

A CONTENT ANALYSIS OF THE FOURTH, FIFTH,  
AND SIXTH GRADE BASAL READERS OF THE  
1975 AND 1983 EDITIONS OF THE NELSON  
LANGUAGE DEVELOPMENTAL READING PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

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A CONTENT ANALYSIS OF THE  
FOURTH, FIFTH, AND SIXTH-GRADE  
BASAL READERS OF THE 1975 AND 1983  
EDITIONS OF THE NELSON LANGUAGE  
DEVELOPMENTAL READING PROGRAM

by

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Abstract

The purpose of this study was to analyse and compare the content of the fourth, fifth and sixth grade basals of the 1975 and 1983 editions of the Nelson Language Developmental Reading program. The specific areas investigated were the depictions of (a) males and females, (b) ethnic groups, (c) the elderly, (d) the disabled, and (e) reading. The analysis also sought to determine the extent of Canadian content in the two editions.

The contents of the basal readers were scrutinized by means of an analysis kit based on A Consumer's Guide to Sex, Race and Career Bias in Public School Textbooks, an analysis package developed by Britton and Lumpkin (1977b). After the two editions of the Nelson Language Developmental Reading program had been analyzed according to the criteria of the analysis kit, the analysis was subjected to a rater-rater test of reliability.

The results of the analysis suggested that some attention had been given to the portrayals of males and females in the 1983 edition, as girls and boys were found to be equally represented. Women, however, were discovered to be poorly depicted in comparison to men in

both editions. Although a comparison of the multiethnic content of the two editions revealed that some positive changes had occurred, the use of illustrations to define ethnicity in the 1983 edition indicated that the changes were quantitative rather than qualitative. While the content of both editions was found to be predominantly Canadian, some improvements in the quality of the Canadian content in the 1983 edition were noted.

The analysis revealed that the elderly and the disabled were inadequately portrayed in both the 1975 and 1983 editions. The investigator believed that the lack of progress was not surprising as concerns about the portrayal of the elderly and the disabled in basal readers may have been voiced too late to have had any effect on the 1983 edition. The act of reading was found to be poorly depicted in both editions. This finding was perplexing given that basal reading series are designed as tools for teaching reading.

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## CHAPTER I

## Introduction

Introduction to the Problem

According to Rosenblatt (1968) the text "embodies verbal stimuli toward a special kind of intense and ordered experience-sensuous, intellectual, emotional-out of which social insights may arise" (p.31-32).

Huck (1979) states that reading "gets us out of our own time and place, out of ourselves; but in the end it will return us to ourselves, a little different, a little changed by this experience" (p.702).

Statements, similar to the two above, may have prompted Smith (1948) to conclude that the belief that personal and social values may be derived from reading has always been accepted without question. Smith recognized that so much credence had been placed in the assumption that reading can influence personal and social values, that few attempts had been made to probe its possibilities for statistical evidence. Smith asked 502 fourth-, fifth-, and sixth-grade students how they were influenced by reading. An analysis of the responses indicated that attitudes (i.e., 60.7% of the cases), behaviour (i.e., 9.2% of the total) and ideas (i.e.,

30.1% of the sample) had all been affected by reading.

Further evidence of the influence of reading was gathered by Weingarten (1954) and Shirley (1969). Weingarten's survey of 1256 Freshmen and Sophomore students in 17 colleges and universities in the U.S.A., revealed that in reading, the students found a means for self-help in solving their problems of personal and social adjustment. Shirley, who used a questionnaire and interview technique to investigate the effect of reading on adolescents' self-image and concept of self-worth in the worldly scheme, reported that only 16 of the 420 high school students who were the subjects of the study admitted no personal influence from reading.

Studies involving preschoolers and kindergarten students have shown that even the personal and social values of very young children can be changed by listening to stories. Barclay (1974) found that the attitudes of kindergarten children about women in careers were easily influenced by hearing stories about mothers who work. Berg-Cross and Berg-Cross (1978) reported that listening to picture storybooks that expressed social values resulted in significant changes in the attitudes and values of 4 to 6-year-old children.

Some studies have been concerned with the poss-

ibility of modifying racial attitudes through reading. Jackson (1944) exposed a group of White junior high school students to fiction which presented Blacks in a sympathetic light. After encountering the fiction, the attitudes of the experimental group became more favourable towards Blacks while the attitudes of the control group who did not read the story remained the same. Litcher and Johnson (1969) also investigated the assumption that reading could help White children develop more favourable attitudes to Blacks. The subjects of the study were 68 second-grade students who attended schools in a city where the Black population accounted for less than 0.2% of the total population of 50 thousand. The children assigned to the control group used regular books for reading instruction while the experimental group used multiethnic books which portrayed Blacks as being hard-working, nicely dressed and as having other middle-class characteristics. After using the multiethnic reading books for 4 months, the experimental group responded significantly more favourably to Blacks on four tests of racial attitudes than did the control group.

Despite the findings of Litcher and Johnson (1969), Jackson (1944) and others, some questions have been raised concerning the influence of reading on values and

attitudes: first, there is concern that as children and adults respond to books in a highly individualistic manner, there is no way to predict the exact impact that a book will have on its readership (Edwards, 1972; Russell, 1958; Tibbetts, 1978); secondly, there is concern that as the task of separating the effects of reading from other environmental effects is almost impossible, it is difficult to define the exact impact of reading on attitudes and values (Beach, 1976; Kingston & Lovelace, 1977-78; Tibbetts, 1978; Zimet, 1976).

Personal testimony, however, coupled with the findings of research which indicate that reading does influence values, have led to concerns about what children read. These concerns continue to exist despite the doubts that have been raised as to the precise effects of reading.

#### Statement of the Problem

Much of the concern over what children read has focused on basal readers, the books used for reading instruction. Attention has been given to the content of basal readers for two reasons. First, because of the wide and captive readership of basal readers. According to Moore (1984), basal readers are used in approximately

95% of public schools in the U.S.A.. Secondly, because of the young and impressionable age of the children for whom most basal series are intended (Baskin, 1981; Steffire, 1969). Robin (1977) believes that many children derive their first view of the world beyond their immediate environment from basal readers. Bordelon (1985) and Saario, Tittle and Jacklin (1973) maintain that young children are particularly likely to be influenced by the world view presented in basal readers because they perceive it as being backed by the authority of the school.

The fact that so many young children come in contact with basal readers prompted Britton (1975) to describe the basal reader as "a powerful socialization tool which transmits many messages" (p.52). The results of many analyses of reading series have indicated that some of the messages conveyed to children through basal readers are less than desirable. The representation of males and females, in particular, has caused considerable concern. Females have been found to be portrayed in a numerically limited and restricted fashion, while stereotyped depictions of males have also been noted (Britton, 1973; Frasher & Walker, 1972; Lorimer & Long, 1979-80; Marten & Matlin, 1976). The discovery of inadequate portrayals of

males and females has resulted in demands by educators for more realistic characterizations of the sexes in basal readers.

The fact that some ethnic minority groups have been found to be underrepresented both qualitatively and quantitatively in basal readers has also prompted concern (Britton & Lumpkin, 1977a; Butterfield, Demos, Grant, Moy & Perez, 1979; Kyle, 1978; McCutcheon, 1979). According to Butterfield et al. (1979), the poor representation of ethnic minorities in basal readers means that minority group children suffer a "daily abuse of their pride and dignity while using these materials because they are taught inaccurate or stereotyped information", while non-minority group children "are given a false sense of superiority" (p.382). Litcher and Johnson (1969) believe that reading materials which contradict racial prejudice and stereotypes could help children in predominantly white areas develop positive attitudes towards Blacks.

Analyses of basal readers have discovered poor depictions of the elderly (Kingston & Drotter, 1981; Ribovich & Deay, 1984) and the disabled (Baskin, 1981; Hopkins, 1982) as well. Baskin believes that a more adequate portrayal of the disabled in basal readers would only be just, considering the percentage of children who

have disabilities. Furthermore, according to Hopkins, basal stories which feature the disabled could aid the integration of handicapped students into the regular classroom by sensitizing mainstream students. With regards to the elderly, a more realistic depiction is seen as important in order to help children form correct beliefs about old age, and understand the challenges and problems of the elderly. The need for improved portrayals of the elderly in basal readers is seen by Serra and Lamb (1984) as being particularly important in an age in which children are becoming more isolated from the elderly in real life.

In addition to the attention given to sex-stereotyping and the portrayal of minority groups, some studies have examined the depiction of reading in basal readers and found few incidents of characters reading (Hall, 1983; Snyder, 1979). Hall (1983) and Snyder (1979) believe that basal readers which prominently feature reading skills in use can help children to understand the purposes and importance of reading. The Canadian content of basal readers has also been examined, and while the Canadian content of some basal reading series has been found to be adequate (Lorimer & Long, 1979-80), the Canadian content of other series has been found to be



poor (Lorimer, Harkley, Long & Tourell, 1978). Lorimer et al. (1978) believe that basals used in Canadian schools should have suitable Canadian content so that students experience their own culture and not that of another country.

#### Statement of the Purpose of the Analysis

As some of the messages in basal readers have been found to be less than desirable, this study sought to examine the content of the fourth, fifth and sixth grade basals of the 1975 and 1983 editions of the Nelson Language Developmental Reading program. The specific areas investigated in this analysis were the depictions of males and females, ethnic groups, the elderly, the disabled, and reading. The analysis also sought to determine the extent of Canadian content in the two editions. The results of the examinations of the 1975 and 1983 editions were compared to determine whether or not changes in the portrayals of males and females, the various minority groups, reading and the degree of Canadian content had occurred.

#### Significance of the Analysis

Kyle (1978) maintains that evaluations of new basal

reading series are necessary to determine whether or not the concerns and advice generated by analyses of older basal reading series have had any positive effects. According to Britton and Lumpkin (1977a) concerns about the content of basal readers have led some publishers to formulate guidelines to eliminate bias. An examination of pre and postguideline reading series, however, prompted Britton and Lumpkin to conclude that "publishers seem more inclined to publish the guidelines than to take measurable, objective actions to enforce them" (p.45). Because of the failure of publishers to act upon advice, Britton and Lumpkin feel that reading materials must be monitored by persons without vested interest in the publishing business. Rupley, Garcia and Longnion (1981) argue that because of the length of time involved in producing a reading series, the texts that Britton and Lumpkin designated as being "post-guideline" were actually developed prior to the wave of concern for equal representation of the sexes. Consequently, Rupley et al. (1981) feel that examinations of more current reading series are warranted to see whether publishers' guidelines have indeed taken effect.

Apart from being a means of exerting pressure on publishers to represent certain sectors of society with

greater accuracy, a content analysis of a basal reading series can act as a guide for prospective buyers (Kyle, 1978; Logan & Garcia, 1983). Furthermore, an examination of the content of basal readers can serve to alert teachers, who are offered little or no choice as to the reading texts they can use; to inadequacies that need to be counteracted in the classroom (Bordelon, 1985; Hopkins, 1982; Schultwitz, 1976). The need to analyze the content of basal readers used in Canada may be particularly pressing for, according to Lorimer et al. (1977-78), little attention has been given to what is read in Canadian schools.

An analysis of the elementary grade basals of the 1975 and 1983 editions of the Nelson Language Developmental Reading program would seem appropriate to see if the publishers of the series have taken notice of the concerns which would have been voiced before the latest edition had its beginnings. In addition, it is hoped that the findings of this study will act as a guideline for prospective buyers of the 1983 edition of the Nelson Language Development Reading (Networks) program and for teachers in provinces where the 1983 edition has been officially adopted for classroom use by the provincial Ministry of Education.

Definition of Terms

In order for the analysis to be as objective as possible, the investigator predefined all the categories that were to be recorded. The following list of definitions, therefore, includes each category definition as well as other definitions utilized in this study.

**Adults:** Individuals who appear to be in their late teenage years or older.

**Basal reader:** A book containing a collection of articles, stories, plays, and poems, designed for classroom reading instruction.

**Basal reading series:** A series of basal readers, such as the Nelson Language Developmental Reading program, published by a company for use at various grade levels.

**Biography:** Stories about real people—either living or dead, told by themselves or others.

**Canadian themes:** A theme which reflects the people and/or land of Canada. The specific themes that were recorded were defined as follows:

- (a) Mosaic culture: Portraying something of the cultural heritage of Canadian settlers, immigrants or aboriginal

people.

(b) Cold winters and open spaces:  
Reflecting rural Canada and/or harsh  
Canadian winters.

(c) Wildlife and wilderness: Concerned  
with Canadian wildlife and/or uncult-  
ivated areas of Canada.

**Career:** An occupation that provides the main means  
of support for an adult, either directly  
or indirectly.

**Character:** A human, animal or other being portrayed  
in a basal selection.

**Character** A quality attributed to or displayed by a  
**trait:** character. The character traits that were  
recorded were defined as follows:

(a) Adventurous: Enterprising, willing to  
try something new or daring.

(b) Aggressive: Disposed to verbally or  
physically abusing others.

(c) Angry: Irritable, displeased, resent-  
ful.

(d) Authority: Having or claiming power;  
commanding, ordering.

(e) Brave: Able to endure mental or

physical pain/

(f) Competent: Capable of carrying out tasks unassisted.

(g) Courageous: Putting oneself at personal risk for the good of another.

(h) Fearful: Frightened, timid; unwilling to try something new for fear of failure.

(i) Helpful: Voluntarily assisting others.

(j) Incompetent: Not capable of carrying out simple tasks without assistance.

(k) Nurturing: Caring for, looking after, fostering.

(l) Passive: Suffering action. Watching others being active.

(m) Persevering: Persisting in a course of action despite difficulties.

(n) Physically exertive: Being actively involved in sports or outdoor recreations.

(o) Problem solving: Producing ideas or solutions.

(p) Successful: Undertakings turn out well.

(q) Unsuccessful: Undertakings turn out poorly or fail altogether.

**Children:** Individuals who appear to be in their early teenage years or younger.

**Direct Incidents:** Incidents described in the texts or the text and pictures.

**Disabled:** Individuals who have visual, auditory, mental or mobility handicaps.

**Elderly characters:** Individuals who appear to be of retirement age or older. Terms used to identify the elderly include "old", "grandparent", "senior citizen".

**Ethnic groups:** Racial groups, specifically Caucasian, Black/Asian, Native Canadian, Inuit, Chinese and Japanese. Any human character not belonging to one of the above mentioned groups was categorized as "other".

**Fantasy:** All imaginative stories that go beyond the realms of plausibility. For example, stories in which children pilot airplanes.

**Fiction:** Stories that are invented yet plausible.

**Indirect Incidents:** Incidents occurring only in illustrations.

- Main character:** A character around whom the events of a basal selection revolve. The main character usually has the primary dialogue and initiates significant events in a story.
- Minor character:** A character who is not a main character.
- Non-fiction:** Factual stories, including reports and interviews, that are not biographical.
- Physical affection:** The communication of positive feelings between people by means of body language such as kissing and hugging.
- Reading:** A character is assumed to be reading when s/he is depicted as looking at or interacting with any type of reading material.
- 1975 edition:** All the fourth, fifth and sixth grade basal readers of the Nelson Language Developmental Reading program published by Thomas Nelson and Sons (Canada) Limited between the years 1970 and 1977.
- 1983 edition:** All the fourth, fifth and sixth grade basal readers of the Language Developmental Reading (Networks) program published by Nelson (Canada) between the years 1982 and 1985.



### Limitations of the Study

Because of the wide scope of the analysis in terms of the number of categories examined, the study was limited to an investigation of the 1975 and 1983 editions of the Nelson Language Developmental Reading program. The study, therefore, does not reveal how the content of the Nelson basals compares with that of other Canadian reading series with regards to areas of controversy. It is hoped, however, that examinations of other Canadian reading series will be carried out, thus making a comparison with the Nelson series possible.

As the 1983 edition of the Nelson Language Developmental Reading program is comprised only of basals for the fourth, fifth and sixth grades, the analysis was limited to basal readers developed for these grades. The findings of this study, therefore, can in no way be generalized to the content of primary grade basal readers published by Nelson Canada.

In an attempt to be as objective as possible, the investigator evaluated the basal readers by recording the number of times each predefined category occurred. The imperfection of this method of analyzing basal readers lies in the fact that the quality of a particular category is not recorded. For example, no differ-

entiation is made between the intense hugging of long separated friends and a more everyday display of affection between parent and child. Each occurrence is recorded as a single instance of physical affection.

As the analysis was to be subjected to a test of rater-rater reliability, it was necessary to predefine and therefore limit the number of personality traits that were to be recorded. Thus, the examination of the portrayal of males and females in terms of character traits displayed is only partial.

It must be pointed out that in this study, as in previous studies, the examination of the ethnic content of the readers was concerned more with racial ethnicity than linguistic or cultural ethnicity. Groups, therefore, such as Ukrainians, Italians and Poles who are thought of as minority ethnic groups in Canada are simply categorized as Caucasians in the analysis.

The test of rater-rater reliability involved three test raters. Each test rater was assigned the task of analyzing two randomly selected stories of the same grade level, one from each edition of the Nelson series. There is a possibility, therefore, especially considering the number, that not every category of the analysis kit was rated for reliability.

## CHAPTER II

## Review of the Literature

Introduction

Despite Smith's (1948) recognition of the lack of statistical evidence to support the argument that reading effects values and attitudes, many analyses of basal reading series (e.g., Frasher & Walker, 1972; Jacklin & Mischel, 1973; Kyle, 1978; Oliver, 1974; Schnell & Sweeney, 1975) have been undertaken solely on the belief that reading influences values and attitudes. However, rather than continue to rely on the assumption that reading has an impact on attitudes as a reason for investigating basal readers, it would seem pertinent to first review relevant evidence for and against the effects of reading. The review of the literature, therefore, is organized into two main parts. The first part explores whether or not the argument that reading influences attitudes and values is a valid reason for analyzing basal readers and demanding changes in content. The second part deals with previous analyses of basal readers, and is subdivided into six areas of concern. These areas of concern are: (a) The Numerical Representation of Males and Females; (b) The Occupations

of Male and Female Characters; (c) The Activities, Character Traits and Emotions of Male and Female Characters; (d) Ethnic and Canadian Content; (e) Portrayals of The Elderly and The Handicapped; and (f) The Depiction of Reading.

### Part 1

#### Positions taken on the question of the effects of reading on attitudes and values.

Much of the research into the effects of reading, as far as children are concerned, has dealt with the impact of books on attitudes of racial prejudice. In a study similar to those of Jackson (1944) and Litcher and Johnson (1969), Hayes (1970) investigated the effect that subjecting white students to possible identification at the fantasy level might have on their attitudes toward Blacks. The subjects of the study were 34 male and 23 female grade 11 students enrolled in college preparatory English classes at an urban high school in the north eastern section of the United States. The students were required to read nine books of mixed genre about Blacks over a 9 week period. Classroom discussions about the books were encouraged as discussion was deemed useful for increasing the effects of the reading by providing an

outlet for tension. However, the role of the teacher was limited to that of an observer during the discussion periods. A comparison of the results of the pre and posttests showed that the reading of selected works of a literary nature had effected a statistically significant change in the students' attitudes in a direction favourable to Blacks. Hayes did note, however, that 8 months after the end of the experiment, some regression of attitudes had occurred.

Kimoto (1974) also examined the effects of a literature based program on the attitudes held by majority children towards Black Americans. The subjects of the study were 137 fifth and sixth grade students in six middle school classrooms. Three of the classrooms served as experimental groups, while the other three classrooms were designated as control groups. A pretest designed to measure high, moderate and low social distance attitudes (i.e., the degree of empathy with and understanding of the psychological object) was administered to four of the six classrooms; no pretest was given to one of the experimental groups and one of the control groups in order to assess the influence of the pretest. The experimental groups were then subjected to a minority group literature program which was integrated over a 3 month period with

the social studies, reading and language arts curriculum. Following an initial posttest, significant differences were found for high and moderate social distance attitudes between the means of the experimental and control groups. However, no significant differences were found for low social distance attitudes. The pretest was judged to have had no significant effect on attitude change. The results of a further posttest administered one month after the termination of the experiment, led Kimoto to conclude that a sustained literature based program can produce lasting attitudinal changes.

Yawkey (1973) investigated the influence that selected multiethnic social studies readings with historical, cultural and social aspects of Black Americans might have on White children. The subjects of the study were 104 grade three children, half of whom attended an urban school and represented a middle to upper-middle class socio-economic population. The remainder of the subjects attended a rural school and represented a low-middle to middle socio-economic population. In both the urban and rural schools the children were assigned to either an experimental or a control group. The experimental groups read six texts which concentrated on Black feelings, situations, ideas and contributions to American

society. Three of the texts emphasized urban settings while the rest featured rural settings. The reading and discussion of these texts occurred 35 minutes a day, 4 times a week for a period of 1 month. A comparison of pre and posttest means showed a significant change in a positive direction in the attitudes towards Black Americans of both experimental groups. However, the extent of the attitude change experienced by the rural experimental group was far greater than that of the children in the urban experimental group. Yawkey concluded that while reading and discussion had affected the attitudes of both experimental groups, the attitudes of the rural children may have been more susceptible to change because of their lack of contact with Blacks.

Some studies have shown that reading can influence attitudes towards minority groups other than Blacks. Fisher (1986) used selections from children's literature about American Indians to test the hypothesis that reading materials of a literary nature would change children's attitudes. The subjects of Fisher's study were fifth grade students from public schools in three different socio-economic areas; a high socio-economic area composed of mainly middle-class Caucasian families, a low socio-economic area with a predominantly Black

population and an area that had a blend of the two extremes. In each area the students were assigned to one of three treatment groups. The first treatment group read six selected stories about American Indians over a 3 week period. The second treatment group not only read the stories about American Indians, but also discussed them with a teacher. The third treatment group, the control group, had no exposure to the stories whatsoever. The members of each group were given an attitude-information test, both as a pretest and as a posttest. The results of the study indicated that the independent reading of selected stories about American Indians caused an attitude change in a direction favourable to American Indians that was significantly greater than was the change in the control group. Furthermore, the analysis showed that reading followed by teacher directed discussion resulted in a significantly more positive change in attitude towards American Indians than that effected by reading alone.

In a study involving the impact of reading on attitudes towards Eskimos, Tauran (1968), tested the hypothesis that reading literature would change the attitudes of children towards the psychological object about which they read. The subjects of the study were



mostly middle-class Caucasian children enrolled in eight third grade classes in two school systems. After the classes were randomly divided into two groups, the eight groups in each school were randomly assigned to experimental or control conditions. An attitude scale was administered to four groups in each school system as a pretest and to all groups in each school system as a posttest. Tauran employed this design as a precaution against the influence that the pretest might have on the subjects' attitudes and susceptibility to persuasion. The children in the experimental group listened to either favourable or unfavourable stories and articles about Eskimos. The results of the study showed that the racial attitudes of third grade children can be influenced in a positive or negative direction depending upon the kind of material presented.

Noting that mainstreamed handicapped students often continue to be socially isolated, Bauer, Campbell and Troxel (1985) investigated ways in which regular classroom students' negative attitudes towards the handicapped might be changed. To obtain subjects for the study, (Bauer et al. (1985) used cluster sampling to select four fourth grade and four seventh grade classes. At each grade level, one class served as a control group while

the other classes were subjected to one of three treatments. The treatments all involved a book and a film based on the same book about a retarded man who proves that he is a valuable human asset. The first treatment group at both grade levels viewed the film and engaged in a follow-up discussion; the second treatment group had the book read to them and then discussed the story; the third treatment group was exposed to both the book and the film followed by discussions. When the treatments were completed, a modified version of the Multidimensional Attitude Scale on Mental Retardation was administered to all the groups. The results showed that none of the treatments given to the seventh grade students had a significant effect on their attitudes towards the handicapped. However, at the fourth grade level, while the groups subjected to the film-only and book and film treatments did not display any significant attitude changes, the book-only group demonstrated significantly more positive attitude changes towards the mentally retarded than did the control group. Bauer et al. (1985) concluded that components of fourth graders' attitudes towards the mentally handicapped can be changed through the use of appropriate books in read aloud sessions followed by discussion.

Tatara (1964) also investigated the possibility of influencing attitudes toward a specific group through reading. Tatara hypothesized that novels which presented scientists in a positive light would favourably change their readers' ideas about scientists. The subjects of the study were 120 high school students who were randomly assigned to two experimental groups and two control groups. The experimental groups participated in a supplementary reading program consisting of four novels which presented scientists in a favourable light. The novels were read but not discussed by the students over the course of one term. The students' attitudes toward scientists before and after the treatment period were determined by means of two questionnaires. The results tended to show that reading the novels had changed the students' ideas about scientists in a positive direction. However, on examining the changes within the experimental groups, Tatara found that not only did the treatment result in some students having less positive ideas about scientists, but it also failed to change all aspects of the students' ideas concerning scientists. Overall, though, the results prompted Tatara to suggest that science teachers might promote more sympathetic attitudes toward scientists and scientific endeavor.

through supplementary reading programs consisting of novels which present a positive image of the scientist.

Some research has also shown that reading materials can affect children's perceptions of sex-appropriate standards. Flerx, Filders and Rogers (1976) hypothesized that children who were exposed to a program of non-sexist literature would develop flexible, egalitarian attitudes toward sex-roles. Kindergarten classes composed of White middle-class children were randomly assigned to act as experimental or control groups. As intact classes were employed, the study was deemed to be quasi-experimental, although Flerx et al. (1976) pointed out that the children involved in the study had not been differentially assigned to their classes. A program of egalitarian books was presented to the experimental group during storytime, while a program of traditional books was presented to the control group. The results of this study showed that books portraying non-traditional sex-roles produced more egalitarianism and less stereotyping than did traditional books. Flerx et al. (1976) noted that females had been more favourably influenced than males by the program of egalitarian literature. The researchers argued that this may have resulted from the fact that females have much to gain from expanded role-

models, while males must relinquish something of their previously perceived superiority in moving away from a stereotyped conceptualization of sex-roles. A one week posttest showed that the attitude change had diminished; however, Flierxret al. (1976) did not feel that this was surprising as the children had again been exposed to a predominance of non-egalitarian media models. The researchers concluded that the symbolic models children encounter in picture books are important not only in the development of sex-typed attitudes but also in changing those stereotypes.

The purpose of a study by Berg-Cross and Berg-Cross (1978) was to determine the extent to which children's attitudes would change merely as a result of hearing popular and socially relevant stories. The subjects of the study were 120 white middle-class children attending nursery or kindergarten classes. The children assigned to the experimental groups listened individually to four picture books selected for their expression of social values. A picture book that was considered not to contain any of the values of the experimental stories was read to children assigned to the control group. No discussion followed the reading of any of the stories, although spontaneous questions asked by the subjects were

answered. A comparison of the pre and posttest scores indicated that the attitudes and values expressed by children in the 4 to 6-year-old age range can be changed by hearing a picture storybook. Berg-Cross and Berg-Cross especially noted that while the pretest had shown that the children were highly aware of stereotypic sex-roles, counter information in one of the picture books was powerful enough to change the majority of the average child's answers to similar posttest questions. Berg-Cross and Berg-Cross concluded that the socializing aspect of the books used in the study was so dramatic that parents and teachers should carefully consider the books they introduce to their children.

The influence of egalitarian picture books on young children's sex role development was also investigated by Johns (1981). Sixty-four middle-class, Caucasian children attending kindergarten classes were selected as subjects for the study; 32 of the selected children had attained other gender constancy while the remainder had not attained this concept. The children assigned to the control group were read traditional picture books while the children in the experimental group were read non-traditional books. The story characters and their roles were discussed by means of a set of discussion ques-

tions. The results of the study showed that the children who had heard the non-traditional stories were more aware of the male stereotype than were the children who had been read traditional books. Furthermore, Johns found that attitudes towards women improved amongst the children who listened to non-traditional stories, and in particular for gender constant boys and girls. In contrast to the children who were read non-traditional books, Johns discovered that the boys who were read traditional books actually became antifemale although the girls in this group remained profemale.

The theory that children can acquire sex-typed behaviour through observing symbolic models in books, motivated McArthur and Eisen (1976) to assess the effects of achievement behaviour by male and female storybook models on children's own achievement behaviour. The 32 male and 36 female nursery school children who were the subjects of the study, were randomly assigned to one of three storybook conditions. Children in the first storybook group listened to a stereotyped story depicting achievement oriented behaviours by a male character while children in the second storybook group were read a role reversal story. Children in the third group heard a control story which depicted neither people nor achieve-

ment oriented behaviour. Story effect was measured by the amount of time the subjects persisted in a problem solving task. The results showed that the boys persisted in the problem solving task for a greater length of time following the story depicting achievement behaviour by a male character than following a story depicting identical behaviour by a female. A non-significant trend in the opposite direction was observed for the girls. Noting that the study revealed some cross-sex imitation by girls, McArthur and Eisen argued that this phenomenon was due in part to the relative paucity of female role models in books which forces girls to identify with male characters to some extent. McArthur and Eisen, therefore, concluded that if one wishes to promote more equal representation of men and women in "achieving" roles in society, a change in the representation of females in children's books may be a useful step forward.

In response to findings of stereotyped portrayals of males and females in children's books, Scott and Feldman-Summers (1979) addressed the question of whether or not exposure to non-stereotyped female story characters would alter children's perceptions of the roles of males and females in society. The subjects of the study were 67 female and 44 male students enrolled in intact third and



fourth grade classrooms. After being assigned to one of the three experimental conditions, each subject read a set of eight short stories during regular classroom hours. Each story had two versions, one with a female main character and one with a male main character. The students assigned to the first experimental condition read six stories with male main characters and two stories with female main characters; while students assigned to the second experimental condition read six stories with female main characters and two stories with male main characters. The students assigned to the third experimental condition read an equal number of stories with male and female characters. The children's sex-role perceptions were assessed by means of the same question posed at the end of each story. The question asked the subjects to consider the extent to which they thought the activity that the main character engaged in was a girl activity or a boy activity. The children's sex-role perceptions were further assessed by means of a questionnaire that was administered at the conclusion of the study. The results of the study indicated that exposure to stories in which female main characters engaged in non-traditional activities increased the subjects' perceptions of the appropriateness of these activities for

girls. As the results of the questionnaire showed, however, the stories did not affect the subjects' perceptions of sex-role activities not presented in the stories. Scott and Feldman-Summers concluded that positive, non-sexist portrayals of females in children's books could help children to develop an egalitarian view of the sexes.

In a study similar to the one carried out by Scott and Feldman-Summers, Scott (1986) sought to ascertain the impact of traditional and non-traditional narratives on the sex-role perceptions of students at three different age levels. The participants of the study were 62 grade 4 pupils, 60 grade 7 pupils and 60 grade 11 pupils. All of the pupils attended a university research school whose student population had been selected to reflect the socio-economic and racial make up of the state of Florida. Each participant read a set of four narratives appropriate for his/her age level and reading ability. The sets of narratives included one story for each of four sex-role conditions; traditional female, non-traditional female, traditional male and non-traditional male. Every narrative had two versions, either a traditional male and a non-traditional female version or a traditional female and non-traditional male version. The

two versions of each narrative were read by an equal number of participants. Sex-role attitudes were measured in part by means of two questions posed after each story. The questions asked the participants to give their opinions about the extent to which they thought the roles portrayed in the stories were appropriate for males and females. Sex-role attitudes were also assessed by means of a questionnaire administered to the subjects after they had read four of the narratives. The questionnaire was designed to assess the subjects' sex-role attitudes about roles and activities not explicitly described in the narratives. The results of the study showed that reading about male and female story characters engaged in non-traditional role activities increased the subjects' perceptions of the appropriateness of these activities for both males and females. Scott found the acceptance of non-traditional male activities to be particularly noteworthy since stereotyped attitudes about males have been more resistant to change. While the sex-role attitudes of the students at each grade level were affected by reading the narratives, Scott noted that the attitudes of the eleventh grade pupils were the most stereotyped and that the attitudes of the fourth grade pupils were the most flexible. Scott

concluded that educators and publishers of instructional materials could expect students' judgements about appropriate activities for males and females to show more flexibility as a result of using gender-fair materials.

Believing that, as a result of cultural conditioning, boys and girls think of women primarily in the wife and mother role, Barclay (1974) investigated whether or not kindergarten children could change their perceptions about occupations appropriate for women. The subjects of the study were 64 children enrolled in four kindergarten classes, two of which were in inner-city areas and two in middle-class suburban areas. The children were assigned to one of three treatment conditions. The control group listened to and discussed the story of the Gingerbread Man, while the children assigned to the first experimental treatment group heard and discussed three books dealing with occupations that women can engage in, in addition to their wife-mother role. A pamphlet concerned with career possibilities but which made no reference to the issue of sex and occupations was read to a second experimental treatment group, who then discussed the pamphlet. A comparison of pretest and posttest scores showed that the books concerned with working mothers caused boys and girls in both the concrete operational

and preoperational stages of cognitive development, to see women in a greater variety of vocational roles. The general career information pamphlet did not change the boys' perceptions of occupations for women, although it did slightly enlarge the perceptions of girls. The control treatment affected the attitudes of girls in the concrete operational stage and boys in both the concrete operational and preoperational stages towards women and work. Barclay, however, pointed out that this effect may have been due to children in the experimental groups discussing what they had learned with children in the control group. Barclay concluded that the significance of the study lay in the fact that very young children's attitudes about women in careers can be easily influenced, at least in the short term, through books about women in various occupational roles.

Green, Sullivan and Beyard-Tyler (1982) also examined the impact of reading on children's perceptions of the range of careers suitable for men and women. The researchers hypothesized that adolescents who read non-sex-typed career materials would judge more occupations as being appropriate for both sexes than adolescents who did not read the materials. The materials used in the study were three career information packages. Each pack-

age contained an identical introductory passage about career opportunities available to men and women as result of social, technological and legislative changes. In addition to the introductory passage, each package contained a different set of four job descriptions. The jobs that were described were all traditional male or female occupations. Each job description, however, included information about a real-life non-traditional role model. The subjects of the study were 144 male and 144 female ninth grade students enrolled in a suburban high school. Half of the male subjects and half of the female subjects were assigned to an experimental group while the remaining students were assigned to a control group. The students assigned to the experimental group each read one of the three career information packages, and then completed an occupation survey. In contrast, the students assigned to the control group completed an occupation survey before reading one of the three career information packages. The occupation survey was designed to measure the students' attitudes about the appropriateness for both men and women of the 12 jobs described in the career information packages. An examination of the subjects' responses to the items on the occupation survey, revealed that reading non-sex-typed career

materials influenced students to rate more jobs as being appropriate for both men and women. Although the attitude change was strongest toward the jobs that students read about, Greene et al. (1982) noted that males in the experimental group showed a significant attitude change toward the jobs that they did not read about. The researchers concluded that the results provided evidence that exposing students to non-sex-typed career information is an effective method of changing attitudes about career options for men and women. As the subjects' attitudes had been changed by such a short treatment, Greene et al. (1982) argued that a regular instructional program that incorporated non-stereotyped career information might have an even greater effect on students' attitudes.

In a study similar to those undertaken by Smith (1948), Weingarten (1954) and Shirley (1969), Culp (1985) surveyed 228 first year university students in order to determine the extent to which reading had influenced their attitudes, values and behaviour during their adolescent years. On completion of the survey, undertaken in 1984, Culp compared the results with the responses to identical questions given by first year students at the same university in 1975. As was the case

In 1975, Culp found that the responses revealed great variety in the perception of the extent of literature's influence. Seventy-three percent of the students surveyed believed that their feelings, thoughts, beliefs or actions had been influenced by at least one literary work read in a high school English class, while 68% had been influenced by a book read voluntarily. Fourteen percent of the students interviewed felt that reading literary works had had a strong impact on their lives while 46% admitted to a moderate impact. Culp concluded that while a smaller percentage of students reported influences from reading in 1984 than did in 1975, the majority of students in the more recent survey had still been influenced to some degree by what they had read in their adolescent years. Culp argued that the decline in the influence of reading on attitudes, values and behaviour may be due to students spending more time on activities such as watching television and, therefore, spending less time reading.

Lodge (1956) examined the effects of reading biography on the adolescent's conception of the self s/he would like to become and her/his conception of personal worth. The subjects of the study were 160 eighth grade students in six classes. The classes approximated a



normal distribution of intelligence, reading ability and chronological age for the eighth grade level. Following a values test, the students participated in a 90 minutes per day unit on biography over a 2 1/2 week period. The results of the direct and indirect measurements used in the study showed that the influence of biography on the value systems of the adolescents had been slight. However, interviews held with half of the subjects of the study revealed that 29 students believed that books and magazines were a source for their choices of ideal selves. Lodge, therefore, concluded that books appeared to be a minor but important influence on the values of the adolescents interviewed.

Most of the doubts about the influence of reading on attitudes and values stem from concerns over the difficulties surrounding research and the general dearth of studies in the area of the effects of reading. However, some of the few studies concerned with the impact of reading have fueled doubts further by reporting that reading does not influence values and attitudes.

The purpose of a study by Walker (1972) was to determine whether the negative attitudes of Black and White children toward Blacks could be modified by hearing selected stories that portray Blacks in a favourable

8 manner. The subjects of the study were 45 Black and 40 White children enrolled in kindergarten classes in three communities. The children were assigned to four unracial groups, two White and two Black. One Black and one White group were selected to function as experimental groups while the other two groups served as control groups. Over the course of 6 weeks, the experimental groups listened to 35 stories that showed Blacks in a favourable manner, while the control groups were read stories about animals and informational books. Comparisons of pretest and posttest measures of racial attitudes revealed that hearing stories that portrayed Blacks in a positive way did not significantly change the children's attitudes towards Whites or Blacks. Walker concluded that merely hearing positive stories about Blacks was not enough to modify the negative racial attitudes of the Black and White kindergarten subjects towards Blacks.

In contrast to the study by Bauer, Campbell and Troxel, studies by Agness (1980) and Beardsley (1981-82) failed to support the hypothesis that reading can change children's attitudes toward the handicapped. Agness employed fourth and fifth grade students in 16 intact classrooms in order to investigate the effect that

hearing selected fiction books would have on attitudes toward the physically disabled. The classes were matched according to the degree of contact with the physically disabled, and then assigned to either a control or experimental condition. Over a 5 month period, the experimental classes were read specific fiction books by their teachers. A comparison of pretest and posttest scores of the control and experimental groups revealed that bibliotherapy, as defined in the study, did not alter the perceptions which non-disabled fourth and fifth grade children have of physically disabled individuals. However, despite the findings, Agness did remark that the teachers involved in the experimental program believed that the program had had positive effects on the attitudes of their students toward the disabled.

Noting that studies had shown that negative attitudes exist among non-handicapped school age children toward their handicapped peers, Beardsley (1981-82) examined whether or not bibliotherapy could be used to facilitate mainstreaming by changing the attitudes of non-handicapped students. Sixteen third grade classrooms, each with a composition of at least 17 non-handicapped students and 4 handicapped students, were used in the study. Following a pretest, the classes were grouped

according to their attitudes towards the disabled. One class from each of the three attitude groups was randomly assigned to an experimental condition which involved the students listening to seven fiction books with an emphasis on the physically handicapped and hearing impaired. Discussion was not part of the treatment. In addition to being read the books, the classes assigned to the experimental condition had additional contact with handicapped children for some part of every school day. The results of the study indicated that listening to fictional literature about the handicapped coupled with increased contact with the handicapped had failed to change the attitudes of non-handicapped children towards their disabled peers. Beardsley, however, who was somewhat surprised by the findings of the study, noted that as the attitudes of the subjects toward the handicapped were somewhat positive at the outset of the study, there was little for the treatment phase to alter.

Pruett (1980) examined the effect of reading adolescent novels on students' views of the family, self and responsibility. The 183 eleventh grade students who were the subjects of the study were randomly assigned to nine classes. Five of the nine classes were randomly selected to use specific adolescent novels during English classes

while the remaining four classes followed the regular English curriculum. Unlike Culp (1985) and Lodge (1956), who reported that the values and attitudes of adolescents had been affected by what they read, Pruett found that the results of the pre and posttest measurements failed to support attitude change as a function of reading specific novels for either adolescent boys or girls.

The strongest doubts about the effects of reading on attitudes and values appear to stem from the argument that the believed changes have not been sufficiently substantiated by scientific evidence. Russell (1958), noting the lack of comprehensive studies on the impact of reading, called for research into the effects of reading not only to learn about factors which influence behaviour, but also "as a corrective to the opinions about such effects expressed with the best of intentions and the least of knowledge by censorship and other agencies" (p.399). Russell did point out, however, that a lack of research must not be construed to mean that reading has little or no impact on people, but merely that the complete evidence does not exist in scientific form.

More recently, Tibbetts (1978) remarked that the proponents of sexually unbiased textbooks could not go on indefinitely using the argument that sexist materials are

damaging to children without providing concrete, objective evidence. However, like Russell, Tibbetts did not rule out the possibility that reading can influence individuals, stating that, "the lack of scientific evidence does not mean that harm is not being done. It means only that any damage has not been measured - only that investigators have not developed adequate instruments or collected enough data" (p.168).

Kingston and Lovelace (1977-78), in a critical review of the literature on sexism and reading, argued that frequency tallies, percentages and opinion polls cannot measure the impact that incidents of alleged sexism in school textbooks have on the attitudes of children. Kingston and Lovelace recommended that careful research into the effects of the content of textbooks on children be undertaken before current school books are thrown out and replaced by materials which depict women as truck drivers, rather than mothers. A similar position was taken by Jongsma, Griffin and Gentile (1983) who maintained that as research had yet to prove that sexist materials promote sexism, the reading profession's time and energy would be better spent on examining the impact of reading on behaviour than on analyzing the content of textbooks.

In addition to a lack of scientific evidence, the position that reading influences values and attitudes appears to be weakened by criticisms of the research that has been undertaken. According to Beach (1976), research on attitude change is highly susceptible to biases and lack of experimental control. Beach remarked that certain expectations as to the direction of attitude change can be subtly communicated to the subjects. Both Beach and Russell mentioned that leading questions in attitude questionnaires may bias responses toward the researcher's expectations. Similarly, Schneyer (1969), after reviewing studies concerned with the effects of reading on children's attitudes, concluded that subjects of such studies may feel compelled to answer questions in a way they feel the investigator expects. Furthermore, Schneyer noted that attitude tests, when given as pretests, may influence the subjects responses when the same tests are used as posttests. In a review of four experiments on reading and attitude, Zimet (1976) pointed out that it is possible that the subjects of the studies may simply have responded to what they believed to be the wishes of their teachers rather than the content of the stories.

Beach (1976) further brought into question the

findings of studies reporting positive attitude changes as a result of reading, by arguing that while the changes said to have taken place may have seemed positive to the researchers, in the eyes of others they might appear to be negative. Beach also pointed out that one of the overriding problems of many studies concerned with the impact of reading is that change in attitude or values is only examined over a short period of time. This, according to Beach, is contrary to much social science research which indicates that people's values and attitudes change only gradually over a long period of time. Zimet (1976) also called into doubt the extent to which attitudes have been genuinely influenced in effect-of-reading studies, by noting that often the only evidence of impact was the results of paper and pencil attitude tests. In some of the studies Zimet reviewed, there was no observation of behaviour before or after the reading.

Tibbetts (1978) stated that the impact of reading is uncertain as it is difficult, if not impossible, to separate the effects of reading from other environmental influences that might lead to attitude change. This position is supported by Zimet (1976) who remarked that it is no wonder that there is so little research in the area of the effects of reading on attitudes when it is so



difficult to single out the effects of the printed media from the effects of other influences, such as peer pressure, family and religious beliefs. Russell (1958) also stated that the hypothesis that a book or story usually operates singly to produce a favourable effect must be rejected. Beach (1976) pointed to the findings of surveys in which adolescents reported few if any models drawn from literature as evidence that reading is only one of many influences which can affect the individual.

Tibbetts (1978) argued that attempts to ascertain the impact of reading on attitudes are further complicated by the fact that the individual's predisposition affects the manner in which a person interprets what s/he reads. Similarly, Edwards (1972) noted that our needs, goals, defences and values influence our perceptions of what we read. Consequently, Edwards argued, the reader may interject meaning that will satisfy his needs, and reject meaning that is threatening to his ego. Rosenblatt (1968) suggested that the adolescent reader's response to a work of literature is further specialized by the fact that he has probably not arrived at a consistent view of life or achieved a fully integrated personality.

Russell and Shrodes (1960), Edwards (1972) and

Tibbetts (1978) stated that there is no guarantee that a particular piece of literature will have any influence or that it will have an influence in a particular direction. Although this position may appear contrary to the findings of studies reporting attitude change in an anticipated direction, Beach (1976) pointed out that the results of many studies are based on comparisons of group means which maximize the influence of certain individual differences in effect. The findings of Tatara (1984) who investigated the effects of reading specific books on attitudes towards scientists, would appear to give credence to Beach's argument. Tatara discovered that although a comparison of pre and posttest scores revealed a positive attitude change for the group as a whole, some individual students had less positive ideas after undergoing the treatment. Tatara also found many examples of two students getting exactly opposite impressions from the same novel.

### Conclusions.

Despite the belief that reading affects values and attitudes, inconclusive scientific evidence would seem to preclude the use of such an argument as a rationale for analyzing the content of basal reading series. However,

according to Sheridan (1982) the absence of evidence of damage to children as a result of reading sexist materials is a poor reason for not changing the content of reading materials to include non-traditional models of people. Sheridan argues that to leave reading textbooks as they are until there is scientific proof of a negative effect is to "overlook the fact that sex stereotyping is a value issue and a social one, and that trying to eliminate stereotypes is a matter of ethics and research" (p.15). The argument for egalitarian reading materials on moral grounds put forward by Sheridan does not appear to be widespread. Perhaps this is because the belief that sexist and racist books are actually detrimental to children has always been so strong despite the lack of scientific evidence. Britton (1975), however, alludes to a moral stance by asking whether or not the messages in basal readers are consistent with "the ideals of a truly democratic society in which all humans have an equal opportunity to aspire and achieve in the widest spectrum of their potentiality" (p.62).

In summary, it would appear that while it remains to be proven whether or not the materials children read in school actually affect their attitudes, the argument that textbooks should conform to the ideals and values of

society would seem to demand that the content of basal reading series be examined.

## Part 2

### Analyses of basal readers.

#### 1) The Numerical Representation of Males and Females

The numerical superiority of males appears to be the most frequently cited evidence of sex bias in basal readers. In the opinion of Lorimer and Long (1979-80) stereotyping in basal readers involves the setting up of a point of view which creates categories of individuals hierarchically related to one another. As one group of characters is bound to be presented as dominant, given this viewpoint, Lorimer and Long argue that all other aspects of the characterization of this group will reflect its dominance; in particular, the number of times the group is portrayed. In examining stereotyping in the grade four basals of two Canadian reading series, Lorimer and Long discovered that females were greatly underrepresented numerically. In one series, the Nelson Language Developmental Reading program (1975), Lorimer and Long found that 39% of the featured children were girls, while only 20% of the featured adults were women. Lorimer and Long felt that there was no need for this discrepancy as

females make up 51% of the Canadian population. An even poorer treatment of women was found to be the case in Startling Points in Reading (1975), the other series analyzed, in which men outnumbered women by a ratio of 3.5:1, and boys outnumbered girls by a ratio of 2.5:1.

Believing that "one of the most potentially subtle ways of achieving (sex) differentiation is through textbooks" (p.139), Preston (1972) analyzed readers from two basal series used in schools in British Columbia. Preston's examination of the Canadian Reading Development Series revealed that there were many more male main characters than female main characters in the individual readers. Come Along With Me, one of the early primers in the series, appeared to be among the most equitable of the readers in terms of male and female main characters, as 10 out of 26 stories had male main characters while 5 stories had female main characters. In contrast, Preston found that the fifth grade reader had only 5 stories which featured females as compared with 27 which featured males. Although providing no statistics, Preston reported that the other reading series that she investigated, The Language Patterns Series, had many animals as main characters, most of whom were male.

Jacklin and Mischel (1973) considered the sex-role

Information contained in school textbooks as likely to be especially potent in contributing to sex-role stereotyping, "by virtue of its coming from a highly sanctioned and probably undisputed source of authority" (p.30). Jacklin and Mischel, therefore, investigated the amount of sex-role stereotyping in the kindergarten to grade 3 basal readers of four elementary school reading series. The analysis of all the stories from all four reading series showed that of a total of 946 human characters, 324 were boys and 256 were men, while 241 were girls and only 124 were women. As for the 211 main characters who were human, 110 were boys and 33 were men, while 61 were girls and 7 were women. Jacklin and Mischel also noted that as the stories in the reading series became more complex with grade level, males were shown with increasing frequency because of a decrease in the portrayal of female children and an increase in the portrayal of adult males.

Taylor (1973) examined an American reading series designed for the average reader, and discovered that only 15% of all the illustrations included females. Females were also greatly underrepresented in terms of being the central characters in the individual stories, as 75% of all the main characters were male. Furthermore, no book

past the second grade level had a female as a central character. The numerical bias towards males in the reading series caused Taylor to ask if there could possibly be a better way to teach little girls their insignificance and inferiority than by ignoring them altogether.

One of the purposes of Britton's (1973) analysis of 16 reading series used in the United States, was to determine if a majority of stories showed one sex in a dominant role. Britton found that males were the major characters in 59% of the primary level stories, 61% of the intermediate level stories, and 62% of the junior high school stories. In contrast, females were discovered to account for only 16% of the main characters in the primary level stories, 13% of the main characters in the intermediate level stories and 12% of the main characters in the junior high school stories. The fact that the percentage of male main characters increased and the percentage of female main characters decreased with the reading level of the basals would appear to reflect the findings of Jacklin and Mischel (1973) who noted that male characters appeared in greater frequency as the stories in the series they analyzed became more complex.

Lobban (1974) coded six popular British reading

schemes, two from the pre-1960s, two from the 1960s and two new schemes designed for urban children. Out of 179 stories which had humans as main characters, 35 stories had heroines while 71 had heroes; the remaining 73 stories had males and females as joint main characters. Lobban noted, however, that in the stories which featured both males and females, boys always took the lead in all non-domestic activities and only let the girls help or watch. Lobban (1975) investigated two more reading schemes used in Britain; one was a widely used scheme that had a non-traditional fantasy base and the other was a scheme regarded as being "linguistically impeccable". Lobban found the ratio of males to females in the fantasy-based scheme to be 4.1:1, and in the "linguistically impeccable" scheme to be 1.9:1. Male main characters were found to outnumber female main characters by a ratio of 5:1 in both schemes. The numerical representation of females was so poor in the schemes that Lobban remarked that although more than half the population of Britain is female, a child "who took her view of reality from these schemes could be forgiven for concluding that females were in a distinct minority" (p.206). ✓

Women on Words and Images (1975), a group formed to study sex role stereotyping in basal reading series,



examined 2,760 stories in 134 school readers published by 14 different publishers. The ratio of boy centered to girl centered stories was discovered to be 5:2, while adult males outnumbered adult females as main characters by a ratio of 3:1. In addition, there was found to be six times as many biographical stories about men in the readers as compared to biographical stories about women. According to Lorimer, Hill, Long and MacLellan (1977-78), males accounted for 81% of the main characters in the primary grade books of two Canadian reading series "authorized for use" by the Minister of Education in British Columbia.

Kyle (1978) examined 13 preprimers and sixth grade readers published in the mid-1970s to determine whether the concern about sex bias in basal readers had effected any positive changes in newer materials. Kyle noted that of the 118 preprimer stories that featured groups of children, 23 stories showed all boy groups while only 3 depicted all girl groups. Of the 308 sixth grade stories examined, 192 were found to be boy centered and 89 to be girl centered. Kyle concluded that while some qualitative changes in the depiction of females had been made, female characters were still greatly underrepresented.

Women for Non-Sexist Education (1979), a group

concerned with creating equal opportunities for all students in elementary and secondary schools, analyzed the readers of six basal series used in Manitoba. The group found that while a mere 11% of stories featured females as main characters, males were shown as the main characters in 50% of the stories, males and females were main characters together in a further 20% of the stories. The most equitable of the six reading series in terms of the number of male and female main characters, showed males and females together in 42% of the stories, males as the sole main characters in 30% of the stories and females as the main characters in 8% of the stories. The illustrations in the readers presented a bias in the same direction, as 41% depicted males without females as compared with 11% that showed females without males. The series with the most balanced portrayal of males and females as far as illustrations are concerned, depicted males without females in 34% of all illustrations and females without males in 19% of all illustrations.

The purpose of a study by Weltzman and Rizzo (1980) was to examine the ethical and moral instruction that textbooks provide in addition to information and skills in a specific subject area. Weltzman and Rizzo's analysis of illustrations in the most widely used

American elementary school textbooks over the five year period preceding the commencement of the study, revealed that men predominate despite the fact that women comprise 53% of the population of the United States. Of the total of over 8,000 pictures in science, mathematics, reading, spelling and social studies textbooks analyzed by Weltzman and Rizzo, more than 5,500 were found to be male. The data also indicated that as textbooks increase in sophistication with each grade level, women become increasingly invisible, a trend noted in other textbook series by Jacklin and Mischel (1973). As for specific evidence of sex-stereotyping in the reading series examined, Weltzman and Rizzo found that 102 stories featured boys, while only 35 featured girls.

Some studies have compared newer editions of basal reading series with older editions to see if any movement towards a more equitable representation of the sexes has occurred. Such was the purpose of Graebner's (1972) analysis of the old (1961 and 1962/63) and new (1969/71) editions of two American reading series. Rather than finding a greater representation of females in the more recent editions, Graebner discovered that the percentage of characters who were boys had increased from 58.7% to 67.5%, while the percentage of main characters who were

boys was up from 71.1% to 75%. Lindbeck (1975/76) developed guide sheets that would permit a comparison of the content of a basal series published in 1973 with the content of the basal series examined by Graebner (1972). Lindbeck analyzed five randomly selected stories in one reader and found that males were the main characters in 75% of the stories, while only 16% of the stories had female main characters. Admitting that the sampling was limited, Lindbeck concluded that no progress with regards to sex-stereotyping was evident in the reader.

In another comparative study, Schnell and Sweeney (1975) examined the preprimer to grade 6 readers of the 1966 and 1971 editions of an American basal series to see if any changes in the roles, activities and relative importance of the sexes were to be found in the more recent books. As was the case in the basals examined by Graebner (1972), the newer readers reflected an even greater male dominance. The ratio of boys to girls featured as main characters increased from 2.6:1 in the 1966 edition to 4:1 in the 1971 edition. The disparity between the sexes became even more pronounced in the newer readers at the adult level where the ratio of men to women shown as main characters increased from 6:1 to 20:1. Schnell and Sweeney noted that while there were

—fewer illustrations altogether in the 1971 edition of the reading series than in the 1966 edition, the number of illustrations depicting boys decreased by only 6% while the number showing girls declined by 50%.

Marten and Matlin (1978) found significant improvements in the proportional representation of females when they analyzed basals designed for grade 1 and grade 6 from pre and post-1971 series published by five companies. Of the figures depicted in the illustrations, 33% were females in the newer series as compared to 28% in the older series. Whereas females accounted for only 14% of the main characters in the pre-1971 readers, in the post-1971 readers, they represented 23% of the main characters. However, despite the increased representation in the newer series, Marten and Matlin pointed out that not only were women still seriously underrepresented but also that the nature of female characters was not improving.

In response to the concerns voiced over the extent of sexism in textbooks, some publishers of basal reading series published statements and guidelines designed to reassure parents and educators that sex bias would be eradicated. Britton and Lumpkin (1977), therefore, examined what they considered to be preguideline reading

series (i.e., those published between 1958 and 1970) and postguideline reading series (i.e., those published between 1974 and 1976). The analysis of texts published prior to 1970 showed that males were the main characters in 60%, and females in 14% of the 4,330 stories examined. As for the texts published in the period 1974 to 1976, of the 3,256 stories analyzed, 61% had male main characters while only 16% had female main characters. Britton and Lumpkin concluded that substantial changes had not been made by the publishers, and consequently the newer texts appeared to be teaching the same hidden curriculum as did the older ones.

Rupley, Garcia and Lognon (1981) argued that because of the amount of time needed to prepare a reading series for publication, the texts described as being "pre-guideline" by Britton and Lumpkin (1977) were actually developed prior to the wave of demands for equal representation of the sexes. Rupley et al. (1981), therefore, concluded that it was not surprising that Britton and Lumpkin had found little difference in the degree of sexism in readers published 1974-76 in comparison with readers published 1958-70. Consequently, in order to see if publishers had really heeded their own guidelines or not, Rupley et al. (1981) examined texts

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from eight reading series, four of which were published in 1976, and four in 1978. A separate investigation of supplementary reading materials published in 1977 and 1978 was also carried out. The analysis of stories found in the basals published in 1976 showed that 34.5% were male dominated while 18.3% were female dominated. An even greater degree of equity was discovered in the readers published in 1978; as 25.7% of the analyzed stories were male dominated as compared with 23.5% that were female dominated. After comparing the tallies from the 1974-76 readers coded by Britton and Lumpkin (1977) with those from the readers published in 1976 and 1978, Rupley et al. (1981) concluded that there had been an attempt by publishers to portray males and females equally in story content. The analyses of supplementary reading materials published in 1977 and 1978, revealed that 28.8% of the stories were male dominated while only 12.8% were female dominated. Rupley et al. (1981) pointed out that one possible reason for this unequal representation of the sexes could be that supplementary materials are often intended to be used with problem readers, the majority of whom have been identified as boys.

Like Rupley et al. (1981), Scott (1981) speculated

that one of the possible reasons for the continued lack of change in basal readers despite the formulation of guidelines was that publishers needed additional time to produce entirely new reading series. Scott, therefore, analyzed 385 randomly chosen stories from two completely new elementary basal series released in 1978 by two major publishers. Scott found a marked change in the number of male and female characters in comparison with the findings of earlier studies, for while males comprised 38% of all main characters, females accounted for 31%. Although acknowledging that sexism had been reduced in the new reading series through a fairer distribution of the sexes as main characters, Scott pointed out that there were still more males than females featured as main characters. In particular, Scott noted a significant discrepancy between the number of adult male main characters and the number of adult female main characters.

#### 11) ~~The Occupations of Male and Female Characters~~

Not only has the limited numerical representation of females raised concerns about sexism in basal readers, but also the restricted roles assigned to women. Increasing the number of female characters in the readers is seen to be of little value unless the quality of the representation is improved as well. As Marten and Matlin



(1978) state, "simply showing females more often is not enough. Children must see these females engaged in important active and independent actions if we wish them to believe that women and men are truly equal" (p.766). One significant area in which females have been undermined in the basals is the world of work.

Weltzman and Rizzo (1980) believe that textbooks which portray men in a wide variety of occupational roles while depicting most women as housewives and mothers, not only fail to present the truth but also help to deter girls from educational advancement by encouraging them to think only of motherhood. By limiting the aspirations of girls, Weltzman and Rizzo feel that textbooks contribute to one of the most frustrating experiences faced by women, that of discovering too late that they do not have the skills for the jobs they want. Textbooks which show men as doing little else but work, are seen by Weltzman and Rizzo as constraining boys in the same way as are girls who are told to think only of motherhood.

A detailed study of the status of the female worker in elementary readers was undertaken by Steffire (1989) who analyzed six American basal series to determine the marital, maternal and vocational status of every woman depicted in the readers. The results of the study showed

several discrepancies between the world of work portrayed in the basals and the real world. Only 7% of workers in the readers were found to be women whereas, in fact, women comprised 37% of the labour force at the time of the study. Although in the real world a large percentage of women were married and working, Steffire found the message in the basals to be that women either married or worked. Similarly, Steffire reported that while a sizable minority of mothers worked, only 33% of the basal mothers were employed.

Further discrepancies were found between the composition of the labour force shown in the basals and the real labour force. Steffire discovered that the percentage of women working at the professional level in the basals was four times greater than it actually was. Only 3% of the female workers in the readers were shown in factory type jobs as opposed to 22% in reality, while 13% of the women in the basal work force were shown in clerical or sales occupations in contrast with 38% in the real world. The most significant individual occupational discrepancy involved the teaching profession, for the readers depicted 33% of women workers as teachers when in fact only 7% were so employed. Steffire argued that the publishers of the readers could not be faulted for the

many discrepancies because the dissemination of accurate occupational information was not one of the objectives of the reading series. Steffire, however, stressed that counsellors and teachers should counteract the discrepancies, not only to acquaint children with society as it really is, but also to help prepare young girls and boys for adulthood.

In the 734 stories examined by Frasher and Walker (1972), men were portrayed not only in a greater variety of occupations than women (i.e., 58 as opposed to 11), but they were also shown in jobs outside of the home in almost four times as many stories. Teachers were found to account for half of the women shown working in the readers, an even more disproportionate number than in the basals studied by Steffire. Frasher and Walker concluded that textbook publishers had taken it upon themselves "to restrict even further the female child's choice of occupational identification and possible aspiration" (p.748).

Study after study reported findings similar to those of Frasher and Walker. Graebner's (1972) analysis of old and new reading series showed that there had been some shift in the variety of occupations women were portrayed in (i.e., 5 in the old series and 26 in the new series).

However, compared to the number of roles men enjoyed (i.e., 38 in the old series and 73 in the new series), women were still vastly underemployed. Britton (1973) examined the content and illustrations of 4,144 basal stories in order to determine the frequency with which each sex had been designated as the model representative for each career role. Of the 3,094 career roles depicted, females occupied only 14% of the positions, despite the fact that they accounted for 42% of the work force in the U.S.A.. Schnell and Sweeney (1975) noted that the long and varied list of occupations held by males in readers published in 1966, increased in readers published in 1971, while the small list of tradition bound jobs occupied by women remained the same.

The fifth grade reader of one of the basal series investigated by Preston (1972) showed males in a wide range of career roles while females were depicted as either homemakers or mothers in 14 out of 18 stories. Preston noted that a unit about flight and space travel in the sixth grade reader of the same series made no mention of female pilots, not even Amelia Earhart. As was the case in the readers examined by Preston, men held a variety of jobs in the stories analyzed by Oliver, while women were almost entirely restricted to the role

of housewife. Oliver remarked that in one story about suburban life, going to work was pictured as fun for men, whereas staying at home was shown to turn women into irritable cranks.

The readers scrutinized by Women on Words and Images (1975) depicted men in 147 occupations and women in only 28. It was also noted that the texts showed that while men can be job holders and fathers, women can rarely be both parents and workers. Few working "mums" were found in the reading schemes investigated by Lobban (1974) despite the fact that the majority of women in Britain were reported to be in paid employment outside of the home. Lobban concluded that the schemes were, therefore, foreign to the majority of children who had working mothers. No mothers were employed in the reading schemes analyzed by Lobban (1975), while females as a whole were shown in only two realistic jobs outside of the home. In contrast to women, men were depicted in 24 occupations. Lobban remarked that the readers were not preparing children for the present or future reality but for the reality of 20 years ago.

More recent studies of basal series have continued to find the female labour force misrepresented within the pages of basal readers. In two reading series used in

British Columbia, Lorimer, Hill, Long and MacLellan (1977-78) found 91 men in 42 different positions outside of family roles as compared with 10 women in 4 positions outside of family roles. Not counting adult roles acquired by marriage or birth, Women for Non-Sexist Education (1979) discovered 35 female occupations and 139 male occupations in the reading series examined. Lorimer and Long's (1978-80) analysis of the elementary grade readers of the Nelson series revealed that 145 males were portrayed in 100 different societal positions while 31 females were portrayed in 24 different positions. As with Women for Non-Sexist Education, Lorimer and Long did not count family roles.

Kyle (1978) noted some changes in the presentation of the world of work, after examining preprimers and sixth grade basals published in the mid-1970s. The pre-primers showed both males and females in a variety of occupations. According to Kyle, "illustrations show women police officers, artists and photographers as well as male elementary school teachers" (p.306). However, despite this improvement Kyle pointed out that males were still not portrayed in non-traditional occupations such as nursing, the arts or clerical work. Furthermore, as was found in studies of other basal series, the readers

failed to convey the message that it is possible for both males and females to combine a professional and parental role.

### III) The Activities, Character Traits and Emotions of Male and Female Characters

Activities, character traits and emotions portrayed in many basal readers have also been reported to be highly sex-typed. Moreover, the activities, character traits and emotions displayed by males and females have been found not only to be simply different but also to suggest the dominance and superiority of males. The designation of certain activities, character traits and emotions as either masculine or feminine in basal readers is believed to reinforce and contribute to early sex-role socialization, and thus limit the choices of both boys and girls (Jacklin & Mischel, 1973; Lobban, 1975; Oliver, 1974; Preston, 1972; Schnell & Sweeney, 1975). Nave-Hertz (1982) argues that in societies where the rejection of traditional roles is transmitted to girls, stereotyped portrayals of females in textbooks, and in particular, reading textbooks, are confusing to adolescent girls at a time when they are searching for a new identity.

Central to the stereotyped characterizations of boys

and girls discovered by many of the earlier analyses of basal readers is the depiction of boys as being active and girls as being passive. Graebner's (1972) analysis of old and new reading series revealed that while a great percentage of characters shown in passive roles in the newer series were boys, boys accounted for 86.4% of all active characters as compared with 81.6% in the older series. Graebner remarked that there had been no effort to make the activities of males and females any less typed by sex in the more recent series. In the readers examined by Frasher and Walker (1972), 70% of the children engaged in quiet activities were girls, while 70% of the children engaged in active pursuits were boys. In summarizing the portrayal of girls, Frasher and Walker remarked that, "timidity, docility and dependence seemed characteristic in general of girls throughout the series. Their personalities came across to the reader as containing a high degree of passivity" (p.745).

After analyzing 4,144 basal stories, Britton (1973) described boys as being consistently stereotyped as "doers, achievers, builders and sportspeople" (p.143) and girls as being stereotyped as docile, passive and mere spectators of life. Britton pointed out the dominant position of males by noting that girls were shown "time



after time admiring boys while they stand by passively with their doll or some other prop" (p.145). Similarly, Weitzman and Rizzo (1980) found that in textbook illustrations, boys were depicted as being active while girls were shown passively watching boys.

Boys were portrayed significantly more often than were girls in physically assertive behaviour in the basals analyzed by Jacklin and Mischel (1973). Girls were noticeably more passive than boys in the preprimer through second grade-books of the more recent edition of the reading series examined by Schnell and Sweeney (1975). While the basals showed boys going on adventures and earning rewards for various deeds, five of the seven stories which featured girls involved routine school activities. In the stories investigated by Lindbeck (1975-76), all of the passive characters were female while 88% of the active characters were male.

Along with being depicted as much more active than girls, boys have also been stereotyped in basal readers as brave and adventurous. Women on Words and Images (1975) found boys going adventuring in 216 stories and girls going adventuring in 68 stories. In addition to the fact that adventuresome boys outnumbered adventuresome girls, it was noted that whenever girls went

adventuring, they had to be led by males and shown what to do. The analysis of the readers also revealed 143 instances of heroic boys as compared with 36 instances of heroic girls. However, apart from a few exceptions, the bravery of girls was found to be of a lesser quality than the bravery of boys as girls were only shown "saving little younger siblings or small animals, working as sidekicks to clever boys outwitting hijackers or jewel thieves" (p.14). Weitzman and Rizzo (1980) also discovered boys to be portrayed as adventurous in textbooks, while the only story examined by Oliver (1974) that had a real sense of adventure involved a group of boys on a camping trip. Seventy-one percent of the stories featuring boys in the earlier edition of the reading series examined by Schnell and Sweeney (1975) and 60% of the stories featuring boys in the new edition had themes of adventure, heroism, problem solving and achievement. Britton (1973) noted that boys were consistently stereotyped as daring problem solvers as well as being heroic and persevering while girls were shown to be vacuous, non-achieving and unthinking.

Other sex-typed character traits and activities found in basal readers also suggested male dominance. Boys were pictured as being leaders and as being more

Creative than girls in the readers and social studies texts examined by DeCrow (1972). Taylor's (1973) analysis revealed that boys were portrayed not only as being more physical and creative than girls, but also as being more successful. The stereotyping was so significant that Taylor wondered how girls could fail to regard males as superior if they learned the hidden lessons of the readers.

As for activities, Lindbeck (1975-76) found that no boys participated in "girl activities" while no girls engaged in "boy activities". In the texts investigated by Weitzman and Rizzo (1980), girls were constantly involved in either domestic activity or in grooming themselves. Weitzman and Rizzo believed that the subliminal message of the texts was that girls should learn to help, care for and serve others as well as make themselves attractive. Women on Words and Images (1975) also noted that basal girls rehearsed domestic roles continually. Girls in the readers appeared to be addicted to sewing and mending, while their favourite place seemed to be the kitchen. Boys, however, were depicted as performing domestic chores grudgingly to assist their mothers and sisters. In the readers analyzed by Frasher and Walker (1972) no boys picked flowers or sewed, although they

occasionally cooked, but not with their mothers.

Studies of more recently published basals have discovered some improvements in the characterization of boys and girls. Kyle (1978) noted that in preprimers published in the mid-1970s, girls were shown to be "clever, independent, active, and capable of solving problems even if there's a boy in the group" (p.306).

Kyle also discovered illustrations in the preprimers which showed boys "doing household chores, reading quietly, or putting an arm around a friend" (p.306). Lorimer and Long (1979-80) pointed out that the publishers of the Nelson Language Development Reading program (1975) had made a real effort to portray girls in a wider range of activities than had been the case historically. Lorimer and Long also noted that in the Nelson series, no girl main characters failed, not even as part of a positive experience, and at the very worst, girl main characters needed help to succeed.

In contrast to the improvements found by Kyle (1978) and Lorimer and Long (1979-80), McCutcheon, Kyle and Skovira (1979) voiced concern over how publishers were responding to the call for more adequate characterizations of girls. McCutcheon et al. (1979) found that publishers had altered the names of characters to make

them feminine without changing any of the characters' personality traits. McCutcheon et al. (1979), therefore, questioned whether a simple name change could result in a more adequate depiction of females. Scott (1980) discovered that while the image of girls had been improved in two recently published elementary reading series, the roles portrayed by male main characters remained overwhelmingly traditional and often stereotypic. In addition to limiting boys' role choices, Scott argued that one-sided portrayals of males indirectly reduce the non-traditional role options for girls by introducing a new double standard that although girls can do "anything," boys should maintain power and dominance at all costs.

Emotions have also been found to be rigidly assigned to either males or females in basal readers. Britton (1973) discovered the boys in the basals to be stoic, emotionless people who never outwardly expressed any human sensitivity. Women on Words and Images (1975) observed that neither boys nor girls in basal readers exhibited any realistic range of human emotions and that even the few emotions that were permitted were off limits to boys. Women on Words and Images commented that it is "cruel to urge young boys to suppress all feelings and to stunt little girls by urging them to vent immature ones"

(p.29). Similarly, in the textbooks investigated by Weitzman and Rizzo (1980), girls expressed a much wider range of emotions than did boys. While girls were found to be affectionate, nurturing, fearful and often crying, it was noted that boys rarely cried and were taught that to be a man, a boy must control his emotions. Scott (1980) remarked that while, in reality, males do display emotions which are linked with society's traditional notions of femininity, basal readers continued to portray boys as being "strong and silent".

In contrast to the dismal depiction of emotions in some readers, Lorimer and Long (1979-80) found not only a "healthy amount" of physical affection portrayed in the elementary grade basals of the 1975 edition of the Nelson reading series (i.e., 22 incidents in 18 of 108 stories) but they also discovered "a gratifying mixture of like-sex, opposite-sex, child-adult, child-child, adult-adult, familial and non-familial affection" (p.49). Lorimer and Long's one concern was that non-familial, like-sex affection occurred between four male pairs as opposed to only one female pair. Lorimer and Long saw this display of non-stereotypic male behaviour and limited female behaviour as "a further substantiation of restrictive portrayal and a subtle denigration of females" (p.40).

As was the case with boys and girls, the portrayals of adult males and females in basal readers in terms of character traits and activities outside of employment have been found to be narrow and differentiated. Furthermore, the characterizations of adult males have been recognized as not only more attractive than the characterizations of adult females but as contributing to the overall picture of male dominance and superiority, as well. Apart from career roles, the majority of adult males and females in basal readers have been depicted as parents. Frasher and Walker (1972) found that fathers were shown as the family leader and as the parent who played with the children and helped them solve their problems. In contrast, mothers were shown as the parent who comforted the children when they were sick or distressed. Outside of their nurturing role, mothers appeared to be preoccupied with housework and shopping. Overall, the basal mother was so dull that Frasher and Walker had difficulty identifying her as anything but a "supreme bore". Similar stereotypes abounded in the readers investigated by Preston (1972), for while mothers' roles were limited to sewing, cooking and cleaning, fathers were shown providing for their families and taking their children sleigh riding, skating and

horseback riding.

Britton (1973) noted that fathers and other adult males were portrayed in the basals as problem solvers, dispensers of knowledge and as generators of exciting ideas for family trips or unique adventures. In contrast, Britton could only describe the basal mothers, who were shown in endless domestic assignments, as "uninteresting, unthinking, awkward, hardly able to prepare picnic baskets" (p.146). In the readers analyzed by Taylor (1973), mothers were never depicted as loving, competent, efficient or concerned about the world outside of the home, while females in general were portrayed in stereotyped roles and shown to be "basically uninteresting, emotionally flighty or ridiculous" (p.1045). On the other hand, Taylor found that greater prestige was assigned to male roles.

Two examinations of British basals carried out by Lobban (1974 and 1975) revealed stereotyped portrayals of men and women that were almost identical to those found in Canadian and American readers. In the reading schemes investigated in Lobban's earlier study, men were depicted as family leaders, the initiators of family activities and as the parent who instructed children in everything but cooking. In contrast, women were shown almost



entirely in domestic and child care roles. Lobban concluded that the reading schemes were more sexist than the present reality and, therefore, foreign to the majority of children who used them. Differentiated roles were also discovered in the reading schemes examined in Lobban's second study. Adult males were never shown caring for children, cooking, cleaning or washing up. Lobban deemed this portrayal of males to be profoundly unrealistic as in reality many men and women share household chores. Lobban noted that men and women were not only portrayed in distinct roles but that women were depicted as inferior to men, as evidenced by the fact that there were only two capable and resourceful female characters in 50 readers. Lobban concluded that although society's devaluation of females already affected girls' self-concepts, the readers would help to further the process of female self-hate.

Fathers were portrayed in a much more attractive manner than mothers were in the readers investigated by Women on Words and Images (1975). While the basal mother was found to be a "limited, colorless, mindless creature" (p.33), the study discovered the basal father to be the "good guy" in the family who creates all the fun. Male characters also appeared to be more interesting than

female characters in the Canadian readers analyzed by Lorimer, Hill, Long and MacLellan (1977-78). Men displayed a wider range of character traits than women and were shown as either near saints or outright villains. In comparison to males, female characters were mundane and boring.

Weitzman and Rizzo (1980) noted that more female characters than male characters were shown as being clumsy, stupid or evil in the reading textbooks they examined. They remarked that textbooks which represented evil characters as women reinforce the secondary status that women are accorded. Weitzman and Rizzo were not alone in finding women to be portrayed as evil or stupid in basal readers. In one third grade basal story analyzed by Preston (1972), women were referred to as "silly things. They are only women ... and not expected to know the secrets of the tribe" (p.141). Oliver (1974) found basal females to be characterized by "weakness, passivity, silliness and bitchiness" (p.259). Oliver also discovered the primary role of basal women to be one of scolding and complaining. Frasher and Walker (1972) noted that basal mothers were incapable of solving problems, while Lobban (1975) commented that women in the readers were not only inferior to men but evil, to boot.

In the readers examined by Women on Words and Images, wives and mothers were not only shown as dull but sometimes unpleasant as well. Women on Words and Images remarked that the basal mom "spanks, yells, gets mad (and) hates fun and spontaneity almost as much as she hates dirt" (p.34). The study also revealed that some women in fantasy stories were cruel to animals.

In their study of reading series published in the mid-1970s, Lorimer and Long (1979-80) found that there were fewer stereotyped portrayals of men, women, boys and girls in the elementary basals of the Nelson series than had been the case in earlier readers. However, Lorimer and Long noted that women were more highly stereotyped than were men, boys or girls. A fuller depiction of men in terms of character traits was believed to be the major reason the portrayal of women seemed so narrow. Lorimer and Long saw the more complete representation of men as "evidence of a drift towards a categorical: a subtle but powerful stereotyping centered on male dominance" (p.40). Lorimer and Long found even greater stereotyping of women in the elementary basals of the other reading series they examined.

While traditional roles (i.e., 38%) predominated in the two "brand new" postguideline reading series analyzed

by Scott (1981), there was also a substantial number of non-traditional roles (i.e., 26%) portrayed as well. However, of the characters shown in traditional roles, 79% were men, while 70% of the characters portrayed in non-traditional roles were women. Scott pointed out that the absence of males in non-traditional roles was contrary to the guidelines developed by the publishers. The guidelines stated that male story characters should reflect the full dimension of male role behaviour, including the ability to express emotions and the desire to participate in traditionally female activities. Scott concluded that the readers of basal stories, and in particular boys, could benefit from seeing a wider range of role behaviour for males.

#### (V) Ethnic and Canadian Content

Apart from concerns over sex bias, questions have also been raised over the representation of ethnic minorities in basal reading series. According to Butterfield, Demos, Grant, Moy and Perez (1979) textbooks have the potential to help children develop socially. Because of the racial and cultural biases still contained in reading textbooks in 1979, however, Butterfield et al. (1979) remarked that many children experience daily abuse of their pride and dignity while other children are given a

false sense of superiority.

Britton (1975) analyzed 5,242 stories from 20 reading series used throughout the United States, and found that only 3% of the main characters were minority females, while 9% were minority males. Britton saw these figures for minority main characters as underrepresentation, for according to the 1970 U.S. census, minorities accounted for 16% of the population of the United States. Britton and Lumpkin (1977) compared 4,330 stories from reading series published before guidelines were formulated by publishers to reassure parents and educators that biases in textbooks would be eliminated, with 3,256 stories from postguideline reading series. The researchers discovered that the percentage of minority males depicted as main characters increased from 9% in the preguideline series to 12% in the postguideline series, while the percentage of minority females shown as main characters rose from just 2% to 4%. Britton and Lumpkin concluded that the publishers had failed to make a substantial attempt to improve the representation of minority groups.

Hoffman (1976) mentioned 10 reading schemes used in Britain that had no Black or other minority-group characters; the schemes were all old ones but were still

employed because some schools were reluctant to buy new materials. Hoffman also reported that although some of the newer schemes did feature minority group characters, others showed no evidence of an attempt to correct the racial imbalance. Lorimer, Hill, Long and MacLellan (1977-78) found only three stories about Native Indians and two stories about Inuits in one of the reading series authorized for use in British Columbia. They pointed out that the impact of even these few stories about Native Canadians was diminished because all of them were fantasy selections.

Despite the importance of showing children in a multiethnic context, Kyle (1978) found only 15 examples of integrated groups in 308 sixth grade basal stories as opposed to 44 incidents of all minority groups and 96 incidents of all non-minority groups. Butterfield et al. discovered that Blacks rarely had leading roles in multicultural stories. Lorimer, Harkley, Long and Tourell (1978) were disturbed by the ethnic content of a primary reading series used extensively in Canada. They felt that the series, albeit unintentionally, presented Whites as being the dominant race and Blacks as being the subdominant race. Lorimer et al. (1978) based their conclusions on such details, for example, as that Blacks

held only 12% of the adult positions despite accounting for 25% of the total characters. The researchers were also dismayed that the reading series presented native peoples as being completely segregated from members of other races. In comparison with the findings of earlier studies, Logan and Garcia (1983) found an increase in multiethnic story content in nine major and current American reading series that they investigated. Logan and Garcia did point out, however, that their study addressed only the issue of the quantity of ethnic content in basal readers and not the issue of quality.

Garcia and Florez-Tighe (1988) examined the ethnic content of the primary and elementary basals of nine American reading series published between 1979-82. Unlike the study by Logan and Garcia, the study was concerned with both the quantity and the quality of ethnic content in basal readers. As little discrepancy was found between the reading series in terms of the quantity of ethnic content, the researchers concluded that the publishers seemed to have established acceptable levels of minority content. Although the quantity of ethnic content in the nine reading series was deemed to be acceptable, Garcia and Florez-Tighe discovered that the quality left much to be desired, as minority groups

were portrayed in an unbalanced fashion. In 40% of the stories involving Blacks and Hispanics, the groups were shown in middle class settings. Hispanics were also frequently portrayed in rural settings, while most stories which featured Black characters showed them interacting positively with characters of other racial backgrounds. In contrast, only 1% of the selections involving Hispanics addressed problems that the groups face in real life. Garcia and Florez-Tighe concluded that the overall portrayals of Blacks and Hispanics in the nine reading series were more idealistic than accurate. They also remarked that the authors of the reading series seemed to be reluctant to address minority problems. Of all the treatments of minority groups in the basal readers, the researchers noted that the treatment of Native Americans was the most unbalanced to all. Many stories presented Native Americans in pre-Columbian settings, while hardly any stories showed Native Americans on reservations, in cities, or assimilating into American life. Garcia and Florez-Tighe concluded that the authors of the textbooks seemed to regard Native Americans as a people who at one time had interesting lives, but whose experiences since the advent of Europeans to America were of too little value to be



\*Included in basal readers.

In Canada, some attention has been given to the Canadian content of basal series, particularly as some series used in Canada are either developed outside of the country or internally by foreign corporations. Lorimer, Hilt, Long and MacLellan (1977-78) discovered only 14 specific references to Canada and a complete absence of Canadian themes in two language arts reading series authorized for use in British Columbia. Lorimer, Harkley, Long and Tourell (1978) reviewed a Canadianized edition of an American basal series and found it to be less than satisfactory from a Canadian perspective. In addition to a few illustrations which still showed American coins and flags, Lorimer et al. (1978) noted that changes in some selections resulted in vague guesses about the Canadian economy and way of life. They concluded that there was much more American than Canadian content in the Canadian edition, a bias which they felt could lead Canadian readers to infer that either Canadians are no different from Americans or that the Canadian heritage is dull and boring.

Lorimer and Long (1979-80) reported that one of the two elementary grade reading series that they investigated, the Ginn series, was markedly American despite

the fact that the stories were compiled and edited by Canadians. They also noted that the literary aspect of the reading series was underplayed, as evidenced by a lack of strong thematic integration and a considerable use of non-fiction. In the opinion of Lorimer and Long, the use of non-fiction in the Ginn series, possibly represents a step by a multinational to make its books common to a number of countries. They argued that reading materials which emanate from a central source would not only deprive children of stories which give them insights into their own specific cultural heritage, but would also promote an ideology of mutual understanding on the basis of ignorance of culture and social group rather than on a full appreciation of individual and cultural heterogeneity.

The other series reviewed by Lorimer and Long, the Nelson series, was also compiled and edited in Canada. Unlike the Ginn series, however, the Nelson basals were found to be concerned with Canadian culture. Many of the stories reflected an awareness of current issues being addressed in Canada, while the themes paralleled those addressed in Canadian literature. Despite the positive aspects of the Nelson series as far as Canadian content is concerned, Lorimer and Long noted that the books

lacked an attendant social, political and historical realism.

#### V) Portrayals of The Elderly and the Handicapped

Recently there has been some concern about how two other minority groups, the elderly and the disabled, have been represented in basal readers. With regards to the aged, Serra and Lamb (1984) believe that as basal readers may now be children's primary source of information about senior citizens, educators must be aware of how basals portray this sector of society to ensure that children receive a realistic view. The need for stories that deal with aging realistically was emphasized by Ribqvich and Deay (1979), who cited studies that not only found that children perceived the elderly in terms of stereotypic characteristics but also discovered that children did not want to grow old themselves.

In one of the few studies concerned with the depiction of old age in basal readers, Robin (1977) compared the portrayal of the elderly in three reading series published between 1953 and 1968 with the portrayal of the elderly in a reading series published in 1975. Robin found the aged to be seriously underrepresented numerically, as they accounted for only 5.8% of the total

population of both the older and newer reading series. Robin did note, however, that the presence of elderly characters was quite prominent in the stories in which they were included, as 66.2% of all old characters in the pre-1970 series and 78.4% of all old characters in the 1975 series were featured as major characters. As for the quality of the portrayals of the elderly, Robin discovered that there was a general lack of verbal descriptors for the elderly in the newer texts, as well as fewer illustrations showing old characters. Robin, therefore, questioned whether the aged were as vividly presented as were characters of other age groups in the later books. Furthermore, as the descriptions of most old characters in the newer series could be judged neither as positive or negative and as a large proportion of the elderly were shown in supportive and helping behaviours, Robin speculated that the aged might well be perceived as dull. As an overall comment on the depiction of old age in both the pre-1970 series and the 1975 series, Robin remarked that the readers are not socializing children to society as it really is and therefore might influence both children's future personal desires and their treatment of the elderly.

Kingston and Drotter (1981) concluded that old men

and women were not adequately portrayed in a realistic non-stereotyped manner in the six reading series that they examined. While noting that the readers tended to show the elderly in a positive light, Kingston and Drotter found that, as in the new series examined by Robin, there were few stories in which the personal attributes of old characters were fully depicted. The illustrations of the aged were discovered to be non-realistic and stereotyped, for example, old women were shown sitting in rocking chairs and knitting or sewing while old men were often shown smoking a pipe or holding a cane. The main role of the elderly in the basals was as grandparents, as 80 out of a total of 188 old characters were found to fill this position. Unlike the readers analyzed by Robin, Kingston and Drotter discovered that, apart from being unrealistically portrayed, old characters were on the whole unimportant. The elderly were rarely main characters and, even when they were, they tended to be featured in fairy tales or other highly imaginative stories.

In contrast to the findings of Robin and Kingston and Drotter, Ribovich and Deay (1979) found great variability and a degree of realism in the portrayals of elderly characters in the six reading series that they

investigated. All six reading series were published between 1976-78. Ribovich and Deay believed that the health of senior citizens was realistically depicted as only 15% of the elderly were shown as being in poor health while 5% were shown as having exceptionally good health. Ribovich and Deay hypothesized that the publishers of the reading series had exerted greater care in character descriptions because, while some old characters were portrayed as successful, useful or pleasant, other old characters were shown as having negative characteristics. Apart from the improved depictions of the elderly, it was noted that the basals also addressed difficult issues involving children and grandparents. This was seen as a great step forward. Despite the positive trends, however, Ribovich and Deay remarked that there was still room for improvement, particularly with regards to the number, sex and race of elderly characters. The aged were featured in only 8% of the 1600 selections analyzed, and those who were featured tended to be white males. Some stereotyping of the actions of the elderly was also found by Ribovich and Deay, as the kind of jobs held by old people remained narrow while the contributions that senior citizens made tended to be as a result of their interactions with children rather than

through what they themselves accomplished. Ribovich and Deay also felt that the illustrations in the readers left much to be desired as most of the elderly were drawn with stereotypic images. They believed that the reason the aged were stereotyped in the illustrations was because the text often provided illustrators with too few clues about the appearances of characters.

As was the case in the study by Ribovich and Deay, Serra and Lamb (1984) noted that the publishers of the four reading series that they examined appeared to have followed some of the advice of research. Serra and Lamb found that progress had been made in the areas of stories dealing with sickness, the problems and challenges of the elderly as well as close relationships between children and non-related old people. Although they also discovered that there had been some breaking of "old age" stereotypes in the readers, Serra and Lamb recognized the need for more non-stereotyped stories. Furthermore, the researchers remarked that the basals should feature more stories showing the elderly in social activities outside of the home and more stories dealing with death in an honest and sensitive manner. Just as did authors of other studies concerned with the portrayal of old age in basal readers, Serra and Lamb found the elderly to be

numerically underrepresented in the reading series that they examined. The researchers discovered that only 6.8% of 1,036 stories included or discussed the aged, although according to the 1980 U.S. census, 11.4% of the population of the United States was over 65 years old.

The trend towards mainstreaming disabled students appears to be the main reason for the consideration of the way in which basal readers portray disability. Baskin (1981), Butterfield et al. (1979) and Hopkins (1982) all state that basal stories about the handicapped could be used to promote among regular classroom students understanding and positive attitudes toward their disabled peers.

Baskin (1981) inspected the grade 1-6 basals of the reading series most frequently used by primary teachers in New York State and found only 67 text references to the handicapped. The average percentage of illustrations reflecting disabilities at each grade level ranged from a high of 8.0% at the grade 1 level to a low of 4.3% at the grade 3 level. The researcher, however, remarked that the percentages may be inflated because it was difficult to determine whether or not a character who wore glasses actually had a visual impairment. The average percentage of illustrations reflecting non-vision related dis-



abilities at each grade level was found to range from a high of 3.1% at the grade 3 level to a low of 0.2% at the grade 1 level. Baskin concluded that considering that 8.5% of children attending public school in the United States have disabilities notable enough to be covered by PL 94-142 (Bureau of the Handicapped, 1979), the exceptionalities of these children are seriously underrepresented in the basal readers that were examined. In addition to the infrequent portrayals of the handicapped in text and illustration, the researcher was disturbed by the structurally unsound way in which the basals presented disability, as stories about the disabled tended to be either grouped together or with stories about other minority groups. One basal reader had a treatment of the training of guide dogs sandwiched between two commendably long selections dealing with blind persons. Baskin felt, however, that the very ghettoization of disability detracted from the constructive and quantitatively impressive message of the selections.

In the grade 1-3 readers analyzed by Butterfield et al. (1979), there were only two stories about the handicapped, both of which involved characters who were blind. In a much wider survey, involving the most recent editions of 12 major reading series used in the United

States, Hopkins (1982) found that only 39 of 4,656 selections dealt with any kind of handicapping condition. Consistent with Baskin's findings, Hopkins found that visual handicaps were overemphasized as 25 of the 39 stories featuring the disabled were about the blind. With regards to the individual reading series, Hopkins discovered that almost half of the 12 series contained only one selection about the handicapped, despite the fact that between 10% and 12% of school age children have some kind of disability. Hopkins concluded that publishers need to depict more handicapped characters making positive contributions to society.

#### VI) The Depiction of Reading

The belief that the manner in which the act of reading is portrayed in instructional materials may have some impact on children's attitudes towards reading has fostered interest in the way in which reading is depicted in basal readers. Snyder (1979) and Hall (1983) argue that basal characters who read can convey to children the purposes and importance of reading. Green-Wilder and Kingston (1986) believe that as children's success in learning to read is influenced by what they see done by adults and companions, the depiction of reading in basals

may also have some impact on children's attitudes towards reading.

Burris (1978) examined the two most frequently purchased elementary reading series in the state of Texas and found that 18% of the primary level selections and 21% of the elementary selections contained incidents of reading. However, Burris pointed out that only 2 to 3.5% of the selections featured what could be described as explicit models of book or magazine reading. The function of print most frequently depicted was information, while the formats of print shown most often were books and letters. Burris found that at the primary level, peer age readers were presented in greater numbers than any other group, while at the elementary level, adults were the dominant group.

Snyder (1979) investigated the introductory basals of 10 reading series used in North America to find out whether or not they conveyed the message that reading is important, valuable and pleasant. Snyder discovered that reading was depicted as useful to a variety of characters in all of the books that were surveyed. Reading, however, was shown to be of greater use to males than females, as 29% of the reading incidents involved boys and 14% involved men, while girls were shown reading in

22% of the incidents and women in a mere 1%. To emphasize the dearth of women depicted as reading, Snyder pointed out that basal animals did nine times the amount of reading done by basal women. Snyder was also concerned that people reading at work had low visibility in the texts; for example, Snyder reported that although a number of teachers were shown in the stories, only one teacher was actually portrayed as reading. Another weakness discovered by Snyder was that although a variety of reading materials was displayed in the basals, only storybooks and signs appeared in any number. As for the settings in which reading took place, Snyder found that while most reading was done in and around the home, basal characters were about as likely to read on the street and in the park as in school.

In a study similar to the one undertaken by Snyder, Hall (1983) examined six widely used British basal series. In five of the series, Hall found only 29 incidents of reading on 2,632 pages. While the majority of incidents involved children reading at school, Hall remarked that the interaction between student and book was sometimes very negative. In sharp contrast to the other series, the sixth reading series showed many characters reading in purposeful ways. Hall noted that

the sixth series was the only one that was founded on the premise that children need to understand why reading is useful and important.

An inadequate depiction of reading was also discovered in five popular American basal reading series investigated by Green-Wilder and Kingston (1986). Although there were 273 incidents of reading in 2,497 selections contained in the five series, Green-Wilder and Kingston pointed out that few stories contained more than a fleeting reference to reading behaviours. Green-Wilder and Kingston commented that reading was not portrayed as an integral or important part of daily life in any of the series. Of the basal characters who did read, most were humans; children (i.e., 126) read more than adults (i.e., 100), while males (i.e., 123) were found to read more than females (i.e., 101). A variety of materials was read, particularly books, newspapers and personal communications. However, Green-Wilder and Kingston noted that signs and advertisements were seldom read, despite their prominence in western societies. As for the uses of reading, Green-Wilder and Kingston found that in 77 selections the purpose for reading was to gain information, while in 54 selections one individual read to another. In contrast, only 29 stories were found to

feature people reading for pleasure, while a mere 15 reading incidents were job or school related. The researchers concluded that if publishers of basal series presented reading in a more positive fashion, children might well be encouraged to read themselves.

### Summary

The following is a synthesis of the major findings of the analyses of basal readers reviewed in the second section of this chapter.

For the most part, the examinations of the basal readers revealed that:

1. Boys and men were featured much more frequently than were girls and women in the text and illustrations of the basal readers. Males predominated both in terms of total characters and total main characters.

2. Men were shown in considerably more career roles than women. Furthermore, men were shown in a greater variety of career roles than women. Men and women were depicted in traditional occupations, although some improvements with regards to women were found in more recent basal reading series.

3. In terms of character traits, boys were portrayed as brave, adventurous, active and successful.

In contrast, girls were portrayed as passive, timid, nurturing and unsuccessful. While boys were depicted as being stoic and emotionless, girls were often shown giving vent to their emotions.

4. As with the portrayals of boys and girls, the portrayals of men and women were narrow and differentiated. Outside of career roles most men and women were shown as parents. While fathers were depicted as leaders, providers and sources of family happiness, mothers were shown as being uninteresting, unpleasant and preoccupied with household chores and looking after children.

5. Minority groups were poorly represented both qualitatively and quantitatively. Furthermore, the basal readers contained few multiethnic stories.

6. Basal readers used in Canadian schools, but developed outside of Canada did not have adequate Canadian content.

7. The elderly, in particular elderly females, were numerically underrepresented both as major and minor characters. In addition, elderly characters were unrealistically portrayed.

8. The handicapped were underrepresented numerically. Furthermore, visual handicaps accounted for a

disproportionate number of the total handicaps shown.

9. Very few incidents of reading were depicted. Children read more than adults, and males read more than females. Reading was shown as being relatively unimportant.



## CHAPTER III

## The Design of the Study

Introduction

The purpose of this chapter is to describe the development, structure, and reliability of the basal reader analysis kit and the procedures followed in analyzing the basal readers of the 1975 and 1983 editions of the Nelson Language Developmental Reading program. The chapter is organized as follows: (a) Choice of Reading Series, (b) The Analysis Kit, (c) The Collection of Data, (d) Reliability of the Analysis, and (e) Summary.

Choice of Reading Series

Britton and Lumpkin (1977b) warn would-be users of their textbook analysis kit in bold letters that, "Text-book analysis is time consuming!" (p.21). As the scope of the analysis was to be considerably wider than that outlined in Britton and Lumpkin's commercial package, it was deemed necessary to limit the examination to one reading series.

The Nelson Language Developmental Reading Program was selected for analysis because both the 1975 and 1983

editions have been officially adopted by the Newfoundland Ministry of Education for use in Newfoundland schools. As the 1983 edition of the Nelson Language Developmental Reading (Networks) program is composed of basals for the fourth, fifth and sixth grades only, it was necessary to restrict the analysis to readers designed for these grade levels.

#### The Analysis Kit

The contents of the basal readers were scrutinized by means of an analysis kit. The analysis kit was based on A Consumer's Guide to Sex, Race and Career Bias in Public School Textbooks, an analysis package developed by Britton and Lumpkin. The main purpose of Britton and Lumpkin's analysis package is to "provide educators, parents and others with an appropriate research tool for objectively documenting the existence or absence of sex/race/career bias in reading, literature and social science curriculum materials" (p.22).

The analysis kit sought data on the following points:

1. The distribution of stories according to genre.
2. The numerical representation and portrayal of males and females.

3. The ethnic origins of the basal main characters and the ethnicity of stories with more than one human character.

4. The careers of the basal characters in terms of sex and sex and ethnic origins.

5. The extent of Canadian content.

6. The numerical representation and portrayal of the elderly.

7. The numerical representation of the handicapped and handicapping conditions.

8. The depiction of reading.

Although Britton and Lumpkin's analysis kit was designed to document possible sex/race/career bias in textbooks, the investigator believed that certain changes and additions were necessary.

To record main characters by sex, Britton and Lumpkin's analysis kit uses such categories as "boys and girls" and "men and women" for stories in which both males and females are featured. Considering that a story might have three main protagonists (e.g., two male and one female), it was felt that Britton and Lumpkin's categories might not adequately reflect the number of main characters of each sex. Consequently, each main character (i.e., the character around whom the story is

centered) was tallied separately. In order to further define the numerical representation of males and females, however, the composition of stories in terms of categories similar to those used by Britton and Lumpkin (e.g., boys alone, women and boys, adults and girls) was recorded. A record was also kept of the kind and sex of all characters, as well as the age of human characters. As used in Britton and Lumpkin's analysis kit to differentiate main characters, kind was recorded in terms of human, animal or other, while the age of human characters was recorded in terms of adult or child.

In addition to recording the ethnic origins of main characters, the ethnic composition of stories with more than one human character was recorded in order to establish with greater certainty whether or not the basal stories are dominated by characters belonging to a particular ethnic group. Although it was not always possible to establish the ethnic origins of every character in a story, a story was defined as being uni-ethnic if the text and illustrations only indicated characters belonging to a single ethnic group. A similar record was made by Butterfield, Demos, Grant, Moy and Perez (1979) in a multicultural analysis of an American reading series.

In an attempt to describe the portrayals of males and females in broader terms than mere appearances as main and minor characters, the frequency with which both sexes displayed certain personality traits was noted. The recording of personality traits exhibited by basal characters was carried out in a study by Lorimer & Long (1979/80). Unlike Lorimer and Long, however, the investigator deemed it necessary to predefine, and therefore limit, the personality traits in order to maintain objectivity and allow for rater-rater reliability testing. The 17 personality traits that were tallied were ones that had been frequently mentioned in other studies (e.g., DeCrow, 1972; Frasher & Walker, 1972; Graebner, 1972; and Marten & Matlin, 1976) as being the central traits of male and female stereotypes found in basal readers.

As it has been noted in several studies (e.g., Britton, 1973; Lobban, 1974, 1975; Scott, 1980; and Weltzman & Rizzo, 1980) that males in basal readers rarely expressed any human sensitivity, all instances of physical affection between story characters were recorded. The categories used in documenting physical affection in the basal readers (e.g., same-sex, opposite-sex, child-adult, child-child, adult-adult, familial and

non-familial affection) were those used by Lorimer and Long (1979/80) in an earlier analysis. The emotional make-up of males and females in the basal readers was further analyzed through the noting of the age and sex of characters who cry. The recording of instances of crying in reading series led Women on Words and Images (1975) to observe that basal readers tended to show that while girls succumb to foolish weeping, boys must fight back tears.

The careers of adult characters were recorded in terms of sex, and sex and race as described by Britton and Lumpkin (1977b). Britton and Lumpkin's method of documenting the ethnic origins of main characters was also followed, though ethnic groups more likely to be found in Canada were used.

Britton and Lumpkin's analysis kit was expanded in order to determine the representation of the elderly, the handicapped, and the act of reading in the Nelson basals. The decision to widen the scope of the analysis was made in response to previous studies of reading series (e.g., Baskin, 1981; Hall, 1983; and Robovich & Deay, 1979) that found the elderly, the handicapped and the act of reading to be poorly portrayed both quantitatively and qualitatively. As it had been noted in a few

studies (e.g., Lorimer, Harkley, Long & Tourell, 1978) that some reading series used in Canada are lacking in Canadian content, the analysis kit was also expanded to allow for an examination of the extent of Canadian content in the Nelson readers.

In addition to counting the number of elderly characters, the portrayal of the elderly in both editions of the Nelson Language Developmental Reading program was examined by means of five categories. Four of the categories had been employed in a previous analysis by Serra and Lamb (1984) to investigate how basals depict the elderly. Serra and Lamb noted the number of stories in which the elderly were shown having a relationship with an unrelated person, facing problems and challenges, being socially active and breaking old age and sex stereotypes. The fifth category, the frequency with which the aged were shown as grandparents, was suggested by Kingston and Drotter (1981). In documenting the depiction of "old age" in basal readers, Kingston and Drotter observed that the main role of elderly characters was that of grandparent.

As it had been discovered in earlier studies (Butterfield et al., 1979 and Hopkins, 1982) that a high proportion of the handicapping conditions portrayed in

basal readers tended to be of a visual nature, the types of exceptionalities, as well as the number of characters with disabilities, were recorded. The importance of the roles played by handicapped characters in the basal stories was determined by using Britton and Lumpkin's criteria for identifying main characters.

The depiction of reading in the two editions of the Nelson Language Developmental Reading program was investigated by means of three survey questions used in an analysis by Snyder (1979). The questions sought information about what is read, where this reading takes place and who actually reads.

Lorimer, Hill, Long and MacLellan (1977-78) defined the degree of Canadian content in two primary language arts reading series in terms of specific references to Canada and the number of stories with Canadian themes. Criteria similar to those employed by Lorimer et al. (1977-78) were used to ascertain the extent of Canadian content in the Nelson readers.

#### The Collection of Data

Every fourth, fifth and sixth grade basal of the 1975 and 1983 editions of the Nelson Language Developmental Reading program was investigated. As in Britton



and Lumpkin's (1977b) analysis kit, stories were the units of analysis. All plays in the readers were counted as stories, however, poems were not examined. Stories were categorized according to four genres: fiction, non-fiction, fantasy and biography. For every story, whenever indicated, records were made of the sex, race, age and disability, if any, of each character. Whenever the career of an adult character could be identified, it was noted in terms of the character's sex and ethnic origin. If the career of a character was mentioned continually in the story, the career was still counted only once. However, if five dentists were portrayed in the same story, then the career of dentist was tallied five times. Each occurrence of a character reading was also recorded, as was every actual place name mentioned in the stories.

Whenever a character's sex, race, career, age or disability was indicated solely by an illustration, the incident was classified as being indirect. Similarly, whenever a character's sex, race, career, age or disability was indicated by the text or the text and illustrations, the incident was classified as being direct. The distinction between direct and indirect incidents was made because it had been noted by Britton

(1975) and Moore (1984) that some publishers have used illustrations to superficially balance the content of basal readers in terms of sex, race, age and disability.

For each category, the findings are presented in terms of frequency of occurrence in each basal reader. For both editions of the Nelson reading series, the results of the analysis are presented in terms of frequencies and percentages for each area of concern. Where indicated, separate frequency tables are given for direct and indirect incidents.

#### Reliability of the Analysis

After the 1975 and 1983 editions of the Nelson Language Developmental Reading program had been analyzed according to the criteria of the analysis kit, the analysis was subjected to a rater-rater test of reliability. Six stories, one from each grade level of the two editions, were randomly selected for reanalysis by new raters. The reanalysis was carried out by three elementary school teachers after a short training session given by the investigator on the use of the analysis kit. Each of the new raters was assigned the task of analyzing two stories of the same grade level, one from each edition of the Nelson series. After the stories had

been reanalyzed, the results were compared with those of the original analysis.

### Summary

This chapter has described the development, structure and scope of the analysis kit. It has also delineated the basal readers to be examined and the method of collecting data. While this chapter has described the procedures followed in testing the reliability of the analysis kit, the extent of rater-rater agreement is presented in the following chapter, along with the results of the analysis of the basal readers of the 1975 and 1983 editions of the Nelson Language Developmental Reading program.

## CHAPTER IV

## Results of the Analysis and Discussion

Introduction

The results of the rater-rater test of reliability described in the preceding chapter, and the results of the analysis of the basal readers of the 1975 and 1983 editions of the Nelson Language Developmental Reading program are reported and discussed in this chapter. The chapter is organized under the following subheadings: (a) Results of the Rater-Rater Test of Reliability; (b) Results and Discussion of the Specific Areas of the Analysis; and (c) Summary.

Results of the Rater-Rater Test of Reliability

After the six randomly selected stories had been reanalyzed by new raters, the results were compared with those of the original analysis. The extent of rater-rater agreement for each story was as follows:

	1975 Edition	1983 Edition
Rater 1 (grade 4)	85%	100%
Rater 2 (grade 5)	64%	84%
Rater 3 (grade 6)	87%	83%

It was observed that the recording of personality

traits accounted for 58% of the differences between the three test raters and the original rater. Excluding the tailies of the selected personality traits, the degree of rater-rater agreement for each story was as follows:

	1975 Edition	1983 Edition
Rater 1 (grade 4)	91%	100%
Rater 2 (grade 5)	74%	82%
Rater 3 (grade 6)	88%	100%

#### Results and Discussion of the Specific Areas of the Analysis

The results of the analysis are presented in a series of tables in this section of the chapter. The tables are grouped according to the following specific areas of the analysis they pertain to: (a) Total Stories by Genre; (b) The Numerical Representation and Portrayal of Males and Females; (c) The Ethnic Origins of the Basic Characters; (d) Canadian Content; (e) The Numerical Representation and Portrayal of the Elderly; (f) The Numerical Representation of the Handicapped and Handicapping Conditions; and (g) The Depiction of Reading.

For the most part, all tables pertaining to a specific area of the analysis are considered together. However, some tables concerned with the numerical repre-

sentation and portrayal of males and females and the ethnic content of the basal readers are discussed separately because the scope of the analysis is particularly broad in these areas.

Out of convenience and the need for brevity, certain abbreviations are used in the tables. The abbreviations used are listed below with their expanded forms.

Back	= Backpacks and Bumblebees
Row	= Rowboats and Rollerskates
Drift	= Driftwood and Dandelions
Hock	= Hockey Cards and Hopscotch
North	= Northern Lights and Flying Machines
Kites	= Kites and Cartwheels
Sleep	= Sleeping Bags and Flying Machines
Tobog	= Toboggans and Turtlenecks
Zoom	= Zoom Shots
Flip	= Flip Flops
Rip	= Ripple Effects
Time	= Time Spinners
Star	= Star Flights
Sky	= Sky Striders
Fict	= Fiction
N-Fict	= Non-Fiction
Fant	= Fantasy

Biog	= Biography
M	= Male
F	= Female
N-I	= Non-identifiable
Cdn	= Canadian
N-Cdn	= Non-Canadian
Char	= Character
Chars	= Characters

## Total Stories by Genre

Table 1.0

Total Stories by Genre - 1975 Edition

Basal	Genre				Total Stories
	Fict	N-Fict	Fant	Biog	
Back	8	3	2	1	14
Row	10	1	5		16
Drift	4	3	11		18
Hock	11	3	2		16
North	7	1	6		14
Kites	12	1	3	1	17
Sleep	10	5	2	1	18
Tobog	8	3	4	1	16
Totals	70	20	35	4	129
% of Total Stories	54.3	15.5	27.1	3.1	



Table 1.0

Total Stories by Genre - 1983 Edition

Basal	Genre				Total Stories
	Fict	N-Fict	Fant	Blog	
Zoom	11	4	3		18
Filp	7	4	6		17
Rip	7	6	7	1	20
Time	3	9	11		23
Star	9	7	10		26
Sky	8	8	4	1	21
Totals	45	37	41	2	125
% of Total					
Stories	36	29.6	33	1.6	

The most striking difference between the 1975 and 1983 editions shown in Table 1.0 (pp. 142-143) is the decrease in the percentage of fiction selections and the increase in the percentage of non-fiction stories in the 1983 edition. Whereas, in the 1975 edition, fiction stories outnumber stories of all other genres in all basals but two, only one basal in the 1983 edition has more fiction selections than those of all other genres. In contrast, while only one basal in the 1975 edition has more than three non-fiction stories, all basals in the 1983 edition have more than three non-fiction stories.

The Numerical Representation and Portrayal  
of Males and Females

Table 2.0

Distribution of All Characters by Kind, Sex and Age - 1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				Total Char- acters	
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F	N-I	
Back	4	1	-	-	18	13	19	15	-	70
Row	-	-	7	2	28	13	17	17	2	86
Drift	8	2	3	1	34	19	8	8	4	87
Hock	5	2	4	1	38	17	24	14	3	108
North	11	2	1	-	24	13	18	7	2	78
Kites	1	-	1	-	36	22	22	16	3	101
Sleep	4	-	-	-	52	14	24	7	6	107
Tobog	2	3	-	2	100	27	20	15	4	173
Total	35	10	16	6	330	138	152	99	24	810
% of Total Characters	4.3	1.2	2.0	0.7	40.7	17.0	18.8	12.2	3.0	
% of Total Identifiable Human Char- acters (719)					45.9	19.2	21.1	13.8		

Table 2.0

Distribution of All Characters by Kind, Sex and Age - 1983 Edition

Basal	Human								Total Characters	
	Animal		Other		Adult		Child			
	M	F	M	F	M	F	M	F		
Zoom	4	1	-	-	14	12	22	12	6	71
Flip	1	-	1	2	20	15	15	11	4	69
Rip	3	1	-	-	34	25	20	28	4	115
Time	13	3	-	2	58	29	18	19	-	142
Star	3	2	-	-	50	22	19	21	8	125
Sky	3	-	5	4	35	12	26	26	9	120
Total	27	7	6	8	211	115	120	117	31	642

% of Total Characters	4.2	1.1	0.9	1.3	32.8	17.9	18.7	18.2	4.8
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% of Total Identifiable Human Characters (563)	37.5	20.4	21.3	20.8
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Table 2.1

Distribution of All Characters Mentioned Directly by Kind, Sex and Age - 1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Characters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Back	4	1	-	-	12	6	15	12	-	50
Row	-	-	7	2	25	13	17	17	2	83
Drift	8	2	3	1	32	18	7	6	2	79
Hock	5	2	4	1	38	15	22	9	1	97
North	11	2	1	-	23	13	14	7	1	72
Kites	1	-	1	-	36	22	22	16	3	101
Sleep	4	-	-	-	51	14	24	7	4	104
Tobog	2	3	-	2	80	23	20	15	3	148
Total	35	10	16	6	297	124	141	89	16	734
% of Total Characters	4.8	1.4	2.2	0.8	40.5	16.9	19.2	12.1	2.2	
% of Total Identifiable Human Characters (651)					45.6	19.0	21.7	13.7		

Table 2.1

Distribution of All Characters Mentioned Directly by Kind, Sex and Age - 1983 Edition

Basal	Animal				Human				N-I	Total Characters
	Animal		Other		Adult		Child			
	M	F	M	F	M	F	M	F		
Zoom	4	1	-	-	14	12	22	12	6	71
Flip	1	-	1	2	20	15	15	11	4	69
Rip	3	1	-	-	24	19	15	20	4	86
Time	13	3	-	2	29	17	15	12	-	91
Star	3	2	-	-	49	21	17	20	8	120
Sky	3	-	5	4	33	10	18	17	9	99
Total	27	7	6	8	169	94	102	92	31	536
% of Total										
Characters	5.0	1.3	1.1	1.5	31.5	17.5	19.0	17.2	5.8	
% of Total										
Identifiable										
Human Characters (457)										
					37.0	20.6	22.3	20.1		

Table 2.2

Distribution of All Characters Shown Indirectly by Kind, Sex and  
Age - 1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Back					6	7	4	3	-	20
Row					3	-	-	-	-	3
Drift					2	1	1	2	2	8
Hock					-	2	2	5	2	11
North					1	-	4	-	1	6
Kites					-	-	-	-	-	-
Sleep					1	-	-	-	-	1
Tobog					20	4	-	-	1	25
Total					33	14	11	10	6	74
% of Total Characters					44.6	18.9	14.9	13.5	8.1	
% of Total Identifiable Human Char- acters (68)					48.5	20.6	16.2	14.7		

Table 2.2

Distribution of All Characters Shown Indirectly by Kind, Sex and  
Age - 1983 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Zoom					-	-	-	-		-
Flip					-	-	-	-		-
Rip					10	6	5	8		29
Time					29	12	3	7		51
Star					1	1	2	1		5
Sky					2	2	8	9		21
Total					42	21	18	25		106
% of Total Characters					39.6	19.8	17.0	23.6		
% of Total Identifiable Human Char- acters (106)					39.6	19.8	17.0	23.6		



Table 2.3

Distribution of All Characters Mentioned Directly by Kind, Sex and Age - Fiction Stories - 1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Humann</u>				N-I	Total Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Back	3	1			10	6	15	11	-	46
Row	-	-			19	8	13	13	-	53
Drift	1	-			14	5	3	2	1	26
Hock	2	1			29	11	16	9	1	69
North	5	1			13	7	8	5	-	39
Kites	-	-			25	16	19	14	3	77
Sleep	3	-			22	6	21	7	2	61
Tobog	2	2			27	10	18	9	3	71
Total	16	5			159	69	113	70	10	442
% of Total Characters	3.6	1.1			36.0	15.6	25.6	15.8	2.2	
% of Total Identifiable Human Char- acters (411)					38.7	16.8	27.9	17.0		

Table 2.3

Distribution of All Characters Mentioned Directly by Kind, Sex and  
Age - Fiction Stories - 1983 Edition

Basal	Animal		Other		Human				N-I	Total Char-acters
	M	F	M	F	Adult		Child			
					M	F	M	F		
Zoom	4	1			11	10	16	9	5	56
Flip	-	-			11	7	12	7	-	37
Rip	-	-			8	9	10	13	2	42
Time	1	-			6	3	5	2	-	17
Star	-	-			19	10	12	8	1	50
Sky	1	-			20	5	5	9	-	40
Total	6	1			75	44	60	48	8	242
% of Total										
Characters	2.5	0.4			31.0	18.2	24.8	19.8	3.3	
% of Total										
Identifiable										
Human Char-										
acters (227)										
					33.0	19.4	26.4	21.1		

Table 2.4

Distribution of All Characters Mentioned Directly by Kind, Sex and Age - Non-Fiction Stories - 1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Characters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Back	-	-			-	-	-	-	-	-
Row	-	-			3	2	1	1	-	17
Drift	1	-			4	3	1	-	-	9
Hock	3	1			6	4	3	-	-	17
North	-	-			4	1	-	-	1	6
Kites	-	-			-	1	2	-	-	3
Sleep	1	-			14	3	1	-	2	21
Tobog	-	-			37	7	-	3	-	47
Total	5	1			68	21	8	4	3	110
% of Total Characters	4.5	0.9			61.8	19.1	7.3	3.6	2.7	
% of Total Identifiable Human Characters (101)					67.3	20.8	7.9	4.0		

Table 2.4

Distribution of All Characters Mentioned Directly by Kind, Sex and Age - Non-Fiction Stories - 1983 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Zoom					1	1	-	-	-	2
Flip					-	3	-	-	-	3
Rip					6	2	-	-	1	9
Time					13	7	2	1	-	23
Star					11	4	3	4	-	22
Sky					5	3	2	5	-	15
Total					36	20	7	10	1	74
% of Total Characters					48.6	27.0	9.5	13.5	1.4	
% of Total Identifiable Human Char- acters (73)					49.3	27.4	9.6	13.7		

Table 2.5

Distribution of All Characters Mentioned Directly by Kind, Sex and Age - Fantasy Stories - 1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Back	1	-	-	-	1	-	-	-	-	2
Row	-	-	7	2	3	3	3	3	2	23
Drift	6	2	3	1	14	10	3	4	1	4
Hock	-	-	4	1	3	-	3	-	-	11
North	6	1	1	-	6	5	6	2	-	27
Kites	1	-	1	-	7	5	1	-	-	15
Sleep	-	-	-	-	10	2	2	-	-	14
Tobog	-	1	-	2	13	5	2	-	-	23
Total	14	4	16	6	57	30	20	9	3	159
% of Total Characters	8.8	2.5	10.1	3.8	35.8	18.9	12.6	5.7	1.9	
% of Total Identifiable Human Char- acters (116)					49.1	25.9	17.2	7.8		

Table 2.5

Distribution of All Characters Mentioned Directly by Kind, Sex and Age - Fantasy Stories - 1983 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Zoom	-	-	-	-	2	1	6	3	1	13
Flip	1	-	1	2	9	5	3	4	4	29
Rip	2	1	-	-	9	7	5	5	1	30
Time	12	3	-	2	10	7	8	9	-	51
Star	3	2	-	-	19	7	2	8	7	48
Sky	2	-	5	4	6	2	3	3	9	34
Total	20	6	6	8	55	29	27	32	22	205
% of Total										
Characters	9.8	2.9	2.9	3.9	26.8	14.1	13.2	15.6	10.7	
% of Total										
Identifiable										
Human Char-										
acters (143)					38.5	20.3	18.9	22.4		

Table 2.6

Distribution of All Characters Mentioned Directly by Kind, Sex and  
Age - Biographical Stories - 1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Char- acters	
	M	F	M	F	<u>Adult</u>		<u>Child</u>				
					M	F	M	F			
Back					1				1		2
Row					-	-			-	-	-
Drift					-	-			-	-	-
Hock					-	-			-	-	-
North					-	-			-	-	-
Kites					4	-			2	-	6
Sleep					5	3			-	2	10
Tobog					3	1			3	-	7
Total					13	4			6	2	25
% of Total Characters					52	16			24	8	
% of Total Identifiable Human Char- acters (23)					56.5	17.4			26.1		

Table 2.6

Distribution of All Characters Mentioned Directly by Kind, Sex and  
Age - Biographical Stories - 1983 Edition

Basal	Human								Total Char- acters
	Animal		Other		Adult		Child		
	M	F	M	F	M	F	M	F	
Zoom	-				-	-	-	-	-
Flip	-				-	-	-	-	-
Rip	1				1	1	-	2	5
Time	-				-	-	-	-	-
Star	-				-	-	-	-	-
Sky	-				2	-	8	-	10
Total	1				3	1	8	2	15
% of Total Characters	6.7				20	6.7	53.3	13.3	
% of Total Identifiable Human Char- acters (14)					21.4	7.1	57.1	14.3	



As Table 2.0 (pp. 145-146) shows, adult male characters dominate the 1975 edition, accounting for 40.7% of all characters and 45.9% of human characters. Males of other kinds and ages also dominate their female counterparts, male animals outnumber female animals, male other beings outnumber female other beings and boys appear more frequently than girls. Girls, in the 1975 edition, account for only 12% of all characters.

Adult male characters also dominate the 1983 edition, however their numerical superiority is not as great as in the 1975 edition. In contrast to the 1975 edition, the 1983 edition has an almost equal number of boy and girl characters and male and female other being characters. The equality in numbers between male and female child and other being characters does not, however, extend to male and female animal and human adult characters. Numerically, women characters are on parity with boys and girls, but not with men.

Tables 2.1 (pp. 147-148) and 2.2 (pp. 149-150) indicate that in both editions the distribution of characters who appear in illustrations only, reflects the distribution of characters mentioned in the texts.

Tables 2.3 - 2.6 (pp. 151-158) show the distribution of characters mentioned in the text by genre. In fiction

stories in both editions, adult male characters outnumber adult female characters while male children outnumber female children. The numerical superiority of human male characters over human female characters is not, however, as great in the 1983 edition as in the 1975 edition. In the 1983 edition, girls outnumber boys in fiction stories in two basals while women appear more frequently than men in one basal.

Non-fiction and fantasy selections in both editions are also dominated by adult male characters, although, as with fiction stories, the domination in the 1983 edition is not as great as in the 1975 edition. While the percentage of men characters in fantasy and non-fiction stories is smaller in the 1983 edition, the percentage of girl characters in both genres is 10% greater in the 1983 edition than in the 1975 edition.

With regards to the small number of characters in biography stories, the main difference in the distribution of characters in the two editions would appear to be that while there are more adult than child characters in the 1975 edition, there are more children than adults in the 1983 edition.

Table 3.0

The Character Composition of Stories With More Than One Human Character In Terms of Single and Multiple Sex/Age Groups - All Genres - 1975 Edition

Basal	Sex/Age Groups															
	C H I A				W O M B				W O M B				C H I A			
	G L D U	S R R L	E T E N	M	G L D U	S R R L	E T E N	M	G L D U	S R R L	E T E N	M	G L D U	S R R L	E T E N	M
Back	-	1	-	-	-	-	-	-	1	1	1	3	-	3	-	2
Row	-	-	-	-	-	-	-	-	1	-	-	2	2	4	1	4
Drift	-	5	2	1	1	-	1	-	-	-	-	-	1	2	1	1
Hock	-	3	-	-	1	-	-	-	-	-	-	-	-	6	1	2
North	1	4	-	-	-	-	-	-	-	-	-	1	-	1	-	4
Kites	1	1	1	-	2	2	1	-	1	-	-	1	-	2	1	5
Sleep	1	3	2	-	4	-	-	-	-	-	-	-	-	3	1	3
Toboggan	-	4	1	-	4	-	-	-	1	-	-	1	-	-	2	3
Totals	3	21	6	1	12	2	5	1	7	4	21	7	24	114		
% of Total Stories	2.6	18.4	5.3	0.9	10.5	1.8	4.4	0.9	6.1	3.5	18.4	6.1	21.1	161		



Table 3.1

The Character Composition of Stories With More Than One Human Character In Terms of Single and Multiple Sex/Age Groups - Fiction Stories - 1975 Edition

Sex/Age Groups																															
Basal	B O Y S	G I R L S	C H I L D R E N	A D U L T S	W O M E N	M E M B E R S	W O M B E R S	O B E R N Y S	M E M B E R S	G O B E R N Y S	W O M B E R S	C H I L D R E N	C H I L D R E N	W O M B E R S	A D U L T S	C H I L D R E N															
																	S	E	N	S	E	N	S	E	N	S	E	N	S	E	N
Back	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
Row	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
Drift	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
Hock	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
North	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
Kites	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
Sleep	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
Tabog	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
Totals	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
K of Total	3.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
Stories	16.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
	9.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
	14.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
	3.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
	10.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
	19.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
	6.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
	29.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														
	16.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-														









Table 3.3

The Character Composition of Stories With More Than One Human Character In Terms of Single and Multiple Sex/Age Groups - Fantasy Stories - 1975 Edition

Basal	Sex/Age Groups																								Total Stories	
	C H I I A												C H W H C													
	G I D U L												M I O I B D I D U L													
	B O R R L E S												A G A I B O U R U L L T R S E													
	W	M	N	S	N	M	E	E	N	N	N	N	W	O	M	B	E	O	E	N	N	N	N	W		
Back	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	
Row	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	3	
Drift	-	3	1	-	-	-	-	-	-	-	-	-	1	1	1	1	1	1	1	1	1	1	1	1	8	
Hock	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	
North	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	
Kitas	-	1	1	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	3	
Sleep	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	
Tobog	-	3	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	4	
Totals	1	9	2	2	1	1	1	1	1	1	1	1	2	5	1	3	27									
% of Total Stories	3.7	33.3	7.4	7.4	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	7.4	18.5	3.7	11.1										



Table 3.4

The Character Composition of Stories With More Than One Huan Character In Terms of Single and Multiple Sex/Age Groups -  
Biographical Stories - 1975 Edition

Base)	Sex/Age Groups															
	C H I A				W O M B				G O G M				C H M H			
	B I G L D U	O R R L	Y L E T	S S M N	M E E M	E O E M	N Y N Y	N S / S	M B M I	E R E R	N L N L	/ S / S	M E L M	O I O I	A G A D	A H I I
Basal	S S M N	S S M N	S S M N	S S M N	S S M N	S S M N	S S M N	S S M N	S S M N	S S M N	S S M N	S S M N	S S M N	S S M N	S S M N	S S M N
Back	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Row	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Drift	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hock	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
North	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kites	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sleep	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tobog	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1
% of Total Stories	25.0	25.0	50.0	50.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0



Table 4.0

Total Number of Stories With More Than One Human Character  
In Which Men, Women, Boys and Girls Appear - By Genre -  
1975 Edition

Genre	Total Stories	Men	Women	Boys	Girls
Fict	67	62	48	54	38
N-Fict	16	14	12	5	2
Fant	27	23	21	14	7
Blog	4	4	2	0	3
Totals	114	103	81	73	48
% of Total Stories		90.4	71.1	64.0	42.1

Table 4.0

Total Number of Stories With More Than One Human Character  
In Which Men, Women, Boys and Girls Appear - By Genre -  
1983 Edition

Genre	Total				
	Stories	Men	Women	Boys	Girls
Fict	43	35	30	35	29
N-Fict	15	11	11	6	10
Fant	32	24	21	16	16
Blog	2	2	1	1	1
Totals	92	72	63	58	56
% of Total Stories		78.3	68.5	63.0	60.9

Tables 3.0 - 3.4 (pp. 161-170) show the character composition of the basal stories in terms of single or multiple sex/age groups. The number of stories in Tables 3.0 - 3.4 does not correspond with the total number of stories in each edition because not all stories have more than one human character.

As Table 3.0 (pp. 161-162) shows, only 10 of 114 stories in the 1975 edition are composed of characters from a single sex/age group. Of these 10 single sex/age group stories, 6 have all men characters while 3 have all boy characters. The most frequent combinations of sex/age groups are adults and children, men and women, and adults and boys. While there are 21 stories with adult and boy characters, there are only 7 stories with adult and girl characters. Twelve stories involve men and boys and five stories involve men and girls; in contrast, two stories are comprised of women and boy characters while only one story is comprised of women and girl characters. The 1975 edition has no stories in which boys and girls appear together without adults.

The number of stories in the 1983 edition which involve only a single sex/age group is also small: of the eight single sex/age group stories, six have all adult male characters and two have all girl characters.

As with the 1975 edition, the most frequent combination of sex/age groups in the stories is, adults and children. Unlike the 1975 edition, the 1983 edition has an equal number of stories involving boys and adults and girls and adults. The 1983 edition has 10 stories featuring children only and 12 stories involving men and women. While only 5 stories show men and boys alone and 2 stories show men and girls alone, stories involving women and girls and women and boys occur only once.

Table 4.0 (pp. 171-172) shows the total number of stories in which men, women, boys and girls appear. In the 1975 edition men appear in 90% of the selections involving more than one human character. While boys appear in fewer stories than women, girls appear in only 42.5% of the selections. While men appear in more stories than any other sex/age group in the 1983 edition, women appear in more stories than boys or girls. Remarkably, in the 1983 edition, boys are involved in 58 and girls in 58 stories.

In the 1975 edition men appear in 93% and boys in 81% of fiction selections while women are involved in 69% and girls in only 54% of the selections. As Table 3.1 (pp. 163-164) shows, 10 fiction stories in the 1975 edition involve men and boys together as opposed to 1



selection which features women and girls together. In addition, while 13 stories show boys and adults together, only 4 stories involve girls and adults.

In the 1983 edition, both men and boys are involved in 81.4% of fiction stories while women are involved in 69.8% and girls in 67.4% of the selections. In contrast to the 1975 edition in which six fiction stories show men and women alone and no stories show boys and girls alone, the 1983 edition has three selections which involve only boys and girls and no selections which involve only men and women.

Non-fiction stories in the 1983 edition are also more child centred than those in the 1975 edition. Whereas boys appear in 31.3% and girls in 12.5% of the non-fiction stories in the 1975 edition, boys appear in 40% and girls in 66.7% of non-fiction stories involving more than one human character. While not one non-fiction selection in the 1975 edition really centres on children, the 1983 edition features non-fiction selections about child gymnasts, performers and artists.

As indicated in Table 3.3 (pp. 167-188), proportionately fewer fantasy stories in the 1983 edition feature adults alone. In contrast, six stories in the 1983 edition show children without adults as compared to none

In the 1975 edition. In terms of appearances in fantasy selections, men and women appear in more fantasy selections than boys and girls in both editions. However, while men and women appear in proportionately fewer fantasy selections in the 1983 edition, girls are involved in 50% of the 1983 stories as opposed to only 26.9% of the 1975 fantasy selections. Boys appear in approximately the same proportion of fantasy stories in both editions.

Table 5.0

Distribution of Main Characters by Kind, Sex and Age - All Genres -  
1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Main Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Back	2	-	-		2	1	7	5	-	17
Row	-	-	3		1	1	7	7	-	19
Drift	4	-	1		5	4	5	5	-	24
Hock	5	1	-		3	2	10	3	1	25
North	6	-	-		4	3	11	4	-	28
Kites	-	-	1		6	2	10	10	-	29
Sleep	3	-	-		7	3	11	3	-	27
Tobog	-	2	-		8	5	5	3	-	23
Totals	20	3	5		36	21	66	40	1	192
<u>% of Total</u>										
<u>Main</u>										
Characters	10.4	1.6	2.6		18.6	10.9	34.4	20.8	0.5	
<u>% of Total</u>										
<u>Human Main</u>										
Characters (163)					22.1	12.9	40.5	24.5		

Table 5.0

Distribution of Main Characters by Kind, Sex and Age - All Genres -1983 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				Total Main Characters	
					<u>Adult</u>		<u>Child</u>			
	M	F	M	F	M	F	M	F	N-I	
Zoom	-	-			2	2	13	9	-	26
Flip	2	-			4	2	9	7	-	24
Rip	2	1			5	1	5	11	-	25
Time	6	1			3	-	9	9	-	28
Star	1	1			10	3	11	14	2	42
Sky	2	-			1	1	7	9	1	21
Totals	13	3			25	9	54	59	3	166
% of Total Main Characters	7.8	1.8			15.1	5.4	32.5	35.5	1.8	
% of Total Human Main Characters (147)					17.0	6.1	36.7	40.1		

Table 5.1

Distribution of Main Characters by Kind, Sex and Age - Fiction Stories  
- 1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Main Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Back	1				-	1	6	5	-	13
Row	-				1	1	6	5	-	13
Drift	1				1	1	3	2	-	8
Hock	2				1	1	7	3	1	15
North	4				3	3	7	3	-	20
Kites	-				4	1	10	8	-	23
Sleep	2				3	1	10	3	-	19
Tobog	-				4	2	4	2	-	12
Totals	10				17	11	53	31	1	123
% of Total Main Characters	8.1				13.8	8.9	43.1	25.2	0.8	
% of Total Human Main Characters (112)					15.2	9.8	47.3	27.7		

Table 5.1

Distribution of Main Characters by Kind, Sex and Age - Fiction Stories  
- 1983 Edition

Basic	Animal		Other		Human				Total Main Characters
	M	F	M	F	Adult		Child		
					M	F	M	F	
Zoom	-				1	1	10	8	20
Flip	-				1	-	8	5	14
Rip	-				-	-	3	7	10
Time	1				1	-	3	2	7
Star	-				2	1	6	7	16
Sky	-				-	-	3	6	9
Totals	1				5	2	33	35	76
% of Total Main Characters	1.3				5.5	2.6	43.4	46.0	
% of Total Human Main Characters (75)					6.7	2.7	44.0	46.6	

Table 5.2

Distribution of Main Characters by Kind, Sex and Age - Non-Fiction  
Stories - 1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Main Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Back	-	-			-	-				-
Row	-	-			-	-				-
Drift	1	-			-	2				3
Hock	3	1			1	-				5
North	-	-			-	-				-
Kites	-	-			-	1				1
Sleep	1	-			3	1				5
Tobog	-	-			-	-				-
Totals	5	1			4	4				14
<u>% of Total</u>										
Main										
Characters	35.7	7.1			28.6	28.6				
<u>% of Total</u>										
Human Main										
Characters (8)					50.0	50.0				

Table 5.2

Distribution of Main Characters by Kind, Sex and Age - Non-Fiction  
Stories - 1983 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				Total Main Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>		
					M	F	M	F	
Zoom					1	1	-	-	2
Flip					-	2	-	-	2
Rip					2	-	-	-	2
Time					2	-	-	-	2
Star					1	-	3	4	8
Sky					-	1	-	-	1
Totals					6	4	3	4	17
% of Total Main Characters					35.3	23.5	17.6	23.5	
% of Total Human Main Characters (17)					35.3	23.5	17.6	23.5	



Table 5.3

Distribution of Main Characters by Kind, Sex and Age - Fantasy Stories  
- 1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				Total Main	
	M	F	M	F	<u>Adult</u>		<u>Child</u>		N-I	Char- acters
					M	F	M	F		
Back	1	-	-		1	-	1	-		3
Row	-	-	3		-	-	1	2		6
Drift	2	-	1		4	1	2	3		13
Hock	-	-	-		1	1	3	-		5
North	2	-	-		1	-	4	1		8
Kites	-	-	1		2	1	-	1		5
Sleep	-	-	-		1	-	1	-		2
Tobog	-	2	-		4	1	1	-		8
Totals	5	2	5		14	4	13	7		50
% of Total Main Characters	10	4	10		28	8	26	14		
% of Total Human Main Characters (38)					36.8	10.5	34.2	18.4		

Table 5.3

Distribution of Main Characters by Kind, Sex and Age - Fantasy Stories  
- 1983 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				Total Main Char- acters	
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F	N-I	
Zoom	-	-			-	-	3	1	-	4
Flip	2	-			3	-	1	2	-	8
Rip	2	1			2	-	2	3	-	10
Time	5	1			-	-	6	7	-	19
Star	1	1			7	2	2	3	2	18
Sky	2	-			1	-	3	3	1	10
Totals	12	3			13	2	17	19	3	69
<hr/>										
% of Total Main Characters	17.4	4.3			18.8	2.9	24.6	27.5	4.3	
<hr/>										
% of Total Human Main Characters (51)					25.5	3.9	33.3	37.3		

Table 5.4

Distribution of Main Characters by Kind, Sex and Age - Biographical  
Stories - 1975 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				N-I	Total Main Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>			
					M	F	M	F		
Back					1	-		-		1
Row					-	-		-		-
Drift					-	-		-		-
Hock					-	-		-		-
North					-	-		-		-
Kites					-	-		1		1
Sleep					-	1		-		1
Tobog					-	1		1		2
Totals					1	2		2		5
% of Total Main Characters					20.0	40.0		40.0		
% of Total Human Main Characters					20.0	40.0		40.0		

Table 5.4

Distribution of Main Characters by Kind, Sex and Age - Biographical  
Stories - 1983 Edition

Basal	<u>Animal</u>		<u>Other</u>		<u>Human</u>				Total Main Char- acters
	M	F	M	F	<u>Adult</u>		<u>Child</u>		
					M	F	M	F	
Zoom					-	-	-	-	-
Flip					-	-	-	-	-
Rip					1	1	-	1	3
Time					-	-	-	-	-
Star					-	-	-	-	-
Sky					-	-	1	-	1
Totals					1	1	1	1	4
% of Total Main Characters					25.0	25.0	25.0	25.0	
% of Total Human Main Characters					25.0	25.0	25.0	25.0	

As Table 5.0 (pp. 177-178) shows, boys account for 34.4% of all main characters and 40.5% of human main characters in the 1975 edition. In contrast, girls, who are the next most frequently featured group, account for 20.8% of total main characters and 24.6% of human main characters. Men are featured as main characters slightly less frequently than are girls, while women, who account for only 10.9% of all main characters, outnumber male animal main characters by one.

The most striking change in the 1983 edition as shown by Table 5.0 (pp. 177-178) is the new equality in the numbers of boy and girl main characters. In fact, the 1983 edition has five more girl main characters than boy main characters, and in one basal, Ripple Effects, the ratio of girl to boy main characters is more than 2:1. While the percentage of child main characters is higher in the 1983 edition due to a greater proportion of girl main characters, adult main characters account for 9% less of the total main characters than in the 1975 edition. Men account for 15.1% of main characters while women main characters comprise only 5.4% of all main characters. Incredibly, in the 1983 edition, male animals outnumber women as main characters.

As Tables 5.1 (pp. 179-180) and 5.3 (pp. 184-184)

Indicate, main characters in fantasy and fiction selections account for a large percentage of the total main characters in both editions. In the 1975 edition, boys comprise 43.1% and girls 25.2% of all main characters in fiction stories. In contrast, in the 1983 edition boys account for 43.4% and girls for 46.6% of all main characters. Whereas boys outnumber girls as main characters in fiction stories in every basal in the 1975 edition, each sex outnumbers the other in three of the six basals in the 1983 edition. Adults account for only 9.2% of main characters in the 1983 edition as opposed to 22.7% in the 1975 edition. The 1983 edition has only two women main characters in fiction selections.

A change in the distribution of main characters similar to that occurring in fiction stories from the 1975 to the 1983 edition is also apparent in fantasy selections. In the 1983 edition there are 14% fewer fantasy adult main characters than in the 1975 edition but twice the percentage of fantasy girl main characters. As with fiction stories, fantasy selections in the 1983 edition have two more girl main characters than boy main characters.

Despite the numbers of non-fiction selections, particularly in the 1983 edition, main characters in the

genre are few because many non-fiction selections focus on human activities, natural phenomena, and machines as opposed to individuals. As Table 5.2 (pp. 181-182) reveals, non-fiction stories in the 1975 edition that do have main characters feature male animals more frequently than men or women. No children appear as main characters in the non-fiction stories of the 1975 edition. The main characters in the non-fiction selections of the 1983 edition are all human: men are featured six times, women and girls four times and boys, three times.

Biography is the smallest genre in both editions in terms of numbers of stories and main characters. In the biography selections of the 1983 edition, men, women, boys and girls are featured once each.

Table 6.0

Personality Traits of Human Characters Differentiated by Sex and Age - 1975 Edition

Personality Traits																		
Sex/Age Group	A D V E N T U R O U S	A G G R E S S I V E	A N I M A L	A U T H O R I T A R I A N	B O R N E N T E R P R I S E	C O M P E T E N T	C O U R A G E O U S	F E E A R F U L	H E L P F U L	I N C O M P E T E N T	N U R T U R I N G	P A S S I V E	P E R S E V E R I N G	P H Y S I C A L L Y N E S S	P S Y C H O L O G I C A L L Y N E S S	S O C I A L L Y N E S S	U N S U C C E S S F U L	T O A T A L
Boys	17	7	11	2	6	5	1	30	6	2	1	1	2	8	5	13	3	120
Girls	7	3	5	-	2	5	1	20	5	2	1	3	3	9	7	9	1	83
Men	1	5	16	10	6	9	6	9	22	-	1	-	1	-	5	10	1	102
Women	4	-	9	4	4	3	-	11	11	-	9	1	-	1	1	7	-	65
Totals	29	15	41	16	18	22	8	70	44	4	11	5	6	18	18	39	5	369



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Table 6.0

Personality Traits of Human Characters Differentiated by Sex and Age - 1983 Edition

Sex/Age Group	Personality Traits																		
	A D V E N T U R O U S	A G G R E S S I V E	A N G R Y	A U T H O R I T Y	B R A V E	C O M P E T E N T	C O U R A G E O U S	F E A R F U L	H E L P F U L	I N C O M P E T E N T	N U R T U R I N G	P A S S I V E	P E R S E V E R I N G	P H Y S I C R A T I V E	P S Y C H O L O G I C A L	S O C I A L	S E X U A L	U N S U C C E S S F U L	T A L E N T
Boys	8	6	11	1	7	7	10	12	5	2	1	1	4	4	15	7	6	107	
Girls	12	3	9	1	15	6	9	16	2	-	4	2	4	3	12	9	3	110	
Men	3	6	15	9	2	2	1	5	9	1	5	1	2	1	4	7	1	75	
Women	2	4	5	7	-	-	1	2	3	-	7	2	-	-	2	4	-	39	
Totals	25	19	40	18	24	15	21	35	19	3	17	6	10	7	33	27	10	329	

Table 7.0

Incidents of Familial Physical Affection Between Human Characters  
Differentiated by Sex and Age - 1975 Edition

Basal	BOY / BOY	GIRL / GIRL	GIRL / BOY	MAN / BOY	WOMAN / BOY	MAN / GIRL	WOMAN / GIRL	MAN / MAN	WOMAN / WOMAN	MAN / WOMAN	Total Incidents
Back		1	1	1	1	1	-		-		5
Row		-	-	1	-	4	1		-		6
Drift		-	1	1	-	-	-		-		2
Hock		-	-	-	2	-	2		-		4
North		-	-	-	1	-	-		1		2
Kites		-	-	1	-	1	2		1		5
Sleep		-	-	2	-	2	1		-		5
Jobog		-	1	-	-	-	1		-		2
Totals		1	3	6	4	8	7		2		31
% of Total Incidents		3.2	9.7	19.4	12.9	25.8	22.6		6.5		

Table 7.0

Incidents of Familial Physical Affection Between Human Characters  
Differentiated by Sex and Age - 1983 Edition

Basal	BOY / BOY	GIRL / GIRL	GIRL / BOY	MAN / BOY	WOMAN / BOY	MAN / GIRL	WOMAN / GIRL	MAN / MAN	WOMAN / WOMAN	MAN / WOMAN	Total Incidents
Zoom	-	-	-	1	1	-	-	-	-	1	3
Flip	-	-	1	-	-	-	-	-	-	-	1
Rip	-	-	-	-	-	-	2	-	-	-	2
Time	-	1	-	-	-	2	-	-	-	-	3
Star	1	-	-	-	-	2	2	-	-	-	5
Sky	-	-	1	-	-	-	2	-	-	-	3
Totals	1	1	2	1	1	4	6	-	-	1	17
<b>% of Total</b>											
Incidents	5.9	5.9	11.7	5.9	5.9	23.5	35.3	-	-	5.9	

Table 7.1

Incidents of Non-Familial Physical Affection Between Human Characters  
Differentiated by Sex and Age - 1975 Edition

Base	BOY / BOY	GIRL / GIRL	GIRL / BOY	MAN / BOY	WOMAN / BOY	MAN / GIRL	WOMAN / GIRL	MAN / MAN	WOMAN / WOMAN	MAN / WOMAN	Total Incidents
Back				-	-	-	1	-			1
Row				-	-	-	-	-			-
Drift				-	-	-	-	-			-
Hock				1	-	-	-	-			1
North				-	-	-	-	1			1
Kites				-	1	-	-	-			1
Sleep				-	-	-	-	-			-
Tobog				1	-	1	-	-			2
Totals				2	1	1	1	1			6
% of Total Incidents				33.3	16.7	16.7	16.7	16.7			

Table 7.1

Incidents of Non-Familial Physical Affection Between Human Characters  
Differentiated by Sex and Age - 1983 Edition

Basal	BOY / BOY	GIRL / GIRL	GIRL / BOY	MAN / BOY	WOMAN / BOY	MAN / GIRL	WOMAN / GIRL	MAN / MAN	WOMAN / WOMAN	MAN / WOMAN	Total Incidents
Zoom	-	-	-	-	-	-	-	-	-	-	-
Flip	-	-	-	-	-	-	-	-	-	-	-
Rip	-	-	-	-	-	-	-	-	-	-	-
Time	-	-	-	-	-	-	-	-	-	-	-
Star	-	3	2	-	-	-	-	1	-	-	6
Sky	-	4	3	-	-	-	-	-	-	-	7
Totals		7	5					1			13
% of Total Incidents		53.8	38.5					7.7			

Table 8.0

Incidents of Crying (Excluding Crying for Joy or Laughter)  
by Human Characters Differentiated by Sex and Age - 1975  
Edition

Basal	Boys	Girls	Men	Women	Others	Total Incidents
Back	1	1	-	-	-	2
Row	1	5	1	-	-	7
Drift	1	1	-	1	1	4
Hock	-	1	-	-	-	1
North	1	-	-	-	-	1
Kites	2	-	-	-	-	2
Sleep	2	3	-	-	-	5
Tobog	2	4	3	-	-	9
Totals	10	15	4	1	1	31
% of Total Incidents	32.3	48.4	12.9	3.2	3.2	

Table 8.0

Incidents of Crying (Excluding Crying for Joy or Laughter)  
by Human Characters Differentiated by Sex and Age - 1983  
Edition

Basal	Boys	Girls	Men	Women	Others	Total Incidents
Zoom	1	-	1	1	-	3
Flip	1	1	-	1	-	3
Rip	-	6	-	-	1	7
Time	-	1	-	1	-	2
Star	-	6	1	1	-	8
Sky	1	9	-	2	-	12
Totals	3	23	2	6	1	35
% of Total Incidents	8.6	65.7	5.7	17.1	2.9	

Tables 6.0, 7.0, 7.1 and 8.0 document the portrayals of male and female characters in terms of selected personality traits and emotions displayed.

As evidenced by Table 6.0 (pp. 190-191), boys and girls in the 1975 edition show the same range of personality traits except that two boys and no girls are authoritative. Given that more boys than girls appear as characters in the 1975 edition, it is perhaps not surprising that boys display a total of 120 traits while girls display 83 traits. With regards to individual traits, boys are more than twice as adventurous, aggressive, angry and brave as girls. Girls are less fearful than boys, but more passive, although it should be recognized that there are only four incidents of passive children in the eight basals of the 1975 edition.

In the 1983 edition, as with the number of boy and girl total characters and main characters, there is a remarkable balance between the number of personality traits displayed by boys and girls. Brave girls occur twice as frequently as brave boys while girls are also more adventurous, nurturing, fearful and successful than boys. Boys are more aggressive, angry, helpful, problem solving and unsuccessful than girls.

In the 1975 edition, men exhibit the selected



personality traits 102 times while women display these traits only 65 times. Men also display a slightly wider range of personality traits than women, exhibiting 14 of the 17 traits as compared to 12 by women. Men are more aggressive, angry, authoritative, brave, competent, courageous, helpful, problem solving and successful than women. Helpfulness is the most frequently portrayed trait of men in the 1975 edition, occurring 22 times. Women are more adventurous than men as well as being more fearful and more nurturing.

Unlike the equality that exists between boys and girls in terms of the number of character traits displayed in the 1983 edition, there is no corresponding equality between men and women. Men not only exhibit almost twice as many traits as women in the 1983 edition, but they also display all of the selected traits while women display only 11 of the 17 personality traits. Men are still shown more frequently than women as being aggressive, angry, authoritative, brave, competent, helpful, problem solving and successful. While women are still more nurturing than men in the 1983 edition, there are five incidents of nurturing men. Of the five nurturing men, however, three take care of animals while only two nurture children.

With regards to the incidents of physical affection recorded in Tables 7.0 (pp. 192-193) and 7.1 (pp. 194-195), the 1983 edition appears to be more balanced in terms of familial and non-familial affection. However, all the incidents of non-familial affection in the 1983 edition happen in the two sixth grade basals. In the 1975 edition men, women, boys and girls display similar amounts of physical affection. In contrast, 25 of the 30 incidents of physical affection in the 1983 edition involve girls, more than twice the number involving men, women or boys. The fact that the 1983 edition has 12 incidents of child-child, non-familial affection as opposed to none in the 1975 edition would appear to be further evidence that the 1983 edition is more child centred, and in particular more girl centred.

Table 8.0 (pp. 196-197) shows that girls who account for 48.4% of all incidents of crying in the 1975 edition are weeper still in the 1983 edition, accounting for 65.7% of crying incidents. On the other hand, boys, who account for 32.3% of the crying incidents in the 1975 edition, and men, are considerably more stoic in the 1983 edition. It is paradoxical that so few males cry in the 1983 edition because in Zoom Shots, the first grade 4 basal, a grandfather tells his grandson that "There's

nothing wrong with crying. "Some people say boys shouldn't cry. Hogwash. Boys cry. And men cry" (p.173). Despite the words of a wise grandparent, crying, like physical affection, is an area in which the equality between boys and girls in the 1983 edition goes awry.

Table 9.0

Total Different Careers and Total Career Roles of Adult Characters Differentiated by Sex  
- 1975 Edition

Basal	Men		Women		Neutral		Totals	
	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles
Back	9	10	3	3	-	-	12	13
Row	9	10	3	3	1	1	13	14
Drift	16	27	5	11	-	-	21	38
Hock	23	32	7	12	2	2	29	46
North	18	20	6	7	1	1	24	28
Kites	17	23	8	10	3	3	25	36
Sleep	31	46	6	7	4	5	35	58
Tobog	36	72	5	7	3	3	39	82
All Basals	108	240	30	60	14	15	134	315
% of Total Different Careers (134)	80.6		22.4					
% of Total Career Roles (315)		76.2		19.0		4.8		

Table 9.0

Total Different Careers and Total Career Roles of Adult Characters Differentiated by Sex- 1983 Edition

Basal	Men		Women		Neutral		Totals	
	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles
Zoom	9	14	10	10	1	1	18	25
Flip	11	13	5	6	4	4	17	23
Rip	26	31	7	12	1	2	31	45
Time	19	33	9	12	-	-	23	45
Star	22	36	9	10	4	4	30	50
Sky	22	28	8	8	2	2	30	38
All Basals	65	155	38	58	9	13	106	226
% of Total Different Careers (106)	80.2		35.8					
% of Total Career Roles (226)		68.6		25.7		5.7		

Table 9.1

Total Different Careers and Total Career Roles of Adult Characters Differentiated by Sex- Direct Incidents - 1975 Edition

Basal	Men		Women		Neutral		Totals	
	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles
Back	8	9	3	3	-	-	11	12
Row	9	10	3	3	1	1	13	14
Drift	16	27	5	11	-	-	21	38
Hock	23	32	7	12	2	2	30	46
North	17	19	6	7	1	1	23	27
Kites	17	23	8	10	3	3	25	36
Sleep	30	45	6	7	4	5	34	57
Tobog	34	60	5	7	3	3	37	70
All Basals	103	225	30	60	14	15	129	300
% of Total Different Careers (129)	79.8		23.3					
% of Total Career Roles (300)		75.0		20.0		5.0		

Table 9.1

Total Different Careers and Total Career Roles of Adult Characters Differentiated by Sex  
- Direct Incidents - 1983 Edition

Basal	Men		Women		Neutral		Totals	
	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles
Zoom	9	11	10	10	1	1	18	22
Flip	10	12	5	6	4	4	17	22
Rip	21	24	6	9	1	2	26	35
Time	16	24	8	11	-	-	20	35
Star	22	36	8	9	4	4	29	49
Sky	22	28	8	8	2	2	30	38
All Basals	78	135	36	53	9	13	98	201
% of Total Different Careers (98)	79.6		36.7					
% of Total Career Roles (201)		67.2		26.4		6.4		

Table 9.2

Total Different Careers and Total Career Roles of Adult Characters Differentiated by Sex  
- Indirect Incidents - 1975 Edition

Basal	Men		Women		Neutral		Totals	
	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles
Back	1	1					1	1
Row	-	-					-	-
Drift	-	-					-	-
Hock	-	-					-	-
North	1	1					1	1
Kites	-	-					-	-
Sleep	1	1					1	1
Tobog	7	12					7	12
All Bagal's	9	15					9	15
% of Total Different Careers (9)	100.0							
% of Total Career Roles (15)		100.0						



Table 9.2

Total Different Careers and Total Career Roles of Adult Characters Differentiated by Sex  
- Indirect Incidents - 1983 Edition

Basal	Men		Women		Neutral		Totals	
	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles	Different Careers	Career Roles
Zoom	1	3	-	-	-	-	1	3
Flip	1	1	-	-	-	-	1	1
Rip	5	7	2	3	-	-	6	10
Time	4	9	1	1	-	-	4	10
Star	-	-	1	1	-	-	1	1
Sky	-	-	-	-	-	-	-	-
All Basals	10	20	4	5	-	-	12	25
% of Total Different Careers (12)	83.3		33.3					
% of Total Career Roles (25)		80.0		20.0				

Table 9.3

The Specific Career Roles of Adult Characters Differ-  
entiated by Sex - 1975 Edition

## MEN

Actor	2
Airforce Chaplain	1
Airforce Officer	2
Airforce Private + N.C.O.'s	4
Ambassador	1
Ambulance Assistant	1
Ambulance Driver	1
Announcer	1
Antique Dealer	1
Assistant to Minister of Communications	1
Assistant University Professor	3
Author	1
Baker	1
Barrister	1
Basket Maker	1
Breadman	1
Businessman	2
Cameraman	2
Camp Director	1
Canadian Intelligence	1
Caretaker	3
Carnival Worker	1
Carver	1
Chief	6

# Content Analysis

209

Chief Magistrate	1
Chief of Police	1
Church Minister	2
Circus Owner	1
Commander	1
Cowboy	4
Diver	2
Doctor	3
Druggist	1
Entrepreneur	1
Farmer	5
First Mate	1
Fisherman	14
Fishplant Worker	1
Footballer	1
Foreman	1
Forest Protection Officer	1
Garageman	1
Government Mammologist	1
Guard	1
Herpetologist	1
Hockey Player	1
Hunter	8
Indian Brave	11
Judge	2
Junkman	1
Knight	1
Landscape Gardener	1

# Content Analysis

210

Lumber Jack	1
Mail Courier	2
Major	3
Mechanic	2
Merchant	2
Mining Explorer	1
Mining/Forestry Magnate	1
Minister of Communications	1
Minister of Health	1
Naturalist	1
Navy Officer	5
Newspaper Editor	2
Office Worker	2
Owner of Seafood	1
Park Worker	4
Photographer	2
Pianist/Composer	1
Pilot	11
Pioneer	1
Policeman	13
Premier of Quebec	1
Prince	1
Principal	1
Producer	1
Prospector	1
Psychologist	1
Rancher	4
Red Cross Worker	1

Reporter	3
Restaurateur	1
Rock Musician	4
Sailor	8
Sea Captain	5
School Custodian	1
Scientist	1
Sports Commentator	2
Sports Editor	1
Spy	1
Stagehand	1
Steamship Owner	3
Storekeeper	5
Teacher	7
Timber Merchant	1
Trapper	2
T.V. Cameraman	1
T.V. Director	2
T.V. Reporter	1
Undertaker	1
Veterinarian	2
Weatherman	1
Whale Trainer	1
Wizard	1
Wrecker	1

# Content Analysis

212

## WOMEN

Actress	1
Artist	1
Baker	1
Ballerina	1
Caretaker	1
Cookshow Hostess	1
Dance Teacher	3
Duchess	1
Farmer	2
Fish Processor	1
Front Desk Clerk	1
Homemaker	16
Interior Decorator	1
Interviewer	3
Librarian	2
Maid	1
Newseller	1
Nurse	3
Office Worker	1
Pioneer	1
Queen	1
Rancher	1
Reporter	1
Rock Singer	1
Secretary	1
Shop Assistant	1
Sorceress	1

# Content Analysis

213

Teacher	7
Veterinarian	1
Waitress	2
NEUTRAL	
Captain	1
Cook	1
Diver	1
Doctor	1
Game Warden	1
Lawyer	1
Mayor	2
Mechanic	1
Naturalist	1
Scientist	1
Secretary	1
Servant	1
Teacher	1
Veterinarian	

Table 9.3

The Specific Career Roles of Adult Characters Differ-  
entiated by Sex - 1983 Edition

## MEN

Actor	3
Animal Nutritionalist	1
Antique Furniture Restorer	1
Archaeologist	5
Artist	1
Astronaut	5
Author	2
Bathmaster	1
Boat Pilot	1
Bounty Hunter	1
Breakman	2
Butcher	2
Butler	1
Cab Drive	1
Cameo Cutter	1
Cameraman	1
Caretaker	2
Church Minister	2
Cook	1
Cooper	1
Cowboy	2
Deliveryman	2
Detective	2
Director	



# Content Analysis

215

Diver	1
Doctor	1
Driver	5
Examiner	1
Factory Owner	1
Farmer	6
Farmhand	1
Fisherman	2
Fishing Guide	1
Footman	1
Groom	1
Guard	2
Head of University	1
Homemaker	1
Hunter	2
Innkeeper	1
Inventor	1
Judge	1
King	1
Lawyer	2
Lumberjack	1
Market Researcher	1
Mayor	1
Milkman	1
Miner	1
Mover	1
Music Director	1
Musician	3

# Content Analysis

218

Naturalist	1
Outlaw	1
Pedlar	1
Pie man	1
Pilot	13
Pioneer	1
Police Officer	2
Prince	1
Principal	2
Puppeteer	1
Radio Station Manager	1
Reporter	3
Research Assistant	1
Restaurateur	2
Rice Harvester	4
Servant	1
Scientist	3
Shepherd	1
Showman	1
Showman's Assistant	2
SPCA Shelter Manager	1
Stage Manager	1
Store Keeper	3
Store Owner	3
Teacher	8
Ticket Agent	1
Thief	4
T.V. Announcer	1

Veterinarian	2
Veterinarian's Assistant	1
Water Repairman	1
Walter	1

## WOMEN

Actress	1
Antique Dealer	1
Archaeologist	1
Artist	2
Astronaut	1
Author	1
Caretaker	1
Cartoonist	1
Chief Minister	1
Cook	2
Curatorial Assistant	1
Dance Instructor	1
Delivery Driver	1
Detective	1
Farmer	4
Harvester	1
Historian	1
Homemaker	7
Museum Curator	1
Museum Guide	1
Musician	1
Nurse	1

# Content Analysis

218

Pilot	2
Pioneer	1
Police Officer	1
Principal	1
Producer	1
Professor	1
Puppeteer	1
Queen	2
Reporter	3
Rice Maker	1
Secretary	1
Storekeeper	1
Switchboard Operator	1
Teacher	6
T.V. Talkshow Hostess	1
Veterinarian	1
NEUTRAL	
Artist	1
Astronaut	2
Housekeeper	1
Minister	1
Police Officer	3
Reporter	1
Sales Person	1
Scientist	2
Thief	1

As Table 9.0 (pp. 202-203) indicates, men are shown in 80.6% of the different career roles depicted in the 1975 edition and 80.2% of the different career roles in the 1983 edition. In contrast, women are employed in only 22.4% of the different career roles in the 1975 edition and in 35.8% of the different career roles portrayed in the 1983 edition. As for total career roles, 78.2% of the positions in the 1975 edition are held by men while only 19% are held by women. The discrepancy between men and women in terms of career roles held is not quite so great in the 1983 edition, although men occupy 68.6% of the total positions while women hold 25.7% of the positions. By combining the information shown in Table 2.0 (pp. 145-146) regarding the numbers of male and female characters with the career information shown in Table 9.0 (pp. 202-203), it was possible to deduce the employment rate of adult male and female characters in the two editions. The employment rate of male characters is 29% higher than that of female characters in the 1975 edition, and although the gap is narrower in the 1983 edition, the employment rate of male characters is still 23% higher than that of female characters.

It is interesting to note that the number of differ-

ent careers and the number of career roles for women vary little from basal to basal in both editions. However, in both editions the numbers of different careers and career roles for men tend to increase with each grade level of the basals.

As Table 9.3 (pp. 208-218) shows, the different careers held by men in the 1975 edition range from the common (e.g., policeman, farmer, teacher) to the unusual (e.g., government mammologist, herpetologist, whale trainer). For women, the range of different careers is considerably smaller and more mundane. The most unusual positions held by women are interior decorator, sorceress and duchess, although sorceress and duchess might be better described as exotic positions. In the 1975 edition, there are no examples of men or women in careers traditionally associated with the opposite sex.

The range of career roles for men is not as wide in the 1983 edition as in the 1975 edition. However, the 1983 edition still shows men in many positions that are out of the ordinary such as animal nutritionist, cameo cutter and market researcher. Although the number of different career roles for women in the 1983 edition is only eight more than that of the 1975 edition, the newer edition has a higher incidence of women in unusual

positions. Amongst the careers listed in Table 9.3 (pp. 208-218) for women in the 1983 edition are archaeologist, cartoonist, historian and antique dealer.


The 1983 edition also shows women in traditionally male occupations such as astronaut, detective, delivery driver, pilot and police officer. Unfortunately the effect of many of these incidents of women in "male" career roles is greatly diminished. The female astronaut is mentioned in a non-fiction along with five male astronauts. The two female pilots, Amelia Earhart and Charles Lindberg's wife, are mentioned in an article together with eight male aviators. The female pilots are made even less conspicuous, as male pilots are also shown in the two subsequent selections. The female detective is rescued by a male detective, while the gender of the police officer is denoted by a solitary pronoun hidden in a story of approximately 2000 words. In contrast, the female delivery driver is prominently featured in an illustration moving large boxes and being followed by two men who are described in the text as "her helpers". Only one man is shown in a traditionally female role, that of a homemaker in Katie's Promise (Ripple Effects). The man, a single parent, cleans the house, reprimands his daughter for her sloppy habits and shows concern when his

offspring acts strangely.

As indicated in Table 9.3 (pp. 208-218), the career roles most frequently depicted in the 1975 edition for men are fisherman, pilot, Indian brave and policeman. Fishermen, who are more numerous than men in any other career role, account for 5.8% of employed men. Homemaker and teacher are the most frequently shown career roles for women, accounting for 26.6% and 11.7% of employed women respectively.

The most frequently depicted positions for men in the 1983 edition are archaeologist, astronaut, driver, farmer, teacher and pilot. Pilots are shown more often than any other male career role, accounting for 8.4% of employed men. As in the 1975 edition, teacher and homemaker are the positions shown most frequently for women. In the 1983 edition, homemakers account for 12.1% and teachers for 10.4% of employed women.

As Table 9.2 (pp. 206-207) shows, men hold 100% of the positions shown in illustrations only in the 1975 edition, and 80% of the positions depicted in illustrations only in the 1983 edition.





## The Ethnic Origins of the Basal Characters

Table 10.0

Distribution of Human Main Characters by Ethnic Origin - All Genres - 1975 Edition

Basal	Black/ Native							Total Main Characters
	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	
Back	13	1	-	-	1	-	-	15
Row	10	-	2	1	-	1	-	14
Drift	10	-	3	4	-	-	-	17
Hock	8	-	6	-	-	-	-	14
North	19	-	-	-	-	-	-	19
Kites	25	-	1	-	-	-	-	26
Sleep	18	-	1	-	-	-	-	19
Tobog	13	-	3	-	-	-	3	19
Totals	116	1	16	5	1	1	3	143
% of Total								
Main								
Characters	81.1	0.7	11.2	3.5	0.7	0.7	2.1	

Table 10.0

Distribution of Human Main Characters by Ethnic Origin - All Genres - 1993 Edition

Basal	Black/ Native							Total Main
	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	Characters
Zoom	20	2	-	-	-	-	-	22
Flip	14	1	1	3	1	-	-	20
Rip	15	5	-	-	-	-	-	20
Time	12	2	1	1	-	-	-	16
Star	21	4	-	-	1	1	-	27
Sky	12	2	-	1	-	-	1	16
Totals	94	16	2	5	2	1	1	121

% of TotalMain

Characters	77.7	13.2	1.7	4.1	1.7	0.8	0.8
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Distribution of Human Main Characters by Ethnic Origin - All Genres - Direct and Indirect  
Incidents - 1975 Edition

Direct						Indirect					
C A U C A S I A N	B L A C K /N	N A T I V A N	C H I N E S E	J A P A N E S E	C H A R A C T E R I S	C A U C A S I A N	B L A C K /N	N A T I V A N	C H I N E S E	J A P A N E S E	C H A R A C T E R I S
1	-	-	-	-	1	Back	12	1	-	1	14
-	2	1	-	1	4	Row	10	-	-	-	10
-	3	4	-	-	7	Drift	10	-	-	-	10
1	6	-	-	-	7	Hock	7	-	-	-	7
-	-	-	-	-	-	North	19	-	-	-	19
6	1	-	-	-	7	Kites	19	-	-	-	19
4	1	-	-	-	5	Sleep	14	-	-	-	14
2	3	-	-	3	6	Tobog	11	-	-	-	11
14	16	5	1	3	39	Totals	102	1	1	1	104
27.3						72.7					
% of Total						Ethnic Main.					
Characters						(143)					

**Distribution of Human Main Characters by Ethnic Origin - All Genres - Direct and Indirect**

Direct										Indirect									
C	A	C	C	B	A	N	J	A	C	C	A	C	C	B	A	N	J	A	C
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
2	-	-	-	-	-	-	-	2	Zoom	18	2	-	-	-	-	-	-	20	
6	-	1	3	-	-	-	-	10	Flip	8	1	-	1	-	-	-	-	10	
6	-	-	-	-	-	-	-	6	Rip	9	5	-	-	-	-	-	-	14	
2	-	1	1	-	-	-	-	4	Time	10	2	-	-	-	-	-	-	12	
9	2	-	-	-	1	1	-	13	Star	12	2	-	-	-	-	-	-	14	
6	1	-	1	-	-	1	-	9	Sky	6	1	-	-	-	-	-	-	7	
31	3	2	5	1	1	1	1	44	Totals	63	13	-	1	-	-	-	1	77	

% of Total

36.4 Ethnic Main

Characters

(143)

63.6

Table 10.2

Distribution of Human Main Characters by Ethnic Origin - Fiction Stories - 1975 Edition

	Basal	Caucasian	Black/ Asian	Native Canadian	Inuit	Chinese	Japanese	Other	Total Main Characters
Back	10	1	-	-	1	-	-	-	12
Row	8	-	1	1	-	1	-	-	11
Drift	5	-	1	1	-	-	-	-	7
Hock	7	-	2	-	-	-	-	-	9
North	14	-	-	-	-	-	-	-	14
Kites	19	-	1	-	-	-	-	-	20
Sleep	13	-	1	-	-	-	-	-	14
Tobog	8	-	-	-	-	-	-	3	11
Totals	84	1	6	2	1	1	1	3	98
% of Total Main Characters	85.7	1.0	6.1	2.1	1.0	1.0	1.0	3.1	

Table 10.2

Distribution of Human Main Characters by Ethnic Origin - Fiction Stories - 1983 Edition

Basal	Black/ Native						Total Main	
	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	Characters
Zoom	15	1		-	-		-	16
Flip	8	1		3	1		-	13
Rip	9	1		-	-		-	10
Time	3	-		1	-		-	4
Star	12	2		-	-		-	14
Sky	6	1		1	-		1	9
Totals	53	6		5	1		1	66
% of Total								
Main								
Characters	80.3	9.1		7.6	1.5		1.5	

Table 10.3

Distribution of Human Main Characters by Ethnic Origin - Non-Fiction Stories -1975 Edition

	Basal	Caucasian	Black/ Asian	Native Canadian	Inuit	Chinese	Japanese	Other	Total Main Characters
Back	-	-	-	-	-	-	-	-	-
Row	-	-	-	-	-	-	-	-	-
Drift	-	1	-	-	-	-	-	-	1
Hock	-	1	-	-	-	-	-	-	1
North	-	-	-	-	-	-	-	-	-
Kites	-	1	-	-	-	-	-	-	1
Sleep	-	2	-	-	-	-	-	-	2
Tobog	-	-	-	-	-	-	-	-	-
Totals	-	5	-	-	-	-	-	-	5
% of Total Main Characters	-	100.0	-	-	-	-	-	-	-

Table 10.3

Distribution of Human Main Characters by Ethnic Origin - Non-Fiction Stories -1989 Edition

	Basal	Black/	Native						Total Main
		Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	Characters
Zoom		2	-				-		2
Flip		1	-				-		1
Rip		2	-				-		2
Time		1	-				-		1
Star		6	1				1		8
Sky		1	-				-		1
Totals		13	1				1		15
% of Total									
Main									
Characters		86.6	6.7				6.7		



Table 10.4

Distribution of Human Main Characters by Ethnic Origin - Fantasy Stories - 1975 Edition

	Black/ Native								Total Main Characters
	Basel	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	
Back		2		-	-				2
Row		2		1	-				3
Drift		4		2	3				9
Hock				4	-				4
North		5		-	-				5
Kites		4		-	-				4
Sleep		2		-	-				2
Tobog		3		3	-				6
Totals		22		10	3				35
% of Total									
Main									
Characters		62.9		28.6	8.5				

Table 10.4

Distribution of Human Main Characters by Ethnic Origin - Fantasy Stories - 1983 Edition

Basal	Black/ Native				Total Main			
	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	Characters
Zoom	3	1	-		-			4
Flip	5	-	1		-			6
Rip	1	4	-		-			5
Time	8	2	1		-			11
Star	3	1	-		1			5
Sky	4	1	-		-			5
Totals	24	9	2		1			36
% of Total								
Main								
Characters	66.6	25.0	5.6		2.8			

Table 10.5

Distribution of Human Main Characters by Ethnic Origin - Biographical Stories -1975 Edition

	Basal	Caucasian	Black/ Asian	Native Canadian	Inuit	Chinese	Japanese	Other	Total Main Characters
Back		1							1
Row		-							-
Drift		-							-
Hock		-							-
North		-							-
Kites		1							1
Sleep		1							1
Tobog		2							2
Totals		5							5

% of Total

Main

Characters 100.0



Table 10.0 (pp. 223-224) shows the number of main characters in both editions whose ethnicity could be identified by means of the text and/or illustrations. In the 1975 edition, the ethnic origins of 88% of the human main characters could be identified as compared with 82% of the main characters in the 1983 edition.

More than any other category examined, the ethnic origins of basal characters in both editions are more frequently defined by illustrations than by text. As Table 10.1 (pp. 225-226) demonstrates, the origins of 72.7% of the ethnically identifiable main characters in the 1975 edition and 63.6% of the ethnically identifiable main characters in the 1983 edition are shown only in illustrations. In both editions, main characters who are Caucasian are identified as such more frequently by illustrations than are minority group main characters. In the 1975 edition, illustrations alone indicate the ethnic origins of 102 of the 116 (i.e., 87.9%) Caucasian main characters and 2 of the 27 (i.e., 7.4%) minority group main characters. In the 1983 edition, illustrations define the ethnic origins of 63 of the 94 (i.e., 67.0%) Caucasian main characters and 14 of the 27 (i.e., 51.9%) minority main characters. It is interesting to note that all but 1 of the 14 minority group main char-

acters in the 1983 edition whose ethnicity is indicated by illustrations only are Black or Asian. While Blacks/Asians are the largest single minority group in the 1983 edition in terms of numbers of main characters, the ethnic origins of 13 of the 16 Black/Asian main characters are shown by illustrations only.

As Table 10.0 (pp. 223-224) shows, Caucasians account for 81.1% of the ethnically identifiable main characters in the 1975 edition and 77.7% of the ethnically identifiable main characters in the 1983 edition. Native Canadians, the most significant minority group in terms of main characters in the 1975 edition, account for only 1.7% of the ethnically identifiable main characters in the 1983 edition. In contrast, Blacks/Asians who represent less than 1% of the main characters in the 1975 edition are the largest minority group in the 1983 edition accounting for 13.2% of the ethnic main characters.

Four of the eight basals in the 1975 edition have less than three minority group main characters. In comparison only one basal, Zoom Shots, in the 1983 edition has less than four minority group main characters.

As indicated in Tables 10.3 (pp. 229-230) and 10.6 (pp. 233-234), all main characters in non-fiction and

biography selections in the 1975 edition whose ethnic origins could be identified are Caucasian. In the 1983 edition, Caucasians account for 80% of ethnically identifiable main characters in non-fiction stories and all ethnic main characters in biography stories.

As Table 10.4 (pp. 231-232) shows, just less than half of the minority group characters in both editions appear in fantasy stories. In the 1975 edition, 10 of the 18 Native Canadian main characters and 3 of the 5 Inuit main characters are featured in fantasy selections. In the 1983 edition, 9 of the 18 Black/Asian main characters and both of the two Native Canadian main characters appear in fantasy stories. Four of the nine Black/Asian fantasy main characters are really the same girl who is featured four times in a serialised science-fiction story. It is interesting to note that while all the fantasy selections that feature Native Canadians and Inuits in both editions are legends of long ago, eight of the nine Black/Asian main characters in the 1983 edition appear in modern fantasy or science-fiction stories.

As can be seen in Table 10.2 (pp. 227-228), main characters in fiction stories in both editions are predominantly Caucasians. Of the totals of ethnically identifiable main characters in fiction selections, 85.7%

in the 1975 edition and 80.3% in the 1983 edition are Caucasian. Native Canadians are the most significant minority group in terms of fiction main characters in the 1975 edition, accounting for 6.1% of main characters. In the 1983 edition, Blacks/Asians who account for 9.1% of fiction main characters are the most prominently featured minority group.

Apart from stories in which race is indicated indirectly, most fiction stories in both editions with minority group main characters tend to reflect something of the cultural heritage and/or history of their main character's ethnic group. Stories with Inuit main characters make reference to Inuit clothing, housing and crafts and have northern settings. Both fiction stories in the 1983 edition with Black main characters whose ethnicity is mentioned directly in the text, deal with problems of being Black. A Parcel for Joanna (Sky Striders) is about a slave girl who escapes to Canada via the underground railway. Blood Sisters (Star Flights) is set in the depression years and deals with the friendship between a White girl and the only Black girl in a small town in Ontario. In contrast, few fiction stories featuring Caucasian main characters reflect the diverse heritages of White Canadians. In comparison to the 1975



edition, however, the 1983 edition has more stories that show something of the cultural heritages of Caucasian main characters.

# Content Analysis

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Table 11.0

The Ethnic Composition of Stories With More Than One Human Character in Terms of Single and Multiethnic Groups - All Genres - 1975 Edition

Basal	Black/ Native		Canadian	Inuit	Chinese	Japanese	Other	Multi-Ethnic	Total Stories
	Caucasian	Asian							
Back	7		-	-			-	3	10
Row	7		2	-		1	-	3	13
Drift	7		2	3		-	-	1	13
Hock	7		2	-		-	-	3	12
North	8		-	-		-	-	-	8
Kites	13		1	-		-	-	-	14
Sleep	9		-	-		-	-	3	12
Tobag	7		2	-		1	1	1	12
Totals	65		9	3		2	1	14	94
% of Total									
Stories	69.1		9.6	3.2		2.1	1.1	14.9	

Table 11.0

The Ethnic Composition of Stories With More Than One Human Character in Terms of Single and  
Multieethnic Groups - All Genres - 1983 Edition

Basal	Black/ Native						Multi- Ethnic	Total Stories
	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese		
Zoon	7	-	1	-	-	-	4	12
Flip	4	1	2	-	-	-	9	16
Rip	6	-	-	-	-	-	7	13
Time	7	-	2	1	-	1	2	12
Star	9	1	-	-	1	-	4	15
Sky	8	-	-	-	-	-	4	12
Totals	41	2	5	1	1	-	30	80
% of Total								
Stories	51.3	2.5	6.3	1.2	1.2	-	37.5	



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The Ethnic Composition of Stories With More Than One Human Character in Terms of Single or  
Multietnic Groups - All Genres - Direct and Indirect Incidents - 1983 Edition

Direct							Indirect							
C A U C A S I A N	B L A C K / W	N A T I V E S	H I S P A N I C S	J A P A N E S E	M O N G O L I D S	S T R A I E S	C A U C A S I A N	B L A C K / W	N A T I V E S	H I S P A N I C S	J A P A N E S E	M O N G O L I D S	S T R A I E S	
-	-	1	-	-	2	3	Zoom	7	-				2	9
3	1	2	-	-	3	9	Flip	1	-				6	7
3	-	-	-	-	-	3	Up	3	-				7	10
2	-	2	1	-	-	5	Time	5	-				2	7
2	-	-	-	1	2	5	Star	7	1				2	10
5	-	-	-	-	3	8	Sky	3	-				1	4
15	1	5	1	1	10	33	Totals	26	1				20	47
%														
Total														
41.3 Stories														
(80)														
58.7														

Table 11.2

The Ethnic Composition of Stories With More Than One Human Character in Terms of Single and Multiethnic Groups - Fiction Stories - 1975 Edition

Basal	Black/ Native							Multi- Ethnic	Total Stories
	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other		
Back	5		-	-		-	-	3	8
Row	4		1	-		1	-	3	9
Drift	2		1	1		-	-	-	4
Hock	5		-	-		-	-	3	8
North	6		-	-		-	-	-	6
Kites	9		1	-		-	-	-	10
Sleep	6		-	-		-	-	1	7
Tobog	5		-	-		-	1	1	7
Totals	42		3	1		1	1	11	59
% of Total									
Stories	72.1		5.1	1.7		1.7	1.7	18.6	

Table 11.2

The Ethnic Composition of Stories With More Than One Human Character in Terms of Single and Multiethnic Groups - Fiction Stories - 1983 Edition

		Black/	Native					Multi-	Total
Basal	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	Ethnic	Stories
Zoom	6			-				3	9
Flip	1			-				6	7
Rip	4			-				3	7
Time	2			1				-	3
Star	5			-				3	8
Sky	3			-				2	5
Totals	21			1				17	39
% of Total									
Stories	53.8			2.6				43.6	

# Content Analysis

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Table 11.3

The Ethnic Composition of Stories With More Than One Human Character in Terms of Single and Multiethnic Groups - Non-Fiction Stories - 1975 Edition

Basal	Black/ Native							Multi- Ethnic	Total Stories
	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other		
Back	-					-	-	-	0
Row	1					-	-	-	1
Drift	1					-	-	1	2
Hock	2					-	-	-	2
North	-					-	-	-	-
Kites	1					-	-	-	1
Sleep	2					-	-	1	3
Tobog	-					1	-	-	1
Totals	7					1		2	10
%									
Stories	70.0					10.0		20.0	



Table 11.3

The Ethnic Composition of Stories With More Than One Human Character in Terms of Single and Multiethnic Groups - Non-Fiction Stories - 1983 Edition

	Basal	Caucasian	Black/ Asian	Native Canadian	Inuit	Chinese	Japanese	Other	Multi- Ethnic	Total Stories
Zoom	-	-	-	1	-	-	-	-	-	1
Flip	-	-	-	1	-	-	-	-	2	3
Rip	1	-	-	-	-	-	-	-	1	1
Time	3	-	-	1	-	-	-	-	-	4
Star	2	-	-	-	-	-	-	-	1	3
Sky	2	-	-	-	-	-	-	-	1	3
Totals		8		3					4	15
% of Total Stories		53.3		20.0					26.7	

Table 11.4

The Ethnic Composition of Stories With More Than One Human Character In Terms of Single and Multiethnic Groups - Fantasy Stories - 1975 Edition

Basal	Black/ Native							Multi- Ethnic	Total Stories
	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other		
Back	2		-	-				-	2
Row	2		1	-				-	3
Drift	4		1	2				-	7
Hock	-		2	-				-	2
North	2		-	-				-	2
Kites	2		-	-				-	2
Sleep	1		-	-				1	2
Tobog	1		2	-				-	3
Totals	14		6	2				1	23
% of Total Stories	60.9		26.1	8.7				4.3	

Table 11.4

The Ethnic Composition of Stories With More Than One Human Character in Terms of Single and Multiethnic Groups - Fantasy Stories - 1983 Edition

Basal	Caucasian	Black/ Asian	Native Canadian	Inuit	Chinese	Japanese	Other	Multi- Ethnic	Total Stories
Zoom	1	-	-		-			1	2
Flip	3	1	1		-			1	6
Rip	-	-	-		-			4	4
Time	2	1	1		-			2	6
Star	2	-	-		1			-	3
Sky	2	-	-		-			1	3
Totals	10	2	2		1			9	24
% of Total									
Stories	41.7	8.3	8.3		4.2			37.5	



Table 11.5

The Ethnic Composition of Stories With More Than One Human Character in Terms of Single and Multiethnic Groups - Biographical Stories - 1983 Edition

	Black/	Native							Multi-	Total
Basal	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	Ethnic	Stories	
Zoom	-									-
Flip	-									-
Rip	1									1
Time	-									-
Star	-									-
Sky	1									1
Totals	2									2

% of Total

Stories 100.0

Tables 11.0 - 11.5 show the ethnic composition of stories with more than one human character whose ethnicity could be inferred either directly and/or indirectly. It was possible to infer the ethnic composition of 73% of the stories in the 1975 edition and 65% of the stories in the 1983 edition.

As indicated in Table 11.0 (pp. 240-241), 69.1% of the stories in the 1975 edition whose ethnicity could be inferred have all-Caucasian characters, while 16% feature specific minority groups and 14.9% are composed of characters from more than one ethnic group. The 1983 edition has a smaller percentage of all-Caucasian stories (i.e., 51.3%) and stories featuring single minority groups (i.e., 11.2%) than the 1975 edition. However, the percentage of multiethnic stories in the 1983 edition (i.e., 37.5%) is more than twice that in the 1975 edition. The considerable difference in the proportion of multiethnic stories in the two editions is also reflected by the fact that whereas no basal in the 1975 edition has more multiethnic than all-Caucasian stories, multiethnic stories outnumber all-Caucasian stories in two basals of the 1983 edition. It is interesting to note that while over 50% of the multiethnic stories in the 1975 edition involve Native Canadian and Caucasian

characters, over 50% of the multiethnic stories in the 1983 edition involve Black/Asian and Caucasian characters. Furthermore, only 1 of the 30 multiethnic stories in the 1983 edition involves Native Canadian and Caucasian characters.

As with the ethnic origins of main characters, the ethnic composition of stories in both editions is reflected more by illustrations than by the text alone. As Table 11.1 (pp. 242-243) shows, ethnicity is defined by illustrations in 67% of the stories in the 1975 edition and 58.7% of the stories in the 1983 edition. All-Caucasian stories, in particular, are defined by illustrations, although only 26 of the 41 (i.e., 63.4%) all-Caucasian stories in the 1983 edition are so defined as compared to 58 of the 65 (i.e., 89.2%) all-Caucasian stories in the 1975 edition. The ethnicity of only one minority group story in the 1983 edition is shown by illustrations, while no minority group story in the 1975 edition is so defined. While the ethnic origins of characters in 5 of the 14 (i.e., 35.7%) multiethnic stories in the 1975 edition are shown by illustrations only, the ethnic origins of characters in 20 of the 30 (i.e., 66.7%) multiethnic stories in the 1983 edition are defined by illustrations alone.

As Table 11.2 (pp. 244-245) reveals, the ethnic composition of fiction stories in the 1983 edition is considerably different to that of fiction stories in the 1975 edition. In the 1975 edition, 72.1% of fiction selections have all-Caucasian characters while 18.6% have characters from more than one ethnic background. In the 1983 edition, 53.8% of fiction selections have all-Caucasian characters while 43.8% have characters from more than one ethnic background. While the 1975 edition has six fiction stories which feature a single minority group, only one story in the 1983 edition has characters who are all from the same minority group.

A difference in the ethnic composition of fantasy selections in the two editions, similar to that of fiction stories, can be seen in Table 11.4 (pp. 248-249). While 60.9% of fantasy stories in the 1975 edition have all-Caucasian characters, only 41.7% of fantasy stories in the 1983 edition are composed of all-Caucasian characters. In contrast, while multiethnic fantasies account for only 4.3% of the ethnically definable fantasy selections in the 1975 edition, 37.5% of the fantasies in the 1983 edition are multiethnic. As with fiction stories, a smaller percentage of fantasy stories in the 1983 edition feature a single ethnic minority group.



While the 1975 edition has six Native Canadian and two Inuit fantasy selections, the 1983 edition has no Inuit fantasy selections and only two fantasies which feature Native Canadians. In contrast to the 1975 edition, however, the 1983 edition does have two fantasy selections with all-Black/Asian characters. Black/Asian characters are also the most visible minority group characters in the multiethnic fantasy selections of the 1983 edition.

As Table 11.3 (pp. 246-247) shows, 7 of the 10 non-fiction articles in the 1975 edition involve characters who are all-Caucasian, while only 8 of the 16 non-fiction articles in the 1983 edition are all-Caucasian. While characters from more than one ethnic background are shown in 2 of the 10 non-fiction articles in the 1975 edition, 4 of the 16 non-fiction articles in the 1983 edition are multiethnic. All of the multiethnic non-fiction stories in the 1983 edition involve children. It is interesting to note that while the 1983 edition has fewer Native Canadian legends than the 1975 edition and no Native Canadian fiction stories, it does have three non-fiction articles concerned with Native Canadian culture.

Table 12.0

Total Career Roles of Adult Characters Differentiated by Ethnic Origin - 1975 Edition

		Black/	Native					Total
Basal	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	Career Roles
Back	12	-	-	-	-	-	-	12
Row	4	-	3	5	-	-	-	12
Drift	15	-	4	7	-	-	-	26
Hock	22	-	5	-	-	-	-	27
North	12	-	1	-	-	-	-	13
Kites	20	-	-	-	-	-	-	20
Sleep	24	-	2	-	-	-	-	26
Tobog	18	1	10	-	1	10	2	32
Totals	127	1	25	12	1	10	2	178
% of Total								
Career								
Roles	71.4	0.6	14.0	6.7	0.6	5.6	1.1	

Table 12.0

Total Career Roles of Adult Characters Differentiated by Ethnic Origin - 1983 Edition

Basal	Black/ Native						Total	
	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	Career Roles
Zoom	12	2	4	1	-		-	19
Flip	13	1	1	1	-		-	16
Rip	25	1	-	-	1		1	28
Time	23	2	8	2	-		-	35
Star	21	2	-	-	1		-	24
Sky	14	-	-	2	-		-	16
Totals	108	8	13	6	2		1	138
% of Total								
Career								
Roles	78.3	5.8	9.4	4.3	1.5		0.7	

Table 12.1

Total Career Roles of Adult Male Characters Differentiated by Ethnic Origin - 1975 Edition

Basal	Black/ Native							Total
	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	Career Roles
Back	10	-	-	-	-	-	-	10
Row	3	-	3	2	-	-	-	8
Drift	11	-	4	7	-	-	-	22
Hock	13	-	5	-	-	-	-	18
North	8	-	1	-	-	-	-	9
Kites	15	-	-	-	-	-	-	15
Sleep	20	-	2	-	-	-	-	22
Tobog	14	1	10	-	1	8	2	36
Totals	94	1	25	9	1	8	2	140
% of Total								
Career								
Roles	67.2	0.7	17.9	6.4	0.7	5.7	1.4	

Table 12.1

Total Career Roles of Adult Male Characters Differentiated by Ethnic Origin - 1983 Edition

	Black/	Native						Total
Basal	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other	Career Roles
Zoom	7	2	2	1	-	-	-	12
Flip	10	-	1	1	-	-	-	12
Rip	18	-	-	-	1	-	1	20
Time	18	1	7	1	-	-	-	27
Star	16	1	-	-	1	-	-	18
Sky	9	-	-	2	-	-	-	11
Totals	78	4	10	5	2	-	1	100
% of Total								
Career								
Roles	78.0	4.0	10.0	5.0	2.0	-	1.0	

Table 12.2

Total Career Roles of Adult Female Characters Differentiated by Ethnic Origin -  
1975 Edition

	Basal	Caucasian	Black/ Asian	Native Canadian	Inuit	Chinese	Japanese	Other	Total Career Roles
Back		2			-		-		2
Row		1			-		-		1
Drift		4			3				7
Hock		9			-		-		9
North		4			-		-		4
Kites		5			-		-		5
Sleep		4			-		-		4
ToDog		4			-		2		6
Totals		33			3		2		38
% of Total									
Career									
Roles		86.8			7.9		5.3		

Table 12.2

Total Career Roles of Adult Female Characters Differentiated by Ethnic Origin -1983 Edition

	Basal	Caucasian	Black/ Asian	Native Canadian	Inuit	Chinese	Japanese	Other	Total Career Roles
Zoom		5	-	2	-				7
Flip		3	1	-	-				4
Rip		7	1	-	-				8
Time		5	1	1	1				8
Star		5	1	-	-				6
Sky		5	-	-	-				5
Totals		30	4	3	1				38
% of Total									
Career									
Roles		79.0	10.5	7.9	2.6				

Table 12.3

Total Different Careers of Adult Characters Differentiated by Ethnic Origin - 1975 Edition

		Black/	Native					Total
	Basal	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Different
							Other	Careers
Back	10	-	-	-	-	-	-	10
Row	4	-	2	2	-	-	-	7
Drift	11	-	4	2	-	-	-	15
Hock	16	-	4	-	-	-	-	20
North	11	-	1	-	-	-	-	12
Kites	14	-	-	-	-	-	-	14
Sleep	16	-	2	-	-	-	-	17
Tobog	12	1	4	-	1	4	2	22
All Basals	73	1	9	4	1	4	2	84
% of Total								
Different								
Careers	86.9	1.2	10.7	4.8	1.2	4.8	2.4	



Table 12.3

Total Different Careers of Adult Characters Differentiated by Ethnic Origin - 1983 Edition

		Black/ -Native						Total Different Careers
Basal	Caucasian	Asian	Canadian	Inuit	-Chinese	Japanese	Other	Careers
Zoom	10	1	2	1	-			13
Flip	12	1	1	1	-			15
Rip	20	1	-	-	1		1	22
Time	12	2	4	2	-			17
Star	11	2	-		1			14
Sky	13	-	-	2	-			15
All Basals	61	7	7	6	2		1	73
% of Total								
Different								
Careers	83.6	9.6	9.6	8.2	2.7		1.4	

Table 12.4

Total Different Careers of Adult Male Characters Differentiated by Ethnic Origin -  
1975 Edition

		Black/ Native						Total Different
	Basal	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other Careers
Back	9	-	-	-	-	-	-	-
Row	3	-	-	2	2	-	-	-
Drift	8	-	-	4	1	-	-	-
Hock	11	-	-	4	-	-	-	-
North	8	-	-	1	-	-	-	-
Kites	12	-	-	-	-	-	-	-
Sleep	13	-	-	2	-	-	-	-
Tobog	11	1	-	4	-	1	3	2
All Basals	60	1	-	9	3	1	3	2
% of Total Different Careers	63.3	1.4	12.5	4.2	1.4	4.2	2.8	

Table 12.4

Total Different Careers of Adult Male Characters Differentiated by Ethnic Origin -1983 Edition

		Black/	Native					Total
	Basal	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Different
								Careers
Zoom		6	2	1	1	-		-
Flip		10	-	1	1	-		-
Rip		14	-	-	-	1		1
Time		11	1	3	1	-		-
Star		10	1	-	-	1		-
Sky		8	-	-	2	-		-
All Basals	48	3	5	5	2		1	59
% of Total								
Different								
Careers	81.4	5.1	8.5	8.5	3.4		1.7	

Table 12.5

Total Different Careers of Adult Female Characters Differentiated by Ethnic Origin -  
1975 Edition

	Basal	Caucasian	Black/ Asian	Native Canadian	Inuit	Chinese	Japanese	Other	Total Different Careers
Back		2			-		-		
Row		1			-		-		
Drift		3			1		-		
Hock		7			-		-		
North		4			-		-		
Kites		4			-		-		
Sleep		4			-		-		
Tobog		2			-		1		
All Basals		22			1		1		22
% of Total Different Careers		100.0			4.5		4.5		

Table 12.5

Total Different Careers of Adult Female Characters Differentiated by Ethnic Origin -  
1983 Edition

	Black/ Native						Total Different Careers
Basal	Caucasian	Asian	Canadian	Inuit	Chinese	Japanese	Other
Zoo	5	-	2	-	-	-	-
Flip	3	1	-	-	-	-	-
Rip	6	1	-	-	-	-	-
Time	5	1	1	1	-	-	-
Star	5	1	-	-	-	-	-
Sky	5	-	-	-	-	-	-
All Basals	22	4	3	1	-	-	27
% of Total							
Different							
Careers	81.5	14.8	11.1	3.7			

Table 12/6

The Specific Career Roles of Adult Characters Differ-  
entiated by Sex and Ethnic Origin - 1975 Edition

## CAUCASIAN - MALES

Actor	1
Ambassador	1
Assistant Minister of Communications	1
Breadman	1
Bush Pilot	3
Businessman	2
Cameraman	3
Caretaker	1
Chauffeur	1
Chief of Police	1
Church Minister	1
Circus Owner	1
Colonel	1
Composer	1
Cowboy	1
Director (Movies)	2
Doctor	1
Druggist	1
Farmer	3
Fireman	1
Fisherman	8
Fishplant Worker	1
Football Player	1
Garageman	1

# Content Analysis

269

Hardware Worker	1
Helicopter Pilot	1
Knight	1
Lumberjack	1
Magistrate	2
Mayor	1
Mechanic	2
Minister of Communications	1
Minister of Health	1
Newspaper Reporter	1
Park Worker	3
Pioneer	1
Policeman	7
Prince	1
Producer	1
Radio Reporter	1
Rancher	2
Red Cross Worker	1
Restaurateur	1
Rock Musician	4
Sargeant	1
Shop Assistant	1
Skipper	2
Sports Commentator	2
Sports Editor	1
Spy	1
Stagehand	1
Steamship Owner	3
Teacher	1

# Content Analysis

270

Traffic Officer  
Trapper  
T.V. Reporter  
Undertaker  
University Professor  
Veterinarian  
Weatherman

1  
1  
2  
1  
1  
1  
1

## BLACK/ASIAN - MALES

Professor

1

## CHINESE - MALES

Store Owner

1

## JAPANESE - MALES

Landscape Gardener

1

Navy Officer

2

Sailor

6

## OTHER - MALES

Merchant (Arab)

1

Trader (Arab)

1

## NATIVE CANADIAN - MALES

Basket Maker

1

Brave

11

Chief

5

Deckhand

1

Fisherman

3



# Content Analysis

271

Firefighter	1
Hunter	1
Pilot	1
Wizard	1

## INUIT - MALES

Carver	1
Hunter	7
Storekeeper	1

## CAUCASIAN - FEMALES

Actress	1
Artist	1
Baker	1
Ballerina	1
Caretaker	1
Dance Instructor	1
Duchess	1
Farmer	2
Fish Processor	1
Homemaker	11
Interior Decorator	1
Magazine Reporter	1
Maid	1
Pioneer	1
Queen	1
Rancher	1
Rock Singer	1
Secretary	1

# Content Analysis

272

Shop Assistant  
Soccerer  
Teacher  
T.V. Cookshow Hostess

1

1

1

1

## INUIT - FEMALES

Homemaker

3

## JAPANESE - FEMALES

Dance Instructor

2

Table 12.6

The Specific Career Roles of Adult Characters Differentiated by Sex and Ethnic Origin - 1983 Edition

CAUCASIAN - MALES

Actor	1
Animal Nutritionist	1
Animal Shelter Manager	1
Archaeologist	3
Bounty Hunter	1
Butcher	1
Cameraman	1
Caretaker	2
Church Minister	1
Cooper	1
Delivery Man	2
Detective	2
Director	1
Diver	1
Doctor	1
Driver	1
Farmer	1
Fisherman	1
Fishing Guide	1
Guard	2
Inventor	1
Judge	1
King	1
Lawyer	2

# Content Analysis

274

Lumberjack	1
Mover	1
Musician	3
Naturalist	1
Pleasant	1
Pilot	11
Pioneer	1
Prime Minister	1
Principal	1
Printer	1
Radio Station Manager	1
Research Assistant	1
Restaurateur	2
Rice Harvester	2
Scientist	4
Servant	1
Shopkeeper	4
Showman	1
Showman's Assistant	1
Teacher	2
Thief	3
Ticket Agent	1
University Head	1
Watchmaker	1

## BLACK/ASIAN - MALES

Teacher	11
Market Researcher	1
Milkman	1

# Content Analysis

275

## NATIVE CANADIAN - MALES

Breakman	2
Cook	1
Drivers	4
Fisherman	1
Rice Harvester	2

## INUIT - MALES

Boat Pilot	1
Carver	1
Hunter	1
R.C.M.P. Constable	1
Shop Assistant	1

## CHINESE - MALES

Innkeeper	1
Waiter	1

## OTHER - MALES

Cab Driver	1
(Hispanic?)	

## CAUCASIAN - FEMALES

Actress	1
Archaeologist	1
Artist	2
Author	1
Aviator	2
Caretaker	1

# Content Analysis

278

Cartoonist	1
Cook	1
Curatorial Assistant	1
Delivery Van Driver	1
Farmer	2
Historian	1
Homemaker	4
Pioneer	1
Producer	1
Professor	1
Queen	1
Reporter	1
Storekeeper	1
Switchboard Operator	1
Talkshow Hostess	1
Teacher	3

## BLACK/ASIAN - FEMALES

Dance Instructor	1
Museum Curator	1
Museum Reporter	1

## NATIVE/CANADIAN - FEMALES

Homemaker	1
Rice Harvester	1
Rice Maker	1

## INUIT - FEMALES

Homemaker	1
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Tables 12.0 - 12.6 show the total career roles and total different careers of adult characters differentiated by ethnic origin. The ethnicity of a worker was only recorded if it could be identified by the text or illustrations. It was possible to identify the ethnic origins of 58.6% of male workers and 63% of the female workers in the 1975 edition. In the 1983 edition it was possible to identify the ethnicity of 65% of male workers and 62% of female workers.

As Tables 12.1 - 12.2 (pp. 258-261) indicate, the majority of male and female workers in both editions whose ethnic origins can be identified are Caucasian. In the 1975 edition 67.2% of male workers and 86.8% of female workers are Caucasian. In comparison, the 1983 edition has proportionately more male workers who are Caucasian (i.e., 78%) and proportionately fewer female workers who are Caucasians (i.e., 79%). It should be noted, however, that the number of minority group male workers in the 1975 edition is somewhat inflated by three stories in which six Inuit hunters, seven Japanese seamen and seven Indian braves are mentioned.

In both editions, there are more male Native Canadian workers than male workers of other minority groups. Although the 1975 edition has a higher percent-

age of male Native Canadian workers than the 1983 edition, it should be noted that, as Table 12.6 (pp. 268-276) shows, 17 of the 25 male Native Canadian workers in the 1975 edition hold archaic positions such as chief, brave and wizard. In the 1983 edition both male Inuit and male Native Canadian workers are shown in more non-traditional than traditional occupations. There are very few female minority group workers in either edition and few different career roles shown for minority group women.

The greater visibility of Black/Asian characters in the 1983 edition is again reflected in the fact that whereas the 1975 edition has one male and no female Black/Asian workers, four male and four female Black/Asian workers are depicted in the 1983 edition. As shown in Table 12.6 (pp. 268-276), seven of the eight Black/Asian workers in the 1983 edition hold professional positions.



## Canadian Content

Table 13.0

Total Number of Canadian and Non-Canadian Place Names Mentioned by Genre - 1975 Edition

Canadian Place Names					Non-Canadian Place Names					
Fict	N-Fict	Fant	Biog	Total Names	Basal	Fict	N-Fict	Fant	Biog	Total Names
4	-	1	3	8	Back	1	-	-	1	2
6	2	-	-	8	Row	5	3	-	-	8
7	5	5	-	17	Drift	-	-	2	-	2
10	4	-	-	14	Hock	6	-	-	-	6
5	5	13	-	23	North	5	-	2	-	7
31	-	2	-	33	Kites	5	1	1	1	8
6	24	1	10	41	Sleep	-	4	-	1	5
11	29	6	-	46	Tobogg	3	14	-	-	17
80	79	28	13	190	Totals	25	22	5	3	55
					% of Total Place Names					
76.2	75.8	64.8	81.3	77.6	by Genre	23.6	24.2	15.2	18.7	22.4

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**Total Number of Canadian and Non-Canadian Place Names Mentioned by Genre - 1983 Edition**

Canadian Place Names					Non-Canadian Place Names					
Fict	N-Fict	Fant	Bfog	Total Names	Basal	Fict	N-Fict	Fant	Bfog	Total Names
8	4	1		13	Zoom	-	3	-	-	3
12	2	-		14	Flip	-	-	-	-	-
3	4	-		7	Rip	4	1	-	-	5
6	29	2		37	Time	-	-	-	-	-
14	6	4		24	Star	3	8	2	-	13
8	2	1		11	Sky	4	20	-	1	25
51	47	8		106	Totals	11	32	2	1	46
					% of Total Place Names					
82.3	59.5	80.0		69.7	by Genre	17.7	40.5	20.0	100.0	30.3

Table 13.1

Total Number of Stories in Which Canadian and Non-Canadian Place Names are Mentioned by Genre - 1975 Edition

Stories Mentioning Canadian Place Names					Stories Mentioning Non-Canadian Place Names					
Fict.	N-Fict	Fant	Biog	Total Names	Basal	Fict	N-Fict	Fant	Biog	Total Names
3	-	1	1	5	Back	1	-	-	1	2
4	1	-	-	5	Row	2	1	-	-	3
2	2	2	-	6	Drift	-	-	1	-	1
5	1	-	-	6	Hock	2	-	-	-	2
3	1	2	-	6	North	1	-	1	-	2
6	-	1	-	7	Kites	2	1	1	1	5
3	5	1	1	10	Sleep	-	3	-	1	4
7	3	3	-	13	Tobog	3	3	-	-	6
33	13	10	2	58	Totals	11	8	3	3	25

% of Stories  
by Genre Men-  
tioning Cdn  
and N-Cdn  
Place Names

47.1 65.0 28.6 40.0 44.9 15.7 40.0 8.6 60.0 19.4

Table 13.1

Total Number of Stories in Which Canadian and Non-Canadian Place Names are Mentioned by Genre - 1983 Edition

Stories Mentioning Canadian Place Names					Stories Mentioning Non-Canadian Place Names					
Fict	N-Fict	Fant	Biog	Total Names	Basal	Fict	N-Fict	Fant	Biog	Total Names
6	4	1		11	Zoom	-	2	-	-	2
5	2	-		7	Flip	-	-	-	-	-
2	2	-		4	Rip	1	1	-	-	2
3	6	2		11	Time	-	-	-	-	-
7	3	2		12	Star	2	3	2	-	7
2	2	1		5	Sky	3	4	-	1	8
25	19	6		50	Totals	6	10	2	1	19

% of Stories  
by Genre Men-  
tioning Cdn  
and N-Cdn

55.6	51.4	14.6	40.0	Place Names	13.3	27.0	4.9	50.0	15.2
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Table 14.0

Total Number of Stories Reflecting Selected Canadian Themes - All  
Genres - 1975 Edition

Basal	Themes			Total Stories With Cdn Themes	Total Basal Stories
	Mosaic Culture	Cold Winters and Open Spaces	Wildlife and Wilderness		
Back	2	4	2	8	14
Row	3	2	1	5	16
Drift	8	1	2	11	18
Hock	7	4	2	13	16
North	3	2	2	7	14
Kites	1	4	3	8	17
Sleep	1	6	4	11	18
Tobog	6	1	1	7	16
Totals	31	23	16	70	129
% of Total Basal Stories (129)	24.0	17.8	12.4	54.3	

Table 14.0

Total Number of Stories Reflecting Selected Canadian Themes - All  
Genres - 1983 Edition

Basal	Themes			Total Stories With Cdn Themes	Total Basal Stories
	Mosaic Culture	Cold Winters and Open Spaces	Wildlife and Wilderness		
Zoom	4	3	-	7	18
Flip	1	2	3	6	17
Rip	4	1	1	6	20
Time	9	2	4	15	23
Star	4	2	2	8	26
Sky	2	-	2	4	21
Totals	24	10	12	46	125
% of Total Basal Stories (125)	19.2	8.0	9.6	36.8	

Table 14.1

Total Number of Stories Reflecting Selected Canadian Themes - Fiction  
Stories - 1975 Edition

Basal	Themes			Total Stories With Cdn Themes	Total Fict Stories
	Mosaic Culture	Cold Winters and Open Spaces	Wildlife and Wilderness		
Back	1	3	1	5	8
Row	1	2	-	3	10
Drift	1	1	1	3	4
Hock	4	4	2	10	11
North	1	1	-	2	7
Kites	1	4	3	8	12
Sleep	1	3	1	5	10
Tobog	1	-	1	2	8
Totals	11	18	9	38	70
% of Total Fiction Stories (70)	15.7	25.7	12.9	54.3	

Table 14.1

Total Number of Stories Reflecting Selected Canadian Themes - Fiction  
Stories - 1983 Edition

	Themes			Total Stories With Cdn Themes	Total Fict Stories
	Mosaic Culture	Cold Winters and Open Spaces	Wildlife and Wilderness		
Basal					
Zoom	1	3	-	4	11
Flip	-	-	3	3	7
Rip	1	1	1	3	7
Time	1	1	1	3	3
Star	3	2	2	7	9
Sky	2	-	1	3	8
Totals	8	7	9	24	45
% of Total Fiction Stories (45)	17.8	15.6	20.0	53.3	



Table 14.2

Total Number of Stories Reflecting Selected Canadian Themes - Non-Fiction Stories - 1975 Edition

Basal	Themes			Total Stories With Cdn Themes	Total N-Fict Stories
	Mosaic Culture	Cold Winters and Open Spaces	Wildlife and Wilderness		
Back	1	-	-	1	3
Row	1	-	-	1	1
Drift	1	-	1	2	3
Hock	1	-	-	1	3
North	-	-	1	1	1
Kites	-	-	-	-	1
Sleep	-	3	2	5	5
Tobog	1	-	-	1	3
Totals	5	3	4	12	20
% of Total N-Fict Stories (20)	25.0	15.0	20.0	60.0	

Table 14.2

Total Number of Stories Reflecting Selected Canadian Themes - Non-Fiction Stories - 1983 Edition

Basal	Themes			Total Stories With Cdn Themes	Total N-Fict Stories
	Mosaic Culture	Cold Winters and Open Spaces	Wildlife and Wilderness		
Zoom	2	-		2	4
Flip	1	-		1	4
Rip	2	-		2	5
Time	4	1		5	9
Star	1	-		1	7
Sky	-	-		-	8
Totals	10	1		11	37
% of Total N-Fict Stories (37)	27.0	2.7		29.7	

Table 14:3

Total Number of Stories Reflecting Selected Canadian Themes - Fantasy  
Stories - 1975 Edition

	Themes				Total Stories With Cdn Themes	Total Fantasy Stories
	Basal Mosaic Culture	Cold Winters and Open Spaces	Wildlife and Wilderness			
Back	-	1	1		2	2
Row	1	-	-		1	5
Drift	6	-	-		6	11
Hock	2	-	-		2	2
North	2	1	1		4	6
Kites	-	-	-		-	3
Sleep	-	-	1		1	2
Tobog	4	-	-		4	4
Totals	15	2	3		20	35
% of Total Fantasy Stories (35)	42.9	5.7	8.6		57.1	

Table 14.3

Total Number of Stories Reflecting Selected Canadian Themes - Fantasy Stories - 1983 Edition

Basal	Themes			Total Stories With Cdn Themes	Total Fantasy Stories
	Mosaic Culture	Cold Winters and Open Spaces	Wildlife and Wilderness		
Zoom	1	-	-	1	3
Flip	-	2	-	2	6
Rip	1	-	-	1	7
Time	4	-	3	7	11
Star	-	-	-	-	10
Sky	-	-	-	-	4
Totals	6	2	3	11	41
% of Total Fantasy Stories (41)	14.6	4.9	7.3	26.8	

Table 14.4

Total Number of Stories Reflecting Selected Canadian Themes -Biographical Stories - 1975 Edition

Basal	Themes		Total Stories With Cdn Themes	Total Biog Stories
	Mosaic Culture	Cold Winters and Open Spaces	Wildlife and Wilderness	
Back				1
Row				-
Drift				-
Hock				-
North				-
Kites				1
Sleep				1
Tobog				1
Totals				4
% of Total Biog Stories (4)				

Total Number of Stories Reflecting Selected Canadian Themes -  
Biographical Stories - 1983 Edition

	Themes		Total	Total
	Mosaic	Cold Winters and	Stories With	Blog
Basal	Culture	Open Spaces	Cdn Themes	Stories
Zoom				-
Flip				-
Rip				1
Time				-
Star				-
Sky				1
Totals				2
% of Total Blog Stories (2)				

As Table 13.0 (pp. 279-280) shows, Canadian place names account for 77.6% of all the place names mentioned in the 1975 edition and 69.7% of the place names mentioned in the 1983 edition. As reported in Table 13.1 (pp. 281-282), Canadian place names occur in 44.9% of the stories in the 1975 edition, while Non-Canadian place names occur in 19.4% of the stories. In comparison, a slightly smaller percentage of stories in the 1983 edition mention Canadian place names (i.e., 40%) and Non-Canadian place names (i.e., 15.2%). Almost half of the fiction sections in the 1975 edition and more than half of the 1983 edition's fiction selections mention Canadian place names. More than 50% of non-fiction stories in both editions mention Canadian place names, while only 28.6% of fantasy stories in the 1975 edition and 14.6% of fantasy stories in the 1983 edition mention Canadian place names.

In terms of the Canadian themes listed in Table 14.0 (pp. 283-284), 54.3% of the stories in the 1975 edition have Canadian themes while only 36.8% of the stories in the 1983 edition have Canadian themes. As can be seen in Table 14.2 (pp. 287-288) and Table 14.3 (pp. 289-290), the smaller percentage of stories with Canadian themes in the 1983 edition is due, in part, to the fact that pro-

portionately fewer fantasy and non-fiction stories reflect Canadian themes. Whereas Native Canadian and Inuit Legends are a significant component of the fantasy genre in the 1975 edition, the emphasis in the 1983 edition is on contemporary fantasy and science-fiction stories. While the 1983 edition has almost twice as many non-fiction selections as the 1975 edition, the number of non-fiction selections reflecting Canadian themes in the two editions is practically the same.

With regards to the specific themes, as Table 14.3 (pp. 289-290) indicates, only 14.6% of fantasy selections in the 1983 edition mirror the "mosaic" culture of Canada as compared to 42.9% of fantasy selections in the 1975 edition. The smaller percentage of fantasy selections in the 1983 edition which reflect Canada's mosaic culture can again be attributed to the emphasis on contemporary fantasy throughout the edition as opposed to legends and folk tales. Although, as Table 14.1 (pp. 285-286) and Table 14.2 (pp. 287-288) show, only a slightly greater proportion of fiction and non-fiction stories in the 1983 edition mirror the Canadian mosaic, the mosaic is more clearly defined in the 1983 edition through stories which reflect something of the cultural heritages of a wider range of Canadians.



As Table 14.0 (pp. 283-284) reveals, while there is something of an equality between the two editions in terms of stories which reflect the theme of wildlife and wilderness, only 8% of the stories in the 1983 edition mirror the theme of cold winters and open spaces as compared to 17.8% in the 1975 edition. In particular, as shown in Table 14.1 (pp. 285-286), fewer fiction stories in the 1983 edition reflect the theme of cold winters and open spaces. It should be noted, however, that more fiction selections in the 1983 edition have summer and/or urban settings than do fiction selections in the 1975 edition.

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## The Numerical Representation and Portrayal of the Elderly

Table 15.0

Distribution of All Elderly Characters by Genre - 1975Edition

	Basal	Fict	N-Fict	Fant	Blog	Total Elderly Characters
Back	-	-	-	2	-	2
Row	2	-	-	-	-	2
Drift	2	-	-	2	-	4
Hock	2	-	-	-	-	2
North	4	-	-	1	-	5
Kites	7	1	-	2	-	10
Sleep	2	1	-	-	1	4
Tobog	2	-	-	2	-	4
Totals	21	2	-	9	1	33
% of Total Elderly Characters	63.6	6.1	-	27.3	3.0	-
% of Total Human Chars by Genre- Direct	5.1	2.0	-	7.8	4.3	5.1
% of Total Adult Human Chars by Genre-Direct	9.2	2.2	-	10.3	5.9	7.8

Table 15.0

Distribution of All Elderly Characters by Genre - 1983Edition

Basal	Fict	N-Fict	Fant	Blog	Total, Elderly Characters
Zoom	3	-	-		3
Filip	1	-	4		5
Rip	-	3	1		4
Time	1	1	1		3
Star	4	-	2		6
Sky	-	-	1		1
Totals	9		9		22
% of Total Elderly Characters	40.9	18.2	40.9		-
% of Total Human Chars by Genre- Direct	3.9	5.5	6.3		4.8
% of Total Adult Human Char by Genre-Direct	7.6	7.1	10.7		8.4

Table 15.1

Distribution of Elderly Characters by Sex and Genre - 1975 Edition

Male					Female					
Fict	N-Fict	Fant	Bfog	Total Chars	Basal	Fict	N-Fict	Fant	Bfog	Total Chars
-	-	1		1	Back	-	-	1	-	1
1	-	-		1	Row	1	-	-	-	1
1	-	1		2	Drift	1	-	1	-	2
1	-	-		1	Hock	1	-	-	-	1
3	-	-		3	North	1	-	1	-	2
6	-	1		7	Kites	1	1	1	-	3
2	1	-		3	Sleep	-	-	-	1	1
2	-	1		3	Tobog	-	-	1	-	1
16	1	4		21	Totals	5	1	5	1	12
					% of Total					
					Male and					
					Female					
76.2	4.8	19.0			Characters	41.7	8.3	41.7	8.3	-
					% of Same Sex					
					Adult Chars					
10.1	1.5	7.0		7.1	by Genre	7.2	4.8	16.7	25.0	9.7

Table 15.1

Distribution of Elderly Characters by Sex and Genre - 1983 Edition

Male						Female				
Fict	N-Fict	Fant	Biog	Total Chars	Basal	Fict	N-Fict	Fant	Biog	Total Chars
2	-	-		2	Zoom	1		-		1
-	-	2		2	Flip	1		2		3
-	3	-		3	Rip	-		1		1
1	1	-		2	Time	-		1		1
3	-	1		4	Star	1		1		2
-	-	1		1	Sky	-		-		-
6	4	4		14	Totals	3		5		8
					% of Total Male and Female Characters	37.5		62.5		
42.8	28.6	28.6			% of Same Sex Adult Chars by Genre	6.8		17.2		8.5
8.0	11.1	7.3		8.3						

Table 15.2

Distribution of Elderly Characters by Sex and Genre - Direct and Indirect Incidents - 1975 Edition

Direct			Genre	Indirect		
Men	Women	Total Characters		Men	Women	Total Characters
16	4	20	Fict		1	1
1	1	2	N-Fict		-	-
4	4	8	Fant		1	1
-	1	1	Biog		-	-
21	10	31	All Genres		2	2
			% of Total Characters			
93.9			(33)	6.1		

Table 15.2

Distribution of Elderly Characters by Sex and Genre - Direct and Indirect Incidents - 1983 Edition

Direct			Genre	Indirect		
Men	Women	Total Characters		Men	Women	Total Characters
6	1	7	Fict		2	2
4	-	4	N-Fict		-	-
4	2	6	Fant		3	3
-	-	-	Biog		-	-
14	3	17	All Genres	5		5
			% of Total Characters			
77.3			(22)	22.7		

Table 16.0

Distribution of Elderly Main Characters by Genre - 1975Edition

	Basal	Fict	N-Fict	Fant	Blog	Elderly Main Chars
Back	-	-	-	-	-	-
Row	1	-	-	-	-	1
Drift	2	-	-	-	-	2
Hook	1	-	-	-	-	1
North	3	-	-	-	-	3
Kites	-	1	-	-	-	2
Sleep	2	1	-	-	1	4
Tobog	1	-	-	-	-	1
Totals	10	2	1	1	1	14
% of Elderly Main Chars	71.4	14.3		7.1	7.1	
% of Human Main Chars by Genre	8.9	25.0		2.6	20.0	8.6
% of Adult Main Chars by Genre	35.7	25.0		6.6	33.3	24.6



Table 16.0

Distribution of Elderly Main Characters by Genre - 1983Edition

Basal	Fict	N-Fict	Fant	Blog	Elderly Main Chars
Zoom	1		-		1
Flip	-		1		1
Rip	-		-		-
Time	-		-		-
Star	2		1		3
Sky	-		1		1
Totals	3		3		6
% of Elderly Main Chars	50.0		50.0		
% of Human Main Chars by Genre	4.0		5.9		4.1
% of Adult Main Chars by Genre	42.9		20.0		17.6

Table 16.1

## Distribution of Elderly Main Characters by Sex and Genre - 1975 Edition

Males						Females				
Fict	N-Fict	Fant	Blog	Total Chars	Basal	Fict	N-Fict	Fant	Blog	Total Chars
-	-			-	Back	-	-	-	-	-
-	-			-	Row	1	-	-	-	1
1	-			1	Drift	1	-	-	-	1
1	-			1	Hock	-	-	-	-	-
2	-			2	North	1	-	-	-	1
-	-			-	Kites	-	1	1	-	2
2	1			3	Sleep	-	-	-	1	1
1	-			1	Tobog	-	-	-	-	-
7	1			8	Totals	3	1	1	1	6
					% of Total Male and Female Main Chars	50.0	16.6	16.6	16.6	
87.5	12.5				% of Same Sex Adult Main Characters by Genre	27.3	25.0	25.0	50.0	28.6

Table 16.1

Distribution of Elderly Main Characters by Sex and Genre - 1983 Edition

Males					Females				
Fict	N-Fict	Fant	Blog	Total Chars	Basal	Fict	N-Fict	Fant	Total Chars
-	-	-	-	-	Zoom	1	-	-	1
-	-	1	-	1	Flip	-	-	-	-
-	-	-	-	-	Rip	-	-	-	-
-	-	-	-	-	Time	-	-	-	-
2	-	1	-	3	Star	-	-	-	-
-	-	1	-	1	Sky	-	-	-	-
2	-	3	-	5	Totals	-	-	-	1
					% of Total Male and Female Main Chars—100.0				
40.0	-	60.0	-	-					
					% of Same Sex Adult Main Characters by Genre				
40.0	-	23.1	-	20.8	50.0	-	-	-	11.1

Table 17.0

The Portrayal of Elderly Characters in Terms of Selected Criteria by Sex - 1975 Edition

Criteria	SEX	B A C K P A C K S	R O W B O A T S	D R I F T W O O D S	H O C K E Y	N Q R T H E R N	K I T E S	S L E E P I N G	T O B O G A N S	Total Incidents	% of Elderly Chars by Sex
Elderly Por- trayed as Grandparents	M	1	1	1			1	1		5	23.8
	F	1	1	1			3			6	50.0
	T	2	2	2			4	1		11	33.3
Elderly Face Hurt, Problems and/or Challenges	M			1					1	2	9.5
	F						1		1	2	16.7
	T			1			1		2	4	12.1
Elderly Have a Relationship With an Unrelated Person	M				1					1	4.8
	F				1	1				2	16.7
	T				2	1				3	9.1
Elderly Por- trayed as Socially Active	M										
	F			1						1	8.3
	T			1						1	3.0
Elderly Break Old Age and/or Sex Stereotypes	M										
	F				1		1			2	16.7
	T				1		1			2	6.1

Table 17.0

The Portrayal of Elderly Characters in Terms of Selected Criteria by Sex - 1983 Edition

Criteria	SEX	ZOOM	FILIP	RIPPLE	TIME	STAR	SKY	Total Incidents	% of Elderly Characters by Sex
Elderly Portrayed as Grandparents	M	1	-			1		2	14.3
	F	-	1					1	12.5
	T	1	1			1		3	13.6
Elderly Face Hurt, Problems and/or Challenges	M	1			1	2	1	5	35.7
	F	-			-	-	-	-	-
	T	1			1	2	1	5	22.7
Elderly Have a Relationship With an Unrelated Person	M				-	1		1	7.1
	F				1	-		1	12.5
	T				1	1		2	9.1
Elderly Portrayed as Socially Active	M	-						-	-
	F		1					1	12.5
	T		1					1	4.5
Elderly Break Old Age and/or Sex Stereotypes	M	1			1	2		4	28.6
	F	-			-	-		-	-
	T	1			1	2		4	18.2

As indicated in Table 15.0 (pp. 296-297), elderly characters account for 5.1% of all human characters and 7.8% of all adult characters in the 1975 edition. In the 1983 edition, elderly characters represent 4.8% of all human characters and 8.4% of all adult characters. While 63.6% of elderly characters in the 1975 edition appear in fiction stories and 27.3% appear in fantasy stories, the majority of elderly characters in the 1983 edition are evenly distributed between fiction and fantasy selections with each genre accounting for 40.8% of elderly characters. As Table 15.2 (pp. 300-301) shows, illustrations are used to indicate the age of 6.1% of elderly characters in the 1975 edition and 22.7% of elderly characters in the 1983 edition. In both editions, all the elderly characters whose age is indicated by illustrations alone are women.

Elderly men outnumber elderly women in both editions by a ratio of 1.8:1. As Table 15.1 (pp. 298-299) shows, 76.2% of elderly male characters in the 1975 edition appear in fiction stories, while both fantasy and fiction selections account for 41.7% of elderly female characters. In the 1983 edition, more male elderly characters appear in fiction selections than any other genre, while 62.5% of elderly female characters appear in

fantasy selections. Remarkably, elderly female characters account for 16.7% of all adult fantasy female characters in the 1975 edition and 17.2% of all adult fantasy female characters in the 1983 edition.

As Table 16.0 (pp. 302-303) reveals, elderly main characters account for 8.6% of human main characters and 24.6% of adult main characters in the 1975 edition. In the 1983 edition, elderly main characters represent 4.1% of human main characters and 17.6% of adult main characters. Elderly main characters in the 1975 edition are featured in all four genres, although 10 out of 14 appear in fiction stories. Of the six elderly main characters in the 1983 edition, three appear in fantasy stories and three in fiction stories. It is striking that elderly main characters comprise 35.7% of adult main characters in fiction stories in the 1975 edition and 42.9% of adult main characters in fiction stories in the 1983 edition. Half of the elderly main characters in the 1983 edition are featured in one basal, while two basals, intended for the same grade level, have no elderly main characters. In contrast, only one of the eight basals in the 1975 edition does not have an elderly main character.

As Table 16.1 (pp. 304-305) shows, of the 14 elderly main characters in the 1975 edition, 8 are men and 6 are

women. In the 1983 edition, five of the six elderly main characters are men and only one is a woman. In the 1975 edition, seven of the eight elderly male main characters are featured in fiction stories, while elderly female main characters appear in all four genres. In the 1983 edition, two elderly male main characters are featured in fiction stories and three appear in fantasy stories. The one elderly female main character in the 1983 edition appears in a fiction selection.

Table 17.0 (pp. 308-307) describes the portrayal of elderly characters in terms of selected criteria. As shown, 33.3% of all elderly characters in the 1975 edition and 13.6% of all elderly characters in the 1983 edition are portrayed as grandparents. While the percentage of elderly female characters shown as grandparents in the 1975 edition is twice the percentage of elderly male characters shown as grandparents, there is little difference between the percentages of elderly men and elderly women shown as grandparents in the 1983 edition.

With regards to elderly characters who face hurt, problems and/or challenges, the troubles which three of the four elderly characters in the 1975 edition face are not really central to the stories in which the characters



appear. In one story, Tuktu (Driftwood and Dandelions), an old Eskimo's dismay over being too old to fish and hunt, merely serves as an introduction to a series of legends. In The Snow Vampire (Toboggans and Turtle-necks), an old couple's grief over the death of their daughter is left unresolved. In contrast, Granny Goes Flying on Six Kites (Kites and Cartwheels), a non-fiction article, focuses on an English grandmother who flies her way into the record books by operating a kite-powered flying machine. The daring and adventurous grandmother in Granny Goes Flying on Six Kites is also one of two elderly characters in the 1975 edition who can be described as breaking old age stereotypes. The other elderly character in the 1975 edition who breaks an old age stereotype is a domineering and very active ballet teacher. The teacher, who appears in The Magic Slippers (Hockey Cards and Hopscotch), is depicted as being an extremely old lady in the illustrations which accompany the story.

In the 1983 edition, five elderly characters, all of whom are male, face problems, hurt and/or challenges. Four of these five elderly characters who face problems, hurt and/or challenges account for all the characters in the 1983 edition who break old age and/or sex stereo-

types. In Saying Goodbye to Grandad (Zoom Shots), a sensitive story, a grandfather faces his own suffering and prepares his grandson for his inevitable death. The grandfather breaks a male stereotype by telling his grandson that it is all right for men and boys to cry. In Passing Through (Star Flights), an elderly conservationist attempts to rescue a species of birds that is in danger of extinction. In addition to the challenge of rescuing birds, the conservationist breaks an old age stereotype by camping and hitch-hiking. Unfortunately, the efforts of the elderly conservationist are somewhat devalued after he is rescued from drowning by two young men whose lifestyles are at odds with his ideals. While the elderly conservationist admits that the young men's modern approach to camping might have something going for it, there is no affirmation of the older man's efforts by the young campers. In Sven's Christmas (Star Flights), Sven, another elderly male conservationist, puts himself at risk to feed elk at the height of a severe winter's storm. Sven shows great courage and endurance although he no longer has the strength and stamina of his youth. The two remaining elderly characters in the 1983 edition who face problems, hurt and/or challenges appear in Little Foot (Sky Striders) and Newfoundland Norse (Time

Spinners). There is some doubt as to whether or not the man who befriends a sasquatch in Little Foot is in fact an elderly character, for while the man admits to having seen a lot of strange things in his "fifty-five years of living", another character in the story describes him as a "Kindly blue-eyed old man". In Newfoundland Norse, it is only the illustrations which indicate the age of the archaeologist, Helge Ingstad, a character who is not central to the story.

Only one elderly character in the 1975 edition, a woman who is forced to give up her quiet life because of the antics of her pet parrot (Percy - Coast to Coast, Driftwood and Dandelions), is portrayed as socially active. Three elderly characters in the 1975 edition have a relationship with an unrelated person, however, only two of these relationships are central to the stories in which they occur. In The Magic Slippers (Hockey Cards and Hopscotch), an elderly ballet instructor teaches her star pupil that it is talent and not magic that enables her to dance. The story, Jimmy-Why and Noel (Hockey Cards and Hopscotch) is completely centred around the relationship between an old Indian and a young White boy. During a camping trip, Noel, the old Indian, imparts a great wealth of information about

basket making and the ways of wild animals to Jimmy-Why, his young friend.

In the 1983 edition, only one elderly character is shown as being socially active. However, the character, an elderly woman, only appears in the illustrations of a cartoon story. Of the two relationships in the 1983 edition which involve elderly characters and unrelated persons, only one is central to the story in which it occurs. In Passing Through (Star Flights), an elderly conservationist is accompanied by an unrelated child on a bird rescuing mission. It is mentioned in the story that the child has gone on several similar trips with the old man in the past.

**The Numerical Representation of the Handicapped  
and Handicapping Conditions**

Table 18.0

**The Distribution of All Characters with Disabilities by  
Sex and Age - 1975 Edition**

Basal	Men	Women	Boys	Girls	Total Char- acters
Back	-	1	1		2
Row	-	-	-		-
Drift	-	-	-		-
Hock	-	1	-		1
North	-	1	1		2
Kites	4	3	-		7
Sleep	1	-	-		1
Tobog	-	-	-		-
Totals	5	6	2		13
% of Total Characters	38.4	46.2	15.4		
% of Same Sex/ Age Group Total Chars -					
Direct	1.7	4.8	1.4		2.0

Table 18.0

The Distribution of All Characters with Disabilities by  
Sex and Age - 1983 Edition

Basal	Men	Women	Boys	Girls	Total Char- acters
Zoom	-	2	3	2	7
Flip	1	2	1	4	8
Rip	1	1	-	2	4
Time	1	-	-	2	3
Star	1	-	-	2	3
Sky	-	1	1	1	3
Totals.	4	6	5	13	28
% of Total Characters	14.3	21.4	17.9	46.4	
% of Same Sex/ Age Group Total Chars. -					
Direct	2.4	6.4	4.9	14.1	6.1

Table 18.1

The Distribution of All Characters with Disabilities by  
Sex, Age and Genre - 1975 Edition

Sex/Age Group	Genre				Total Characters
	Fict	N-Fict	Fant	Blog	
Men	2		3		5
Women	1		5		6
Boys	1		1		2
Girls	-		-		-
Totals	4		9		13
% of Total					
Characters	30.8		69.2		

Table 18.1

The Distribution of All Characters with Disabilities by  
Sex, Age and Genre - 1983 Edition

Sex/Age Group	Genre				Total Characters
	Fict	N-Fict	Fant	Blog	
Men	3	1	-	-	4
Women	3	2	-	-	6
Boys	4	-	1	-	5
Girls	3	-	9	1	13
Totals	13	3	11	1	28
% of Total Characters	46.4	10.7	39.3	3.6	



Table 18.2

The Distribution of All Characters with Disabilities by Sex, Age and Genre - Direct and Indirect Incidents - 1975 Edition

Direct					Indirect					
Men	Women	Boys	Girls	Total Chars	Genre	Men	Women	Boys	Girls	Total Chars
1	1	1		3	Fiction	1	-	-		1
-	-	-		-	Non-Fiction	-	-	-		-
1	1	-		2	Fantasy	2	4	1		7
-	-	-		-	Biography	-	-	-		-
2	2	1		5	All Genres	3	4	1		8
38.5					% of Total Chars (13)	61.5				

1983 Edition

Direct					Indirect					
Men	Women	Boys	Girls	Total Chars	Genre	Men	Women	Boys	Girls	Total Chars
1	-	3	-	4	Fiction	2	3	1	3	9
-	1	-	-	1	Non-Fiction	1	1	-	-	2
-	-	1	7	8	Fantasy	-	1	-	2	3
-	-	-	1	1	Biography	-	-	-	-	-
1	1	4	8	14	All Genres	3		1	5	14
50.0					% of Total Chars (28)	50.0				

Table 19.0

The Distribution of Main Characters with Disabilities by  
Sex and Age - 1975 Edition

Basal	Men	Women	Boys	Girls	Total Main Chars
Back	-	-	1		1
Row	-	-	-		-
Drift	-	-	-		-
Hock	-	-	-		-
North	-	-	1		1
Kites	2	1	-		2
Sleep	-	-	-		-
Tobog	1	-	-		1
Totals	3	1	2		6
% of Total Main Chars	50.0	16.7	33.3		
% of Same Sex/ Age Group Total Main Characters	8.3	4.8	3.0		3.7

Table 19.0

The Distribution of Main Characters with Disabilities by  
Sex and Age - 1983 Edition

Basal	Men	Women	Boys	Girls	Total Main Chars
Zoom		2	-	1	3
Filip		-	-	2	2
Rip		-	-	1	1
Time		-	-	2	2
Star		-	-	2	2
Sky		-	1	1	2
Totals		2	1	9	12
% of Total Main Chars		16.7	8.3	75.0	
% of Same Sex/ Age Group Total Main Characters		22.2	1.9	15.3	8.2

Table 19.1

The Distribution of Main Characters with Disabilities by  
Sex, Age, and Genre - 1975 Edition

Sex/ Age Group	Genre				Total Main Chars
	Fict	N-Fict	Fant	Blog	
Men	2		1		3
Women	-		1		1
Boys	1		1		2
Girls	-		-		-
Totals	3		3		6
% of Total Main Chars	50.0		50.0		

Table 19.1

The Distribution of Main Characters with Disabilities by  
Sex, Age and Genre - 1983 Edition

Sex/Age Group	Genre				Total Main Chars
	Fict	N-Fict	Fant	Blog	
Men	-	-	-	-	-
Women	1	1	-	-	2
Boys	-	-	1	-	1
Girls	1	-	7	1	9
Totals	2	1	8	1	12
<b>% of Total</b>					
Main Chars	16.7	8.3	66.7	8.3	

Table 20.0

The Distribution of Disabling Conditions of All Characters  
by Sex and Age - 1975 Edition

Sex/Age Group	Total y Dis-			
	Visual	Auditory	Mental	Mobility abilities
Men	4			1 5
Women	5			1 6
Boys	1			1 2
Girls	-			- -
Totals	10			3 13
% of Total				
Dis-				
abilities	76.9			23.1

Table 20.0

The Distribution of Disabling Conditions of All Characters  
by Sex and Age - 1983 Edition

Sex/Age Group	Visual	Auditory	Mental	Mobility	Total Dis- abilities
Men	4	-	-	-	4
Women	6	-	-	-	6
Boys	2	-	-	3	5
Girls	6	6	-	1	13
Totals	18	6	-	4	28
% of Total Dis- abilities	64.3	21.4	-	14.3	

Table 20.1

The Distribution of Disabling Conditions of All Main  
Characters by Sex and Age - 1975 Edition

Sex/Age Group	Visual	Auditory	Mental	Mobility	Total Dis- abilities
Men	2			1	3
Women	1			-	1
Boys	1			1	2
Girls	-			-	-
Totals	4			2	6
% of Total Dis- abilities	66.7			33.3	



Table 20.1

The Distribution of Disabling Conditions of All Main  
Characters by Sex and Age - 1983 Edition

Sex/Age Group	Visual	Auditory	Mental	Mobility	Total Dis- abilities
Men	-	-	-	-	-
Women	2	-	-	-	2
Boys	1	-	-	-	1
Girls	4	4	-	1	9
Totals	7	4	-	1	12
% of Total					
Dis- abilities	58.3	33.3	-	8.3	

Table 21.0

Specific Disabling Conditions by Major Category - 1975Edition

Visual	Mobility
Blind 1	Wheelchair 2
Glasses 9	Limp 1

1983 Edition

Visual	Auditory *	Mobility
Blind 1	Deaf 6	Limp 1
Glasses 16		Wheelchair 3
Glass Eye 1		

Tables 18.0 - 18.2 (pp. 315-319) show the distribution of characters with disabilities by sex, age and genre. While 2% of human characters in the 1975 edition have a disability, 6.1% of human characters in the 1983 edition have a disability. Of the characters with disabilities in the 1975 edition, 69.2% appear in fantasy selection while the remainder appear in fiction selections. In the 1983 edition, characters with disabilities appear in all four genres, with 46.4% being depicted in fiction stories and 39.3% in fantasy stories. The disabilities of 61.5% of the handicapped characters in the 1975 edition and 50% of the handicapped characters in the 1983 edition are shown by illustrations only.

As Table 18.0 (pp. 315-316) reveals, 11 of the 13 characters with disabilities in the 1975 edition are adults (i.e., six women and five men). The 2 children with disabilities are both boys. In the 1983 edition, 18 children, including 13 girls, have handicaps as compared with 10 adults. Remarkably, girls with disabilities appear in every basal of the 1983 edition and account for 14.1% of all girl characters. Nine of the 13 handicapped girls are portrayed in fantasy selections. It should be noted, however, that 6 of the 13 girls with handicaps in the 1983 edition are really the same girl who appears in

six episodes of a serialized science-fiction story.

As Indicated in Table 20.0 (pp. 324-325), 76.9% of the disabling conditions in the 1975 edition are visually related. As Table 21.0 (p. 328) shows, of the 10 characters with visual handicaps, 1 is blind and 9 wear glasses. Mobility handicaps are the only other type of disability portrayed in the 1975 edition; of the three characters with mobility handicaps two are confined to wheelchairs while one has a limp. Visual handicaps are also depicted more frequently than other disabling conditions in the 1983 edition, accounting for 64.3% of all handicaps portrayed. Of the 18 characters who have a visual disability, 16 wear glasses, 1 is blind and 1 has a glass eye. Although 6 characters in the 1983 edition have an auditory handicap, the 6 characters are really 1 character, a deaf girl, who appears in a serialized science-fiction story. Of the 4 characters with mobility disabilities in the 1983 edition, 3 are confined to wheelchairs while 1 has a limp.

With regards to the importance of characters with handicaps, as Table 19.0 (pp. 320-321) shows, handicapped main characters account for 3.7% of all human main characters in the 1975 edition. However, five of the six handicapped main characters have very minor disabilities

(i.e., four wear glasses and one limps) which do not appear to restrict their ability to perform any activity they engage in. The remaining handicapped main character, a boy who has been confined to a wheelchair since birth, is featured in Supertalk Calling Milkman, a fiction story in Backpacks and Bumblebees, the first basal in the 1975 edition. The disabled boy, Jim, fears that no one will accept him for himself, so he ingeniously employs walkie-talkies to make friends with Frank, a boy who lives in the same apartment block. When Frank discovers that Jim is confined to a wheelchair he accepts him immediately and points out that, rather than being a hindrance, Jim's wheelchair will make an excellent prop for truck driving games. Jim's mother leaves the reader in no doubt that Frank is a real hero for playing with her son.

In the 1983 edition, 8.2% of human main characters have a disability. Of the 12 handicapped main characters, 6 wear glasses and 1 has a slight limp. The disabilities of these seven main characters do not appear to impede them in any way. The four main characters with an auditory handicap are, in fact, the same character, a deaf girl, who is featured in four of the six episodes of Journey Through the Stars. In the second episode, The

Silent Plant (Flip Flops), the girl, who is part of a group of children involved in a space odyssey, is seen as a burden by one of the boys on the voyage because she is deaf. Determined to show the boy how useful she can be, the deaf girl easily wins his respect by making intelligent observations and finally by saving all the other children from disaster. In other situations as well, the girl's deafness is actually shown to be an advantage, and in the final episode, The Journey's End (Sky Striders), it is the group's knowledge of sign language that allows it to overcome the final danger.

The remaining main character with a handicap in the 1983 edition is a blind boy who is featured in The Dog of Pompeii (Sky Striders). Set in Pompeii around the time that Vesuvius erupts, the story initially describes how the boy survives from day to day with the help of his faithful dog. When the volcano erupts, the dog guides the boy down to the sea and safety and then loses its life by returning to the town to find the boy something to eat. Although the dog is the real hero in the end, the story, nevertheless, evokes admiration for the boy for the way in which he copes with his handicap under difficult circumstances.

Handicapped characters play a central role in one

other story in the 1983 edition, although the main character is not disabled. In T.J. Small and the Big Splash (Zoom Shots) a boy who is afraid of the water helps out at swimming classes for the disabled. By watching his disabled charges enjoying themselves in the pool, the boy finds the determination to learn to swim himself.

## The Depiction of Reading

Table 22.0

Distribution of Characters Who Read by Kind, Sex and Age  
- 1975 Edition

Basal	Non-Humans	Humans				Total Chars
		Men	Women	Boys	Girls	
Back	-	-	-	1	-	1
Row	-	-	-	2	-	2
Drift	-	-	1	2	1	4
Hock	-	-	-	-	-	-
North	-	-	-	2	-	2
Kites	-	3	-	1	2	6
Sleep	-	1	-	-	-	1
Tobog	-	1	-	2	3	6
Totals		5	1	10	6	22
% of Total Characters		22.7	4.5	46.5	27.3	
% of Same Kind/Sex/Age Group Total Characters (Direct)		1.7	0.8	7.1	6.7	3.0



Table 22.0

Distribution of Characters Who Read by Kind, Sex and Age  
- 1983 Edition

Basal	Non-Humans	Humans				Total Chars
		Men	Women	Boys	Girls	
Zoom	-	1		1	1	3
Flip	-	1		2	5	8
Rip	-	1		1	-	2
Time	3	-		-	1	4
Star	-	-		-	1	1
Sky	4	1		-	2	7
Totals	7	4		4	10	25
% of Total Characters	28.0	16.0		16.0	40.0	
% of Same Kind/Sex/Age Group Total Characters (Difect)	14.6	2.4		3.9	10.9	4.7

Table 23.0

Locations Where Incidents of Reading by Characters  
Differentiated by Kind, Sex and Age Take Place - 1975

Edition

	<u>Locations</u>					Total Incl- dents
	School	Work	Home	Library	Other	
Men		2	2	-	2	6
Women		-	-	1	-	1
Boys		-	7	2	4	13
Girls		-	3	3	2	8
Non-Humans		-	-	-	-	-
Totals		2	12	6	8	28
% of Total Incidents		7.1	42.9	21.4	28.6	

Table 23.0

Locations Where Incidents of Reading by Characters  
Differentiated by Kind, Sex and Age Take Place - 1983

Edition

	Locations					Total Incidents
	School	Work	Home	Library	Other	
Men	1	4	-	-	-	5
Women	-	-	-	-	-	-
Boys	-	-	2	-	2	4
Girls	2	1	7	-	3	13
Non-Humans	-	-	3	3	1	7
Totals	3	5	12	3	6	29
<u>% of Total</u>						
Incidents	10.3	17.3	41.4	10.3	20.7	

Table 24.0

Materials Read by Characters Differentiated by Kind, Sex and Age -1975 Edition

	Novels	Text- Books	Inform- ational Books	Comics	News- papers	Other	Total Mater- ials
Men	-	-	-		2	4	6
Women	-	-	-		1	-	1
Boys	-	-	4		3	6	13
Girls	1	2	2		3	-	8
Non-Humans	-	-	-		-	-	-
Totals	1	2	6		9	10	28
<u>% of Total</u>							
Materials	3.6	7.2	21.4		32.1	35.7	

Table 24.0

Materials Read by Characters Differentiated by Kind, Sex and Age -  
1983 Edition

	Novels	Text- Books	Inform- ational Books	Comics	News- papers	Other	Total Mater- ials
Men	-	-	-	-	-	5	5
Women	-	-	-	-	-	-	-
Boys	-	-	1	2	1	-	4
Girls	-	1	3	-	2	7	13
Non-Humans	3	-	-	-	-	4	7
Totals	3	1	4	2	3	16	24
% of Total Materials	10.3	3.5	13.8	6.9	10.3	55.2	

As indicated in Table 22.0 (pp. 334-335), 3% of the total characters in the 1975 edition and 4.7% of the total characters in the 1983 edition read. In the 1975 edition, of the 22 characters who read, 10 are boys, 6 are girls, 5 are men and only 1 is a woman. Of the 25 characters who read in the 1983 edition, 10 are girls, 4 are boys and 4 are men. Incredibly, while no woman reads, non-humans (i.e., 4 aliens and 3 animals) comprise the second largest reading group in the 1983 edition. In each edition, two basals account for more than 50% of the characters who read.

As Table 23.0 (pp. 336-337) shows, there are 28 reading incidents in the 1975 edition as compared with 29 reading incidents in the 1983 edition. In both editions, more than 40% of the incidents occur in the home. In the 1975 edition, two reading incidents happen at work while no reading takes place at school. In the 1983 edition, five reading incidents occur at work and three incidents occur at school. While three girls, two boys and a woman read at a library in the 1975 edition, only aliens read at a library in the 1983 edition.

With regards to reading materials, signs, advertisements, and letters which are designated in Table 24.0 (pp. 338-339) as other, account for 35.7% of the mater-

als read in the 1975 edition and 55.2% of the materials read in the 1983 edition. In the 1975 edition, newspapers which are read by men, women, boys and girls also account for a significant proportion of the materials read. There is only one instance in the 1975 edition of a book being read for pleasure. In Power Failure (Toboggans and Turtle-necks) there is a brief mention of a girl quietly reading a story book. In the 1983 edition, all the reading of recreational books is done by aliens and takes place in a single story. In The Book That Saved the Earth (Sky Striders) the aliens decode a book of nursery rhymes which they take to be of prophetic import. The 1983 edition does include one story in which reading is central to the plot. In Black Shadow (Ripple Effects), comic books stimulate a boy's imagination to a point where he sees reality as being more exciting than it actually is.

#### Summary

The results of the analysis according to the specific areas of the investigation have been reported and discussed in this chapter. A summary of the various findings of the analysis, as well as conclusions and recommendations based on the findings are presented in the following chapter.

## CHAPTER V

Summary, Summary of the Analysis,  
Conclusions and RecommendationsIntroduction

The following chapter provides a summary of the study as well as a summary of the findings of the analysis of the 1975 and 1983 editions of the Nelson Language Developmental Reading program reported in Chapter IV. Conclusions based on the findings of the analysis are also reported. The chapter concludes with recommendations to textbook selection committees, teachers, and the authors and publishers of the Language Developmental Reading program. The chapter is organized under these subheadings: (a) Summary; (b) Summary of the Analysis; (c) Conclusions; (d) Recommendations; and (e) Summary of the Recommendations.

Summary

The purpose of this study was to examine and compare the content of the fourth, fifth and sixth grade basals of the 1975 and 1983 editions of the Nelson Language Developmental Reading program. The specific areas



Investigated were the depictions of males and females, ethnic groups, the elderly, the disabled, and reading. The study also sought to determine the extent of Canadian content in the two editions.

The contents of the basal readers were scrutinized by means of an analysis kit that was based on A Consumer's Guide to Sex, Race and Career Bias in Public School Textbooks, an analysis package developed by Britton and Lumpkin (1977b). After the 1975 and 1983 editions of the Nelson Language Developmental Reading program had been analyzed according to the criteria of the analysis kit, the analysis was subjected to a rater-rater test of reliability. The results of the analysis are presented in terms of frequencies and percentages for each area of concern and are reported in Chapter IV.

#### Summary of the Analysis

Although the 1983 edition has only four fewer stories than the 1975 edition, the distribution of the stories in terms of genre is quite different. While the 1975 edition has 35 more fiction selections than fantasy selections and 15 more fantasy selections than non-fiction selections, the 1983 edition has only 4 more fiction selections than fantasy selections, and only 4

more fantasy selections than non-fiction selections.

Illustrations are not used in either edition to redress the balance between males and females, as the distribution of male to female characters and workers, shown in illustrations only, reflects the distribution of those mentioned in the text. In both editions, illustrations are used in varying degrees to portray ethnic origins, old age and disabilities. While illustrations alone are used to show the age of 6.1% of elderly characters in the 1975 edition, they are used to show the age of 22.7% of elderly characters in the 1983 edition. All elderly characters who are portrayed as such by illustrations only, in both editions, are female. Over 60% of the disabilities in both editions are shown in illustrations only, although the percentage in the 1983 edition is less than in the 1975 edition.

More than any other category examined, illustrations are used in both editions to show the ethnic origins of basal characters, and in particular Caucasian characters. While a smaller percentage of Caucasian main characters are so defined by illustrations in the 1983 edition, the ethnic origins of a considerably higher percentage of minority group main characters, and in particular Black/Asian main characters, are defined by

illustrations in the 1983 edition. A similar trend in the use of illustrations to define ethnicity is apparent in stories categorized according to the ethnic origins of all their characters. While a smaller percentage of all-Caucasian stories are so defined through illustrations in the 1983 edition as compared to the 1975 edition, illustrations are used in the 1983 edition to define ethnic origins in a much higher percentage of multiethnic stories.

With regards to the representation and portrayal of males and females in the two editions, two main facts are apparent. First, in contrast to the 1975 edition, there is a remarkable equality between boys and girls in the 1983 edition in terms of almost all of the categories examined. Secondly, while in some respects there are improvements in the portrayal and numerical representation of women in the 1983 edition as compared to the 1975 edition, a considerable inequality between men and women still exists.

In the 1983 edition, there are only three more boy characters than girl characters while in terms of main characters the balance is slightly in favour of girls. Boys appear in 58 and girls in 56 of the 92 stories in the 1983 edition which have more than one human char-

acter. The numerical equality between boys and girls in the 1983 edition is evident in not only the overall totals of the categories examined, but also in many of the genre and basal totals within each category. With regard to the portrayal of boys and girls, an equality also exists in the range and number of personality traits displayed. The equality between boys and girls in the 1983 edition, however, does not extend to all emotions, as girls display more physical affection and cry much more frequently than boys.

Less inequality exists between men and women in the 1983 edition as far as the percentages of male and female adult characters are concerned. Whereas men account for 70.6% of adult characters in the 1975 edition, they account for 64.7% of adult characters in the 1983 edition. With regard to stories with more than one human character, while men appear in 19.5% more stories than women in the 1975 edition, men appear in 10.3% more stories than women in the 1983 edition. Less inequality exists between men and women in the area of careers as well, for while men occupy the same percentage of different career roles in both editions, women occupy a higher percentage of different career roles in the 1983 edition. However, the percentage of different careers

held by men in the 1983 edition is still 44.2% greater than that held by women. Similarly, while women account for a higher percentage of the total career roles in the 1983 edition than in the 1975 edition, they still occupy 42.7% fewer roles than men.

In some respects the inequality between men and women is greater in the 1983 edition than in the 1975 edition. While the ratio of men main characters to women main characters in the 1975 edition is slightly less than 2:1, the ratio in the 1983 edition is slightly more than 2.5:1. In the 1983 edition, men display a wider range of personality traits and more traits than women than is the case in the 1975 edition. It should be noted that the inequality between men and women extends to elderly characters, for in both editions elderly men outnumber elderly women by a ratio of 1.75:1. The inequality between men and women even pervades the depiction of reading. In both editions, for while five men and one woman read in the 1975 edition, four men and no women read in the 1983 edition.

With regards to ethnicity, while Caucasian characters dominate both editions in terms of percentages of main characters and career roles, several differences between the two editions are apparent. First, the ethnic

origins of a smaller percentage of main characters and story characters as a whole can be determined in the 1983 edition as compared to the 1975 edition. Secondly, with regards to the ethnic composition of stories, the 1983 edition has a smaller percentage of all-Caucasian and all-minority group stories than the 1975 edition, but twice the percentage of multiethnic stories. In the 1983 edition, there are only four more all-Caucasian fiction stories than multiethnic fiction stories and only one more all-Caucasian fantasy story than multiethnic fantasy stories.

Both editions have a different minority group that is numerically predominant in comparison to other minority groups portrayed. In the 1975 edition, Native Canadians account for more than 50% of minority group main characters and appear in more than 50% of multiethnic stories. In the 1983 edition, Blacks/Asians account for more than 50% of minority group main characters and appear in more than 50% of the multiethnic stories. The contrast between the two editions is emphasized by the fact that whereas the 1975 edition has only one Black/Asian main character, the 1983 edition has only two Native Canadian main characters.

As for Canadian content, while 40% of the stories in

both editions mention Canadian place names, the 1983 edition has a lower ratio of Canadian to non-Canadian place names. A smaller percentage of stories in the 1983 edition reflect the selected Canadian themes. The smaller percentage of stories with Canadian themes in the 1983 edition appears to be due to three factors: first, an inclusion of more contemporary fantasy stories and fewer Native Canadian and Inuit legends than is the case in the 1975 edition; secondly, an increase in the number of non-fiction stories without a corresponding increase in non-fiction stories which reflect Canadian themes; finally, a decrease in the percentage of fiction stories that reflect the theme of winter and/or open spaces. However, despite the smaller percentage of stories with Canadian themes, the Canadian mosaic is more broadly defined in the 1983 edition through stories which reflect something of the cultural heritages of a wider range of Canadians.

Elderly characters account for similar percentages of the total human characters and total adult characters in the two editions. However, elderly main characters in the 1983 edition account for 4.1% of human main characters as compared with 8.0% in the 1975 edition. Elderly main characters also account for a smaller

percentage of adult main characters in the 1983 edition, although they still account for 17.6% of adult main characters. While the majority of elderly characters and elderly main characters in the 1975 edition appear in fiction stories, elderly characters and main characters in the 1983 edition appear equally in fiction and fantasy selections. Although a smaller percentage of elderly characters are portrayed as grandparents in the 1983 edition, few stories in either edition involve elderly characters who face hurt, problems and/or challenges. In both editions, stories in which the elderly break stereotypes, are socially active or have a relationship with an unrelated person are even less common.

With respect to the representation of handicapping conditions, while the majority of disabilities in both editions are visually related, a somewhat smaller percentage of disabilities in the 1983 edition are visually related. As for handicapped characters, the percentage of humans who have a disability in the 1983 edition is three times as high as in the 1975 edition. Twice as many handicapped characters in the 1975 edition appear in fantasy selections as appear in fiction selections, while in the 1983 edition, more characters with disabilities appear in fiction stories than appear in fantasy



stories. Whereas adults account for 84.6% of the handicapped characters in the 1975 edition, 84.9% of the characters with disabilities in the 1983 edition are children. Although the percentage of handicapped main characters in the 1983 edition is twice that in the 1975 edition, the disabilities of the majority of handicapped main characters in both editions are slight. Furthermore, four of the five main characters with a significant handicap in the 1983 edition are really the same character. While the 1983 edition has a greater percentage of handicapped characters and handicapped main characters, handicapping conditions are only central to three stories in the edition. In the one story in the 1975 edition and in two of the three stories in the 1983 edition in which disabilities are central to the story, integration between handicapped and non-handicapped characters occurs with little or no difficulty.

A marginally higher percentage of characters in the 1983 edition read than is the case in the 1975 edition. However, 28% of the characters who read in the 1983 edition are non-humans. While boys read the most in the 1975 edition, girls read the most in the 1983 edition. Only one woman reads in the 1975 edition and no women read in the 1983 edition. In both editions, reading

Incidents take place in the home more frequently than in other locations, while miscellaneous reading materials such as advertisements and notes are read the most. There is only one selection in each edition in which a story book is read. The 1983 edition, however, does have one story in which reading is central to the plot.

### Conclusions

Scott (1981) analyzed two elementary basal series released after the formation of guidelines for sex-fair materials developed by the respective publishers and found that the basals contained many more non-fiction stories than had previously been the case. Scott hypothesized that while non-fiction content in the basals may have been increased to strengthen content area learning, it might also have been increased to avoid the question of producing sex-fair materials. As the proportion of non-fiction content in the 1983 edition of the Nelson Language Developmental Reading program is considerably higher than in the 1975 edition, a conclusion similar to Scott's might conceivably be made. However, as 69% of the stories in the 1983 edition are still either fantasy or fiction selections, it would be hard to defend such a claim. In all likelihood, the increase in non-fiction

selections in the 1983 edition as compared with the 1975 edition reflects a greater emphasis on reading in the content areas.

In contrast to the 1975 edition, an equality exists between boy and girl characters in the 1983 edition in terms of all the categories examined by the investigator, with the exception of physical affection and crying. It would appear, therefore, that the authors and publishers of the 1983 edition of the Language Developmental Reading program have heeded much of the criticism pertaining to the portrayal of girls in basal readers. Perhaps the only negative conclusion that can be made regarding the depiction of boys and girls in the 1983 edition, is that while girls are shown as being at least as adventurous and courageous as boys, boys are not portrayed as being able to express emotions to the same extent as girls.

Although there are some improvements in the depiction of women in the 1983 edition, women are still under-represented in comparison to men. While women comprise 50.9% of the population of Canada over the age of 16 according to the 1981 Census of Canada (Statistics Canada, 1982), they make up only 35.3% of total adult characters and 26.7% of adult main characters in the basals of the 1983 edition. According to Lorimer and

Long (1979-80). One of the consequences of numerically underrepresenting women in basal readers can be that the overall portrayal of women becomes restricted. Judging from the smaller range and number of personality traits displayed by women as compared to men, this seems to be the case in the 1983 edition. The lack of equality in the portrayal of men and women in the 1983 edition is surprising, for, as is implied by Rupley, Garcia and Longhion (1981), authors of basal reading series published from the late 1970s onwards should have had adequate time to respond to the demands made in the early 1970s for equal representation of the sexes. The inequality between adult male and female characters is even more perplexing as the balance that exists between boy and girl characters suggests that the authors and publishers of the 1983 edition certainly have had time to develop sex-fair basals.

As in the 1975 edition, the portrayal of women in the 1983 edition is further restricted by the underrepresentation of women in the basal work force. According to the 1981 Census of Canada (Statistics Canada, 1983), 40.6% of Canadians participating in the work force are women. In the basals of the 1983 edition, however, women account for only 27.2% of the workers

whose sex can be identified. While the 1983 edition represents a small improvement over the 1975 edition in terms of featuring women in a greater variety of career roles, women still occupy considerably fewer different career roles than men. It seems logical to assume that the fact that women occupy fewer different career roles than do men is a consequence of being numerically under-represented in the basal work force.

Not only has the depiction of working women remained limited in the 1983 edition, but so has the depiction of working men in terms of being shown in non-traditional career roles. While the 1983 edition shows women in a number of traditional male occupations, only one man is shown in a traditional female position despite the fact that, in reality, men are employed in such careers as nursing, dancing and secretarial work. After considering the portrayals of working men and women in the 1983 edition, it is difficult to hypothesize what is meant by the statement included in all the teachers' resource books that the selections present, "realistic ... occupational content" (p.14). Perhaps it is significant that the statement makes no reference to sex. Since the findings of Barclay (1974), Johns (1981), Green, Sullivan and Beyard-Tyler (1982), and Scott (1988) indicate that

children's perceptions of sex-appropriate roles can be altered or reinforced by the materials that they read, the portrayals of men and women in the basal readers of the 1983 edition need careful consideration.

In addition to realistic occupational content, it is stated in all the teachers' resource books of the 1983 edition that the basal selections present "realistic multicultural ... content" (p.14). With respect to the ethnic origins of main characters it would appear that the 1983 edition does present more realistic multicultural content than is the case in the 1976 edition. While the percentage of Native Canadian, Japanese and Chinese main characters reflect the percentages of the population of Canada that these groups represent, according to the 1981 Census of Canada (Statistics Canada, 1984), Inuits and Black/Asians are actually over-represented in terms of main characters. The only group who are underrepresented are Caucasians, for while Caucasians comprise 85.3% of the population of Canada, they account for 77.7% of main characters whose ethnic origins can be identified. An improvement in multicultural content in comparison to the 1976 edition is also reflected by a considerable increase in the number of stories which feature characters from more than one

ethnic background. It might be argued that the multi-ethnic stories in the 1983 edition are more realistic in that Black/Asians and Caucasians, the groups shown most frequently together, are more integrated in Canada than are Native Canadians and Caucasians who are featured together in more than half of the multiethnic stories in the 1975 edition.

It would appear, however, that the improvements in the multiethnic content of the 1983 edition as compared to the 1975 edition are more quantitative than qualitative. The fact that 86.6% of multiethnic stories and more than 50% of minority group main characters are so defined by illustrations only, suggests that ethnicity is on the whole incidental to the stories of the 1983 edition. McCutcheon, Kyle and Skovira (1979) have argued that when minority groups are represented superficially in basal readers by merely giving characters ethnic names, children may be led to assume that everyone is culturally the same. Surely when ethnicity is depicted by illustrations only as is the case in many multiethnic stories in the 1983 edition, a similar message of congenial integration may be conveyed to children. But does a picture of racial harmony and cultural integration truly reflect Canadian pluralism and race relations? Do

Canadians of different ethnic backgrounds always get along and do they always surrender everything of their cultural heritages? The answers remain to be formulated.

Barriers are shown to exist between people of different racial and cultural backgrounds in three stories in the 1983 edition, (i.e., The Christmas Easter Egg - Ripple Effects, Blood Sisters - Star Flights, A Parcel for Joanna - Sky Striders) in which ethnic origins are indicated in the text. Unfortunately, all three of these stories are set in the past. Similarly, the 1983 edition does have a number of stories in which something of the diverse cultural heritages of both Caucasian and minority group Canadians are reflected in the text. Most of these stories, however, with the exception of those featuring Inuit characters, also take place in the past. Taking the multicultural content of the 1983 edition as a whole, the message that appears to be conveyed is that while early Canadians of different ethnic backgrounds had distinct cultures and sometimes did not get along, modern Canadians live in racial harmony and are, on the whole, culturally integrated.

The depiction of Native Canadians in the 1983 edition calls for special concern. While all other ethnic groups, including Inuits, are shown in integrated



settings, only one Native Canadian, an old Metis in a pioneer story, is shown interacting with people of different ethnic origins. Apart from the old Metis, Native Canadians appear in isolation in two legends and three non-fiction selections. Native Canadian children appear in only one of these five selections. It is possible that the depiction of Native Canadians in the 1983 edition is the result of a desire on the part of the authors to avoid some of the Native Canadian stereotypes that appear in the 1975 edition. However, the portrayal of Native Canadians as a people who are separate from other Canadians and who are only of anthropological import is hardly a satisfactory alternative.

In summary, the multiethnic content of the 1983 edition is realistic in that minority groups are well represented numerically. The multiethnic content is also historically accurate and does reflect race relations in present day Canada up to a point. However, the reliance on illustrations to define ethnicity and the avoidance of any difficult issues relating to race in stories with present day settings have resulted in a multiethnic content that is, in the final analysis, more idealistic than realistic.

As stated in the teachers' resource books, the

content of the 1983 edition is predominantly Canadian. Canadian content, in terms of place names and themes, exists throughout the basal readers, although not to the same extent as in the 1975 edition. The decline appears to be due to two factors. The first factor seems to be a shift in emphasis in fantasy selections from Native Canadian and Inuit legends to modern fantasy and science-fiction stories. The second factor seems to be that fewer fiction stories in the 1983 edition have rural and winter settings while more fiction stories have urban and summer settings. What seems to be a reduction in Canadian content, therefore, may simply be the result of an attempt to include more stories that are relevant to urban children. In some respects, while the quantity of Canadian content in the 1983 edition is not as great as in the 1975 edition, the quality is better. For example, the Canadian mosaic is more broadly defined through stories which reflect the cultural heritages of a wider range of Canadians. Whether intentional or not, the Canadian content of the 1983 edition eschews the stereotype of Canada as a vast, wintry, wildlife reserve thinly populated by Indians and hardy pioneer types, a stereotype that the 1975 edition appears to perpetuate.

Although Canadian place names were not recorded on a

provincial basis, the investigator did notice, that Newfoundland is not represented to the same extent in the 1983 edition as in the 1975 edition. Whereas there are six stories with Newfoundland settings distributed amongst five of the eight basal readers of the 1975 edition, there are only three stories with Newfoundland settings in two of the six basal readers of the 1983 edition. However, without further investigation it is impossible to state whether Newfoundland is better represented in comparison to other provinces in the 1975 edition or the 1983 edition. No claim is made in the teachers' resource books of the 1983 edition with regards to provincial content, although it is stated that Canadian regional content is presented throughout the basals.

The numerical representation of the elderly does not seem to have been considered in the 1983 edition as the elderly account for a similar percentage of total characters and a smaller percentage of main characters than in the 1975 edition. In terms of the 1981 Census of Canada (Statistics Canada, 1982), the elderly are under-represented in the 1983 edition, for while the elderly comprise 9.7% of the total population of Canada, they account for 4.8% of basal humans. Even as a percentage

Of adult human characters the elderly are under-represented, for whereas the elderly represent 12.5% of the adult population of Canada, they account for 8.4% of adult basal characters. The elderly are also under-represented, in terms of main characters, accounting for 4.1% of human main characters. In terms of adult main characters, however, the elderly are somewhat overrepresented, accounting for 17.6% of adult main characters. Perhaps the most serious underrepresentation of the elderly in the 1983 edition occurs in the two fifth grade basals, as neither of these basal readers have an elderly main character. Elderly women are particularly poorly represented in both the 1975 and the 1983 editions. While elderly women comprise 57.2% of all Canadians over the age of 65 according to the 1981 Census of Canada (Statistics Canada, 1982), they make up only 36.4% of the total elderly characters and only 16.7% of the elderly main characters in the 1983 edition.

As for the portrayal of the elderly, few stories in either the 1975 or the 1983 edition depict the elderly effectively. In the 1983 edition, only three stories, two of which occur in the same basal reader, show the elderly facing challenges or problems in a way that is central to the story. These same stories include three

of the four instances in the 1983 edition, in which the elderly break sex and/or old age stereotypes, and one of the two instances in which an elderly character has a relationship with an unrelated person. Considering that in one of the three stories that prominently feature the elderly, the efforts of the elderly main character are belittled, only two stories in the 1983 edition effectively portray elderly characters. The depiction of elderly women is particularly poor; the only elderly female main character is shown in illustrations as the stereotypic, angry, umbrella waving, little old lady with "granny glasses".

According to Ribovich and Deay (1979) no one can say with certainty what the ideal frequency of elderly characters in basal readers should be, nor should there, they add, be too much attention given to a concern for ideal figures. Ribovich and Deay's argument deserves consideration as, understandably, children must account for a disproportionate number of characters in basal stories. Within the context of total adult characters, however, the elderly do appear to be somewhat underrepresented. Elderly women seem especially underrepresented in comparison to elderly men both in terms of total characters and main characters. The fact that only two

stories in the 1983 edition can be described as successfully depicting elderly characters deserves much attention, particularly as neither of the fifth grade basals has a story with an elderly main character. The lack of change in the representation of the elderly in the 1983 edition as compared to the 1975 edition is perhaps not surprising: Judging from the literature, concern for the portrayal of the elderly in basal readers did not begin to occur until the late 1970s and therefore may have been too late to have had any effect on a basal reading series published in the early 1980s.

As the 1983 edition has significantly higher percentages of total human characters and main characters who have disabilities than does the 1975 edition, it might be assumed that attention has been given to the numerical representation of the handicapped in the more recent edition. Despite the improvements, the percentage of total adult characters (i.e., 3.1%) and the percentage of adult main characters (i.e., 5.9%) who have disabilities do not reflect the finding of the Canadian Health and Disability Survey 1983-1984 (Statistics Canada, Health Division; 1985), that 12.8% of adult Canadians have a disability. In contrast, the percentage of total child characters (i.e., 7.8%) and the percentage of child

main characters (i.e., 8.8%) who have disabilities exceed the percentage of Canadian children under the age of fifteen (i.e., 5.7%) reported to have a disability in the Canadian Health and Disability Survey 1983-1984 (Statistics Canada, Health Division, 1986). However, the fact that boys account for only 27.8% of total child characters who have disabilities and 10% of child main characters who have disabilities does not reflect the finding of the Canadian Health and Disability Survey 1983-1984 (Statistics Canada, Health Division, 1986) that 58% of Canadian children who have a disability are boys.

Although it might appear that the handicapped are not severely underrepresented, the percentages of total characters and main characters who have disabilities do not truly reflect the representation of the handicapped in the 1983 edition. As cited by Statistics Canada, Health Division (1986), The World Health Organization defines disability as "any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being" (p.5). Given the World Health Organization's definition of disability, only 1.3% of total adult characters and 0.0% of adult main characters in the 1983 edition have a disability. Considering that 12.8% of

adult Canadians have disabilities which prevent them from performing the full range of activities considered normal for a human being. handicapped adults are seriously underrepresented in the basals of the 1983 edition. Discounting child characters in the 1983 edition whose disabilities do not appear to be severe enough to be covered by the World Health Organization's definition, 4.2% of total child characters and 4.4% of child main characters have handicaps. As 5.7% of Canadian children have disabilities, the percentages of total child characters and child main characters with disabilities in the 1983 edition do not represent serious underrepresentation. It should be noted, however, that 6 of the 10 child characters and 4 of the 5 child main characters, who have a serious disability are really the same character who appears in a serialized story.

Apart from the inclusion of auditory handicaps, the range and distribution of disabling conditions depicted in the 1983 edition does not suggest any real improvement over the 1976 edition. As is the case in the 1976 edition, visual handicaps account for a considerably disproportionate percentage of the total disabilities depicted in the 1983 edition. While 7.7% of the identified disabilities of adult Canadians and 7.6% of the



Identified disabilities of Canadian children are vision related according to the Canadian Health and Disability Survey 1983-1984 (Statistics Canada, Health Division, 1986), all of the disabilities of adult characters and 44.4% of the disabilities of child characters in the 1983 edition are vision related. While auditory handicaps account for 33.3% of the disabilities of child characters in the 1983 edition, they account for 40.9% of the disabilities of Canadian children according to the Canadian Health and Disability Survey 1983-1984 (Statistics Canada, Health Division, 1986). Although auditory handicaps are overrepresented within the context of the total handicaps of basal children, no adult character has a hearing disability. Despite the fact that 88% of adult disabilities are related to mobility according to the Canadian Health and Disability Survey 1983-1984 (Statistics Canada, Health Division, 1986), no adult characters in the 1983 edition have a mobility disability. Although four child characters have mobility disabilities, three of these four children appear in one story. The fact that no basal characters have mental handicaps, speech impediments or multiple handicaps in the 1983 edition, merely serves to underline the poor representation of the range of handicapping conditions of Canadian adults and

children.

The three stories in the 1983 edition in which the disabling conditions of characters are central to the plot are commendable. Still, one wonders if such a small number of stories is sufficient to exploit the potential of reading to change attitudes toward the handicapped, as demonstrated by the study of Bauer, Campbell and Troxel (1985). The fact that integration between handicapped and non-handicapped characters occurs in only two stories also deserves attention, especially as the integration in both stories happens in rather an idealistic fashion.

There is no evidence to suggest that more attention has been given to the depiction of reading in the 1983 edition. A marginally higher percentage of characters read and there is one more incident which involves reading than is the case in the 1975 edition. In one respect, the portrayal of reading in the 1983 edition is inferior to the portrayal in the 1975 edition as 28% of the characters who read in the more recent edition are non-humans. It would appear that one of the messages conveyed by the basals of the 1983 edition is that reading is more useful to non-humans than humans, for while 14.8% of all non-human characters read, only 3.2% of human characters read.

Although there are incidents in the basals of the 1983 edition which demonstrate some of the functional purposes of reading, incidents which show that reading can be a pleasurable activity are practically nonexistent. Furthermore, there is nothing in the basals to suggest that reading is an activity that men engage in outside of work, and nothing to suggest that women read at all. The lack of reading incidents showing men, women, boys and girls all reading a variety of materials is surprising given that knowledge of the purposes of reading provides motivation for learning to read (Busch, 1972; Durkin, 1980; Smith, 1982). As no human characters in the 1983 edition read in a library, it would appear that an opportunity has been lost to show children, in particular those who do not have access to a library, that libraries are useful places for borrowing books and finding out information.

As with concerns about the portrayal of the elderly and the handicapped in basal readers, concerns about the depiction of reading (Snyder, 1979; Hall, 1983) may have been voiced too late to have had any effect on a basal reading series published in 1983. However, given that basal reading series are designed as tools for teaching reading, it is perplexing that the act of

reading should be poorly represented within the covers of any basal reader.

#### Recommendations

As basal reading series are often selected and purchased by provincial departments of education, it would be naive to suggest that teachers discontinue using the 1983 edition on account of the poor depictions of women, various ethnic groups, the elderly, the handicapped and reading. The onus would, therefore, appear to be on teachers to counteract the deficiencies of the 1983 edition. Such a position of teacher responsibility, at least as far as sex-bias in reading materials is concerned, is held by Britton (1973), Oliver (1974), Rupley, Garcia and Longnion (1981) and Shapiro, Kramer and Hunerberg (1981). Nave-Hertz (1982) believes that as so much depends on the way in which teachers handle sex-biased materials, consideration should be given to the training and continuing education of teachers with regards to coping with sex-biased textbooks in the classroom. Kazemek (1986) mentions the importance of teacher training in preparing teachers to cope with racially biased reading materials in the classroom.

Of the strategies suggested for combating inadequate

portrayals of women and minority groups in basal readers, the most frequently cited appears to be the use of appropriate children's literature. Rupley et al. (1981) and Steffire (1969) recommend that teachers compile bibliographies of non-sexist books which can be used to supplement sex-biased basal readers. Shapiro et al. (1981) suggest that school librarians hold book fairs and have library displays focusing on topics that concern women. Serra and Lamb (1984) propose that teachers use quality children's books to supplement basals in which the elderly are poorly represented, while Hopkins (1982) makes a similar recommendation to teachers faced with using basals which fail to adequately portray the handicapped. Kazemek (1986) believes that one way to counteract basals that show people to be linguistically the same is for teachers to develop units around children's books authored by and about minority group members.

As an alternative to using non-sexist children's books to combat sex-biased basal readers, Shapiro et al. (1981) suggest that teachers develop units of study on stereotyping. They point out that such units could be expanded to include other groups of people affected by stereotyping besides women. Shapiro et al. (1981) mention that children might explore their textbooks and

record their findings using a rating scale as part of a unit on stereotypes. Such a technique could be employed with children using the 1983 edition, not only to alert them to the biases in their basal readers but also to alert them to the fact that biases exist in many reading materials.

Shapiro et al. (1981) propose that teachers who use basals with a restricted portrayal of working women should have students collect newspaper articles about women in non-traditional occupations. As only one man in the 1983 edition is shown in a non-traditional position, it would seem pertinent to suggest that teachers using the 1983 edition also have students collect newspaper articles about men in non-traditional careers. Obviously, collections of newspaper articles about elderly or handicapped persons who face problems or challenges could also be used to counteract the low profiles of these groups in the 1983 edition.

Class discussion is also recommended as a strategy to compensate for the poor depictions of certain groups in basal readers. Serra and Lamb (1984) suggest that teachers who use basals in which the elderly are inadequately represented should take time to discuss old age with their students. Women on Words and Images

(1975) and Women for Non-Sexist Education (1979) believe that discussion can be used to counteract misleading portrayals of working women in basal readers. Both groups recommend that teachers discuss careers with their students and assist them in identifying sex-role socialization as the basis of their aspirations.

Class trips and special speakers might also be used to give students more realistic views of the elderly, the handicapped and the world of work than those shown in the 1983 edition. Steffire (1969) suggests that teachers arrange class trips so that children can see women at work. Shapiro et al. (1981) recommend that teachers invite men and women in non-traditional jobs to discuss their occupations with students. In order to enhance students' understanding of old age, Serra and Lamb (1984) propose that students visit old people and that teachers invite senior citizens to address their classes.

As the 1983 edition tends to portray characters of various ethnic backgrounds as being fully integrated, teachers should take steps to help children understand that while Canadians of different ethnic backgrounds interact with each other, they often maintain something of the culture of their country of origin. Teachers with multiethnic classes could easily demonstrate cultural

differences by having children share customs peculiar to their country of origin. Teachers whose students have the same ethnic background may have to develop units of study to help their students understand that some Canadians have distinct cultures. Kazemek (1986) proposes that teachers use records and tapes to alert children to the fact that people talk with different dialects. Obviously Kazemek's suggestion could be incorporated into a unit of study on culture. Because of the unsatisfactory portrayal of Native Canadians in the 1983 edition, units of study should also be developed to give children a realistic insight into the lives and experience of Native Canadians.

As the depiction of reading in the 1983 edition is inadequate, teachers should take particular care to ensure that they give their students numerous opportunities to gain an understanding of the various purposes and functions of print.

Although teachers should be responsible for counteracting inadequate portrayals of various groups in basal readers, it seems unreasonable, given the amount of time needed to analyze even a single basal, to expect teachers to be responsible for analyzing reading materials. Britton and Lumpkin (1977b), Nave-Hertz (1982) and



Shapiro et al. (1981) all mention that committees which evaluate and select materials to be purchased should examine the content of all materials under consideration for any evidence of sex-bias. When, they argue, sex-biased materials are chosen because of other merits, the committee should be responsible for alerting teachers to the weaknesses of the content. In addition to the portrayal of women, selection committees should also consider the depictions of other groups that have been found to be poorly represented in basal reading stories. As the 1983 edition is already in use in Newfoundland, the investigator recommends that selection committees give more careful consideration to the content of basal readers in the future. In the interim, it is the opinion of the investigator that the Newfoundland Department of Education should make teachers aware of the findings of this study so that steps can be taken to compensate for the inadequacies of the 1983 edition.

While teachers may be able to counteract the deficiencies of the 1983 edition to some extent, it must be hoped that the authors and publishers of the Language Developmental Reading program take note of the findings of this study and improve the depictions of women, ethnic groups, the handicapped, the elderly and reading in

future editions. That authors and publishers strive to improve the content of basal readers is essential, for as Nave-Hertz (1982) points out, the degree to which sex-bias in instructional materials is counteracted in the classroom is too dependent on the interests and attitudes of teachers. Furthermore, Nave-Hertz argues that discussions about sex-roles in textbooks may be impossible because of a lack of instructional time and the primary objectives of the materials. If, as Nave-Hertz believes, teachers may have difficulties finding time to counteract sex-bias in textbooks, how can teachers be expected to cope with poor depictions of the elderly, ethnic groups, the handicapped and reading as well without compromising the original purposes of the instructional materials?

As women comprise more than 50% of the adult population of Canada, they should be portrayed as often as men as main and minor characters in any future editions of the Nelson, Language Developmental Reading program. Care should also be taken to ensure that males and females display similar ranges of emotions and character traits.

Schnell and Weeney (1975) and Lobban (1975) argue that women should be shown as frequently as men in a

variety of working roles in basal readers. Kyle (1978) believes that work roles for both sexes should reflect what is as well as what should be. At a very minimum it would appear that future editions of the Nelson Language Developmental Reading program should contain realistic occupational content. Both male and female characters should be shown in a wide variety of career roles including non-traditional occupations.

While noting that children's preferences should play a major role in content selection and that basals should not become supplementary materials for other subject areas, Garcia and Florez-Tighe (1986) believe that it is reasonable to expect that basals should feature accurate and idealistic multicultural content. Garcia and Florez-Tighe recommend that when editorial teams allocate stories to Blacks, they should include selections which reflect the group's total experience, including conflicts with Whites, injustices and disappointments as well as living in harmony. The utilization of Garcia and Florez-Tighe's highly structured approach to the selection of ethnic content might well ensure that no ethnic group is portrayed in an unbalanced way, as are the Native Canadians in the 1983 edition. Furthermore, by carefully selecting stories which reflect the total experience of

each ethnic group to be depicted, editorial teams should be able to avoid ethnic content that is too dependent on illustration, as is the case with the 1983 edition.

According to Ribovich and Deay (1979) no one can say with certainty what the ideal frequency of elderly characters in basal readers should be. While this may be so, future editions of the Nelson Language Developmental Reading program should feature more elderly females as both main and minor characters. Furthermore, elderly characters of both sexes should be represented in every basal. Future editions should also contain more stories in which male and female elderly characters face problems and challenges, break stereotypes, have relationships with unrelated persons and are socially active.

The representation of the handicapped should also be considered in any further editions of the Nelson Language Developmental Reading program. Handicapped adults who are seriously underrepresented in the 1983 edition, should be prominently featured, and handicapped boys should be shown as often as handicapped girls. Butterfield, Demos, Grant, Moy and Perez (1979) believe that the percentage of child characters with disabilities featured in a reading series should reflect the percentage of children reported to have disabilities. Baskin

(1981) cites the recommendation of the National Centre of Educational Media and Materials for the Handicapped that 10% of the content of instructional materials should represent persons with exceptionalities. At the very least, therefore, it would seem that the percentage of characters with handicaps in any subsequent editions of the Nelson Language Developmental Reading program should approximate the percentage of adult and child Canadians who have handicaps. In order to facilitate mainstreaming, future editions should feature more stories in which disabled and non-disabled characters interact with mutual benefit. As the integration of handicapped and non-handicapped persons, however, does not always occur as easily in reality as in the stories of the 1983 edition, perhaps stories in which integration occurs with greater difficulty should also be included.

The kinds of disabilities portrayed in any subsequent editions of the Nelson Language Developmental Reading program should not be limited to vision, hearing and mobility disabilities, as in the 1983 edition. According to Baskin (1981), the recommendations of the National Centre on Educational Media and Materials state that instructional materials should not only depict persons who are deaf, blind and physically disabled, but

should also show behavioural disorders, giftedness, hearing impairment, learning disabilities, mental retardation, speech disorders and persons who have multiple and severe disorders. Not only should a greater variety of disabilities be portrayed in future editions, but care should be taken to ensure that no disability is overrepresented, as is the case with vision and hearing handicaps in the 1983 edition. Finally, most disabilities should be mentioned in the text as opposed to being depicted in illustrations only.

According to Durkin (1980), Hall (1985) and Snyder (1979) a variety of literacy acts must be shown in basal readers. The authors and publishers of further editions of the Language Developmental Reading program should ensure in particular that characters are shown reading for pleasure as well as for functional purposes. Furthermore, men, women, boys and girls should all be shown reading a wide range of materials in a variety of settings.

The fact that it is stated in the teachers' resource books of the 1983 edition that the basal selections present, "realistic multicultural and occupational content" (p.4) suggests that changes should be made not only to basal readers but to accompanying teachers'

resource books as well. Evidently, there is a need for all broad statements made in teachers' resource books of future editions of the Nelson Language Developmental Reading program regarding basal content to be clearly defined to avoid any misconceptions.

Although women, ethnic groups, the elderly, the handicapped and reading continue to be poorly depicted in the 1983 edition, no generalizations can be made about the content of other basal reading series or the primary grade basals published by Nelson Canada. The fact that women are still inadequately represented in the 1983 edition, despite demands for sex-fair basals made in the early 1970s, suggests that future editions of the Nelson Language Developmental Reading program should be evaluated to see if further recommendations for more equitable and realistic basal content have been acted upon.

#### Summary of the Recommendations

1. Since women, career roles with regards to sex, ethnic groups, the handicapped, the elderly, and reading are poorly depicted in the 1983 edition of the Nelson Language Developmental Reading program, teachers should take appropriate steps to counteract these portrayals in the classroom.

2. It should be the responsibility of those groups who selected the 1983 edition of the Nelson Language Developmental Reading program for classroom use to: (a) alert teachers to the weaknesses in the basals, and (b) provide in-service as to how these weaknesses can be overcome.

3. In future, greater care should be taken by selection committees to ensure that reading series which adequately portray women, minority groups and reading are adopted. Whenever a reading series which has a poor depiction of women, minority groups and/or reading is chosen by a selection committee because of other merits, the selection committee should take the necessary steps to counteract the weakness.

4. The authors and publishers of the Language Developmental Reading program should act upon the recommendations of this study and develop basal readers which present children with a more realistic world view.

5. Further editions of the Language Developmental Reading program should be evaluated to see if the types of weaknesses mentioned in this study have been eliminated.



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