

3. *Is food plentiful and attractively served in the Textbook Town home?* Lower-class families have serious difficulties keeping an adequate food supply on hand, and with starvation looming as a constant danger in their lives, there can be no regularity in mealtimes. When there is food in the house, it is eaten, usually without moderation or much ceremony, since nothing is "saved for a rainy day." Eating habits among the slum culture undergo a never-ending series of "peaks and depressions" which are completely unknown to middle-class families. Is this situation ever depicted in Textbook Town?

4. *What is the family's usual means of transportation?* Is it by bus, trolley, subway, or the family automobile? Since lower-class people rarely enjoy the luxury of owning an automobile, this factor can help in determining the economic standing of the Textbook Town family.

5. *How is the father's occupation usually pictured?* The lower-class father is an unskilled laborer. He is limited in his choice of employment by his lack of training in specialized skills and white collar work. The middle-class father, on the other hand, has a greater variety of occupations from which to choose. He may operate his own business, work as a skilled or unskilled laborer, or find white collar employment which is probably closed to the lower-class wage earner. In which category does the Textbook Town father fall?

6. *What is the usual number of children in the Textbook Town family?* What is the range of their ages? In the large, lower-class families the primary grade child may have adult as well as infant brothers and sisters. This is quite unlike the middle-class family, with its two or three "only children," in which the age difference between the youngest and oldest offspring is considerably smaller. Size of family is an important clue to the contrasting social climates between lower- and middle-class homes, and should thus be carefully considered by authors endeavoring to describe varied patterns of sibling relationships in their stories. Are these differences depicted in Textbook Town?

7. *What is the nature and quantity of the children's possessions?* Do they own many toys, pets, and sports materials? If so, are these possessions depicted as the important pleasure-giving instruments in the Textbook Town child's life? How about the youngster whose parents cannot afford supplying him with play equipment—is he represented? If so, how do his recreational activities differ from those of children possessing these play materials?

8. *What types of dwellings are illustrated?* Is there a realistic variety of suburban-style homes, city apartments, and slums in Textbook Town? Lower-class children generally come from the shabby, poorly furnished type of dwelling: their living quarters are often so cramped that they are forced to sleep two and three in a bed. In such dreary surroundings there can be little of the comfort or domestic charm so carefully preserved in the middle-class home. Do slum conditions ever exist in Textbook Town?

9. *Is there evidence that reading is indulged in by the Textbook Town Family?* Do the illustrations show books, magazines, and newspapers in the home? As mentioned earlier, reading habits are developed with greater care in the middle-class culture than among lower-class people. Are such differences depicted in Textbook Town?

These are the guiding questions with which our analysis is primarily concerned. However, in order to get a somewhat more rounded picture of family living in Textbook Town, additional questions ought to be considered, although they do not fall directly into the area of the present study. They are:

1. *Can the reader recognize the Textbook Town father's occupation by looking at the illustrations?* The white collar worker's children are often unfamiliar with his work during the day. They see him only when he is away from his job, and there is little about his dress to help them identify his occupation. This is not equally true of the laborer, farmer, or uniformed worker who may be seen by his children in special dress and carrying his tools with him, even into the house. Does the Textbook Town father reveal much about his occupational identity to his children?

2. *Is the mother pictured only as a housewife, or does she occasionally have an outside occupation?* This question is posed with regard to the modern trend of married women seeking employment in industry and the professions. More children today than ever before are dropped off at school in the morning by their mothers who are on their way to work. Is this trend being recognized by authors of children's "readers"?

3. *What are the relations between Textbook Town parents and children?* Is the family mood happy, cooperative, playful, loving? Are these feelings ever