14.7	12.8	24.8
Negative	-	0.9	1.8	4.6
Ext Negative	-	-	-	-
	TOTAL STORIES (% of 267 total families)			
	n=100	n=45	n=39	n=83
Ext Positive	0.4	0.4	-	-
Positive	4.9	0.7	0.4	5.2
Neutral	30.3	15.0	12.3	21.7
Negative	1.9	0.7	1.9	3.7
Ext Negative	-	-	-	0.4

Note. The values represent percentages of families for Ginn (n=158), percentages of families for Language Patterns (n=109) and percentages of families for total stories (n=267).

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