

The Social What? The Portrayal of the Social Economy in  
High School Business Textbooks.

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## Abstract

The social economy is a vibrant part of the Canadian economy that provides an alternative paradigm to the dominant for profit business model. The underlying concern of this study is whether the social economy is adequately represented in high school business teaching materials so that students may recognize this model as an option. To better understand this issue we analyzed the content of Ontario high school business and economics texts used in 2005. We also compared our findings to a study undertaken in 1995 to examine any changes that may have occurred over a decade. The coverage of the social economy in 2005 amounted to 1.93 percent of the total content of the texts reviewed. This represents a slight drop from the 1995 coverage (2.55 percent), and reveals a gap between the real presence of the social economy in Canada and its portrayal in high school business and economics textbooks. The study also confirms similar findings from research on university textbooks.

L'économie sociale canadienne est une partie vibrante de l'économie canadienne qui fournit un paradigme alternatif important au modèle dominant d'économie de marché. La préoccupation sous-jacente de cette étude est de savoir si l'économie sociale est adéquatement représentée dans le matériel pédagogique utilisé par les écoles secondaires dans leurs programmes d'enseignement des affaires, pour que les étudiants puissent identifier ce modèle en tant qu'option. Pour mieux comprendre cette question, nous avons analysé le contenu des manuels du programme d'enseignement des affaires des écoles secondaires de l'Ontario pour l'année 2005. Nous avons aussi comparé nos résultats à une étude de 1995 pour examiner les changements qui ont eu lieu pendant une décennie. La part allouée à l'économie sociale en 2005, s'élevait à 1.93% du total des textes examinés. Ceci représente une légère diminution par rapport à 1995 (2.55 %) ce qui révèle un fossé entre la présence réelle de l'économie sociale au Canada et sa représentation dans les manuels scolaires d'enseignement du commerce et de l'économie utilisés dans les écoles secondaires.

La economía social ocupa un papel importante en la economía canadiense, y provee un paradigma alternativo al modelo capitalista dominante centrado en el lucro. Nuestro estudio examina si la economía social es representada adecuadamente en los textos de escuelas secundarias, pues ello asistiría a los estudiantes a reconocerla como una opción viable. Los datos analizados corresponden a textos de negocios y de economía utilizados en escuelas secundarias en el 2005, y se compararon con un estudio similar realizado en 1995 para identificar cambios ocurridos en la última década. Los resultados indican que la cobertura de la economía social es aún más baja que hace diez años (2.25% en 1995 y 1.93% en el 2005), lo cual revela una discrepancia entre la presencia real de la economía social en Canadá, y su representación en los libros de texto de negocios y de economía utilizados en escuelas secundarias. El estudio también confirma resultados similares obtenidos en investigaciones sobre textos universitarios.

## **Introduction**

The information provided to students in high school can help direct their career choices and their understanding of how the world works. Therefore it is worthwhile to pay attention to the topics high school students are exposed to, and the information that is left out or underrepresented. The concern of this study is to determine the representation of the social economy in Ontario high school business textbooks. The social economy provides an important alternative to the dominant business paradigm, one that focuses on creating social benefits over profit. It also plays a significant role in the Canadian economy. Consequently we felt it was reasonable and important to expect this part of the economy to be adequately represented in high school business textbooks. A previous study by Davidson, Richmond, and Quarter (1996) inspired this current study. They analyzed 34 Ontario high school business textbooks to determine the representation of the social economy and found evidence to suggest a bias against this topic. We seek to determine if after 10 years the representation of the social economy in high school business texts has improved or if it is still insufficient.

In this study the social economy is analyzed in three different groups: co-operatives, non-profits in the public service and non-profit mutual associations. These groups all play significant roles in the Canadian economy. Co-operatives are businesses, owned and democratically operated by the members. They employ a substantial amount of Canadians and own a large amount of assets. Four in every 10 Canadians belong to a co-operative and co-operatives in Canada hold over 190 billion in assets (Co-operative Secretariat, 2006). In 2003 Statistics Canada received data from 5, 727 non-financial co-operatives that had 5.3 million members (Co-operative Secretariat,

2006). Their staff was substantial with employees numbering more than 84,352 and 75 percent of these jobs were full time positions.

Financial co-operatives play a significant role in the economy as well. Canada has the highest per capita membership in credit unions of any country in the world with 10 million members or 33 percent of the population belonging to a credit union (Department of Finance Canada, 2000). In 1998 these organizations had 110 billion in assets, “12% of the domestic assets of Canadian deposit-taking financial institutions” (Department of Finance Canada, 2000). In 2003 the combined assets of the credit unions and caisses populaires amounted to 115.5 billion (Co-operative Secretariat, 2006). This demonstrates that co-operatives are significant financial players and employers in the Canadian economy. Co-operatives are also not just in the domain of small business. In 2003 the largest co-operative, Federated Co-operatives Limited (Sask) had assets totaling 1 454 130 000 dollars and revenues of 3 568 089 000 (Co-operatives Secretariat, 2002). Co-ops have also demonstrated a higher survival rate than other forms of enterprise, having a long-term survival rate of almost twice that of investor owned companies (Co-operative Secretariat, 2004). Co-operatives can be seen in many different parts of the economy from daycare, housing forestry, farming, banking and retailing to name a few.

The non-profit sector also has an impressive role in the Canadian economy with revenues amounting to 112 billion dollars (Hall et al., 2005). They have a paid staff of more than 2 million and a combined membership of 139 million people who volunteer more than 2 billion hours of their time and more than 8 billion dollars in individual donations (Hall et al., 2005). The GDP for the entire non-profit sector was 6.8 percent of the overall economy in 2001 (Hamdad & Joyal,

2005). It has also shown impressive growth, with Statistics Canada (2006) demonstrating that between 1997-2003 the non-profit sector outpaced the growth of the Canadian Economy. In addition the GDP for the non-profit sector in 2003 was larger than each of the motor vehicle manufacturing and agriculture industries as well as the entire accommodation and food services industry; the mining, oil and gas extraction industry, and the entire retail trade industry (Statistics Canada, 2006).

There are two types of non-profits discussed in this study, mutual associations and non-profits in the public sector. Mutual Associations exist to serve the members of the organization.

Typically the members each have one vote. There are economic, social and cultural mutual organizations. Some examples are business associations, sports clubs, political parties, consumer organizations, social clubs, religious organizations and unions. Unions are analyzed separately from the rest of the mutual associations. Non-profits in the public service, serve the community, instead of serving the interests of the group members. These organizations might focus their resources on a specific group or the general public. They can range from large and international organizations such as the Red Cross and Oxfam, to smaller services such as food banks, women shelters and not-for-profit housing. Together these groups that comprise the social economy have a substantial impact on the Canadian economy through revenues, assets and working hours. This suggests that these groups and businesses deserve a discussion in business textbooks.

## **Prior Studies**

Although only the study by Davidson et al. analyzes the treatment of the social economy as a whole, a number of studies have analyzed the representation of certain parts of the social economy in teaching materials. The issue of the representation of co-operatives in business texts has received attention by numerous researchers. Lynch, Urban & Sommer (1989) reviewed introductory economic texts in American universities and found co-operatives mainly absent from these texts. A similar study by Roderick Hill (2000) reviewed both American and Canadian introductory economic textbooks and found that only eight of the seventeen analyzed provided even a passing mention of co-operatives. Hill explains this shortcoming is significant because co-operatives have key differences from the mainstream business models, providing useful examples of how differing structures, incentives, democratic processes and goals play out in the economy. He explains,

By their general neglect of democratic forms of economic institutions, such as co-operatives, the introductory textbooks fail to describe adequately actually existing institutions, ignore questions for economic democracy, and miss an opportunity to offer some interesting lessons in the basic principles of economic organizations and their development. (Hill, 2000, 293)

Chamard (2004) noted a similar situation in economic and management textbooks claiming that the texts he reviewed in both subjects did not dedicate significant amount of time or space to co-operative forms of business. He suggests, that what is mainly portrayed, is investor-owned, for profit businesses competing for market share and because of this most graduates of business programs are often not well prepared to manage in a co-operative environment.

A recent paper by Kalmi (2006) adds an interesting perspective to the research suggesting co-operatives are not adequately represented in economic texts. He reviewed 22 economic texts used in the Helsinki School of Economics in Finland from 1905 to 2005 and found that both the

quantity and quality of the coverage of co-operatives starts to decrease after the Second World War. He suggested a number of possible causes for this decline such as a change in the role of government and a move toward a neo-classical top down economic paradigm. Kalmi claims as well that this trend could likely be found in both Anglo-American and European texts.

There is limited literature that touches on how non-profits are represented in school textbooks. Ross (2001) in his dissertation on the portrayal of charitable activity in high school American history textbooks found that charitable organizations were represented but not usually as at topic of focus. He analyzed texts from 1930 to 1995 and found there has not been much change over time in this representation. Charitable organizations were mentioned in terms of playing a supportive role in a historical event, but these organizations and their specific roles in history were not discussed.

The analysis of union representation in textbooks has been given the most attention in the literature, with studies suggesting a poor representation of unions in a number of different subjects. Shaffer (2002) reviewed 12 American college history texts and found the general coverage of unions to be “superficial at best” with the United Farm Workers movement an exception to this. He points out that the discussion of unions after the 1960’s focused mainly on the decline of the movement. In an analysis of journalism texts, Bekken (1994) found unions were often neglected or unrepresented. It was unusual for the texts he reviewed to suggest seeking information from union members or leaders. Union members were not given as reliable sources even when wages and working conditions were of concern. Bekken claims journalism

texts neglect to represent unions and that this effects how journalists report, creating an “antilabour bias” in the press.

Leahy (2001) reviewed the content of some influential textbooks, journals and conferences in the field of business ethics to determine the treatment of unions. He found that there was a poor representation of management/labour relations even though managerial ethics was a focal topic in much of the material. Additionally the representation did not improve in the three types of resources over the time span of their existence. Leahy reasons that labour unions should be adequately discussed in business ethics because management/labour relations have been central to the welfare and prosperity of society.

In a study concerning Ontario high schools Babin & Knoop (1975) reviewed 1, 719 Ontario school texts to decipher whether there was a bias in the textbooks against the aged, political minorities or labour unions. There were 108 biases noted in 78 textbooks. The majority of the biases found were against labour unions with omission as the main type of bias. Babin & Knoop discuss how the description of the labour movement and its history was rarely present, instead when unions were mentioned it was generally in a negative statement, such as blaming them for inflation, strikes and slow growth.

To analyze the representation of the social economy in Ontario high school texts and any changes in representation that may have occurred over 10 years the researchers analyzed the main business texts utilized in Ontario high schools today. The sources for the textbooks were: the Trillium list, as well as specialists in the business field who were aware of additional texts in

use in Ontario high schools (See Appendix 1). The coverage of the social economy found in these texts was then compared to the coverage found in 1996. Also any updated versions of the original textbooks used in the 1996 study were found and analyzed. This provided better insight into how the coverage changed within the same texts. In addition the current curriculum was reviewed to analyze whether there were any similarities or differences in the treatment of the social economy between the textbooks and the curriculum.

### **Coverage of Social Economy themes in Ontario Textbooks (2005)**

#### Cooperatives

Co-operatives were at least mentioned in 18 of the 22 texts analyzed (82%). This number drops substantially when considering only the texts that provided a minimum of a quarter page on the topic (discussion). Of the 22 texts 12 (54%) provided at least a discussion. The coverage of co-operatives did not exceed a discussion or a case study in any of the texts. There were no sections of chapters or full chapters dedicated to the topic. Business English texts were the group of texts providing the highest proportion of coverage at 0.53 percent of the pages. The higher coverage in this group of texts was due to one example in a book describing the writing activities of a person working at a credit union.<sup>1</sup> Only 0.31 percent of the pages in all the textbooks analyzed were devoted to co-operatives.

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<sup>1</sup> Examples are included in the Business English texts that would not necessarily be counted in other business texts because the content of these texts are focused on writing activities in businesses. This means they do not describe business activities or organizations but give writing activities that one would do in particular business situations.

The coverage of co-operatives when they were discussed was generally neutral, with books often providing a brief description along with the advantages and disadvantages of this type of business. Although coverage was generally neutral, there were some texts that did not give recognition to co-operatives as a serious business option, by either providing little coverage of the topic or not including it at all in the discussion on forms of business organizations. For example in *Canadian Entrepreneurship and Small Business Management* the text gives only a mention of cooperatives in the section on business organizations, stating, “The vast majority of businesses take one of the following forms: sole proprietorship, partnership, or corporation. A co-operative, which is a business owned and run jointly by its members, is significant in certain sectors and regions but is overall a less popular option” (Balderson, 1998, 96). The text then goes on to describe sole proprietorship, partnership and corporation in detail but gives no further description of co-operatives.

### Non-Profits

The subject of non-profits was given substantially more coverage than co-operatives. Non-profits were at the very least, given a mention in 19 of the 22 texts (86%). The texts providing a discussion (quarter of a page or more) amounted to 17 of the 22 books (77%). One text provided coverage that was a full section of a chapter (Inclusion) and one textbook dedicated two chapters to the topic. Entrepreneurship and marketing texts were the groups that dedicated the highest proportion of pages to this topic at 0.86 percent. When taking into account all the texts analyzed in the study, the proportion of pages dedicated to the topic was 0.65 percent.

The statements in the texts ranged from recognizing the important role of non-profits in the economy to excluding them in their descriptions regarding business. One text called, *The Fundamentals of Marketing* (Sommers and Barnes, 2001) actually gave a marked recognition of the-non profit sector by stating “In recent years, we have been giving some long overdue marketing attention to the multi-million dollar market made up of so called non business or not-for-profit, organizations”(193). Ironically, the book then does not give the topic extensive attention, with only 3.15 pages or 0.44 percent of the pages dedicated to the categories of non-profits in the public service and mutual non profits combined.

### Mutual Non-Profits

Of all the categories analyzed mutual non-profits had the highest amount of texts providing a minimum of one mention. 20 of the 22 textbooks (91%) provided at least a mention. When looking at how many texts provide a proper discussion of mutual non-profits the picture is not as positive, with 15 of the 22 texts (68%) providing at least a discussion. Coverage did not exceed a discussion. The group of texts with the highest proportion of coverage on mutual non-profits was the general business texts, which dedicated 0.37 percent of their pages to the topic. The proportion of pages in all of the texts dedicated to the subject was 0.25 percent.

### Unions

Unions had the least amount of texts providing a mention with only 10 of the 22 texts (45%) mentioning the topic. This number drops further when only the textbooks that provide a discussion of unions are taken into account. Only 6 of the 22 texts (27%) provide anything beyond a quarter page of coverage on the topic. Interestingly when the proportion of pages

dedicated to unions is taken into account the coverage is the second best of any topic with 0.58 percent of the pages dedicated to unions. This is because when covered in the texts, unions are generally extensively discussed. Two texts dedicate a complete chapter and three dedicate at least one section of a chapter to the topic of unions. The group of texts providing the highest proportion of coverage to unions was the economics texts, with 2.40 percent of their pages dedicated to this topic. As a matter of fact all the texts providing extensive coverage except one are economic texts, with the other text from the general business section.

The coverage of unions is mainly neutral, with a general overview provided as well as information on collective bargaining, history, strikes and arbitration. Some texts recognized the role that unions have played in increasing the wages of workers. There was also often a mention of the new challenges and constraints facing unions in the global competitive business environment. A number of texts suggested that this has created a need for unions to change their historically adversarial relations with management; some questioned whether unions were still relevant. In *Understanding Canadian Business* (Nickles, McHugh, McHugh, Bulman & Cosa, 2003) the text raises the need for less adversarial employee-management relationships and gives a loose description of how this works, “Every firm seeks to have a highly motivated work force, which requires good labour-management relations. That means each side has to appreciate the needs of the other. A progressive union with modern attitudes can co-operate with a progressive, modern management to arrive at workable compromises”(440). Later in a discussion of the future of labour-management relations the text asks if there is still a need for unions. The question is not answered but left to the reader to decide. This same text uses Wal-mart as an example of the new kind of management/employee relationship that is helping to create better

relations between management and workers. This issue will be discussed further under worker participation.

### Worker Participation

The amount of texts providing a mention of worker participation was low with only 12 of the 22 texts (55%) providing a minimum of one mention. Of these 12 texts only half provided coverage beyond a mention, with six of the 22 texts (27%) providing coverage of a quarter of a page or more. No text provided coverage amounting to a section of a chapter. The general business group of texts provided the highest proportion of coverage dedicated to worker participation at 0.71 percent. Of all the topics covered in this paper, worker participation amounted to the lowest proportion of pages in the texts at 0.13 percent. Figure 1. shows the extent of coverage of each category of the social economy allowing for comparisons between groups.

**Figure 1.**

The citations of the Social Economy in 2005 Ontario high school business textbooks

**Subsection:**

M = Mentioned Year (1 Sentence to 1 Paragraph)

D = Discussed (1 or more paragraphs)

T = Text box

P = Picture

C = Case Study

I = Inclusion (1 or more sections of a chapter)

F = Featured (1 or more chapters)

	# of books	M*	T*	P*	D	C	I	F	# of S.E. pgs	% of total S.E. pgs in 2005	% of total S.E. pgs in 1995
Co-ops	22	13	6	7	11	5	0	0	35.32	0.31	0.25
Pub. Serv Non-prof	22	16	5	7	14	8	1	1	74.21	0.65	0.31
Mutual Non-prof	22	17	4	5	09	8	0	1	28.48	0.25	0.08
Worker Partic.	22	8	2	1	06	1	0	0	15.24	0.13	0.05
Unions	22	8	3	2	03	3	3	2	66.16	0.58	1.86

Total #of books: 22

Total# of pgs in Section: 11375

Worker participation was discussed by some texts as a form of business management that is becoming popular. It is portrayed as a method used by businesses to empower employees and give them more pride in their work. Unfortunately the businesses used in the examples were not always known for empowering their employees. The text that provides the most extensive coverage of worker participation is called *Understanding Canadian Business* (Nickles et al., 2003). When describing the virtues of encouraging worker participation, the text uses Wal-Mart as an impressive example of a company implementing this method. The book dubs Wal-Mart “A model for the future”. The three partnership goals that the owner of Wal-Mart states (and the text considers him successful at) are to “treat employees as partners”, “Encourage employees to question and challenge the obvious” and to “involve associates at all levels in the decision-making process” (Nickles et al., 2003, 376-378). Wal-Mart is an interesting choice to use when discussing worker empowerment because Wal-Mart has been criticized by many on its labour practices. For example, Roy Adams (2005) suggests that Wal-Mart’s large presence on the Canadian business scene may have actually helped to move Canadian management, to a more anti-union stance:

Because [Wal-Mart] has developed a business model that depends, to a large degree, on low labour costs it is a threat to the gains won historically by unions not only in the retail sector but across the economy. “Wal-Martization,” a concept that historian Nelson Lichtenstein (2005) believes may become “a template for 21<sup>st</sup> century capitalists,” Means low wages, short hours, little individual job security and aggressive denial of collective representation. (Adams, 2005, 1)

Although the coverage of all the topics was generally low, differing topics received more coverage from particular groups of texts. For example economics texts provided the best coverage of unions with every text providing at least a quarter of a page toward the topic,

whereas in groups of texts such as marketing, the topic was not discussed beyond a mention. This is important to recognize because it suggests that if the economic texts were included in greater number and marketing texts less, unions would have been represented better. It also begs the question of why economics texts are the only group of texts that significantly represent this topic. On the other hand non-profits in the public service and mutual non-profits received the least proportion of coverage from the economic texts at only 0.20 percent and 0.3 percent. This suggests that non-profits may have received a lower percentage of coverage if there were a higher number of economic texts. A different trend can be seen in the Entrepreneurship texts where the highest coverage of non-profits is found. At the same time some of the lowest coverage of both co-operatives (0.06%) and worker participation (0.03%) was in the Entrepreneurial group of texts. So although the coverage of the social economy was low across most of the textbooks, some topics were represented better or worse by particular groups of texts.

When all the categories are combined the social economy and the reformist tendencies in the private sector receive a total of 1.93 percent of the coverage in the texts reviewed in 2005. This is a drop in coverage from the 2.55 percent dedicated to the social economy in the textbooks analyzed in 1995. When the representation of the social economy is broken down into categories there is an increase of representation in each category from 1995 to 2005 except for unions. Regardless of the increases in most of the categories the overall coverage of the social economy decreases because of the substantial drop in the coverage of unions in the textbooks analyzed. Although some of the decrease in representation of unions can be attributed to the lower number of economics texts included in the 2005 analysis, when the researchers compared nine texts used in the 1995 study to their updated version they found to a lesser extent the same trend.

To provide a better illustration of the changes in the texts from 1995 onwards the researchers looked at the particular texts with updated versions and reviewed the changes in these texts. Nine texts had updated versions and similar trends were found within this group of texts, with the overall coverage of the social economy remaining low and slightly dropping in the updated texts.

Within the overall group of updated texts, one less updated text mentioned co-operatives and the proportion of pages devoted to co-operatives slightly dropped from 0.28 percent to 0.23 percent. Three additional updated texts mentioned non-profits in the public service and the coverage improved from 0.24 percent to 0.30 percent. There were also improvements in the representation of mutual non-profits in that one additional updated text mentioned this category and the amount of pages addressing the topic increased from 0.10 percent to 0.12 percent. The number of texts representing unions did not change between the older and updated texts, although there was a decrease in coverage from 1.75 percent to 1.60 percent of the overall pages. This was the largest drop in representation seen in any category. Finally there were improvements in the representation of worker participation in the updated texts with four additional texts mentioning worker participation and coverage increasing from 0.02 percent to 0.03 percent. When all of the groups in the nine texts are collapsed the proportion of pages dedicated to the social economy and worker participation was 2.39 percent in the nine 1995 texts and 2.29 percent in the updated texts. The largest difference in any area can be seen in the drop in representation of unions; still this was only a change of 0.15 percent. These texts to a lesser extent show the same increases and decreases found in the comparison of the overall group of 1995 business texts to the 2005 business texts, with the co-operative category being the exception. In the comparison of older

texts to their updated versions, the coverage of co-operatives slightly decreased where as there was a slight increase shown when comparing all the business texts in use in 1995 to the texts currently in use.

These results suggest that there is a decrease in the representation of unions, which is causing the representation of the social economy to slightly drop in the business texts. Still, regardless of the coverage of unions, the coverage of the social economy was low in 1995 and continues to stay low in 2005.

## **Curriculum**

A review of the 2006 Ontario Curriculum guidelines for high school business classes shows a similar trend as has been seen in the textbooks. Aspects of the social economy are included in the curriculum but not very extensively. Throughout the curriculum for grades 9 through to 12, co-operatives only appear as a suggested example never as a required topic, although they are regularly provided as a suggested example for business ownership. There were also places where co-operatives were sometimes noticeably absent as topics. For example in a grade 11 accounting class, sole proprietorship, partnership, and corporation are the required topics under business organization, whereas co-operatives are not listed even as a suggestion.

Non-profits appear in the 9/10 business curriculums only as a suggested example but then receive increased attention in certain 11/12 classes. Non-profits or activities related such as

volunteering were mentioned in the requirements of one grade 11 and one grade 12 Entrepreneurship class. Non-profits received a marked inclusion in the curriculum for the grade 11 marketing course: *Marketing: Goods, Services, Events*. In this curriculum non-profits were listed in the general requirements of the course, and in addition to knowing the marketing needs of non-profits, students were asked to “identify the characteristics and features of not-for-profit organizations”. Finally one International Business 12 course required students to know the ways that non-governmental organizations and international development agencies promote economic progress in developing countries.

Mutual Associations, Unions and worker participation are not required teaching material in any of the business courses and only appear a couple times as suggested examples. Overall the one aspect of the social economy that is represented as required material in at least some upper level business curriculums are non-profits. The other parts of the social economy are suggested at least once as a possible example to be used but not as required material.

### **Concluding Remarks**

Our study suggests that there is low coverage of the social economy in high school business and economics texts in relation to the real presence of this sector in the Canadian economy. Based on size and economic reach alone, co-operatives and nonprofits are a significant feature of Canada’s every day life. They are significant employers, and are forms of business organizations recognized and supported by the government of Canada. In the high school textbooks used in Ontario, this economic reality is largely ignored. Hence there is a gap between the Canadian

business and economic reality, and what students are being exposed to in textbooks. Of the categories analyzed in 2005 (Co-operatives, Non-profits in the public service, Mutual non-profits, Unions and Worker Participation) not one category received a mention by every textbook analyzed and no category received more than a percent of the overall proportion of pages in the texts. The 2006 Ontario high school business curriculum reflects a similar treatment of the social economy. In 1995 the overall coverage of the social economy did not exceed 2.55 percent and this number dropped in both studies when either the updated or the texts currently in use in 2005 were reviewed. The coverage of the social economy in the 1995 textbooks was low enough to suggest a bias. As the coverage in the updated texts in either study did not substantially improve, it suggests that this bias continues to exist in current high school business texts. This means students may not be receiving a fair representation of this part of the Canadian economy and its significance. Two recommendations arise from these findings: 1. More research across different areas and different time periods would be useful to generate a better understanding of where the deficiencies are, and what negative and positive changes in representation are occurring 2. As we better understand reasons behind the low coverage of this important sector, it is timely to build a network of textbook writers, educators, publishers, students, key social economy actors and the public at large to bring more social economy and co-operative content in high school economics and business textbooks

## Appendix

The textbooks that were analyzed in the second part of the study were included because of their use in high schools today. The first source used to determine what texts to look at was the trillium list, which is the official list of approved textbooks for high school use. Unfortunately this list was not comprehensive. Often there was only one text on the list to cover a whole topic; for example, the subject of Economics had only one text listed for all of the high school classes and grades. As shown below the education act states that if there is not a text available from the trillium list the teacher can decide on a text to use. A list of high school text books was obtained from a professor named Lennox Borel, who is responsible for the area of high school business at OISE. Lennox Borel canvassed the schools in Ontario to determine which business texts were in use. Economics and Business English were not on this list so in the area of Economics suggestions were obtained from Jan Haskings-Winner as this is her area of expertise. For Business English, citations were taken off of a curriculum website suggested by Lennox Borel, only the texts that explicitly mentioned business in the title were used.

### Education Act

#### R.R.O. 1990, REGULATION 298

*Amended to O. Reg. 132/05*

#### OPERATION OF SCHOOLS — GENERAL

##### Textbooks

7. (1) The principal of a school, in consultation with the teachers concerned, shall select from the list of the textbooks approved by the Minister the textbooks for the use of pupils of the school, and the selection shall be subject to the approval of the board. R.R.O. 1990, Reg. 298, s. 7 (1).

(2) Where no textbook for a course of study is included in the list of the textbooks approved by the Minister the principal of a school, in consultation with the teachers concerned, shall, where they consider a textbook to be required, select a suitable textbook and, subject to the approval of the board, such textbook may be introduced for use in the school. R.R.O. 1990, Reg. 298, s. 7 (2).

### Text Books Analyzed in Part 1.

Cranson, L. (2001). In Dennis M. (Ed.), *Entrepreneurship : Creating a venture* (2nd ed ed.). Scarborough, Ont.: Nelson Thomson Learning.

James, E. M. (2000). *Economics : A problem-solving approach* (5th ed. ed.). Scarborough, Ont.: Prentice-Hall Canada.

Lyons, B. (2001). *Canadian macroeconomics : Problems and policies* (6th ed. ed.). Scarborough, Ont.: Prentice Hall.

Lyons, B. (2001). *Canadian microeconomics : Problems and policies* (6th ed. ed.). Scarborough, Ont.: Prentice Hall.

Hird, R. (2001). *Working with economics: A canadian framework* (7th ed.). Toronto, Ontario: Prentice Hall.

Misener, J. (1995). In Steele S. (Ed.), *The business of english* (2nd ed. ed.). Toronto: Oxford University Press Canada.

Murphy, T., Wilson, J., & Notmann, D. (2001). *The world of business: A canadian profile* (4th ed.). Toronto, Ontario: Nelson Thomas Learning.

Stoyles, H. J. (1994). In Soper R. G. (Ed.), *Marketing today : A retail focus* (2nd ed. ed.). Toronto: McGraw-Hill Ryerson.

Thexton, J. (1996). *Made in Canada: Economics for Canadians* (3rd ed.). Don Mills Ontario: University Press.

Text Books Analyzed in Part 2.

- Understanding canadian business*(2003). In Nickels W. G. (Ed.), (4th ed. ed.). Toronto: McGraw-Hill Ryerson.
- Economics now : Analyzing current issues*(2002). In Bolotta A. (Ed.), . Don Mills, Ont.: Oxford University Press.
- Marketing*(2000). In Berkowitz E. N. (Ed.), (4th Canadian ed. ed.). Toronto: McGraw-Hill Ryerson.
- Balderson, W. (1998). *Canadian Entrepreneurship and Small business Management*. (3rd ed.) Toronto, Ont. McGraw Hill Ryerson.
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