A content analysis of realism in elementary school basal reading textbooks
by Jon Allan Reyhner

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education
Montana State University

Abstract:
The research method of content analysis was used to determine the amount of realism in stories in eight basal reading series published between 1978 and 1983.. Realism was defined as six categories of story content that psychologists over the past forty years have felt should appear more frequently in basal reading stories.

The six categories were age spectrum (non- elementary and young adult characters), conflict, aggression, life situations (birth, death, etc,.), negative emotions, and intellectual activities. One fourth of the stories (203) in the primers and first, third and fifth readers was randomly sampled.

Aggression and conflict were the least common categories of realism. At the third and fifth grade, negative feeling was the most common realism category, and at the first grade, intellectual activity was most common. Six research hypotheses were formulated and tested at the .05 level of confidence using Student's t-test. Stories in frequently state adopted reading series were found to have the same level of realism as stories in less frequently adopted series. Stories with female major-characters were found to have the same level of realism as stories without female major characters. Stories with minority group major characters (Blacks, Hispanics, Native Americans, or Asians) were found to have a higher level of realism than stories without minority group major characters. Everyday stories with non-middle-class urban settings were found to have the same level of realism as everyday stories with middle-class suburban settings. Stories with anthropmorphic characters were found to have a lower level of realism than, stories without anthropomorhic characters. Fairy stories were found to have the same level of realism as non-fairy stories.

. Only one story in. the sample was set in the future, only one was set in Africa (with White major characters), and only one mentioned divorce. No stories mentioned pregnancy. No stories emphasized conflict between parents, and only one emphasized sibling rivalry. Most stories set in foreign lands were myths or legends. Traditional fairy stories with wicked witches have been replaced by stuffed animal stories that lack realism.

The investigator concluded that the basal reading series sampled do not provide children living in our modern society an adequate core of children's literature.

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by

Jon Allan Reyhner

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APPROVAL

of a thesis submitted by

Jon Allan Reyhner

This thesis has been read by each member of the thesis committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

May 25, 1984
Date

Elnora A. Old Coyote
Chairperson, Graduate Committee

Approved for the Major Department

May 25, 1984
Date

[signature]
Head, Major Department

Approved for the College of Graduate Studies

June 14, 1984
Date

Henry L. Parsons
Graduate Dean

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Date May 25, 1984

VITA

Jon Allan Reyhner was born in Fountain Hill, Pennsylvania, in 1944. He attended the University of California at Davis from 1962 to 1967 and received Bachelor's and Master's degrees in history. He taught junior high school for four years in Arizona on the Navajo Reservation, then went on to become a junior high assistant principal in New Mexico, and then a middle school principal in Arizona. While working in Arizona and New Mexico, he completed a Master's degree in secondary education and an Educational Specialist's degree in secondary administration at Northern Arizona University. In 1978, he moved to Montana to become an elementary principal at Rocky Boy. In 1980, he went to Montana State University to begin full time work on a doctorate. For the past two years, he has been elementary principal at Heart Butte, Montana, and he has recently completed the editing of several books about the Blackfeet Indians for elementary students.

He married Helen Marie Bennett in 1972, and they have two children, Deborah Dawn and Tsosie Dean.

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The investigator concluded that the basal reading series sampled do not provide children living in our modern society an adequate core of children's literature.

CHAPTER 1

INTRODUCTION

Come, Boy, learn to be wise. . .

I will shew thee all.
I will name thee all.

--John Amos Comenius
The Orbis Pictus, 1657

How much of reality, what adults think they know of the world, can be found in the stories published in modern basal reading series? There is a long history of limiting the content of stories meant for children. Plato in the Republic called for the censoring of stories for children (1952, p. 321), and Aristotle in his Politics cautioned directors of education to "be careful what tales or stories the children hear, for all such things are designed to prepare the way for the business of later life" (1952, p. 541). Even the graphic realism of folk tales for children before they were bowdlerized by the Victorians exhibited a form of censorship. Anthropomorphic characters, animals depicted as having human characteristics, such as the wolf in "Little Red Riding Hood" were used instead of humans to represent the darker aspects of human character that traditional societies must

have felt children should be warned about at least indirectly.

Today, in the attempt to present children with an idealized world free of the uglier, more evil, and tabooed areas of life, evil humans and animals, conflict and aggression, and even birth and death have been largely banned from reading textbooks. Some critics contend these current basal reading textbooks ill prepare children for the realities of adult life. "To the extent that young people believe them," asserts Francis Fitzgerald, "these bland fictions, propagated for the purpose of creating good citizens, may actually achieve the opposite; they give young people no warning of the real dangers ahead, and later they may well make these young people feel that their own experience of conflict or suffering is unique" (1979, p. 218).

Unrealistic Basal Readers of the 1950's

A psychologist, Otto Klineberg, found that reading textbooks of the nineteen-fifties portrayed an unrealistic white middle-class world of abundance and fun (1963). The stories had none of the scarcity and insecurity that have been central facts of life for most of human history. Students reading these stories would tend to take for granted the relative economic abundance and domestic peace of our recent history. Children fed on the fun filled

middle-class existence of school readers, according to the curriculum specialist Kieren Egan,

> . . .do not come to realize that this relative security [of present times] is very rare and is one of the great achievements of western technological culture; an achievement which only those who have known and can imagine nothing else tend to undervalue.

"The pat little stories in school readers in which virtue always triumphs or in which everyone is really nice," according to the moral educator Lawrence Kohlberg, "are unlikely to have any value in the stimulation of moral development" (1966, p. 23).

Klineberg felt that the lack of non-white characters in basal readers of the fifties strengthened the ethnocentric attitudes of whites and made minorities feel they did not belong (1963, p. 77). The reading specialist Joseph Johnson seriously questioned basal reader content as highlighting only "certain values believed by their middle-class authors to be the basic and ubiquitious cornerstones of the entire culture." He felt most of the stories in popular basal reading series were "not realistic in any sense" (1974, p. 558). The anthropologist Jules Henry charged that,

> . . .our elementary school readers tend to conceal rather than to reveal the realities of our culture. . . and [are] to a great extent divorced from the critical problems of life, death, origins and relationships. (1961, p. 21)

The unrealistic basal stories of the fifties were a result of a thirty year emphasis on vocabulary control

in the teaching of reading and the emphasis on life experience and life adjustment in the progressive education movement. Reading specialists took the child centered curriculum of progressive education and wrote what they considered to be realistic stories about families supposedly similar to the family of the student who would be using the text (Smith, 1965, pp. 327-28). The progressive educators glorified "the homely activities" of the child as exemplifying "a wonderful world the depths of which he has not sounded, a world full of mystery and promise that attend all the doings of grown-ups whom he admires" (Hartman, 1922, pp. 102-103).

Recent Reactions to Unrealistic Basal Readers

Family-centered stories in the mid-twentieth century crowded out from basal readers fairy tales and literary selections which were now felt to be foreign and therefore unreal to the experience of young children. Today a reaction is taking place and some curriculum specialists see the family centered curriculum as pseudorealism. Kieran Egan recently wrote that "what children know best when they come to school are love, hate, joy, fear, good, and bad. That is, they know best the most profound human emotions and the bases of morality" (1979, p. 10). He felt that teachers "could provide direct access [for the child] to anything in the

world that can be connected with basic emotions and morality" (1979, p. 11). Jeanne Chall in her major study of reading methods, Learning to Read: The Great Debate, largely ignored the influence of story content on learning to read, but then added in her conclusion,

> My own personal content preference for first and second graders is folktales and fairy tales, they have universal appeal. In my work with children, I never found one who could not identify with "Cinderella," "The Gingerbread Boy," or "The Three Little Pigs." These tales contain struggle and triumph, right and wrong, laughter and tears--themes that have disappeared from modern stories based on familiar experiences. Most authors who select and adapt stories for first- and second-grade readers seem to have forgotten that children, like adults enjoy a good cry once in a while. To make all stories come out happily at the end is not only unrealistic but also dulling. (1967, pp. 311-12)

When the purpose of teaching reading was to teach religion, morality, or literature as it was in earlier times, realism similar to what Egan describes found its way into reading instruction through bible stories, morality tales, and literary selections used to teach reading. However much of this realism vanished when scientific reading instruction made reading skills the object of teaching reading in this century. Basal stories specially written from frequency lists of words often lacked the larger purposes of earlier stories. Authors of basal reading texts and reading specialists in general were preoccupied with the method of teaching reading almost to the exclusion of concern for what meaningful

messages students might receive from the stories they read (Zimet, 1972, p. 129).

Role of Reading Instruction in Education

Reading is more than just a technical skill. Reading has the potential of opening a wider world of information and experience to a child than he can gain orally. As the reading specialist Arthur Gates wrote,

> Reading is not to be regarded as limited to mental activity. The dynamic and emotional processes are also involved. In whole-hearted reading activity the child does more than understand and contemplate; his emotions are stirred; his attitudes and purposes are modified; indeed, his innermost being is involved. . . The reading program, should, therefore, make provision for exerting an influence upon the development of the most wholesome dynamic and emotional adjustments. (1949, p. 4).

The problem of teaching reading, according to the psychologist Bruno Bettelheim, "is primarily one of convincing pupils that the printed word holds the answers to important questions about which they are curious" (1961, p. 146). He felt that,

> One of the most difficult and yet important things that any human being has to learn is to understand himself, and how to get along with others. This means that he must learn how to form correct expectations in regard to his own behavior and that of others. The people with whom the child must first learn to get along are his mother and father. One could expect, therefore, that his readers would teach him to have realistic expectations of his parents and their interactions with him and each other.
>
> But while parents play a large role in our readers, the stories never describe occasions on which even the slightest differences arise between parents. This tells the child that either the stories are not true, and that reading is not worthwhile, or else that

> something is wrong with his parents, because they argue on occasion. (1979, p. 147)

While Gates felt basal readers should be only a "small fraction" of the total reading program (1962, p. 445), another reading specialist found there was little time for use of supplementary reading materials if the teacher followed the directions in the average teacher's manual (Spache, 1972, p. 35). In a 1963 Harvard study, it was found that basal reading series were used as the chief means of teaching reading in grades one through three in ninety-five percent of the schools surveyed (Austin, p. 54).

As a major portion of the reading material of elementary school children, basal readers must provide the emotion stirring and impact that Gates speaks of if children are to really learn what reading is about in school. However the review of the literature found in Chapter 2 shows that basal readers have been found to be inane, pollyannish, and boring by educators, psychologists, and even some reading specialists from the eighteen-nineties to the present.

Pressures on Publishers That Lead to Textbook Blandness

Bettelheim and Zelan cited publisher timidity for the poor content of basal readers (1981, p. 27). Conservative groups pressure local school boards and state textbook committees not to adopt textbooks with conflict,

politics, sex, love, hate, and violence in them and thus encourage textbook publishers to avoid "much of the reality of children's lives" (Bowler, 1978, 515). With their million dollar investments, publishers cannot risk controversy and the result "is a book of endlessly repeated words passed off as stories." Teachers only accept such books because they have been put together by "reading experts." Elaborate illustrations are used to draw attention from the dullness of the text (Bettelheim and Zelan, 1982, p. 27). According to Zimet, publishers have typically tended to be conservative and to model new editions of their readers after old editions of their own and their competitors in order to protect their investments (1972, p. 130).

The reading specialist Robert Aukerman accounts for the sameness of basal readers after World War II to the fact the authors of the various series "knew each other well" and exchanged ideas regularly especially under the auspices of the newly formed International Reading Association (1981, p. 8). Some reading experts, especially the proponents of the language experience approach to teaching reading, see basal readers as a fraud perpetuated by publishers and their paid consultants for the millions of dollars involved (Yarington, 1978; Douglas, 1980).

Whatever the reasons for publisher conservatism

and the similarity between series, Kingston in reviewing the literature on sexism found that "traditional roles tended to be seen as stereotypes" in textbooks and were thus avoided (1977, p. 132). Fitzgerald in a study of history textbooks concluded that the inclusion of any kind of nasty information regardless of its truth was seen as bias (1979, p. 96). "Publishers," according to Nelson and Roberts in their study The Censors and the Schools, acknowledged "they must walk a narrow path to avoid controversy and offending any special interest groups" with the result that many of their textbooks "lack vitality" and are "dull" (1963, p. 20).

Yarington in his book The Great American Reading Machine attributed the "bland, often stilted content" of most basals to the fact that the author "writes with the readability formula in hand" (1978, p. 42). Abercrombie found,

> Primers and first and second readers are concerned largely with decoding skills--content is often incidental to decoding exercises and most topics are treated in a fragmentary way. (1974, p. 6)

Bettelheim felt it would be more honest to teach reading with flash cards than with the current repetitious primers and to give up the pretense of telling stories in primers (Conversations, 1979, p. 33).

Despite the conservatism of publishers, basals have changed considerably in the past twenty years.

Proponents of basal readers, such as the Aukermans claim,

> The variety and excellence of the literary works provided at virtually every level of most of the new basal reader series would be difficult, if not impossible, to match through any other means. (1981, p. 409)

As evidence, they give the many award winning trade books that are included in whole or in part in recent basals. However, the most dramatic and visible changes in basals have been the inclusion of ethnic minority characters and the increased roles for female characters.

These changes have not resulted from any criticism by academics of basal content, but rather have been the work of civil rights and feminist groups pressuring school boards not to buy what they consider to be racist and sexist textbooks (Grant and Grant, 1981, p. 63). An example of the call for change in basal content was the study Dick and Jane as Victims which appeared in the early seventies and called for groups to pressure school boards and other organizations to buy textbooks that portrayed females more positively and in a greater variety of roles than the then current textbooks (Women, 1975).

By concentrating on easy to see aspects of basal reader content such as ethnic identity and sex, single interest groups produced at least surface changes in basal readers that even a cursory glance of their illustrations will show. Today, with basal texts under attack for either omitting or stereotyping the handicapped and aged

(Kingston and Drotter, 1981; Baskin, 1981) and in the wake of criticisms of what many writers still consider to be highly visible but only token changes in the treatment of ethnic and female characters in basal reader stories, it is appropriate to make a study to determine if the newest editions of basal readers contain the broader aspects of realism for which psychologists have called. Specifically to see if the newer stories with non-white, non-male, and non-suburban main characters contain more realism than the remaining white middle-class male dominated stories, and if fairy stories and animal stories continue to have more realism than stories with contemporary settings.

Statement of Problem

The problem of the investigator in this study was to determine how much realism that psychologists have felt should be included in basal reading stories was actually included in currently used basal reading series. The investigator also sought to determine if greater story realism was associated with stories that came from more frequently adopted basal series, with stories that had minority group members or females as major characters, and with stories that had non-middle class settings.

Need for the Study

Studies of sex and ethnic stereotyping in basal readers after the first burst of change in the nineteen-sixties showed that only superficial changes in content had taken place for the most part (Waite, 1972; Britton and Lumpkin, 1977). Looking through the first multiethnic readers Joseph Janell found the following:

> . . .increased numbers of illustrations which begin to look suspiciously like characters from Negro, Chinese, and Mexican families. But although the children's eyes are slanted or their skins dark, one would never dream that the black child had a single problem that was significantly, or even mildly, different from his white classmate's. Together they walk the shaded streets of suburbia, wearing the same clothes and playing the same games. Inside bright new homes they enjoy sumptuous holiday dinners and lavish yuletide gifts--all remarkably similar. There is no anguish or pain. Segregation, isolation, racism--indeed anything that smacks on the privation or privilege found in the lives of real children--have been carefully deleted from their world, leaving it sparkling, asceptic, and trouble-free. (1970, p. 113).

A second generation of changes made in the nineteen-seventies has had great claims made for it, but the first small scale research studies have cast doubt on these claims (McCutchen et al., 1979, pp. 441-42 & Kyle, 1978, p. 307).

Reading specialists who mention the matter of content in their textbooks on reading instruction report more realistic portrayals of minorities and females; but they have limited documentation for their claims and often cite studies from the early seventies which actually

review series published in the sixties. Dale Johnson claims,

> With respect to race and ethnicity, basal reader content is much more realistic and representative of life in America than in previous years. This is not true with regard to women. (1976, p. 224)

Otto, Rude, and Spiegel reported "a more realistic representation of life is presented in today's reader," and they found ethnic and environmental pluralism in recent basals (1979, p. 231). Robert Aukerman claimed to find in the most recent basals that,

> New stories have replaced others, providing realistic situations portraying ethnic and cultural mores rather than attempts (like in the 1960s and 1970s) to introduce minority characters into white, middle-class neighborhood story situations. (1981, p.9)

Far and Roser reported two years earlier,

> Today's [basal reading] books have changed considerably. The stories take place in a wide range of settings; minority families are included; and females are depicted in a wide range of roles and occupations. (1979, p. 437).

They cited an in-house comparison of Houghton Mifflin's 1966 and 1977 editions for the evidence of the above changes (1979, p. 441). They went on to declare that the success of the effort to have basal content accurately represent society was still an issue and found some basals still focus on suburban middle-class settings (1979, pp. 441 & 445).

Two recent small scale studies of basals raised added doubt about the broader claims of a new era of

realism in basal readers. McCutchen, Kyle, and Skovira examined a single Isaac Asimov story reprinted in four basal reading series and found characters had been changed in regard to their race and sex without any change in characterization. They felt,

> A new potentially damaging stereotype may have been substituted for the old latent message of basal readers. The old latent message told us to live in a house in the suburbs with a daddy who worked. We are to be White and middle-class. Perhaps the new message says that in reality everyone is culturally the same. Children reading the stories may learn that people with uncommon surnames are no different from themselves or from each other. . . Should children believe that Italians, Jews, Hispanics, boys and girls, all act the same? (1979, pp. 441-42)

They felt "more detailed studies" were needed analyzing how textbooks portrayed ethnic characters and girls and boys (1979, p. 442).

Diane Kyle examined preprimers and found that,

> Although children of various races are well represented numerically in most series, diverse lifestyles among these children are not apparent. Everyone seems to dress alike and to live in the same neighborhood. (1978, p. 307).

She felt, "Before final conclusions can be formulated [basal] readers at all grade levels should be evaluated" (1978, p. 307).

Questions to be Investigated

There is considerable question as to whether textbooks are becoming more bland or more realistic owing to contemporary pressure groups demanding changes in the

way various groups of people are portrayed in basal reader stories. Using, as a measure of realism, a group of things that various psychologists have felt should be in basal readers but were either inadequately represented or completely omitted, the investigator of this study attempted to answer the following questions about the content of basal readers:

1. How much realism is included in a selection of stories from the most recent editions of basal reading series?

2. Do the stories in more widely adopted basal reading series have a different level of realism than stories in less widely adopted reading series?

3. Do stories with major characters who are female or minority group members have a different level of realism than stories without major characters who are female or minority group members?

4. Do stories with non-middle-class, suburban settings have a different level of realism than stories with middle-class suburban settings?

5. Do stories with anthropomorphic characters have a different level of realism than stories without anthropomorphic characters?

6. Do fairy stories have a different level of realism than non-fairy stories?

Research Procedures

The first stage of the research to answer the questions of this study was to select basal reading series stories to be analyzed. The second stage was to review the literature to establish the categories of realism that would be looked for in the selected stories. The third stage was to develop a coding guide and scoring sheet describing how to code and score the realism found in the stories. And the fourth stage was to check the validity and reliability of the realism score. With adequate validity and reliability established, the actual coding of the selected stories was done by the principal investigator, and the results are presented in tables and were statistically analyzed when appropriate in order to answer the questions of the study.

Because sales figures on basal reading series were unavailable, frequency of state adoption was used to determine the popularity of basal reading series. The seven largest states, population over five million, of the twenty-three states which had statewide textbook adoption were contacted to obtain a list of their currently adopted basal reading textbooks. The series were ranked in order of frequency of adoption and four of the most frequently adopted series and four of the less frequently adopted series were selected for study.

In order to determine the amount of realism in the reading textbooks selected, the descriptive research method of content analysis was used. "Content analysis," according to the communication specialist Bernard Berelson, "is a research technique for the objective, systematic, and quantitative description of communication" (1971, p. 18). In order to apply the method of content analysis, a unit of analysis must be chosen which "may be a book, a magazine article or story" (1971, p. 141), and each unit is analyzed as to whether it contains any content which fits the categories of data for which the researcher is looking. In this study stories were used as the units of analysis. Berelson felt that "Content analysis stands or falls by its categories" (1971, p. 146).

In order to determine categories of realism that psychologists felt were appropriate for basal reader stories, a review of the related literature was made. Nine categories of realism were found that psychologists have felt should be included in basal reader stories but were either inadequately represented or totally omitted. These nine categories are listed below:

1. Minority Characters: Characters drawn from the racial and ethnic minority groups living in the United States (Klineberg, 1963, p. 77; Zimet and Blom, 1972, pp. 136-37).

2. Female Characters: Females in proportion to their real population (Child, Potter, and Levine, 1946, pp. 46-49).

3. Rural/Urban Settings: Non-middle-class suburban socio-economic settings (Klineberg, 1963, p. 77; Zimet and Blom, 1972, pp. 136-37)

4. Age Spectrum: Characters drawn from groups other than those of elementary school age and middle aged adults (Zimet and Blom, 1972, p. 137; Bettelheim and Zelan, 1982, pp. 15 & 254).

5. Conflict: Conflict of various types, especially conflict between parents, parent-child conflict, and sibling rivalry (Bettelheim, 1961, pp. 386-87; Zimet and Blom, 1972, p. 136).

6. Aggression: Dominating rather than dependent behavior (Child et al., 1946; Zimet, 1970, p. 235).

7. Life Situations: Basic life situations such as birth and death (Zimet and Blom, 1972, p. 136).

8. Negative Emotions: Negative emotions and feelings such as fear, failure, sadness, jealousy, and anger (Child et al., 1946, p. 45; Zimet and Blom, 1972, p. 136; Bettelheim and Zelan, 1982, p. 109).

9. Intellectual Activities: Intellectual activities such as reading, studying, and visiting museums (Child et al., 1946, pp. 8 & 44; Bettelheim, 1974, pp. 15-20; Bettelheim and Zelan, 1981, p. 28 and 1982, pp. 237

& 244).

The first three categories of basal reader realism, minority and female characters and rural/urban settings, have been the subject of extensive study as described on pages eleven through fourteen and in Chapter 2 of this study. Stories can be checked against population figures to determine if story characters and settings appear in proportion to their real distribution in the United States. These first three categories were used to determine if the work of pressure groups calling for more realism on specific aspects of basal reader content was associated in modern basal series with a wider range of realism indicated by categories four through nine.

For each of the nine categories of realism, a series of indicators was developed for inclusion in a coding guide to be used by the investigator to determine what kind of story content fits each category. A coding sheet and scoring guide for use with each story coded was developed, and each story was given a 'realism score' indicating the amount of realism in the story. A pilot study using two popular basal reading series, published by Houghton Mifflin and Ginn, was done to check the appropriateness of the coding guide and sheet, and modifications were made as necessary. As a test for validity, two reading specialists checked the coding

categories and coding guide to determine if the indicators actually represented the categories chosen. A test of the reliability of the final set of indicators was made by training two independent investigators using the coding guide and coding sheet and having the trainees code and score a set of fifteen stories that the principal investgator had coded and identified as containing all nine of the categories under study. If the correlation between the realism scores of any two of the three coders had been less than .85 the coding guide would have been modified to achieve higher intercoder reliability.

After the validity of the indicators was checked and adequate intercoder reliability was achieved, the principal investigator coded all stories selected for the study and tabulated the results and did the statistical analysis in order to answer the research questions and hypotheses presented in chapters one and three.

Limitations and Delimitations

The following were limitations of the investigation:

1. In the study, only the manifest content of basal reading stories was examined. The most obvious meanings were counted, and there was no attempt to "read between the lines" in order to find more subtle meanings.

2. Only data that fitted the indicators chosen

for each category were coded in order to determine the realism score.

The following were the delimitations of the investigation:

1. The study was restricted to the analysis of story content of basal reading series selected. Poems, plays, and other non-story content of readers were not analyzed.

2. No attempt was made in the study to evaluate the literary quality of the stories.

3. No attempt was made to examine the actual effect of the content of the stories analyzed on children.

4. Only basal reading textbooks used in grades one, three, and five were selected for inclusion in this study.

Definition of Terms

The terms listed below were used throughout the investigation and are defined as follows:

Basal Reader. A single textbook in a basal reading series.

Basal Reading Series. A basal reading series was identified as an integrated series of textbooks designed to teach reading to elementary children. The textbooks are characterized by a series of stories with carefully sequenced vocabulary and skill development.

Content Analysis. Bernard Berelson's definition of content analysis was used: "Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (1971, p. 18).

Fairy Stories. For fairy stories, the definition of Child et al. was used:

> All stories in which supernatural creatures appear, whether or not they are the principal characters, or in which consequences are brought about by supernatural means. This classification includes familiar fairy tales, legends, and myths. (1946, p. 3)

Minority Characters. For the purposes of this study minority characters were from the following racial and ethnic groups as described in the 1980 United States Census of Population: Black; Asian and Pacific Islander; American Indian, Eskimo, and Aleut; and Spanish origin.

Realism. The term realism in literary criticism has been applied to those stories that try to show the darker as well as the brighter side of life. In the nineteenth century, literary realism was a reaction to romanticism and was described as an attempt to look at the world without rose colored glasses so that the uglier as well as the prettier aspects of life were portrayed (Desnoyers, 1855, p. 81). No one has argued that children should be exposed to all the ugliness of life, however very few have argued for the complete protection of the

young from the harsher realities that they will have to face as adults. The investigator thought realism was a very appropriate term to use for the types of largely negative things such as poverty and conflict that were mostly banned from basal reader stories in the nineteen fifties. For the purposes of this study realism is used to refer to the nine categories of story content listed on pages seventeen and eighteen.

Realism Score. The realism score of a story has been used to represent the amount of presence of the following categories of realism; age spectrum, conflict, aggression, life situations, negative emotions, and intellectual activity as determined by using the coding guide in Appendix B and the scoring guide in Appendix C.

Summary

In this chapter the lack of realism in basal reading series was discussed with particular attention to series published in the nineteen fifties and early sixties. A brief review of some of the criticism by psychologists and other professionals of basal reader content was given. The importance of basals in terms of meeting student needs and in terms of school reading programs in the United States was documented.

The need for determining how much realism was present in basal reading stories was discussed, and six

questions were presented to study the amount of realism in the basal reading series selected for investigation. A research procedure was outlined to select the basal reading series to be studied and to answer the questions of the study through content analysis.

Finally, the limitations and delimitations of the study were given, and important terms used in the study were defined.

CHAPTER 2

REVIEW OF LITERATURE

In Adam's Fall
We Sinned All

Thy Life to Mend
This Book Attend

--New-England Primer, 1727

An examination of the literature showed that the lack of realism in modern basal readers is not a new concern. This chapter begins with a brief history of textbooks used in American reading instruction with special regard to realistic content. Past criticism of the content of basal readers was reviewed, followed by a summary of literature relating to the importance of textbooks in American education. Lastly, a summary of the review of literature was made.

Overview of American Reading Instruction

Religion, Nationalism, and McGuffey Readers

The first call for mass literacy came with the Protestant Reformation in Europe. Both the object and the means of literacy were the Bible (Resnick & Resnick, 1977). Early texts used to teach reading, such as the

New-England Primer (1727), borrowed heavily from the Bible. Later as special books were published in America to teach children to read, the stories they contained held considerable Protestant Christian content (Carpenter, 1967, p. 23; Smith, 1965, pp. 10-35).

After the American Revolution another theme, national unity, joined biblical moralism in American readers (Smith, 1965, pp. 36-38). Noah Webster wrote in the preface to his famous speller:

> To diffuse a uniformity and purity of language in America--to destroy the provincial prejudices that originate in the trifling differences of dialect, and produce reciprocal ridicule--to promote the interest of literature and harmony in the United States--is the most ardent wish of the Author. The American Spelling Book, p. x as quoted in Smith, 1965, p. 38)

Perhaps the quintessential example of the post-revolutionary readers was the 1836-37 edition of the famous McGuffey readers which along with patriotism stressed the biblical values of piety, salvation, and righteousness (Westerhoff, 1978, p. 19).

The 1879 edition of the McGuffey readers, of which the most copies were sold and which was put out by the publisher without McGuffey's aid, was "severely secularized. Calvinistic theology and ethics. . . [were] replaced by American middle-class civil religion, morality, and values" (Westerhoff, 1978, p. 19). God was less present in the 1879 edition and the "morality of industry, self-denial, sobriety, thrift, propriety,

persistence, modesty, punctuality, conformity, and submission to authority" replaced salvation and piety (Westerhoff, 1978, p. 104). Civic virtues related to work and social station replaced religious virtues that dealt with piety and the all importance of the hereafter.

Politically, the McGuffey readers attacked the radical left of the American and French Revolutions, especially the ideas of Jefferson and Paine. The readers pleaded "for a return to the past, for the security of long established institutions, and for a religious basis to society" (Mosier, 1947, p. 31). Slavery and sex were closed areas not dealt with in the readers though the readers portrayed death, insanity, and intemperance (Anderson, 1956, p. 53). Mosier felt the McGuffey readers "must stand among the great textbooks of America" because of their "denunciation of war, injustice, crime, and inhumanity, and for their magnificent sponsorship of the brotherhood of man under the fatherhood of God" (1947, p. 47). In the McGuffey readers it was taught that good deeds would be immediately rewarded, usually with money, as well as ultimately rewarded in heaven, while bad deeds brought instant as well as ultimate punishment (Westerhoff, 1978, p. 83). Whether this correlated with the truthfulness these same texts preached is another question.

While more famous than other nineteenth century

textbooks, the McGuffey readers shared many of the characteristics of other texts of the period. Elson described the world portrayed in nineteenth century textbooks as one "of fantasy--a fantasy made up by adults as a guide for their children, but inhabited by no one outside the pages of schoolbooks (1976, p. 337). She found the texts "ideologically simple" but not entirely bland" (1964, p. 339).

Era of Literature in Basals

According to Smith in the "tranquility and security" of the early 1880s, the emphasis in readers on patriotism, national unity, and intelligent citizenship was replaced by an emphasis on cultural pursuits in music, art, and literature (1965, p. 115). In the 1890s the ideas of the German educator Herbart gained influence in the United States and predominated until the beginning of World War I (Wesley, 1957, p. 182). One of Herbart's goals was character development through literature. He recommended indirectly teaching moral lessons with stories that showed both the good and the bad to children. Children wanted,

> . . .an interesting story, rich in incidents, relationships, characters, strictly in accordance with the psychological truth, and not beyond the feelings and ideas of children; make no effort to depict the worst or the best. . . [Stories needed] the strongest and cleanest stamp of human greatness. (1895, pp. 88-89)

In America, the President of Harvard University for forty years and a future President of the National Education Association, Charles W. Eliot, felt,

> . . .it would be for the advantage of the whole public school system if every reader were hereafter to be absolutely excluded from the schools. I object to them because they are not real literature; they are but mere scraps of literature, even when the single lessons or materials of which they are composed are taken from literature. But there are a great many readers that seem to have been composed expressly for the use of children. They are not made up of selections from recognized literature, and, as a rule, this class of readers is simply ineffable trash. They are entirely unfit material to use in the training of our children. The object of reading with children is to convey to them the ideals of the human race; our readers do not do that, and are thoroughly unfitted to do it. I believe that we should substitute in all our schools real literature for readers. (as quoted by Hardy, 1891, pp. 145-46).

In 1895 the National Education Association's Committee of Fifteen concluded,

> . . .that learning to read and write should be the leading study of the pupil in his first four years of school. Reading and writing are not so much ends in themselves as means for the acquirement of all other human learning. (p. 234).

The Committee felt that "reading and study of fine selections in prose and verse furnish the chief aesthetic training of the elementary school" (p. 238).

Edmund Burke Huey in The Psychology and Pedagogy of Reading first published in 1908 looked at the leading primers and first readers of the day and was "impressed with the fact that the artistic side has had far more attention and a far greater development than has the side

of method and reading content" (1918, p. 276). He surmised that excellent illustrations were what sold readers and further commented on the "inanity and disjointedness" of the stories in at least three-fourths of them (1918, pp. 278-79). Huey recommended the study of literature from the child's first day in school through his being read to and at later stages recommended deemphasizing the historic stress on oral reading in favor of silent reading (pp. 345 & 349).

Colin Scott, another psychologist, in his Social Education, also published in 1908, called for an emphasis on meaning in the content of beginning reading materials. He felt, "If the schools do no more for reading than to teach people to read, it may be said paradoxically that they are not even teaching them to read (pp. 212-13). Scott wrote that literature "speaks to people's hearts" and that "even tragedy is a record of a fear that is overcome" (pp. 223-24). He found literature study to be therapeutic for children in that it helped them overcome imaginary fears and cited "Little Red Riding Hood" as a "classic example" (p. 226). Scott thought currently used primers were not providing "immediate satisfaction" to children and thus were unrewarding to read (pp. 207-08). By raising students' expectations and then not fulfilling them reading texts were discouraging children. Students did not want to read about what they already knew (p.

209).

Era of Scientific Reading Instruction

After 1910 Nila Banton Smith found an emphasis on reading research and scientific investigation entering basal readers. The intellectual historian Richard Hofsteader saw 1910 as the beginning of the decline of the old academic view of education as a matter of subject mastery and the beginning of the era of meeting the needs of children (1963, p. 329). Blaming John Dewey and the progressive education movement especially, Hofsteader felt,

> Far from conceiving the mediocre, reluctant, or incapable student as an obstacle or a special problem in a school system devoted to educating the interested, the capable, and the gifted, American educators entered upon a crusade to exalt the academically uninterested or ungifted child into a kind or culture-hero. They were not content to say that the realities of American life had made it necessary to compromise the ideal of education as the development of formal learning and intellectual capacity. Instead, they militantly proclaimed that such education was archaic and futile and that the noblest end of a truly democratic system of education was to meet the child's immediate interests by offering him a series of immediate utilities. (1963, p. 328).

Literature was considered elitist and declined in most basal readers to be replaced by family centered stories in contemporary settings. Dewey in his pedagogic creed of 1898 wrote that "the true center of correlation on the school subjects is not science nor literature, nor geography, but the child's own social activities" (1940,

p. 9), and a year later in his article "The Primary-Education Fetish" he saw books as being replaced by the telephone, rapid transportation, and art galleries (1940, p. 21). He criticised contemporary reading instruction because,

> Reading is made an isolated accomplishment. There are no aims in the child's mind which he feels he can serve by reading; there is no mental hunger to be satisfied; there are no conscious problems with reference to which he uses books. The book is a reading-lesson. He learns to read not for the mere sake of what he reads, but for the mere sake of reading. When the bare process of reading is thus made an end in itself, it is a psychological impossibility for reading to be other than lifeless. (1940, pp. 26-27)

"The utter triviality of the contents of our school 'Primers' and 'First Readers'," according to Dewey, "shows the inevitable outcome of forcing the mastery of external language-forms upon the child at a premature period" (1940, p. 27). Because literature was so important, Dewey recommended delaying its introduction until the child was "capable of appreciation and dealing with its genuine meaning" (1940, p. 29).

The new educational philosophy not only found classical literature wanting but also folk literature. Hartman found the "general aim of education is to explain reality" (1922, p. 102). She felt a child's "homely activities. . .exemplify a wonderful world the depth of which he has not sounded, a world full of mystery and promise that attend all the doings of the grown-ups whom

he admires" while it was psychologically bad for children to be exposed to the violence of old myths (1922, pp. 103-04). According to Hofsteader,

> Dewey not only held that education is life; he went on to say that the school should provide a selective environment for the child, an environment that represents so far as possible what is deemed good in society and eliminates what is bad. Yet, the more successful the school was in this task, the less it could live up to the ideal of representing or embodying life. . .
>
> If the new educators really wanted to reproduce life itself in the classroom, they must have had an extraordinarily benign conception of what life is. (1963, p. 385)

The attempt to make an ideal society explains removal after 1920 of many of the realistic elements previously found in readers such as the McGuffey series. The introduction to a Ginn supplementary reader published in 1927 is illustrative of the new attitude:

> The adventures of talking animals have always possessed a fascination for little people, but too many such stories are filled with fighting, killing, and trickery which render them unfit for a little child's reading. These simple tales of good little Cubby Bear contain no element of harm, and teach lessons of kindness, helpfulness, and friendliness. (Ellingwood, p. iii)

The teacher's guidebook to the 1931 edition of Scott, Foresman's Elson Basic Readers declared that,

> . . .the total number of different words in each of the early books should be restricted to a minimum that will insure interesting material and reasonable progress. No more than three new words are presented per page in book one. (Gray and Liek, p. 13)

When William S. Gray became senior author with the 1941-42 edition called the New Basic Readers, he continued the

emphasis on vocabulary control. He also felt "desirable social-emotional adjustment" could be promoted by taking the minds of students with home problems off their troubles. In the Guidebook is stated,

> When such deprived children lose themselves in stories about Dick, Jane, and Sally, they experience wholesome release from their problems. Sordid surroundings disappear while children live vicariously in a pleasant, attractive home. Family conflicts, the absence of a 'real' father or mother, the strain of high standards, or the sense of neglect are forgotten as children share with Dick, Jane, and Sally the warmth and understanding of happy family relationships. (Gray et al., 1951, pp. 23-24)

In the 1920s new basals encompassing the latest research and philosophy of education poured out from publishers at an unprecedented rate. The sales force put in the field to sell these new basals provided "perhaps the most effective teacher and administrator education to permeate the country," according to Gans (1963, p. 126). Despite the improvements of larger and simplified type faces, color illustrations, and controlled vocabularies, Gans felt,

> The project of producing, through limiting vocabulary and repeating words, a book that will be right for the limited reading power of the beginner and still be a book has proved to have insurmountable difficulties. (p. 133)

She felt the resulting basal reader could ruin a child's respect for good books (1963, p. 134).

A great variety of reading tests was produced along with the new basals in the first part of the

twentieth century. These new tests led to what Zimet has called "achievement test literacy" (1972, p. 127). The goal of reading which had been at first to open the Bible to individuals, then national unity, and then to open the great literature of the world became the getting of scores on achievement tests. A decline in the number of words in primers and the increased repetition of those words began in the nineteen twenties and was not reversed till the nineteen sixties.

Gibson and Levin in their study of the psychology of reading saw 1920 as the start of a long period of what they considered to be a fruitless emphasis on curricula based research which used achievement test scores to measure the effectiveness of reading programs (1975, p. 4). Livingston wrote,

> . . .testing, as practiced in most schools today, fails the field of literature, it even loses thousands of children to literature, for it neglects to ask the essential questions: how does this book, this conversation, this passage help a particular child to look at life, what identification does the individual make with the character or situation, what special moments or words or vision plant themselves deep into the mind and heart of a boy or girl? There is no immediate answer to these questions. (1974, p. 539)

Criticism of Basal Content

Child, Potter and Levine's Study

It took almost thirty years after the development of research based basals before their content began to be

systematically examined in terms of what effect they might have on the developing personality of children. The psychologists, Child, Potter, and Levine examined 914 stories in thirty third grade reading texts in general use that were published between 1929 and 1942. They found that in these stories "only one case of what can be classified as verbal or intellectual activity occurs" (a boy listening to the radio) and only one case occurred of "intellectual construction" (an adult who wrote a song) (1946, pp. 8 & 17). Child characters were found to be very active while adults were sedentary (1946, p. 9). While activity directed toward a specific goal was usually rewarded, exploratory activity was freqently punished in children though not in adults (1946, p. 9).

Adults, with one exception, in the stories were found to always have the answers. Children who sought information on their own instead of going to authorities were often punished (1946, p. 12). Furthermore,

> . . .independent action initiated by child characters and indeed by anyone, is more likely to be punished than similar behavior which is performed under the direction of a superior. (1946, p. 46)

The investigators found a "general absence of stories which deal with the realistic difficulties that occur in a child's efforts at affiliation" (1946, p. 23). Likewise, "The problems of aggressive behavior in children is here handled, in child characters, by simply neglecting it"

(1946, p. 32). They comment on "the unrealistic optimism", the lack of failures, and the lack of methods for handling failures in the stories they studied (1946, p. 45).

Child, Potter, and Levine were most concerned over the portrayal of females as "relatively helpless" in comparison to males and the fact that almost three times as many males appeared as central characters (1946, pp. 46-48). They concluded,

> There can be no excuse for the greater attention to males in the claim that males have achieved more in society and hence that there is more to write about them. These stories are, with few exceptions, not about individuals of outstanding achievement but simply about the life of everyday people. The implication of this difference for a girl is that being female is a pretty bad thing, that the only people in everyday life who are worth writing about or reading about are boys and men. (1946, p. 49)

They also found that "animal characters seem to furnish an outlet for the expression in child-like characters of aggressive and rebellious tendencies" and that fairy tale characters were also used to portray unpleasant human characteristics (1946, pp. 51-52).

Bettelheim's Studies

In a 1961 article in the School Review, the psychologist Bruno Bettelheim stressed the importance of reader content for the emotionally disturbed child. He argued that the development of specialized techniques of teaching reading led to the conception of reading as a

tool when it is "essentially a goal" (p. 381). "Tool thinking," he wrote, "is concerned with tools, with how best to master and perfect them, without due concern for why we devised them in the first place" (p. 381). While students read better than ever, they lose sight of the goal of reading "which is the independent acquisition of knowledge through one's own efforts, motivated by one's own curiosity" (p. 383).

For Bettelheim, "The problem of teaching to read, then is primarily one of convincing pupils that the printed word holds the answers to important questions about which they are curious" (p. 384). Looking at basal readers, Bettelheim found a lack of significant content and that the readers in fact lead the child to have unrealistic expectations as to how families lived. Parents never argued, mother was always ready to play with the children, father was never tired after work, and there was never any sibling rivalry (pp. 386-87). Thus the content of basal stories aggravated rather than alleviated emotional problems children might have by making them abnormal in terms of the world the texts portray.

Bettelheim summed up his review of basal reader content by declaring,

> Today, by trying to make learning easy, pleasant, and amusing, we often end up by creating unrealistic images of life and people. This danger is further aggravated by the fact that during the child's first years in school his readers do not present him with

> new subject matter. The whole reading program is essentially built around things or experiences with which he is already familiar. If this then is all we learn through reading, why should we learn to read, even if the learning is made easy and pleasant?
>
> So while children now could theoretically learn to read better and more easily, in reality learning is often vacuous. True enough, later on and in the higher grades they read books that are more stimulating, but by then we have made some children unnecessarily dissatisfied with or uninterested in education. (p. 388)

While not scrapping the progress made in how to teach reading, Bettelheim called for a renewed emphasis on reader content (p. 389).

Bettelheim has returned to his criticism of basal readers several times since his original article in 1961. In 1974 he criticised American basal readers for not showing parents at work and reported reactions of students to basal readers who felt that readers should "either give a picture of what life was really like, or not pretend to do so" (p. 16). He also felt,

> Either directly, indirectly, or by implication, the readers powerfully suggest that school is best avoided. Not only school, but all life is depicted as a row of tedious and senseless activities. (p. 20)

Bettelheim felt that the child needed to be convinced "that reading will help him with his psychological difficulties" by showing him that reading "helps him with what concerns him most deeply" (p. 22).

In 1981 Bettelheim and Zelan criticised primers as "full of endlessly repeated words passed off as stories"

(p. 27). They also felt that primers were anti-intellectual and confused children because while school is serious business the "explicit message of the text and pictures is that the child should think--that is, read--only about playing" (1981, p. 28). In 1982 Bettelheim and Zelan's On Learning to Read: The Child's Fascination with Meaning was published. This book carried on the basic criticism of primers that appeared in the previous articles. They found pre-primers and primers to be "boring" and an "insult to the child's intelligence" (p. 7). Furthermore,

> . . .the texts predominantly used during kindergarten, and the first two and sometimes three grades are uninteresting and without merit, if not outright offensive. (p.13)

The two felt,

> If, rather than concentrating on developing reading skills, educational efforts from the very beginning were concentrated on developing the desire to become literate--essentailly an inner attitude to reading--then the final result might be that a larger segment of the adult population would be literate. (p. 21)

Instead of providing meaningful content, primers made out that "having fun is life's only purpose" (p. 236). Bettelheim and Zelan concluded that children's primers "ought to contain only selections that have both meaning and literary merit" (p. 306).

Other Studies of Basal Readers

Another psychologist, Klineberg, examined fifteen widely used readers published between 1957 and 1962. He found only one example of a non-white American in them (an Indian family stereotypically portrayed). Of the white Americans, they were "almost exclusively North European in origin and appearance" and blonde (1963, p. 75-76). Poverty hardly existed outside fairy tales, and the stories were filled with friendly, smiling, well-to-do people (1963, p. 77). The moral values of "honesty, fair play, cooperation, family solidarity, work and thrift, friendship, independence, cleanliness, courage, and forgiveness" were well illustrated without overt preaching (1963, p. 87). Klineberg felt it was "never too early to tell children the truth" and that the stories should do more to stimulate children's curiosity and to supply them with information (1963, pp. 77 & 87).

The psychologists Blom, Waite, and Zimet in a 1968 study analyzed 1307 primer and preprimer stories in twelve of the most freqeuntly used reading series. They found that "neutral 'Polyanna' stories predominate and that there is a striking absence of stories which directly convey moral, ethical, and cultural values" (p. 318). They found that "activities appropriate for boys end in failure more frequently than do activities appropriate for girls." Stories had nine times as many child characters

younger than the first grade reader as older with younger sisters being most prevalent (p. 320).

In setting, the stories were thirty-eight percent suburban, twenty percent rural, and one percent urban compared to actual population figures in the United States of thirty-three percent suburban, thirty-six percent rural, and thirty-one percent urban (p. 321). They concluded,

> It is possible to describe the gestalt for the stories in this original national sample of commonly used first grade readers in the United States. The activities are neutral and redundant without much significance and variation. They are happy family centered and tend to be ambiguous as to sex role. A child is most always with other children and is seldom alone. Older age children as siblings and peers rarely appear. In contrast, there tends to be a regressive pull through the emphasis on family attachment and younger siblings, animal stories, anthropomorphized figures, and ambiguity in sex role. The setting is most typically in the suburbs, rarely in the city, and usually in and around a home. Pets are amusing, cute, and frustrating nuisances.
>
> This gestalt represents a striking divergence from the realities of community, family, and child life and from what is known about child development. (pp. 321-22)

Richard R. Waite did a content analysis of seven multiethnic basal series and compared the results to the twelve series described above. Only two of the series emphasized urban settings (1972, p. 73). Only one of the series by a non-major publisher "depicted real children in real situations" (1972, p. 78).

Grenda examined four Canadian first and second grade reading textbooks for their portrayal of Canadian

society. He found an emphasis on the family as a "complete, cohesive unit" that was a cheerful group doing things together. Mother kept house while father repaired things, did heavy tasks, and did yard work. "Never do the mother and father exchange tasks." He found "a total absence of recreation activities for females only" (1968, p. 145).

The families were middle class and there were no quarrels or physical violence in the stories (1968, p. 146). There were no non-white or urban characters. Upward mobility was implied by white collar parents visiting manually laboring grandparents on the farm. Grenda concluded,

> As it appears to me now, rather than being effective devices for socialization, reading textbooks are instruments that, perhaps unintended by the authors, reinforce prejudices inculcated earlier, engender additional prejudices, and create misleading impressions of the social reality surrounding the child. Moreover, some of the content appears to be wholly alien to what the child may experience in his daily life. Clearly, then, a reading textbook can hinder social learning that is generally desired by educators, a circumstance undoubtedly to be spurned and immediately rectified. (1968, p. 149)

In a 1972 study of 134 elementary school readers from fourteen publishers, a group called Women in Words and Images found four boy centered stories for every girl centered story. They found,

> The typical girl in any reader is a frilly little thing with a smile on her pretty face and a passive attitude toward life. The boy portrayed in the reader has a look of stern concentration: he is busy

> preparing to be a 'man'. . . The preponderance of boys to girls, famous men to famous women, adult men to adult women--a pattern that exists without exception in all the readers we analyzed--does not reflect current reality. (1975, p. 7)

Girls were relegated to housekeeping chores and spent much of their time in the kitchen while "the reader mother is a limited, colorless, mindless creature" (1975, pp. 25 & 33). Marriage was shown as "joyless" with no "closeness", "touching", or other interaction between husband and wife let alone any conflicts (1975, p. 35). Adult females were portrayed in twenty-six different occupations in the stories while adult males were portrayed in 147 different occupations (1975, pp. 59-60).

The researchers found "excessive" aggression displayed twice as often by males as females. The aggression was displayed against animals and girls. "Neither girls nor boys in the readers," the women found, "exhibit any realistic range of human emotions, but even the few permitted are off-limits to boys" (1975, p. 29). In an update of their study finished in 1975, the women found some improvement and concluded "the most encouraging difference found in these books is in the realistic and human qualities depicted in some new stories" (1975, p. 66). However the imbalance of boy-centered stories over girl-centered stories remained only slightly altered (1975, pp. 65-66).

Charlotte Abercrombie in a content analysis of

moral values in four third grade reading textbooks, three widely used United States basals and one British, concluded that there was an excessive use of a few themes:

> The repetitious use of 'helpfulness' and 'friendliness' does not meet the needs of children trying to learn about life and how to cope with it as it is. Such Polyanna-like portrayals can scarcely provide for development in the many aspects of human growth. . . Children crave substance, the lack of which has been demonstrated by this study. (1974, p. 87)

Another critic of basal readers, Joseph S. Janell, wrote in 1974,

> Except for a small but growing volume of library fiction, the reading which takes up so large a part of the child's school time is quite devoid of all but the most innocuous kinds of social learning. The readers, especially at the lower elementary levels, are still largely occupied with community helpers, lost pets, animal characters, and trite mysteries. Apart from the occasional child's classic or story written by the established writer, their only claim to drama is that they employ the technique of dialogue whose banalities are frequently matched only by those of the plot. Much of a child's life is involved with misplaced puppies and make-believe journeys to the moon, but these cannot be the whole of it. Deep attachment, deep loss, hate, fear, rivalry, and revenge, are as much a part of his life as they are of adult's. (pp. 112-13)

Unpleasant Truth and Basal Readers

Perhaps the most frequent criticism leveled at basal readers in the studies previously reviewed was their 'Polyanna' outlook on life. Henry has stated, "A central difficulty concerning truth in our culture has been that of unpleasant truth" (1961, p. 24.). McGuffey distorted

truth in his readers so that the good were immediately rewarded and the bad were instantly punished. In the twentieth century the bad has merely been omitted, as if it did not exist, or has been emasculated through humor. The award winning children's author, Robert Burch, felt "we should reinforce the idea that the world won't go to hell unless we let it" in children's stories (1974, p. 39). Livingston wanted to keep in children's literature the idea of chaos, the dark side of life, which we can slide back into, and the idea of heros for whom children can hope or after whom children can model themselves. Heros can slay the ogres of chaos and rescue the helpless (1974).

The psychologist Erik Erikson has developed a theory of personality growth of which the first and most important stage is the development in babies of basic trust or mistrust. A normal child develops basic trust in life based on the quality of the maternal relationship or lacking a satisfactory relationship learns to mistrust the world (1963, pp. 247-61). It is critical when the child enters school that he trust the teacher and the school if he is to want to learn what they have to offer. According to Goldhammer, the child after reading his primer which describes a family that never was and never will be learns "the school is attempting to perpetrate a hoax, and that, consequently, the teacher, who is a liar, and the school,

which promulgates the lie, are not to be trusted" (1969, pp. 3-4). Often the child misdoubts his own perception of reality rather than doubt authority in the name of the text, the teacher, and the school. The child learns in this hidden curriculum to depend on authority. According to Child et al., this aspect of the content of basal readers "may help explain why teachers of science so often have difficulty in leading older students to appreciate the aims and methods of science" (1946, p. 13).

It is the child who mistrusts the world and has a poor self concept who is often not only a poor reader but is also at heart an anti-social human being. Jahoda found a steadily growing body of emperical evidence to show that "inadequate reality testing is characteristic of many who feel hostile to racial out-groups" (1960, p. 13). Hiding the faults of whites or ethnic groups does not lead to a healthier attitude towards life or to out-groups. The research on adolescent prejudice by Glock et al. led to the conclusion that,

> The answer to the instructional dilemma is not, as is frequently thought and practiced, to deny or to overlook the existence of group differences, especially differences that appear to reflect negatively on one group in comparison to another. Such instruction is undoubtedly well motivated and practiced because it is thought that the acknowledgement of group differences may breed prejudice, but its more likely consequence is to compromise the integriy of the teacher [or textbook] and, in the process, either mute his or her potential or produce a boomerang effect by making it seem to the discerning youngster that there is some justification

after all for prejudice.

> The pedagogical solution pointed to by the research is for the existence of group differences to be forthrightly acknowledged and discussed, whether they appear to reflect on a group positively, negatively, or neutrally. If anything, negative attributions are especially to be acknowledged to ensure that there are no grounds for a youngster to feel deceived. (1975, p. 175).

In sum, the review of the literature on basal reader content leads to the conclusion that basal stories should more realistically mirror the world that is being written about than they have in the past. Even unrealistic folk tales should not be watered down as they contain symbolic truths (Livingston, 1974; Bettellheim, 1977).

The Importance of Textbooks in Instruction

Despite a long history of criticism, textbooks, including basal reading series, continue to play an important role in American schools. "In the nineteenth century, a heavy reliance on textbooks was the distinguishing mark of American education," according to Francis Fitzgerald who felt, "the texts were substitutes for well-trained teachers" (1979, p. 19). Cronback in a 1955 study of textbooks found "at the center of the present-day educational scene in America is the textbook. It takes a dominant place in the typical school" (p. 3).

A study by reasearchers at Harvard University reported in 1963 that only 4.6% of the 795 school systems

returning their questionnaire did not rely on basal reading series as the chief tool for teaching reading in grades one through three (Austin, p. 54). Shaver, Davis, and Helburn summarizing three National Science Foundation studies declared,

> Teachers tend not only to rely on, but to believe in, the textbook as the source of knowledge. Textbooks are not seen as support materials, but as the central instrument of instruction by most social studies teachers. (1979, p. 151)

In the elementary grades since these same social studies teachers often teach reading, it is reasonable to assume they may treat basal reading series and their teacher's guides the same way. Though basal series often suggest using a wide variety of supplemental reading material, Spache found "if a teacher were to follow the directions of the average teacher's manual completely, there would be no time for supplementary activities or materials" (1972, p. 35).

Yarington felt "the major reason for the widespread use of basal readers is, of course, that they are so easy to use" (1978, p. 62). He felt any high school graduate could teach reading with them with one day's training. Yarington also felt "that reading is not the only thing taught during the reading period is a fact that has been overlooked for years" (1978, p. 153). Cronback declared that "the latent function" of textbooks was "to transmit the myths and the mores, the traditions

and the legends, and the folkways and the superstitions which are also an integrel part of the culture" (1955, p. 105). Textbook writing is a middle-class activity, and the textbooks reflect the values of this class (Cronback, 1955, p.114).

"In an informal survey of college textbooks on reading instruction used by prospective teachers," Zimet reported in 1972 that, "none were found that described the content of ideas of reading texts or discussed the possible influence of this content on learning to read" (p. 129). An informal search of current college reading textbooks by this investigator found the situation only slightly improved.

Summary

In this chapter a brief history of American reading instruction was given with an emphasis on the content of texts used to teach reading. Early American texts such as the New-England Primer were used to teach children to read the Bible and to teach Bible based morality. After the American revolution, national unity became another important purpose of literacy. The McGuffey series, the most popular American readers of the nineteenth century, was discussed in terms of religious, moral, and nationalistic content.

In the last two decades of the nineteenth century

there was a movement to use recognized literature in basal reading series. Critics such as Harvard University President Charles Eliot felt this was impossible and called for the end of the use of specially designed basal reading series in favor of using the original texts of works of literature. John Dewey, a leader of the progressive education movement, felt that literature was unsuitable for young children and called for the delay of reading instruction to the intermediate grades. Other progressive educators called for the use in basal readers of specially written family-centered stories about the world with which the child was familiar. The intellectual historian Richard Hofsteader pointed out how these family centered stories were written to show the world the way progressive educators would like to have seen it rather than the way it actually was.

Scientific research on reading instruction in this century has centered around debates between the phonics and whole word methods of teaching reading and upon controlling the vocabularies in basal readers in terms of the types and amounts of words to be introduced at each level. These preoccupations have led to a relative neglect by reading specialists of the actual effect of the story content of basal reading series on the developing personalities of children. However some psychologists have been extemely concerned about that effect.

The second section of this chapter summarized a group of studies of basal reader content done mostly by psychologists. These studies for the most part have been critical of the content of basal reading series. The criticisms have centered around the idealized White middle-class world the stories portray. In the third section, several critics were mentioned who claimed this unrealistic content can make some students distrust textbooks, teachers, and schools as well as aggravate ethnocentrism and its accompanying prejudices.

The last section of this chapter summarizes the literature on the importance of textbooks in American education and their role in transmitting American culture from generation to generation.

CHAPTER 3

PROCEDURES

The cat has a rat.
The rat ran at Ann.
Ann has a cat.
The cat ran at the rat.

--McGuffey's Eclectic Primer, 1879

The purpose of the investigator of this study was to determine the amount of realism in stories in current editions of basal reading series and to test a series of hypotheses concerning how the amount of realism in stories is associated with different basal series and different story character types. In this chapter the procedures of the study are described in regard to the selection of the series and stories to be studied, method of establishing content analysis categories and indicators, method of collecting data, method of obtaining the realism score, method of establishing reliability and validity of realism scores, method of organizing the data, specific hypotheses to be tested, statistical analysis used, and precautions taken for accuracy.

Method of Selecting Series and Stories

There were fifteen basal reading series "on the market in 1981" (Aukerman, 1981, p. 1). Since data on sales are considered a trade secret and are therefore unavailable, it was impossible to rank these series in order of sales. Rather than to choose a simple random sample from such a small population, it was decided to use a stratified sample. The stratification was based on the popularity of series as determined by their appearance on state adopted textbook lists in states having such lists and a population of over five million. In this way it was ensured that a spectrum of series would appear in the sample from widely used to less widely used series.

Using a list of states with state wide adoptions (Hefley, 1979, pp. 211-12) and 1980 census figures, it was determined that the states of California, Florida, Georgia, Indiana, North Carolina, Texas, and Virginia met the established criteria. These seven states are among the fourteen largest states in the Union and span the continent. Letters were written to the chief education officer in each of the seven states requesting a list of their state adopted elementary basal reading textbook series. In Table 1 the results of this survey are shown. Georgia did not respond to the original request or a followup letter.

The list of basal reading series that are state adopted for grades one through six was divided into three groups; basal reading series most adopted (five adoptions and over), basal reading series least adopted (three or less adoptions), and a middle group. Four of the top, most adopted, texts were examined; and four of the bottom, least adopted, texts from long established basal reading series publishers were examined. See Appendix D for complete bibliographic references to the series examined.

Table 1. Frequency of state adoption of basal reading series for grades one through six.

Publisher	State CA	TX	FL	NC	IN	VI	Total Adop.
Allyn & Bacon	X		X	X			3#
D.C. Heath	X	X	X				3#
Economy	X				X	X	3
Ginn	X		X	X	X	X	5*
Harcourt Brace	X	X	X	X		X	5
Harper & Row	X		X		X	X	4
Holt	X		X			X	3
Houghton Mifflin	X	X	X	X	X	X	6*
Laidlaw					X	X	2#
Lippincott						X	1#
Macmillan	X	X	X		X	X	5*
Merrill						X	1
Open Court						X	1
Rand McNally			X	X		X	3
Scott, Foresman	X	X	X	X	X	X	6*

* = four series chosen for study with five or more statewide adoptions.
\# = four series chosen for study with two or less statewide adoptions.

Researchers in most of the studies of basal readers reviewed in Chapter 2 examined either first or third grade readers only. Zimet and Blom and Bettelheim and Zelan studied first grade readers while Child et al. and Abercrombie studied third grade readers. In order to make comparisons with these earlier studies it was decided to analyze primers, first grade readers, and third grade readers of the series selected. Fifth grade readers were selected to determine if more realism appeared in stories as controlling vocabulary became less of a problem in higher grades. The grade level estimates of Aukerman (1981) were used to determine the grade level of books in ungraded series.

One quarter of the stories in each of the selected grade levels and series was analyzed. Stories to be coded were selected by numbering the stories in each book and then using a computer program for random number production to select one-fourth of the stories.

Method of Collecting Data

Once the series and grade levels to be analyzed were chosen, it was necessary to establish the categories of realism to be studied in the selected books. In the review of literature seven different studies and articles by psychologists were located that were critical of basal reader content. From these seven studies and articles

nine categories of realism were culled which are listed with citations as to source in chapter one on pages seventeen and eighteen. A series of indicators was developed for each category and put into a coding guide (Appendix B) for use in analyzing the content of basal reading stories.

The validity of the indicators as accurate representations of the categories they represented was determined by two reading specialists who checked the coding guide. Changes were made in the coding guide as necessary. A test for reliability of the final coding guide was made by training two independent investigators using the coding guide and coding sheet. These two investigators independently coded a sample of fifteen stories. This reliability sample was previously coded by the principal investigator and determined to contain all nine categories of realism. Pearson product moment correlation coefficients were calculated to determine the agreement between the two independent coders and between those coders and the principal investigator. If any of the correlations between coders had been less than .85, the coding guide would have been modified to achieve better inter-coder reliability.

Theoretical Foundation for the Realism Score

The realism score used in this study was an artificial, though not arbitrary, construct. The conclusion that it was a ratio score with equal intervals and a true zero and thus could be manipulated with parametric statistics was based on the assumptions that the six categories of realism scored were of exactly equal importance in determining the amount of realism in the story and that within the categories emphasized realism represented exactly twice the amount of realism as unemphasized realism. The validity of the realism score was based pragmatically on the usefulness of the distinctions that the score could make between individual stories and groups of stories. The scoring guide can be found in Appendix C.

Organization of Data

The data gathered during the course of the study are organized and presented in the following manner:

1. Reliability Data.

A category by category comparison of the coding by the two reliability coders and the principal coder is presented along with the three Pearson product moment correlation coefficients (see p. 66).

2. Realism Scores.

A frequency table of realism scores is given for each grade level and basal series along with mean realism scores and standard deviations (see pp. 67-70).

3. Story Coding.

Frequency diagrams of indicators marked are given for each category that was coded (see pp. 72-87).

4. Two Group Comparisons.

Mean realism scores of each group of stories examined are presented and compared for statistical significance (see pp. 87-92).

5. Two-way Analysis.

The scores from the suburban and urban stories were subjected to an analysis of variance (ANOVA) to determine if there was any interaction between the population setting of stories and the ethnicity of leading story characters (see p. 93).

Statement of Hypotheses

The following research hypotheses were developed from the general research questions presented in chapter one:

1. There is a difference generally and by grade level in the realism scores of first, third, and fifth grade stories in basal reading series frequently state-wide adopted as compared to the scores of first, third, and fifth grade stories in basal reading series not

frequently state-wide adopted.

2. There is a difference generally and by grade level in the realism scores of first, third, and fifth grade stories with female major characters as compared to the scores of first, third, and fifth grade stories without female major characters.

3. There is a difference generally and by grade level in realism scores of first, third, and fifth grade stories with minority group major characters as compared to first, third, and fifth grade stories without minority group major characters.

4. There is a difference in realism scores of everyday stories with non-middle-class urban settings as compared to scores of everyday stories with middle-class suburban settings.

5. There is a difference in the realism scores of stories with anthropomorphic characters as compared to scores of stories without anthropomorhic characters.

6. There is a difference in realism scores of fairy stories as compared to scores of non-fairy stories.

Null hypotheses were formulated and tested statistically for each of the above hypotheses.

Statistical Analysis

The null hypotheses of this study were tested by the use of Student's t-test comparison of group means.

Data on population setting and ethnicity were subjected to a two-way ANOVA to detect possible interactions between variables.

The null hypotheses were tested at the .05 level of significance. This level was chosen to provide a degree of assurance against a Type I (Alpha) error or a Type II (Beta) error.

After analysis of the null hypotheses by use of Student's t-test, the population setting and ethnicity data were examined to determine if there were interacting factors between urban and suburban settings and the ethnicity of lead characters. One of the variables analyzed was population setting (urban or suburban) and the other variable was ethnicity (ethnic minority or non-ethnic minority) of lead characters. Analysis was done to determine if stories with ethnic minority characters set in urban locales have higher realism scores than ethnic minority stories set in suburban locales and if stories with non-ethnic minority characters set in urban locales have more realism than non-ethnic stories set in suburan locales.

Precautions Taken for Accuracy

All data other than the independent reliability data were coded and scored by the principal investigator. All computations and tables were checked for accuracy by a

qualified independent source.

Summary

This study was designed to measure the amount of realism in basal reading series stories and to test certain hypotheses about the distribution of realism in different types of stories. A representative sample of stories was selected from the total population of basal series and then categories and indicators of realism were established based on a review of the literature. Validity of the indicators was established by two reading specialists. Reliability was established through the use of two independent coders who coded a sample set of stories. Raw data from the study are presented in frequency diagrams along with mean scores and standard deviations of the distribution of realism scores. The hypotheses of the study are presented along with a description of the statistics to be used to test the hypotheses and precautions taken to maintain accuracy.

CHAPTER 4

ANALYSIS OF DATA

Dick said, "Look, look.
Look up.
Look up, up, up."
Jane said, "Run, run
Run, Dick run.
Run and see."

--The New Fun with Dick and Jane, 1951

A review of the literature indicated that it is important for students to be exposed to stories with substance in their readers. Further investigation of the literature showed that a number of psychologists had recommended the inclusion in elementary basal readers of a variety of character types and behavioral situations that in this study have been labeled as "realism". Nine categories of realism were identified: minority characters, female characters, rural-urban settings, age spectrum, conflict, aggression, life situations, negative emotions, and intellectual activities (see pp. 17-18). Content analysis was used to determine the extent to which the nine categories of realism were present in the readers analyzed.

In this chapter the results of the reliability study and the coding of the story sample are presented and

discussed. A random sample of twenty-five percent of the stories at the first, third, and fifth grade level in eight basal reading series published between 1978 and 1983 (the series published by Allyn and Bacon, D.C. Heath, Ginn, Houghton Mifflin, Laidlaw, Lippincott, Macmillan, and Scott, Foresman) was coded using the coding guide in Appendix B for seventy-six variables. A total of two hundred three stories was coded.

The results of the coding and statistical analysis of the coded variables are presented in the following order: first, the results of the coding of the reliability sample are given with Pearson correlations; second, frequency tables of the coded variables are given; third, the results of the tested hypotheses of the study are given; fourth, the results of the analysis of variance are presented; and fifth, a summary of the chapter is given.

Reliability Data

After the coding guide was developed (see Appendix B), a measure of reliability was determined. The principal investigator identified a sample of fifteen stories. Five first grade stories, five third grade stories, and five fifth grade stories were randomly selected from two popular basal reading series published by Houghton Mifflin and Ginn. These stories were first coded according to the

coding guide in Appendix B by the principal investigator. In two cases more than two stories had the same realism score. In those two cases one of the duplicate stories was replaced with another randomly selected story in order provide a more even distribution of realism scores. Then two independent coders with Master's Degrees in education coded the sample after studying the coding guide in Appendix B. The reading of the coding guide was the only instruction about coding that the independent coders received. A category by category comparison of the results of the three codings along with the three Pearson correlation coefficients can be found in Table 2.

The Montana State University Statistical Package (MSUSTAT) developed by Dick Lund (1983) was used to check the correlation coefficients which were first calculated by hand. Since all the correlation coefficients were greater than the predetermined cut off point of .85, no changes were made in the coding guide. The highest correlation between coders was found in the age category and the least in the negative feelings category. The principal investigator coded more conservatively (lower realism) than the two independent coders as can be seen in Table 2. Comments were added in parentheses in the coding guide to clarify points of confusion that the independent coders brought up in a discussion held after the coding was completed. The independent coders used only the

coding guide to determine how to code the reliability sample.

Table 2. Category by category comparison of coding of fifteen stories, the reliability sample, by coders A,B, and C, with means and standard deviations for each coder and Pearson correlation coefficients.

Category	Coder	Story 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	A	0	0	2	2	0	0	2	0	0	0	2	2	2	2	0
Age	B	0	0	2	2	0	0	2	0	0	0	2	2	2	2	0
	C	0	0	1	2	0	0	2	0	0	0	0	2	2	2	0
	A	0	0	2	0	2	0	2	0	0	0	1	0	0	0	0
AGG.	B	0	0	2	1	1	0	2	0	0	0	2	0	0	0	0
	C	0	0	2	0	2	0	2	0	0	0	0	0	0	0	0
	A	0	1	1	1	2	0	2	0	0	1	1	0	1	0	0
CON.	B	1	1	2	1	2	0	2	0	0	1	1	0	1	0	0
	C	1	0	2	1	2	0	2	0	0	1	1	0	0	0	0
	A	0	2	1	1	2	0	2	0	1	0	2	2	2	2	0
FEEL.	B	0	2	2	1	2	0	2	0	1	1	2	2	1	2	0
	C	1	1	2	0	2	0	2	0	1	0	1	0	1	2	0
	A	0	2	2	2	0	0	2	2	0	0	2	2	2	2	0
L.S.	B	2	2	2	2	2	1	2	1	0	1	2	2	2	2	0
	C	0	2	2	0	2	0	2	0	0	0	2	2	2	2	0
	A	2	2	1	2	0	0	0	2	0	1	1	0	2	2	2
ACT.	B	2	2	1	2	0	0	0	2	0	1	1	0	2	1	2
	C	2	2	0	2	0	0	0	2	0	0	2	0	2	2	2
	A	2	7	9	8	6	0	10	4	1	2	10	6	9	8	2
Total	B	5	7	11	9	7	1	10	3	1	4	10	6	8	7	2
	C	4	5	9	5	8	0	10	2	1	1	6	4	7	8	2

$\overline{A}$=5.6 S.D.=3.5 $\overline{B}$=6.1 S.D.=3.3 $\overline{C}$=4.8 S.D.=3.2

Pearson Correlations:

Independent Coder A by Independent Coder B r=.94
Independent Coder A by Principal Investigator C r=.87
Independent Coder B by Principal Investigator C r=.88

Story Coding

After the reliability of the coding guide was established, the principal investigator coded the two hundred three stories sampled. Sampling was done using a computer program written by the principal investigator. Twenty-five percent of the stories in the primer, first reader, third grade reader(s), and fifth grade reader of each series chosen for investigation was randomly picked. Only one series , Allyn and Bacon, did not follow the standard pattern of having a primer, first reader, two third grade readers, and one fifth grade reader. The two levels immediately below the first reader in the Allyn and Bacon series were grouped together and considered a primer. The series also had only one third grade reader which was coded as being a first third grade reader.

Seventy-six variables were coded for each story. The Statistical Package for the Social Studies (SPSS) was used to manipulate the variables, provide descriptive statistics, and perform all of the statistical tests (Nie et al., 1975).

Descriptive Statistics

The data collected from the 203 stories are presented in the following tables. The eight series studied had average realism scores that varied from 2.7 to

4.4. When the stories were divided into low realism (realism score less than four), medium realism (realism score between four and seven), and high realism (realism score greater than seven) as in Table 3, it can be seen that fifty percent of the stories in the sample had low realism and only ten percent had high realism.

Table 3. Series by series comparison of realism scores. The number of stories in each series is given that received low (0 to 3), medium (4 to 7), and high (over 8) realism scores.

Real. Score		Ser. 1	Ser. 2	Ser. 3	Ser. 4	Ser. 5	Ser. 6	Ser. 7	Ser. 8	All Series
	0	6	3	1	4	2	2	1	3	22
L	1	2	4	6	4	1	2	2	0	21
o	2	5	6	1	3	4	4	2	4	29
w	3	0	3	5	5	5	2	6	8	34
		(65%)	(53%)	(50%)	(69%)	(46%)	(41%)	(48%)	(49%)	(52%)
M	4	2	5	2	2	5	3	2	7	28
e	5	1	7	5	1	3	2	5	6	30
d	6	2	1	2	1	1	2	1	1	11
.	7	0	0	1	1	1	2	2	1	8
		(25%)	(43%)	(38%)	(21%)	(39%)	(37%)	(44%)	(48%)	(38%)
H	8	1	0	3	0	2	4	2	0	12
i	9	1	1	0	0	2	1	0	0	5
g	10	0	0	0	2	0	0	0	1	3
h		(10%)	(3%)	(12%)	(9%)	(16%)	(21%)	(9%)	(3%)	(10%)
N =		20	30	26	23	26	24	23	31	203
$\bar{X}$ =		2.7	3.2	3.8	4.0	4.1	4.4	4.0	3.6	3.7
S.D.=		2.8	2.1	2.4	2.7	2.5	2.8	2.2	2.0	2.4

Ser. 1 = Allyn & Bacon
Ser. 2 = D.C. Heath
Ser. 3 = Ginn
Ser. 4 = Houghton-Mifflin
Ser. 5 = Laidlaw
Ser. 6 = Lippincott
Ser. 7 = Macmillan
Ser. 8 = Scott, Foresman

The distribution of realism scores of stories by grade level and overall is shown in Table 4. The Pearson correlation coefficient between the grade level of the stories and their realism scores was +.59.

The realism score is a composite score based on the scoring of six categories of realism listed on page 18 (age, aggression, conflict, negative feelings, life situations, and intellectual activity). The descriptions of these six categories can be found in Appendix B, and the scoring system can be found in Appendix C.

Findings on Realism Score Components

The results of the scoring of each of the six categories are given by grade level and overall in Table 5. At all grade levels aggression was the weakest component of the realism score, conflict was the next to the weakest, and then age. Overall and at the third and fifth grade level negative feeling was the strongest component of the realism score. There was more than double the negative feeling than there was either conflict or aggression at these grade levels. At grade five the category of life situations was the second strongest component of the realism score. At the third grade level, and overall, intellectual activity was the second strongest component. Intellectual activity was the strongest component of the realism score at the first

grade level.

Table 4. Frequency of realism scores of stories by grade level and for all grades. Each "X" represents one story.

Num. of stories	Grade 1 N=72	Grade 3 N=76	Grade 5 N=55	All Grades N=203
35				
33				
32				X
31				XXX
30				XXXX
29				XXXX
28				XXXX
27				XXXX
26				XXXX
25				XXXX
24				XXXX
23				XXXX
22				XXXX
21				XXXXX
20				XXXXX
19		X		XXXXX
18		X		XXXXXX
17	X X	XX		XXXXXX
16	X X	XX		XXXXXX
15	X X	XX		XXXXXX
14	X X	XX		XXXXXX
13	X X	XX		XXXXXX X
12	XXX	XXX		XXXXXX X
11	XXX	XXXX	X X	XXXXXXX X
10	XXXX	XXXX	X X	XXXXXXX X
9	XXXX X	XXXXX	X X	XXXXXXX X
8	XXXX X	XXXXX	X X	XXXXXXXXX
7	XXXX X	XXXXX	X XX	XXXXXXXXX
6	XXXXXX	XXXXX	XX XX	XXXXXXXXX
5	XXXXXX	XXXXXX	XXX XXX	XXXXXXXXXX
4	XXXXXX	XXXXXX	X XXX XXX	XXXXXXXXXX
3	XXXXXX	XXXXXX	X XXX XXXX	XXXXXXXXXXX
2	XXXXXX	XXXXXX X	X XXX XXXX	XXXXXXXXXXX
1	XXXXXXX	XXXXXXXX	XXXXXXXXXXX	XXXXXXXXXXX
Real. Score	01234567891 0	01234567891 0	01234567891 0	01234567891 0
Means	Grade 1=2.1 S.D.=1.7	Grade 3=3.8 S.D.=1.6	Grade 5=5.8 S.D.=2.6	All=3.7 S.D.=2.4

Table 5. Number of stories by grade level and overall scored 1 and 2 for each realism category scored and the percentage of the total realism score contributed by each category by grade level and overall.

	Grade 1 N=72			Grade 3 N=76			Grade 5 N=55			All N=203		
Category	1	2	%	1	2	%	1	2	%	1	2	%
Age	8	7	15%	23	8	14%	14	14	13%	45	29	14%
Aggression	4	4	8%	6	6	6%	4	16	11%	14	26	9%
Conflict	15	0	10%	18	4	9%	17	11	12%	50	15	11%
Neg. Feel.	20	4	19%	44	20	29%	28	23	23%	92	47	25%
Life Sit.	4	14	21%	6	23	18%	11	31	23%	21	68	21%
Int. Act.	12	15	29%	23	23	24%	18	18	17%	53	56	22%

Note: Percentages are obtained by doubling the number of stories scored two, then adding to that figure the number of stories scored one to get a subtotal, then adding the subtotals for each of the six categories to get a grand total, and then dividing each subtotal by the grand total to get the percentage for each category.

The frequency distribution of stories with different ages of minor and major characters by grade level and overall is shown in Table 6. Thirty-six percent of the stories (74) sampled contained characters not elementary or young adult. Seventy-five percent of the stories (151) contained elementary age characters, and seventy-five percent (153) contained young adult characters. Twenty-four percent of the stories (48) contained old adult characters, nine percent (19) contained teenagers, eight percent (16) contained

preschoolers, and four percent (7) contained babies.

Table 6. Frequency of stories with different ages of minor and major characters.

Age	Grade 1 N=72 Min.	Maj.	Grade 3 N=76 Min.	Maj.	Grade 5 N=55 Min.	Maj.	All N=203 Min.	Maj.
Baby	0	2	2	0	2	1	4	3
	0%	3%	3%	0%	4%	2%	2%	2%
Preschool	1	0	10	0	5	0	16	0
	1%	0%	13%	0%	9%	0%	8%	0%
Elem. Age	6	52	9	48	7	29	22	129
	8%	72%	12%	63%	13%	53%	11%	64%
Teen	0	1	6	1	4	7	10	9
	0%	1%	8%	1%	7%	13%	5%	4%
Y.Adult	30	13	42	16	34	18	106	47
	42%	18%	55%	21%	62%	33%	52%	23%
Old Adult	7	4	12	7	11	7	30	18
	10%	6%	16%	9%	20%	13%	15%	9%

The frequency distribution of stories with minor and major incidents of aggression is shown by grade level and overall in Table 7. Twenty percent of the stories (40) was coded for aggression.

Table 7. Frequency of stories with minor and major incidents of aggression.

Grade 1 N=72 Min.	Maj.	Grade 3 N=76 Min.	Maj.	Grade 5 N=55 Min.	Maj.	All N=203 Min.	Maj.
4	4	6	6	4	16	14	26
6%	6%	8%	8%	7%	29%	7%	13%

The frequency distribution of stories with emphasized (Maj.) and not emphasized (Min.) incidents of conflict is shown by grade level and overall in Table 8. In thirty-two percent of the stories (65), there was conflict. Child-child and adult-adult conflict were the most frequent types, followed by animal-animal. There were no examples of parent-parent conflict at the first and third grade levels and only one case of unemphasized parent-parent conflict at the fifth grade level.

Table 8. Frequency of stories with not emphasized (Min.) and emphasized (Maj.) incidents of conflict.

Type	Grade 1 N=72 Min.	Maj.	Grade 3 N=76 Min.	Maj.	Grade 5 N=55 Min.	Maj.	All N=203 Min.	Maj.
Par-Child	1 1%	0 0%	4 5%	0 0%	4 7%	1 2%	9 4%	1 1%
Sibling	4 6%	0 0%	1 1%	0 0%	1 2%	1 2%	6 3%	1 1%
Par-Par	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	1 1%	0 0%
Ch-Child	4 6%	0 0%	6 8%	0 0%	4 7%	2 4%	14 7%	2 1%
Ad-Adult	1 1%	0 0%	4 5%	0 0%	7 13%	3 6%	12 6%	3 2%
An-Human	2 3%	0 0%	1 1%	1 1%	2 4%	1 2%	5 3%	2 1%
An-Animal	3 4%	0 0%	2 3%	2 3%	0 0%	1 2%	5 3%	3 2%
Other*	1 1%	0 0%	4 5%	1 1%	3 6%	4 7%	8 4%	5 3%

*Other conflict includes conflict such as between man and nature.

The frequency distribution of stories with not emphasized (Min.) and emphasized (Maj.) incidents of negative feeling is shown by grade level and overall in Table 9. Negative feeling was found in sixty-eight percent of the stories (139). The most common negative feeling was fear (27%), followed by sadness (25%), anger (24%), and other negative feelings (22%). There were no

stories in which loneliness was emphasized, and in only one story was jealousy portrayed. Boredom was found in only three stories.

Table 9. Frequency of stories with not emphasized (Min.) and emphasized (Maj.) negative feelings.

Type	Grade 1 N=72 Min.	Maj.	Grade 3 N=77 Min.	Maj.	Grade 5 N=55 Min.	Maj.	All N=203 Min.	Maj.
Hate	2	0	3	0	3	2	8	2
	3%	0%	4%	0%	6%	4%	4%	1%
Failure	0	0	0	0	0	3	0	3
	0%	0%	0%	0%	0%	6%	0%	2%
Fear	6	1	15	8	13	12	34	21
	8%	1%	20%	11%	24%	22%	17%	10%
Boredom	0	0	2	0	1	0	1	2
	0%	0%	3%	0%	2%	0%	1%	1%
Sadness	6	1	19	3	14	9	39	13
	8%	1%	25%	4%	26%	16%	19%	6%
Jealousy	0	0	0	1	0	0	0	1
	0%	0%	0%	1%	0%	0%	0%	1%
Anger	4	1	23	5	9	9	36	15
	6%	1%	30%	7%	16%	16%	18%	7%
Loneliness	1	0	8	0	5	0	14	0
	1%	0%	11%	0%	9%	0%	7%	0%
Other Neg.*	5	1	22	4	11	2	38	7
	7%	1%	29%	5%	20%	4%	19%	3%

*Other negative feelings are feelings such as tiredness, hunger, embarassment, and worry.

The frequency distribution of the coding for the Life Situations category is shown by grade level and

overall in Table 10. Life situations were found in forty-four percent of the stories (89). There were no cases of pregnancy, and birth was not emphasized in any stories. Divorce was only mentioned in one story. The most common life situation was growth, found in twenty-five percent of the stories (51).

Table 10. Frequency of stories with not emphasized (Min.) and emphasized (Maj.) life situations.

	Grade 1 N=72		Grade 3 N=76		Grade 5 N=55		All N=203	
Type	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.
Marriage	0 0%	0 0%	1 1%	2 3%	1 2%	2 4%	2 1%	4 2%
Pregnancy	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Birth	1 1%	0 0%	4 5%	0 0%	3 6%	0 0%	8 4%	0 0%
Growth	0 0%	10 14%	1 1%	21 28%	1 2%	18 33%	2 1%	49 24%
Injury	1 1%	0 0%	3 4%	1 1%	12 22%	0 0%	16 8%	1 1%
Illness	1 1%	2 3%	7 9%	0 0%	8 15%	4 7%	16 8%	6 3%
Death	1 1%	0 0%	3 4%	2 3%	10 18%	11 20%	14 7%	13 6%
Other*	0 0%	2 3%	0 0%	0 0%	1 2%	3 6%	1 1%	5 3%

*Other life situations include situations such as divorce and graduation.

The frequency distribution of stories coded for intellectual activity is shown by grade level and overall in Table 11. Intellectual activity was present in fifty-four percent of the stories (109). The most common coding was art-music in twenty-three percent of the stories (47) followed by reading in sixteen percent of the stories (33). The least common coding was intellectual game in two percent of the stories (3) followed by math-science in nine percent of the stories (19).

Table 11. Frequency of stories with not emphasized (Min.) and emphasized (Maj.) intellectual activity.

	Grade 1 N=72		Grade 3 N=76		Grade 5 N=55		All N=203	
Type	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.
Reading	5 7%	2 3%	13 17%	4 5%	9 16%	0 0%	27 13%	6 3%
Writing	1 1%	2 3%	5 7%	4 5%	7 13%	4 7%	13 6%	10 5%
Math-Sci.	2 3%	5 7%	2 3%	1 1%	2 4%	7 13%	6 3%	13 6%
Art-Music	6 8%	4 6%	14 18%	9 12%	8 15%	6 11%	28 14%	19 9%
Int. Game	0 0%	0 0%	1 1%	0 0%	1 2%	1 2%	2 1%	1 1%
O. Int.*	0 0%	4 6%	2 3%	10 13%	2 4%	3 6%	4 2%	17 8%

*Other intellectual activities include intellectual activities such as planning a project or solving a mystery.

Findings on Story Types and Settings

The distribution of story types is shown in Table 12. The majority of stories at all grade levels was classified as everyday. The least common story type was the story about a hero.

Table 12. Frequency of types of stories.

Type	Grade 1 N=72	Grade 3 N=76	Grade 5 N=55	All N=203
Fairy	6 (8%)	11 (15%)	7 (13%)	24 (12%)
Animal	13 (18%)	14 (18%)	0	27 (13%)
Hero	0	2 (3%)	11 (20%)	13 (6%)
Everyday	53 (74%)	49 (65%)	37 (67%)	139 (69%)

The greatest number of first grade stories was set in either the suburbs or an unidentifiable (other) location as can be seen in Table 13. At the higher grade levels the number of suburban and undefined location stories decreased while the number of urban and suburban story settings increased. More than half of fifth grade stories had rural settings..

Table 13. Frequency of settings of stories.

Setting	Grade 1 N=72	Grade 3 N=76	Grade 5 N=55	All N=203
Urban	13 (18%)	21 (28%)	10 (18%)	44 (22%)
Suburban	20 (28%)	9 (12%)	3 (6%)	32 (16%)
Rural	14 (19%)	35 (45%)	30 (55%)	78 (38%)
Trip	4 (6%)	3 (4%)	3 (6%)	10 (5%)
Other*	21 (29%)	9 (12%)	9 (16%)	39 (19%)

*Stories with no identifiable place setting.

Story settings were middle class in more than half the first grade stories. Only kings and queens of the past were upper class in the story sample. There were no examples of rich capitalists or modern royalty.

Table 14. Frequency of class settings of stories.

Setting	Grade 1 N=72	Grade 3 N=76	Grade 5 N=55	All N=203
Upper	1 (1%)	3 (4%)	3 (6%)	7 (3%)
Middle	37 (51%)	34 (45%)	23 (42%)	94 (46%)
Lower	6 (8%)	12 (16%)	9 (16%)	27 (13%)
Other*	28 (39%)	27 (36%)	20 (36%)	75 (37%)

*Stories that have no identifiable socio-economic setting. This would include some animal stories.

At all but the fifth grade level, the majority of stories was tempocentric (set in the present). In the

sample there was only one science fiction story, a first grade space monster story meant to be humorous. There were no computers or other modern or futuristic technology portrayed in the story sample.

Table 15. Frequency of time settings of stories.

Setting	Grade 1 N=72	Grade 3 N=76	Grade 5 N=55	All N=203
Present	55 (76%)	47 (62%)	24 (44%)	126 (62%)
Past	3 (4%)	9 (12%)	19 (35%)	31 (15%)
Ancient	2 (3%)	2 (3%)	7 (13%)	11 (5%)
Mythical	2 (3%)	9 (12%)	5 (9%)	16 (8%)
Future	1 (1%)	0	0	1 (1%)
Other*	9 (13%)	9 (12%)	0	18 (9%)

*Animal and other stories in which the time setting is not obvious.

The majority of stories at all grade levels seemed to be set in the United States. The least represented continent was Africa which was represented by one humorous story which had white major characters. Stories set in foreign countries were mostly legends and fairy tales. There were almost no stories that could be considered authentic portrayals of life overseas.

Table 16. Frequency of geographic settings of stories.

Setting	Grade 1 N=72	Grade 3 N=76	Grade 5 N=55	All N=203
United States	52 (72%)	48 (63%)	35 (64%)	135 (67%)
South America	0	3 (4%)	3 (6%)	6 (3%)
Europe	3 (4%)	7 (9%)	9 (16%)	19 (9%)
Asia	0	1 (1%)	7 (13%)	8 (4%)
Africa	0	1 (1%)	0	1 (1%)
Other*	17 (24%)	16 (21%)	1 (2%)	34 (17%)

*Includes stories set for the most part in Canada, Australia, Antarctica, mythical locations not obviously located in an identifiable part of the world, and off-Earth locations.

Findings on Character Types and Sex

As would be expected in a country with a predominently white population, white major characters dominated in this sample of United States basal readers. As can be seen in Table 17, whites were major characters in fifty-one percent of the stories (103) sampled and were present as minority characters in another nineteen percent of the stories (38), so that whites were present as either minority or majority characters in seventy percent of the stories (141).

Table 17. Frequency of stories with minor and major racial and ethnic characters.

Character Type	Grade 1 N=72		Grade 3 N=76		Grade 5 N=55		All N=203	
	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.
White	13	40	16	37	9	26	38	103
	18%	56%	21%	49%	16%	47%	19%	51%
Asian	3	4	0	3	0	7	3	14
	4%	6%	0%	4%	0%	13%	2%	7%
Black	9	13	5	14	2	6	16	33
	13%	18%	7%	18%	4%	11%	8%	16%
Spanish	0	2	0	6	1	6	1	14
	0%	3%	0%	8%	2%	11%	1%	7%
Indian	0	1	1	5	1	8	2	14
	0%	1%	1%	7%	2%	15%	1%	7%
Human	1	1	2	1	0	0	3	2
	1%	1%	3%	1%	0%	0%	2%	1%

In Table 18 is shown the frequency of stories with non-human characters.

Table 18. Frequency of stories with minor and major non-human character types.

Character Type	Grade 1 N=72		Grade 3 N=76		Grade 5 N=55		All N=203	
	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.
Mythical	3	1	5	1	0	2	8	4
	4%	1%	7%	1%	0%	4%	4%	2%
Animal	7	1	6	0	9	1	22	2
	10%	1%	8%	0%	16%	2%	11%	1%
Pet	9	4	11	1	9	1	29	6
	13%	6%	15%	1%	16%	2%	14%	3%
Anthro.	1	13	1	14	2	0	4	27
	1%	18%	1%	18%	4%	0%	2%	13%

The distribution of stories with male and female characters is shown in Table 19.

Table 19. Frequency of stories with minor and major male, female, and sexless characters.

Character Sex	Grade 1 N=72		Grade 3 N=76		Grade 5 N=55		All N=203	
	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.
Male	24	40	19	51	18	36	61	127
	33%	56%	25%	67%	33%	65%	30%	63%
Female	15	45	28	36	20	25	63	106
	21%	63%	37%	47%	36%	55%	31%	52%
Sexless	10	13	13	2	7	1	30	16
	14%	18%	17%	3%	13%	2%	15%	8%

Findings on Handicaps

The inclusion of handicapped characters was a relatively new concern for critics of basal readers. As

with the other coding of characters, a picture of a person in a wheelchair or having some other form of handicap was not coded unless that person was a character in the story. Eleven stories were identified in the sample as having handicapped characters.

At the first grade level, only one story portrayed a handicapped character (a beaver with a small tail). At the third grade level there were three stories, one about a blind girl, one with an older woman who limped, and one with a dog who wrote his letters backwards. At the fifth grade level there were seven stories including a girl with asthma, deaf mute parents, a boy with a learning disability, a deaf cat, two slightly deaf grandmothers who had problems walking, and a grandmother who went blind. In two of the series no stories sampled portrayed handicapped characters; in three of the series only one story portrayed handicapped characters; in two of the series there were two stories with handicapped characters; and one series had four stories with handicapped characters.

Findings on Positive Feelings, Physical Activity, and Family Types

The psychologists reviewed in Chapter 2 deplored the one sided happy nature of basal reading stories. For that reason, positive feelings were not included in the

realism score, however it was coded so that comparisons could be made. As can be seen in Table 20, the most frequent positive feeling was happiness, which included mostly characters laughing happily.

Table 20. Frequency of stories with not emphasized (Min.) and emphasized (Maj.) positive feelings.

Type	Grade 1 N=72		Grade 3 N=76		Grade 5 N=55		All N=203	
	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.
Hope	0	0	0	2	1	0	1	2
	0%	0%	0%	3%	2%	0%	1%	1%
Love	2	0	8	2	3	2	13	4
	3%	0%	11%	3%	6%	4%	6%	2%
Success	0	0	3	4	2	5	5	9
	0%	0%	4%	5%	4%	9%	3%	4%
Happy	26	5	31	13	16	7	73	25
	36%	7%	41%	17%	29%	13%	36%	12%
Friend	3	1	3	0	2	2	8	3
	4%	1%	4%	0%	4%	4%	4%	2%
O.Pos.*	4	0	4	0	3	2	11	2
	6%	0%	5%	0%	6%	4%	5%	1%

*Other positive feelings include positive feelings such as excitement and pride.

Physical activity also was another category not mentioned by psychologists as not adequately represented in basal readers, but which was included in this study for comparison purposes. Simple walking and running were not coded in this category if not associated with a game, sport, or some other kind of special activity. Work,

often housework, and physical play were the most frequently coded items.

Table 21. Frequency of stories with not emphasized (Min.) and emphasized (Maj.) physical activity.

Type	Grade 1 N=72 Min.	Maj.	Grade 3 N=76 Min.	Maj.	Grade 5 N=55 Min.	Maj.	All N=203 Min.	Maj.
Work	5	7	14	11	8	9	27	27
	7%	10%	18%	15%	15%	16%	13%	13%
Team Spts.	0	0	0	0	1	0	1	0
	0%	0%	0%	0%	2%	0%	1%	0%
Other Spts	0	3	0	1	2	6	2	10
	0%	4%	0%	1%	4%	11%	1%	5%
Phys. Play	6	13	8	6	5	2	19	21
	8%	18%	11%	8%	9%	4%	9%	10%
O. Phys.*	0	1	3	2	0	3	3	6
	0%	1%	4%	3%	0%	6%	2%	3%

*Other physical activity includes activities such as a parading, eating, and cooking when these activities are not part of a person's job or obviously play activities.

The number of stories containing different family types is shown in Table 22. Two parent families were most common while grandparents taking care of children and extended families were least common.

Table 22. Frequency of stories with not emphasized (Min.) and emphasized (Maj.) family types.

Type	Grade 1 N=72		Grade 3 N=76		Grade 5 N=55		All N=203	
	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.
2 Parent	15 21%	0 0%	20 26%	2 3%	11 20%	5 9%	46 23%	7 3%
1 Parent	1 1%	0 0%	7 9%	1 1%	4 7%	6 11%	12 6%	7 3%
Grandpar.	0 0%	0 0%	1 1%	1 1%	0 0%	0 0%	1 1%	1 1%
Extended	1 1%	2 3%	2 3%	2 3%	3 6%	3 6%	6 3%	7 3%

Research Hypotheses

Six research hypotheses were formulated to aid in the answering of the questions of this study. For each research hypothesis, a statistical null hypothesis was formulated and accepted or rejected at the .05 level of confidence on the basis of the findings of this study.

Hypothesis 1

In hypothesis 1 it was stated that there is a statistically significant difference generally or by grade level between the mean realism scores of first, third, and fifth grade stories in basal reading series frequently state-wide adopted as compared to the scores of first, third, and fifth grade stories in basal reading series not frequently state-wide adopted. This hypothesis was

rejected. The popular reading series were Ginn, Houghton Mifflin, Macmillan, and Scott, Foresman and the less popular reading series were Allyn and Bacon, D.C. Heath, Laidlaw, and Lippincott (the criteria of selection for the popular and unpopular series can be found on pp. 54-55). The results of the T-Tests are shown in Table 23.

Table 23. T-tests: Mean realism scores of popular series stories compared to mean realism scores of less popular series stories overall and by grade level.

Group	N	Mean Realism Score	S.D.	Pooled Var. Est. T Value	df	2-Tail Prob.
All Grades						
Popular	103	3.85	2.30	.74	201	.459
Less Pop.	100	3.60	2.58			
Grade 1						
Popular	32	2.31	1.67	.95	70	.346
Less Pop.	40	1.93	1.76			
Grade 3						
Popular	41	3.83	1.50	.23	74	.817
Less Pop.	35	3.74	1.76			
Grade 5						
Popular	30	5.53	2.64	-.76	53	.448
Less Pop.	25	6.08	2.64			

HYPOTHESIS 2

In hypothesis 2 it was stated that there is a difference generally and by grade level between the mean

realism scores of first, third, and fifth grade stories with female major characters as compared to the scores of first, third, and fifth grade stories without female major characters. This hypothesis was rejected. In Table 24 are shown the results of testing Hypothesis 2.

Table 24. T-tests: Stories with female major characters compared to stories with no female major characters.

Group	N	Mean Realism Score	S.D.	Pooled Var. Est. T Value	df	2-Tail Prob.
All						
Maj. Female	106	3.86	2.38	.79	201	.431
No Maj. Fe.	97	3.59	2.51			
Grade 1						
Maj. Female	45	2.29	1.75	1.22	70	.225
No Maj. Fe.	27	1.78	1.65			
Grade 3						
Maj. Female	36	4.08	1.57	1.52	74	.132
No Maj. Fe.	40	3.53	1.62			
Grade 5						
Maj. Female	25	6.36	2.08	1.51	53	.138
No Maj. Fe.	30	5.30	2.96			

HYPOTHESIS 3

In hypothesis 3 it was stated that there is a difference generally and by grade level in the realism scores of first, third, and fifth grade stories with minority group major characters as compared to first,

third, and fifth grade stories without minority group major characters. This hypothesis was accepted overall and at the fifth grade level as can be seen in Table 25.

Table 25. T-tests: Stories with minority characters compared to all other stories.

Group	N	Mean Realism	S.D.	T Value	df	2-Tail Prob.
All				Separate var. est.		
Minority	73	4.51	2.68	-3.31	126	.001*
No Minority	130	3.29	2.19			
Grade 1				Pooled var. est.		
Minority	19	2.32	1.53	-.64	70	.523
No Minority	53	2.02	1.79			
Grade 3						
Minority	27	3.93	1.54	-.55	74	.587
No Minority	49	3.71	1.66			
Grade 5						
Minority	27	6.63	2.71	-2.45	53	.017*
No Minority	28	4.96	2.32			

* = Significant at the .05 level of confidence.

HYPOTHESIS 4

In hypothesis 4 it was stated that there is a difference in realism scores of everyday stories with non-middle-class urban settings as compared to scores of everyday stories with middle-class suburban settings. This hypothesis was rejected as can be seen in Table 26.

Table 26. T-test: Mean realism score of everyday stories with suburban middle class settings (Group 1) compared to the mean realism score of everyday stories without suburban middle class settings (Group 2).

Group	N	Mean Realism Score	S.D.	Pooled Var. Est. T Value	df	2-Tail Prob.
1	18	3.22	1.48	.35	44	.725
2	28	3.04	1.90			

HYPOTHESIS 5

In hypothesis 5 it was stated that there is a difference in the realism scores of stories with anthropomorphic characters as compared to scores of stories without anthrpomorphic characters. This hypothesis was accepted. In Table 27 are shown the results of testing Hypothesis 5. There were only two stories at the fifth grade level in which anthropomorphic characters were depicted. As a result, in stories with anthropomorphic characters, there was less realism than in other stories. Tested by grade level there was no significant difference between the two types of stories.

Table 27. T-tests: Mean realism scores of stories with anthropomorphic characters compared to the mean realism scores of stories without anthropomorhic characters

Group	N	Mean Realism	S.D.	Pooled Var. Est. T Value	df	2-Tail Prob.
All Grades						
Anthro. Chrs	31	2.81	2.10	-2.31	201	.022*
No Anthro.	172	3.90	2.46			
Grade 1						
Anthro. Chrs.	14	1.71	1.68	-.93	70	.357
No Anthro.	58	2.19	1.73			
Grade 3						
Anthro. Chrs.	15	3.40	1.81	-1.05	74	.299
No Anthro.	61	3.89	1.56			

* = Significant at the .05 level of confidence.

HYPOTHESIS 6

In hypothesis 6 it was stated that there is a difference in realism scores of fairy stories as compared to scores of non-fairy stories. This hypothesis was rejected. In Table 28 are shown the results of testing Hypothesis 6.

Table 28. T-test: Mean realism score of Fairy stories compared with the mean realism score of non-fairy stories.

Group	N	Mean Realism	S.D.	Pooled Var. Est. T Value	df	2-Tail Prob.
All Grades						
Fairy Stor.	23	4.35	2.66	-1.29	201	.197
Non-Fairy	180	3.65	2.41			

Interactions between Settings and Ethnicity

In order to determine if differences in story realism were associated with the settings different ethnic characters lived in, an analysis of variance (ANOVA) was calculated. No significant differences in the main effects or in the interaction were found when ANOVA was used in order to determine if there was interaction between urban and suburan settings and the ethnicity of major characters as can be seen in Table 29.

Table 29. ANOVA: Main effects and 2-Way interactions for a comparison of realism scores of stories with urban and suburban settings as compared to stories with and without minority major characters.

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Main Effects	8.322	2	4.161	1.063	.351
Urban-Suburban	6.965	1	6.965	1.780	.186
Minority-No Min.	.275	1	.275	.070	.792
2-Way Interaction					
Ur.-Sub. X Min.-No	5.848	1	5.848	1.494	.226

Summary

In Chapter 4, the descriptive statistics and findings of the statistical tests are presented. The first part of the chapter contains an explanation of how the reliability sample was established and coded by two independent coders and the principal investigator.

A correlation coefficient between coders of .85 or higher was met in the first round of coding, hence the coding guide found in Appendix B was used to code all of the stories in the reliability sample and in the larger sample of two hundred three stories.

In the second part of the chapter, descriptive data obtained from the sample of coded stories were given. Data on all the variables coded were summarized. Where appropriate, comparisons were made with previous studies and with census data.

In the majority of stories in the sample, low realism scores (below 4) were found. The amount of realism in the stories was found to increase with grade level. About seventy percent of the stories was classified as everyday; thirty-eight percent as rural settings; forty-six percent as middle class settings. Sixty-two percent of the stories was set in the present and the same percentage was set in the United States. In fifty-one percent of the stories major characters were

white; in sixty-three percent the major characters were male as compared to fifty-two percent with female major characters.

There were only eleven stories (5%) with handicapped characters in the sample. In 126 stories (62%), positive feelings were portrayed as compared to 139 stories (68%) with negative feelings. Happiness, the most common positive feeling, was found in forty-eight percent of the stories. Fear was the most common negative feeling (in 27% of the stories), followed closely by sadness (25%), anger (24%), and other negative feelings (hunger etc., 22%).

Physical activity was found in 106 stories (52%). Work, often housework, was the most frequent physical activity coded in twenty-six percent of the stories followed by play in nineteen percent of the stories. The two parent family was the most frequently found family type (in 26% of the stories). In thirty-seven percent of the stories, no family type was portrayed; and in twenty-two percent, families were not portrayed in enough detail to code as two family, extended, grandparent, or one parent. In sixteen percent of the stories, some kind of extended, one parent, or grandparent family was depicted.

In the last part of the chapter, the results of testing the hypotheses of the study were given. In the

first hypothesis, realism scores of popular reading series were compared to realism scores of less popular reading series. No significant difference in mean realism scores was found between the popular and less popular series overall or by grade level.

In the second hypothesis, realism scores of stories with major female characters were compared to realism scores of stories without major female characters. No significant difference was found between the mean realism scores of stories with female major characters and stories without female major characters either overall or by grade level.

In the third hypothesis, realism scores of stories with minority group major characters were compared to realism scores of stories without minority group major characters. Stories with minority characters were found to have significantly more realism in them.

In the fourth hypothesis, the realism scores of everyday stories with non-middle-class urban settings were compared to the realism scores of everyday stories with middle-class suburban settings. No significant difference was found between the two groups.

In the fifth hypothesis, the realism scores of stories with anthropomorhic characters were compared to the realism scores of stories without anthropomorhic characters. Overall, there was significantly less realism

in stories with anthropomorphic characters than in stories without anthropomorhic characters.

In the sixth hypothesis, the realism scores of fairy stories were compared the realism scores of non-fairy stories. There was no significant difference between the scores of fairy stories and the scores of non-fairy stories.

An analysis of variance was done comparing urban and suburban stories with stories with minority major characters and no minority major characters. No significant main effects or interactions were found.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

> One day Buzzy Bear ran out to play.
> It had stopped raining.
> Buzzy stopped by a tree.
> "Oh, look!" he said to a bird in the tree.
> "There is a rainbow."
>
> --Dorothy Marino, Houghton Mifflin Reading Program, 1981

In this investigation, the amount of realism found in a sample of stories from eight elementary basal reading series published between 1978 and 1983 was measured. The basal reading series to be examined were selected from a list of state adopted textbooks from the largest states having such lists. Four frequently adopted series and four less frequently adopted series were selected for study. A random selection of one fourth of the stories from the primers, first readers, third grade readers, and fifth readers of each reading series was made. The two hundred and three selected stories were then coded to determine the amount of realism they contained using the coding guide in Appendix B.

Realism was defined as nine categories of story content that psychologists over the past forty years have indicated should have been found in elementary basal

readers but were not. The nine categories of realism measured in this study were minority characters, female characters, rural-urban settings, age spectrum, conflict, aggression, life situations, negative emotions, and intellectual activities (see pp. 17-18 and Appendix B for definitions). The research technique of content analysis was used to identify the presence or absence of these nine categories in the stories studied. A coding guide was created (see Appendix B) in order to do the content analysis, and a scoring system was established and verified so that a realism score could be obtained for each story studied.

Questions of the Study

In this study the researcher sought to find out if greater story realism was associated with stories that come from more frequently adopted basal series, with stories that have minority group members or females as major characters, and with stories that have non-middle class settings. In a review of the research, it was also indicated that fairy stories and stories with anthropomorphic characters might have more realism in them (Child et al., 1946, pp. 51-52).

Six questions with associated hypotheses were formulated to guide the research of this study. A summary of the results described in Chapter 4 is given below:

Question 1. How much realism is included in a selection of stories from the most recent editions of basal reading series?

As would be expected, stories in higher grade level readers on the average had more realism than stories from lower grade level readers. The mean realism score of the thirty-eight primer stories coded was 1.66. The seventy-six third grade readers had a mean realism score over twice as high as the primer stories (3.8); while the fifty-five fifth grade stories sampled had a mean realism score over three times higher (5.78). Of all the categories included in the realism score (age spectrum, conflict, aggression, life situations, negative emotions and intellectual activity), aggression was the least frequent component and conflict next in frequency. Negative feeling was the most frequent component of the realism score except at the first grade level where it was intellectual activity. The most common negative feeling was fear while the least common ones were loneliness and jealousy.

Question 2. Do stories in more widely adopted basal reading series have a different level of realism than stories in less widely adopted reading series?

The mean realism score of the stories from the

more popular series (Ginn, Houghton Mifflin, Macmillan and Scott, Foresman) was insignificantly higher (3.85 vs. 3.60) than that of the four less popular series (Allyn and Bacon, D.C. Heath, Laidlaw and Lippincott). This was also true when comparisons were made at each grade level. This lack of difference again supports the contentions of researcher and reading specialists who remarked on the similarity of basal reading series (Zimet, 1972, p. 130 and Aukerman, 1981, p. 8).

Question 3. Do stories with major characters who are female or minority group members have a different level of realism than stories without female or minority group major characters?

With regard to female major characters, no significant difference in mean realism scores was found when stories with major female characters were compared to stories without major female characters. But in regard to stories with minority group characters a difference was found. Stories with minority group major characters had significantly higher realism than stories without minority group major characters at the fifth grade level and overall.

It was also found that the realism scores of stories with different kinds of minority group major characters differed in the amount of realism they

contained. As shown in Table 30, stories with Asian and Native American major characters had relatively high average realism scores, 6.33 and 6.31, respectively; while stories with White and Black major characters averaged substantially lower realism, 3.55 and 3.04. Stories with Hispanic major characters scored in between the two groups (4.69). Asian and Native American stories were set for the most part in geographically unique locals. Stories with Asian major characters were most often set in Asia, and stories with Native American major characters were mainly set in the American South-west.

Table 30. Mean realism scores of stories with different major character types.

Major Character Type	N	Mean Realism	S.D.	S.E.
Above average realism				
Asian	12	6.33	3.42	.99
Native American	13	6.31	2.69	.75
Hispanic	13	4.69	1.84	.51
Mythical	4	3.75	2.50	1.25
Below average realism				
Animal	6	3.67	2.94	1.20
White	94	3.55	2.22	.23
Black	26	3.04	1.69	.33
Human	2	3.00	2.83	2.00
Mixed, Minority & White	9	2.67	2.12	.71
Anthropomorphic	24	2.42	1.67	.34
All stories	203	3.73	2.44	.17

For the most part, stories with white and Black major characters shared the same type of locales, and the

ethnicity of the characters could have been changed without consequence to the plot of the story. Most stories with Asian, Hispanic, and Native American major characters were found at the third and fifth grade levels while the highest frequency of stories with Black major characters was found at the first grade level. Since first grade stories had less realism on the average than third and fifth grade stories, the grade level distribution of stories with Black major characters was also a factor in their relatively low average realism scores. Only two stories sampled dealt with a uniquely Black heritage (slavery), the only story set in Africa had white major characters. Stories with Hispanic major characters more often contained unique ethnic material than did stories about Blacks, but not as often as stories about Asians and Native Americans.

Question 4. Do stories with non-middle-class, suburban settings have a different level of realism than stories with middle-class suburban settings?

No significant difference was found in the level of realism when stories with non-middle-class suburban settings were compared to stories with middle-class suburban settings. As noted previously, the number of rural settings increased with grade level. Basal reading series continued to lack stories with urban settings in

proportion to the number of children in the United States who live in an urban environment (9% less). This relative lack of urban stories may give students the idea that adventure is a rural phenomenon. There were more stories with rural settings at higher grade levels. Over half the stories at the fifth grade level had rural settings. In basal readers, authors may be indirectly fostering the western cowboy mystique at a time when students need to be looking toward an increasingly urbanized future. The almost total lack of stories set in the future in the sample reinforced this conclusion.

Only seven stories, three percent of the sample, had upper class socio-economic settings. These seven stories were all about kings and/or queens and were set in the past. The world of the present in basal readers consists of only two classes, the lower and the middle.

Question 5. Do stories with anthropomorphic characters have a different level of realism than stories without anthropomorphic characters?

Overall, in stories with anthropomorphic characters there was significantly less realism than in other stories owing to the lack of such stories at the fifth grade level. When comparisons were made by grade level, there was not significantly less realism in stories with anthropomorphic characters.

Child, Potter and Stewart in their 1946 study indicated that anthropomorhic characters were being used in readers of the thirties to exhibit negative behaviors (pp. 51-52). No evidence of this was found in the sample studied. No anthropomorphic major characters and only two anthropomorphic minor characters were found in fifth grade readers. It is questionable if the stuffed animal type of anthropomorhic character epitomized by Winnie the Pooh is a worthwhile inclusion in basal reading series. Beatrix Potter's Peter Rabbit would seem a better choice to this researcher.

Blanchard, in a study of the anthropomorhic content of primers and preprimers of ten basal reading series published between 1978 and 1981, found the average percentage of anthropomorhic story content to be twenty-nine percent (1982, pp. 588-89). Blanchard attributed the high percentage of anthropomorphic story content to publishers trying to circumvent pressure groups wanting "to exclude or include certain portrayals of humans in their stories" (1982, p. 588).

Question 6. Do fairy stories have a different level of realism than non-fairy stories?

A similar fate has befallen fairy stories as has befallen stories with anthropomorphic characters. The wicked witches found by Child et al. in the 1930's (1946,

pp. 51-52) have been replaced by funny witches. This has removed most of the drama from these stories and also has lessened the amount of realism they have. While fairy stories were scored with a slightly higher mean realism (4.35) than non-fairy stories (3.65), the difference was not significant.

Discussion of Findings

Some, but not a lot, of realism was found in the elementary basal readers in this study. Besides the much reported improvements in the quantity of ethnic minority and female characters, this study found some improvement in the quantity of intellectual activities portrayed and in the number of handicapped characters.

Areas of Improvement

The improvement of representation of minority characters in basal readers has reached the point where Asians, Blacks and Indians were over-represented in basal reader stories as major characters compared to U.S. census figures. While Asians constituted only 1.5% of the U.S. population, they were major characters in seven percent of the stories (14). Blacks, constituting twelve percent of the U.S. population, were found as major characters in sixteen percent of the stories (33). Indians, constituting .6% of the U.S. population, were found as

major characters in seven percent of the stories (14). Only Hispanics had approximately the same representation in stories as in census figures (Bureau of the Census, 1981b, pp. 8-9, Bureau of Census, 1981a, p. 3). On the other hand, Whites were major characters in only fifty-one percent of the stories (103). This percentage was well under the 83.2% of the U.S. population that was identified in 1980 by the Bureau of the Census as White (1981b, p. 8).

Females were major characters in fifty-two percent of the stories (106) of this sample, however males still have a greater representation. Males were major characters in sixty-three percent of the stories (127) sampled. Males outnumbered females as major characters at the third and fifth grade levels while females outnumbered males as major characters at the first grade level.

Thirty eight years ago Child, Potter and Stewart found only one example of intellectual activity (a boy listening to a radio) in the 914 third grade stories they reviewed (1946, pp. 8 & 17). While their coding criteria were not clearly stated, there seemed to be a definite increase in intellectual activity portrayed in modern third grade readers. At the third grade level in this study, seventeen stories contained characters reading, nine stories contained characters writing, three stories contained some kind of math-science activity, twenty-three

stories contained art-music activity, one story contained an intellectual game, and twelve stories contained other intellectual activities. In contrast there was surprisingly only one story with a team sport portrayed, a tug of war. In such an athletically oriented country where team sports extend even into the elementary school, this was an unexpected finding.

Hopkins, in a recent study of basal readers, found no stories with handicapped characters before the third grade and only one percent of the stories had handicapped characters in the third grade and above. Of the thirty-nine stories with handicapped characters in Hopkins' study, in twenty-five (64%) blindness was dealt with, and in five (13%) deafness (1982, p. 31). In this study, five percent of the stories (11) contained handicapped characters; two contained blind characters and four contained deaf characters. The sample of basal reader stories in this study had more handicapped characters with a wider variety of handicaps than were found in Hopkins study. While this study showed an increase in stories with handicapped characters, the proportion of stories with handicapped characters was still well below the estimated ten to twelve percent of all students who are handicapped (1982, p. 31).

Areas of Little or No Improvement

While this study indicates improvement has taken place in basal readers in a few areas, several areas where improvements were recommended in the literature surveyed in Chapter 2 showed little or no improvement. These areas include types of conflict, varieties of life situations, the portrayal of certain age levels of characters, and the inclusion of a variety of story settings.

Bettelheim has written that it is very important that children be given a realistic portrayal of family life in their readers. One area he mentions is conflict between parents (1979, p. 147). Only one story was coded for parent-parent conflict in this study in a story about a learning disabled boy, and that conflict was not emphasized. Only four percent of the stories (7) was coded for sibling conflict with all but one story having that conflict not emphasized. This avoidence of conflict between parents and between siblings is a far cry from reality.

Another area of neglect in this sample of basal readers was the very young. Very few babies were portrayed in stories. Only four percent of the stories (7) had babies as characters, and only two percent (3) of those had babies as major characters. In no stories were women or animals portrayed as pregnant, and only four percent of the stories (8) mentioned birth with no stories

emphasizing birth. Death had much better representation than birth. Thirteen percent of the stories (27) mentioned death with six percent (13) having death emphasized.

The ethnocentrism of basal readers has received a lot of attention. The White middle-class world of basal readers has received additions of minority characters and urban settings, however these changes have not gone to the point where basal reader stories are representative of United States census informaiion. Zimet and Blom in their study of 1307 primer and preprimer stories in 1968 found that the stories were thirty-eight percent suburban, twenty percent rural, and one percent urban compared to the thirty-eight primer stories in this study which were twenty-six percent suburban, twenty-one percent rural, and eighteen percent urban. The number of urban stories has increased and the number of suburban stories has decreased since 1968. But urban stories were still under-represented compared to census figures which showed even in 1968 the population of the United States to be thirty-one percent urban (Zimet and Blom, 1968, p. 321).

At the fifth grade level over half the stories (55%) had rural settings. There seemed to be more room for interesting story plots in rural settings than in non-rural settings. In a world of increasing technology there seems to be a pull in basal readers toward cowboys

and forest rangers. There was only one story set in the future in this study's sample, and it was humorous, first grade nonsense about a space monster. No stories dealt with computers or other futuristic technology in the sample. This lack of concern for the future was paralleled by a lack of concern for other parts of the world. There was an almost total lack of stories set in recent times about real life overseas. Only eight percent of the stories (15) was set in South America, Asia or Africa, and most of these stories were either fairy stories or legends rather than contemporary everyday stories. The best example of this neglect was the one story set in Africa which had White major characters and was humorous. Even Europe which was the setting for nine percent of the stories (19) was depicted mainly as a land of fairy tales and legends.

Recommendations

The following recommendations are made to teachers and basal reading publishers based on the findings of this study:

Recommendations for Teachers and Publishers

RECOMMENDATION 1.

More everyday type stories set in the future are needed in basal readers. This study has documented a lack

of everyday stories set in the future which exhibit normal human characters dealing with modern and futuristic technology in believable situations. The lack of such stories ill prepare students for the future. The popularity of Star Wars type movies that deal with robots, computers, and space ships shows that these kind of stories can be of high interest to elementary students. A proportion of at least ten percent of all basal stories being either set in the future or emphasizing modern technology would be a minimum requirement to this writer.

RECOMMENDATION 2.

Basal readers need more everyday type stories set in foreign countries with major characters who are not transplanted Americans. Some of the central problems of modern life concern Russians and Arabs. This writer feels that students need to be exposed to realistic everyday type stories about people in other cultures as early as possible to combat the tendency in all people to be ethnocentric and to develop stereotyped views of people in other lands. There were very few everyday type stories about people living in foreign lands. The extreme case was Africa which was the setting of only one of the over two hundred stories randomly sampled - and that story had White major characters.

RECOMMENDATION 3.

More everyday type stories with urban settings are needed in basal readers. As the population of this country continues to increase, the number of people living in urban areas will most likely continue to increase. Urban stories were under-represented at all levels, but especially so at the fifth grade level. The large number of stories, over fifty percent, set in rural areas at the fifth grade level indicates a form of rural escapism from the problems of modern life. Students need to be given ideas of interesting things to be done in urban areas beyond visiting the country.

RECOMMENDATION 4.

There needs to be some everyday type stories with upper-class socio-economic settings in basal readers. As long as rich people are part of our society, they should be a part of our basal readers. One of the merits of the McGuffey readers was that story characters modeled philanthropy. The poor were kind to animals and people while the rich helped the poor with food and jobs. If charity is a value of this country, it needs to be less abstract than United Way television commercials. While there were several stories with children helping to improve their environment, there was a lack of emphasis on children who were better off helping the less fortunate.

This is, of course, a touchy issue that needs to be handled carefully, but eliminating rich people from basal readers is not the answer.

RECOMMENDATION 5.

More everyday type stories are needed in basal readers with babies as characters and pregnancy should not be a tabooed subject. This writer would contend that if students are to have a balanced view of life, birth should receive the same representation as death and the very young should be represented as much as the very old.

RECOMMENDATION 6.

There should be fewer of the stuffed animal type story in basal reading textbooks and more of the traditional type of fairy stories and fables. The stuffed animal type of story has very little realism as compared to the older stories and lacks the more meaningful content of the earlier stories.

Until basal reading textbook publishers respond to the recommendations listed above, teachers need to supplement their basal reading series with trade books to give their students a more well rounded view of the world in their reading. If simple realistic stories cannot be found at the first grade level, then teachers need to read to their students more complex stories so that they can be

exposed to the drama and humor that better literature has to offer.

Recommendations for Further Research

As part of this study a valid and reliable method of measuring the amount of realism in basal reading textbooks has been developed and has been used to measure realism in a sample of eight modern basal reading series. Several avenues of promising research using the methods developed remain to be done. This writer recommends four areas for further research.

RECOMMENDATION 1.

In order to increase the level of confidence in the findings of this study, the investigator recommends that the method of content analysis developed herein be applied to stories from other basal reading series and other grade levels (second, fourth, sixth, seventh, and eighth) not examined in this study.

RECOMMENDATION 2.

Nowhere in this study is it indicated whether stories with higher realism would form a better basis for reading instruction. Psychologists, such as Bruno Bettelheim (1982), have said they would, but no empirical evidence other than individual case studies has been forthcoming. Now that a method of establishing the

realism content of basal reading stories has been devised, it would be appropriate to make such an experimental study.

RECOMMENDATION 3.

Reading specialists, even basal reading authors, have promoted the use of trade books to teach reading (Gates, 1962, pp 455 & 448). The contention is made that trade books contain more meaningful stories than basal readers (Janell, 1974, p. 150). It would be appropriate to compare the realism of basal reading stories with children's trade books, especially children's classics, traditional folk tales, and award winning children's books.

RECOMMENDATION 4.

Older reading series have been studied, but empirical comparisons of old and new reading series are few. It would be appropriate to compare the realism in older reading series with new ones to determine what changes have taken place over the years.

Summary

The initial question of this study was, "How much of reality, what adults think they know of the world, can be found in the stories published in modern basal reading series?" The answer to that question is, "Not enough!"

In a time when we finger print our children in shopping malls so that they can be traced if they are abducted and when the threat of total nuclear destruction lies buried in missile silos in our wheat fields, it is understandable why we provide escapist literature about stuffed animals and children playing for our young in our basal readers, but it is not defensible. If our children go on from their basals to read only Harlequin Romances and other escapist adult literature, we might as well not teach them to read. As Collin Scott wrote seventy-six years ago, "If the schools do no more for reading than to teach people to read, it may be said paradoxically that they are not even teaching them to read (1908, pp. 212-13). If students are to become intelligent citizens and problem solvers of the future, they need to start reading with meaningful, realistic literature about which they can think and hold discussions.

David Yarington has written of the small amount of skill needed, except perhaps in student discipline, to teach students reading from a basal reader (1978, p. 62). If teachers are to be professionals, they must seek out interesting, meaningful, and realistic stories about life in the type of community from which their students come and interesting, meaningful, and realistic stories about children different from their students in order to teach students to read and to read for the right reasons. No

basal reading series can cover all the ground discussed in this dissertation, however much improvement is possible. It is up to the teacher to seek out additional materials.

Educators get too caught up in the battles of teaching methods over issues like "phonics first", whole word method, or language experience. Jeanne Chall who wrote a comprehensive study of the debate on methods of teaching reading in 1967 concluded that "folktales and fairy tales" were the best stories with which to start first and second graders and specifically recommended them for their meaningful content which could make children cry as well as laugh (pp. 311-312). What better way to teach children to beware of strangers as well as to teach reading is there than a story like "Little Red Riding Hood" properly taught. To mask the realities of life from children as William S. Gray recommended in the introduction to his "Dick and Jane" readers (1951, pp. 23-24) may give them a pleasant interlude, but it does not help them live with their problems and can only make the adjustment to adulthood that much harder later on. Escapism may be considered a form of suicide. Children need to learn to live with and, when possible, to overcome "the slings and arrows of outrageous fortune."

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APPENDICES

APPENDIX A

STORY CODING SHEET

Story Coding Sheet

GENERAL: 1. Copy. ___ 2. Series ___ 3. Grade ___
Story 4. ___ 5. ___ Level ___ Page ___ 6. Type ___
Summary _____
SETTING:
7. Place ___ 8. Class ___ 9. Time ___ 10. Geog. ___
CHARACTERS: 11. White ___ 12. Asian ___ 13. Black ___
14. Sp.Or. ___ 15. N.Amer. ___ 16. Human ___ 17. Myth. ___
18. Anim. ___ 19. Pet ___ 20. Antho. ___
SEX: 21. Male ___ 22. Female ___ 23. ? ___
*AGE: 24. Baby ___ 25. Presch. ___ 26. Elem. ___
27. Teenager ___ 28. Y.Adult ___ 29. Old Adult ___
HANDICAP: 30. ___
*AGGRESSION: 31. ___
*CONFLICT: 32. Par./Ch. ___ 33. Sibling ___ 34. Par/Par. ___
35. Ch./Ch ___ 36. Ad./Ad. ___ 37. An./Human ___ 38. An/Animal___
39. Other ___ _____
*FEELINGS: 40. Hate ___ 41. Failure ___ 42. Fear ___
43. Boredom ___ 44. Sadness ___ 45. Jealousy ___ 46. Anger ___
47. Lone. ___ 48. Other Neg.___ _____
49. Hope ___ 50. Love ___ 51. Success ___ 52. Happy ___
53. Friend ___ 54. Other Pos.___
*LIFE SIT.: 55. Marriage ___ 56. Pregnancy ___ 57. Birth ___
58. Growth ___ 59. Injury ___ 60. Illness ___ 61. Death ___
62. Other ___ _____
*ACTIVITY: 63. Reading ___ 64. Writing ___ 65. Math/Sci.___
66. Art/Music___ 67. Int. Game ___ 68. Other Int.___ _____
69. Work ___ 70. Team Spts.___ 71. Other Spts___ 72. Phs. Play___
73. O.Phys. ___ _____
FAMILY: 74. 2 Parent ___ 75. 1 Parent ___ 76. Gr.Parent___
77. Extended ___ 78. Not Obv. ___ REALISM SCORE: 79. ___ 80. ___
*Scored for realism

APPENDIX B

CODING GUIDE

Coding Guide

Each story is coded with a separate coding sheet. Each story needs to be read more than once to determine the major and minor characters in terms of ethnicity, sex, and age and to code the other categories. Major characters are those that appear throughout the story and who usually are given a lot of dialogue. Major characters usually play active parts in the story, and they could not be removed without changing the plot. Minor characters usually do not appear throughout the story. They have less dialogue and are more passive than major characters. Some stories will have both male and female and/or minority and majority group major characters, but often one of the sexes or groups will take a greater role in making decisions and taking action or will appear more often. When one sex or group is more predominate, code the other sex or group as minor characters in terms of ethnicity, sex, and age.

There are eighty items to be coded. These eighty items are broken down into twelve categories. Except for unnumbered items which are not computer coded and items 79-80 which are a calculated score, each item is coded with the number describing best the story being coded from

the list of numbered descriptions for that item.

A. General

1. Code the tens digit of the basal reading series coded from the list below.

2. Code the ones digit of the basal reading series coded from the list below.

1 = Allyn and Bacon
2 = D.C. Heath
3 = Ginn
4 = Houghton-Mifflin
5 = Laidlaw
6 = Lippincott
7 = Macmillan
8 = Scott, Foresman

3. Grade Level (as per Aukerman, 1982)

1 = Primer

2 = First Reader

3 = 3-1 or Third Grade Reader

4 = 3-2 (second third) Grade Reader

5 = Fifth Grade Reader

4. Code the tens digit of the story number from the random list of stories to be coded that was generated by the computer program.

5. Code the ones digit of the story number from the random list of stories to be coded that was generated by the computer program.

Level (Uncoded); Write in the level of the textbook from which the story was selected. The textbook level is usually a letter designation provided by the publisher for ungraded texts which replaces the older grade level designation which use to be printed on the covers of most basal readers. Use the grade designation if there is no level designation.

Page (Uncoded); Write in the first page number of the story being coded.

6. Type [The following story types are modified from Child et al. (1946, p. 7)]

1 = Fairy stories, all stories in which supernatural creatures appear, whether or not they are the principal characters, or in which consequences are brought about by supernatural means. This classification includes familiar fairy tales, legends, and myths.

2 = Animal stories, all those in which animals are the principal characters, regardless of whether they are treated like human beings or realistically as animals [This category does not include Fairy Stories that have animals as principal characters].

3 = Hero stories [biographies], all stories about individuals well known to children and commonly presented in an idealized fashion. Stories about Columbus, the Wright brothers, Biblical characters, and other less well known historical figures like artists, athletes, inventors, or political figures are included.

4 = Everyday stories, all the stories not falling into these other classifications, stories about everyday life in which the characters are more or less representative of normal human beings.

Summary (uncoded); Write in a two or three word description of what the story is about.

B. Setting; if the story has more than one setting, code the predominate setting of the action of the major characters.

7. Place

1 = Urban, refers to crowded cities. Indicators would be apartment buildings, buses, skyscrapers, and the like.

2 = Suburban, refers to areas of single family houses and shopping centers on the outskirts of urban areas or in smaller cities. Indicators would be single family houses with garages and yards, schools with grassy lawns and playgrounds, and the like.

3 = Rural, refers to farming areas, small towns,

ranches, and the out-of-doors including national parks and forests and deserts. Indicators would include barns, farm animals, wild animals, and the like.

4 = Trip, refers to stories that take place mostly on moving buses, trains, airplanes, ships, and the like or in bus stations, train stations, and airports.

5 = Other, stories with no identifiable place setting as described above.

8. Class

1 = Upper-Class, refers to people with high incomes that can afford large boats, long foreign trips, very large homes, exclusive country club memberships, private planes, servants and the like.

2 = Middle-Class, refers to people that can afford to rent or buy medium sized single family houses, have one or two newer cars, and have well furnished houses. Children in such stories usually have rooms of their own and/or yards they can play in that are well equiped with store-bought toys.

3 = Lower-Class, refers to people who live in crowded apartments or run down houses and have trouble affording adequate food, clothing, and furniture. They usually have to use buses, subways, or older cars for transportation. Children have less room to play in and fewer, often old or broken, toys.

4 = Other, stories that have no identifiable socio-economic setting. This would include some animal stories.

9. Time

1 = Present, refers to the last twenty or so years. Types of transportation, manufactured goods, and houses can be used as indicators of the time setting of the story.

2 = Past, refers to stories obviously not contemporary but not ancient either. Stories written since European settlement of America, and

stories set on other continents since the Industrial Revolution and Protestant Reformation in Europe are considered to be in the past.

3 = Ancient, refers to stories about pre-Columbian America, Medieval Europe, and the Romans. Also Biblical stories, stories about Egypt in the time of the Pharoahs, and Greece in the age of the city states would be considered to be set in ancient times.

4 = Mythical, time setting for fairy tales, myths and legends if they do not obviously appear in a real time setting.

5 = Future, time setting of stories set in the future like most science fiction stories.

6 = Other, animal and other stories in which it is not obvious as to the time in which they are set. Story does not fit descriptions 1-5.

10. Geography

1 = United States, refers to stories set for the most part in the fifty states. If the story has enough information to determine the region or state the action occurs in then write in the region or state in the blank to the right. Stories that are not obviously set in foreign countries are probably set in the United States.

2 = South America, includes stories set for the most part in countries south of the United States and in the Carribean Islands. If the specific country is identifiable, write it in. If the area is identifiable, put it in (Carribean, South America, Central America).

3 = Europe, includes stories set for the most part in countries on the continent of Europe. This coding includes the western part of the Soviet Union, the British Isles, and Iceland. If a specific country is identified, write it in the blank on the right.

4 = Asia, includes all stories set for the most part in countries on the continent of Asia and the islands off its coast in the Indian and Pacific Oceans. If a specific country is identified, write it in the blank on the right.

5 = Africa, includes all stories set for the most part in countries in Africa and the islands off its coast. If a specific country is identified, write it in the blank on the right.

6 = Other, includes stories set for the most part in Canada, Australia, Antarctica, mythical locations not obviously located in an identifiable part of the world, and off-Earth locations. Put in the specific locations in the blank on the right if known.

C. Characters; Group identity of characters will be determined in two ways: through descriptions and illustrations. Descriptions will be the preferred method of identification. Items 11-15 are taken from the 1980 U.S. Census of Population. If a more specific ethnic identification of a major character is given like Jewish, Navajo, or Japanese, it should be written in the blank on the right. Code items 11-29 as follows:

0 = The group or character type described is not present in the story.

1 = The group or character type is only represented in the story by minor characters.

2 = The group or character type is only represented by major characters.

3 = The group or character type described is represented in the story by both major and minor characters.

11. White (Caucasian and Semite), people with "white" skins of Native European, North African, or Middle Eastern (Arab) descent excluding those of Spanish origin.

12. Asian, people of Asian descent including Pacific Islanders but not Native Americans.

13. Black (Negro), people of Native African descent excluding North Africans of Egyptian or Arab descent.

14. Spanish origin (Hispanic), people of Spanish or mixed Spanish and Indian descent who are presently living in South or Central America or who immigrated to the United States via South America or Central America. This group includes Puerto Ricans, Cubans, and Mexican Americans.

15. Native Americans (Indians, Eskimos, and Aleuts), people whose ancestors were living in the United States excluding Hawaii before 1492.

16. Human, characters of no identifiable racial or ethnic group who are not legendary or mythical.

17. Mythical, legendary or fairy tale characters of no identifiable racial or ethnic group. Includes mythical characters in animal form.

18. Animal, animal characters (non-human) portrayed as animals. If major characters write in the type of animal.

19. Pets, animals kept as pets.

20. Anthropomorphic, animal characters with human characteristics; especially the power of speech, walking upright, and wearing clothes who are not mythical.

D. Sex; Sex of characters will be identified primarily through the use of pronouns and first names or nick names used and secondarily through illustrations. Code the same as category C.

21. Male, male characters.

22. Female, female characters.

23. ?, characters of indeterminate sex, usually found in animal stories.

E. Age; Code the age of characters the same as category C.

24. Babies, characters from birth to about a year and a half old when they start walking and talking. Indicators of this age include characters crawling, wearing diapers, trying but not able to walk or talk, and being transported in carriages or strollers.

25. Preschoolers, characters from the time they can walk to the time they enter kindergarten.

26. Elementary age, characters from approximately age five to twelve.

27. Teen, teenagers, characters in junior high school and high school or children of similar age not in school.

28. Young Adults, characters of college age and above to retirement age (approximately 65). Includes adults in the child rearing years.

29. Old Adults, characters over 65 who are retired, semi-retired or obviously beyond the normal retirement age. Includes older grandparents.

F. Handicap; Major handicaps include handicaps like deafness, blindness, muteness, paraplegia, and insanity. Minor handicaps would include handicaps like stuttering, partial blindness, and walking with a limp. Wearing eyeglasses alone would not be considered a handicap. Injuries that will most likely heal completely like broken bones would be coded under the Life Situations category and are not considered handicaps. A real dwarf would be considered to have a major handicap, but a mythological dwarf would not be considered handicapped. (Code as 0 if handicap is only in illustration and not exhibited by any story character.) Code item 30 as follows:

0 = No handicaps exhibited by story characters.

1 = Minor handicaps only exhibited by story characters.

2 = Major handicaps only exhibited by story characters.

3 = Both major and minor handicaps exhibited by characters.

Write in specific handicaps exhibited by characters in blank on right.

G. Aggression; The following definition of aggression was taken from Child et al.: "Classified under aggression are displays of temper and of flagrant disobedience; verbal forms of aggression such as criticism and arguments; dominating behavior of physical attack and killing" (1946, p. 31). Emphasized aggression is integral to the plot while mentioned in passing aggression is incidental to the plot (Aggression can be by a human, an animal, or by the forces of nature such as a fire or flood). Code item 31 as follows:

0 = No aggression exhibited by any characters in story.

1 = Only minor (mentioned in passing) incidents of aggression in story.

2 = Only major incidents of aggression in story.

3 = Both major (emphasized) and minor incidents of aggression in story.

H. Conflict; Conflict is closely associated with aggression, but with conflict the participation of two or more characters is also emphasized. Conflict involves a test of wills whereas aggression can be onesided. Intense conflict involves fighting or struggling which may involve physical blows or harsh words. Mild conflict involves disagreements between persons which do not lead to physical fights or harsh words. Conflict arising in games or matches between persons or teams is only scored here if personal feelings are involved. If good sportsmanship is observed, code only under activity category. Code all examples of conflict in terms of the participants as follows:

0 = No conflict of this type in story.

1 = Only mild conflict of this type in story.

2 = Intense conflict of this type in story.

32. Par./Ch., conflict between parent and child.

33. Sibling, conflict between brothers and/or sisters.

34. Par./Par., conflict between parents.

35. Ch./Ch., conflict between children who are not siblings.

36. Ad./Ad., conflict between adults not married to each other.

37. An./Human, conflict between animals and humans.

38. An./An., conflict between animals.

39. Other, conflict of other types, for example between man and nature. Explain in blank on right the conflict participants.

I. Feelings; Feelings involve emotions felt by story characters. For example in a story where a character mentions love, but neither that character or another character in the story experiences the feeling, no presence of that emotion would be coded. Intense feelings are usually associated with some physical symptoms like tears or laughter. Moderate feelings are usually displayed with more restraint and usually have no physical symptoms. If no word on the coding sheet describes an emotion similar to one in the story, code the appropriate negative or positive "other" category and write in a one word description.

0 = Feeling not present in story.

1 = Feeling not emphasized (moderate) in story.

2 = Feeling emphasized (intense) in story.

Negative Feelings;

40. Hate	43. Boredom	46. Anger, mad
41. Failure	44. Sadness	47. Lone, loneliness
42. Fear	45. Jealousy	48. O.Neg. (explain)

Positive Feelings;

49. Hope	52. Happy, happiness
50. Love	53. Friend, friendship
51. Success, accomplishment	54. O. Pos. (explain)

J. Life Situations; Life situations are a group of situations that all or almost all human beings encounter at one time or another. Life situations that are essential to the plot of the story are considered emphasized. Life situations that are mentioned but could be omitted without effecting the story's plot are considered to be not emphasized. Life situations can be experienced by both human and animal characters. The coding for life situations (items 55-62) is as follows:

0 = Life situation is not in story.

1 = Life situation is mentioned in story but not emphasized.

2 = Life situation is emphasized in story.

55. Mar., marriage

56. Preg., pregnancy

57. Birth

58. Growth, involves a character going through some sort of maturational change either physically, emotionally or mentally such that the character is obviously bigger, older, wiser, etc. after the change.

59. Injury, involves cuts, bruises, broken bones, and the like.

60. Illness, involves colds or more severe forms of sickness.

61. Death

62. Other, life situations not covered by the above descriptions. Other life situations could include puberty ceremonies, graduation, retirement, and the like. Write in a one word description in blank on right.

K. Activity; Activity refers to various things characters do. The characters must actually do the activity in the story to have it coded as emphasized. If the activity is just mentioned and could be omitted without changing the plot, code it as not emphasized. Intellectual activity emphasizes use of the brain in contrast to use of muscles. The coding for items 63-73 is as follows:

0 = This activity is not present in the story.

1 = This activity is present, but not emphasized, in the story.

2 = This activity is emphasized in the story.

Intellectual activities:

63. Reading, includes any type of reading from reading signs to reading books.

64. Writing, includes any type of writing from writing one's name to writing stories.

65. Math/Sc, Math/Science, includes any kind of activity involving mathematics or science. (Include observing plants, animals, or things if done in a somewhat systematic way to answer questions about their life, behavior, or makeup.)

66. Art/Music, includes any type of activity involving art or music including drawing, going to an art gallery, listening to music, or playing some sort of musical instrument. (Include enjoying the beauty of a scene, a flower, or the like.)

67. Int. game, Intellectual games, includes games like checkers, chess, card games, board games, and the like that emphasize intellectual rather than physical activity.

68. O. Int., Other intellectual, includes any other type of intellectual activity not covered by one of the descriptions above. This could include planning a project, solving a mystery, and the like. Write in the specific activity on right.

Physical activities:

69. Work, includes truck driving, digging, loading, and the like. (If playing, code as 72)

70. Team sports, includes football, baseball, and the like.

71. Other sports, includes racing, tennis, golf, and the like where each participant obtains a separate time or score.

72. Physical play, includes playing with blocks, skipping rope, jogging, hiking, boating, playing on a playground, and the like.

73. O.Phs, Other Physical, includes physical activities not covered above. Write in the activity on the right.

L. Family; The last item of family refers to the family structures appearing in the story. The coding for items 74-77 is as follows:

0 = This family type is not obviously present in the story.

1 = This family type is present in story but incidental to the plot.

2 = This family type is essential to the plot of the story.

74. 2 Parent, a nuclear family (one or more children must be present) whose adult members comprise only of a husband and a wife.

75. 1 Parent, a family where it is obvious that only one parent is present in the home and that this is a long term structure of the family.

76. G.Par., Grandparent, a family where a child or children are living with one or both grandparents on a long term basis (not just for a vacation). Includes older adults with adopted children.

77. Extended, if three generations or more live on a long term basis either in the same dwelling or in close association nearby, the family type is considered to be extended. Also if uncles or aunts or other relatives live with two generation of the same family it is considered extended.

Code item 78 as follows;

0 = A family type is coded in items 74-77.

1 = No family of any type in story, for example there are no adult characters or no child characters.

2 = A family is portrayed in the story, but it is not described in enough detail to code it in items 74-77.

M. Realism score; Score the story according to the scoring guide in Appendix C and write in the score.

79. Code the tens digit of the realism score.

80. Code the ones digit of the realism score.

APPENDIX C

SCORING GUIDE

Scoring Guide

The maximum realism score for each category is two. The total realism score for each story coded is obtained by adding together the scores for each of the six categories below. The maximum realism score for a story is twelve.

If any scored category has any of the scored items in that category coded as emphasized, give the category two points. If a scored category has no items coded as emphasized, but has a scored item or items coded as present but not emphasized, give that category one point. If no scored items in the catgory are coded as being emphsized or present but not emphasized, give the category zero points.

1. AGE: Two points for emphasized age (major character(s) not of elementary school age or young adult). One point for not emphasized age (minor character(s) not of elementary school age or young adult).

2. AGGRESSION: Two points for incident(s) of emphasized aggression. One point for incident(s) of not emphasized aggression.

3. CONFLICT: Two points for incident(s) of emphasized (intense) conflict. One point for incident(s)

of not emphasized (mild or moderate) conflict.

4. FEELINGS: Two points for incident(s) of emphasized (intense) negative feelings. One point for incident(s) of negative feelings not emphasized (mild or moderate). Positive feelings are not scored.

5. LIFE SITUATIONS: Two points for emphasized life situation(s). One point for life situaition(s) not emphasized.

6. ACTIVITY: Two points for emphasized intellectual activity. One point for intellectual activity mentioned in passing. Physical activity is not scored.

APPENDIX D

LIST OF READING SERIES SAMPLED

LIST OF READING SERIES SAMPLED

Allyn & Bacon Reading Program, Boston: Allyn & Bacon, Inc., 1978. Robert Rudell.

Primers: High Wires and Wigs, Level 7
Surprizes and Prizes, Level 8

First Reader: Upside and Down, Level 9

Third Reader: Sunshine Days, Level 13

Fifth Reader: Majesty and Mystery, Level 17

American Readers, Lexington, Mass.: D.C. Heath and Co., 1983. ed. by Sandra Maccarone.

Primer: Finding Places

First Reader: Moving On

3-1 Reader: Building Dreams

3-2 Reader: Catching Glimpses

Fifth Reader: Crossing Boundries.

Ginn Reading Program, Lexington, Mass.: Ginn and Company, 1982. Theodore Clymer.

Primer: Birds Fly, Bears Don't, Level 5

First Reader: Across the Fence, Level 6

3-1 Reader: Mystery Sneaker, Level 9

3-2 Reader: Ten Times Round, Level 10

Fifth Reader: Ride the Sunrise, Level 12

Houghton Mifflin Reading Program, Boston: Houghton Mifflin Co., 1981. William K. Durr.

Primer: Sunshine, Level E

First Reader: Moonbeams, Level F

3-1 Reader: Spinners, Level I

3-2 Reader: Weavers, Level J

Fifth Reader: Banners, Level L

The Laidlaw Reading Program, River Forest, Illinois: Laidlaw Brothers, 1980. William Eller and Kathleen B. Hester.

Primer: Blue-Tailed Horse, Level 5

First Reader: Toothless Dragon, Level 6

3-1 Reader: Whispering Ghosts, Level 9

3-2 Reader: Thundering Giants, Level 10

Fifth Reader: Patterns, Level 12

Lippincott Basic Reading. New York: Harper and Row, 1981. Charles C. Walcutt and Glenn McCracken.

Primer: Exploring, Level B

First Reader: Reaching Higher, Level C

3-1 Reader: Zooming Ahead, Level F

3-2 Reader: Sailing Along, Level G

Fifth Reader: Soaring, Level I

Series r, Macmillan Reading. New York: Macmillan and Co., 1983. Carl B. Smith and Virginia A. Arnold.

Primer: Opening Doors

First Reader: Rainbow World

3-1 Reader: Secrets and Surprises

3-2 Reader: Full Circle

Fifth Reader: Echoes of Time

Scott Foresman Reading. Glenview, Illinois: Scott, Foresman and Co., 1981. Ira E. Aaron et. all

Primer: Hang on to your Hats, Level 3

First Reader: Kick up your Heels, Level 4

3-1 Reader: Hidden Wonders, Level 7

3-2 Reader: Golden Secrets, Level 8

Fifth Reader: Sky Climbers, Level 10

APPENDIX E

QUOTATIONS FROM STORIES SAMPLED

QUOTATIONS FROM STORIES SAMPLED

This appendix includes quotations from basal reading stories sampled that illustrate some of the categories coded in this study. References are given to the basal reading series listed in Appendix E. The following abbreviations are used: A & B for Allyn and Bacon, H. M. for Houghton Mifflin, S.F. for Scott, Foresman.

Aggression:

Scored 1

"No!" I shouted. "Mrs. Costa said Susan and I could do it. She didn't tell Linda to work with Susan." I pushed Linda away. Paint ran all over everything. (H.M., 1st Reader, p. 29)

"His wife and her relatives began slapping him for being foolish." (Laidlaw, 3-2 Reader, p. 149)

Scored 2

"It is a crown fire," Grandfather said, keeping his voice calm. "Even as we watch, it leaps one treetop to another. It will be on us before we know it." (Laidlaw, 5th Reader, p. 132)

Conflict

Scored 1, Parent/Parent

"Look, Reba the kid's not going to die of it [a learning disability]." Dad's low voice carried under my bedroom door. "I just want to know how he's going to live with it." Mom shouted back. (Heath, 5th Reader, p. 448)

Scored 1, Animal/Human
"I don't want to play with you. I don't want to talk to you." (Ginn, Primer, p. 20)

Scored 2, Animal/Animal
"There's going to be a war between the birds and the beasts." (Laidlaw, 3-1 Reader, p. 73)

Scored 2, Adult/Adult
"We starve, Younger Sister. The plains are dark with buffalo. But we dare not hunt because the plains tribes kill our people with the white man's shinning sticks. We die of hunger here in the mountains." (Lippincott, 5th Reader, p. 104, also coded under life situations as death)

Feelings:

Coded 1, Hate
Rosa and Pat did not like each other at all. They were not good friends. (A & B, 1st Reader, p. 22)

Mr. Pocket lived in a big white house. Amy lived in the blue house next door. Mr. Pocket never talked to Amy. He never talked to any of his neighbors. Mr. Pocket did not like people. (S.F., 1st Reader, p. 199)

Coded 1, Fear
"I can't do it!" said Dennis. "It is my first show and I can't sing. Look at them, Connie! Look at all the girls and boys!" (Heath, Primer, p.111)

Coded 2, Fear
Fear rose in little waves as Bina crumbled the letter into a tight ball. This couldn't happen. She put her hands over her ears to shut out the cruel voices she remembered all too well. They were voices of from her childhood--teasing voices reminding her that her parents were deaf-mutes. (Heath, 5th Reader, p. 194, this story was also coded for major handicaps)

Coded 1, Sadness
One day, Grandfather was sad. "I shall have to give up the kite shop." he said. (Heath, 1st Reader, p. 73)

Coded 2, Sadness
"No one needs me." said the clown with the big red nose. "No one likes me. I am sad, so sad." (Heath, 1st Reader, p. 145)

He burst out weeping from shame and confusion. (Laidlaw, 5th Reader, p. 327)

Coded 1, Anger

"That's my garden!" Jody [Soong] said angrily. "You thieves! You've dug up my seeds!" (Heath, 3-1 Reader, p. 194)

Jean was seven. She liked to do things for herself. But too many people wanted to help her. Jean's father would try to help her. Jean's grandmother would try to help her. All that help made Jean angry. (S.F., 1st Reader, p. 207)

Coded 2, Anger

"You-you vicious boy!" she hissed. "Me! Imagine!" (A & B, 5th Reader, p. 12)

Coded 1,Loneliness

She had never felt so much alone as she did in that cold, windy, white world. She never even saw a squirrel. (Ginn, 3-2 Reader, p. 242)

Coded 1, Love

"Thanks, Murray," said Amelia, giving her sister a hug and a hammer. (Ginn, 3-1 Reader, p. 88)

Coded 2, Love

And Harlequin was the happiest of them all on this happy night, for he was clothed in the love of his friends. (Macmillan, 3-2 Reader, p. 103)

Coded 1, Friendship

Ann helped Rosa and Pat teach the dog tricks. Now they were all friends. They were best friends. (A & B, 1st Reader, p. 29)

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They met in the clubhouse, and they spit on a nickel and swore to be friends forever. And they were. Until one day when Fats got angry at always being vice-president. (A & B, 3-1 Reader, pp. 32-33)

Life situations:

Coded 1, Birth

Charbonneau was a boaster and of little courage, but was father to the little son who was born to me [Sacajawea]. (Lippincott, 5th Reader, p. 98)

Coded 1, Injury

Hanging on to the end of one of my fingers was a big crab and its claw really hurt. I shook my whole arm hard until it dropped off, leaving my finger bleeding. (H.M., 5th Reader, p. 116)

Coded 2, Injury

Grandmother winced with pain. "No, Mary Jo, don't try to lift me. I think my ankle is sprained. Maybe my leg is broken," she said. (Ginn, 3-2 Reader, p. 239)

Coded 1, Death

Mrs. Bird talked about it a lot in class getting ready for the test. It shows a Viking laid out in a grave. (Heath, 5th Reader, p. 455)

"I suppose you don't want to go out and slay dragons anymore," said the king. "That's right, I don't know why people slay dragons," said the queen. "Because they have always slayed dragons, that's why," said the king. "That's not good enough for me," the queen said. (S.F., 3-2, p. 226)

Coded 2, Death

"Where is the party?" said Big Fish. "Here inside," said the very, VERY big fish and that was the end of Big Fish. (A & B, 1st Reader, p. 49)

Many long years ago, there lived a cruel young lord who ruled over a small village in the western hills of Japan! "I have no use for old people in my village," he said. "They are neither useful nor able to work for a living. I decree that anyone over seventy-one must be sent away from the village and left in the mountains to die." (H.M., 5th Reader, p. 157)

Ocoro was still a baby when his father was mortally wounded in battle. As the wife of the cacique, Iviahoca knew that her duty was to be burned with him. (H.M., 5th Reader, p. 228)

"Tommy listen. All wild animals die in some violent way. It's their life. Wild animals just don't die of old age. They get killed by an enemy or by the weather..." (H.M. 5th Reader, p. 397)

"I quess you are very old, aren't you Granny?" Jamie asks. "Are you going to die soon?" "Not tonight, I'm not," says Granny. "Tonight I've got to cook meatballs and biscuits." (Macmillan, 3-2 Reader, p. 340)

An earthquake had destroyed his village. Only Nal, who had been out hunting was left alive. (Macmillan, 5th reader, p. 121)

Activity:

Coded 1, Reading

Miss Casswell was reading a story to Jack. She always read him a story before bedtime. Usually the stories were boring enough to make him sleepy. (A & B, 3-1 Reader, p. 241)

Lucy liked school. She like to read. She liked to play games. And she liked to do school work. But lucy had one problem. She did not listen." (H.M., Primer, p. 80)

Coded 2, Reading

Lisa always had a good time with Heather. Heather like to read books aloud, and she laughed hard at the silly parts and made her voice spooky for the scary parts. She was good at drawing, and she called Lisa, "Lis". (Macmillan, 3-1 Reader, p. 266)

Coded 2, Writing

Authur Wright had a most serious problem. He was twelve years old and hadn't written his first book....yet. (Heath, 5th Reader, p. 254)

Coded 1, Math-Science

Atalanta told John about her telescope and her pigeons, and John told Atalanta about his globes and his studies of geography. At the end of the day they were friends. (A & B, 5th Reader, p. 243)

Coded 2, Other Intellectual

Sometimes I, Nate the Great, need help [to solve a mystery]. I went to the library. I read about birds that go out in the night. (A & B, 3-1 Reader, p. 108, also coded 1 for reading)

Coded 2, Work

It was Spring, 1851, and Robert was leaving Beaufort, South Carolina, where he had been born a slave. He was going to work in Charleston to make money for the master. (A & B, 3-1 Reader, p. 267)